



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

MOBILE DEVICES AS A FUNDAMENTAL TOOL IN ESL THROUGHOUT
TUTORIAL CLASSES: A CASE STUDY

A thesis to submitted to the faculty of Languages for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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CHAPTER I: INTRODUCTION

1.0 General introduction

1.1 Study significance

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1.6 Chapter summary

“Do not let your fears stand in the way of your dreams”

(Anonymous)

1.0 General introduction

In a relatively short of period, technology has impacted humanity. Technology is moving ahead at a staggering speed; every minute, someone around the world is creating a new invention to improve something or make something easier. We are living in an age where technology has a very important place in our daily routine. We can observe the use of technology in almost every task, making old tools looks obsolete. These kinds of advances force us to be updated and receive training in the use of technology in almost all areas of our personal and professional lives.

Likewise, if we conduct a historical review of the evolution of pedagogy, we can observe that teaching techniques have also undergone radical changes that normally take the form of new methodologies. Such methodologies manifest in the specification of pedagogic procedures that are meant to improve the teaching-learning processes. There are a lot of teaching methodologies, and teachers can decide which one is the best for them and their students. Some teachers prefer to combine different methodologies according to their students' necessities and the resources that are available, creating hybrid or eclectic methods.

In recent years, methodologies have been significantly impacted by technology. As teachers employ new technological resources, they innovate the teaching-learning process by incorporating technological advances into their pedagogical procedures. On the other hand, one can also observe that methodological advances have lagged behind technological advances. While technological advances race forward, kept in check by nothing except market forces, methodological advances require piloting within classroom settings, evaluation, and time to be disseminated among professionals in the

field of ELT. As such, the adoption of and inclusion of techno-methodological advances in the ELT classroom has progressed more slowly than might be expected.

The digital technology explosion is a phenomenon that has had a particularly significant effect on children. Children who were born and have grown up during the digital age called “digital natives”. According to a web page called “technopedia,” digital natives are all those who has grown up after the widespread use of technology. These individuals are characterized as having grown up using the Internet, computers and mobile devices. These toddlers and children can answer a phone call, enter passwords, play a movie, and even take photos, videos and “selfies”. That is why techno-methodologies must move ahead for new generations, including technologies as a resource to facilitate autonomous learning outside the classroom such as using educational applications for ipads, smartphones, etc. The research described in this thesis is focused in how powerful the use of mobile devices can be in the language learning development of English in a 5 years old boy using educational applications (apps) for ipads, children songs in English, and audiobooks with images.

1.1 Study significance

The importance of this research lies in exploring the potential benefits that the use of mobile devices can provide in the development of language skills in children under 6 years old at the time of acquiring a second language. The study intends to explore the potential benefits that such technology may provide to listening, speaking, reading and writing development. The importance of this study is further enhanced because in modern times, almost every task in our daily routines are accomplished through electronic tools that utilize digital technology. As such, new generations will

undoubtedly need to develop their competency in using such technologies, making their integration into the school setting an important development in the field of ELT.

The advance of digital technologies and the devices that are used employ them have simplified and condensed what were previously several resources into one. Students who once learned English by listening to music in English, by reading subtitles in TV series, or by singing their favorite songs, previously had to employ multiple devices in order to accomplish these goals. Presently, however, all of the above mentioned activities can be accomplished by employing one multimedia device, making it easier to be in contact with the second language in any given moment. At the same time, these devices can provide resources into an English learning environment that are more authentic and interactive.

1.2 Research background

In 2014, I started a certification as a Spanish as a foreign language teacher. This course had four modules, and the fourth one is about “TICs” (Tecnologías de la Información y Comunicación). In this module, you can develop your abilities teaching a language through the use of technology. It has two principal purposes: 1) teaching class at a distance and 2) the inclusion of electronic tools for better student comprehension. The course raised my awareness that not many teachers that I knew of included these types of resources in their professional practice. This was the starting point at which I became interested in the topic of the present research, and I began to put into practice what I had learned in this course. I decided to perform an investigation in the form of a case study with my cousin, Iker, who is a student in a bilingual school. Because Iker has problems with asthma, he frequently misses class, and I believed that a TICs supplement may be

useful to keep him from falling behind in his English program. I designed a program for his mother to help him study at home, and I served as an advisor for one month in order to teach Iker and his mother how to use the mobile applications and other resources that I prescribed for him.

1.3 Study aims

The main purpose of this research is to explore the perceived strengths and weaknesses of using different technological resources through mobile devices with children when learning English as a second language. A further aim of the study is to distinguish which of the four language skills the participant reports to be most benefited by utilizing these kinds of technological resources.

1.4 Research questions

- Did the participant perceive the use of electronic devices in order to improve his English learning as useful?
- Does this method create interest in the participant to continuing learning English?
- What were the perceived strengths and weaknesses of using such devices according to the participant?
- Which of the four skills does the participant report as being more or less enhanced as a result of engaging with the technological resources?

1.5 Key terms

The following terms are relevant to understand in a better way this paper research, and are defined below.

TECHNOLOGY: The application of scientific knowledge for practical purposes.

METHODOLOGY: A system of methods used in a particular area of study or activity.

RESOURCE: An action or strategy that may be adopted in adverse circumstances. Typically resources are materials, energy, services, staff or knowledge.

ELECTRONIC DEVICES: Is a combination of electronic parts, organized in circuits earmarked to control and advantage the electronic signs designed to make life easier.

1.6 Chapter summary and overview of thesis document

This introduction provides to the reader a general idea about what this study entails. It also describes the significance of the study and the background of why the researcher chose this topic. The aims of the study and also the specific research questions have been defined as well. In the next chapter, the literature review, the researcher will provide a survey of relevant scholarly literature in order to provide a theoretical basis upon which the current study is being conducted

CHAPTER II: LITERATURE REVIEW

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2.2.1 The cognitive theory by Jean Piaget, Jerome Bruner and Lev Vygotsky.

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2.8 Conclusion

Strive not because a success, but rather to be of value

-Albert Einstein.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

This section is meant to provide the theoretical background of the relevant literature that guided this research and provided support for its methodological framework as well as its analysis and conclusions. Therefore, the current chapter will first present the implications of teaching young children a foreign language and some of the principal theories about language learning, particularly the current role that technology has begun to play in this process in modern times.

2.1 Language acquisition

People usually acquire a single language initially, also known as their mother tongue. This language is spoken by their parents, or by those with whom they have been brought up since infancy. In other words, the first language is acquired in the environment where they have to communicate with other people who speak the same language (Stern 1991, p.17). Stern (1991) mentions, “from around 1975 the term language acquisition has been given a special meaning by the American applied linguist Krashen” (p.20). Krashen as cited in Stern (1991) describe language acquisition as the process in which a child acquires his first language. This language is acquired naturally without taking into account linguistic forms while learning (Stern 1991). However, “second” languages are learned to different degrees of competence under various conditions. Second language learning takes time, effort and organization because most of the people are monolingual and those with knowledge of more than one language are fewer (Stern 1991, p.13).

2.2 Language learning

Every person has learned the main structure and basic vocabulary of their mother tongue by the end of childhood. That is to say, they master the process of first language

acquisition through the medium of communication. According to Hutchinson and Waters (1986, p.39) “Language learning is related to the process in which the mind observes, organizes and stores information.” Stern (1991, p.18) points out that “the concept of learning has been greatly influenced by the psychological study of the learning process, and as a result, it is much more widely interpreted than has been customary in popular uses of the term.” In other words, the psychological concept of learning goes further than learning directly from a teacher or learning through study or practice. It includes not only the learning of skills which are very well known: listening, speaking, writing, reading. This language learning also has to do with learning to learn and learning to think, the modification of attitudes, the acquisitions of interests, social values, or social roles and even changes in personality (Stern 1991). As Stern (1991) points out, “Much or most of such language learning goes on without any teaching and some of it outside the conscious awareness of the learner” (p.19). Finally, it is important to know that the key to successful learning lies not only in understanding the nature of language, the most important point that must to be taken into account is to understand the process of the mind (Hutchinson & Waters 1986, p.39).

2.2.1 The cognitive theory by Jean Piaget, Jerome Bruner and Lev Vygotsky.

Most of the ideas about children’s learning and cognitive development has been influenced by three psychologists: Piaget, Bruner and Vygotsky. According to Piaget, (1965, p. 111) “All children pass through a series of stages before they construct the ability to perceive and think in a concrete form.” Children have specific periods during their childhood in which they develop the ability to think. In each period, children have different characteristics that make them very different as language learners.

The first of Piaget's three stages is the 'sensori-motor' stage, which lasts from birth to approximately 18 months. Children in this stage know their environment through motor interaction. This means that children learn through the exploration of activities such as moving, touching, grabbing, and tasting objects which gives them direct contact with their new environment (Piaget 1965). For example very young children take their favorite toy and put it into their mouth. In this way, children are learning about the environment.

The second of Piaget's three stages is the 'concrete operational' period, which lasts from 18 months to approximately 11 years, but it is divided into two periods: 'pre-operational' and 'operational'. The pre-operational stage lasts until about the age of seven. During this stage, the child's thoughts emerge. During the operational stage mental operations are established and consolidated (Piaget 1965).

The last of Piaget's stages is the 'formal operations' period, which lasts from the age of 11 until adulthood. In this stage, Children have the ability to understand more complex concepts (Piaget 1965). In general, Piaget thought that children develop their mental operation through action.

Bruner, similar to Piaget, identified three stages of cognitive development and thinks that children understand the world through action and exploration as well as through social interaction (Bruner, 2006). The first Bruner stage is the enactive stage; children understand the world through direct contact with their environment (action). The next of Bruner's cognitive stages is 'iconic'. During this stage children gain information through visual recognition but they still need direct contact with objects. The last cognitive stage is 'symbolic', where children understand the world through a system of symbols. Bruner believes that each stage dominates in a particular time or age in children, but they develop these stages with the help of social interaction.

Vygotsky, like Bruner, thought that social interaction plays an important role during cognitive development. Children need a social environment to extract their concepts, ideas and mental abilities (Vygotsky 1978). This becomes possible when children interact with adults. Afterwards, children transform their knowledge by themselves. Vygotsky paid special attention to the role of adults in the cognitive development of children since adults have the function of a guide through the children's cognitive learning (Vygotsky 1978).

A second aspect to Vygotsky's theory is termed 'Zone of Proximal Development'. It is the idea that children's cognitive levels differ when they work alone from when they work with an adult. When a child works alone, their cognitive level is limited, yet with an adult, their cognitive level is optimal (Vygotsky 1978). In other words, children's cognitive development is better when they interact with adults than when they work by themselves. On the whole, Vygotsky emphasizes socialization as a tool in children's cognitive development.

2.2.2 How Children Learn.

In order to teach children effectively it is important to know how children learn. This section intends to describe the different theories about children's cognitive and physical development.

2.2.3 The role of the school at the preschool level.

Children at the preschool level are learning how to adapt with institutional life. The changes that children experience from home life to school life are significant, not only in the change of their environment, but also in terms of language development (Curtis, 1986). At home children develop their physical and conversational skills in an unstructured way;

however, this development is a background that later helps children at school (Curtis 1986). The function of the school is to introduce them to new possibilities of learning. Apart from that, it is help them to develop thinking skills through suitable methodologies, techniques and attitudes of preschool teachers that focus on the characteristics of the children at the preschool level (Brumfit, 1995).

Preschool helps children to develop certain basic skills such as emotional, social, intellectual skills at the same time that they develop other abilities. According to Curtis (1990, p.18), “preschool education should aim to promote; good health socialization and encouragement of curiosity, experiment, constructive skills and creative abilities.” Those elements are very important in the education of the children since the preschool level is the principle source for a world of new knowledge.

The intellectual development of the child is one of the main points that school must develop by encouraging their use of language, helping them to learn how to learn, stimulating their curiosity, and encouraging the development of their ability to use concepts. According to McMillan, these are the main results of intellectual development:

Curiosity is a natural skill that children have since they are babies. This activity is developed during the preschool level because it improves reasoning skills, problem solving skills, and social competence in children (Curtis, 1986).

Social and emotional development of the child are skills that help children to form stable relationships, encouraging a sense of responsibility, their consideration for others, their self-confidence, independence, and self-control (Curtis 1986).

Physical development of the child helps children to use their bodies effectively, and at the same time, helps them to know their bodies and encourages them to care for their personal hygiene (Curtis 1986).

Participation in culture is an important part of early childhood education. Since all children live in a community, it is important that they know about their environment. Cultural development also involves aims at such as the discovery of responsibilities that exist in the community (Curtis 1986).

Development of communications skills is one of the most important skills that school can provide to children since it is the medium through which they can express thoughts, feelings and ideas. Furthermore, language is not only a means of communication but also a tool for thinking (Curtis 1986).

Motor and perceptual abilities are an important aspect of children's development and school helps them to develop these abilities. Motor movements can be divided into two categories: gross motor movements, which involve movements such as walking, running, skipping balancing; and fine motor movements, which involve skills such as cutting, writing, and pasting (Curtis 1986).

As we can see, the role of the school at the preschool level is a complex and multi-faceted issue. It must provide children with the main tools to have a successful academic future as well as an overall preparation to become independent adults.

2.2.4 Learning strategies

Ellis (1997, p.76) defines learning strategies as “the particular approaches or techniques that learners employ to try to learn an L2” They are typically problem oriented in that learners will employ learning strategies when they are confronted with some sort of problem like trying to remember vocabulary in the L2. Ellis (1997) goes on to explain that learning strategies can be behavioral or mental and are usually working consciously in the learner's thought process.

Richards and Lockhart (1994, p.62) define learning strategies as “specific procedures learners use with individual learning tasks.” Oxford (1990) calls them “specific actions” that the learner will take to make learning more enjoyable, faster, easier and more self-directed. Learning strategies are generally seen as a means to more successful language learning, and it is generally agreed upon that they can be taught (Oxford 1990, Richards and Lockhart 1994, Ellis 1997).

Ellis (1997) identifies three different kinds of learning styles: cognitive strategies, metacognitive strategies and social/affective strategies. Oxford (1990, in Richards and Lockhart 1994, p. 63-64) expands the categories into six general types:

1. **Memory strategies:** which help students to store and retrieve information.
2. **Cognitive strategies:** which enable learners to understand and produce new language.
3. **Compensation strategies:** which allow learners to communicate despite deficiencies in their language knowledge.
4. **Metacognitive strategies:** which allow learners to control their own learning through organizing, planning, and evaluating.
5. **Affective strategies:** which help learners gain control over their emotions, attitudes, motivations and values.
6. **Social strategies:** which help learners interact with other people.

Ellis (1997) comments on the various attempts by researchers to discover which strategies are important for L2 acquisition, which have included identifying successful language learners and discovering which strategies worked for them. Some of the characteristics of ‘good language learners’ that have surfaced as a result of these studies are: they pay attention to form as well as meaning, they are active and take charge of their learning, they show awareness of the learning process and their own personal styles, and most importantly, they are flexible and appropriate in their use of learning strategies. They seem to be very adept at using metacognitive strategies (Ellis 1997).

2.2.5 Learning Styles

According to Gross (1993), the term learning styles refers to an individual's characteristics and preferred ways of gathering, interpreting, organizing and thinking about information. Some students prefer to work independently while others do better in groups; some students preferred to absorb information by reading while others learn by active manipulation.

Richards and Lockhart (1994, p.68) define learning styles or cognitive styles as “predispositions to particular ways of approaching learning and are intimately related to personality types.” There are various attempts in the literature to categorize learning styles. For example, Richards and Lockhart (1994) refer to models created by Knowles (1985) which include concrete, analytical, communicative, and authority-oriented learning styles.

Reid (1987), on the other hand, as seen in Ellis (1994) began to solicit data on what he calls ‘learning style preferences’. Ellis (1994) calls this technique a more promising approach for investigating learning styles. Reid (1995) puts preferred learning styles into six categories: visual (seeing words), auditory (hearing words), kinesthetic (experience), tactile (hands-on experience), group (work with others), and individual (working alone). Ellis (1994) reports that through this type of analysis, Reid (1987) discovered that language learners of various backgrounds reported different preferred learning styles than most native speaking Americans. They showed a general preference for kinesthetic and tactile learning styles. More interestingly, every language background, including English, reported group work as a minor or negative preference.

Taking into account other research, Claxton and Murell (1987) have grouped various models of learning styles into four general categories:

- **Personality models:** refer to basic personality characteristics, if the learner is introverted, extroverted, dependent, and independent.
- **Information processing models:** reflect how people take in and process information. This refers to the way in which a learner prefers a linguistic material to be presented. It might be visual on the board, or taking notes.
- **Social interaction models:** focus on how students interact and behave in the classroom. If they like group work, discussion, to work alone, or organized games.
- **Instructional models:** focus on the medium in which learning occurs. If they like to be in the classroom, real social interaction or the self access centre

Willing (1987) interpret Kolb's studies in abstract- concrete dimensions in personality terms, contrasting a readiness to be proactive with a tendency to be accepting and take directions from others, although there are points of contact between the two dimensions. In a research conducted by Willing (1987), four language learner types are revealed:

Convergers: field independent active, they tend to be analytical learners. When processing information, they are able to focus on the components of that linguistic material and their interrelationship. They are solitary learners. They prefer working alone and avoid working in groups. They see language as an object rather than as something which enables personal values to be expressed. They learn more about language than about language use. They feel very comfortable working in self –access centre. They are confident with their own judgments and willing to impose their own structures on learning (Willing 1987).

Conformists: field independent and passive, they have an analytical view of language and also prefer to emphasize learning about language rather than its use. However, they rely upon the organization of others and are dependent on those they perceive as having authority. They are not confident about their own judgments, and they will be happy working in non communicative classrooms. They like being told what to do. Generally they are very visual and well organized (Willing 1987).

Concrete learners: They like classrooms and the imposed organization and the authority this can provide, but these learners enjoy sociable aspects of classrooms and see them as composed of groups of interacting individuals. They like to learn by direct experience and are interested in language use and in language interaction rather than knowing about a linguistic system, but as field independence, they are people oriented. Their preferred activities in the classroom are organized games and group work and a wide range of skills based on communicative skills (Willing 1987).

Communicative learners: Finally, the communicative learners, field dependent learners, are language as use oriented learners. They are happy out of class showing a degree of social independence and confidence as well as a willingness to take risks. Such learners are happy to engage in real-life communication without the support or guidance of the teacher since they are mainly concerned with meaning. Their learning is multi-skilled in that they are not interested in an analytical approach or in learning the different elements of the language separately. What they emphasize is unanalyzed communicative ability, arising from interaction with speakers of the language (Willing 1987).

It is very important to take into account that the type of learners described in reality do not fulfill all the descriptions since the learner can move from one to another or can have different elements from the different descriptions. The case studies illustrate this since the individuals that he describes show a range of different approaches when faced with different learning opportunities (Willing 1987).

2.2.6 The importance of play for teaching-learning English at the preschool level.

Play is most important and powerful learning vehicle for young children since, through play, children develop in an efficient and natural way. As Philips and Sarah (1995,

P. 85) say, "... play is entirely misleading in the context of young children's learning, for much of the evidence suggests that play is when children do their real learning..." Most cases of children's successful language development is associated with methods and activities which provide a meaningful context for play since play is not only the essence of a happy childhood, but also it is the way children learn – about their bodies, their environment, people and objects around them (Philips and Sarah 1995).

Children at the preschool level are learning how to adapt to institutional life. The change that children have from home life to school life is significant, not only in the change of their environment, but also in terms of language development (Philips and Sarah 1995). At home children develop their physical and conversational skills in an unstructured way; however, this development is a background that later helps children at school.

2.3 Language teaching

Language teaching can be defines as "the activities which are intended to bring about language learning" (Stern, 1991, p.21). There are many ways in which English is taught. Students often have very good books, and in some schools there are supplementary materials in order to support the class. The teachers and the decisions they make in relation to these materials are also very important in the English teaching process. However, in many cases, students do not seem to care about learning English, and it appears as though, for them, it is just a subject that they have to pass. As a result of this, there is little effective learning because of the lack of motivation of the students.

Celce Murcia (1991) mentions that language teaching must be an art and a science. She says that language teaching is an art because it has to do with some personal teacher's gifts, with which they have been endowed to share with their students. It is a science

because teaching can be developed in a coherent way with a specific continuity in a teacher development program. After this comparison it can be said, that the art will be incremented rather than destroyed if teacher development is exercised effectively within guidelines already established (Celce Muria 1991). In a teaching situation the methods, more than any other factors, may be that which determine the results that teachers want to achieve. However, if these results do not coincide with the objectives of the language teaching, teaching and learning will not be considered successful.

Language teaching is sometimes related to three aspects: approach, method and technique) (Nunan 1995). Many theories have been developed in order to explain the language learning process (the approach), which imply different ways of teaching the language (the method), finally; different methods use sort of classroom activities (the techniques) (Nunan 1995). In other words; an approach is something that shows a certain pattern or paradigm, a method is a procedure which is used for teaching a language, and a technique is a classroom device or an activity to complement the method.

A good language teaching theory must take into consideration the conditions and needs of learners in the best ways (Hutchinson & Waters 1986). The conceptualization of language teaching has a long history, and language teaching theory has advanced by conceptualizing teaching in terms of teaching methods, where method is an important focus of language teaching and learning. Any actual theory of language teaching must take into account what the methods stand for and what they have contributed to teaching. A method is more than a simple strategy or a particular technique; it is a theory of language (Nunan 1995). Second language learning gives important insights into teaching, and these insights will help teachers to choose what the best methodology is for them to use. Therefore, they have to take methodological decisions. Language teaching is more than the choice of

teaching methods, designing teaching materials or applying teaching techniques. Although teachers have been trained in how to teach, learning will also depend on the students' (Nunan 1995).

2.3.1 The role of age in the teaching-learning of English.

The age plays an important role in the learning of English since young children neither learn in the same way as adults, nor at the same way as older children (Brown 1987). Obviously that is because the psychological level changes according to the age. For this reason, it is important to take into account the factors that make up the differences between children and adults in the learning of English. As Brown (1987 p. 91) says, "To successfully teach children a second language requires specific skills and intuitions that differ from those that you would use for adult teaching."

One of the most important skills that differ between teaching English to children and adults is the intellectual development since young children are still at an intellectual stage which was called by Piaget the "pre- operational" stage previously referred to in this work, and it is necessary to remember the limitations that they have in this stage. Children do not understand rules about grammar because those are abstract concepts, so these rules must be approached with caution (Brown 1987). Children are centered in their immediate physical environment, so they need to learn through real objects in contrast to adults who understand abstract concepts (Brown 1987).

Another of the most salient differences between adults and children is attention span. Children's characteristics at an early age is that they to have a short range of attention while adults have far greater concentration. As Brown (1987 p. 92) said, "the short attention spans come down only when you present stuff that to them is boring, useless, or

too difficult.” In other words the real cause for children losing their attention quickly is that the activities are boring or inappropriate to the psychological level of the children. Teachers need to stimulate their senses more than with adults because children are just starting to know the world (Brown 1987). For this reason, sensory input is a vital factor in the learning process. Lessons with physical activity such as role play and games are necessary at this level because children are not verbal, so the immediate resource is the use of gestures, facial features and touching (Brown 1987).

Affective factors are another element that differs from adults. Children are more sensitive because they are having their first experience with the society away from motherly protection, so it is necessary for the teacher to help them to develop self-confidence (Brown 1987). Being patient and supportive is another way of helping children during the learning process. Authentic, meaningful language is a factor that must be included during the learning process since children need for the teacher to present them with activities that are related to their environment, things with which the children are familiar (Brown 1987).

2.3.2 The role of Total Physical Response (TPR), method in teaching English at the preschool level.

Children at the preschool level have many necessities, so it is essential that early childhood teachers focus on developing the whole child, including: social, emotional, and physical and intellectual growth (Asher 1979) “learning occurs and language is developed because the children are involved in the process with both their minds and their bodies.” As Asher (1979) said (cited in Rodgers & Theodore 1986). Total Physical Response (TPR) is a method that involves the intellectual and physical skills since it is based on the idea that

children in early years listen to the language and understand it, but they are not yet able to speak. However, they can demonstrate their understanding through action (Asher 1986). This combination of skills gives the children the opportunity to learn with the qualities that they possess at the preschool level (Asher 1986).

Total Physical Response is considered as an approach to teaching a second language which is based on instructions or commands such as “sit down”, “stand up”, “hands up”, “hands down.” When children perform these actions, it is possible to say that the children understand the language (Asher 1986). They are being taught, even when they cannot speak, write or read, but they perform actions. The goal of TPR is that through the learner’s comprehension of commands, to promote the development of the productive skills in language learning (Asher 1986). Another important point is that these kinds of activities seem to minimize learners’ stress. For this reason, a lot of classroom warm up activities and games are based on TPR principles (Asher 1986). In short, TPR is an approach that emphasizes the comprehension and the use of physical actions to teach a second language, and it has major success on children who are not verbal students.

2.3.3 The role of play materials in English learning for children.

Materials are essential tools for teachers in a class, however when materials are inappropriate it can be a serious problem to teachers. English preschool teachers need specific materials teachers not only realize the importance of play activities but also to know about the importance of the use of play materials (Cohen and Virginia 1997). Play materials are important because help to the teacher to improve the cognitive growth of children since children at the preschool level need a representation of the world through symbols that they can perceive or tools that help them to transform their ideas and understandings in reality, and this becomes possible through play materials (Cohen and

Virginia 1997). As Cohen and Virginia (1997, p.37) said, “play materials, are a bridge between children’s inner selves and the outside world. They are the means by which children capture impressions of the world outside themselves and translate them into forms they can understand.”

feelings into action and translate ideas into forms and concepts. For example, children know what a house is, but they not can describe it with words; however, they can express their concept through drawing or by building with blocks (Cohen and Virginia 1997). That means that through the use of play materials, children can express feelings, and can develop physical skills that give them growth in the power of reasoning and logic. Play materials are an excellent tool for preschool teachers in the teaching of English as a fun and natural way to lead children in their cognitive Play materials are a medium to link children with the outside world. They help children form a new impression of the environment around them and translate it into something that they can understand (Cohen and Virginia 1997). The most usual play materials at kindergarten are toys, blocks, sand, paint, clay, wood, paper, crayons, pencils, and play dough, which help children transform development.

2.4 Motivation

Most scientists and people agree that motivation is a concept that explains why people behave or think as they do (Pale 1997). Even though this way of seeing motivation is very general, it is relevant to this work in relation to language learning. It is also useful for this study to mention that motivation, although it is not something possible to see or touch directly or even measure, motivation exists and it is possible to infer it (Pale 1997). As Pale (1997) says, we can infer if someone is motivated because of his or her way of acting, saying things or

doing things. We look for signs like effort, perseverance, completion and listening for words like: ‘I want to’ ‘I will’, or ‘you can count on it’ (Pale 1997).

We also know that knowing why people behave act or think will be useful in the learning experience. Similarly, we know motivation is important in influencing final results since, if we had two people with the same ability to learn but one is motivated and the other is unmotivated, of course the former would have more success in his or her learning than the latter. The later would probably show less favorable results (Cook 1997).

Ellis (1997, p.75) defines motivation in relation to L2 acquisition as “the attitudes and affective states that influence the degree of effort that learners make to learn an L2”. He identifies four types of motivation: instrumental, integrative, resultative, and intrinsic (1997).

Instrumental motivation refers to a functional reason why a learner might make an effort to learn the L2 (Ellis 1997). Examples of Instrumental motivation would include passing a test, get a better job or open educational opportunities. Integrative motivation refers to a learner’s efforts being due an interest in the people of a particular culture (1997). Resultative motivation assumes that a language learner is successful because they are motivated, but it is also possible that the learner is actually motivated by their success in learning. Intrinsic motivation assumes that the motivation is the result of feeling personally involved in language learning activities (Ellis 1997).

According to Pale (1997), motivation affects all the activities that humans do and learning is not apart from that; so in learning, motivation is closely related to success or failure. Pale (1997, p.2) also states that motivation is closely related to culture:

The way we act, the way in which we communicate, and travel, the things we believe, the values we have in every aspects of our lives all these aspects affect our

motivation. We are the history of our lives and our motivation is inseparable from our culture.

Taking culture into account, this definition of motivation becomes useful and functional. Motivation can be understood as “a natural human process for directing energy to accomplish a goal” (Pale 1997, p.4). Therefore, when someone is motivated he or she is purposeful and uses such processes as attention, concentration, imagination, and passion to pursue his or her goals, such as learning a language (Pale 1997). How someone gets or pursues his or her goals is intimately related to what that person has learned in his or her community or family.

As was previously stated, motivation affects learning; in this case language learning, and the motivational factors for learning a language are different. Lowen and Pale (1997) make the distinction of two types of motivation in learning a language. According to them, there is a kind of motivation in which the learner is very committed to learning a language because he or she is interested in the culture of the country from where the language is or meeting people from that place or in traveling to that place. This kind of motivation is called ‘intrinsic motivation’ (Lowen and Pale 1997).

Another kind of motivation is mainly related to career goals or to get economical support. In this type of motivation a person has to learn his or her target language because he or she thinks that learning this language will bring better work opportunities and more economical benefits. This kind of motivation is called ‘extrinsic motivation’ (Lowen and Pale 1997). These researchers say that though these are not the only two types of motivation, they are the most observed in successful language learners. Having one of these two types of motivation affects the language learning process in a good way, but having both will increase success in language learning (Lowen and Pale 1997).

Walberg and Uguruglu (1980) mention another important aspect which maintains the motivation in the language learning process. Those who have success in learning feel more motivated to continue to learn the language. Learning seems to bring more motivation to learn. If the learner feels he is doing well in his or her learning, he or she will show more motivation to learn. However, this factor also depends on the learner. There are also cases where failure on the part of the learner causes the person to take this as a challenge, which is another way of being motivated (Walberg and Uguruglu 1980).

As Walberg and Uguruglu (1980, p.4) say, “When there is no motivation there is no learning.” Even though this condition rarely occurs because motivation is usually present to some degree, very low motivation can decrease the learning of the person (Walberg and Uguruglu 1980). It is also important to take into account teaching in regard to motivation because the way in which a teacher introduces the learner to the target language can also increase or decrease his or her motivation to learn the language. Furthermore, according to Walberg and Uguruglu (1980), words said by the teacher or activities given by the teachers to students can affect the language learning motivation (Walberg and Uguruglu 1980).

Having examined and discussed the relevant literature and key theoretical concepts that are related to this work, we will now move on to the methodology that was used to gather the data used in the present work.

2.5 Definition of technology

Nowadays, technology is a controversial topic that involves us in our daily life, but what is exactly the purpose of this concept? Go a long way back; the word “technology” itself was first used in 1829 by Jacob Bigelow to discuss the “application of sciences to the

useful arts” the word as itself born in 1829, however if go back in the story, we can realize that this definition fit in many others innovations very long time ago, for instance the abacus calculator (500 b.c).

Traveling in time to more recent days the Collins English dictionary (2014) partially defines technology as “knowledge and skills available to any human society”, however Oxford Dictionary (2010) define technology as “The application of scientific knowledge for practical purposes, especially in industry:*advances in computer technology*”. On the other hand, Anissimov (2002) defined technology as a broad term that refers both to artifacts created by humans, such as machines, and the method used to create those artifacts. More broadly, technology can be used to refer to a way of doing something or a means of organization: for instance, democracy might be considered a social technology (p. 32). According to the last definitions, technology can be those tools designed and created by humans that make our daily life easier. Technology has had an enormous advance in this last century, setting aside the purpose of just making some daily tasks easier. Technology nowadays has helped humanity.

2.6 CALL: Computer Assisted Language Learning

Computer Assisted Language Learning (CALL) is defined as an approach to language teaching and learning in which the computer is used as a tool to the presentation, reinforcement, and assessment for the material to be learned. It mostly includes a substantial interactive element. Levy (1997) defines CALL as “ the search for and the study of applications of the computer in language teaching and learning.” Meanwhile, a definition from Kern (2006) refers to CALL as learners learning language in any context with and around computer technologies.

Carol A Chapelle (2001), a forward-looking member of the profession, has suggested that the nature of communicative competence has changed in a world where communication occurs with computers and with people through the use of computers. Writing about communicative competence in 21st century, Rassool (2010) points out:

in a world increasingly driven by (a) the need for innovation through research and development (R&D), (b) the multileveled changes brought about in our everyday lives as a result of the nature and speed of available, and its open accessibility, (d) the multimodal features of electronic text as well as (e) its interactive nature, we require significantly more than just the ability to read and write in a functional way

Living in a world where technology takes a huge percentage in our daily life, Chapelle (2001) reminds us that as we enter the 21st century, all language use is so tied to technology that language learning through technology has become a fact of life with important implications for all applied linguistics, particularly for those concerned with facets of second language acquisition.

2.6.1 Autonomous learning resources in ELT

Technology is an amazing resource and one of the advantages that it offers is the autonomy to do things. In ELT all useful resources are welcome, but nothing is better than a resource that does not need the full time supervision of teachers. Moreover, learners can benefit from the integration of face-to-face and online learning and develop autonomy, which is, according to Arús & Rodriguez (2014), “the ability to take charge of one’s own learning [...] to have and to hold the responsibility for all the decisions concerning all aspects of learning”. There is another positive aspect that can result from the use of

technology in autonomous learning. Students can continue learning at home through an application or a website related to the topic. Student can feel free and confident using and exploring these educational applications, making study time something fun.

2.7 Mobile learning in digital age

In a globalized world where we have more duties and less time, eLearning is a good option for those who want to continue learning outside the classroom. Mobile learning is increasing everyday and getting more popular between the methods to learn. A theory of mobile learning according to Sharples (2005) is that mobile learning must take into account the ubiquitous use of personal and shared technology. The context of learning is an important construct, but the term has many connotations for different theorists. According to Sharples (2005), from a technological perspective there has been debate about whether context can be isolated and modeled in a computational system, or whether it is an emergent and integral property of interaction. Context also embraces the multiple communities of actors (both people and interactive technology) who interact around a shared objective. Mobile pedagogy in ELT establishes a philosophy and proposes a framework to guide teachers, not only to teach but to plan and design learning for their learners in and beyond the classroom. It can be assumed that mobile technologies enable students now to carry with them powerful devices with which they can:

1. Create and share multimodal texts
2. Communicate spontaneously with people anywhere in the world
3. Capture language use outside the classroom
4. Analyze their own language production and learning needs
5. Construct artifacts and share them with others

6. Provide evidence of progress gathered across a range of settings, in a variety of media (Sharples, 2005).

2.8 Conclusion

Having reviewed the key concepts in the scholarly literature which surround the theoretical bases of this investigation, the thesis will now describe the methodological framework that the study followed. As such, the chapter that follows describes the manner in which data was gathered and analyzed as well as providing a description of the context and participant of the current study.

CHAPTER III: METHODOLOGY

3.0 Introduction.

3.1 Research design.

3.2 Subject.

3.3 Instruments.

CHAPTER III: RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the methodology used to carry out this research is described, along with the subject, the instruments, and the procedures followed in the analysis of data. First of all, since the purpose of this thesis was to analysis the improvement that a 5 years old child had at the time of using mobile resources with educational purposes in the language of English, developing skills, such as: speaking, listening comprehension, reading and writing. The deficit of these last skills will be noticeable because of the age of the child (he is even start learning to write and read in Spanish). Following Vogt (1999), this research methodology involves collecting information by means of tests and questionnaires.

3.1 Research design

According to Creswell's (2003) *Research design: Quantitative, Qualitative and mixed methods Approaches*, the method used to gather the information for this study is a mixed method. Qualitative because this project relies on data gathered by the researcher involving journal entries and observations, and quantitative because language gains are measured numerically through assessment results and analyzed in terms of percentage gains.

3.2 Participant

In this investigation there was just one participant. This participant is my nephew and his name is Iker. When I started to work with him, he was 4 years old. Toward the end of the study, he turned 5 years old. Iker is a student in a bilingual school, which means that he has classes in Spanish half of the day and classes in English the other half of the day. At the time of the intervention, Iker was in kindergarten 3. Before he entered this school, the

participant was a member of a kindergarten that was not a bilingual school. They only had English as a subject. Iker could understand basic commands and reply to easy questions, the vocabulary that he used was basic, and he had a deficient proficiency level to write and read in English.

Iker is a child who is often absent from school because he has asthma. This situation affects the manner in which he is exposed to English in school, which is why I decided focus this investigation on his language acquisition. Iker is a very active and happy child. His mom does not allow him spend a lot of time playing video games or play with the Ipad. Before the intervention, Iker could just use the Ipad as limited entertainment. However, Iker really enjoys playing video games and playing with the Ipad. As it was mention before, the purpose of this project is finding out in which way mobile devices affect the improvement of his skills in second language acquisition.

3.3 Instruments

To carry out this research, it was necessary adopt, adapt and create some instruments. The instruments were first applied at the beginning of this intervention. The instruments were reapplied at one-month intervals until the investigation concluded.

The first instrument is called TS1, which is a test taken from Cambridge tests for children and was applied to rate Iker's English proficiency level. The test named *starters* includes reading, listening and speaking samples; it also mentions topics which children have to handle in order to achieve this level (see 1). This instrument has been applied twice, once at the beginning with the purpose of rating Iker's proficiency level, and once at the end of the study, in order to determine how Iker had progressed through the use of the educational applications for English on the Ipad. During the intervention, three different

instruments were applied, which had the purpose of rating the level of three language skills: reading, listening comprehension and speaking. These instruments are described further below.

The first instrument (TCR) rated the language progress of reading in Iker. The intention of this tool was to evaluate the number of words that Iker could process or not over time (See appendix A). The second instrument was named TCL; this is a table of content, which had the goal of rating Iker's progress in listening comprehension. The instrument recorded how many instructions Iker could follow on the first try, how many had to be repeated and how many of them Iker failed to master (See appendix B). In order to track Iker's progress in the speaking skill, a transcription was made of Iker's production during certain tasks. It also indicated the fluency, length of the answer and the new vocabulary Iker was adding to his vocabulary knowledge.

One of the questions research has the goal of detect the interest in continuing acquiring the second language. The final instrument took the form of a questionnaire and provided information as to whether or not Iker enjoyed practicing English in this manner and if he would like to continue practicing English using mobile devices. The questionnaire also explored Iker's perceptions about the usefulness of learning English in this way.

CHAPTER IV: RESULTS

4.0 Introduction

4.1 Results from reading skill

4.2 Results from Listening comprehension

4.3 Holistic impressions from the qualitative data

4.4 Conclusion

Tell me and I forget, teach me and I remember, involve me and
I learn
-Benjamin Franklin

CHAPTER IV: RESULTS

4.0 Introduction

In the following chapter, a discussion of the results that were found as a result of applying the instruments will be presented. First the quantitative results will be presented in the form of tables and graphs, which demonstrate the progress that the participant made in his English language learning. Subsequently, the qualitative data will be presented which provides evidence of the specific abilities that the participant was able to improve as a result of working with application on the Ipad. Furthermore, the participant's reactions to the intervention are discussed regarding his engagement with the activities, his motivation as well as the general enjoyment of the child during work with the Ipad.

4.1 Results from reading skill

The table and figure below (Table 4.1 & Figure 4.1) represent the progress regarding pronunciation and comprehension of individual words contextualized into small phrases that the participant was able to master during the time of the intervention. The table and figure demonstrate the participant's ability to both produce and recognize language over time in one week cycles. The total intervention lasted for four weeks. The results are converted into percentages of correct and incorrect pronunciation and recognition of words (see Table 4.1 and Figure 4.1 below).

Week	Date	Good pronunciation	Wrong pronunciation	Understood	Can not Understood	Total words
1	Oct. 19 Mon	15%	85%	64%	36%	19
	20 Tue	34%	66%	75%	25%	27
	21 Wed	68%	32%	68%	32%	22
	21 Thu	66%	38%	58%	42%	31
	23 Fri	56%	44%	56%	44%	23

2	26 Mon	74%	26%	70%	30%	23
	27 Tue	68%	32%	54%	46%	26
	28 Wed	70%	30%	52%	48%	33
	29 Thu	80%	20%	46%	54%	15
	30 Fri	40%	60%	65%	35%	20
3	Nov.					
	9 Mon	60%	40%	65%	35%	23
	10 Tue	72%	28%	59%	41%	22
	11 Wed	90%	10%	60%	40%	20
	12 Thu	80%	20%	53%	47%	30
13 Fri	78%	22%	53%	47%	32	
4	23 Mon	80%	20%	60%	40%	30
	24 Tue	82%	18%	94%	6%	17
	25 Wed	81%	19%	70%	30%	27
	26 Thu	92%	7%	100%	0%	14
	27 Fri	85%	15%	85%	15%	20

Table 4.1: TCR

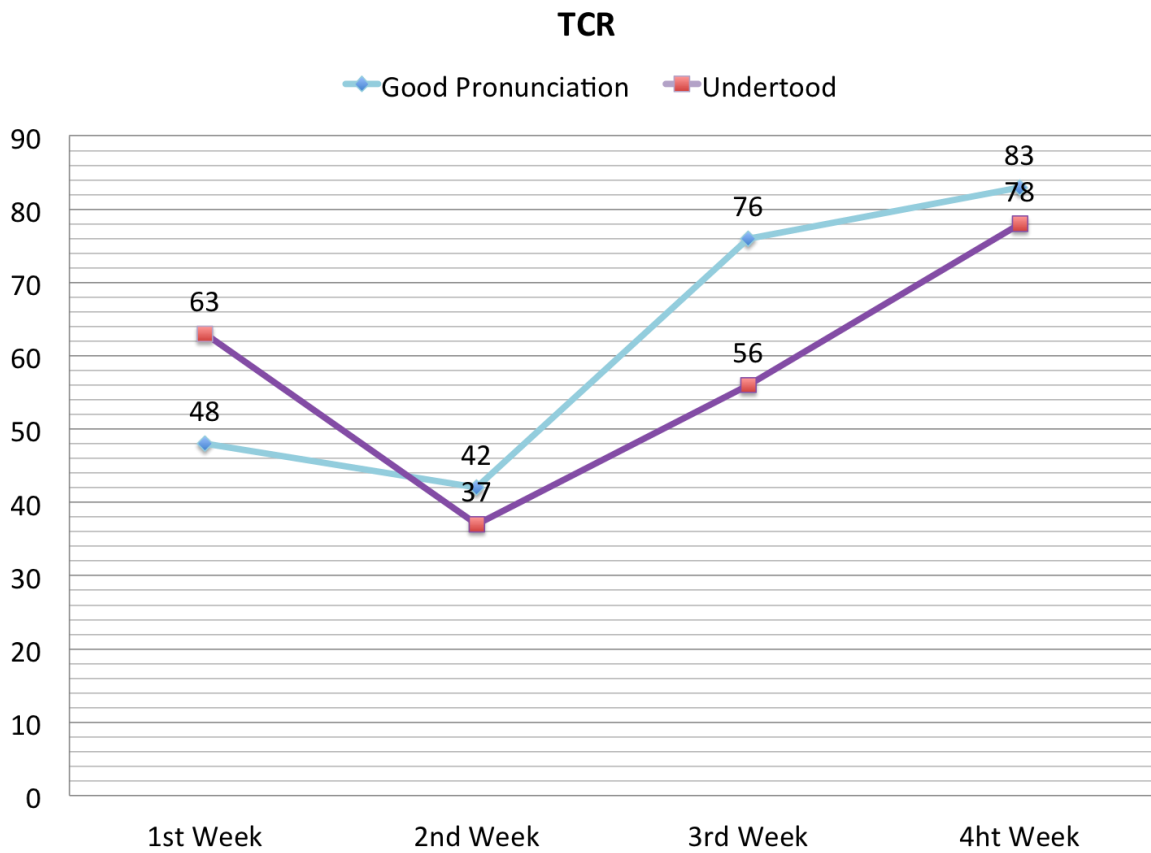


Figure 4.1: Visualization of TCR progression

As we can see in the figure 4.1 the participant begins with the score of 63% in reception 48% in production. However we observe that in the second week both scores decline dramatically, falling to 37% in reception and 42% for production. We cannot be sure why this happened; it could be a very first good week or very lucky answering the questions on the application. More likely it is because of the excitement of the child in the first week and then he lost enthusiasm. We actually have some evident to support this in the interviews between the participant and the researcher. The following dialogue demonstrated Iker's falling enthusiasm:

0001	Speaker 1:	-Iker, te gusta aprender Inglés usando el Ipad?
0002		
0003	Speaker 2:	-Nooo
0004	Speaker 1:	-Qué prefieres, aprender Inglés en la escuela o usando el Ipad?
0005		
0006	Speaker 2:	-Usando el Ipad



As we can see in third week the score makes significant progress, it raises from 37% to 56% (a 19 point increase) in reception and from 42% to 76% (a 34 point increase) in production. Finally in fourth week, the results were from 56% to 78% (a 22 point increase) in reception and 76% 83% (a 7 point increase) in production. As we can see over the course of the entire intervention there was a total increase of 41 points in his receptive and productive ability. Furthermore, we see an interesting (and brutally honest) dynamic with the child participant. He will not actually admit that he ‘likes’ learning English on the Ipad; however, he will acknowledge that learning it on the Ipad is preferable to any other means. It is not clear that the intervention is responsible for Iker’s remarkable progress. He was learning in school as he simultaneously began learning autonomously with mobile devices. It is clear, however, that Iker did make remarkable progress even though he does not necessarily enjoy learning English, and that learning on mobile devices was his preferred method.

4.2 Results from Listening Comprehension

The table and figure below (Table 4.2 & Figure 4.2) represent the progress regarding listening comprehension and Iker’s ability to understand and perform verbal commands during the time of the intervention. The table and figure demonstrate the participant’s ability to recognize verbal commands and perform them over time in one week cycles. The total intervention lasted for four weeks. The results are converted into percentages in terms of how many times the researcher had to repeat verbal commands in order for Iker to understand and perform it (see Table 4.2 and Figure 4.2 below).

Date	Total phrases	1 st time	2 nd time	Did wrong
Oct. 23 rd	5	3	1	1
Oct. 30 th	6	1	3	2
Nov. 13	7	5	2	0
Nov. 27 th	8	7	1	0

Table 4.2 (TLC) Listening comprehension

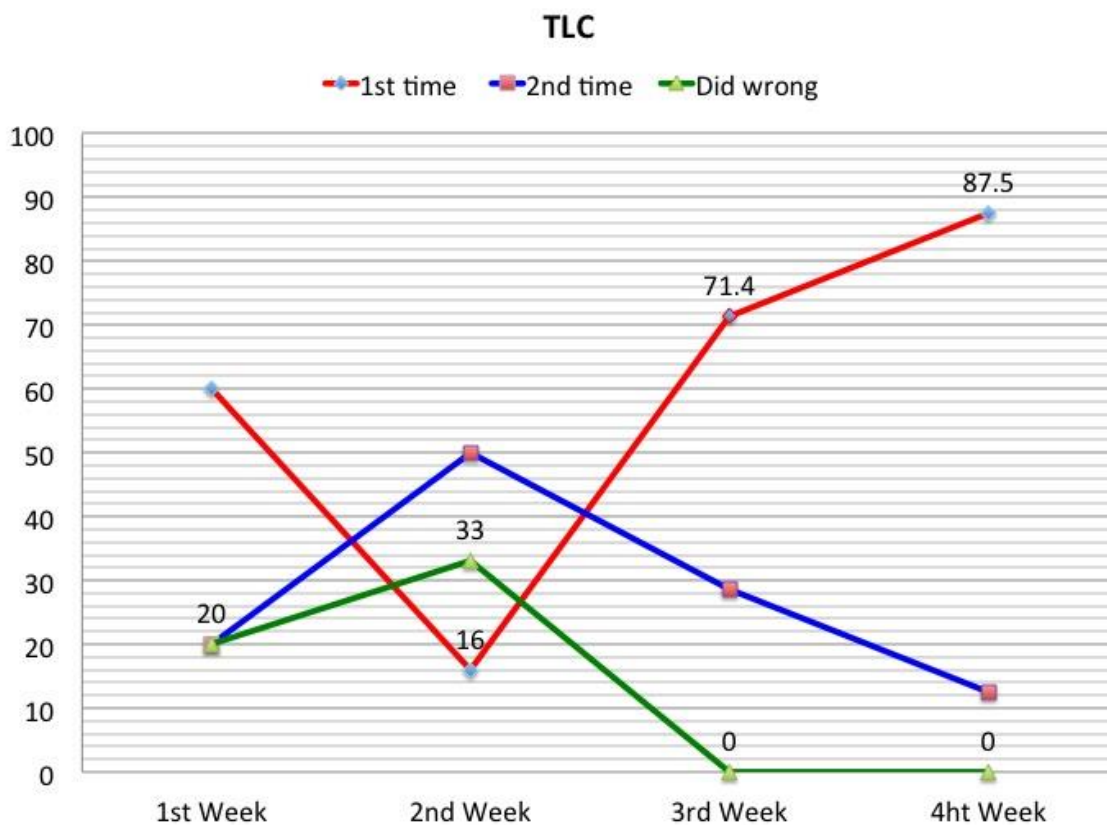


Figure 4. 2 Listening Comprehension (TLC)

As we can perceive in table 4.2 the participant shows a good reception in the commands the researcher ask him to do, developing 3 of 5 requirements at the first time. However in the second week of the evaluation, Iker fall down following correctly the instructions just once of 6 requirements, this fact happened in the same way in the second week of reading comprehension evaluation, this is uncertain, but the participant could have a very bad week. But in the third week of the evaluation the table 4.2 shows that the participant has a very good improvement in his listening comprehension skill going from 1 of 6 performed at the

first time to 5 to 7 performed at the first time. Following this good developing in the fourth week Iker, closed the evaluation with 7 requirements good performed of 8.

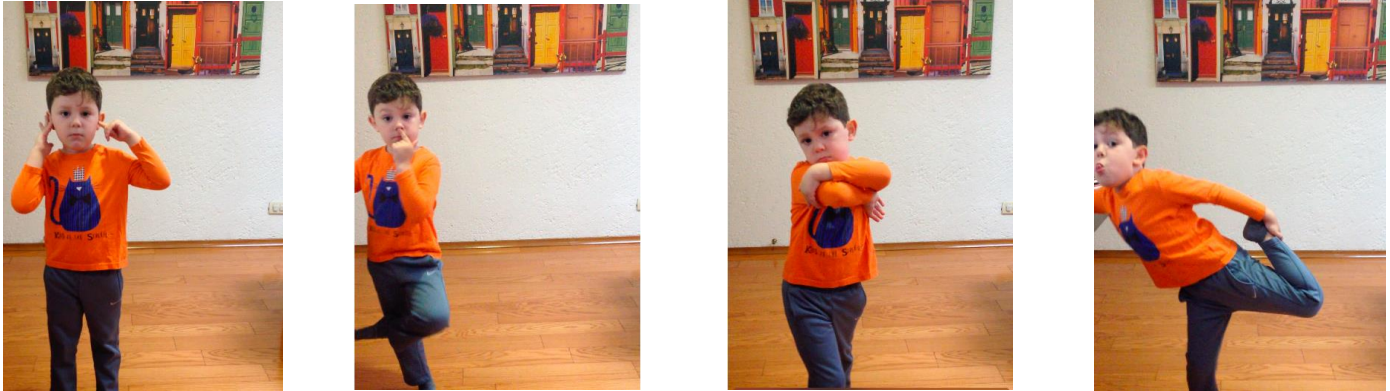


Figure 4.2.1: Iker performing verbal commands

Above in figure 4.2.1, we can see the visual images of Iker performing commands over time. Iker begins with very simple commands such as “touch your nose” or “touch your ear”. As time progresses, Iker could perform more complicated commands such as “crossing arms” or “grabbing an ankle”. Eventually, Iker was able to perform quite complex commands like “bring me a glass of water” or “go get your jacket”. The progress that Iker made over the course of four weeks was impressive, and there seems to be little doubt that the autonomous work with applications and mobile devices contributed to Iker’s advancement.

4.3 Holistic Impressions from the Qualitative Data

The present section provides the reader with the anecdotal evidence of Iker’s progress in English as a result of the intervention. This section also provides the reader with the researcher’s general evaluation of Iker’s motivation to use applications on mobile devices as well as his engagement with the activities while he was using these devices. The

descriptions that follow discuss his engagement with the applications and activities as well as the progress that he made while working with them.

October 29th, 2015

This day, we were making a review of weather conditions and also the seasons of the year. From previous interactions, it is clear that Iker was familiar with these concepts. He might have had some doubts about the topic, but he did have a general idea about what they are and easily detected the most important weather conditions and seasons of the year. However, on this day he acted as if he did not know anything. I asked him: “Iker, what weather condition is that one?” and he consistently answered: “I don’t know” sometimes he tried, and when he tried he answered correctly. When his mom realized Iker was not cooperating, and she knew Iker could perfectly answer the requests, she told him: “ok, como no estas trabajando bien no vamos a ir a chuck e cheese’s el fin de semana” but chuck e cheese’s was not a strong enough incentive to make Iker change his attitude.

November 9th, 2015

Iker just came back from school. He had lunch at home and he knows after lunch it’s homework time, so he ran to me and said: “tía cocó, vamos a trabajar en el ipad? Es que tengo muchas ganas de trabajar en el ipad!” What this reaction shows is that he probably prefers to learn (even something he does not like such as English language) than do homework in an “obsolete way”.

November 12th, 2015

I remember very well that day. I was surprised about the performance of Iker. We started working with his favorite learning application, which is about vocabulary and pronunciation. I told him we were going to change a little the dynamic of the activity (in this application you have to drag the right letter in order to complete the word). This application has vocabulary about animals. The way the dynamic changed included asking him something about this animal (like color, what it eats, where does it live and more). He has to answer the question and continue doing that until I guess the animal. After I guess the animal, it was his turn. What really surprised me was the pronunciation of the letters and the words, but more than that, was the length of his questions and his answers. I mean he is really starting in this language and his answers were like: “no, this animal no fly, he swim”. That was one of my proudest days working with him!

November 11th

The participant shows interest with all teaching-learning applications but his favorite so far is “animal words”. This day I could notice how enthusiastic Iker played with this application. He enjoyed dragging the letters in order to construct words. He also enjoyed pronouncing the letters and the whole word, and also hearing what kinds of sounds that animals make.

November 26th

0001	Speaker 1:	Iker, could you please tell me, what did you understand about the audiobook? About the
0002		story?
0003	Speaker 2:	Que encontraron agua
0004	Speaker 1:	What else?
0005	Speaker 2:	Los chicos
0006	Speaker 1:	What was the story about?
0007	Speaker 2:	Eeh, el jefe
0008	Speaker 1:	Y que mas?
0009	Speaker 2:	Los chicos
0010	Speaker 1:	Since the beginning
0011		Desde el principio, qué pasaba en el principio?
0012	Speaker 2:	Ay!!
0013		Se congeló el agua
0014	Speaker 1:	Ajá, hubo una sequia y pore so ya no hubo agua, qué mas?
0015	Speaker 2:	Fueron a un país y escabaron y escabaron y escabaron hasta que se hizo de noche y luego ya
0016		era de día y encontraron un charco de agua.
0017	Speaker 1:	Wow! Y qué mas?
0018	Speaker 2:	Y que encontraron, y que el jefe encontró un gran pedazo de hielo
0019	Speaker 1:	Mju, y qué hizo con ese pedazo de hielo?
0020	Speaker 2:	Lo sembraron!
0021	Speaker 1:	Y luego?
0022	Speaker 2:	Cabaron, cabaron hasta que encontraron agua!
0023	Speaker 1:	Ooh muy bien!

After 4 weeks, we were working with listening and readings applications, and I asked Iker to make a summary of an audiobook. At this time, Iker was able of make a summary of the story in Spanish. The participant was not able to make this summary in English, however he describes in Spanish what was the story about, the main content of the story, and also he can determine who were the main characters in the story.

4.4 Conclusion

This chapter discussed the most important results of this study from both a quantitative and a qualitative perspective. The results concerned various skills that the participant worked with using a mobile device outside the classroom, which seemed to be his preferred method of learning English, even if he does not always report being highly motivated to learn a second language. The following chapter will present a discussion of the implications of these results as well as suggestion for future participants in similar contexts.

CHAPTER V: CONCLUSION

5.0 Introduction

5.1 Discussion and Implication of the results

5.2 Conclusions

5.3 Limitations

5.4 Suggestions for further research

*It always seems impossible until it is done
(unknown)*

CHAPTER V: CONCLUSION

5.0 Introduction

The current chapter will present a discussion of the results that were presented in Chapter 4 as well as the implication of those results in a modern digital society. This section is followed by the conclusion and limitations of the current study. Finally, suggestions for further research are made.

5.1 Discussion and Implications of the results

The results of the current study demonstrate that digital natives (children who grew up taking the internet for granted), are able and show considerable motivation to learn English as a Foreign language in nontraditional ways, using the tools that they have become accustomed to employing during their daily lives. These tools include tablets like Ipad, smartphones, gaming consoles and more. The focus of the current study primarily utilized an Ipad because it was the participant's preference. The study demonstrates that the participant was able to make language gains in both production and reception of vocabulary when practicing on the Ipad. The progress shown in this area was significant and his reported motivation to use the Ipad to learn vocabulary was high (considering that Iker doesn't actually report wanting to learn English at all). The results for his improvement in listening comprehension were equally impressive. Iker was able to master an abundance of verbal commands in English which could inevitably be useful for him in his future life. The fact that his English gains were achieved through an Ipad outside the normal classroom environment point to the potential that such digital gadgets have in promoting autonomous learning for future generations.

The qualitative results were equally enlightening. The researcher's journal entries, photographic evidence and audio recordings provide convincing evidence that Iker was highly motivated to use mobile technology, particularly Internet Applications, to pursue his English learning in a manner that he found entertaining and exciting as compared to a traditional classroom environment. We could hear Iker's voice throughout the study and see his performance and enthusiasm consistently improve over the course of the study. Iker's English mastery in certain areas consistently made gains, yet possibly more importantly, his attitude towards the English language and English learning experiences via Internet applications grew consistently more positive.

5.2 Conclusions

As a conclusion to this study, what this thesis suggests is give to these mobile devices take the best advantages for children. This thesis is mostly focused to parents take advantages of technology for children, parents can perfectly keep them entertain and at the same time they are learning English or any other thing for their future in a fun way and with something they enjoy very much. Learning with this kind of resources also provide an autonomous way of learning and parents do not have to be next to them to take care what are they learning because most of the educational application are being proved by experts, and also it is helper when parents do not very much English. Children digital natives, have a perfectly management of this resources and they are used to use this devices and if parents let them play with these devices in an educational way it would be easier for them get the concepts. Mobile devices must to be add as a resources in classrooms because, children of nowadays are not going to be satisfied with traditional education methods in the classroom of yesterday.

5.3 Limitations

The current investigation, like all studies, presents certain limitations. Firstly, it is a case study, which means that the investigation focuses on a limited set of participants (in this case only one) and gathers a reasonably limited set of data. Similar to most case studies, the current investigation does not provide results that can be generalized to a wider context. That said, case studies do provide valuable information about particular contexts and can make valid suggestions for similar participants in similar sociocultural contexts. The current investigation does not propose to make claims that can apply to all English learners, yet does propose informed ideas and methods for similar cases.

5.4 Suggestions for further research

If I could have more time I would like to apply this project during a whole semester and also apply it in two different children one using this resources and the other one learning with a traditional way in order to compare the differences between the two in language gains as well as motivation and attitude. A larges study will also be useful to see how similar technics using mobile technology and apps can be used in a more traditional classroom setting.

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APPENDICES

Appendix A:

(TCR) Reading

Week	Date	Good pronunciation	Wrong pronunciation	Understood	Can not Understood
1	Oct. 19 Mon	3	16	12	7
	20 Tue	9	18	20	7
	21 Wed	15	7	15	7
	21 Thu	19	12	17	13
	23 Fri	13	10	13	10
2	26 Mon	17	6	16	7
	27 Tue	15	11	14	12
	28 Wed	23	10	16	16
	29 Thu	12	3	7	8
	30 Fri	8	12	13	7
3	Nov. 9 Mon	14	9	15	7
	10 Tue	16	6	11	9
	11 Wed	18	2	12	8
	12 Thu	24	6	16	14
	13 Fri	25	7	17	15
4	23 Mon	24	6	18	12
	24 Tue	14	3	16	2
	25 Wed	22	5	19	8
	26 Thu	13	1	14	0
	27 Fri	17	3	17	3

Appendix B
(TLC) Listening comprehension

Date	Total phrases	1 st time	2 nd time	Did wrong
Oct. 23 rd	5	3	1	1
Oct. 30 th	6	1	3	2
Nov. 13	7	5	2	0
Nov. 27 th	8	7	1	0