TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJOR IN ENGLISH

RESEARCH PROJECT

"MOBILE PHONES AS AN ICT RESOURCE IN ENGLISH TEACHING AS A FOREIGN LANGUAGE"

Research report before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major

Authors:

Guaigua Chacón Karla Johanna

Paneluisa Daquilema Vannesa Nicole

Tutor:

José Ignacio Andrade Morán, MSc.

PUJILÍ - ECUADOR
AUGUST 2022

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled **"MOBILE PHONES AS AN ICT RESOURCE IN ENGLISH TEACHING AS A FOREIGN LANGUAGE"**, and researched by **Karla Johanna Guaigua Chacón**, ID number **1718559816** and **Vannesa Nicole Paneluisa Daquilema**, ID number **1726305434**, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujili, August 2022

José Ignacio Andrade Morán, MSc
ID: 0503101040

COMMITTEE APPROVAL

The research report entitled **"MOBILE PHONES AS AN ICT RESOURCE IN ENGLISH TEACHING AS A FOREIGN LANGUAGE."**, has been revised, approved and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí, August 2022

Paulina Alexandra Arias Arroyo, Ph.D.
ID: 0502212095
Committee president

Nely Patricia Mena Vargas, MSc.
ID: 0501574297
Committee, Member 1

Jorge Luis Rosero Menendez, MSc.
ID: 0500862727
Committee, Member 2

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Pujilí, August 2022

Karla Johanna Guagua Chacón
ID: 1718559816

Vannesa Nicole Paneluisa Daquilema
ID: 1726305434

GRATEFULNESS

To all the people who supported us and made it possible for this work to be carried out successfully.

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Karla & Vannesa

DEDICATION

This research project was dedicated to:

To my parents for being the support that always understood every situation that showed up in my studies and in my life in general. For loving me and taking care of me always. This project is made possible thanks to you.

To my sisters Erika and Jackeline for having been part of every important moment for me, for having helped me every time I needed it, for always being a ray of sunshine with me.

To all the people who helped us along the way, to all the friends who listened to our tiring nights, who saw us grow professionally and who were there from the beginning and to my Lola who endured sleepless nights with me

Karla

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This research project was dedicated to:

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Vannesa

TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJOR IN ENGLISH

THEME: "MOBILE PHONES AS AN ICT RESOURCE IN ENGLISH TEACHING AS A FOREIGN LANGUAGE"

Authors:

Guaigua Chacón Karla Johanna

Paneluisa Daquilema Vannesa Nicole

Tutor:

José Ignacio Andrade Morán, MSc

ABSTRACT

Mobile phones are ICT devices that allow operations such as calls, messages and Internet browsing. The main objective of this study was to describe the perspective of 14-15-year-old students on the use of mobile phones as an ICT resource in the learning of English as a foreign language at 11 de Noviembre Educative Unit. The research is focused on a quantitative-descriptive design, using a deductive method, based on the perspectives of the participants and the survey applied, which helped to collect real information from a general point of view. For data collection, 10 specific questions were designed and applied with their respective multiple-choice answers on the Likert scale. Once the Covid 19 cases were under control, the students returned to classrooms and with the help of the tutors of two parallels A and B, 21 students between the two grades were chosen. The results of the present research show that mobile phones are an important pedagogical resource for teaching and learning English. Mobile phones are also a resource that can be included in any class and not only in English class. At the same time, the issue of distraction was highlighted as the most common problem identified regarding the use of mobile phones in the classroom. In addition, students agreed that the mobile phone had been a useful teaching-learning resource during the quarantine caused by the pandemic disease Covid19 since it made it easier to access any information they need from the mobile phone. In conclusion, this study revealed that mobile phones played a fundamental role during the pandemic isolation, as it was the most used device in virtual classrooms. Therefore, it helped in training language skills, in other words it turned students' mobile phones into useful educational tools. However, In the present day, with the return to the classrooms, mobile phones have become a distraction, therefore teachers must be trained in the use of these devices as a resource that allows them to carry out efficient teaching tactics in the classroom, using a variety of strategies and implementing some activities to get students to use their cell phones to learn.

Keywords: English, ICT, Mobile phone, Resources, Teaching

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS

TEMA: "TELÉFONOS MÓVILES COMO RECURSO TIC EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA"

Autores:

Guaigua Chacón Karla Johanna

Paneluisa Daquilema Vannesa Nicole

Tutor:

José Ignacio Andrade Morán, MSc

RESUMEN

Los teléfonos móviles son dispositivos TIC que permiten realizar operaciones como llamadas, mensajes y navegación por Internet. El objetivo principal de este estudio fue describir la perspectiva de los estudiantes de 14 a 15 años sobre el uso del teléfono móvil como recurso TIC en el aprendizaje del inglés como lengua extranjera en la Unidad Educativa 11 de Noviembre. La investigación se centra en un diseño cuantitativo-descriptivo, se utilizó un método deductivo, basado en las perspectivas de los participantes y la encuesta aplicada, que ayudó a recoger información real desde un punto de vista general. Para la recolección de datos, se diseñaron y aplicaron 10 preguntas específicas con sus respectivas respuestas de opción múltiple en la escala de Likert. Una vez controlados los casos de Covid 19, los alumnos volvieron a las aulas y con la ayuda de los tutores de dos paralelos A y B, se eligieron 21 alumnos entre los dos grados. Los resultados de la presente investigación demuestran que los teléfonos móviles son un importante recurso pedagógico para la enseñanza y el aprendizaje del inglés. Los teléfonos móviles son también un recurso que puede incluirse en cualquier clase y no sólo en la de inglés. Al mismo tiempo, la cuestión de la distracción se destacó como el problema más común identificado en relación con el uso de los teléfonos móviles en el aula. Además, los estudiantes estuvieron de acuerdo en que el teléfono móvil había sido un recurso útil de enseñanza-aprendizaje durante la cuarentena causada por la enfermedad pandémica Covid19 ya que les facilitó el acceso a cualquier información que necesitaran desde el teléfono móvil. En conclusión, este estudio reveló que el teléfono móvil desempeñó un papel fundamental durante el aislamiento por la pandemia, ya que fue el dispositivo más utilizado en las aulas virtuales. Por lo tanto, ayudó en la formación de habilidades lingüísticas, es decir, convirtió los teléfonos móviles de los estudiantes en herramientas educativas útiles. Sin embargo, en la actualidad, con el regreso a las aulas, los teléfonos móviles se han convertido en una distracción, por lo que los profesores deben formarse en el uso de estos dispositivos como un recurso que les permita llevar a cabo tácticas de enseñanza eficientes en el aula, utilizando una variedad de estrategias e implementando algunas actividades para que los alumnos utilicen sus teléfonos móviles para aprender.

Palabras clave: Enseñanza, Inglés, Recursos, Teléfono móvil, TIC

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. General Information

Theme: Mobile phones as an ICT resource in English teaching as a foreign language

Starting Date:

       May 2022

Ending Date:

       August 2022

Place of Research: San Francisco de Tahuachi, Machachi, Mejía, Pichincha, zona 7, Unidad Educativa 11 de Noviembre.

Sponsoring Faculty: Technical University of Cotopaxi see PUJILI

Sponsoring career: Educational Sciences, Majoring in English (9no)

Macro project of the career: Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the province of Cotopaxi.

Work Team:

- Vannesa Nicole Paneluisa Daquilema C.I: 1726305434
- Karla Johanna Guaigua Chacón C.I: 1718559816
- Jose Ignacio Andrade Moràn C.I: 0503101040

Knowledge area: Education

Research line: Educación y comunicación para el desarrollo humano y social.

Research line of the career (if applicable): Innovación en la enseñanza y aprendizaje del idioma inglés como lengua extranjera

2. PROBLEM STATEMENT

"Nowadays, most students and teachers carry and use cell phones, and the biggest consumers of ICT are young people" (Winocur, 2006; p. 551). The fact that students carry digital devices to class does not mean that mobile phones are always welcome in the classroom. Many teachers believe that they can negatively affect teaching and learning performance and that is the reason for a low number of activities included in these two processes with digital devices (mobile phones).

According to Ruiz (2016), "39, 5% of young adolescents who use the mobile phone, show significant problems due to mobile phone abuse such as dependence on the electronic device" (p. 123), then the problem arises that students can develop an addiction to the mobile phone if they do not know how to use it to their benefit inside and out of class. Although there are positive uses such as the cell phone being used to communicate constantly, to send and receive information, and dialogue among peers, that makes the interaction between individuals or groups of students more enjoyable. It also makes the learning environment more enjoyable.

At the 11 de Noviembre Educative Unit, the use of cell phones is forbidden to avoid academic problems for high school students according to the testimonies of the teachers. Teachers have not implemented a regular use of mobile phones because they have found some inconveniences such as lack of discipline. Students prefer to answer chats and messages instead of paying attention to explanations, this creates a bad habit. Another very evident problem is the distraction generated by the use of cell phones when students are bored in class, so they prefer to browse social networks. These problems cause the level of learning to decline and do not generate real knowledge of what has been taught.

This research aims to describe the perspective of students aged 14 to 15 years on the use of mobile phones as an ICT resource in the teaching of English as a foreign language in the 11 de Noviembre Educative Unit. This allows recognizing and understanding the different perspectives assumed by the students regarding the idea of the inclusion of cell phones in the classroom.

Research Question

What is the 14-15 years-old students' perspective about the use of mobile phones as an ICT resource in English teaching as a foreign language at the 11 de Noviembre Educative Unit?

3. OBJECTIVES

3.1 General objective

- To describe 14-15 years-old students' perspectives about the use of mobile phones as an ICT resource in English teaching as a foreign language at 11 de Noviembre Educative Unit.

3.2 Specific objectives

- To determine the theoretical foundation of the role of mobile phones in English language teaching.
- To identify the 14-15 years-old students' opinions about the role of mobile phones as an ICT resource in English teaching as a foreign language.
- To establish conclusions and recommendations in the use of mobile phones as an ICT resource in English teaching as a foreign language from the students' perspective.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific objectives	Activities	Media of Verification
To determine the theoretical fundamentalism of the role of mobile phones in English language teaching.	A literature analysis on the use of mobile phones in the EFL classroom.	Theoretical framework section

To identify the 14-15 years-old students' opinions about the role of mobile phones as an ICT resource in English teaching as a foreign language	Elaboration of questions Validation of the questions Application of a survey to students.	Results section
To establish conclusions and recommendations about the use of mobile phones as an ICT resource in English teaching as a foreign language from the students' perspective.	List some recommendations in order to make effective use of mobile phones in class for teaching and learning the English language.	Conlusion and recommendations section.

5. JUSTIFICATION

Mobile phones are one of the most used devices in the world today. In addition, everyone from children to adults is in contact with these devices. This research project was focused on describing 14-15 years-old students' perspectives about using mobile phones as an ICT resource in English teaching as a foreign language at the 11 de Noviembre Educative Unit.

The importance of the study was focused on describing the students' perspectives on the use of mobile phones as an ICT resource in the teaching of English as a foreign language, as it was considered to be a tool for learning that could facilitate the knowledge in the classroom. In addition, it could have the capacity for children and young people, with their teachers' assistance, to innovate and propose solutions to the problems of learning vocabulary, grammar structures, and second language skills development.

The beneficiaries are the 14 and 15-year-old pupils of the Educational Unit 11 de Noviembre. Given that education is constantly changing in society due to technological advances, it is necessary to recognise the main advantages and disadvantages of the inclusion of mobile

phones in class as a technological resource to support lessons and therefore it is essential to find a suitable method to include these in the teaching-learning process of English.

These mobile devices have a wide variety of tools that make it possible for students to access not only the app or web platforms but download them and make one of them to their benefit in English language learning. Therefore, the practical utility of this study could be focused on the integration of ICT, since it could help to adapt the pace of learning to the needs of different learners with the help of smartphones, facilitating the teaching and learning process. English is less dependent on time and space, as not all learners learn at the same pace, especially when it is a new language.

In summary, mobile phones as an ICT resource are a breath of fresh air for a new generation in constant exposure to new technologies, which are now part of the everyday lives of learners as it is in the world. Teachers and students should master and use them correctly. Teachers have the responsibility of acquiring different kinds of educational methods on the Internet, new literature, and students' points of view that help to find an alternative to combine both traditional learning and ICT strategies for learning and teaching English.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

To carry out this research, previous studies that demonstrate the procedures and results of the implementation of mobile phones, have been taken into account.

Nuez & Sánchez (2014) in their research "Innovar para educar: Uso de dispositivos móviles en la enseñanza y aprendizaje del inglés", present an objective related to the study of acquisition of second languages through the use of mobile devices in the classroom. A descriptive and qualitative methodological design was applied in this research, as it observes the use of mobile devices for teaching and learning English and involves an in-depth exploration of teaching practice and design. Finally, the findings in this research reveal through the paradigm of cognitive science and the basic concepts that have underpinned Spanish education suggest that

the use of mobile devices is a tool to develop educational innovation and finally examine various materials available online to apply them in educational settings.

Mosquera (2019) in his thesis "Mobile Phones as Tools for English Language Learning Activation of A2 Level Students at PUCE Esmeraldas" proposed the main objective to analyze the use of mobile phones as tools for English language learning activation of A2 level students at PUCE Esmeraldas. He focused on the descriptive qualitative-quantitative methodological design; and the techniques of observation and survey which were applied to 70 students and 4 English teachers of the A2 level at PUCE Esmeraldas, from August to September 2018. The results revealed that, although students showed interest in the use of mobile phones, it was not showing a significant change in teaching, caused by the lack of methodological guidance on how to use this device to activate learning. It was concluded that a methodological approach to carry out the use of mobile phones as tools for learning activation is strongly needed. Thus, teachers must take into consideration the most useful apps which may help to achieve this purpose without disregarding the students' English proficiency level.

The last research that supports this project is Peña (2017) in his thesis report "Smartphones in the development of listening and writing in students of Unidad Educativa Particular "Rockefeller", Quito, period 2016" proposed as the main objective determining how Smartphones and applications were an alternative incomplete idea to develop listening and writing by students, and how to improve their learning, and also their academic performance. The applied investigation was descriptive and field because it was conducted in the educational establishment and bibliographic because books, documents, and websites were checked. It used technical instruments like a survey which was applied to twenty students and two teachers, who represented the population. The results showed that teachers and students needed to know about the use of mobile phones, including educational apps to practice language skills and facilitate the teaching-learning process. It was necessary to start with the training of teachers to incorporate the ICT strategies into the pedagogical practice.

6.2 Theoretical framework

6.2.1 Mobile Phones as Information and communication technologies (ICT) resources.

Mobile phones are the most innovative tool developed in recent years as part of the information and communication tools that have gained popularity within society and have been of great help in various working areas, one of them being education.

According to Bwanga (2017) "… a mobile phone is a technology used for information and communication [...] nowadays popular mobile phones known as smartphones have more prominent features such as email, internet access, e-commerce applications, video games, and digital photography/videography." (p. 1). This refers to the variety of digital resources/software that teachers could use for teaching English. With the wider options, there are higher opportunities to get to the students with different learning styles.

According to Miller (2022) "A mobile phone is a wireless electronic device used for telephone and multimedia communications." (pp. 1) This means that there are no restrictions on the geographic distance between students and teachers to establish communication environments in class. Monitoring, evaluating, and instant feedback are aspects that allow the members of the class to perform activities when they are guided by efficient planning.

6.2.2 Types of mobile phones

Melendez (2019) mentions that "The most prevalent types of phones today are smartphones running the iOS operating system from Apple or the Android operating system from Google." (p. 1) when it comes to phones, iOS can only work on Apple's devices, but Android works on a larger variety of phones. There also exist other mobile phone systems that are not compatible with smartphones. The idea of using the same software in different hardware avoids conflict on what students can afford. The only thing teachers and students need is a phone that uses the same apps independently from the device that has it.

6.2.2.1 Smart Phones and Feature Phones

As mentioned by Computer hope (2021) "A smartphone […] allows you to do more than make phone calls and send text messages. Smartphones can browse the Internet and run software programs like a computer. Smartphones use touch screen to allow users to interact with them." (pp. 1) There are thousands of smartphone apps including games, and programs for personal and work use and all of them work on phones.

Nowadays, mobile phones are divided into smartphones and feature phones. Smartphones are often distinguished by their touch screen interfaces, fast Internet access, many installable applications, and their tall and wide but slim bodies. They are said to have replaced desktop computers as the dominant computing tools today. (Techwalla, 2019; pp. 2)

Access to traditional computers is no longer a difficulty due to the portability of mobile phones. There are just very specific needs that a computer can perform but the variety of programs are moving to the pockets of students and teachers.

According to Melendez (2019),

Smartphones have become more popular in recent years, in part due to their many useful features, including navigation apps, email access, high-speed web browsing, and popular social apps. However, although feature phones are sometimes derived from "stupid phones", they still retain loyal users thanks to their long battery life, simple interface, and low cost." (pp. 5)

In time, it is known that technology is constantly changing. This means that the process of acquiring devices is a rule through time. It points to consideration if there will be permanent activities in class.

Also, Davis (s.f.) says that "Smartphones are distinguished from traditional feature phones by the way they integrate new and emerging technologies into mobile devices." (pp. 1) While feature phones focus on basic features like voice calls and text messaging, the smartphone market covers basic features but adds many extras including mobile apps, dynamics, screen quality, multimedia capabilities, wireless communication, and hardware sensors.

As the author mentions, smartphone technology is constantly evolving and redefining the mobile device market. High-end smartphones include the latest technologies and often denote features that will eventually become standard in the market.

6.2.2.2 Apple, iPhone, and iOS

Kenton (2021) says that "Apple (AAPL) iOS is the operating system for iPhone, iPad, and other Apple mobile devices. Based on Mac OS […], Apple iOS is designed for easy, seamless networking between a ranges of Apple products." (pp. 1) This means that the information will be secure in our digital environment. Apple provides this kind of security that permits students to manage their files, pictures, and recordings in a safe place and avoid information being stolen.

> The iPhone operating system […] doesn't work on a long list of mobile devices. Instead, it can only be installed on iPhones and other Apple devices, including the iPad and iPod touch line of tablets, which are similar to the iPhone but lack calling capabilities. (Techwalla, 2019; pp. 10)

Each generation of apple devices is also a process of learning for developers for creating an intuitive hardware/software system.

> Apple is known for its willingness to take risks with the platform, including removing controversial features […] these devices have largely impressed consumers so far, with Apple being one of the world's most valuable companies and best-selling phone makers. (Melendez, 2019; pp. 11)

This is also a fact that shows us that the company is in constant change, this has also to be considered due to the working style of teachers and students, and the characteristics of what implements are going to be needed for class. If students will do an activity with headphones or if a special camera is going to be mandatory for the class to observe clear results of experiments or others.

6.2.3 The use of mobile phones in the classroom

According to Aamri & Suleiman (2011) who mentioned that "mobile phones have contributed positively to the teaching and learning process in many different ways." Firstly, mobile learning helps learners to improve their skills and to recognize the skills they already have. Secondly, it

can be used to foster both independent and collaborative learning experiences. In addition, it helps learners identify areas where they need assistance and support. It helps to remove some of the formality from the learning experience and engages reluctant learners. It permits learners to stay more focused for longer. Finally, it helps to increase self-esteem and self-confidence. (p. 144)

As a result, the author claims that cell phones first have a positive influence in the classroom, allowing students to improve their individual adaptability, creating more confidence among their classmates, and teachers, and at the same time they feel motivated to learn. Second, it encourages their collaborative learning experiences in the teaching-learning process and, in particular, it helps learners identify areas where they need help and support when acquiring new skills about foreign languages.

According to Andrade (2019) "the use of smartphones to develop foreign language learning benefits issues related to motivation, and active and collaborative participation in classes in which the student becomes the direct protagonist of their learning." (p. 16-19) This is possible thanks to the great variety of interactive resources that generate interest in young learners, so by making good use of these resources, they will be able to participate more frequently by making good use of these resources.

Cooperberg (2002) comments that "The use of mobile phones makes it possible for class time to be directed to the educational benefit of students, where the act of teaching and learning is considered appropriate for each group of students…" (p. 2) Then, the use of the mobile phone can benefit the behavior of students, making it more enjoyable to work, as it would increase motivation and participation in the classroom.

6.2.3.1 Mobile Apps for teaching and learning

The development of mobile phones has also led to the emergence of a host of mobile entertainment and educational apps for the user of these devices. Thus, among the applications for educational purposes, it showed some are used for learning a foreign language. Lopéz (2020) mentions some of the applications most used by students that facilitate the understanding of any language that they wish to learn.

Duolingo

This is one of the most popular mobile apps for learning languages. It offers streamlined lessons in different languages and encourages you to continue to show your progress in graphs and experience point. You can learn English, French, German, Italian, Portuguese, Guarani, Esperanto, or Catalan through this app.

Babbel

It is an alternative with more languages than Duolingo. You can learn English, German, Spanish, Italian, French, Portuguese, Swedish, Turkish, Dutch, Polish, Indonesian, Norwegian, Danish, and Russian with this app. It includes exercises to improve pronunciation and adapt to the individual pace of improvement.

EWA English

This application allows you to learn English in fifteen-minute lessons, with digital flashcards and a translator integrated into books and videos with clips from popular films and series.

British Council Apps

These are individual and children's applications so that children can practice with cartoon characters.

Memorise

This is perhaps the most complete alternative, as it claims to be able to teach 188 languages no less. It also includes videos of native speakers of the language so you can practice. There is a free mode and a paid subscription alternative that allows you to use it without an internet connection.

Wlingua

Wlingua has an app for each of the languages it teaches but focuses on English. It has text and visual exercises, as well as listening exercises.

6.2.3.2 Methods of mobile phone use in the classroom

The implementation of the mobile phone during English classes can be an advantage that will allow students to further develop the four basic skills that are part of learning English. According to Fragoso (2020) "Mobile phones are an effective tool that enables development during the teaching-learning process." (pp. 1-16) Thus, it is possible to think of more effective ways to use mobile phones in English lessons.

First, use messaging apps such as Messenger or WhatsApp, which offer conversation activities for students to practice writing or, ideally, have a very useful video and call icon for speaking practice. Secondly, by accessing social networks such as Facebook, Twitter, or Instagram, they can create informative posts to interact with each other and improve their Reading skills. In addition, they can use YouTube or TikTok to improve their listening abilities, as there are videos where they can practice with native teachers.

6.2.4 The social perspective of the use of mobile phones in the English classroom.

Social perspective refers to the opinions of people who are familiar with a specific topic, in this case referring to mobile phones as a support resource during English lessons.

> In this technological and digital age, web-based technology seems to be indispensable in every field without hesitation. It can be said that man is addicted to technology and it is obvious that he cannot survive without using today's technology. (Srinivas, 2019; p. 6)

For Castells (1999), "society living in a technological paradigm that is organized around information technology." (pp. 3) In this way, the mobile phone is one of the great inventions of modern technology. However, its use in the classroom continues to be a matter of controversy.

On the one hand, the advancement of technology brings in a single device the possibilities of interaction and knowledge acquisition. Variety of forms, and on the other hand, schools have rules and regulations that sometimes include a ban on the use of cell phones during school hours. (Celestino, 2019; pp. 2)

From the advent of cell phones to their popularity, the classroom has never been the same. In this view, Litwin (1997) argues that "the use of technology in schools is relevant to improve teaching quality since mobile phones as a teaching device and the contribution of technology can improve the quality of learning." (p. 85) in this case Mendoza (2014) mentions that "since the mobile phone can be connected to the internet (with its multiple possibilities), blogs, wikis and social networks, it becomes an essential ally in education that allows for expanding knowledge." (p. 15)

Moreover, learners' confidence increases a lot in this process, so they try to learn everything comprehensively in their classroom and get valuable information about the subject under study. Therefore, teachers need to encourage learners to use cell phones or smartphones in the classroom for a highly effective educational and experiential learning experience.

6.2.5 Advocates and opponents of mobile phones in education.

According to Huang et al (2012)

Mobile learning has several advantages for learners: it is flexible, low cost, small in size and convenient. Mobile learning also creates a learning environment, as learners have access to announcements such as teacher comments, as well as grade reports and assignments. (p. 338)

In addition, mobile learning is an effective way for students to control their study time more efficiently, as they can also download some apps on smartphones, which offer a variety of learning media that help them for various educational and instructional purposes in and out of the classroom. In addition, many teachers recognize that mobile learning technologies have promising opportunities for EFL learners wherever they are.

On the other hand, many studies expose and describe the disadvantages of using mobile phones in education. Some opponents of mobile phones in education call for banning mobile technologies in schools.

In this context, several studies conducted on the opposition to mobile phones in education have found that mobile devices can negatively influence because they can attract students to non-academic information that can have severe consequences on students' academic performance. However, despite the disadvantages of using mobile devices, many studies in this field have found encouraging young students toward integrated classroom teaching with mobiles.

6.2.6 English Teaching as a Foreign Language

Teaching English as a Foreign Language, or TEFL, as it is most commonly referred to, involves teaching English as a foreign language in countries where English is not the primary language. According to citing (Mei, 2008),

> English is considered the most widely spoken language in the world, which is why many educational institutions include it in their curriculum. English as a foreign language refers to learning a language other than the mother tongue and not the language used in the daily life of the student and the environment surrounding his or her activities. (Beltrán, 2017, p. 91)

During the process of teaching and learning English as a foreign language, teachers and students represent the two most important elements because they depend on understanding how communication will develop in an English classroom. Teachers play an essential role in teaching and all previous knowledge will be imparted to students for learning purposes.

6.2.7 Role of the Teacher

The role of the teacher in the classroom will always be that of a guide to follow the students under their charge since their job is to transmit their knowledge and ensure that the students have good results in the academic field. "Learning English requires teachers with adequate training in the proper methodology to develop a proper process of language teaching and

learning, able to recognize different types of students, learning styles, problems with their learning, etc." (Juan & García, 2012; p. 2).

According to Juan & García (2012) in the classroom, students will use English provided the teacher considers the following aspects:

- Plan procedures for requesting a second language, according to the student's level and take into account the fact that in general, they understand more than their productive capacity.

- Speak as clearly and simply as possible to visually reinforce explanations and corrections with gestures, drawings, objects, using tables, and more.

- Students practice using idiomatic formulas in English. Teaching and encouraging the use of common terms to improve their communication skills.

- To familiarize students with the most common expressions used in the classroom and how to use them frequently and consistently. Promote learners' ability to infer meaning through logical means such as context and association.

If the mentioned aspects are taken into account, the daily practice and use of English will be achieved and the students will be motivated in a lifelong learning process.

6.2.8 Role of the students

The role of the student has changed a lot in the new pedagogical conceptions. Students went from being passive learners who had to incorporate the knowledge that the teacher imparted to them to being the protagonist of their learning process.

> The role of the students is one of the major changes that have been made in language teaching. They are more active role players because they will be responsible for the level of development of language skills and they are the ones who have to be more active in the classroom." (Ordorica, 2010; p. 17)

As mentioned by Juan & Garcia (2012) "For students learning English as a foreign language, one of the most important learning spaces is the classroom, where the learning process takes

place and that will be a favorable space in which the necessary conditions are met necessary for them to be able to communicate in English." (p. 1-8)

6.2.9 Communicative approach

It is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of the study and highlights the importance of real communication for learning to take place.

> The process of learning a foreign language, in our case English, is like learning a first language, listening before speaking. In this way, communication skills are developed naturally and spontaneously. Today, more and more attention is being paid to communicative approaches to the teaching of EFL. With the emergence of general education and the extremely rapid development of ICT, communication has become the top goal of foreign language learners. (Stakanova & Tolsthikina 2014; p. 458)

 According to Stakhanova & Tolstihina (2014) "Nowadays, information technologies play a very important role in education because their use in foreign language teaching increases motivation, facilitates students' cognitive abilities and helps to create an enabling environment favorable psychological climate around the class. This approach gives more flexibility to language acquisition." (p. 458)

6.2.10 The impact of mobile technologies on teaching and learning in the EFL classroom.

Stockwell (2013), states that "thanks to the widespread use of mobile technologies, teachers have become more interested, as the technologies present ways of providing learning opportunities that students can benefit from". (p. 157) this author points out that the widespread use of mobile technologies in education is equally urgent for teachers to discover innovative methods for using this new model of instruction.

Teaching English as a foreign language can exploit this innovation from various perspectives, especially mobile phones, which use outdoors, where it is more appropriate for learners, giving them more freedom and time.

In other words, mobile phones are devices that can be taken everywhere, and that makes them essential devices in language classroom applications because they can help students become autonomous learners as they give independent access to personalized digital learning materials through digital apps and other mobile software to learn English and practice listening and speaking skills.

6.2.11 Relevance of mobile devices in teaching-learning contexts.

Hismanoglu (2015), states that "Cell phones today have emerged to be influential and powerful devices in language learning, as many people own cell phones provided with services such as multimedia messaging (MMS), Bluetooth and Global Systems, Wi-Fi wireless Internet and so on". (p. 64)

In this sense, learners using mobile devices have access to the Internet through mobile plans or using telephone surcharges, this is how free access to the Internet allows today to have all kinds of content, being the educational content that focuses on the use of mobile phones in class, EFL learners would have a great advantage here.

 They will be able to choose the platform, the web page, and the content that they prefer to be able to practice the English language without having to be in the classroom or being in it if the teacher requires it. Therefore, the free connectivity of students will play a great role in the use of mobile phones as an educational resource.

Park (2011), argues that "In recent years, many EFL teachers and researchers have incorporated technology into second language teaching and learning environments as mobile devices are becoming exceptionally ubiquitous." (pp. 1) In a nutshell, this means that it is quite noticeable that mobile devices are growing in popularity as innovative media for teaching nowadays.

As a result, language teachers and researchers are paying more attention and interest to mobile learning. In this sense, mobile learning by EFL learners obtains learning resources anywhere

and at any time, and therefore this process facilitates the use of handheld mobile devices such as mobile phones, tablets, and PDAs.

6.2.12 Expected importance of mobile phones in teaching English as a foreign language.

English language teaching suffers from the limitations of the inability to transfer learning outside the classroom. According to Shehri (2011):

> Today, social networks that students can use through their cell phones can help students enjoy easy access to the Internet through their phones, allowing them to make use of learning resources that had not been available in the past and that could compensate for this limitation in the classroom. (p. 12)

In addition, the widespread revolution in social networking has undoubtedly affected every aspect of the way people communicate in their lives today.

These authors support the importance of cell phones in English language teaching given the fact that the world is changing every day, and today the mobile phone plays a major role in everyone's daily life. In addition, the widespread revolution in social networking has undoubtedly affected every aspect of the way people communicate in their lives today.

In addition, in line with the expected importance of mobile phones in teaching English as a foreign language, our research aims to analyze learners' attitudes towards mobile phones as a learning device, as this is a new issue. However, to get a broader view of this issue, further research is needed, provided that we check the actual reliability of the extent to which mobile devices provide students and teachers with better teaching-learning opportunities and, in the same vein, how students' learning needs can improve by using mobile phones.

7. METHODOLOGY

7.1 Research approach

For the present research problem, the quantitative approach was choosen to describe the perspective of the students on the use of mobile phones as an ICT resource in English teaching

as a foreign language. Quantitative studies aim to explain a social reality seen from an external and objective perspective. According to Galeano (2004) "Their intention is to seek the accuracy of measurements or social indicators in order to generalise their results to large populations or situations. They work fundamentally with numbers, quantifiable data." (p. 24)

7.2 Research Design

The type of research describes the perspective about the use of mobile phones as an ICT resource in English teaching as a foreign language, whether in virtual or face-to-face interactions, for students to develop meaningful technological skills that help them both in their studies and society. It also plays a role in education, so it was essential to look at how the influence of technology comes into play.

Therefore, the research to be applied is descriptive, as it proceeds to observe and describe the students' perspectives about the use and the role of the mobile phone in teaching the English language. Sabino (1992), mentions that "descriptive research works on factual realities, and its fundamental characteristic is to present a correct interpretation". (p. 43-44) this means that it allows observing the most critical factors that influence the teaching-learning process of the English language.

In order to carry out this research, a deductive method was used, based on the perspectives of the participants and the survey applied, which helped to collect real information from a general point of view.

7.2.1 Data collection instrument

To collect the data, the researchers created a survey, which was validated by three experts. After a thorough evaluation of all survey criteria, the survey was finally validated and applied. It is worth mentioning that this survey has ten specific questions with their respective multiple-choice answers.

7.2.2 Sample and Population

For the selection of the population, a big group of people within the 11 de Noviembre Educative Unit, Machachi, Mejía, Ecuador was selected. Since they were able to return to their educational institutions, they did not have much free time, so the number of volunteers was small and they would quickly agree to carry out the surveys, which is why the purposive sampling technique was used. According to Scharager (2001) "In this procedure, it is the researcher who selects the sample and tries to make it representative, therefore, representativeness depends on his intention or opinion." (p. 1)

In this case, who selected the study group was the tutor teacher of the students within the Educational Unit, in this way it was possible to collect 21 responses from the selected students, who filled out the surveys.

Table 1

Population and Sampling

Description	Population	Sampling
Male	39	11
Female	41	10
Total	80	21

*Source: 11 de Noviembre Educative Unit*

8. ANALYSIS AND DISCUSSION OF RESULTS

Analysis of the answers obtained in the survey carried out exclusively with the students between 14 and 15 years of age of the 11 de Noviembre Educational Unit of the morning section during the academic period comprising the months between May 2022 - June 2022.

The Likert scale will be used to analyse the results obtained in this survey. The answers were taken from points 1 to 5. Hence "Strongly Disagree" is marked with the number 1 being the lowest mark representing 0% up to "Strongly Agree" with the number 5 being the highest point representing 100%.

Is the mobile phone a supporting teaching resource for learning English?

Figure. 1
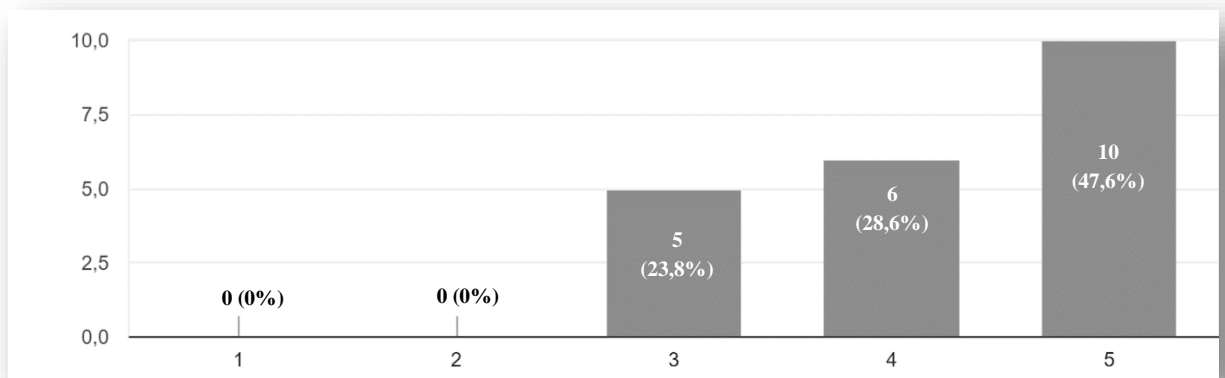
Source: Survey

The results obtained from the first question showed that ten students who corresponded to 47.6% strongly agreed that mobile phones are a supporting teaching resource in the English classroom, the remaining six participants agreed, which represents 28.6%, and five students who represented 23.8% had a neutral point of view about the use of mobile phones as a supporting teaching resource in the learning of English.

According to the results obtained, it is affirmed that students strongly agree that mobile phones are a teaching support resource for learning English. These results are similar to the opinion of Kurniawan (2018) who mentions that:

> English language teachers and learners should be aware that technology, in this case, mobile phones, is part of everyday and student life and can be used to enhance English language learning in an effective way, providing students with interesting, innovative and engaging English language learning. (p. 6)

In this way, it is recommended that teachers should consider transforming their learning method by integrating mobile technology into English classes, as it benefits both students and teachers to have a meaningful teaching-learning process.

Q2. Do you agree that the use of mobile phones as a pedagogical resource in English teaching should be taken into account?

Figure. 2
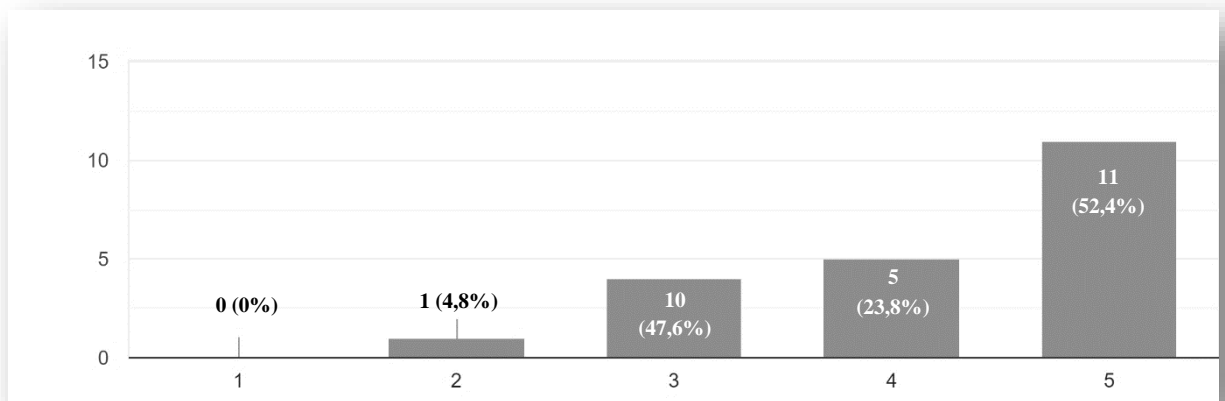
Source: Survey

The results obtained from the second question showed that eleven students who correspond to 52.4.8% strongly agreed about the use of mobile phones as a pedagogical resource. Another five students agreed and represented 23.8%, four students selected the third option representing 19% who have a neutral point of view, and one student selected the second option representing 4.8% who disagreed about the use of mobile phones as a pedagogical resource.

Students are willing for the teacher to try a new and more interesting resource, in which they can immerse themselves individually but at the same time participate together, interacting in a way that is not boring or monotonous. This is highlighted according to Ngesi, (2018) who mentions that "mobile phones are viable technologies to use for mobile supplemental teaching and learning purposes." (In the conclusion part, pp. 1)

It is recommended that teachers provide some rules in order to have control in the classroom when using mobile phones.

Q3. Is ICT training important to know how to manage technology as a teaching tool?

Figure. 3
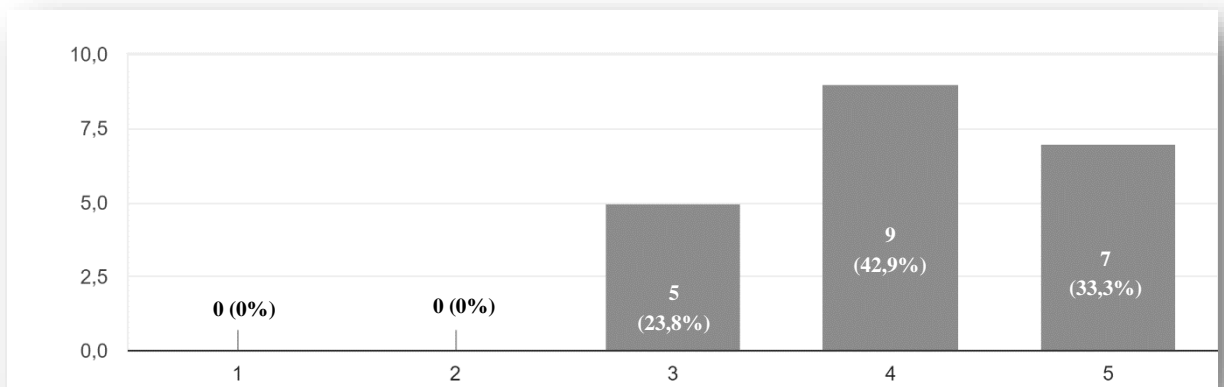
Source: Survey

The results obtained from the third question showed that nine students representing 42, 9% agree about the ICT training, seven students corresponding to 33, 3% strongly agree about ICT training as a teaching tool, and the remaining five students representing 23.8% were neutral about ICT training.

According to the results, it is evident that the students agree that there is a need for courses or talks where tips on the use of ICT are given. School software pro (2022) is of the same opinion and mentions that:

> ICT in education improves engagement and knowledge retention: When ICT is integrated into the classroom, students become more engaged, as well as teachers, in their work. This is because technology offers different opportunities to make teaching the same things in different ways more fun and enjoyable. (pp. 5)

It is recommended that talks be held within the educational institution where students can receive tips on the use of ICT as a teaching resource.

Q4. Does the use of mobile technologies help teachers and students in the teaching-learning process?

Figure. 4
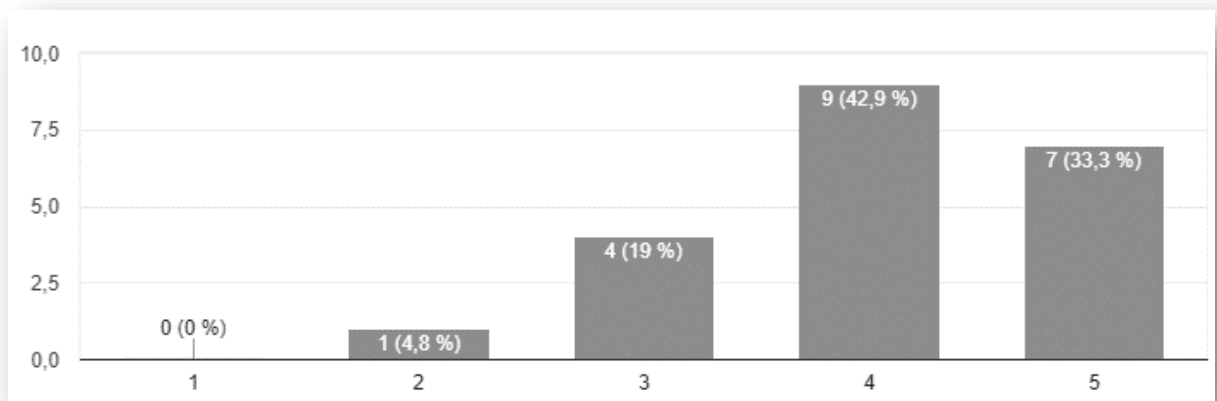
Source: Survey

According to this question, nine students representing 42.9% agree that the use of mobile technologies helps teachers and students in the teaching-learning process. Seven students representing 33.3% strongly agreed about this. On the other hand, four students representing 19% were neutral and one student representing 4.8% disagreed about the use of mobile technologies to help teachers and students in the teaching-learning process.

As the results show, the majority of the students surveyed agree that a mobile phone is a tool that helps the student and teacher in the teaching-learning process of the English language. Mendoza (2014) agrees:

> The mobile phone can be used as a means that facilitates the learner to express himself and to demonstrate that he has acquired new knowledge, but it is also a way for teachers to motivate their students to actively participate in the teaching-learning process demonstrate that they have acquired new knowledge, but it is also a way for teachers to motivate their students to actively participate in the teaching-learning process. (p.15)

It is recommended that when using these tools, teachers and students make good use of them and not just for entertainment.

Q5. **Does the use of mobile phones improve students' ability to learn English?**

Figure. 5
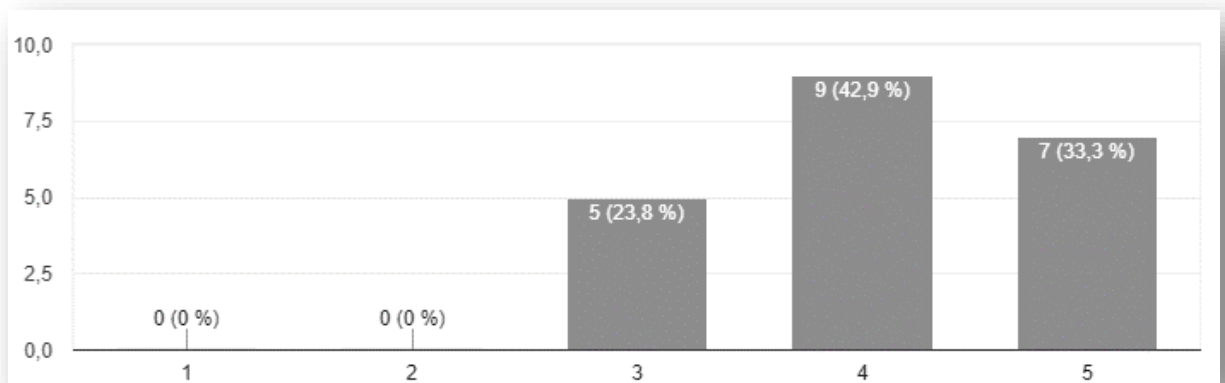
Source: Survey

The results from the fifth question showed that mobile phone does improve students' ability to learn English. Nine students representing 31,3% choose "Agree" who believe that it improves; seven students chose the option "Strongly Agree", representing 33.3% who thought that the use of the mobile phone is effective. The remaining five students chose the third option which represents 23.8% of those who are neutral that the use of the mobile phone improves students' ability to learn English.

According to the results obtained, the majority of students agree that the use of mobile phones is very useful in developing all the skills that learning English entails. These results are similar to the opinion of (Kurniawan, 2018) who confirms that:

> "[...] there are endless tasks and activities where the mobile phone can be used, thus the learning atmosphere is lively and creative resulting in the improvement of the English language proficiency, namely vocabulary, grammar, oral expression and the development of instructional management, such as file sharing, resource accessibility and connectivity." (p. 6)

It is recommended that the mobile phone be used exclusively in English classes in order to practise the different skills.

Q6. Do mobile phones distract EFL students during class?

Figure. 6
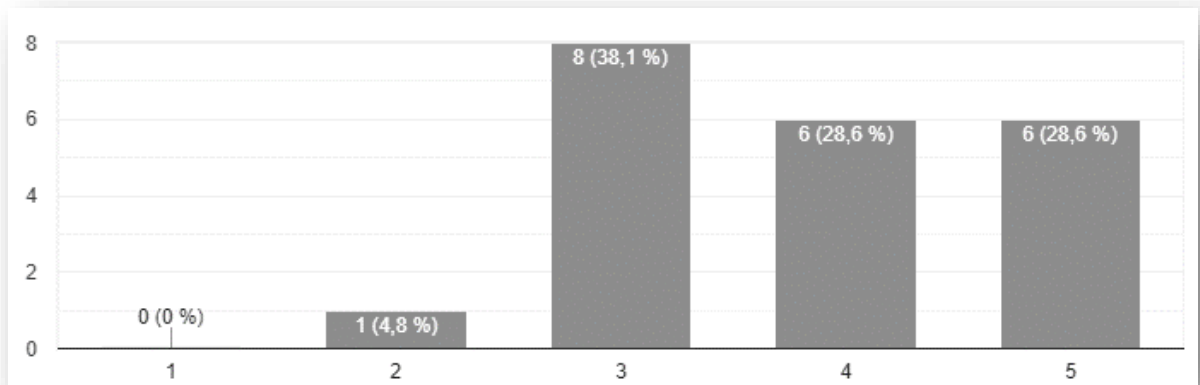
Source: Survey

The results of the sixth question showed that of students (38.1%) were neutral about cell phones being distracting during class; 12 students, representing 57.2%, agreed and strongly agreed that it can be a distractor, and the remaining student, representing 4.8%, disagreed that cell phones distract EFL students during class.

Usually students use their cell phones to check social media and text their friends in class, this leads to distractions inside the classroom. It also causes disruptions in class, especially if the teacher is constantly telling students to turn off their devices.
According to Mendoza (2018) mentioned, "Excessive cell phone use affects attention and learning in classrooms because having a phone reduces attention and subsequent memory during English classes." (p. 19)

Q7. Are mobile phones able to store dictionaries and allow access to websites on the internet?

Figure. 7
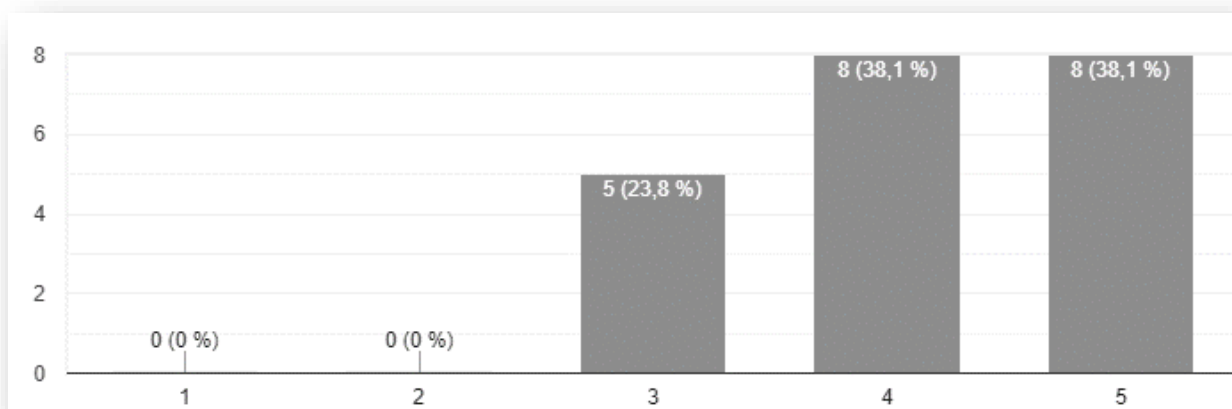
The results of the seventh question showed that nine students (62.5%) chose "Strongly Agree" to the idea that cell phones can store dictionaries and allow access to websites on the Internet. Five students, 23.8%, chose to be neutral, so it is evident that the respondents think that the cell phone can store dictionaries and allow access to websites on the Internet.

Students believe that the cell phone can store all the material they may need in the classroom, such as dictionaries, platforms, books, and web pages that may be very necessary for the class, since it is lighter to carry in the phone than in the backpack. These results are similar to what Mendoza (2014) mentions who comments that "among other benefits, the mobile phone allows the collection and storage of information, as well as access to classes and content." (p. 17)

Q8. Do you consider the use of apps like Whatsapp to help EFL students get in groups and contribute to improving their language skills?

Figure. 8
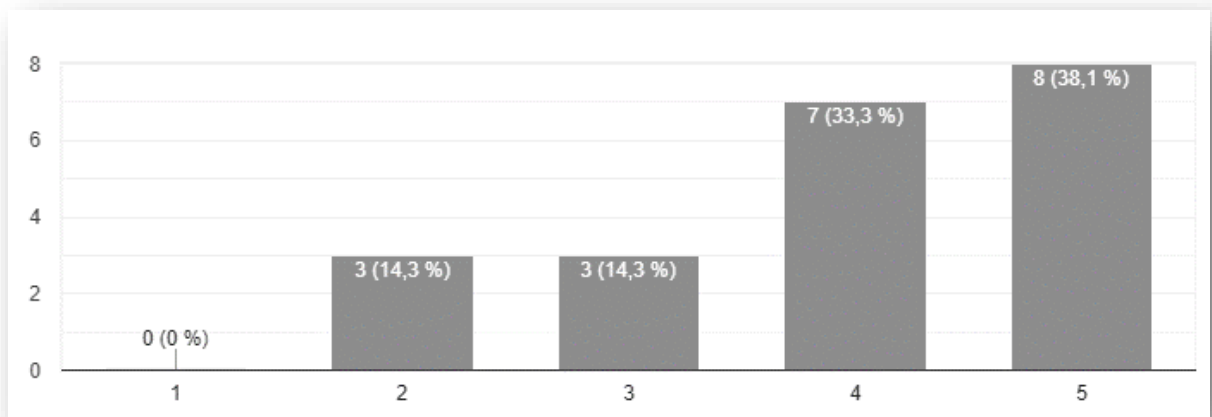
The results of the eighth question showed that eight students (38.1%) strongly agreed with the use of applications such as Whatsapp to help EFL learners meet in groups and contribute to improving their language skills. Seven students, representing 33.3%, chose "agree" because they were not sure about using apps like Whatsapp to help EFL learners; 3 students making up 14.3%, were neutral about using apps like Whatsapp to help EFL learners meet in groups and contribute to improving their language skills, the remaining 3 students (14.3%) disagreed.

Most of the students agreed that mobile applications such as WhatsApp can help EFL students contribute to the improvement of their writing, reading and speaking skills since it is an application to facilitate communication. These results are similar to those mentioned by Garcia (2020) who confirms that " It is evident the relationship between this application and listening, reading, speaking and writing skills as WhatsApp allows instant transfer of study materials with a higher acceptance of students." (p. 1)

Q9. Can EFL learners learn independently using mobile phones?

Figure. 9
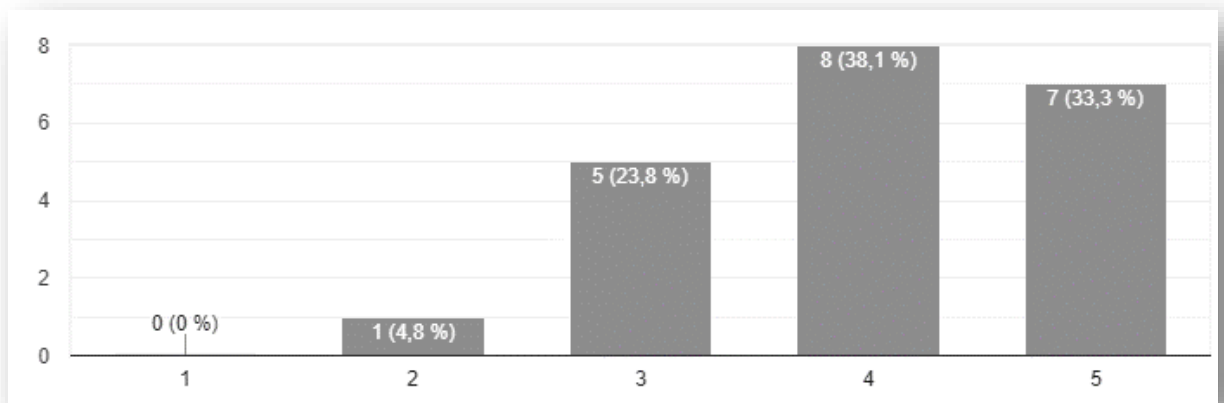
The results obtained from the ninth question showed that eight students, corresponding to 38,1%, agree about EFL learners learning independently using mobile phones; the other seven students represent 33,3% strongly agree, which means that students can learn independently using mobile phones. Five students correspond 23.8%, are neutral about EFL learners learning independently using mobile phones. Finally, one student corresponds 4,8% disagree about EFL learners learning independently using mobile phones.

Most students agree and strongly agree with the use of the mobile phone as a tool for self-learning, as they can find numerous resources to learn English on their own such as free applications that improve the students listening, reading, and writing skills. According to Andrade (2020) "Thanks to tools such as mobile applications, people have more opportunities to be independent and improve their learning because many apps are found on any mobile device." (p. 21)

Q10. Are mobile phones negative for EFL students who use them most of the time for things that are useless in their studies?

Figure. 10
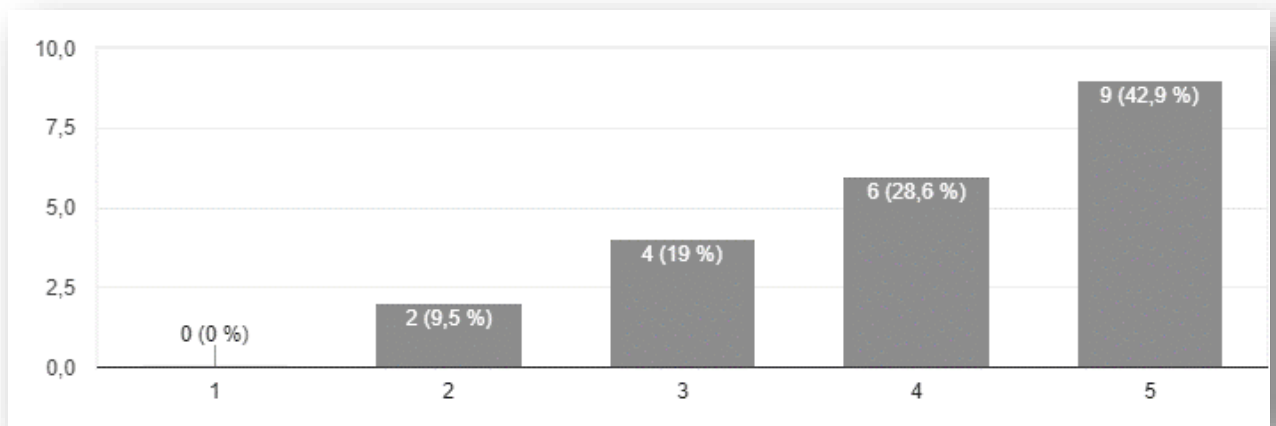
Source: Survey

The results obtained from the tenth question showed that nine students representing 42.9% chose "strongly agree", who believe that cell phones are negative for EFL students who use them most of the time for useless things in their studies. Five students representing 28.6% "agreed" and believed that cell phones are negative within the classroom, another four students representing 19% chose "disagree" and believed that cell phones are not negative for EFL students who use them most of the time for useless things in their studies and only two students (9.5%) are of the opinion that cell phone use in the classroom is not negative.

Contrasting what was collected as a result, most students still think that the use of the mobile phone could bring negative consequences within the classroom due to its inadequate use.

> That mobile phones frequently generate distraction, lack of attention with the use of chats and virtual games during class hours, the continuous review of social networks such as Facebook and the permanent other activities that ultimately generate conflicts related to academic and social results. (Román, 2017; p. 8)

9. Research Impacts (technical, social, environmental, education, or economic):

This research is focused on the students' perspectives on the use of mobile phones as an ICT resource in teaching English as a foreign language. With the aim of changing the perspectives that they have regarding their implementation in the classroom as a resource to support language learning.

It is considered that mobile phones can come to occupy a prominent place in the teaching-learning processes, they promote collaborative and individual learning, given that they focus on the students and their interaction with technology and extend the teaching process beyond the classroom presence, especially if one takes into account the large number of tools that provide the possibility of exchanging information, ideas and personal contributions for the development of documents and forms in groups.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

- This research has shown that the mobile phone is gradually gaining space in institutional education and also allows students to improve their skills and at the same time be responsible for their own learning without neglecting the teacher. However, the mobile phone has been stigmatized as a strong distraction, according to testimonies of the teachers of the Educational Unit, since the students used the mobile phone without taking advantage of its multiple benefits in teaching.

- To conclude, the results of this project have shown that the use of mobile phones as a tool that allows the development of the skills involved in learning a language, for which the authors offer a set of recommendations in order to generate impact on educational level. In terms of the perspectives that students have and in this way improve the vision to generate a change in the teaching model of English teachers. A disadvantage was also found, free Internet connectivity, since teachers are the only ones who have Wi-fi within the Educational Unit, so only students with data could participate and this limits the use of the mobile phone within the classroom.

- The surveys conducted on the group of students showed their different perspectives regarding using mobile phones as an ICT resource in English teaching as a foreign language. The findings show that the mobile phone can be a pedagogical tool that helps the student or teacher in any educational modality. However, intensive work is required for the student to visualize the device as an educational support tool. The effectiveness of mobile phones as facilitators of the teaching-learning process was identified, as well as the effectiveness of mobile phones to facilitate the teaching-learning process with the

help of activities that allow them to develop and improve language skills.

10.2 Recommendations

- It is recommended to instruct teachers in the use of mobile devices to include them in the classroom, the types of devices, characteristics, advantages and responsible use within the field of language teaching and in the same way it is recommended to make students aware of the good cell phone use.

- It is recommended to have access to the different online activities within the mobile phone that can allow the development and improvement of the students' language skills inside and outside the English classroom.

- The use of the mobile phone as a pedagogical tool is recommended, though the teacher's assistance because it will allow access to online content that can be found on the device as educational support.

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12. ANNEXES

12.1. Annex 1: Survey

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

"MOBILE PHONE AS AN ICT RESOURCE IN ENGLISH TEACHING AS A FOREIGN LANGUAGE"

DEAR RESPONDENTS:
THE PURPOSE OF THIS SURVEY IS TO DESCRIBE 14-15 years-old students' perspectives about the use of mobile phones as an ICT resource in English teaching as a foreign language at 11 de Noviembre Educative Unit.

INSTRUCTIONS:

- PLEASE READ CAREFULLY AND RESPOND HONESTLY.
- PLEASE FILL UP WITH REAL PERSONAL DATA AND SELECT ONLY ONE OPTION PER QUESTION.
CORREO ELECTRÓNICO:

Q1.	Is the mobile phone a supporting teaching resource for learning English?	
Q.2	Do you agree that the use of mobile phones as a pedagogical resource in English teaching should be taken into account?	
Q.3	Is ICT training essential to know how to manage technology as a teaching tool?	

Q.4	Does the use of mobile technologies help teachers and students in the teaching-learning process?	
Q.5	Does the use of mobile phones improve students' ability to learn English?	
Q.6	Do mobile phones distract EFL students during class?	
Q.7	Are mobile phones able to store dictionaries and allow the access to websites on the internet?	
Q.8	Do you consider the use of apps like Whatsapp to help EFL students get in groups and contribute to improving their language skills?	
Q.9	Can EFL learners learn independently using mobile phones?	
Q.10	Are mobile phones negative for EFL students who use them most of the time for things that are useless in their studies?	

12.2 Annex 2: Survey validation requests

Indicaciones generales sobre uso del instrumento de la investigación

El presente instrumento de investigación ha sido desarrollado para ser aplicada al contexto de los estudiantes de 14 y 15 de primer año de Bachillerato General Unificado de la Unidad Educativa 11 de Noviembre de la ciudad de Machachi. De manera que el formato establecido del formulario/instrumento para el estudio consiste en dos secciones siendo la primera de datos personales de los alumnos y la segunda de 10 preguntas referentes a sus perspectivas y opiniones.

Sección 1: Datos personales

Esta sección fue diseñada para recabar datos sobre la información personal de los estudiantes encuestados. Aquí a su vez abarca un total de 4 ítems con respecto a parámetros como son el correo electrónico en uso, dos nombres, dos apellidos y número telefónico de los participantes.

Sección 2: Perspectivas y opiniones

Esta sección comprende de un cuestionario de 10 preguntas en donde se engloba todo lo referente a cuál es su perspectiva y opinión en cuanto a la implementación del teléfono celular dentro de un aula de clase especialmente la de Inglés como un recurso tecnológico que les ayude con la adquisición de una lengua extranjera mediante una escala de Likert de 5 puntos.

Por consiguiente, 5 escalas son usadas para medir las perspectivas y opiniones de los estudiantes, las cuales van desde (Muy En Desacuerdo; 1), (No De Acuerdo; 2), (Neutral; 3), (De Acuerdo; 4), y (Muy De Acuerdo; 5).

Encuesta

"Mobile Phones as an ICT resource in English Teaching as a Foreign Language"

Estimados Participantes:

El objetivo general de este estudio es describir cual es la perspectiva de los estudiantes de 14 y 15 años sobre el uso del teléfono celular como un recurso TIC en la enseñanza del idioma Inglés como lengua extranjera.

Instrucciones generales a seguir antes de empezar:

- Por favor, lea atentamente y responda con sinceridad.
- Por favor, rellene con datos personales reales y seleccione sólo una opción por pregunta.

Datos Personales(Personal Data)

<u>Nota para el juez validador</u>: Esta sección fue diseñada para recabar datos sobre la información de los estudiantes que participaron en este estudio.

   1) E-Mail Address:

Dos nombres del estudiantes

<u>Nota para el juez validador:</u> Se solicitó por parte de los docentes tutores de los estudiantes se tome nota de los nombres y apellidos de cada alumno para un registro ya que solo un grupo específico fue seleccionado de acuerdo a su rendimiento académico.

   2) Names:

Dos apellidos de los estudiantes

   3) Surnames:

Número telefónico de los estudiantes

<u>Nota para el juez validador</u>: Se solicito que se incluya este literal para un control de participación de cada estudiante en actividades extracurriculares de la institución educativa.

   4) Phone Number:

Perspectivas y opiniones (Perspectives and Opinions)

Nota para el juez validador: Esta sección comprende de un cuestionario de 10 ítems diseñados con el fin de conocer la perspectiva y opinión de cada estudiante con respecto al uso de los teléfonos celulares, recursos tecnológicos, aplicaciones moviles con el fin de aprender una lengua extranjera en este caso el Inglés, y considerando la puntuación de una escala Likert de 5 puntos.

5) Is the mobile phone a supporting teaching resource for learning English?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

6) Do you agree that the use of mobile phones as a pedagogical resource in English teaching should be taken into account?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

7) Is ICT training essential to know how to manage technology as a teaching tool?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

8) Does the use of mobile technologies help teachers and students in the teaching-learning process?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

9) Does the use of mobile phones improve students' ability to learn English?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

10) Does the use of mobile phones improve students' ability to learn English?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

11) Do mobile phones distract EFL students during class?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

12) Are mobile phones able to store dictionaries and allow the access to websites on the internet?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

13) Do you consider the use of apps like Whatsapp to help EFL students get in groups and contribute to improving their language skills?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

14) Can EFL learners learn independently using mobile phones?

- Strongly Disagree
- Disagree

- Neutral
- Agree
- Strongly Agree

15) Are mobile phones negative for EFL students who use them most of the time for things that are useless in their studies?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

MSc.

Nelly Patricia Mena Vargas

Directora De La Carrera De Pedagogía De Los Idiomas Nacionales Y Extranjeros

Presente.

Nosotros **Guaigua Chacón Karla Johanna** y **Paneluisa Daquilema Vannesa Nicole** con cédula de ciudadanía No. **1718559816** y **1726305434** respectivamente, nos dirigimos a usted de la manera más comedida para solicitarle que participe como juez validador(a) del instrumento que pretendemos aplicar como parte de nuestra investigación cuyo objetivo general es describir la perspectiva de los estudiantes de 14 y 15 años sobre el uso de los teléfonos celulares como un recurso TIC en la enseñanza del idioma Inglés como lengua extranjera en la Unidad Educativa 11 de Noviembre de la ciudad de Machachi. Para lo cual adjuntamos el instrumento a aplicarse y el formato de validación para el mismo. Dicho instrumento está realizado por nuestro tutor y a su vez nosotras como investigadoras del proyecto, permitiendo conocer cuál es el punto de vista de los estudiantes sobre la implementación del celular dentro de las clases de inglés y que permita el nivel de interés de los estudiantes hacia el aprendizaje de un idioma.

De antemano agradecemos su aceptación y esperamos su gentil respuesta.

Atentamente

KARLA JOHANNA GUAIGUA CHACÓN
1718559816

PANELUISA DAQUILEMA VANNESA NICOLE
1726305434

Instrucciones: Coloque una X al aspecto cualitativo de cada ítem y alternativa de respuesta, según los criterios que se detallan a continuación.

DISTRIBUCION DE ITEMS	PREGUNTAS	Claridad de la redacción		Coherencia interna		Inducción a la respuesta		Lenguaje adecuado con la información		Mide lo que pretende		Criterio General			OBSERVACIONES
		SI	NO	SI	NO	SI	NO	SI	NO	SI	NO	Esencial	Util pero no esencial	No importante	(Por favor, indique si debe eliminarse o, Modificarse algun item)
Personal Information	1	✓													
	2	✓													
	3	✓													
	4	✓													
	5	✓													
	6	✓													
	7	✓													
	8	✓													
Perspectives and Opinions	9	✓													
	10	✓													
	11	✓													
	12	✓													
	13	✓													
	14	✓													
	15	✓													

UNIVERSIDAD
TÉCNICA DE
COTOPAXI

Nombre del Juez validador:	Nelly Patricia Mena Vargas
Grado académico:	Cuarto
Firma	

Pujilí 29 de junio, del 2022

MSc.
Sonia Jimena Castro Bungacho
Directora De La Carrera De Pedagogía De Los Idiomas Nacionales Y Extranjeros
Presente.

Nosotros **Guaigua Chacón Karla Johanna** y **Paneluisa Daquilema Vannesa Nicole** con cédula de ciudadanía No. **1718559816 y 1726305434** respectivamente, nos dirigimos a usted de la manera más comedida para solicitarle que participe como juez validador(a) del instrumento que pretendemos aplicar como parte de nuestra investigación cuyo objetivo general es describir la perspectiva de los estudiantes de 14 y 15 años sobre el uso de los teléfonos celulares como un recurso TIC en la enseñanza del idioma Inglés como lengua extranjera en la Unidad Educativa 11 de Noviembre de la ciudad de Machachi. Para lo cual adjuntamos el instrumento a aplicarse y el formato de validación para el mismo. Dicho instrumento está realizado por nuestro tutor y a su vez nosotras como investigadoras del proyecto, permitiendo conocer cuál es el punto de vista de los estudiantes sobre la implementación del celular dentro de las clases de inglés y que permita el nivel de interés de los estudiantes hacia el aprendizaje de un idioma.

De antemano agradecemos su aceptación y esperamos su gentil respuesta.

Atentamente

KARLA JOHANNA GUAIGUA CHACÓN
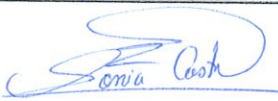1718559816

PANELUISA DAQUILEMA VANNESA NICOLE
1726305434

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

DISTRIBUCION DE ITEMS

DISTRIBUCION DE ITEMS	PREGUNTAS	Claridad de la redacción SI	NO	Coherencia interna SI	NO	Inducción a la respuesta SI	NO	Lenguaje adecuado con la información SI	NO	Mide lo que pretende SI	NO	Criterio General Esencial	Útil pero no esencial	No importante	OBSERVACIONES (Por favor, indique si debe eliminarse o Modificarse algún ítem)
Personal information	1	X		X		X		X		X		X			
	2	X		X		X						X			
	3	X		X		X		X		X					
	4	X		X		X		X		X		X			
	6	X		X		X		X		X		X			
	7	X		X		X		X		X		X			
	8	X		X		X		X		X		X			
Perspectives and Opinions	9	X		X		X		X		X		X			
	10	X		X		X		X		X		X			
	11	X		X		X		X		X					
	12	X		X		X		X		X		X			
	13	X		X		X		X		X		X			
	14	X		X		X		X		X		X			
	15	X		X		X		X		X		X			

Nombre del Juez validador:	Sonia Jimena Castro Bungacho
Grado académico:	Magister
Firma	*Sonia Castro*

Pujilí 29 de junio, del 2022

MSc.
Vicente Rodrigo Tovar Viera
Docente De La Carrera De Pedagogía De Los Idiomas Nacionales Y Extranjeros
Presente.

Nosotros **Guaigua Chacón Karla Johanna** y **Paneluisa Daquilema Vannesa Nicole** con cédula de ciudadanía No. **1718559816** y **1726305434** respectivamente, nos dirigimos a usted de la manera más comedida para solicitarle que participe como juez validador(a) del instrumento que pretendemos aplicar como parte de nuestra investigación cuyo objetivo general es describir la perspectiva de los estudiantes de 14 y 15 años sobre el uso de los teléfonos celulares como un recurso TIC en la enseñanza del idioma Inglés como lengua extranjera en la Unidad Educativa 11 de Noviembre de la ciudad de Machachi. Para lo cual adjuntamos el instrumento a aplicarse y el formato de validación para el mismo. Dicho instrumento está realizado por nuestro tutor y a su vez nosotras como investigadoras del proyecto, permitiendo conocer cuál es el punto de vista de los estudiantes sobre la implementación del celular dentro de las clases de inglés y que permita el nivel de interés de los estudiantes hacia el aprendizaje de un idioma.

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Instrucciones: Coloque una X al aspecto cualitativo de cada ítem y alternativa de respuesta, según los criterios que se detallan a continuación.

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

DISTRIBUCION DE ITEMS

PREGUNTAS	Claridad de la redacción SI	NO	Coherencia interna SI	NO	Inducción a la respuesta SI	NO	Lenguaje adecuado con la información SI	NO	Mide lo que pretende SI	NO	Criterio General Esencial	Util pero no esencial	No importante	OBSERVACIONES (Por favor, indique si debe eliminarse, Modificarse algún ítem)
Personal Information 1	X		X		X		X		X		X			
2	X		X		X		X		X		X			
3	X		X		X		X		X		X			
4	X		X		X		X		X		X		X		
5	X		X		X		X		X		X			
6	X		X		X		X		X		X			
7	X		X		X		X		X		X			
8	X		X		X		X		X		X			
Perspectives and Opinions 9	X		X		X		X		X		X			
10	X		X		X		X		X		X			
11	X		X		X		X		X		X			
12	X		X		X		X		X		X			
13	X		X		X		X		X		X			
14	X		X		X		X		X		X			
15	X		X		X		X		X		X			

Nombre del Juez validador:	Rodrigo Tovar Viera
Grado académico:	MSc.
Firma	