

Mobile-assisted Language Learning (MALL) for EFL rural learners: development of oral production through the use of non-authentic sources

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ABSTRACT

The main objective of this research is to determinate the result of the interaction between the non-authentic sources with the development of the oral production in an EFL rural class mediated by Mobile-Assisted Language Learning (MALL). For it, this research is developed through a pedagogical intervention mediated by no-authentic sources and smartphones, to generate positive changes toward the improvement of speaking skills. Results allows to recognize that nowadays education faces various challenges, which require guiding continuous adaptation and transformation strategies of pedagogical approaches, resources and activities. In particular, working with different types of technologies has been established as a fundamental factor in the teaching of a foreign language, since they help to promote interactivity and students' interest. In conclusion, it is necessary to favor an articulation of technological devices with traditional teaching tools, to generate a positive impact on learning. Thanks to the proposal, it is observed that second grade students acquired new skills and significantly improved their pronunciation and motivation.

Key words

Mobile-Assisted Language Learning (MALL), Oral production, EFL, Teaching English, ICT's.

Resumen

El objetivo principal de esta investigación es determinar el resultado de la interacción entre las fuentes no auténticas de aprendizaje con el desarrollo de la producción oral en una clase rural de EFL, mediada por el Aprendizaje de Idiomas Asistido por Móvil. Para ello, esta investigación se desarrolla a través de una intervención pedagógica mediada por fuentes no auténticas y smartphones, con la finalidad de generar cambios positivos hacia la mejora de las habilidades del habla. Los resultados permiten reconocer que en la actualidad la educación enfrenta diversos desafíos, que requieren orientar estrategias continuas de adaptación y transformación de enfoques, recursos y actividades pedagógicas. En particular, el trabajo con diferentes tipos de tecnologías se ha establecido como un factor fundamental en la enseñanza de una lengua extranjera, ya que ayudan a promover la interactividad y el interés de los estudiantes. En conclusión, es necesario favorecer una articulación de los dispositivos tecnológicos con las herramientas de enseñanza tradicionales, para generar un impacto positivo en el aprendizaje. Gracias a la propuesta, se observa que los estudiantes de segundo grado adquirieron nuevas habilidades y mejoraron significativamente su pronunciación y motivación.

Palabras Clave

Aprendizaje de idiomas asistido por dispositivos móviles, producción oral, inglés como lengua extranjera, enseñanza de inglés, TIC.

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Contextualization

The Rural Susagua School is public and is part of the Las Villas departmental institution, where education is delivered from preschool to fifth grade. It is located in Susagua Village, in the rural area of the municipality of Cogua, Cundinamarca. It has two access roads: the first, two kilometers from the municipal and the second, at the entrance to the road that leads to the municipality of Ubaté, that sector is known as: the Cogua crossing. It is characterized by flat relief, without erosion. Its topography is flat with a general area of 3,420 m².

Currently the institution is affected by insecurity due to the lack of the enclosure, as a consequence of the current infrastructure of this educational institution in which the children in Susagua School and its surroundings are exposed, due to spaces are not good enough for children and their typical activities. For that matter, it is needed to adequate an infrastructure improves school environments with suitable spaces for classrooms, a library, a computer room, a kitchen, a dining room, sports venues and sanitary units according to the standards that allow an education of quality. Better distributing the spaces, to develop educational activities in a pleasant environment that facilitates student learning.

Susagua School headquarters has electric energy, water service, which is suitable for human consumption, it does not have home gas service. Most of the population is transient, work in small-scale livestock, in flower crops, in the sowing of corn and potatoes; some of the families work as artisan production making looms, ruanas, ponchos, blankets, rugs, gloves and other items. Other people work in the two existing brickyards on the sidewalk: “Arcillas de Colombia” and “San Fernando” or lumber companies, in the

Rebecera and in several auto mechanic workshops, located on the central highway. A minimum of parents is displaced by different circumstances and they look for new opportunities in this municipality that allow them to be recognized as member of specific families and as in social life. There are three teachers who work in Susagua School, each teacher is in charge of two grades.

In 2016, the educational institution made a strategic alliance with “Fundación de ladrilleros”, a non-governmental, non-profit organization focused on the creation and execution of corporate social responsibility programs in the areas of influence where allied companies work. This foundation has provided teachers-helpers in the areas of recreation and sports and technology, at the same time, municipal administration sends teachers-helpers in the areas of art and physical education, in addition the educational institution has made inter-institutional agreements with Minuto de Dios University, Located in Zipaquirá, so that Pre-service teachers in the seventh and eighth semesters can develop their professional practice on Wednesdays and Fridays.

During this year only the physical education teacher sent by the municipal mayor's office is participating due to the current covid-19 contingency.

The educational community has been working on structure the PEI. Last June, I became part of the teamwork of this institution, and since then I joined to this job, so since I started working in the institution my work tools have been the curriculum and the coexistence ruling students' guidelines available from this year on.

The departmental educational institution (IED)Las Villas de Cogua Study Plan has been established based on the legal guidelines issued by the National Ministry of Education

(M.E.N), specifically with regard to curricular guidelines, quality standards, basic competences and performance and basic learning rights.

The entire structure has been organized from the point of view of learning to know, learning to do, learning to live together, and learning to be, using a series of experiential processes and methodologies, Triadic brain theory and constructivism. The study plan organized in a schematic structure concerns about subject areas and pedagogical projects. In the specific case of English, our institution recognizes the importance of the area in the comprehensive training of students, but there are no specific institutional projects to strengthen it, small classroom projects are carried out, but there is no plan that empowers English in the institution.

The main objective of Las Villas institution is aimed at achieving in students the construction their life project focusing on some specific majors such as: technical-in agricultural / recreational-sports, ethical, and labor administration training for the development of skills that allow them to work in these and other areas to serve my community and access higher education and be participants in the transformation of personal, family and social reality, based on respect for human dignity.

The pedagogical model of the institution has been proposed under the theory of significant learning as a cognitive theory of restructuring, its methodological approach in the different areas of knowledge of the institution is based on two major pedagogical models: heterostructure and self-structuring.

Research statement

The National Education Ministry in Colombia adopted the level scale with the terminology used by the Common European Framework of Reference for Languages (CEFR): A1 = beginners, A2 = basic, B1 = pre-intermediate, B2 intermediate, C1 advanced, C2 advanced. Second grade is located in the (A1) beginner. During the first period, the the Susagua School, located in Cogua (Cundinamarca), prioritized the development of learning in linguistics, especially in what has to do with infinitive verbs, articles and vocabulary associated with animals and places.

Second grade students are reinforcing some English topics from first grade, because during the first and second period there were only two teachers in the Susagua School each teacher was in charge of three grades, the number of students hindered the optimal development of classes, and students did not receive English classes during these periods.

The teachers at the Susagua School requested the appointment of another teacher, due to the situation presented. In the third semester, I was appointed as a teacher in first and fourth grades, and I immediately noticed difficulties in the English class because of making an integration activity with the colors yellow, red and blue, the students did not recognize this vocabulary.

To obtain a favorable learning result. The English classes were based on activities that mostly developed the writing ability, I generally give a brief explanation about the new vocabulary in English, then, I draw some pictures on the board related to topics set in the curriculum of the institution (animals, fruits, sports, verbs).

The children repeat the word in English two or three times and then they get ready to work, I do similar activities, where they can be focused on a specific task and that is when I take advantage to explain into topics with fifth grade.

As a public sector teacher in multi-grade settings, I have few English teaching-learning materials. The speaking ability has not been constantly worked on because this skill requires more practice and more than two hours of class. Students recognize many of the words seen, they relate a drawing to the word, they can put together words with letters, however, when pronouncing they present difficulties, due to the few oral production activities that take place in the classroom.

In the classroom, we do not have books, a tape recorder, a television, games or other material that supports methodologies for oral English teaching, the support instruments in the area are nil practically, I have even gotten a small speaker that I own to support some recordings used as a reference in listening activities. This is not enough and limits the students to learn new vocabulary words in a more dynamic way. Furthermore, the two hours per week established restrict the dynamics of teaching and learning, the institution does not have an academic project focused on English that motivates the student population and allows to give more time to teach it, on the contrary, there is a greater demand for results in other areas, and as a teacher this last situation discourages me since I must dedicate more time to those areas and give results. Children need to be exposed so much more to target language since they are not receiving what they are supposed to get in such a aspect.

I am aware that I need to provide students with strategies that allow me to support them more effectively, since the strategies provided in the classroom can be complemented so that students can improve their oral production.

Also, I need to provide students with better spaces to practice English oral production, based on the fact; that they can reinforce much more because it is my major.

Therefore, there is a need for children to have more contact with English, providing them the opportunity to acquire the target language as it is used in the real world, interacting and practicing filling the gap between the oral competence they must acquire and the current performance of the students.

Research Question

What is the result of the interaction between the non-authentic sources with the development of oral production in an EFL class mediated by Learning-assisted Mobile Language Learning (MALL) with second graders of Susagua School, located in Cogua (Cundinamarca)?

Objectives

General Objective

- To determinate the result of the interaction between the non-authentic sources with the development of the oral production in an EFL rural class mediated by MALL.

Specific Objectives

- To implement non-authentic sources in English classes.

- To design activities based on non-authentic sources to develop students' oral production.
- To apply activities and strategies based on non-authentic sources in order to students interact and practice English language.
- To apply MALL as part of the methodology of the English Class.

Theoretical framework

This section explains the theory behind this research project on four fundamental pillars: Non-authentic material, EFL (focused on learning), oral skill development and MALL.

Non-authentic Sources

According to Febrina (2017): "Non-authentic materials are teaching materials which are made and designed for teaching purposes only. These materials are planned, designed, and produced based on the curriculum and policy in each country" (p. 3).

The complexity of the authentic materials means that those that are material and specific by the teacher according to the context of their students, the level and their competences against the language, to facilitate the student to have control over the lesson, since the use Language is most appropriate when tailored to the students' needs.

In this regard, Febrina (2017) believes that real-life materials also contain some cultural difference between the target student and the target language culture. It is argued that these non-authentic materials are more culturally specific to students.

According to Jooyandeh (2017) non-authentic texts are especially designed for language learning purposes. The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of “false-text indicators” that include: Perfectly formed sentences (all the time); a question using a grammatical structure gets a full answer; repetition of structures; very often does not “read” well.

Non-authentic sources are used by teachers or learners to facilitate the learning of a language and specifically designed for the language learners. They are either adapted or simplified or written keeping in mind the language proficiency of the learners in question.

In conclusion, non-authentic sources are using for educational purpose only, for example, text from textbook, student worksheets or other educational sources that are adapted or utilized for pedagogical purposes.

In this research, the non-authentic sources are a key, since it adapts to our context in the teaching of English as a foreign language. The designed activities through these materials, facilitate the approach to the target language, facilitating learning with strategies and procedures in the that we can focus the activities of the English classroom on strengthening the speech of second grade students, who will also be able to self-evaluate by having models of selected and adapted material according to their needs.

English as a Foreign Language (EFL)

EFL refers to English learning in schools, colleges, and universities around the world in non-English speaking countries. Cultural content is more international than in the typical

ESL class. In addition, every year hundreds and hundreds of thousands go to English-speaking countries to do intensive courses in dedicated EFL schools AND to practice English outside the classroom, doing General English, English for Specific Purposes, for Academic Purposes, or to prepare for an exam (Rod, 2016)

In 2014, The government of Colombia published the National Plan of English: Colombia Very Well! 2015-2025 PNI (Plan Nacional de inglés, acronym in Spanish). a comprehensive, intersectoral and long-term strategy that gathers the experiences of the Project for Strengthening the Development of Competencies in Foreign Languages, summarize its components with interventions on a larger scale and higher investments, and includes new components such as social mobilization, management of alliances and parents' involvement.

From the same year, the National Ministry of Education published the Basic Learning Rights and the Curriculum guidelines, to generate educational equality and English teaching and learning will be considered as a tool that strengthens comprehensive and appropriate training for 21st century students in Colombia. For this reason, the Suggested Curriculum integrates different axes of training, such as peace and democracy, fundamental aspects in the construction of a country in peace that seeks to open itself more to the globalized and multicultural world. The Basic Learning Rights (BLR) in the area of the English language are an essential tool of current institutions (Gallardo, 2013).

These rights describe the knowledge and skills that students must learn in the English class in the Colombian educational system. The BLR are structured in a coherent way with the Curricular Guidelines and the Basic Standards of Competence (BSC)

(Nolasco, 2004), and they are tools that allow the identification of key aspects necessary for the development of the communicative competence of students in a foreign language. In this way, BLRs are expressed in terms of listening and reading comprehension language skills and those required for oral and written expression.

Latin America has made considerable efforts to improve English language learning through policies and programs, resulting in more people in the region having access to English language learning (ELL). However, test results indicate that English proficiency is very low (Cronquist, 2017). The educational system is simply not producing students with adequate levels of English proficiency. Schools are often unable to provide the necessary English classes, while those that do exist are often of poor quality. Learning opportunities outside of the educational system, although increasingly available, are unable to make up for deficiencies within formal schooling (Cronquist, 2017).

Cárdenas (2014) says that recent educational policies that have included the teaching of the English language as a compulsory area of the curriculum since early ages have been accompanied by limitations for its implementation, among them, large classes, limited access to resources, duration and frequency of short teaching periods, low levels of proficiency in the language of current teachers and teacher deficits at the primary level. The difficulties are such that Latin American countries seem to have entered a crossroads between what they intend to achieve and what they really have or are capable of achieving with the available resources and strategies.

The differences between individuals, their learning conditions and the contexts in which they learn are some aspects that have inference in the English as a Foreign Language

(EFL) Nolasco (2004) states that: “learning is a conscious process, knowing the language through models and strategies other than its acquisition” (p. 23).

Learning a language involves a conscious knowledge of the second language and its rules, being the student capable of recognizing and speaking about them, it is then when we speak of learning, a mechanism that is very present in foreign-speaking contexts (Gallardo, 2013).

In this regard, Piñeiro (2014) states that learning a foreign language is a complex process because the learner must understand, in addition to the structures of their first language, the principles of the foreign language; leaving behind the mental distributions of their native language to adopt those that the new language presents. That is, teaching is responsible for guiding and facilitating learning, giving the student the opportunity to learn, through strategies previously chosen by the educator for this purpose.

English corresponds to a language universally used in different countries of the world, not only as a mother tongue but also as a foreign language. However, in certain countries such as Colombia, the study of this language does not conclude with internationally acceptable standards.

This research focuses on the teaching of English as a foreign language in the Susagua School of the municipality of Cogua, considering that the skills that are acquired for learning the new language are innate and acquired, being the school environment the most appropriate to produce these interactions with the English language providing students with the necessary tools to express their ideas.

Oral skill development

The development of oral skill refers to communication and interaction in a meaningful and fruitful way, that is, exchanging information, negotiating meanings, supporting ideas, facing oral defenses, as a way of motivating students to see the foreign language as a vehicle of social interaction (Gutierrez, 2005).

For the English area, the National Ministry of Education has established basic learning standards that were designed in 2006, remain in force and supported by Bilingualism projects and basic learning rights. Based on these standards, teachers must design the curriculum and classroom plans to develop communication skills in students. With respect to the oral ability of grades first to third, the standards state that students must respond to greetings, questions about how they feel, preferences, basic personal needs in the classroom, places and people in the environment.

Achieve the proposed goals and develop the oral competence “it is important to consider the classroom context. In immersion classroom contexts in particular, learners need to go beyond conversational language; they must develop the language skills required for academic endeavors” (Garbati, 2015).

Oral expression serves as an instrument to communicate about external processes or objects, it is the set of techniques that determine the general guidelines that must be followed to communicate orally effectively, that is, it is the way of expressing what one thinks without barriers. the speaking skill involve more than certain rules of grammar. It is related to the ability that the speaker has to spontaneously convey and understand ideas, opinions and comments in different communicative contexts. (Dueñas, 2015)

While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. (Boonkit, 2010), being able to successfully communicate ideas orally is a fundamental skill in language learning and represents a huge challenge for beginners. Students usually need to express themselves and would usually avoid active participation in communicative activities, which can hinder their language learning process and can affect their attitudes towards the language (Devia, 2017).

Despite the importance of develop speaking skills in the classroom, for many years, teaching of speaking skills has been ignored and has been given a least importance and the EFL / ESL teachers have been teaching speaking skills just like memorization of dialogues, repetition of drills and recite memorized textbook dialogues. Nevertheless, current modern society demands the importance of developing learners' speaking skills as the learners can settle down well in their professional career. Improving speaking skills consume a lot of classroom practice, motivation to both speaking and various activities. (Rao, 2018)

Generally, in the evaluation of an oral production there are two approaches. The first one has fluidity as an indicator of development and the second is precision. Fluency refers to the capacity or ability of the speaker to express himself and make himself understood in an understandable and reasonable way without giving relevance to the correct use of grammar or pronunciation since what is important is the content of the message. Precision, on the contrary, focuses on the correct and precise use of these linguistic aspects.

In this context, success in learning the English language depends not only on having specialized teachers, in constant improvement, but on the application of appropriate

methodological strategies, together with the management of material: “If the application of adequate techniques, which are varied and adaptable to many cases, do not work or simply are not applied, you will not have a good command of oral communication skills and teaching-learning will be done half-heartedly” (Macias, 2017, p.593)

Therefore, to strengthen the development of students' oral competence in English, in this project it is considered important to implement activities whose objective will aim to achieve more effective communicative interactions.

With appropriate complementary material that allows children to put into practice the vocabulary and themes of the English class, so that they are motivated to participate and express themselves, being clear that no emotion, idea or thought are wrong when expressing themselves, but that it is through practice, correction and self-correction that the development of oral expression can be improved.

Mobile-Assisted Language Learning (MALL)

Pozo (2019) explains that the concept of Mobile-Assisted Language learning (MALL) consists of the use of mobile devices to learn a language. It started from a similar concept known as CALL (Computer-Assisted Learning Language), trying to inherit the initial ideas of 'anywhere, anytime':

The growing number of mobile devices such as smartphones or tablets has allowed the academic community to try to develop mechanisms that allow students to use these devices in learning, hence the academic aspect that tries to promote the knowledge of the Languages. One of the objectives of the MALL, and one of its

characteristics is that it adapts to the different lifestyles of the person who tries to learn since, as they are mobile devices, they can start using the learning mechanisms wherever and whenever they want (Pozo, 2019, p 15).

According to Turc (2017), the main factors which support mobile learning are increasing mobile phone ownership among students, a positive attitude towards mobile devices, integrating real life communication into English learning, facilitation of student to student interaction and the possibility of fast content creation. For these reasons, teachers should look at ways of integrating these devices into the classroom setting and make students practice English as a foreign language.

According to Hockly (2006, as cited in Caro, 2019), there is a wide range of mobile applications available for learning and practicing language skills, most of them can be downloaded in any smartphone or laptop for free as well as for little cost. Currently, teachers and schools are starting to adopt strategies taking advantage of the facilities and tools that these apps offer to its users; some of them allow teachers to be constantly in contact with their students becoming learning quicker and more dynamic, even more motivating for the learners (p.17).

According to Šimonová (2015):

Using mobile devices for educational purposes, is an approach how to reach the same objectives: purposefulness, clearness, system approach, learners' activity and awareness of intentional activities, retention of knowledge, adequacy, emotionality, and last but not least the joint approval and the consensus of the family (p. 2).

According to Nasuha (2017) Even though MALL based activities are not fully integrated yet, many studies have found out that MALL is a shortcut to gain effective language learning. Therefore, the suggestions for future teachers are a great demand to integrate MALL to language learning activities (p17).

The advancement of mobile technology enables this research to develop forms of teaching and learning at different times and especially under the current contingency of Covid-19, which allows and motivates a rethinking of conventional teaching practice. Since we must adapt to the current educational reality of our Susagua School, and through reflection and face to face with the context and possibilities, supporting this degree work on mobile devices is the best option.

Research Design

Type of Study

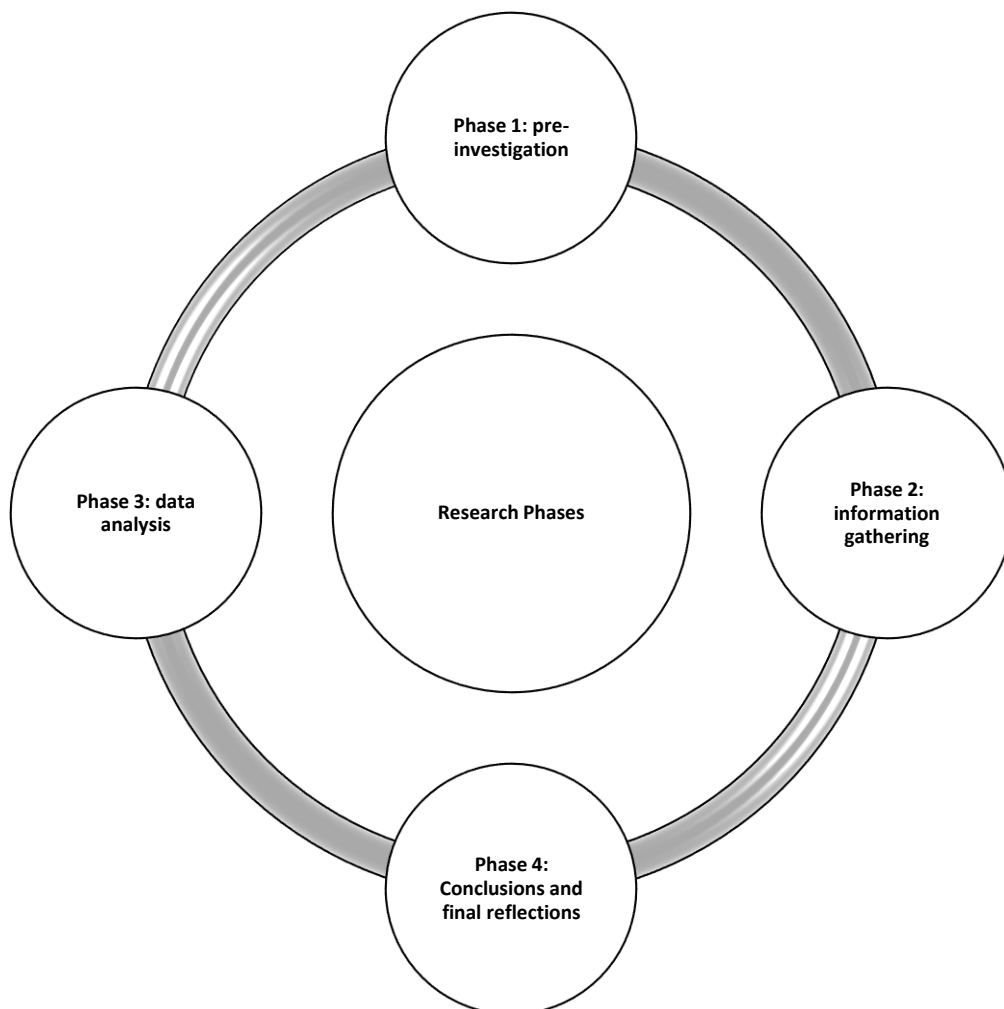
This research is developed through a pedagogical intervention; from my interaction as an English teacher with second grade students and therefore following the principles of action research, this study was motivated by the difficulties in oral production detected in the classroom. Through the implementation of pedagogical strategies mediated by non-authentic sources, it is intended to generate positive changes toward the improvement of speaking skills.

According to Pino (2015) action research:

(...) interprets "what happens" from the point of view of those who act and interact in the problem situation, for example, teachers and students, teachers, and director.

As the action research considers the situation from the point of view of the participants, it will describe and explain "what is happening" in the same language used by them; that is, with the commonsense language that people use to describe and explain human actions and social situations in daily life (p. 15).

It can be said that the development of this project focused on action research, allows me as a teacher to assume research as part of a professional task, with a proposal that aspires to pedagogical improvement and innovation from a reflective practice that will also give me the possibility to share my experience and results of this research work with the community from Universidad Santo Tomás.

Figure 1. Action Research

Source: Author's elaboration

The following table details the process that was developed to meet the objectives, based on specific research phases:

Table 1. Phases and stages

Phase	Stages	Process	Time
Phase 1	Choice of the topic of this research process based on the teacher's interaction with second grade students In English class.	<ul style="list-style-type: none"> • To establish an observation guide to identify specific problems. • Guide improvement strategies • Define general and specific objectives • Define a research question 	2 weeks
	Consolidation of necessary documentation to support the investigative work	<ul style="list-style-type: none"> • Literature review of Analysis of investigative antecedents in databases 	4 weeks
Phase 2	Proposal of the schedule of activities with students, in accordance with the curriculum of the institution	<ul style="list-style-type: none"> • Define the population and sample • Analyze the feasibility of activities Determine schedules for activities 	1 week
	Definition and construction of data collection instruments.	<ul style="list-style-type: none"> • Research instrument design • Instrument validation 	3 weeks

		<ul style="list-style-type: none"> • Pilot test with 2 students • Settings and final design 	
	Implementation of schedule and instruments.	<ul style="list-style-type: none"> • Initial contact with students to explain the research objective 	1 week
		<ul style="list-style-type: none"> • Arrangement of appointments for the application of the instruments through virtual platforms 	4 weeks
Phase 3	Data organization.	<ul style="list-style-type: none"> • Tabulation 	1 week
		<ul style="list-style-type: none"> • Synthesis 	1 week
	Data analysis and interpretation	<ul style="list-style-type: none"> • Triangulation of the results 	2 weeks
	Systematization of information.	<ul style="list-style-type: none"> • Explanation of the findings 	1 week
		<ul style="list-style-type: none"> • Development of objectives 	2 weeks

Phase 4	Description of the conclusions and final reflections according to the final data obtained from the analysis of the research implementation.	<ul style="list-style-type: none"> • General synthesis of findings • General proposals • Limitations • Future lines of research 	2 weeks
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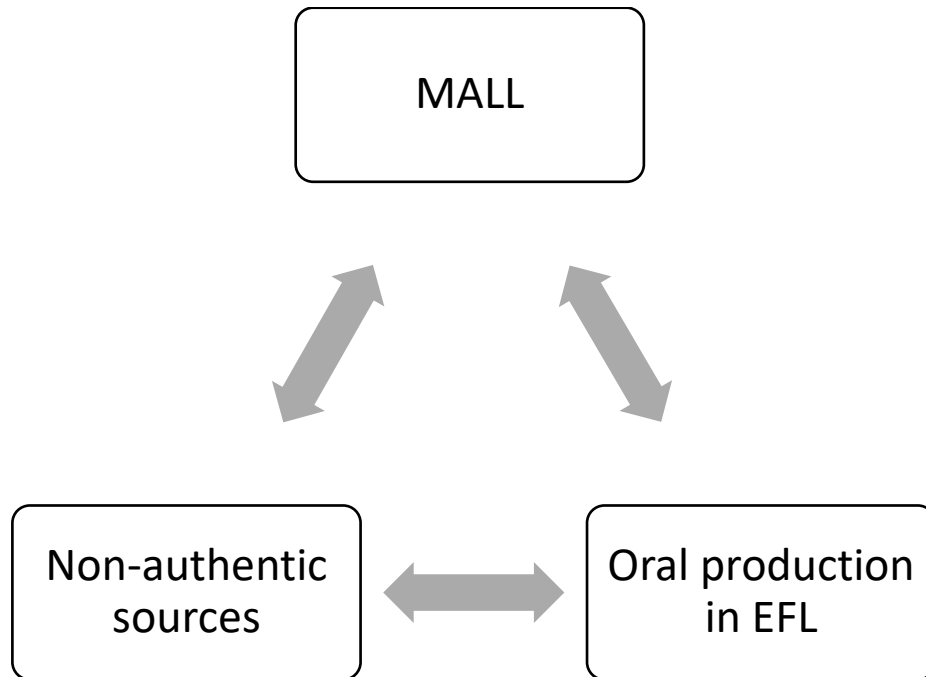
Source: Author's elaboration

Finally, to answer the research question that inquiries about how the use of MALL can help promote better learning of a second language, a process of triangulation of the available data is carried out, deducing different types of relationships when connecting the use of technology with non-authentic sources and with the oral production of the students.

Triangulation is carried out in this case because it allows conclusions to be drawn from different sources of information, as in this case are the instruments and the theoretical framework. In this way, triangulation allows establishing a dynamic analysis of the information, generating a more comprehensive approach to the research problem (Hernández, Fernández & Baptista, 2012).

A multiple triangulation is implemented, since different types of information sources are considered, such as bibliographic consultation, interviews, and observation. The analysis of the relationships allows to guide a comprehensive analysis of the research categories, as shown below.

Figure 2. Triangulation process



Source: Author's elaboration

Grounded theory is established as a basic component of this research. Therefore, the research technique starts from the documentary review, the search for sources, references and authors who debate the problems, address the variables and conceptualize around the issue of technology and oral production in EFL. From the grounded theory method, the premises and objectives of this study can be developed. This method, focused on the bases of a qualitative investigation, requires the search and selection of theories, concepts, hypotheses and propositions that start from previous investigations and that allow to develop a later interpretation of the problem (Quecedo & Castaño, 2002).

The theoretical contributions that study and analyze the relevant concepts within the investigation are useful to develop a particular interpretation of the problem. Through this

approach, the study of previous investigations is possible, in order to create new interpretations but also new questions, ideas and reflections. In this way, the interpretation of the referenced texts makes it possible to analyze the problem that has arisen from a different perspective, introducing new elements and questions from the way in which the different concepts are analyzed (Alassutari, Brannen & Bickman, 2008).

Eventually, the approach used allows to analyze the existing relationships between the different texts that are the object of study, as well as their common aspects and the way in which they are linked. References, on the other hand, allows updating the approaches derived from research and studies carried out in different contexts, to generate a better argumentative force in the research, providing essential data to build relevant knowledge on the subject. In conclusion, the documentary review provides the elements that determine a systematization and interpretation of the problem, an adequate follow-up of the concepts that are key to understanding the problem.

The population corresponds to second grade students from the Las Villas Educational Institution, located in the rural municipality of Susagua (Cundinamarca, Colombia). For the development of the research, a convenience sample is proposed, in order to recognize the perceptions of the people who make up the research population. Following the words of Labra (2013), in this type of sampling, the samples are not representative by the type of selection; they are informal or arbitrary and are based on general assumptions about the distribution of the variables in the population.

On the other hand, in non-probabilistic samples, the choice of elements does not depend on probability, but on causes related to the characteristics of the research or the

purposes of the researcher (Hernández, Fernández & Baptista, 2012). Therefore, the procedure is not established from probability formulas, but depends on the decision-making process of the researcher (Dávila, 2006).

Thus, the selected sample corresponds to 17 second-grade students, who answered the survey. However, it must be considered that due to unavailability issues and internet access problems, only 14 students participated in the interview.

The qualitative method allows to study a little more in depth the issue raised and obtain an interpretation of the information obtained in an understandable way. According to Paré (2019) “the process of analysis involves several steps, often described in sequence although much intertwined in practice, known as getting familiar with the material, coding the data, identifying patterns and generating results and presenting findings” (p. 12).

The information obtained through the instruments implemented and described above allowed the information to be categorized for analysis into the following categories:

- Mobile-assisted language learning, an adaptation for rural students.
- Non-authentic sources, the adaptation to the right time and classroom.
- Oral production in EFL in a rural class.

Finally, it is important to precisely define the research categories, which guide the presentation of the results. These categories are shown below:

Figure 3. Categories

Categories	Definition	Operationalization	Indicators
Mobile-assisted language learning, an adaptation for rural students.	Consists of the use of mobile devices to learn a language, in order to promote learners' activity and awareness of intentional activities, retention of knowledge, adequacy and motivation (Gutiérrez, 2005)	<ul style="list-style-type: none"> • Students' relationship with technologies and mobile devices • Use of mobile devices for learning purposes • Stimulation of digital interactivity to the development of oral skills 	<ul style="list-style-type: none"> • Students with access to mobile devices. • Applications used by students. • Activities sent to the cell phone
Non-authentic sources, the adaptation to the right time and classroom.	Non-authentic materials are teaching materials which are made and designed for	<ul style="list-style-type: none"> • Non-authentic sources use in the classroom • Stimulation of oral expression 	<ul style="list-style-type: none"> • Types of Non-authentic sources used • Relationship of materials with

	<p>teaching purposes only. These materials are planned, designed, and produced based on the curriculum and policy in each country” (Febrina, 2017, p. 3).</p>	<p>through the use of materials</p>	<p>technological devices</p>
<p>Oral production in EFL in a rural class.</p>	<p>The development of oral skill refers to communication and interaction in a meaningful way. It is key in process related with exchanging information, negotiating meanings, and supporting ideas (Gutierrez, 2005)</p>	<ul style="list-style-type: none"> • Students' ability to express ideas • Communication processes • Argumentation and presentation of ideas 	<ul style="list-style-type: none"> • Students who claim to have improved pronunciation with the activities. • Students who claim to have improved communication processes with activities

Source: Author’s elaboration

Data Collection instruments and Techniques

The purpose of this type of research is for the researcher to deepen the understanding of the problem. Therefore, it adopts an exploratory stance methods and techniques of data collection and analysis. In this research, the following instruments were used in order to gather information:

Interview

This research process uses the semi-structured interview with which it is sought to ask questions focused on the problem in order to obtain more clearly the information that is needed, from the study subjects. The interview script can be seen in Annex 1,

This technique consists of starting a conversation between researcher and research subject. Traditionally, in qualitative research, the interview is characterized by being a communicative process that occurs in a meeting between subjects, previously negotiated and planned. At present, with technological advances in terms of communication, this conception has undergone some variations, since the new existing communication instruments (videoconferences, chats, cell phones with 4G system) incorporate characteristics of the technique within the framework of qualitative methodology; although we must not lose sight of the fact that every interview takes place as part of a process that cannot be understood in isolation from the context of those who star in it. (Olivera, 2015, p 16).

The Semi Structured Interview is used in the collection of information in an orderly and organized way, it allows the researcher to elaborate questions with the option of argumentation, development and reasoning.

The process used to develop the interview is described below.

- In the first place, an informed consent was designed (see annex 3), in which the participation of the students was requested, through the authorization of the parents. In this consent, information on the objectives of the research was included, in addition to the author's data. The rights of the participants and the confidentiality of the information were also pointed out.
- The interview format was then designed, including the key questions that correspond to the research objectives.
- Third, a virtual meeting with each student is scheduled through the parents' email, setting a date and time.
- Then the meeting was developed, asking the questions and recording the responses of the students.
- Finally, the responses were written for further analysis.

Survey

The survey is a research method in which multiple techniques and stages of the research process are involved in a coordinated way. Annex 2 shows the survey script used.

To carry out the survey, the questionnaire is used, which is the reflection of all the problems raised in the research, it must translate into empirical verification the concepts that are in the generating scheme that is the analysis model.

According to Lopez (2015), the questionnaire is the instrument of the survey method to obtain the pertinent information that allows contrasting the analysis model. We must not forget that this is a considerably delicate phase in the research process in general and in the survey in particular, it is about preparing a text where a speech should be expressed as clear and appropriate as possible in terms of questions (p.17).

In this questionnaire, semi-open or semi-closed questions are carried out that “combine a series of pre-established answers with the possibility of collecting other answers given by participant” (López, 2015, p. 20)

The type of questions we include in questionnaires should make the participants feel comfortable. They should also be posed in a non-intrusive way, so participants do not get the feeling we are judging their lifestyle, beliefs about different languages or linguistic behavior. Given that questions about attitudes towards languages and the way people identify themselves linguistically are usually quite sensitive issues, it is advisable to pose them indirectly or include them in more extensive conversations (Canals, 2018, p. 9).

The process used to develop the survey is described below.

- After having completed the informed consent, the survey was sent to the parents' mail, so that it could be answered by the children.
- They were given a period of three days to resend the completed survey.

- Then the results of the surveys were tabulated and the analysis was guided.

Student artifacts

Classroom artifacts include any written or visual sources of data, contained within the classroom, that contribute to our understanding of what is occurring in classrooms and schools (Mills,2007). This source of existing data primarily incorporates work done by students as part of their schoolwork but is now used as data for action research purposes (Hubbard & Power, 2003). Such items as student portfolios or products resulting from the administration of a performance-based assessment or such fewer formal artifacts as students' responses to a teacher's request to explain the solution to a constructed-response.

The artifacts produced by the students in this research are all those previously programmed activities with no-authentic sources, and it will be this material that will served as a source to collect the data.

The following table specifies the Development of the activities that make up the proposal:

Table 2. Schedule of activities

Schedule of Activities		
Date	Topic	Activity
3rd of September	Body parts	<p>Input:</p> <p>Video observation with pronunciation of second part of body parts: https://youtu.be/j6g_OPGdbIU 2. Elaboration in flash cards of the parts of the body (8 parts)</p> <p>Output:</p> <p>Record a video pronouncing and showing all the flash cards, on one flash card they will draw the part of the body and on the other the name of said part of the body -Make a 2-minute video using with the flash cards, they will use the pronunciation seen in the video. - Sending videos through WhatsApp.</p>
10th of September	Family members (mother, father, grandmother, grandfather, sister and brother)	<p>Input:</p> <p>-Watch the video of the family members and practice pronunciation. https://youtu.be/pHeBPockq24 -Complete the family tree https://i.pining.com/originals/80/ef/2f/80ef2fce55d653fac63dd749a337adc0.jpg</p> <p>Output:</p> <p>-Draw on separate sheets each family member stand in the center and put the sheets around you on the ground, jump to the front of each sheet and say the name of the character that appears there. (explanatory video is sent) - Send video doing the activity and photograph of the family tree work.</p>

17th of September	The verb to be (present simple, family members)	<p style="text-align: center;">Input:</p> <p>-Use the family tree above to form simple sentences with names of the members of your family, example: She's my mother.</p> <p>-Listen to the audios so that you can pronounce each sentence appropriately.</p> <p style="text-align: center;">Output:</p> <p>Send video showing and pronouncing the sentences with each member of your family</p>
24th of September	The verb to be and possessive adjectives (present simple)	<p style="text-align: center;">Input:</p> <p>Complete the following sentences</p> <p>she is my aunt. Her name is _____</p> <p>she is my sister her name is _____</p> <p>She is my grandmother. her name is _____</p> <p>are my parents their names are _____ and _____</p> <p>He's my brother. His name is _____</p> <p>You are my grandfather His name is _____</p> <p style="text-align: center;">Output:</p> <p>Practice the pronunciation of the previous sentences with the help of the audios.</p> <p>Send audio or video saying the sentences.</p>
1st of October	Professions (simple present)	

9th October	of	Questionnaire	Answer the questionnaire related to English classes
15th October	of	Dialogue (questions with "what")	<p style="text-align: center;">Input:</p> <p>Watch a video showing the professions and their pronunciation.</p> <p>Practice the pronunciation of each profession with the individual audios that are sent to you</p> <p>Form the sentences with each profession, example: He is a farmer</p> <p style="text-align: center;">Output:</p> <p>Send a video pointing out and naming each professional, example She is a nurse.</p>
22nd October	of	Demonstrative adjectives	<p style="text-align: center;">Input:</p> <p>See the explanation of the use of demonstrative adjectives: https://youtu.be/FK3kAKVT3So</p> <p>Listen to the audios and observe the images and practice the sentences.</p> <p style="text-align: center;">Output:</p> <p>Send audio or video of the sentences using each demonstrative adjective.</p>
12th November	of	Interview	Participate in the interview about English classes

Source: Author's elaboration

As can be seen in the table, 9 work sessions were included. In these sessions, different topics were worked on, with the help of non-authentic sources and the mobile device. For each activity the students were given the opportunity to listen to audios and watch videos. In addition, a participatory approach was also generated, because each student had the opportunity to record their own audios and videos, to share them with the class.

In this way, an important level of participation and interaction was generated among the students, which was essential to promote their motivation and interest. Annex 4 shows how each of the activities was developed, including observations and a detailed description of the methodology.

On the other hand, Annex 5 shows the evaluation rubric. In particular, the following competencies were evaluated:

- Delivering
- Use of vocabulary
- Use of grammar
- Pronunciation/Intonation

For each of the criteria, 5 possible outcomes were included:

- 1: Poor
- 2: Fair

- 3: Satisfactory
- 4: Good
- 5: Excellent

In this way, it was possible to evaluate the performance of the students, in order to generate feedback processes and to identify the limitations that arose in the application of the proposal.

Data implementation and analysis

The data analysis is developed considering the objectives and goals set and the decision making through the process and development of the work, with real and truthful information collected through the instruments described in the previous section. This allows the present research has clear and reliable conclusions.

For the development of the analysis, a categorization process is established, through which the findings for each of the categories are presented.

Mobile-assisted language learning, an adaptation for rural students

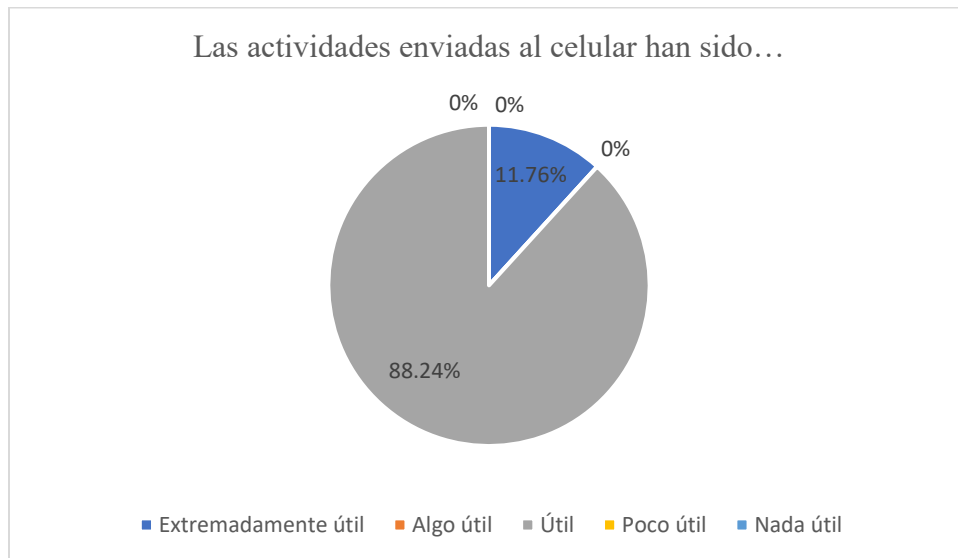
To begin, it is important to understand with Montecé & Montecé (2017) that the implementation of the Mobile Assisted Language Learning (MALL) methodology occurs in front of the virtual education modality presented in the COVID-19 period, since it is a methodological approach that facilitated student-centered learning and was very appropriate to promote motivation and autonomous learning.

In addition, the majority of the 17 participating second-grade students from the Susagua School do not have other technological tools other than a mobile phone, which is why it was essential for the development of the activities.

Having in mind these issues, the results of the survey and the interview are presented below, which focused on analyzing how the activities carried out through mobile help to improve oral production in EFL.

The first question of the survey was: “Las actividades enviadas al celular en el desarrollo de las actividades de clase han sido”: The results are shown as follow:

Figure 4. Survey. Question 1.



Source: Author's elaboration

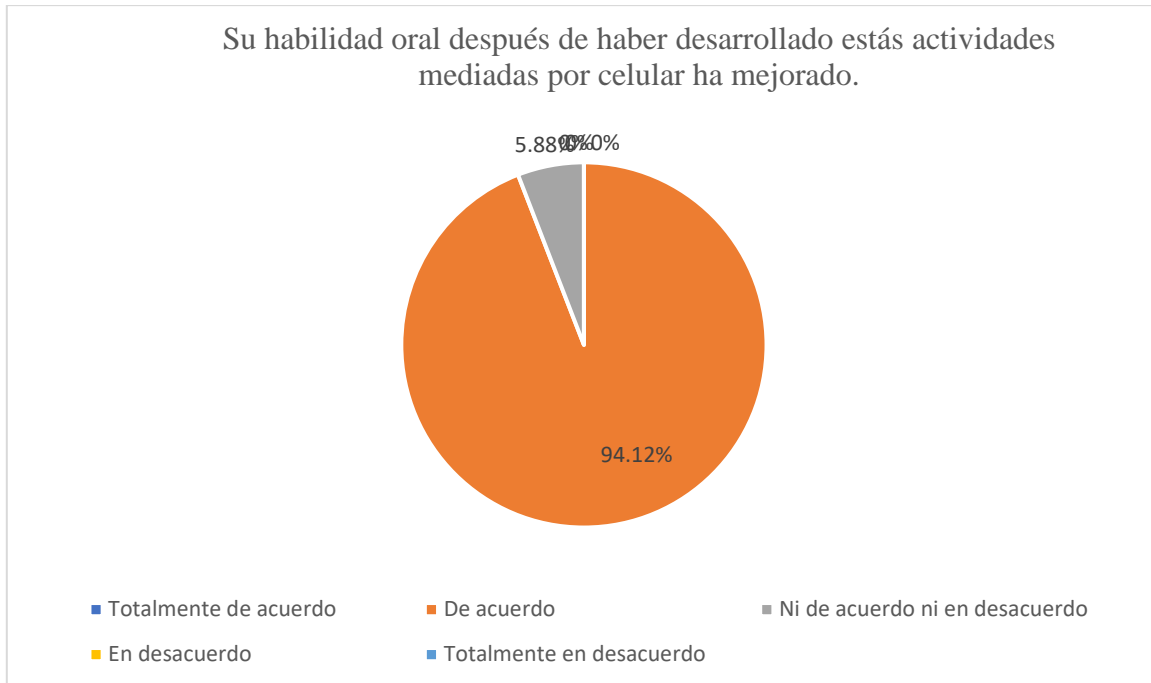
It can be seen that 88.25%, corresponding to 15 students, state that the activities were useful. There are no students who have stated that the activities were little useful or not useful. In this way, a positive impact of the activities can be evidenced.

To explain these results, Toledo & Sánchez (2017) can be cited, as they explain that electronic devices can be established as an important learning tool. In particular, they favor processes of confrontation of different types of realities, thus deepening the perception that exists vis-à-vis the environment. In addition, as Montecé & Montecé (2018) pointed out, joint and collaborative transformation strategies can be generated, based on interest, adaptability and the development of reflective thinking.

On the other hand, according to Venkatesh & Bala (2008), cell phones in language teaching can help to go beyond terms and understand the meanings and meanings that have been built around language at the social level. In this way, new key skills are oriented in the learning of a Foreign Language.

For this category it is also important to highlight the results of question 5 of the survey: “Su habilidad oral después de haber desarrollado estás actividades mediadas por celular ha mejorado”. The results are displayed below:

Figure 5. Survey. Question 5



Source: Author's elaboration

94.12% of the students, corresponding to 16, affirm that they agree that their oral ability improved after having developed the activities with the cell phone.

To compare these results with other research, it is highlighted that several recent articles indicate that the use of mobile devices help to generate better comprehension capacities in students and skill development. According to Toledo & Sánchez (2017), the use of these devices can help to generate a significant improvement in the knowledge acquisition processes. Barreira et al. (2012) show in their research that the use of electronic devices helps to strengthen the development of pronunciation and vocabulary.

Billinghurst and Dünser (2012), for their part, explain that this type of technology is established as a novel factor that motivates students and encourages the development of new possibilities for the teaching and learning process. Finally, Cabero and Barroso (2016)

state that technology generates numerous possibilities with regard to the presentation of content and the ability to stimulate the interest of students.

As can be seen, it is clear that the use of cell phones can help promote new capacities that generate positive stimuli in learning. In addition, the motivation and interest of the students is significantly improved, thanks to the development of interactive learning environments.

Finally, question 8 of the survey stands out for this category: “Los recursos utilizados como los audios, los videos, las pistas de audio son adecuadas para mi aprendizaje”. The results are shown below.

Figure 6. Survey. Question 8



Source: Author's elaboration

It is observed that 82.35%, corresponding to 14 students, agree that multimedia resources are adequate for learning.

According to these results, Jordano & Pareja (2016) can be cited who state that language learning is associated with the cultural dynamism of societies. For this reason, language learning and teaching must be associated with advances in the tools used to exchange information.

Sánchez (2017) explains that when learning a language, electronic devices promote the development of a more dynamic learning environment. In this way, the development of different activities that promote creativity and interaction among students can be generated.

Now, regarding the results of the interview, for this category question 3 stands out: “¿Qué opciones te da el celular para practicar tu pronunciación en inglés que no encuentras en el salón de clases?” In general terms, students believe that cell phones allow them to have access to more tools such as videos and audios, which motivates them to learn and greatly facilitates the development of new skills. Some responses that stand out are as follows:

- “El celular ayuda mucho cuando uno quiere practicar o cuando uno quiere grabar y se puede hasta escuchar lo que uno hace, por lo menos para que uno pueda enviar las actividades pronunciando como es” (Student 1, interview excerpt).

- “En el celular hay muchos videos y yo puedo estudiar solo porque yo escucho lo que me envía y mi abuelita ve si hice la tarea y me ayuda para grabar el video o cuando es solo la voz también”. (Student 2, interview excerpt)
- “En el celular uno puede repetir y repetir y repetir y en el salón es más rápido hacer las tareas y responder”. (Student 5, interview excerpt)
- “Yo cuando trabajo con el celular a veces cuando la profe llama y pone los audios y me ayuda a repasar o yo espero a que venga mi tío que trabaja y por ahí cuando él llega y él es el que me graba con el celular”. (Student 11, interview excerpt)

The different answers given by the students show the fundamental support that it has been for them to use the cell phone and thus receive the lessons they learned each week in English.

As Sunkel (2016) explains, electronic devices such as the cell phone have established themselves as an important opportunity for teachers and students. Thanks to access to different types of interconnected elements, students can deepen their knowledge, develop alternative activities and encourage interactive and dynamic work.

The results of question 4 are also highlighted: “¿Qué encuentras difícil a la hora de aprender con recursos como audios y videos a través del celular?” In general, the limitations are mainly related to issues such as internet connection or the quality of the equipment. In addition, an interesting finding is that the same problems that are generated when using traditional materials can be presented. Students express that sometimes it is

difficult for them to understand, that sometimes things do not go as planned, or that sometimes they do not understand some things. Some of the answers are:

- “Que se escucha la palabra u otras cosas para grabar y cuando le entran las llamadas a mi mamá me toca esperar”. (Student 3, interview excerpt, March 2021).
- “A veces que casi no puedo escuchar se pausa los audios porque ese internet no sirve a veces”. (Student 1, interview excerpt, March 2021)
- “Que a veces no entiendo lo que dice el audio”. (Student 7, interview excerpt, March 2021)
- “Lo difícil es que uno a veces tiene que repetir y repetir el audio porque hay algunas palabras difíciles”. (Student 10, interview excerpt, March 2021)

The students' responses allow us to recognize that there are important limitations that affect the teaching processes through the use of mobile devices. The fact of working at remote distances can be established as a major difficulty, because students generally do not have the immediate assistance of their teachers or their peers. In addition, there are limitations mainly related to the technology of the devices. It is evident, for example, that sometimes students cannot hear the audio, due to problems that have to do with the quality of the device.

The results allow us to recognize that if we want to obtain the best benefit in the development of activities with mobile devices, it is important that these devices have a good quality, that they have good multimedia services and Internet connection. Basically, in these cases the cell phone is established as the only tool that students have in their hands

to learn, to understand the activities and also to present their ideas and the results of their progress. Therefore, the cell phone must have very good qualities and must allow students to use the various tools without any problem.

However, beyond problems with the volume of the audio or with the internet connection, there are no major drawbacks. It is observed that 5 students affirm that they did not have any problem with the cell phone. The others indicate problems that could also be present in the classroom. For example, they stand out as a problem that sometimes they do not understand the words, but this is something that does not depend on the cell phone but on the understanding of the words. For this reason, it is an advantage that the cell phone allows them to repeat the audio several times, until little by little they can understand the messages.

Faced with these results, Basogain, Olabe, Espinosa, Rouèche and Olabe (2007) can be cited. They explain that the main use of mobile devices in education is to promote the real-time interaction of students with the elements projected on the screen. In general, this helps to promote better processes of reflection and analysis of the information.

However, the use of these devices must be accompanied by other processes and activities that promote physical contact with the world and the environment. In this way, as Sánchez (2017) explains, a better deepening and feedback of the learning processes can be generated.

Another question that further clarified the use of the cell phone as a mediator in learning English was the question number 5: “¿Qué encuentras fácil a la hora de aprender con recursos como audios y videos a través del celular?”

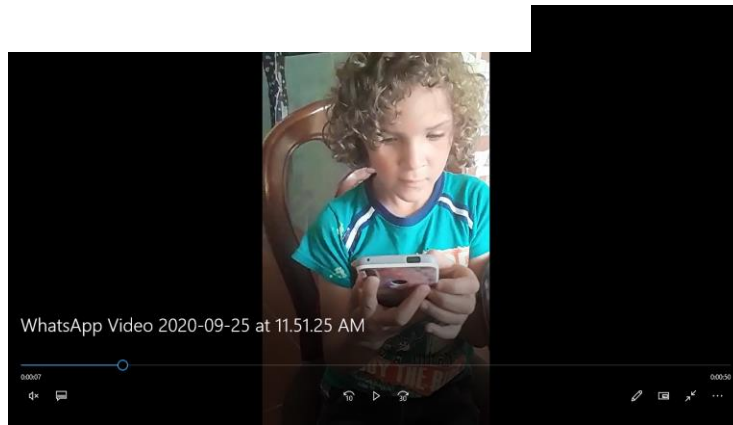
The students state that the cell phone allows them to have greater interactivity with learning tools and resources. For example, it allows them to play the audios several times to understand the words, and also allows them to use visual aids through the videos. The following responses are highlighted:

- “Cuando hago oraciones y las voy pronunciando, porque los audios me ayudan a eso” (Student 1, interview excerpt, March 2021).
- “Que cuando me equivoco lo hago otra vez porque puedo adelantar y volverá atrás lo que no entiendo a veces” (Student 6, interview excerpt, March 2021)
- “El celular es útil porque puedo aprender a escuchar con los audios puedo aprender a decir cosas o puedo aprender oraciones que yo no sabía, porque yo veo lo que le están diciendo a uno” (Student 9, interview excerpt, March 2021).

In this group of answers, several coincidences are evident. The cell phone is a tool that allowed students to review the same lesson several times since they could store the audios and videos to repeat them as many times as they needed, allowing greater contact with the English as a foreign language.

The children sometimes recorded videos after having practiced and listened to the new topic and the explanations, with audios of a maximum of 3 minutes that they can send through their cell phones, in addition, as shown in the image, they reviewed and practiced the information from the cellphone:

Figure 7. Photography of the activity (1)



Source: Pedagogical Intervention

The proposed analysis allows us to recognize with Jordano & Pareja (2016), that educational processes face challenges that can no longer be addressed through traditional teaching strategies. Beyond this, it is necessary to develop new reflections on the pedagogical use of tools and technological resources.

In particular, mobile devices can create new learning construction processes, as well as class dynamics that encourage interest and motivation. Finally, these devices can help to generate more communicative relationships, based on feedback and continuous evaluation between teachers and students. All of the above, undoubtedly, helps to promote a better learning of the foreign language.

Non-authentic sources: the adaptation to the right time and classroom.

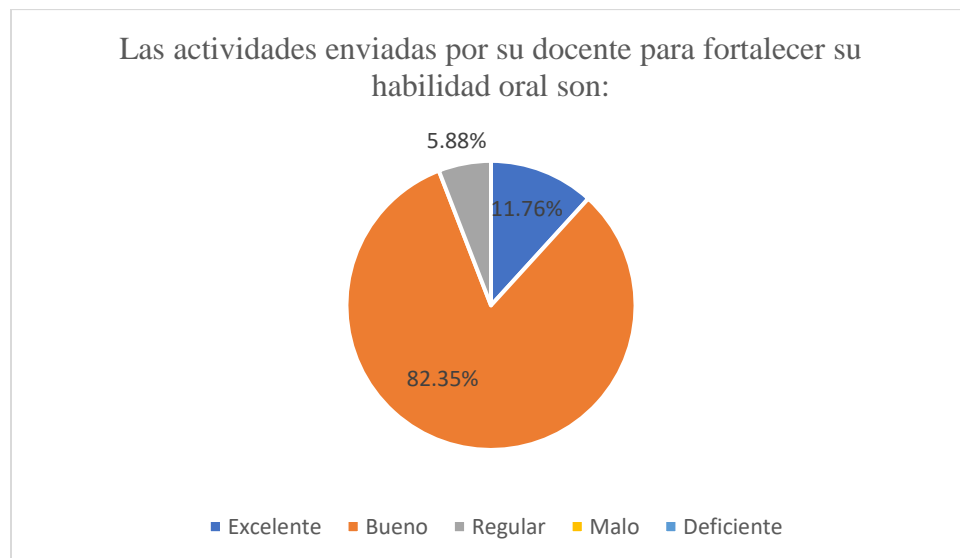
The adaptation of materials for the development of English skills was thought in accordance with the availability of resources that children in the distance mode. For this the themes were adapted in such a way that an accessible and easily manageable teaching material was presented, allowed them to focus and participate in each of the activities in a

Mobile-assisted Language Learning (MALL) for EFL rural learners

dynamic and simple way since their learning was guided by the teacher but supported by the parents.

To begin with, regarding the results of the survey, question 2 stands out: “Las actividades enviadas por su docente para fortalecer su habilidad oral son”:

Figure 8. Survey. Question 2



Source: Author's elaboration

82.35%, corresponding to 14 students, think that the activities sent by the teacher to improve oral skills are good. 5.88% think they are regular; and 11.76% state that they are excellent. It can be observed, therefore, that students are satisfied with the activities developed by teachers in class.

On the other hand, in the interview the students indicate that the non-authentic sources used in the classes helped them, mainly, to reinforce the development of knowledge, to interact with different materials and tools, and also to complement the

activities that were sent to them through mobile devices. Students liked working with these materials because it is something, they are familiar with. For example, the use of books, audios and cards is something that motivates them not only to learn new things but also to express their own ideas, to be more creative and to establish a more participatory learning process.

The videos show that the students are more interested and motivated in the activities when they can use, in addition to the cell phone, the non-authentic sources. In particular, this type of material allows them to interact in a different way with learning, promoting a more autonomous and stimulating process. It is observed that students really like to show, through video, what they can do with their own hands. They like to share their effort and that other people can also learn through what they have done.

A key element that can be observed is that the use of non-authentic sources must be linked to elements of the life and context of the students, in order to promote their motivation. For this reason, the activities impelled them to reflect on their own family, on the things they like, on their body and their hobbies. In this way, it is possible to promote more meaningful learning, which allows students to improve factors such as participation and interest.

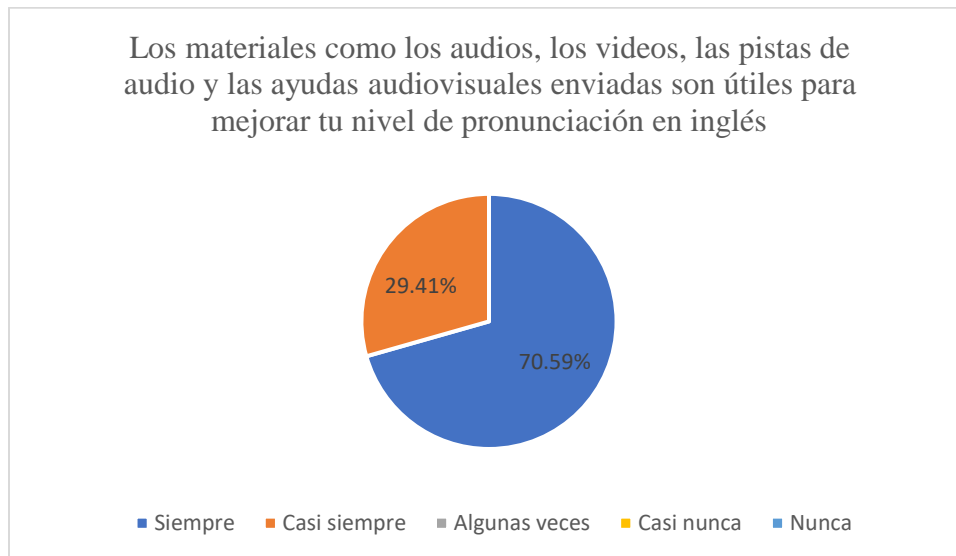
An interesting finding of the work that was developed with the students, and that can be evidenced in the interviews, surveys and observation of the videos, is that the activities with cell phones must be related to the use of non-authentic sources. This is due to three central reasons:

- In the first place, that students feel more familiar with non-authentic sources, which favors greater motivation and interest.
- Second, that students can rely on non-authentic sources to complement the learning generated through the digital medium.
- Third, that through non-authentic sources they can show the results of their activities, share their knowledge and express new ideas, which are developed mainly through the use of cell phones.

New learning opportunities must be promoted for students with the use of non-authentic sources. According to Reinoso (2012), electronic and mobile devices have been configured as a technology that allows generating a better interaction between the student and the content. Learning is facilitated by superimposing elements (images, sounds, figures, videos), generated by the computer, with a visualization mediated by an electronic device connected to the internet.

In this way, it is necessary to promote the link between non-authentic sources and mobile devices, in order to streamline classes and improve teaching and learning processes. These links, Reinoso (2012) explains, help to establish a more comprehensive panorama of education, and are key to enhancing motivation in learning a foreign language.

On the other hand, for this category question 3 stands out: “Los materiales como los audios, los videos, las pistas de audio y las ayudas audiovisuales enviadas son útiles para mejorar tu nivel de pronunciación en inglés”. The results are shown below:

Figure 9. Survey. Question 3

Source: Author's elaboration

70.59% affirm that these materials have always been good for improving English. On the other hand, there is 29.41% who affirm that almost always. It is observed, therefore, that this type of tools and materials are significant in the pronunciation of the students.

The importance of making use of different types of non-authentic sources in the teaching of English is highlighted. But it is also necessary to complement the use of these materials with technology. However, Portales (2008) states that in the case of Foreign language classes, technology is still used in a very basic way.

The possibility for students to interact with multimedia content has been limited, through the use of more up-to-date technology through which new comprehension processes are facilitated. It is also key that students can play with images, transform

contents and promote new types of experiences with the devices they generally use for entertainment purposes.

Now, with regard to the results of the interview, question 1 stands out: “¿Qué habilidad sientes que has trabajado más en inglés? El habla, la escritura, la escucha, ¿la lectura a través de las actividades implementadas durante este año? ¿Por qué?”. Students report that they feel their ability to speak, ask questions, and present ideas has improved. In addition, they acknowledge that they have improved their pronunciation, as can be seen in some of the responses:

- Aprender a hablar, porque uno va hablando más en inglés como de la familia y de las cosas que uno come y eso” (Student 1, interview excerpt, March 2021).
- Cuando me envía las actividades yo siempre practico un rato, yo cojo el video y lo escucho y hablo varias veces para que quede bueno el trabajo muchas veces lo hago y aprendo” (Student 6, interview excerpt, March 2021).
- Escribir, hablo y le pregunto a mi madrina cuando no entiendo una palabra” (Student 7, interview excerpt, March 2021).
- Para mí se ha desarrollado más la habilidad de hablar porque antes se me dificultaba y puedo decir cosas sobre mi familia más que todo por esas cosas” (Student 15, interview excerpt, March 2021).

As we can see in the answers given by the students, they perceive that the skill that they worked the most in English was oral production together with the ability to listen, since within the activities and tasks one was linked to the other, some also mention that

they were able to talk about the situations at home, which shows that they asked to relate what they learned to their context.

These findings force us to continue asking about the effects of the use of a technology such as mobile devices in educational settings, examining whether they facilitate the acquisition of knowledge (Portales, 2008). As can be seen, these devices help to facilitate the acquisition of knowledge, attention and motivation. In addition, working with these tools helps to change students' perceptions of mobile devices, and thus they understand the importance of include them in their learning processes.

Question 2 of the interview also stands out for this category: “¿Cuál es la diferencia entre aprender inglés en el salón de clase o aprenderlo a través del uso del celular? The students recognize that with the use of the cell phone they can practice more, they can concentrate more and generate a more autonomous learning. On the other hand, in classes the students highlight the importance of direct communication with the teacher and with their classmates. Here are some answers:

- “En el salón usted me ayudaba y en el celular no es igual porque no estamos frente a frente ahora estoy con el celular escuchando lo que tengo que decir, escucho mucho para decirlo en la forma más mejor (Student 2, interview excerpt, March 2021).
- “En el celular aprendo un poquito más a pronunciar las palabras, pero más y en la escuela y en el salón haciendo mucho en el cuaderno” (Student 7, interview excerpt, March 2021).

- “En el salón la profe me explica en el celular hago las tareas con los videos lo que explica la profe yo puedo leer los mensajes para saber para hacer la tarea y decir las palabras, esas cosas de mi familia y así” (Student 12, interview excerpt, March 2021).
- “Es diferente en la escuela, en el salón esta la profesora y me enseña las cosas con la explicación de la profe y en el celular están las imágenes y los videos para repasar “(Student 16, interview excerpt, March 2021).
- El celular uno ve las imágenes con las palabras para repasar como decir esas palabras o a veces son varias palabras que uno escucha” (Student 17, interview excerpt, March 2021).

In the previous answers we see that the students have clarity in the change that takes place between the practice of English in the classroom and the practice given through cell phones, in the classroom the teacher is the one who has the greatest control over the process while through the cell phone, often helped by their tutors, the students are the ones who take control over their own learning and the practice is probably more constant since it allows them to have greater progress in their orality.

The findings show that the intervention was positive, since the use of mobile devices help to improve significantly the oral production of EFL. This is because they promote interest, adaptability and reflective thinking.

In the first place, interest is related to the attitude of each student towards learning, which allows them to discover new knowledge, focus their attention on particular

objectives and develop autonomous learning processes (Kukulska and Shield, 2015). Undoubtedly, the interest improved thanks to the use of the cell phone, since it allows students to interact in different ways with the knowledge.

On the other hand, adaptability is understood as a flexible process that allows students to develop new skills, learning methods and dynamics of understanding information, thanks to the use of technological and digital tools (Portales, 2008). Students have had to adapt to new ways of learning due to the effects of the pandemic. In this sense, mobile devices are established as key elements that favor better knowledge appropriation processes.

Finally, reflective thinking is then understood as a function that allows complex situations to be transformed into a clear situation that motivates the development of new learning (Kramsh, 2009). It is observed that with the development of the activities, the students managed to generate new comprehension and understanding processes, which favored their reflection on the contents.

Oral production in EFL in a rural class

In this category, the activities proposed and developed with the students were focused on enhancing oral ability, all the tasks established were contextualized to the environment and resources of the student, carrying out very clear and simple tutorials and also brief so that the child could still become familiar more with the pronunciation of new words and the practice of simple dialogues, in order to use the new knowledge in everyday life. In the same way, the principle of feedback was worked on with the intention of giving immediate and adequate correction to the opportunities for improvement of the students.

In accordance with the above, during the interview, progress was analyzed in this regard, being a primary objective in this research and the results obtained were:

For the activities carried out, the resources used were usually recorded videos and slides to explain the pronunciation or videos adapted from with the words or sentences that were needed, sometimes the pronunciation was reproduced after being created in a phonetic transcriber, after practicing the pronunciation the student related this new vocabulary with people or in this case professions in their context, finally the child records his/her video or audio to demonstrate what he/she has learned throughout the study that he had to carry out.

This work carried out by the children required constant contact with the material that was sent to them, since at first it was difficult for them to understand the words, but as they became even more related to the language, a gradual advance was achieved. The times were adapted, and the specifications were very clear, since the parents supported the work and it was necessary for them to clearly understand how to use the material that was sent to them.

Figure 10. Photography of the activities (2)

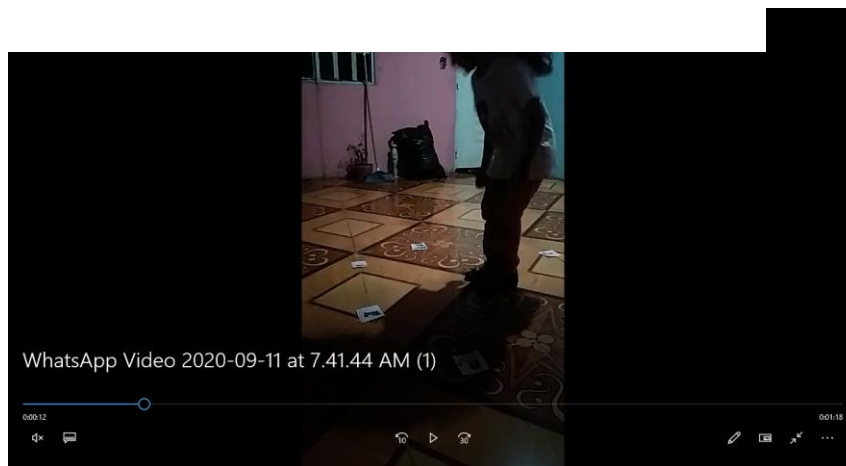


Source: Pedagogical Intervention

In previous screenshot we can see a child who is describing each image according to what he has learned. Example: This is a car, it is a green car, in order to produce these sentences, first their vocabulary was strengthened with few words and many pictures, because the easiest way to acquire this vocabulary was by listening and observing the image to understand what they were saying.

The students' answers show that they were able to adapt to the materials and work with them with a lot of fun.

Figure 11. Photography of the activities (3)



Source: Pedagogical Intervention

The previous one is a screenshot of a video sent by a student, on the floor are some drawings of some professions. The girl practiced the pronunciation these professions through the audio material sent, which was selected according to the professions of the parents and close relatives of the children in general. With a list of professions and a bank of audios, each child selected those that corresponded to the members of her family. Then the child jumped in front of the family member picture and described what profession he had in a simple sentence: Example: “He is my father, he is farmer”.

In the activities it can be observed that students must articulate the use of non-authentic materials with the resources adapted in the cell phone. For example, they were asked to create physical cards, drawing parts of the body. Besides that, they had to record a video explaining the parts of the body:

Figure 12. Photography of the activities (4)



Source: Pedagogical Intervention

This figure shows how the students created the cards, and then used the cell phone to communicate and leave a record of their learning. In this way, the is stimulated the development of a more comprehensive learning, which also motivates them to continue developing their capacities.

They also had to record a video presenting the body parts:

Figure 13. Photography of the activities (5)

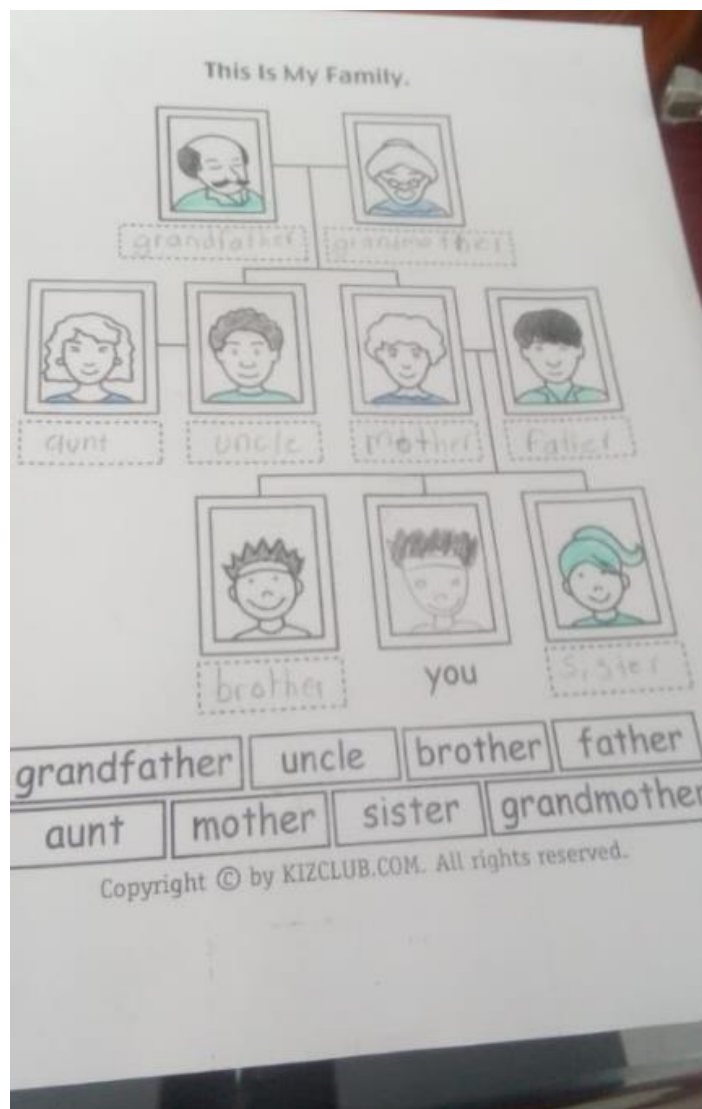


Source: Pedagogical Intervention

These types of activities generated a greater appropriation of knowledge, through an approach focused on interactivity.

They were also asked to relate the members of their family, identifying the degree of kinship. Results such as the following were obtained:

Figure 14. Photography of the activities (6)

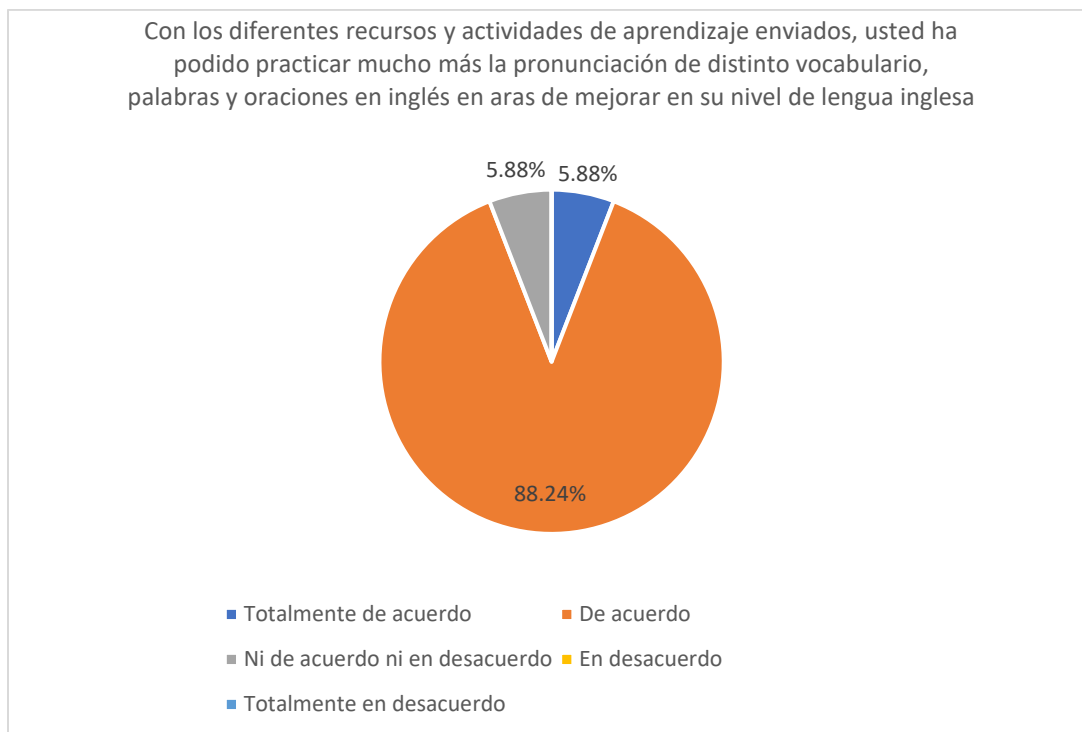


Source: Pedagogical Intervention

The students had to record the image and share it through the cell phone, in order to generate important feedback. It is remarkable that when students know that they must share their work at the end for the cell phone, they put more effort into accomplishment.

Since the central focuses of the activities developed have been presented, it is important to recognize the perception of the students regarding their participation and their experiences. To do this, first of all, the results of the survey are taken as a reference, particularly question 4: “Con los diferentes recursos y actividades de aprendizaje enviados, usted ha podido practicar mucho más la pronunciación de distinto vocabulario, palabras y oraciones en inglés en aras de mejorar en su nivel de lengua inglesa”. The results are shown below:

Figure 15. Survey. Question 4.



Source: Author's elaboration

As can be seen, 88.24%, corresponding to 15 students, agree with the statement. Therefore, it can be said that the use of various resources and activities allows them to improve their pronunciation of English.

To complement these findings, it is important to consider the results of the interviews and the videos. In the interviews, the students highlight that what they learned the most during the activities was to speak in English. Indeed, when asked what was the skill that they were able to develop the most, the students responded as follows:

Table 3. Skills develop with activities

Skills most develop with activities	Students
Only speaking	7
Only writing	0
Only reading	1
Only listening	1
Speaking and listening	5

Source: Author's elaboration

As can be seen, the findings show that the students developed mainly speaking and writing skills. This finding is extremely important, since it allows us to recognize that the activities mediated with mobile devices focused centrally on pronunciation and vocabulary,

through audios that the students had to listen to and repeat. However, it is clear that the cell phone can also be used with other approaches, such as reading and guiding writing activities. In this research the focus was on oral pronunciation, and the students were precisely able to develop better skills in this regard.

These are some of the responses presented by students when asked which skill they developed the most:

- “Aprender a hablar, porque uno va hablando más en inglés como de la familia y de las cosas que uno come y eso” (Student 1, interview excerpt, March 2021).
- “Cuando me envían las actividades yo siempre practico un rato, yo cojo el video y lo escucho y hablo varias veces para que quede bueno el trabajo muchas veces lo hago y aprendo” (Student 2, interview excerpt, March 2021).
- “Yo escucho y aprendo a hablar palabras en inglés” (Student 4, interview excerpt, March 2021).
- “Escuchar y hablar lo del árbol mi casa mi familia” (Student 5, interview excerpt, March 2021).
- “Para hablar más bien, y es que cuando yo sea grande voy a ir a otro país, yo escucho y empiezo a practicar y practicar y practicar hasta que puedo hablar” (Student 7, interview excerpt, March 2021).
- “Hablar en inglés en las actividades estudiando y repitiendo” (Student 10, interview excerpt, March 2021).

- “Hablar, pronunciar las palabras” (Student 12, interview excerpt, March 2021).
- “Para mí se ha desarrollado más la habilidad de hablar porque antes se me dificultaba” (Student 17, interview excerpt, March 2021).
- “Escuchar, leer un poquito y hablar más yo creo... Tenía que escuchar los ejercicios y estudiar, practicar hablando” (Student 14, interview excerpt, March 2021).

An important finding is that through the activities the students also learned to become more familiar with English, to use it in their daily lives even when they are not studying. For this, it was important to have developed activities in which common aspects of their lives were related, such as parts of the body, food and the family tree. This has allowed students, when they are with their families, to use English words and thus improve their skills and learning processes.

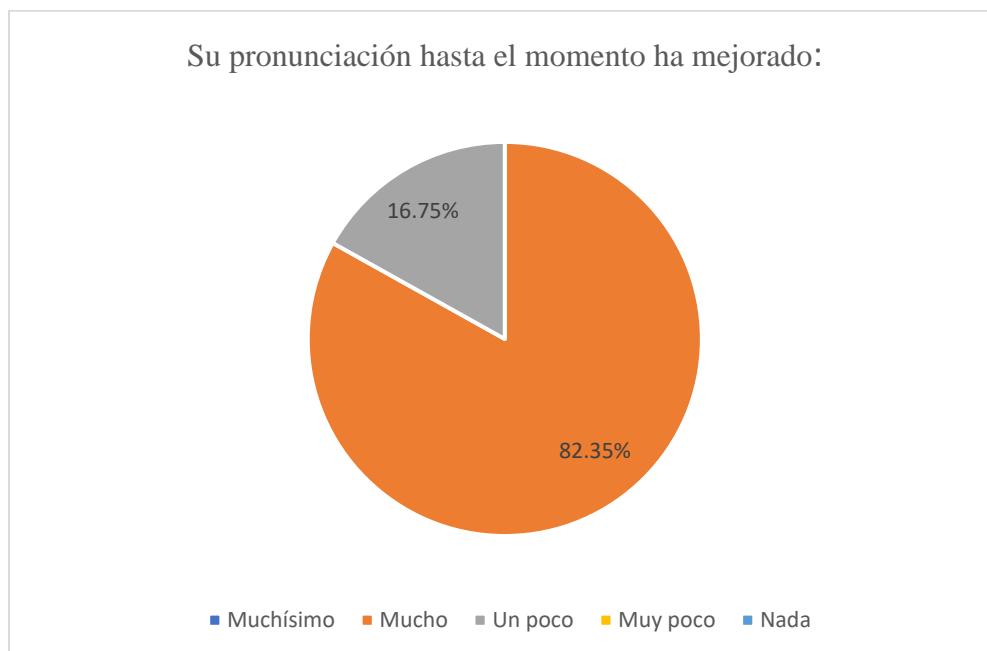
These results are consistent with the analysis proposed by Chang, Wu & Hsu (2013), who explains that the use of digital and technological resources helps to generate a different point of view regarding the way in which students receive and reflect on knowledge. In this way, new opportunities are oriented to stimulate creativity, reflective thinking and imagination.

On the other hand, according to Cubillo, Martín, Castro & Colmenar (2014), in a language learning process, understanding all those dimensions is vital, including the study of words and concepts, but also of symbols and meanings. Understanding the meaning of words and expressions requires the development of different abilities, skills and attitudes

that promotes an adequate response to the interpersonal requirements. To this extent, cell phones can help to promote new comprehension skills, by relating information to different elements of analysis.

On the other hand, question 6 of the survey is highlighted: “Su pronunciación hasta el momento ha mejorado”:

Figure 16. Survey. Question 6



Source: Author's elaboration

According to 82.35% of the students, their pronunciation has improved a lot thanks to the development of the activities.

By observing the videos, it can be seen that the students prepare very well what they are going to do and what they are going to say before recording it. There is, therefore, a preliminary rehearsal process before recording the final version. This, without a doubt,

significantly favors learning, since students have to relate to English for a longer time, in order to present a better result.

For this reason, it is observed that students have more time and more opportunities to improve their pronunciation. In the videos it is noted that they have rehearsed several times, which they have corrected during the process. This allows them to be more confident and confident when speaking. There are almost no pronunciation errors, since the students can repeat the audios several times, not only on the cell phone but with their own voice. Also, according to their comments in the interviews, they continually review with their parents and other relatives, and request their support not only to understand the audios but also to record them.

It is even observed that students try to replicate, in some cases, the accent that is used in the audios. This allows confirming that they listen to these audios many times, that they review them continuously and also pronounce them several times before recording them with their cell phone.

In this way, a more constant and effective interaction with vocabulary and words is generated. This is key to fostering pronunciation development and developing new learning skills.

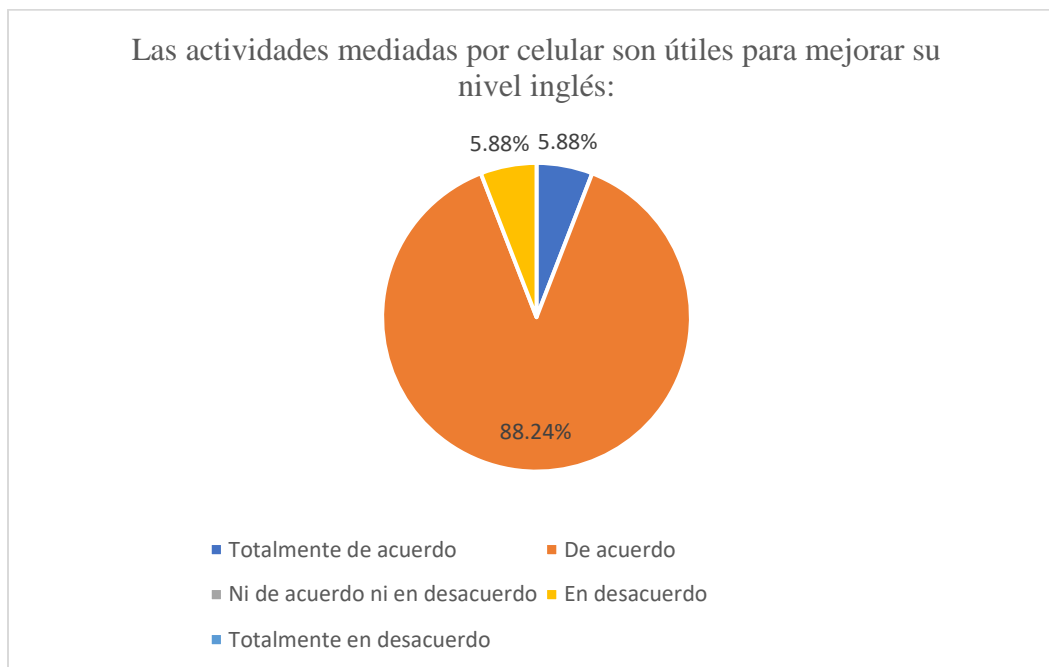
In this way, mobile devices can positively influence the development of teaching strategies, communication processes and student autonomy. This was verified in the results of the present investigation, since the students can make a different use of the knowledge, due to the possibilities offered by the cell phone to repeat the contents. They have a wide set of learning in a small and portable element that they can go to at any time of the day.

Undoubtedly, the use of mobile devices can help to transform learning processes, taking into account that students use these devices on a daily basis in order to entertain themselves and chat with other persons. In this way, it can be said that technological resources enhance the acquisition of learning, thanks to simulated environments by experimentation.

These findings are consistent with what was found by Cabero, López & Vásquez (2018), who explains that to promote language learning, technology can generate new possibilities. In particular, electronic devices help to contrast different types of realities and collective constructions through images, audios and various elements that are reproduced through multimedia and interactivity.

In this way, when electronic devices are used as a learning strategy, it is possible to guide the development of comparison schemes. In addition, students can deepen the analysis about the environment, and question their perceptions about the learning objectives (Cabero, López & Vásquez, 2018)

Finally, for this category, question 7 is highlighted: “Las actividades mediadas por celular son útiles para mejorar su nivel inglés”. The results are:

Figure 17. Survey. Question 7

Source: Author's elaboration

There is only 1 student who does not agree that cell-mediated activities have helped him improve his level of English. On the other hand, there are 15 students who agree, and one who totally agrees. These results show that the results of the intervention are very positive, and the importance of continuing to work on these aspects in the classes is highlighted.

It can be seen that the use of cell phones significantly improves motivation in learning a language. These devices generate continuous interactivity and proximity between the real world and the digital world, promoting the interest of students. In this sense, it is highlighted that one of the main advantages of using the cell phone with a pedagogical

sense is that it allows students to analyze and perceive differently real objects that are part of their environment. This favors the strengthening of a critical and reflective capacity.

On the other hand, it is observed that cell phones are a tool that can help improve the motivation and interest of students in learning a second language, especially at a time when it has been necessary to turn to virtuality as a central strategy in learning processes. This situation can be used to generate significant effects on the development of new skills. However, it is necessary to continue researching on how it is possible to meet the needs of students in a time of social distancing using cell phones.

When working with mobile devices, what can be seen is that students can improve the development of a individual process, through which each student learns to plan better the activities, to organize time and to build greater autonomy. It is remarkable, therefore, that this type of technology is adjusted to the needs and rhythm of each student and offers them feedback on completed and pending achievements.

This can be evidenced not only in the fact that students generally work alone, with occasional support from their parents, but also in that the results that are generated are different. In the videos, it is observed that the projects and results that the students show in their videos are different, since each one goes through a particular learning process, and they relate differently to mobile devices and non-authentic sources.

The fact of generating as a result a video that they can share and watch themselves several times, makes them more aware of the achievements they have been making, but also of the limitations that they must overcome. For this, the activities with mobile device

offers to them the option of studying and doing exercises related precisely with the topics that they still need to improve.

Another interesting finding is that the use of cell phones allows students to search for more information on the same device and use various types of tools to deepen their knowledge. As they themselves express in interviews, cell phones allow them to have more resources and things that they can do and investigate. In addition, there is greater access to multiple educational resources and learning environments. The student is also provided with all kinds of information and multiple digital teaching materials, in different formats, which enriches the teaching and learning processes.

Together, these benefits of cell phones in the activities developed significantly helped improve the students' pronunciation.

According to Ibáñez, Delgado & Leony (2011), interest in students is developed through a set of variables, among which the contents, pedagogical strategies, class environment, expectations regarding the results of the training process, topics and dynamics. In this sense, the use of cell phones can favor the interest of students by offering a variety of interconnected digital resources that enhance the development of meaningful learning (Velasco & González, 2008).

On the other hand, to continue with the analysis of these results, key questions are also highlighted in the interview. For example, question 6 stands out: ¿Qué diferencia encuentra entre el material usado en clase y usado a través del celular? The students point out that the cell phone allows them to relate in a different way with the information, since there are better possibilities of interaction. However, it is noteworthy that they also miss the

possibility that being in the classroom offers them, since they have different physical resources and also have fun with their classmates. Some answers to this question are:

- “Que uno está pendiente de la profe y la profe va pronunciando en el salón, y con los audios un repite lo que dicen los audios y eso y puede practicar para hacer las tareas y habla más” (Student 1, interview excerpt, March 2021).
- “En el celular no se pueden coger las cosas y en el salón puedo coger las cosas, en la casa mi tía o mi mamá me ayudan para poder grabar las tareas te las envío en WhatsApp, y en video o en audio te las puedo mandar en el salón no” (Student 3, interview excerpt, march 2021)
- “En el celular puedo grabar los audios y la camarita en el salón tengo el tablero” (Student 4, interview excerpt, March 2021)
- “La diferencia es que en clase utilizamos el cuaderno para escribir y ver las cosas que hay en el tablero y en el celular veo los mensajes de WhatsApp y hago las tareas con los audios y las explicaciones que me envía” (Student 7, interview excerpt, March 2021)
- “Para hacer las tareas en el celular un repasa y repite y con el celular uno se graba o dice las palabras para enviarlas o cuando a uno lo llama la profe también uno repasa las palabras” (Student 5, interview excerpt, March 2021)

According to the previous answers, the students can identify that in the classroom there are few physical resources (a board, their notebooks and school resources) plus the support of the teacher who gives the explanation, on the cell phone they have the opportunity to see

the material, listen to it and practice it more frequently, some also state that their parents and / or guardians collaborate with the study of said material.

In summary, for this first category, a favorable impact on the oral production of the students can be observed, thanks to the development of activities in which the cell phone played a leading role. However, it is necessary to quote Trillo (2012), who explains that the use of cell phones with learning intentions requires a significant process of adaptability.

The point is that not only are different resources and materials used in the development of learning processes, but also new dynamics of knowledge construction are established. In addition, new virtual interactivity processes are generated that modify the relationship of students with their peers and with their teachers. In the midst of all this process, new processes of teaching and joint construction of knowledge are established.

Therefore, when promoting the use of cell phones to strengthen oral production, it is essential to guide well-planned strategies. The idea is that students improve their motivation and interest, and that they learn to make good use of technology. For this reason, the variable associated with the use and contributions of technology in the intervention is specifically analyzed below.

Conclusions and implications

Conclusions

According to the main findings of this research, it has been proven that through the application of oral activities that include non-authentic sources adapted to the context worked from the cell phone, and clear and simple instructions, oral production in second grade students of the Susagua School in the municipality of Cogua improved considerably.

This can be evidenced, first, in the usefulness and relevance of the activities. Indeed, 88.25%, state that the activities were useful. In this way, a positive impact of the activities can be evidenced. On the other hand, the same students acknowledge having improved their oral production thanks to the activities. 94.12% of the students affirm that their oral ability improved after having developed the activities with the cell phone.

The good results of the intervention can also be evidenced, if it is considered that students value the use of learning with smartphones. For example, it is observed that 82.35%, agree that multimedia resources are adequate for learning. smartphones allow them to improve their interaction with knowledge, in addition to developing a more autonomous learning that favors the production of knowledge.

For these reasons, the students state that when they are pronouncing the sentences they can go to the audios. Learning is reinforced in this way, because students can rehearse repeatedly thanks to the use of multimedia. 82.35% of the students think that the activities sent by the teacher to improve oral skills are good.

The interview allowed us to recognize that the non-authentic sources used in the classes helped the students to interact with different materials and tools, and to generate a process of articulation between technology and materials. It is observed that the use of non-authentic sources helps to promote a learning process in which the language is easier to understand, since it is related to everyday elements of the students. In addition, clear learning objectives were obtained, and they can be easily adapted to various learning objectives. Finally, it is observed that these kinds of sources focus on the topics in which students are learning at a given moment.

Within the classroom, learning times and resources are limited, many times there is not enough time and space for oral practice for all the children in the English class. Many of the students who had had few opportunities to speak in English in the classroom began to lose their fear of speaking. Using this method, all the students had to participate. In class, sometimes the time is not good enough to listen to all the students. Using this methodology, all the students participate. This was very important to realize how the English proficiency of the students is. In this sense and in the evidence collected, the students expressed their comfort in participating in most of the activities they considered that they were adequate and that enhanced their speaking and listening skills.

Although some of the children had difficulties in producing vocabulary since they did not understand very well and had to repeat the audios and videos several times, this did not represent a big problem, since the students were taught useful language to use at home with their family, so the new words were put into context, the pictures and all the hearing materials were vital, as they could compare each source with the new words. The children learned to listen and although it cannot be guaranteed that the children now have an

outstanding level in the English language, they learned how to use the resources to be able to have better communication.

The training in the use of resources and the proper handling of the cell phone allowed the students to get ahead in the activities. There was a tendency for students to see their performance as good, which indicates that, through the use of cell phones and resources, they acquired self-confidence. From the results of the questionnaire and the interview, it is observed that they show interest and motivation to carry out the activities using the cell phone, and that they declare better levels of development of skills in learning the English language, as well as show a greater sense of commitment to the time they dedicate to the practice of English.

The time limitations that usually affect oral production in the classroom could be reduced firstly because the students had the freedom to do an autonomous practice and secondly because the activities were presented in a simple way with themes familiar to them and its context. In addition, the use of the devices provided them with elements to manage the limitations of the lack of practice.

In most cases, the students understood the instructions for the activity in English. However, when the instructions were more complex (Annex 2), they proved difficult to follow. Although sometimes the pronunciation was not close to that given in the sources sent in some words, the students did not use their mother tongue when participating in the activities because the training in the use of strategies provided them with the necessary tools to find ways to express themselves without mixing the Spanish language and the English language.

Although the use of non-authentic sources is only a tool that many have probably used, it is necessary to know how to adapt said material that we use to the needs of the students because in this case it allowed and stimulated imagination, creativity, and oral production in students. In the research, its use was so important that the students always highlighted how easy it was to review and study with these sources. On the other hand, considering that mobile devices are increasingly used today for various purposes, it is important that students from an early age become familiar with their use, promoting a better relationship between technological development and learning.

Finally, according to the results obtained, the activities that help students to improve their oral production should consider the following aspects: They should not cause stress in the student and should help them develop self-confidence, the instructions should be clear and brief, preparation in the use of the language and knowledge of the subject are necessary, so that students can gradually have a better command of the new language.

Implications

Based on the conclusions presented and all the analysis carried out in this investigation, it should be considered that:

The teacher is the main person in charge of the classroom environment, however, the attitudes of the students and in this case the commitment of the parents was fundamental to be able to carry out all the proposed activities.

We must never ignore that each student of the same level has different strengths and difficulties, it is important not to expect the same progress in the whole group. More if we

are working at a distance, it must be constantly motivated to move forward, if the student makes a mistake, it should not be emphasized on the error but on what he managed to do so that he gradually adapts and shows improvement in his learning.

Children and parents must understand that learning a language takes time, effort, and practice to keep them motivated to achieve their goals.

It is important to always recognize the progress that our students have in this case, each student works individually from home, but we can take advantage of the cell phone since it was a fundamental tool in this work, to highlight the child's progress through messages, videos, audios, as teachers we must get involved with what the child is doing because we continue to be a model for them.

It is vital to select activities with interesting content, attractive presentation, of interest to the students, novel, enjoyable, oriented to solving problems, and that include everyday vocabulary.

The use of mobile learning as a working tool in the teaching of the English language brought to this research great benefits and potential not only as a means of communication but also as a teaching medium that helps in the development of the teaching-educational process. However, there are difficulties such as the challenges of the teacher in the face of connection problems that can affect the development of activities, since the internet is essential in this case to have effective communication with students and although not in most students, In this case, 3 of the 20 students could not join the project because it was difficult to demonstrate evidence regarding their orality through guides that were handed out every 15 or 20 days.

The population that was the objective of this research lives mostly in rural areas and only had access to television and cell phones on a daily basis. In this sense, rural students in this region as well as others in our country are undeniably at a disadvantage compared to other students who have more devices and resources for learning, but this does not necessarily represent a disadvantage, sometimes it is necessary to learn to use what little or much we have, sometimes the resources that we have at our disposal are not used properly, these children demonstrated that with effort and dedication we can achieve learning objectives that are proposed.

During this investigation, it was not only the children who advanced and learned, without proposing and thinking about it, the parents received English lessons that will surely be very useful, since most of them had no knowledge in this language at home, which is a important strength that was not thought at the time of implementing this work but that is a very positive result.

The importance of analyzing the construction of new learning capacities with mobile devices is recognized, to improve the quality of educational practices in institutions. In this way, it can help to understand how cellphones are now important solutions for the world, as it helps to understand problems and to face them through collaborative constructions, promoting greater integration of students.

This research experience can generate recommendations on the practices of other teachers in similar contexts. For example, it is key to continue researching how the use of particular technologies, such as cell phones, can help to promote other abilities than pronunciation in learning a second language. Undoubtedly, thanks to different resources

and multimedia, these devices can help to improve factors as reading comprehension, listening and text production.

Progress should also be made in the development of research in which cell phones are not only used to improve pronunciation, but also to promote the development of reading and writing skills. The above part of recognizing the cell phone as a device that offers various options for Development of learning and knowledge.

Finally, teachers can take advantage of the results of this research to guide new strategies and class dynamics, based on the use of the cell phone as a device that allows establishing new processes of interaction with knowledge. However, it is important that cell phone use is accompanied by the use of non-authentic sources, so that in this way a comprehensive learning process is generated.

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Annexes

Annexe 1: Questionnaire format

Cuestionario dirigido a estudiantes de grado segundo de la institución rural Susagua.

Estimado/a estudiante el objetivo del presente cuestionario es conocer la forma cómo han incidido los materiales y actividades implementadas en la clase de inglés en el desarrollo de sus competencias orales en este idioma.

Instrucciones: lee atentamente cada pregunta escriba el número de pregunta y la respuesta que mejor considere:

Ejemplo:

Útil

Edad____ sexo: F____ M____

Las actividades enviadas al celular en el desarrollo de las actividades de clase han sido:

Extremadamente útil	algo útil	útil	Poco útil	Inútil
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Las actividades enviadas por su docente para fortalecer su habilidad oral son:

Excelente	Bueno	Regular	Malo	Deficiente
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Los materiales como los audios, los videos, las pistas de audio y las ayudas audiovisuales enviadas son útiles para mejorar tu nivel de pronunciación en inglés

Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
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Con los diferentes recursos y actividades de aprendizaje enviados, usted ha podido practicar mucho más la pronunciación de distinto vocabulario, palabras y oraciones en inglés en aras de mejorar en su nivel de lengua inglesa.

Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
-----------------------	------------	--------------------------------	---------------	--------------------------

Su habilidad oral después de haber desarrollado estas actividades mediadas por celular ha mejorado.

Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
-----------------------	------------	--------------------------------	---------------	--------------------------

Su pronunciación hasta el momento ha mejorado:

Muchísimo	Mucho	Un poco	Muy poco	Nada
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Las actividades mediadas por celular son útiles para mejorar su nivel inglés:

Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
-----------------------	------------	--------------------------------	---------------	--------------------------

Los recursos utilizados como los audios, los videos, las pistas de audio son adecuadas para mi aprendizaje:

Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
-----------------------	------------	--------------------------------	---------------	--------------------------

Lo que más me ha gustado de los recursos y actividades es:

(escriba su respuesta)

Lo que menos me ha gustado de los recursos y actividades es:

(escriba su respuesta)

Annexe 2: interview format

Hola (nombre del estudiante) ¿cómo estás hoy?

La idea de esta llamada es para realizar una entrevista con el fin de ver cómo te has sentido aprendiendo inglés a través de las actividades enviadas a través del celular.

1. ¿Qué habilidad sientes que has trabajado más en inglés? El habla, la escritura, la escucha, ¿la lectura a través de las actividades implementadas durante este año? ¿Por qué?
2. ¿Cuál es la diferencia entre aprender inglés en el salón de clase o aprenderlo a través del uso del celular?

3. ¿Qué Opciones te da el celular para practicar tu pronunciación en inglés que no encuentras en el salón de clases?
4. ¿Qué encuentras fácil a la hora de aprender con recursos como audios y videos a través del celular?
5. ¿Qué encuentras difícil a la hora de aprender con recursos como audios y videos a través del celular?
6. ¿Qué diferencia encuentra entre el material usado en clase y usado a través del celular?

Annexe 3: Informed consent



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Consentimiento Informado de Participación en Proyecto de Investigación

Dirigido a: Padres de familia del grado segundo de la institución educativa rural Susagua sede de la institución la Villas de Cogua Cundinamarca

Mediante la presente, se le solicita su autorización para la participación de su hijo/hija/pupilo en estudios enmarcados en el Proyecto de investigación “Recursos no auténticos como herramientas para el desarrollo de la producción oral en una clase de inglés como lengua extranjera” presentado a la universidad Santo Tomás a la cual pertenece la docente **Yeni Paola Pérez** directora del grado segundo quien cursa un pregrado en la licenciatura de lengua extranjera inglés.

Dicho proyecto tiene como objetivo principal realizar un estudio con fines académicos y formativos en el área de inglés. En función a lo anterior es pertinente la participación de su hijo (a) en el estudio, por lo que, mediante la presente, se solicita su consentimiento informado.

La colaboración de su hijo consistirá en: **participar de las clases de inglés en las horas establecidas de manera remota como se ha venido realizando, se llevará a cabo un cuestionario una entrevista y un diario de campo**, lo cual se realizará mediante: **grabaciones de audio y video, fotografías y toma de notas.**

Cabe aclarar que la participación en este estudio no implica ningún riesgo de daño físico ni psicológico para su hijo/hija/pupilo, y se tomarán todas las medidas que sean necesarias para garantizar la **salud e integridad física y psíquica** de quienes participen del estudio.

El acto de autorizar la participación de su hijo/hija/pupilo en la investigación es **absolutamente libre y voluntario**. Todos los datos que se recojan, serán estrictamente **anónimos y de carácter privados**, Además, los datos entregados serán absolutamente **confidenciales** y sólo se usarán para los fines académicos de la investigación.

Yo Yeni Paola Pérez, en calidad de **custodio de los datos**, seré la Investigadora Responsable del proyecto, quien tomaré todas las medidas necesarias para cautelar el adecuado tratamiento de los datos, el resguardo de la información registrada y la correcta custodia de estos.

Si presenta dudas sobre este proyecto o sobre la participación de su hijo/hija/pupilo en él, puede hacer preguntas en cualquier momento de la ejecución del mismo.

Desde ya le agradezco su participación.

Yeni Paola Pérez Pérez
Investigador Responsable



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Vigencia por seis años

AUTORIZACIÓN DE PADRES Y/O REPRESENTANTES LEGALES

YO _____ en calidad de padre, madre o representante legal del estudiante _____ que hace parte de la comunidad educativa Susagua he sido informado(a) acerca de la participación de mi hijo (a) en el proyecto de investigación “ Recursos no auténticas como herramientas para el desarrollo de la producción oral en una clase de inglés como lengua extranjera”. En ese orden de ideas, manifiesto que comprendo en su totalidad la información sobre esta actividad y autorizo el uso de los videos, imágenes, participación en cuestionarios y entrevistas, conforme al consentimiento informado de forma consciente y voluntaria.

___ si autorizo ___ no autorizo

Firma
CC. _____

Annexe 4: Lesson plan

First lesson planning (extensive and a bit complex for the children)

WEEKLY CLASS PLANNING				
INSTITUCIÓN EDUCATIVA RURAL LAS VILLAS-SEDE SUSAGUA				
TEACHER: PAOLA PÉREZ GRADE: SECOND COURSE: INGLÉS				
LEARNING PURPOSE: Recognize body parts and name them				
Date	Phases	Activities	Resources	Time
September 3rd	Introduction	Video observation with pronunciation of second part of body parts: https://youtu.be/j6g_OPGdbIU 2. Elaboration in flash cards of the parts of the body (8 parts) The sounds of each part of the body are sent individually through audios created with a phonetic transcriber and others downloaded from the web	Cell Phone, Cardboard or other material where to make the cards, videos and tracks	2 Hours

	Developing	<p>After watching the video you are going to design some flash cards to play a game of concentration, on one card you will draw the part of the body and on the other card you will draw the name of the part of the body, review the pronunciation of all the parts, several times</p>		
	Closing	<p>Send the work done:</p> <ol style="list-style-type: none"> 1. You must send audio of the pronunciation of the parts of the body or video of the pronunciation showing the parts in your own body. 2. Send video playing the concentration game every time you turn over a tile you must name the part that appears. 		

Subsequent class plans (More specific, adjusted to the times and rhythms of the students)

WEEKLY CLASS PLANNING				
INSTITUCIÓN EDUCATIVA RURAL LAS VILLAS-SEDE SUSAGUA				
TEACHER: PAOLA PÉREZ GRADE: SECOND COURSE: INGLÉS				
LEARNING PURPOSE: Recognize body parts and name them				
Date	Phases	Activities	Resources	Time
September 24th	Introduction	<p>Complete the following sentences with your family information</p> <p>She is my aunt. Her name is_____</p> <p>she is my sister her name is _____</p> <p>She is my grandmother. her name is_____</p> <p>are my parents their names are_____ and_____</p>	<p>Cell Phone, Cardboard or other material where to make the cards, videos and tracks</p>	40 minutes

		<p>He's my brother. His name is _____</p> <p>You are my grandfather His name is _____</p>		
	Developing	<p>The students practice the pronunciation of the words with the audios sent, and add only the information of the family, the professions were previously seen.</p>		
	Closing	<p>After having had the time to practice, each student shows his family member in a video and makes the description that he wrote in his notebook, if it is not possible to do it with his family, he does it through drawings.</p>		

Annexe 5: Rubric Evaluation Format

Criteria	Poor 1	Fair 2	Satisfactory 3	Good 4	Excellent 5	Observations
Delivering	The students don't present a clear idea and they aren't understandable	The students have cleared some ideas about he/she wants to present them, but it is presented with difficulties	The student shows his/her ideas with appropriate but some of them aren't understandable	The student uses a proper language to communicate his/her ideas and they are understandable	The student expresses her/his ideas in a clear way, and they are understandable, using the proper language according to the topic.	

Use of vocabulary	Student does not understand key words and expressions and have difficulty classifying and producing them.	Student only identifies and use a few words related to the topic. presentin g difficulty in using vocabular y.	Student sometim es uses key vocabular y in sentences and expressio ns.	Student focuses on using key vocabular y seen in the lesson, to learn about it in a meaningf ul way.	Student not only focuses and uses key vocabular y, also other words and expressio ns they find.	
Use of grammar	Student does not have sufficient control of grammatical structures, what makes their ideas confusing	The student presents some grammati cal errors that led to difficultie s and a	Students uses grammar in an acceptabl e way, making some mistakes	Student shows adequate handling the structure s, with very few grammati	Student demonstr ates understand ed grammati cal structures , using	

	and difficult to understand.	major failure in communication.	that do not affect the understanding of the message they intend to convey.	cal errors.	them correctly.	
Pronunciation/Intonation	The student makes little or no effort to enunciate and articulate in the target language.	Student has pronunciation errors, he/she tries to articulate the words in the target language,	Student produces understandable but not exact sounds, word stress, word endings intonation	Student most of the time speaks clearly. The pronunciation and intonation mistakes he/she	Student makes minor mistakes or does not make any pronunciation mistakes. Expresses messages	

		but she/he has doubts while looking for structures or expressions.	n, occasion ally pronunciation makes it difficult to understand the message.	makes do not affect the clarity of the message.	in an understandable way	
Fluency	Student shows little confidence when it comes to expressing, since their speech is very slow, stumbling,	Student takes many unnecessary pauses, tries to express their ideas clearly but leave	Student sometimes leaves sentences unfinished, but they are aware of their mistakes	Student most of the time expresses their ideas with precision , fluency and	Student produces words clearly and effortlessly; volume and speed in their voice is	

	he/she does not finish words or sentences, which makes it difficult for the listener to understand.	some sentences without completing which makes their speech irregular.	and try to rethink their ideas to continue with their speech.	coherence, presenting little doubt and hesitation when intervening.	adequate and matches what he/she says, emphasizing some words or phrases to make themselves understood.	
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Anexxe 6: Signed Authorizations

Autorización de padres o representantes legales
 Yo Glenda Pérez madre de la estudiante Gessi Pérez que hace parte de Susagua che susdonat mado (a) acerca de la participación de mi hija en el proyecto de investigación recursos no auténticos como herramienta para el desarrollo del inglés como lengua extranjera en ese orden de ideas manifiesto que comprendo en su totalidad la información y autorizo videos, imágenes, participación en webs, foros y entrevistas con

Forme consentimiento informado de forma consciente y voluntaria

Si autorizo No autorizo

Glenda Pérez
 2221798

comprenda en su totalidad la información sobre esta actividad y autorizo el uso de los videos, imágenes, participación en cuestionarios y entrevistas, conforme al consentimiento informado, de forma consciente y voluntaria.

si autorizo no autorizo


Firma. Blanca Viviana M.
cc. 7070 304 940 cogua


AUTORIZACIÓN DE PADRES Y/O REPRESENTANTES LEGALES

Yo Yollemila Perez Forero en calidad de padre, madre o representante legal del estudiante informado(a) acerca de la participación de mi hijo (a) en el proyecto de investigación "Recursos no auténticos como herramientas para el desarrollo de la producción oral en una clase de inglés como lengua extranjera". En ese orden de ideas, manifiesto que comprendo en su totalidad la información sobre esta actividad y autorizo el uso de los videos, imágenes, participación en cuestionarios y entrevistas, conforme al consentimiento informado de forma consciente y voluntaria.

si autorizo no autorizo

Yollemila Forero
Firma
cc. 32250292

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VIGILADA MINEREGUACIÓN - SNIES 1704

AUTORIZACIÓN DE PADRES Y/O REPRESENTANTES LEGALES

Yo Sandra Ariza Fernanda Palau en calidad de padre, madre o representante legal del estudiante informado(a) acerca de la participación de mi hijo (a) en el proyecto de investigación "Recursos no auténticos como herramientas para el desarrollo de la producción oral en una clase de inglés como lengua extranjera". En ese orden de ideas, manifiesto que comprendo en su totalidad la información sobre esta actividad y autorizo el uso de los videos, imágenes, participación en cuestionarios y entrevistas, conforme al consentimiento informado de forma consciente y voluntaria.

si autorizo no autorizo

Sandra Ariza
Firma
cc. 1053558914

Octubre 22 del 2020

Yo Hilena Ramirez en calidad de padre, madre o representante legal del estudiante Nicolas Arevalo que hace parte de la comunidad educativa Susaqua he sido informado (a) acerca de la participación de mi hijo (a) en el proyecto de investigación.

Recursos no auténticos como herramientas para el desarrollo de la producción oral en una clase de inglés como lengua extranjera. En ese orden de ideas,

manifiesto que comprendo en su totalidad la información sobre esta actividad y autorizo el uso de los videos, imágenes, participación en cuestionarios y entrevistas, conforme al consentimiento informado de forma consciente y voluntaria.

si autorizo no autorizo

Hilena Ramirez

Firma

CC.1056.807.066

Yo Maria fernanda meja pacheco en calidad de padre, madre o representante legal del estudiante Yolangel pereira que hace parte de la comunidad educativa Susaqua he sido informada acerca de la participación de mi hija en el proyecto de investigación recursos no auténticos como herramientas para el desarrollo de la producción oral en una clase de inglés como lengua extranjera en ese orden de ideas, manifiesto que comprendo en su totalidad la información sobre esta actividad y autorizo el uso de los videos, imágenes, participación en cuestionarios y entrevistas conforme al consentimiento informado de forma consciente y voluntaria.

SI AUTORIZO

Firma: Maria Pacheco

Autorización de padres o representantes legales

Yo Silvia Vega en calidad de madre del estudiante Julio Guzman que hace parte de la comunidad educativa susaguá he sido informada acerca de la participación de mi hijo en el proyecto de investigación Recursos auténticos para el desarrollo de la producción oral en la clase de inglés como en lengua extranjera. En este orden de ideas manifiesto que comprendo en su totalidad la información y autorizo el uso de los videos imágenes participación en cuestionarios y entrevistas conforme al consentimiento informado de forma consciente y voluntaria

X Si autorizo — No autorizo

Silvia Vega
Firma

CC 22277198

Autorización de padres de familia y/o representantes legales

Yo Jenny Patricia Gomez en calidad de madre de la estudiante Gma Isabella Trana que hace parte de la comunidad educativa susaguá he sido informada acerca de la participación de mi hija en el proyecto de investigación Recursos auténticos como herramientas para el desarrollo de la producción oral en una clase de inglés como lengua extranjera en este orden de ideas manifiesto que comprendo en su totalidad la información y autorizo el uso de los videos imágenes participación en cuestionarios y entrevistas conforme al consentimiento informado de forma consciente y voluntaria

Si autorizo X — No autorizo —

Jenny Gomez
Firma

cc 20259880

AUTORIZACION DE PADRES Y/O REPRESENTANTES LEGALES

Yo Angie Tatiana Figueroa en calidad de madre y/o representante legal del estudiante Brayan Steven Higuera que hace parte de la comunidad educativa susagua he sido informado(a) acerca de la participación de mi hijo(a) en el proyecto de investigación para el desarrollo de la producción oral en una clase de inglés como lengua extranjera. En ese orden de ideas, manifiesto que comprendo en su totalidad la información sobre esta actividad y autorizo el uso de los videos, imágenes, participación en cuestionarios y entrevistas, conforme al consentimiento informado de forma consciente y voluntaria

Si autorizo No autorizo

Angie Tatiana Figueroa
FIRMA
 C.C. 1010214253

7 **Autorización de padres**

Yo Sonia Sanchez en calidad de madre de James Saetoz que hace parte de la comunidad educativa susagua he sido informada acerca de la participación de mi hijo, en el proyecto de investigación recursos auténticos para el desarrollo de la producción oral en una clase de inglés como lengua extranjera. En ese orden de ideas manifiesto que comprendo en su totalidad la información sobre esta actividad y autorizo el uso de videos, imágenes y entrevistas, conforme al consentimiento informado de forma consciente y voluntaria

Si autorizo No autorizo

Sonia Sanchez
Firma 1015655583
 Cédula

Autorización de padres de familia y/o representantes legales

Yo Lady Joliana Guzmán en calidad de madre de Kevin Guzmán que hace parte de la comunidad educativa susagua he sido informada acerca de la participación de mi hijo en el proyecto de investigación recursos auténticos para el desarrollo de la producción oral en una clase de inglés como lengua extranjera. En este orden de ideas manifiesto que comprendo en su totalidad la información sobre esta actividad y autorizo el uso de los videos, imágenes y demás conforme al consentimiento informado de forma consciente y voluntaria

Si autorizo No autorizo

Lady Joliana Guzmán
 C.C. 1010305587

Autorización de padres y/o representantes legales

Yo Jaimy Montes en calidad de madre del estudiante Sebastián Montes que hace parte de la comunidad educativa susagrada he sido informada acerca del proyecto de investigación de recursos auténticos para el desarrollo de la producción oral en una clase de inglés como lengua extranjera en ese orden manifiesto que comprendo la información que esta actividad y autorizo el uso de videos, participaciones en cuestionarios y entrevistas de forma voluntaria.

Si autorizo No autorizo

Jaimy Montes
CC 1075660788

Autorización de padres o representantes legales

Yo Lorena Lopez en calidad de madre del estudiante Andrés Vargas que hace parte de la comunidad educativa susagrada he sido informada acerca de la participación de mi hijo(a) en el proyecto de investigación de recursos auténticos para el desarrollo de la producción oral en una clase de inglés como lengua extranjera. En ese orden de ideas manifiesto que comprendo la totalidad de la información sobre imágenes, participaciones en cuestionarios y entrevistas de forma voluntaria.

Si autorizo No autorizo

Lorena Lopez
Firma
CC. 1031129482

Autorización de padres y/o representantes legales

Yo Thatiana Olaya Pinos madre del estudiante Julian Olaya Pinos que hace parte de la comunidad educativa susagrada he sido informada acerca de la participación de mi hijo en el proyecto de investigación de recursos auténticos para el desarrollo de la producción oral en una clase de inglés como lengua extranjera. En ese orden de ideas manifiesto que comprendo en su totalidad la información sobre esta actividad y autorizo el uso de los videos, imágenes, participaciones en cuestionarios y entrevistas con firme consentimiento informado de forma consciente y voluntaria.

Si autorizo No autorizo

Thatiana Olaya Pinos
Firma
CC 1075671112