

Mobile Learning Stimulates English Speaking Practice

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Abstract

This project seeks to stimulate the practice of speaking English through mobile applications. The research was carried out in times of the COVID-19 pandemic, with students of the fourth grade of the Sagrado Corazón de Jesús School, in the municipality of Chiquinquirá-Boyacá. This study is Qualitative Research, which is associated with the Interpretive Paradigm that tries to explore and understand real situations through observation. In addition, the Action Research methodology was implemented to try to solve the problem raised above through a pedagogical intervention using mobile devices. The data collection instruments used in this research were: oral interviews, online surveys, student artifacts, and Journals. The method implemented to analyze the data was the Reflexive Thematic Analysis Approach. The main findings of the research allow us to determine that mobile applications provide several benefits to students in the process of learning English and especially in oral speaking practice. It also allows them to have fun and be entertained. In addition, the use of the Apps allows students to practice speaking at any time and as many times as they consider necessary. It also allows them to self-correct and increase their self-confidence.

Keywords: English, Learning, Mobile, Skill, Speaking.

Resumen

Este proyecto busca estimular la práctica del habla en inglés a través del uso de aplicaciones móviles. La investigación se realizó en tiempos de la pandemia COVID-19, con estudiantes del cuarto grado del Colegio Sagrado Corazón de Jesús, del Municipio de Chiquinquirá- Boyacá. Este estudio es una Investigación Cualitativa, la cual está asociada al Paradigma Interpretativo que trata de explorar y comprender situaciones reales a través de la observación. Además, se implementó la metodología de Investigación Acción para tratar de

solucionar el problema planteado anteriormente a través de una intervención pedagógica utilizando dispositivos móviles. Los instrumentos de recolección de datos utilizados en esta investigación fueron: entrevistas, encuestas en línea, artefactos de estudiantes y diarios. El método implementado para analizar los datos fue el Enfoque de Análisis Temático Reflexivo. Los principales hallazgos de la investigación permiten determinar que las aplicaciones móviles brindan varios beneficios a los estudiantes en el proceso de aprendizaje del inglés y en especial en la práctica del habla. También les permite divertirse y entretenerse. Además, el uso de las Apps permite que los alumnos practiquen el habla en cualquier momento y tantas veces como consideren necesario. También les permite autocorregirse y aumentar su confianza en sí mismos.

Palabras clave: Aprendizaje, Habla, Habilidad, Ingles, Móvil.

Contextualization

This study was conducted at “Institución Educativa Técnica Comercial Sagrado Corazón De Jesús” which is a public school located in the Chiquinquirá - Boyacá urban area of the city. It offers preschool, elementary and high education in which students follow a commercial track. The educational project (Proyecto Educativo Institucional, PEI) aims to educate sensitive men and women by respecting human rights and recognizing the educational process as a tool that transforms the world and allows human development. Regarding English learning, it emphasizes the importance of acquiring conversational and reading competencies in at least one foreign language (I.E. Sagrado Corazón, 2011).

The teaching approach implemented by this institution is Active Learning Pedagogy. This approach seeks to increase student participation in class by using different strategies and activities such as discussions, problem-solving, case studies, role-plays, and class projects that engage students and make them active participants. Further, the school has facilities such as computer rooms, internet access, a smartboard, video beams, a television set for each classroom, and software for learning English.

Concerning the English subject, students attended two hours of class per week. The syllabus content was mainly about grammar topics and vocabulary such as verb to be, adjectives, present progressive, family members, food, and sports, among others. According to the oral interview, the homeroom teacher said that she’s not an English expert, but she tried to plan and deliver the English classes based on the syllabus and the coursebook called “Naughty kids” she used to present the target language using the Presentation, Practice, And Production (PPP) methodology and used the exercises of the coursebook for the controlled practice stage and as homework.

The target population for this research was 19 students from 4th grade of elementary school made up of 9 girls and 10 boys with ages ranging from eight to ten years old. Seventeen of them live in urban areas, and two live in rural areas. Students come from families in socioeconomic strata one, two, and three. In regards to student's English proficiency level, after having done some observations in the English class and having talked to the sponsor teacher, it can be diagnosed that their English level is preparatory pre-A1, as described in the Suggested English Curriculum for Transition and Primary (Ministerio de Educación Nacional, 2016), which means that in conversation student can answer simple questions about them and their surroundings verbally and nonverbally.

Taking the above into account, this project seeks to provide a deep understanding of the difficulties that students have with their English skills. The researcher realized through some observations that students' oral participation was low and that they preferred to speak in Spanish rather than English. It was evident that they were insecure about using the language and scared of making mistakes.

This study was also framed by Macro project 1 called Innovative Practices in English Teaching and Learning: Practices of the LLEI pre-service teachers, and Subproject 2: Pedagogical Innovations that Incorporate information and communication technology (ICT) in EFL Teaching and Learning Context, proposed by the Bachelor in English as a Foreign Language at Santo Tomás University (s.f), considering that this research aimed to incorporate ICT in an EFL regional context, to increase students interest in speaking English ([figure 1](#)).

Research Statement

There is no doubt that speaking is one of the most difficult skills to develop when learning a foreign language since students have to produce utterances by themselves to convey their ideas, and to achieve effective communication in which people can understand clearly their messages (Spratt et al. 2011). It is even more difficult when the target language is learned in a context where it is not spoken. In this case, learners have few possibilities to be exposed to authentic language and to use it in real situations. However, in the interview applied to the sponsor teacher, she affirmed that the majority of elementary school teachers are graduates of basic primary teachers who are not trained, or certified as English teachers, so the classes are given mainly in Spanish with emphasis on the learning of vocabulary and grammar rules.

The above description mirrors the fourth-grade students' situation at Institución Educativa Técnica Comercial Sagrado Corazón de Jesús where the researcher worked as a pre-service English teacher. During some observations done before she started the classes, she realized that students' oral participation was low, and they preferred to speak in Spanish rather than English. It was evident they were insecure about using the language and scared of making mistakes.

Furthermore, talking to the sponsor teacher, and the former pre-service teacher, confirmed that students had difficulties with their oral production. Mainly, students didn't have much practice in class, due to the lack of speaking activities, which were not planned by the homeroom teacher. So, she was not confident enough about speaking English fluently and teaching good pronunciation to children.

Moreover, the results of the need analysis conducted using a survey (Annex 1), and answered by 19 students, showed that the majority of them considered that their weakest skill

was speaking and that the most difficult aspect of learning English was pronunciation. This situation gave the researcher the idea to implement lessons that stimulate the development of students' speaking skill in class. Nevertheless, the pandemic COVID-19 broke out in our country and a lockdown was declared by the government, so schools were closed and classes started to be mediated by using technological devices. Teachers nor students were prepared for online education, but classes had to continue. Considering that most of the learners didn't have internet access to participate in online videoconferences, the teacher decided that mobile devices would be the principal means of communication with students.

Consequently, this study sought to answer the following question: *How does mobile learning stimulate English speaking practice in a group of 4th-grade students at Institución Educativa Técnica Comercial Sagrado Corazón de Jesús in times of the pandemic COVID -19?*

Objectives

General Objective

To stimulate English speaking practice through mobile learning in a group of 4th-grade students at Institución Educativa Técnica Comercial Sagrado Corazón de Jesús in times of pandemic COVID- 19.

Specific objectives

To identify strengths, preferences, and difficulties of students in the performance of their English skill mainly speaking.

To implement lesson plans to promote English speaking practice through mobile applications.

To describe the perception of students and their parents regarding the use of mobile applications in the stimulation of the practice of English speaking at home.

Literature Review

Theoretical Framework

Taking into account the main aim of this research which is to promote English speaking practice through mobile learning at home in a time of the pandemic, these are the main constructs that support this study: *Mobile and online learning, speaking skills, and Motivation English.*

Mobile and Online Learning

Due to the COVID-19 pandemic, teachers had to start implementing new strategies to keep in touch with their students, as well as support and guide their distance learning process. One of these strategies was using portable devices such as cell phones. These also began to be used to access learning content that today is known as Mobile Learning (M -Learning). According to Kuimova et al. (2018), M-learning is an important step forward in the development of the educational system worldwide, since this type of learning incorporates the use of mobile technologies, and allows users to learn anytime and anywhere which was a fundamental tool to continue with the teaching and learning processes during confinement.

Some authors have identified some benefits of mobile learning, which are considered relevant for this study, for example, Hoq (2020) describes some advantages of online learning as students can access information at the same time, students can use the materials as many times as they want, e-learning increases self-motivation, and each student develops their way of learning. On the other hand, Valk et al. (2010) affirm that mobile learning facilitates personalized and situated forms of learning, in addition to interaction, students can interact with their peers, teachers, and platforms to share time, practice, and learn. These advantages offered by M-

Learning allow the study processes to continue, which motivates innovation and the search for new strategies on how to use these tools in favor of learning. During the development of this research, it was possible to establish that the students or their parents had a mobile device, which made knowledge more accessible and flexible for students since learning can happen at any time and in any place.

Another advantage of mobile learning is that students can do things at their own pace and can explore different tools and applications when completing their production tasks (Kukulska-Hulme et al. 2015) which helped in this study since the students could practice English through the use of different applications at home. Additionally, Carvajal Téllez & Duarte Medina (2017), affirm that mobile learning also encourages the active participation of students, meanwhile, they enjoy learning and playing online games, which at the same time stimulates their self-confidence, and generates meaningful interactions when they work in pairs or groups. Taking into account the characteristics of the group that participated in this project, who were students between 8-11 years old, it is easier for them to use mobile devices. In addition, the use of new applications generates curiosity and interest in students.

Kukulska-Hulme et al. (2015) state that when students use mobile phones they can create and share multimodal information, and communicate spontaneously since they feel more comfortable expressing their opinions through a mobile device. This happens because students feel more comfortable practicing and expressing their knowledge through a mobile device than in front of their partners in a classroom. This is because the student feels intimidated and worried about being judged by their partners, while through mobile devices students feel more secure and confident in themselves to share their evidence, due to their continuous contact and user-friendly applications. On the other hand, about implementing effective online learning, Darling et al.

(2020) propose some strategies such as giving clear instructions; to help students understand the activities and what they have to do. It is very propitious to apply it in the present research in such a way that the students do not fall into monotony. In addition, the role of the teacher is essential to stimulate students to continue their learning processes and at the same time comply with the proposed activities.

However, it is necessary to mention that M-learning also has some limitations. Coello (2019) mentions some limitations as some students and teachers do not have mobile devices or smartphones. Also, it is common to find in our context some teachers do not know how to use technology or how they can use cell phones, computers, or the internet, and therefore do not know how to implement ICT in their classes. Likewise, Kuimova (et al., 2018) consider that mobile learning can displace the role of teachers in education, generating concern among current teachers. In addition, some teachers have been skeptical of implementing mobile learning in their classes because they believe that cell phones could be a distraction in the classroom. These difficulties have become fears that affect innovation in the middle of the classes.

Speaking Skill

Nowadays, English is the most learned language worldwide, and one of the most important skills to develop is speaking, since it is necessary to be able to communicate with others and hold a conversation (Leong & Ahmadi, 2017). In the context of this research, fourth-grade students express who expressed their interest in strengthening this ability in Need Analysis. Speaking is an interactive process of construction of meaning, which involves producing, receiving, and processing information (Gunada, 2017). Besides, students consider it the most difficult skill and require a good command of the language. Barrionuevo (et al., 2020)

explain that in order to have a successful conversation, the speaker must pronounce the distinctive sounds of a language clearly, including the characteristics of stress, rhythm, and intonation, so that the receiver can understand the message of the speaker. Effectively, which means that the student needs to have constant oral practice to improve these aspects of his speech.

Taking into account the above information, during the classes on English as a foreign language in primary school, it was observed that students often have difficulties with this speaking skill mainly because they do not have much oral practice in class. In addition to this, they require constant oral input, which Kumaravadivelu (2008) defined as simplified input: the grammatically and lexically simplified language that teachers use inside and outside the classroom when addressing language learners, but unfortunately, students do not receive enough input principal because their teachers are not English teachers. As a consequence, students feel insecure in the oral use of the language and are unable to produce precise and well-pronounced speech. This is a constant in most primary schools in our regions, where teachers frequently focus their classes on teaching grammar due to their lack of knowledge of the language and their lack of confidence to produce it orally, which means that neither teachers nor students have constant speaking practice.

In addition to the above situation, Leong (et al., 2017) consider that factors such as inhibition, demotivation, and low participation can also affect students' oral production. Inhibition is understood as the students' fear of making mistakes and being criticized by their peers. This is a great impediment that is often observed among students that prevent them from taking risks with a second language. For its part, demotivation has to do with the feeling of not being able to express oneself in English, even using basic sentences, which causes frustration

with the language in students and a strong desire to give up, which is something very common in students who try to speak English but finally give up and prefer to continue speaking in their first language. Regarding the low participation in this study, a lack of confidence has been identified as the most predominant factor in the language. The students prefer to be silent and not speak as they don't know how to do it because they haven't had many opportunities to practice English.

Another common problem mentioned by Leong (et al., 2017), and applied in the context of this project, is that even though students demonstrate an understanding of English in written form, i.e., questions or instructions, they may have difficulty in responding or speaking in the foreign language, so they decide to use their native language rather than speaking in English, since this process includes negotiating meanings, managing the conversation and speaking spontaneously, which can only be achieved with constant dedication, practice, and motivation to learn the language.

Taking into account the above information, teachers should implement different strategies to encourage students to practice and improve their oral skills. For example, propose activities in which students can interact with their peers, such as role plays and simulation situations (Harmer, 2017). Furthermore, communication games can be very effective in encouraging speaking practice and reducing student anxiety.

Stimulate English

Stimulation is described as promoting growth and development, enthusiasm, and interest in learning English (Ningsih, 2020). This is how, the present investigation, is intended to stimulate students to strengthen their speaking practice, the above through the use of

applications. Mobile phones allow students to feel entertained and interested in continuing their learning processes at home.

In addition, the role of the teacher plays a fundamental role in stimulating English, according to (Zhao, 2017) in the process of teaching English, teachers must dedicate themselves to stimulating learning motivation and maintaining existing motivation. That is why through this research the teacher must become a facilitator of knowledge, at the same time a guide that attends to the concerns of the students and of course is constantly stimulating them to continue their process of learning English and especially in speaking practice.

On the other hand, it is necessary to highlight that the stimulation of children's language development requires the participation of parents at home (Suardi & Sulaiman, 2020), especially during the COVID-19 Pandemic, parents became fundamental actors in the Stimulation of students so that they continue to develop their academic activities, including learning activities and English practice.

This is a fundamental point that must always be taken into account so that students feel encouraged that their work has been reviewed. It is necessary to highlight some positive aspects so that the students know that they are doing things well and that they have improved. Thus, in this way, they are not discouraged and feel more stimulated to continue delivering their work. Let us remember that at the time of the confinement due to the pandemic, it was very important that students feel motivated to continue their learning processes.

Research Design

This study can be considered qualitative research since it aimed to provide an in-depth understanding of a real problem that arose during my practicum as a pre-service teacher and that had to do with encouraging 4th-grade students to practice speaking by using their mobile phones during the lockdown. This type of research is associated with the Interpretive Paradigm which tries to explore and understand real situations through observation which implies collecting information about events, and interpretation that intends to make meaning of that information by drawing inferences or by judging the match between the information and some abstract patterns (Thomas, 2010).

The Action Research methodology was also implemented in order to attempt to solve the previously stated problem by means of a pedagogical intervention using mobile devices. Mertler (2019) defines Action Research as a “participative process that improves education by developing critical reflection about the teaching and learning process, involving educators in a cyclical process” which is shown in [figure 2](#) and [figure 3](#).

Data Collection Instruments

The data collection instruments utilized in this research were: oral interviews, online surveys, students’ artifacts, and journals. The first two instruments were conducted with teachers, students, and their parents, so they both required informed consent ([Annex 2](#)) and authorization educational institute ([Annex 3](#)) Below I include the description of each of them and how they were implemented:

Unstructured Interview

An unstructured interview is a type of interview that does not have a specific standard of predetermined questions, even though the researcher usually has certain topics of interest during

the informal and open-ended conversation (Adebola, 2020). I interviewed the sponsor teacher and former preservice teacher in order to learn about their perceptions of students' learning process and difficulties when learning English. These interviews were useful to confirm that students' main difficulty was related to their speaking skills.

Survey

It is defined as a list of statements or questions to which participants respond (Mertler, 2019). In the course of the research, I carried out three surveys whose purpose was to know the perception of students and parents about learning the English language before and after the use of mobile Apps. In this way, make a comparison during the learning and development process of this research and find out the impact that the Apps generated in the learning and practice of English in students. The first survey was the "Needs Analysis". The second survey and the third survey were carried out on the students' survey ([Annex 4](#)) and parents' survey ([Annex 5](#)) respectively to find out their perceptions about oral activities and their opinion about the applications and mobile tools used.

Students' Artifacts

Artifacts are vital instruments since they communicate the impact of instruction as well as the degree to which students are mastering the target skills (Chism, 2018). For this study, each lesson plan proposed a production oral activity, usually videos, which had to be sent by students through WhatsApp. These videos ([Annex 6](#)) were made using the mobile applications or tools suggested by the teacher such as Toontastic, VoiceTooner, Camera, and Audios.

Teacher's journal

Keeping journals benefits teachers by helping them track their development over time, reflect on their actions, manage their time, and guide their plans. (Donyaie & Afshar, 2019, pg.

73). This instrument was very useful to me as it allowed me to make deep reflections on the implementation of the learning guides, the reactions and attitudes of the students towards the activities, and how the teaching and learning process was carried out through WhatsApp, which helped me to make a self-criticism of my processes as a teacher in training and at the same time improve the preparation of my classes.

For this study, I was able to carry out two cycles that will be described below:

Cycle 1

This cycle lasted about six weeks. In this cycle, the lesson plans were created and implemented. I proposed to students used Toontastic App for speaking practice. The lesson plans were shared with students and supported mainly through WhatsApp to clear up doubts and make very short explanations. This cycle is composed of four stages which will be described below.

Stage 1: Planning.

At this stage, I was able to envisage the research problem related to the oral production of students by collecting information about their difficulties and preferences when learning English through an online needs analysis survey as a method. Additionally, I interviewed the sponsoring teacher and the former teacher-in-training to learn their opinion and perceptions of students' oral skills. Once the problem was identified, I started to design the first four tutorials following the PPP structure and incorporating oral activities with Toontastic App.

Stage 2: Acting.

I started implementing the tutorials within the first month. I had to make constant changes at the request of the sponsoring teacher because she changed the topics at the last

moment. I also began to analyze the artifacts of the students, which they sent me by WhatsApp and I wrote my first Journal. At the same time, I kept planning the following lesson plans.

Stage 3: Developing.

At this stage, I realized that most of the students were sending their assignments by using the mobile application suggested. It was reconsidered to include new tools in the learning guides in order to streamline the learning process.

Stage 4: Reflecting.

Throughout the first cycle, I reflected on the learning process of students mediated by WhatsApp. I thought about the advantages and disadvantages of this sudden tool that I had to implement. Likewise, I reflected on my performance as a teacher and the strategies used, for which the observation of the reaction of the students with the use of the applications and the journals were used.

Cycle 2

This cycle lasted approximately 8 weeks. Based on the preliminary results of the data gathered in cycle 1, I made some changes to the learning guide design. This is the description of how each stage was developed:

Stage 1: Planning.

I started designing the last five lesson plans based on the topics provided by the sponsor teacher and the coursebook. I looked for another effective mobile available for students, so they could have more options to practice speaking. These tools were Voicetooner, WhatsApp voice message, Voice recorder, and Video camera.

Stage 2: Acting.

I implemented the lesson plans, but at the same time. I conducted an online survey for kids and an online survey for parents. I wrote down my reflections about my teaching and students' learning process in journals. The data analysis process started in this stage.

Stage 3: Developing.

In this stage, I finished analyzing data through the Reflexive Thematic Analysis approach set (Braun and Clarke, 2012, as cited in Byrn 2022), where I made codification and classification of the themes and the results were interpreted to be considered for future action plans.

Stage 4: Reflecting.

I wrote down reflections on the journals implemented in this cycle. I revised the effectiveness of the tools used as a pedagogical intervention. Students' and parents' comments through WhatsApp were also considered to be analyzed. To know the duration of each of the cycles with their corresponding stages, you can consult the schedule ([Annex 7](#)).

Instructional Design***Approach***

The pedagogical intervention of this study consisted of implementing 9 lesson plans that were designed following the PPP paradigm based on the behavioral theory that establishes that learning a language is the same as learning any other skill or school subject and is a matter of habit formation. (Kumaravadivelu, 2008). This teaching structure was chosen to take into account the basic level of English of the students. The PPP structure is based on the deductive approach that is considered a “traditional method in which information about the target language and the rules are given at the beginning of a lesson and supplemented with examples” (Azungah,

2018, p. 227). By implementing this type of teaching, the teacher assumes greater control during the presentation and practice stages.

Pedagogical Implementation Design

The pedagogical implementation had the following objectives:

General Objective.

Students will be able to give basic information about their lives and their context.

Specific objectives.

- Students will be able to describe their toys, their daily activities, and their preferences.
- Students will be able to participate in short conversations using the language learned in previous units.

The learning guides were designed based on the topics proposed by the course book “Naughty Kids” for 4th grade and the ones suggested by the sponsor teacher, [Table 1](#) below shows the topics taught.

Procedure of the lesson Plans implementation

The lesson plans were implemented and these were sent through WhatsApp to students. The indications were given in English and Spanish and all the lesson followed the same structure which included the following stages: The **purpose** referred to the pragmatic and linguistic objectives of the lesson. The **spark** consisted of a short activity intended to activate students’ prior knowledge or to review topics learned previously. In the **presentation** stage (Let’s learn) the new vocabulary and the target grammar structures were presented. In the **practice** stage (Let’s practice) students worked on controlled exercises suggested mainly by the coursebook. During the **task** stage, students created videos or recorded audios applying the grammar structure and vocabulary learned by using the mobile application ([Table 2](#)) recommended by me. For this

stage, I made tutorial videos on how to use the application and I also shared a model of the task with students. Finally, the **response** stage aimed to describe to students how their task would be assessed using a rubric and provide the corresponding feedback. You can consult an example of lesson plan in [Annex 8](#).

Assessment

In the assessment process, I carried out two types of assessment; formative assessment, and summative assessment. The formative evaluation was developed throughout the research process. For this, I gave verbal feedback to the students and I corrected their pronunciation. The rubric summative assessment especially evaluated the artifacts created by the students. This summative evaluation qualified the production activity focused on speaking practice. This rubric specified the criteria that students were expected to meet after each class ([Annex 9](#)).

Teacher's Role

According to Kumaravadivelu (2008), teachers have different roles in the midst of communicative language teaching which will be described below with my own experience. In my role as facilitator consented to have contact with the students through WhatsApp app or calls. In my role as an interdependent participant, I was simultaneously a 'researcher' of my personal teaching context. Finally, in my role as a guide, I was always ready at any time that they had a question, that they did not understand the subject, or felt confused.

The role of the learner

The target population for this research was 19 students from 4th grade of elementary school made up of 9 girls and 10 boys with ages ranging from eight to ten years old. The student is an essential part of the class, they had an active role according to their interaction with the

different app mobiles where they demonstrate in their artifacts their creativity and how the students were the owners of the activities and their English speaking practice.

Data Analysis and Discussion

The methodology implemented to analyze the data was the Reflexive Thematic Analysis approach proposed by Braun and Clarke, which is defined as an easily accessible and theoretically flexible interpretative approach to qualitative data analysis that facilitates the identification and analysis of patterns or themes in set (Braun and Clarke, 2012, as cited in Byrn 2022. p.1392). The authors suggest six steps ([Figure 4](#)) be followed to promote flexibility and maintain the integrity of this method. These steps are not supposed to be a linear process, instead, the researcher can return to previous steps as required during the data analysis. This is the description of what I did in each one of the steps:

Step 1. Organization the data

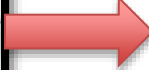
In this step, I transcribed the answers from the parent's survey and student's Survey , and this information was organized in a matrix for each survey. I did the same with the reflections from the journals ([Annex 10](#)). I read and reread this narrative to get familiarized with it.

Step 2. Coding

Once familiarized with the data, according to Braun and Clarke, interesting features in the data should be coded in a systemic way, collecting relevant data for each code ([Table 3](#)) (Wilkie et al., 2021). I started generating the first codes by reading carefully the answers from the parent and students surveys, and the journals, firstly I established terms in common, secondly checked how many times they repeated, third according to these repeating codes, a category was generated, and finally, I provided labels to each data item. These are some fragments of the coding process done by the researcher, an example question 5 from the survey made to the parents, which shows their answers and the association with the codes:

Figure 5.*Coding process*

5. Describe cuales fueron las experiencias positivas del estudiante frente al uso del celular y las aplicaciones móviles en el aprendizaje del inglés	CODE
Feliz, entusiasmado y cambio al pensamiento negativo que tenía de inglés	MD, ENGG, ST
Positivismo, entusiasmo para desarrollar los trabajos	AP, LA
Una asistencia mas facil	PL
Motivación a aprender inglés	MD, PL



CODE	
ENGG	Engaging
MD	Motivated
AP	Active Participation
ETT	Entertaining
INO	Innovative
PL	Promote learning
ICT	use ICT Tools
FL	Facilitate learning
IP	Improve pronunciation
MTS	Metacognitive Strategies
LA	Learning Autonomy
RA	Reduce Anxiety
SC	Increase SelfConfidence
SC	Self Correction
ST	SHIFT in thinking
IW	Improve Writing
ISP	Improve speaking
CP	Connection problem
UI	UNUNDERSTANDABLE INDICATIONS
IT	Improve teaching
CHP	Change planning
AL	Active Learning
CRT	Creativity

Step 3. Generating initial themes

Once all the data was coded, I clustered the codes according to their relationships and meanings by using colors. Subsequently, they were sorted into initial themes (central organizing concepts) considering their recurrence in the data and relevance to the research question as it is shown in figure 6 below:

Table 4.*Generating initial Themes*

CODE	No. OF REPETITIONS	CATEGORIES	SPANISH TRANSLATION
ENGG	18	Engaging	Interesante
MD	20	Motivated	Motivado
AP	5	Active Participation	Dinamico
ETT	15	Entertaining	Divertido
INO	9	Innovative	Diferente
PL	27	Promote learning	Aprendizaje
ICT	16	use ICT Tools	TIC
FL	7	Facilitate learning	Facil
IP	17	Improve pronunciation	Mejorar pronunciaci3n
MTS	4	Metacognitive Strategies	Autoconocimiento , autonomia
LA	12	Learning Autonomy	Por si mismo
RA	1	Reduce Anxiety	reduce ansiedad
ISC	2	Increase SelfConfidence	Autoconfianza
SC	2	Self Correction	Autocorrecci3n
ST	3	Shift in thinking	Cambio de Pensamiento
IW	1	Improve Writing	Mejorar escritura
ISP	3	Improve speaking	Mejorar el habla
CP	6	Connection problem	problemas de conectividad
UI	3	Ununderstandable indications	Indicaciones complejas
IT	5	Improve teaching	Mejorar la ensefianza
CHP	1	Change planning	cambios en la planeacion
AL	6	Active Learning	comprender, entender
CRT	3	Creativity	creatividad
LFB	5	Lack of feedback	retroalimentaci3n
PA	1	PERSONALIZED ATTENTION	Atencion personalizada
APP	1	apps	Aplicaciones
HEP	1	HEALT PROBLEMS	problemas de salud

The previous categorization was revised for ensuring that they have a strong central organizing concept, and were responding to the research question. I tried to give interesting titles to the topics. These are the final themes that were generated from the previous analysis and interpretation:

Table 5. Initial themes

Themes	Theme 1: Technology related innovation practices encourage speaking in EFL.	Theme 2: Facilitating learning through Mobile applications	Theme 3: Reducing Affective Factors	Theme 4 Mobile learning Hindrances
Categories	Engaging Motivated Pronunciation Creativity Entertaining Innovative Use ICT Tools Apps	Promote Learning Facilitate Learning Improve Improve Writing Improve Speaking Active Learning Active Participaci3n Personalized Attention	Metacognitive Strategies Reduce Anxiety Increase Selfconfidence Self Correcci3n Shift In Thinking Learning Autonomy	Connection Problem Ununderstandable Indications Lack Of Feedback Healt Problems

Step 6. Writing the Report

In the final step, the articulation of the topics defined after carrying out the coding is developed, and how these topics answer the research question How does mobile learning stimulate English speaking practice in a group of 4th-grade students at Institución Educativa Técnica Comercial Sagrado Corazon of Jesus in times of the pandemic COVID -19?

Theme 1: Technology related innovation practices to encourage EFL Speaking

This theme makes evident how implementing innovative practices when teaching a foreign language can benefit students' speaking performance. According to Jewitt, Xambo, and Price (2015, as cited in Rahmat, 2020) "innovation refer to finding new ways of doing things" (p.55), which means that in education, innovation has to do with looking for original or adaptable teaching practices that help our students reach the learning goals. In the English class, the use of mobile applications such as Toontastic and Voicetooner for developing speaking encouraged and stimulate students to be more interested in understanding the topics of the lesson and doing the corresponding controlled and free practice activities. The students and their parents expressed how the use of Apps helped them stimulate their interest in the subject, developed their speaking skills, and improve pronunciation:

"For my son, they (mobile applications) were something that motivated him to understand the lessons" (Parent 4 interview)

"It was happiness because he could learn more about pronunciation, listening and he had fun because they (mobile applications) were very animated". (Parent 5 survey)

"They (mobile applications) have increased my interest in English learning" (Student 4 survey).

“They (mobile applications) helped me speak English” (Student 2 survey)

“It was a nice experience because I could learn much better to pronounce the different topics explained by the teacher”. (Student 3 survey)

The artifacts also evidenced how students tried to speak in English when creating their videos in the mobile applications by following the instructions given by the teacher and using the target language. In [Annex 6](#) you can watch one of them.

OECD (As cited in Stéphan, et al., 2019). considers that innovation is a key factor, which can help teachers and students have significant learning experiences, by creating stimulating and meaningful activities and tasks, as well as incorporating new components to the lessons, these both aspects were part of the study guides designed for the students in which they had to work on significant activities. Also, the new component of the lesson was the implementation of mobile applications. For instance, Toontastic allowed students to draw, animate, narrate and record their own stories allowing them to practice speaking. On the other hand, Voicetooner permitted students to record their voices, and choose any cartoon that would repeat what they said with different voices at the same time they can practice and strengthen their speaking skills. Both applications provoked in students a feeling of enjoyment, and stimulated, a positive emotion that in accordance with Wang & Chen (2022) could increase their motivation and hence, their academic performance as it was expressed by some parents and students in the responses below:

“The mobile applications used avatars and this aspect made pronunciation activities enjoyable”. (Parents 1 survey)

They (mobile applications) helped me to improve my pronunciation and they were very funny. ((Student 1 survey)

In this study, mobile applications were demonstrated to be a good alternative for stimulating students' speaking practice because they felt encouraged to do it. As Jung, H. (2015) states "this type of technology allows the expansion of the learning experiences and the exploration of new possibilities" by providing students access to other types of interactive and multimedia mobile tools to learn a foreign language. This aspect is supported by this parent's response:

"This new learning methodology is accessible and catchy for the student".

(Parent 2 survey).

Theme 2: Facilitated learning through mobile applications

Another advantage offered by the use of mobile Apps is that it facilitates learning. Martin, (et al, 2020) have described learning facilitation as being present, and available, sharing experiences online, and creating spaces for student participation. We can evidence this in the research where the students generated their participation through the creation of their own artifacts in which they practice their speaking skills. In addition, tools such as WhatsApp allowed constant communication between the student and the teacher, this allowed an approach that in turn, generated confidence in the student to continue with their training processes and stimulate speaking practice.

(Mobile applications) Facilitates indirect interaction between teacher and student

((Parents 1 survey))

One of the most outstanding results of the research is that active learning is promoted through the use of mobile applications. Active learning is a learning model that is characterized by focusing the learning process on developing the student's skills and not just subjecting them to listening to instructions. In addition, students have characterized the development of their critical

thinking (Rachman, 2021, p. 100). This is how it can be seen that the students felt happy to develop the activities because they felt they were learning new topics and vocabulary. They were autonomous in their own learning of L2 and the use of ICT tools; this allowed them to develop their own knowledge skills, especially speaking skills.

Cool because at the same time that I was learning I was playing (student 2 survey)

The truth was a very good experience I learned a lot (student 3 survey)

Furthermore, active learning stands out because students always received feedback in their learning process (Rachman, 2021, p. 100). After the students sent their artifacts, I sent an audio making pronunciation corrections about each artifact, and also I said them the positive aspects of their continuing active participation, and at the same time, I was stimulating them to continue practicing speaking through the use of apps. In addition to this, in my journals, I also presented how the students felt so happy and were very active in their participation.

The students were very active in the lesson. Some of them sent me an audio were they said that they liked the class. Also, they were grateful for the feedback because it helped them to improve in their next activities. (Journal's Teacher)

Another aspect that is necessary to highlight is the fact that the apps were interactive, which made the students feel more encouraged and stimulated to continue learning, that is to say, in turn, generated Active Participation. According to Yurko, (et al; 2022) Active Participation in language teaching and learning implies that learners take responsibility for their own learning and that teachers play their part in enabling this. In the interviews with the Sponsor teacher, she detailed how the students felt happy to be able to develop the English activities and since the

class only took place once a week, the students expressed that they were anxious to receive the English class to practice speaking, to be able to use the mobile applications by themselves since this stimulated them to learn more. In addition, according to the survey carried out on the students, they affirm that their participation was also more active, which I evidenced by the timely delivery of their activities.

Some of the appreciations that were reiterated by students and their parents were that the Apps promote learning. This is important because promoting learning leads to greater stimulation to learn a language, autonomously, where students are able to control and take responsibility for their own learning (Iftanti, 2019, pág. 27). Several of them expressed that before using the Apps they didn't like English and they didn't understand English, but now after they had used the Apps, they felt stimulate to continue learning. Also, the use of Apps encouraged the students to practice speaking English and develop their activities. The above, allowed us to demonstrate that the student made the activities with enthusiasm, interest, and joy. Also, they recognized when they developed their activities, it facilitated learning about new vocabulary and new themes. Furthermore, they felt improvement in their speaking, listening, and writing abilities.

(My son) he just wanted to study English, because of the ease of the application

(Parent 3 survey)

(Mobile applications) They contribute to the knowledge of new applications and the use of their tools, learning in a fun and more interesting way. (Parent 4 survey)

It seems to me that these applications help the child learn more easily, since for them it is something new and fun. (Parent 5 survey)

Theme 3: Mobile Learning allow develop metacognitive strategies

The research delivered positive and unexpected results since according to the opinion of students and their parents, they considered that the use of apps made a profit for them. The parents mentioned that when students began to use Apps, they allow them to increase their self-confidence. Zayed & Al-Ghamdi consider that the affective factor has a relationship with the learning process. The Learners' self-confidence will increase when they perceive themselves as becoming more proficient, and therefore able to compete. The stimulation must be raised to obtain good results in EFL (2019).

Students intensified their learning autonomy since their parents argue their children did their homework themselves and didn't require the help of an adult. Learning autonomy is meant to give the opportunity to students in independent study English, in which the teacher is a facilitator and the students as the learning-centered (Asiza & Sunubi, 2019). Unlike previous occasions, when they considered that they couldn't do the activities without the support of someone else. Now, they felt safe and confident that they could do it themselves. This allowed the students to shift in thinking about English. Then, they felt enthusiastic about doing the activities, practicing, and interacting with the different applications.

It allows them to loosen up more without the pressure of having people around

(Survey Parent 1)

The child can find out about the proposed topics from the teacher (Survey Parent

2)

Another benefit that parents identified is that when their children used the applications, they practiced several times, which allowed them to listen and correct themselves, to improve their pronunciation and deliver better work, that is, they created their own metacognitive

strategies. Metacognitive strategies are those used to manage, plan and evaluate the use of the cognitive strategy. The student has to make a learning plan, think about the learning process that is taking place, dynamically monitor production and comprehension, and evaluate learning at the end of an activity (Zheng, 2018, p. 227). That is, by themselves, they generated new learning strategies based on self-correction through listening.

Through these tools my daughter had more interest and pronunciation was made easier for her since she could listen to herself and correct any mistakes. (Survey Parent 4)

They helped me learn more about English and improve my pronunciation as well as learn new topics. (Survey Student)

I realized that each time when giving feedback, the students made fewer mistakes. (Journals Teacher)

Likewise, even though the teacher made a video tutorial on the use of the application before using each of them, the students used these bases to create their own designs, avatars, and scenarios. The applications helped them to be very intuitive and curious, and generated autonomy in learning both, the use of ICT and the use of English.

Through the use of the applications, the student developed different skills, had fun editing the video and at the same time practiced his pronunciation of the English language. (Survey parent)

Moreover, it is necessary to mention that when it was in the middle of the investigation process, the researcher decided to make an oral evaluation of each one of the students through calls. It was difficult for them to answer the questions, since they were wrong, had wrong pronunciation, and didn't have fluency. This exercise allowed me to realize that students feel more confident through the use of Apps because when they used the Apps, they have unlimited opportunities to practice their answers before sending the activities, but when they had to answer the call they couldn't practice. Metacognitive Strategy identifies that students write their script and organize their speech before the presentation to reduce anxiety about speaking. Other ideas that students can use to reduce anxiety are to watch videos on pronunciation and practice what they have to say as pre-recordings (Tee, et al, 2020). Moreover is necessary to highlight that the students felt motivated, engaged, and entertained using Apps, but when the researcher made a call, I realized that the students felt nervous, worried, and scared.

Theme 4: Factors Affective Mobile learning

Moreover, it is necessary to mention that when it was in the middle of the investigation process, the researcher decided to make an oral evaluation of each one of the students through calls. It was difficult for them to answer the questions, since they were wrong, had wrong pronunciation, and didn't have fluency. This exercise allowed me to realize that students feel more confident through the use of Apps because when they used the Apps, they have unlimited opportunities to practice their answers before sending the activities, but when they had to answer the call they couldn't practice. I realized that the students felt nervous, worried, and scared. Metacognitive Strategy identifies that students write their script and organize their speech before the presentation to reduce anxiety about speaking. Other ideas that students can use to reduce anxiety are to watch videos on pronunciation and practice what they have to say as pre-recordings (Tee, et al, 2020).

One of the most common inconveniences was the lack of connection, which meant that the students could not receive the learning guides on time, they extraordinarily made their deliveries, and they received their feedback late. Similarly, this made it difficult for students to connect at the time of asynchronous classes where students could interact or send their questions by WhatsApp.

One of the problems was the lack of tools, such as the Internet and cell phones (Survey Parents)

In addition, the lack of connection also affected me in the planning of my classes. I had done a lesson plan thinking for traditional classes face to face, but, due to the healthiness national problem, I had to change the lesson plan for virtual classes. Initially, I had proposed the use of different platforms like a classroom and online games, but I talked with the sponsor teacher and she told me that the majority of students didn't have access to the internet or they didn't know to access the platform. As the only means of communication was WhatsApp, for this reason, I changed again the lesson plan. Since as I made the lesson plan, I discovered new tools and Mobile Apps and I thought about new ideas to be implemented in the class (Journal's Teacher).

Another difficulty that parents and students encountered is in many times it was difficult for them to understand the indications of the guides and how they should use the Apps, which was an alert for the researcher who had to improve the writing of the guides, in such a way that the instructions were clear and did not generate confusion on the students. The teachers needed to provide only useful information and avoided confusing instructions to the learners so that they did not waste time in the learning process. The teacher should clearly explain to the students what they were going to watch and the activities which follow (Javier, 2021).

According to the study carried out by Qi (et al, 2020), they determined that there are two types of feedback: immediate and delayed. The most accurate is immediate feedback because students can quickly absorb teachers' comments and actively participate in interaction with them. By contrast, late feedback leads to forgetfulness and inattention. Some Parents argued that there was a lack of feedback from the teacher since this helped the students to improve their activities and pronunciation.

There was not enough feedback on their use and sometimes it generated delays in carrying out the activities. (Survey Parent)

Finally, a problem that is generated by the continuous use of ICT is the health condition of students. It is well known that in times of the Pandemic COVID-19 the most effective way to continue with the teaching and learning processes was the use of ICT. Therefore, the students had to continuously consult the guides and deliver the activities of the different subjects, including the English area, which in turn, strengthened the use of ICT through the use of APPs. This demanded more time from students in front of mobile devices, thus generating deterioration in their health, according to parents, their children's vision was being affected. Therefore, although it is true due to the social circumstances, it was necessary to resort to the use of ICTs, a correct disposition of their use must be made, recommending that parents and students take active breaks that help with these processes.

Conclusions

This research seeks to analyze how the use of mobile devices stimulates the practice of speaking English in a group of 4th grade students from the Sagrado Corazón de Jesús Commercial Technical Educational Institution in times of pandemic. For which an action research was developed, for which data collection instruments such as interviews, surveys, diaries were used, which implied a process of analysis, coding and categorization of topics. Analysis of the data led to the following conclusions:

It was identified that aspects such as the fear of being judged by classmates, the lack of oral practice in the classroom, the lack of self-confidence, the little contribution that students receive from their teachers, the lack of instruments and the lack of stimulation negatively influence the performance of students' English proficiency mainly in their oral ability.

To address the aforementioned difficulties and promote the stimulation of speaking practice through mobile applications, it is important to note that friendly, attractive, fun, easily accessible, and intuitive Apps should be used so that students have the facility and motivation to maintain a constant interaction with the applications, however, it is important to point out that the creation of tutorial videos on the management of the Apps is an optimal help to exemplify the possible uses of them.

The use of the different apps allowed us to see several factors in common, one of the main ones being that the students could practice their speaking as many times as they considered until they felt satisfied with the best option to send it to the teacher, they also seemed very happy and enthusiastic when carrying out their activities. The applications allow arousing the interest of the students in learning the English language. Likewise, mobile applications provide several benefits to students in the English learning process, such as awakening their motivation,

facilitating learning, improving their pronunciation, allowing them to feel more freedom to practice and not feel pressure to be judged by other people, and developing self-learning and self-correction. It is important to point out that the use of the Apps does not guarantee that students strengthen their oral fluency in all areas, since in direct dialogues, they feel nervous, confused and insecure, since they do not have the opportunity to practice their responses as they do with the use of the Apps.

The students consider that the apps helped them to practice English, especially speaking, they felt that they improved their pronunciation, and they also expressed that they felt happier learning English and playing with the apps. On the other hand, is important to mention the opinion of parents, which were fundamental actors in the learning process, they consider that the applications were a very effective tool in the oral practice of English. It allowed the students to feel entertained, increased the student's interest in learning the English language, and learn through the game without pressure from their peers or their teachers.

Something that is very important to stimulate student learning, strengthen their autonomy and support them in their learning processes and oral practice is to provide them with feedback on each of their activities in which the positive aspects and also the positive aspects are always highlighted. To improve in this way, students feel valued and will seek to improve their oral production.

It is also important to note that the use of mobile applications brings with it a series of benefits that were only noticeable when analyzing the data. Initially, it was believed that the Apps would only help in speaking practice, but it was observed that the use of the Apps developed a series of positive aspects such as promoting learning, facilitating learning,

entertaining students, and strengthening autonomy in the learning, that is to say, that mobile applications are fundamental tools in the dynamization of learning processes.

On the other hand, one of the findings of this intervention that draws attention is that students through the use of mobile applications developed metacognitive skills through which they self-correct themselves. In addition, while they practiced speaking skills, they strengthened their listening skills because they listened to themselves and corrected themselves. In some cases, the students also strengthened their writing and reading skills as some students wrote and read the dialogues they were going to say on their artifacts.

It is noteworthy that in times of the COVID -19 pandemic, mobile applications were a very useful tool that energized, stimulated, and entertained students who were learning English in a fun and different way. It is necessary to specify that at the time of the pandemic, they were very useful, but this does not mean that post-pandemic or in other contexts, they cannot be used or not have the same positive effects on the practice and learning processes of a second language. I believe that teachers can include in their classes the use of mobile applications to motivate their students to learn either in the middle of the classroom or at home. At the same time, the Apps allow the teaching and learning processes to be dynamized in all grades and for all ages, since using new technologies allow increases the autonomy and self-confidence of the students.

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[Social_Interventions_on_the_Wellbeing_of_Individuals_With_Acquired_Brain_Injury_During_t](https://www.researchgate.net/publication/350378970_The_Impact_of_Psycho-Social_Interventions_on_the_Wellbeing_of_Individuals_With_Acquired_Brain_Injury_During_the_COVID-19_Pandemic)

[he_COVID-19_Pandemic](https://www.researchgate.net/publication/350378970_The_Impact_of_Psycho-Social_Interventions_on_the_Wellbeing_of_Individuals_With_Acquired_Brain_Injury_During_the_COVID-19_Pandemic)

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Table 1.*The syllabus of topics taught*

4th GRADE TOPICS			
TOPIC	VOCABULARY	GRAMMAR	SPEAKING
LESSON 1: Toys	Doll, Teddy Bear, Ball, Car, Kite, train, Drum, Hoop, Robot, Yo-Yo, Puppet, Jigsaw	VERB HAVE-HAS	Describe the toys that you and a classmate have.
LESSON 2: Toys	Train, Ship, Submarine, Airplane, Bus, Boat, Helicopter, Motorcycle, Truck, Car, Bike, Taxi.	Use of doesn't have /don't have.	Describe the toys that you don't have and report the toys that a classmate doesn't have.
LESSON 3: Daily Routines	Swim, Eat, Drive, Read, Drink, Cook, Sleep.	Simple present tense	Describe your daily routine.
LESSON 4: Daily Routines	Eat, Play, Jump, Read, Sleep, Play, Write, Sing.	Use of DO / DOES for questions.	Ask and answer questions about daily routines.
LESSON 5: What time is it?	O'clock, A Quarter past, Half past, A quarter to.	what time is it?	Tell the time
LESSON 6: review	Review	Review	Dialogues
LESSON 7: Poem	Little, Snow, Tummy, Fish, deep, Sea.	Vowels sounds and diphthongs	Recite a Poem
LESSON 8: I like / I don't like	Carrot, beans, Mushroom, Pumpkin, Cucumber, Lettuce, Spinach, Tomatoes, Onion, Corn, Peas, Potatoes, Cabbage, Cauliflower	I like / I don't like	Talk about your food preferences: fruit and vegetables
LESSON 9: I like / I don't like	Broccoli, Ice cream, Donuts, Juice, PopCorn, Pizza, Banana, Soup.	I like / I don't like	Record yourself singing a song about food preferences.

Table 2

Description mobile apps used in research project

Logo App	Name Of the App	Description
	Toontastic 3D	Toontastic 3D allows drawing, animating, and narrating your own cartoons. It's as easy as play. Just move your characters around onscreen and tell your story, Toontastic records your screen and your voice while you tell your story, finally, the app creates a video to share.
	VoiceTooner	You can create videos using your voice modified with different effects, and share them with your friends.
	WhatsApp	WhatsApp is a free calling and messaging application. You can easily use it to stay in touch with your friends and family.
	Voice Recorder	Voice Recorder is designed to provide you an easy and wonderful recording experience with high quality sound, while also offering playback.
	Camera	Allow you take amazing photos and videos.

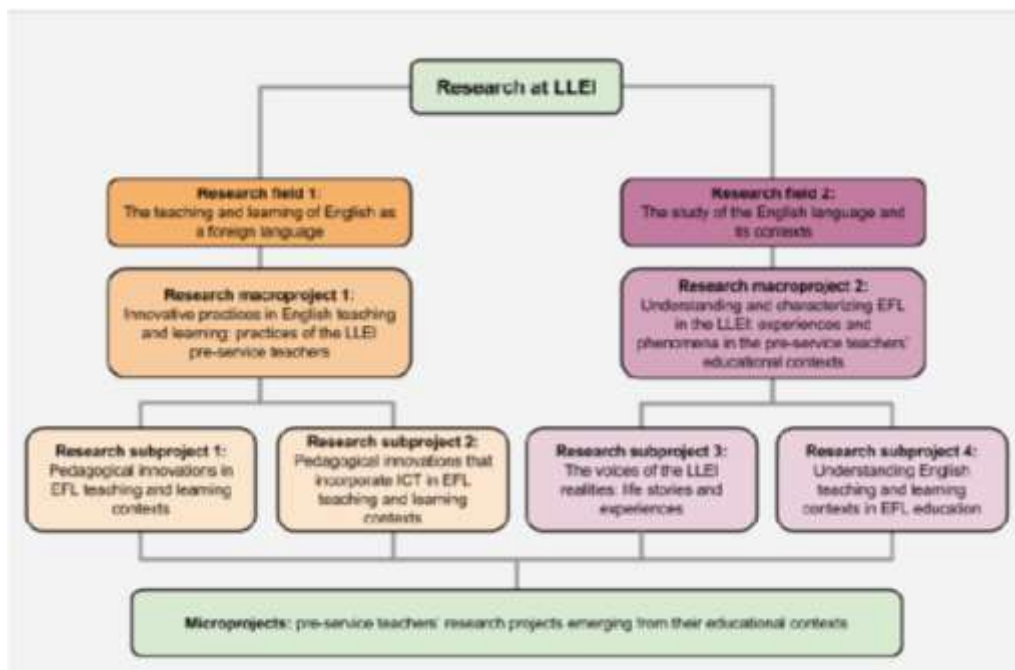
Table 3

Six-step guide to good thematic analysis Braun and Clarke (2006).

Phase	Examples of Procedure for Each Step
1. Familiarisation	Transcribing data: reading and re-reading; noting down initial codes
2. Generating Initial Codes	Coding interesting features in the data in a systemic fashion across the data set, collating data relevant to each code
3. Searching for Themes	Collating codes into potential themes, gathering all data relevant to each theme
4. Involved Reviewing Themes	Checking if the themes work in relation to the coded extracts and the entire data-set; generate a thematic map
5. Defining and Naming Themes	Ongoing analysis to refine the specifics for each theme; generation of clear names for each theme
6. Producing the Report	Final opportunity for analysis selecting appropriate extracts; discussion of analysis; relate back to the research question or literature; produce report

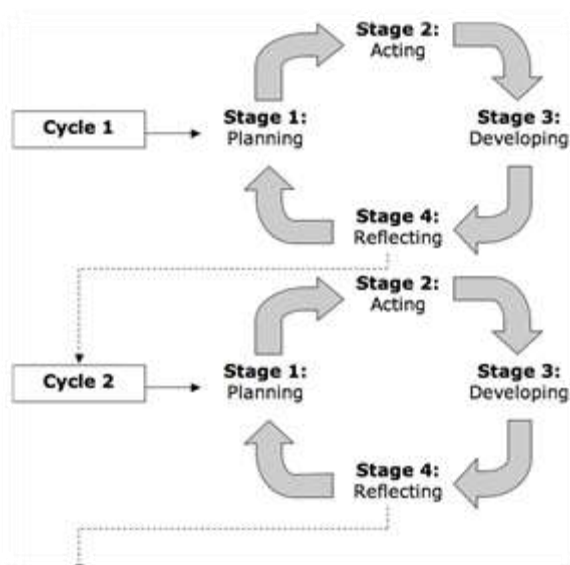
Note: Adapted from six-step guide to good thematic analysis (Wilkie et al., 2021)

Figure 1.

Research at LLEI

Note. Adapted from *Research at LLEI. Bachelor's in English as a Foreign Language program at USTA*. Universidad Santo Tomas. (s.f.).

Figure 2

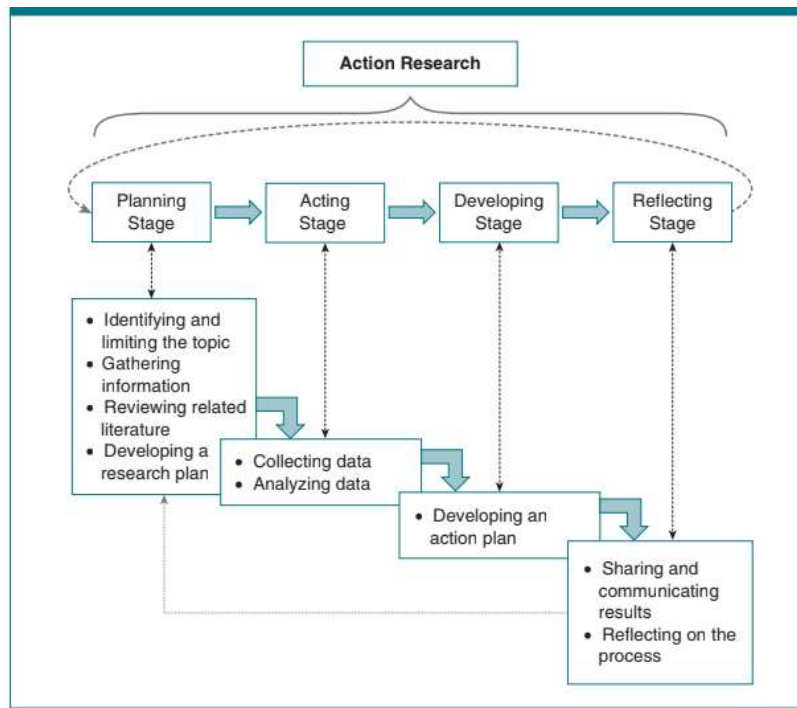
The cycles of Action Research (Mertler, 2019)

Note. Adapted from Action Research: Improving Schools and Empowering Educators.

Craig Mertler, 2019. SAGE Publications.

Figure 3

Description of Action Research cycles (Mertler, 2019).



Note: Adapted from Action Research: Improving Schools and Empowering Educators.

Craig Mertler, 2019. SAGE Publications.

Figure 4.*Steps reflexive Thematics Analysis*

Note: Adapted from Wilkie, L., Arroyo, P., Conibeer, H., Haddon Kemp, A., & Fisher, Z. (2021). The Impact of Psycho-Social Interventions on the Wellbeing of Individuals With Acquired Brain Injury During the COVID-19 Pandemic.

Annex**Annex 1. Need Analysis 1.**

You can consult in the following link

<https://drive.google.com/file/d/1F5hyRG3Ozco9GfOyereosRx4tDXNA1-O/view?usp=sharing>

Annex 2. Informed Consent Form

You can consult in the following link

https://drive.google.com/file/d/1VDK1JCUQgy3myvlQfp6htIS2D_H98wB0/view?usp=sharing

Annex 3. Authorization Educational Institution

You can consult in the following link

https://drive.google.com/file/d/1dD33z_g1PMPZ2jRlcqltH8WayQkhFGPH/view?usp=sharing

Annex 4. student's perceptions Survey

You can consult in the following link

https://drive.google.com/file/d/1UqIvsJeX76BWJNvdiyGgjOMHASIFFP8G/view?usp=share_link

Annex 5 students' parents perceptions Survey

You can consult in the following link

https://docs.google.com/spreadsheets/d/1x6VIGka2r5Xt21oaPdUB1_JrbWNi-AFt/edit?usp=sharing&oid=107513246377195004587&rtpof=true&sd=true

Annex 6. Students artifact

You can consult in the following link

https://drive.google.com/drive/folders/1Fbjy6LaOWYHsqLcD9rMjzyb4RHGIQf1M?usp=share_link

Annex 7. Time Table

You can consult in the following link:

https://drive.google.com/file/d/1vrzTx2_gGSIfyTu84ONK_LUXPVeIneR/view?usp=share_link

Annex 8. Lesson Plan

You can consult in the following link

https://drive.google.com/file/d/1RPW34dpawDBKzP6l19E7afMqONyQmwXU/view?usp=share_link

Annex 9. The rubric summative evaluation

You can consult in the following link [https://drive.google.com/file/d/1bF-
ws4QnT4YwD-
EoZoi7KdTeUNRjCBW/view?usp=sharing](https://drive.google.com/file/d/1bF-
ws4QnT4YwD-
EoZoi7KdTeUNRjCBW/view?usp=sharing)

Annex 10. Answers survey and Journal

You can consult in the following link

https://docs.google.com/spreadsheets/d/18jG2zDFDAUme1WOsFBUq334nyKdZ5MnZ/edit?usp=share_link&oid=115762767951368973375&rtpof=true&sd=true

