



UNIVERSIDAD TÉCNICA DE COTOPAXI

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

MODALIDAD: INFORME DE INVESTIGACIÓN

Título:

MOBILE-ASSISTED LANGUAGE LEARNING AND READING SKILL AT BELISARIO QUEVEDO SCHOOL

Trabajo de titulación previo a la obtención del título de Magíster en Lingüística
Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

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LATACUNGA – ECUADOR

2023

APROBACIÓN DEL TUTOR

En mi calidad de Tutor del Trabajo de Titulación MOBILE-ASSISTED LANGUAGE LEARNING AND READING SKILL AT BELISARIO QUEVEDO SCHOOL presentado por Heredia Caisa Narcisa Yolanda, para optar por el título magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera.

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Que dicho trabajo de investigación ha sido revisado en todas sus partes y se considera que reúne los requisitos y méritos suficientes para ser sometido a la presentación para la valoración por parte del Tribunal de Lectores que se designe y su exposición y defensa pública.

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DEDICATORIA

A mis hijos Bismar y Ronaldo,
a mi esposo Jorge Rodrigo
a mis padres y hermanos
quienes han sido mi apoyo
e inspiración para alcanzar
el objetivo propuesto.

Yolanda

AGRADECIMIENTO

A la Universidad Técnica de Cotopaxi, a todas las autoridades y docentes, a mis compañeros de la cohorte 2021, al Mg. José Ignacio, tutor de tesis quién con su apoyo, enseñanzas y consejos me ayudó a culminar con éxito esta etapa de mi vida.

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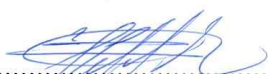
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UNIVERSIDAD TÉCNICA DE COTOPAXI
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**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

Título: Aprendizaje de Idiomas Asistido por Dispositivos Móviles y las destrezas de lectura en estudiantes del séptimo grado de la escuela Belisario Quevedo.

Autor: Heredia Caisa Narcisa Yolanda Lic.

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RESUMEN

El proyecto de investigación orientado a determinar la relación entre el Aprendizaje de Idiomas Asistido por Dispositivos Móviles (MALL) y las destrezas de lectura en los estudiantes del séptimo grado de la escuela Belisario Quevedo. El objetivo principal fue desarrollar destrezas de lectura, a través del uso de dispositivos móviles y de páginas en línea como Liveworksheets, la herramienta Wallpaper, y la aplicación de WhatsApp. El estudio se realizó bajo el método Cualitativo-Cuantitativo, involucrando el diseño cuasiexperimental porque los instrumentos de la evaluación sirvieron para obtener resultados cuali-cuantitativos. Además, dos grupos de la institución fueron seleccionados, 34 estudiantes pertenecieron al grupo de control y 34 fueron parte del grupo experimental, a quienes se les aplicó una pre-evaluación y una post-evaluación antes y después del empleo de la propuesta. Estas herramientas fueron utilizadas para determinar la efectividad de los dispositivos móviles a la hora de desarrollar las destrezas de lectura en Inglés. Los resultados obtenidos en el grupo experimental basados en la post-evaluación fueron más altos que el grupo de control. Así, hubo un incremento de más de 15 puntos en las calificaciones obtenidas por la post-evaluación con respecto a la pre-evaluación en el grupo experimental. La propuesta fue establecer un folleto con planes de lección basadas en la aplicación del Aprendizaje de Idiomas Asistido por Dispositivos Móviles para desarrollar las destrezas de lectura significativamente. Por lo que, se recomienda usar herramientas tecnológicas y dispositivos móviles en las horas clase de Inglés como lengua extranjera, porque permiten a los estudiantes mejorar sus habilidades lectoras.

PALABRAS CLAVE: Aprendizaje de idiomas, habilidades de lectura, dispositivos móviles, propuesta, manual.

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SKILL AT BELISARIO QUEVEDO SCHOOL.**

Author: Heredia Caisa Narcisa Yolanda Lic.

Tutor: Andrade Morán José Ignacio Mg.

ABSTRACT

The research project aimed to determine the relationship between Mobile -Assisted Language Learning (MALL) and reading skills in seventh grade students at Belisario Quevedo School. The main objective was to develop reading skills, through the use of mobile devices and the online pages such as Liveworksheets, the Wallpaper tool, and the WhatsApp application. The study was carried out under the Qualitative-Quantitative method, involving the quasi-experimental design because the evaluation instruments served to obtain qualitative-quantitative results. In addition, two groups from the institution were chosen, 34 students belonged to the control group and 34 were part of the experimental group to whom a pre-evaluation and a post-evaluation were applied before and after the use of the proposal. These tools were used to determine the effectiveness of mobile devices in developing English reading skills. The results got in the experimental group based on the post-test were higher than the control group. Thus, there was an increasement of more than 15 points in the scores obtained by the post-assessment with respect to the pre-assessment in the experimental group. The proposal was to establish a handbook with lesson plans based on the Mobile - Assisted Language Learning to develop reading skills significantly. Therefore, it is recommended to use technological tools and mobile devices in English as a foreign language class, because they allow students to improve their reading skills.

KEYWORD: Language Learning, reading skills, mobile devices, proposal, handbook.

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INTRODUCTION

The global world has been expanding at a breakneck speed. Currently, the academic world is dealing with a slew of difficulties. Due to the pandemic, (Covid-19) the globe has completely changed in many factors such as economy, health, business and academy, it was recommended the use of digital technology to promote English language learning. In the last decade, education has modified the way to transmit the knowledge, making it critical to seek out the most effective techniques for involving students in the learning process. It was a difficult procedure because teaching had to deal with issues like internet connectivity, student accessibility, and motivation. Taking these factors into account, the desire to learn a new language is extremely difficult, as it necessitates the development of various important abilities. However, reading is the talent that must be improved in this study.

Distance Education has adapted to new technologies, resulting in “electronic learning”. The advancement of wireless data networks in recent years has enabled the connection of electronic tablets and smartphones to the internet. This phenomenon has given rise to a new type of distance learning known as” Mobile Learning”. M-learning is defined as a hybrid of e-learning and mobile computing that combines mobile and wireless technology to deliver learning experiences. It is considered m-learning to any type of learning that occurs when the learner is not in a fixed and default location, or learning that occurs when the student takes advantage of the opportunity offered by learning through mobile technologies (Arce, 2017).

Some researchers have demonstrated that the use of Mobile Assisted language learning indeed helps learners in second language acquisition, for example (Viberg & Grönlund , 2012) mentions that using the Mobile-Assisted Language Learning method in reading exercises assists pupils to develop their vocabulary, which helps them to improve their reading comprehension, where students can be given reading activities either through a well-designed learning course installed on their mobile devices or through SMS messages sent to them. In either scenario, the learners are given a reading text function to measure their reading comprehension skill after finishing the reading task. Mobile learning applications that include a reading

function and text announcer pronunciation was more effective in increasing reading comprehension.

On the other hand, a Colombian researcher Perez (2021) evocates that according to the study's findings, 82.35 percent of students believe multimedia tools are sufficient for learning. Smartphones enable them to strengthen their knowledge interaction as well as build more independent learning that encourages knowledge creation. The positive outcomes can also be seen when students value using smartphones for learning. That means the use of mobile devices provided substantial benefits and prospects for this investigation. However, there are issues, such as the teacher's challenges in the face of connection problems, which might hinder the development of activities, because the internet is required for successful communication with learners.

Huisha (2021) advocates that, in Ecuador during English classes at a higher institute in Santo Domingo de Los Tsachilas, students shared personal reading views and issues in this descriptive study, where it has been analyzed that reading is one of the four key abilities in teaching and learning English, and it entails a set of mental processes in which readers decode and encode letters in order to link them with past information in order to comprehend and interpret a written message. Students do not read in English because they are scared when they encounter an English section with an unfamiliar language. As a result, students believe that acquiring English vocabulary is difficult and they get forced to utilize translation as a way to comprehend a book. Bearing the above in mind, it is essential to train teachers with new methods to teach a second language.

Finally, research has been done in Cotopaxi where the researcher affirms that the methodology applied has a big influence on how it's used. Because of the learners' adaptation to mobile devices while learning English vocabulary; it was clear that using the Mobile-Assisted Language Learning approach aided students in the acquisition of the English foreign language, to add the application of this method helped students to develop all English skills, especially reading skill since students have to be familiar to what they read in their mobile devices where the teacher has shared all the information to be done (Aguaiza , 2021). From my point of view, the

study aimed to incorporate Mobile Assisted Language Learning (MALL) in the classroom to improve vocabulary, which determine the meaning of the new words and also influences the reading comprehension by the use of mobile devices providing significant knowledge on effects and benefits of MALL.

Justification

This research work is developed to analyze how to enhance reading skill in students through the application of Mobile-Assisted Language Learning. Hence, learners need to integrate and exploit the technological devices they bring to class activities to improve the learning and teaching process. With the mobility, availability and flexibility of these devices, learners can learn at any time and place without the need of computer access and availability of learning materials (Naswa & Harely, 2015).

Nowadays, it has been noticed that traditional strategies do not work successfully to teach or learn a foreign language, since teaching a foreign language requires the use of the most innovative and useful methods and strategies, to achieve the proposed goals. Those methodologies must be effective and provide results. As a consequence, the following research project is considered relevant because it stems from the analysis of the application of Mobile Assisted language learning (MALL) in reading skill. For obtaining information about the new method, it is important to do a deep analysis of the research topic to apply this innovative method in the classroom.

This research work can cause an impact because the researcher endeavors to figure out how to use mobile technologies to teach more effectively. It has been attempted to demonstrate the advantages of utilizing cell phones to learn English as a second language. Vocabulary, listening, grammar, phonetics, and reading comprehension are some of the aspects of mobile-based language learning that are explored. Based on the above it could seem that there are not enough experimental studies related to MALL.

This study is worthwhile developed since it benefits teachers, students, and the community because educators are able to decide which is the best method in order to teach a foreign language, so trainers most of the time decide to use a method that

engages and motivates students in learning, for that reason, MALL is a wholly innovative method applicable at any area of study, where mobile devices are immersed speed up foreign language learning and teaching.

Technology in education is becoming free of time and space, however, students still demand to be connected to a scaffold of support for lifelong learning achievement. Carstens et al. (2021) “The need for construction and engagement means that the best types of learning will be those that involve choices that the student can make, and learning where there are meaningful contexts where the student is engaged” p.105

Khubyari & Haddad (2016) conducted a study to explore the impact of mobile devices on reading comprehension “A Study on the Impact of Mall (Mobile Assisted Language Learning) on EFL Learners’ Reading Comprehension”. The main aim of this research study was to make language teaching and learning become flexible and build students’ learning independent and more autonomous. In this study participated intermediate EFL female students aged 15-20 years old from several institutes located in Kerman, had homogeneous groups, a placement test was taken, then a sample population of 40 students was randomly chosen and divided into two groups, there was a group of 20 students who belonged to the experimental group and 20 students went to the control group. To check the impact of the study a pretest and a posttest were assessed on students, both tests were broadly checked before the application. After comparing both test results, the study revealed that the use of MALL significantly and positively enhances reading skill.

On the other hand, Nuraeni (2021) researched “Maximizing Mobile-Assisted Language Learning (Mall) Amid Covid-19 Pandemic: Teachers’ Perception” where 70 teachers from 18 different schools in Jakarta, Indonesia participated, explore the teacher’s perception in maximizing MALL since the Covid 19th pandemic appeared and spread around the world. One of the restrictions to overcome the pandemic spread was lockdown, for that reason it was considered important to take advantage of the use of mobile devices, with the aim to develop online activities, where the application of mobile learning was extremely necessary.

To carry out the study the quantitative method was implemented, and a questionnaire was used to get the required information for the study, this questionnaire was distributed to all teachers by Google Form which is an online method. After getting the results, the study revealed that teachers had a high perception of the use of MALL in home-based learning activities during the Covid-19 pandemic. In short, the study proved that online teaching is not only an option, it is a necessity.

A similar and significant aspect regarding Mobile – Assisted Language Learning was offered by (Nugrahini, 2019) in the research titled “The Influence of Mall (Mobile Assisted Language Learning) on English as Foreign Language Students’ Reading Comprehension” the main aim was to probe the influence of Mobile Assisted Language learning (MALL) on reading comprehension; in this study, 60 EFL students participated who belonged to SMK Perwari Tulungagung. To start with the study a test was taken, it helped the researcher to form homogeneous and equal groups where the 60 students were divided randomly into two groups, 30 students who belonged to the control group and 30 students for the experimental group.

The study was quasi-experimental since a pre-test and post-test was applied, both tests were graded tests, the controlled group took the intermediate exam and the experimental group had a high level of difficulty. Before applying the test, validity and reliability were applied. After getting the results, the outcomes revealed that reading comprehension via mobile phone facilitated learning and students found it easy to read everywhere since mobile devices helped them to become independent learners. Otherwise, this study suggests the potential application of mobile phones in reading comprehension.

Another study was carried out by Keezhatta (2019) called “Enhancing Reading Skills for Saudi Secondary School Students through Mobile Assisted Language Learning (MALL): An Experimental Study” the main aim of this study was to improve reading comprehension through the use Mobile-Assisted Language Learning, 120 students participated in this study, the learners belonged to a public school located in Riyadh District in Saudi Arabia.

The students were divided into two groups, the first one was the controlled group with 60 students and the second group was the experimental group with 60 students. Students' reading skills were measured with the use of a pre-test where a panel of three national experts evaluated students. To carry out the research a hybrid use of language learning and MALL was considered in the context of improving a course based on MALL application. In this study, multimedia and visual aids were implemented. After applying the study, the authors proposed to apply a system (DDD-E) Decide Design Develop and Evaluate model as a framework for selecting and planning multimedia projects, where all technology benefits can be adapted. After obtaining the results, it was recognized that reading comprehension was enhanced through the use of MALL.

Klimova (2020) researched "Use of Mobile Applications in Developing Reading Comprehension in Second Language Acquisition —A Review Study" the main aim of the study was to explore the effect of new technologies, focusing on mobile applications and their influence on reading comprehension. The research was done in Web of Science and Scopus, the studies based on MALL and its influence on reading were very few, and the apps were also explored to realize which are the most demanding in this area of study. The method used to carry out the study was a literature review. The research was thoroughly evaluated and subjected to inclusion and exclusion criteria. Consequently, the use of mobile applications in the development of reading comprehension in second language acquisition is growing. Students appeared to enjoy using these mobile apps both inside and outside of the classroom, particularly if the content is interactive and simulates real-life situations.

Cadena (2021) conducted a study called "The Integration of ICT's in Reading Comprehension in Students of third bachillerato Levels A-B at Unidad Educativa Luis A. Martinez" the main purpose of the study was to determine the relationship between ICTs and comprehensive reading. The sample population to carry out the study was 70 students aged 16 to 18 years old. There were two groups, the experimental group and the experimental group, each group with 35 participants, with the aim to apply the proposal and different apps were employed. The methodology used in this research was quasi-experimental; since two groups were formed and a pre-test and a post-test were taken; the material used as pretest and

post-test was taken from Cambridge University Press, due to the validated exams that the university has. During the process, some data was collected and at the end, it was contrasted to get the findings. The results revealed that technological tools helped to improve reading comprehension in English.

Finally, the pandemic's situation COVID 19th, the lack of habits to read and the use of traditional strategies in the seventh-grade students at Belisario Quevedo school allowed the teacher to foster new strategies to develop the students' reading skills. The best approach that the researcher chose was the mobile assisted language learning to develop the English learning reading skill during the English classes by the use of mobile devices.

Problem Statement

Today the educational systems throughout the world face the challenge of using information and communication technologies to provide their students with the necessary tools to acquire knowledge and develop the skills in listening, speaking, writing, and reading (Wrahatnolo & Munoto, 2018). Therefore, one of the major problems that students face when learning a foreign language is the reading skill. It is one of the four important language skills to learn English, for academic success and professional development. According to Kasim & Raisha (2017), 52% of adults with L2 reading comprehension problems had difficulties in learning a foreign language. Many reading problems may be found in foreign languages, for instance when reader has difficult to identify the meaning of the same word, like: write, right and rite, those have several senses, they don't understand easily the sentences; it involves insufficient vocabulary and reduced reading skills.

On a global scale, Ecuador is at similar levels to countries such as Kazakhstan, and Burma with similar scores. According to the last report carried out by Tierra de Nadie (2020) published by Education First, Ecuador is in the ninety-three places in the world's largest ranking according to the English proficiency among one hundred countries. In Latin America, Ecuador is in the 19/19 position which means a very low English domain. Huisha (2021) points out that 142 students from high school in eight public institutions have poor mastery of L2. This means that students are

not achieving the English proficiency (B1) established by the Common European Framework of Reference CEFR which sets students as independent users, which the main points in an idea or problem with reasonable precision.

Children and teenagers lack basic reading competence. There are 19 million teenagers who do not reach the required level of reading in their first language (L1) at the end of high school (UNESCO 1917 as cited in Huisha 2021). In Ecuador, the local National Statistics Institute showed that only 27% of people in urban areas have reading habits, and 73% do not practice it because of a lack of interest (Instituto Nacional de Estadísticas y Censos, 2012). In other words, to comprehend the English language, students must focus on their reading skill, since most books are written in English. The Ministry of Education has standards to enhance reading instruction in English. In the educational field, reading is one of the most usual and often mandatory activities that learners and educators have to do all the time around the world.

At Belisario Quevedo School, it had been observed that students have not developed satisfactory reading habits, which make them have difficulties while learning a foreign language, therefore decoding, fluency, vocabulary, understanding sentences, using background knowledge, reasoning, and paying attention are difficult reading subskills to be implemented easily in the class, due to absence of reading culture and limited class time. For that reason, it is essential that teachers make a significant effort to choose some of the best teaching strategies to engage students in learning and promote autonomous and independent learning.

This study presents the problem to be analyzed by theoretical evidence about the benefits of using Mobile-Assisted Language Learning to improve reading skills. One of the main causes of the problem is the limited teachers' training in the use of Mobile-Assisted Language Learning methods, and the lack of knowledge in reading strategies which work successfully together through the use of mobile devices. Another cause of the problem is that in the current curriculum the Mobile-Assisted Language Learning method is not included, for instance, in a traditional class teacher just spend time teaching grammar or vocabulary, but they do not do that in context using real material, one of the advantages is that students can broadly

increase their vocabulary through the use of mobile devices, they can read at any time and everywhere. (Dias & Victor, 2017)

The research problem was based on the development of the English reading skills, because it identified that students from seventh-grade who correspond to A1.2 level at Belisario Quevedo school had deficiencies in the reading skill, therefore the correlations made possible to establish which methodology was the best to be applied in the institution. Additionally, the problem was the pandemic affected the teaching-learning process worldwide and the deficiency in using technological tools was another factor that affected it. For a long time, teachers have used traditional methodologies such as grammar-translation or direct method to teach English as a foreign language in their classrooms; and since pandemic emergence, the process became even more complicated and it admitted the need of use mobile devices for teaching and learning.

For these reasons, the social situation allowed the teacher to promote new strategies to develop the students' reading skills. Thus, they can use mobile assisted language learning approach during the English classes and outside it.

Research Questions

- What is the relationship between Mobile-Assisted Language learning and Reading Skill from students in the 7th grade at Belisario Quevedo School?
- What Mobile -Assisted Language learning strategies can be applied to enhance Reading Skill?
- What is the level of reading skill of students at Belisario Quevedo School?
- How does Mobile-Assisted Language Learning work in reading Skill development?

Research Objectives

General objective

To determine the relationship between Mobile - Assisted Language Learning and Reading Skill in students at Belisario Quevedo School.

Specific objectives

- To analyze the use of Mobile Assisted Language Learning to develop reading skill.
- To evaluate the level of English reading skill of students in the 7th basic year at Belisario Quevedo School.
- To apply the teaching lesson plans by using Mobile Assisted Language learning to improve the English Language reading skill in 7th grade students at Belisario Quevedo School.

CHAPTER I THEORETICAL FRAMEWORK

1.1 Innovation in Education

According to Findikoglu (2016) innovation in Education is all coming up alternatives that involve a change in teaching and learning, both terms in the technological and global world are named innovation and self-regulation. Furthermore, innovation in education is best known as the way to transform old teaching methodologies into global and technological trends, in order to have innovative adults. On the other hand, it does not only mean creativity or designing materials or technological enhancement material design, indeed it means that it requires practice focusing on the output that a person needs to get.

Education innovation is a hotly debated topic; however, innovation in general, is increasingly seen as a critical component in maintaining competitiveness in a globalized economy. Also, education innovation can improve learning outcomes and quality. Changes in the educational system, for example, in teaching methods may aid in adapting the educational experience. Modern trends in individualized learning are primarily dependent on new school organization and the use of ICT. Most countries see education as a tool for increasing equality and justice. Innovations have the capability to improve equity in access and use of education, as well as equality in learning outcomes (OECD, 2016).

1.2 ICT Education

For Assar (2015). Education is fundamentally conducive to preserve the economy and society. For a long time, education has been focused on teachers talk and ways

of teaching, while students just listened, watched, and copied, what their teacher said, the curricula just focused on completing a textbook which was printed and rapidly spread around the world, most of the countries followed the same model until technology emerged, and new technological devices appeared, where the information could be seen in real-time, so education had new opportunities to change its model. With the development of Information and Communication Technology (ICT) education is shaping a new world where learning is centered in students and can take place in any environment, it could shift from home to school or opposite.

Otherwise, UNESCO & TAG (2013) mention that ICT is used to enhance student learning in any subject while also providing additional learning opportunities about using ICT tools themselves. National policies and plans may be very explicit about ICT-assisted instruction recommendations focusing only on specific subjects and levels, whereas other countries may have a more generalized and comprehensive set of recommendations for ICT-assisted instruction to be implemented across the entire national curriculum at all levels of education. According to the authors above mentioned, Oman a country that uses ICT across the curriculum and at all levels, states in its education policy that because meaningful learning occurs in contexts where students are familiar with them, it is critical that learning experiences associated with ICT are not separated from other studies. (Pg. 10)

Similarly, Raheeswari (2018) advocates that ICT is definitely transforming education. To fully benefit from this ongoing revolution, academics must reconsider their own beliefs and pedagogical practices regarding teaching and assessment, as well as their potential impact on learners' experiences. Both teachers and students must understand how ICT should be integrated into education, why e-learning activities should be undertaken, and what expected benefits can be obtained ICT literacy for education. The necessary ICT skills and knowledge for educational purposes at the individual and organizational levels, is the foundation for modern countries to reinvent teaching and learning in the age of technology.

1.3 M- Learning (Mobile Learning)

In a technological era, mobile learning has become one of the most relevant tools in order to succeed in education. According to Campi3n, et. al (2015) stated that M-learning or “mobile electronic learning” is understood as a teaching and learning methodology that relies on the use of small mobile devices, such as mobile phones, PDAs, tablets, Pockets PCs, iPods, and any other handheld device that has some form of wireless connectivity. Therefore, M- learning is based on U- learning, which is learning based on technological devices which also offer modern methods to carry out the teaching practice.

1.4 Mobile-Assisted Language Learning (MALL)

Mobile devices appeared in 1973 nobody could imagine that these mobile devices would become a significant part of the daily life and they could be used for learning languages. Then, people felt the necessity to use the technological gadgets. All handheld devices are used everywhere at any time, for doing any kind of activities, for that reason mobile devices have become a relevant tool in education and language learning. Moreover, the emergence of the internet made online education possible, and MALL appeared to overcome the difficulties that learning a language has. Using MALL, students have the opportunity not only to study in a classroom, but they also have the chance to learn using mobile phones and online at their own pace (Miangah, 2012).

In concordance with the ideas expressed by the author, when using MALL, especially with mobile phones, teachers should create short lessons rather than one or two long ones. Students get brief amounts of information, quickly from their phones. In addition, with a short amount of text can be displayed at once on a phone’s small screen. It is useful because the knowledge benefits learners with short attention spans.

According to Arvanitis & Krystalli (2021) stated that the term Mobile Assisted Language Learning (MALL) was created by Chinnery (2006), who argued that mobile devices could be used as pedagogical tools for language learning, as a result of the new mobile technologies appearance. MALL has become a standard

approach. It depends on the need to acquire a foreign language. MALL is considered as a subcategory of mobile learning and (CALL) computer assisted language learning (Kim & Yeonhee , 2012).

Summing up the concepts stated before MALL includes the use of mobile devices for learning a language. MALL enables students easy and prompt access language learning material and communicates at anytime from anywhere. Besides, digital technology facilitates learners’ participation in collaborative and individualized language learning activities, allowing fast development of reading skills. Finally, mobile technology provides many resources and tools for language learning that encourages learners to be more motivated, autonomous, and socially interactive.

1.5 M- learning Apps

According to Taylor (2020) Language education relies heavily on resources. Materials are an important part of the learning and teaching processes in language education, whereas materials in traditional classroom settings are mostly text-based and static. Distance learners must rely on online resources or web materials to achieve effective learning. One of the most important and necessary components of instruction is the materials. Any computer-assisted language teaching course would be incomplete without online resources. Based on the above, it is a need to make a list of apps that help students to improve their reading skills.

Table 1: Apps to develop reading Skills.

Name	Characteristics	System
Starfall Learn to Read	The popular Starfall curriculum starts with the alphabet in Learn to Read and continues with vowel sounds and comprehension in two other Starfall apps: It’s Fun to Read and I’m Reading	iOS and Android
Homer	This top-rated, research-backed app motivates kids ages 2 to 8 to love reading by building on what they already know and tapping into the topics that most interest them.	iOS and Web
Bob Books Reading Magic	Two apps, Reading Magic and Reading Magic 2, help children learn to read with phonics-based books and games.	iOS and Android
Hooked on Phonics	Based on the sequential Hooked on Phonics Learn to Read program, these apps offer a library of	iOS and Android

	books rated for difficulty as well as lessons for beginning readers learning to read.	
Reading Eggs	Reading Eggs has 120 game-like lessons for children learning to read.	iOS and Android
Reading Raven	The interactive reading games in Reading Raven cover a phonics-based reading curriculum starting with recognizing letters and moving to identifying words, reading words, and reading sentences.	iOS only
Mee Genius	Mee Genius offers children over 700 interactive eBooks including some familiar books with “Sesame Street” characters.	iOS and Android
Epic! Books for Kids	The thousands of eBooks available with Epic! are popular titles from top publishers such as Scaredy Squirrel, Batman vs. Catwoman, and The Lion, the Witch and the Wardrobe. Reading logs, personalization, and rewards are offered to support developing readers.	iOS and Android
Live worksheets	Live worksheets allow you to transform your traditional printable worksheets (doc, pdf, jpg...) into interactive online exercises with self-correction , which we call "interactive worksheets".	iOS, web and Android
Word wall	A word wall is a collection of words that are displayed in large visible letters on a wall, bulletin board, or another display surface in a classroom. The word wall is designed to be an interactive tool for students and contains a range of words that can be used during writing and reading.	iOS, web and Android

Source: The best reading Apps Taylor (2020)

1.6 Mobile Assisted Language Learning in the classroom

The development of technology increases the use of technological tools for learning. (Hazaea & Alzubi, 2016) claims that EFL reading practices can be improved by using mobile devices, which offer students opportunities to practice reading independently and get feedback, with an intensive and solid comprehension of diverse ways to learn, where pupils used different mobile devices such as tablets and smart cellphones that offer several learning chances, for the purpose to build the knowledge, so the learners cooperate and interact efficiently. In other words, in this collaborative virtual environment, teachers must continue using smartphones

in class as a good innovation for the educative process which motivates students with active participation and puts into practice their reading skill by using WhatsApp, online dictionaries, mobile camera and online resources. These resources would facilitate breaking reading texts, messages, and paragraph sentences, with the aim to recognize new words, main ideas and parts of the speech.

Regarding m-learning establishes the connection that demonstrate between mobile computing and e-learning, which is illustrated by the ability to get into learning alternatives in diverse spaces, at any time, offering high search abilities, furthermore to great interaction, it has increased aid for successful learning and keeping a continuous evaluation which is based on performing. This advantage of scale allows a lower cost per student compared to face-to-face teaching. Extensive access in an entire and constant manner to the knowledge produced worldwide, whole accessibility of evidence, preparing resources, books, and excellent study materials. The integration of combination technology settles the experimentation, replication, and performs the best learning processes (Cornelius & Gaved, 2011).

1.7 Teacher and Student Role

Today teachers work hard to integrate technology in the learning classroom. In a virtual education environment is essential the management of educators, who facilitates the acquisition of information. Hence, teachers are constantly looking for technological tools, which are great resources to use in the class, for the purpose of improving and providing a quality education to get significant teaching and learning to motivate students acquire knowledge using mobile devices taking into account the 21st century standards. According to Carstens et. all (2021):

With new information technology, education is fast becoming free of time and space. But every learner still needs to be connected to a scaffold of support for lifelong learning achievement. Students need parents, friends, and supervisors who are also teachers and coaches. The primary function of the school-to-work movement is to mobilize understanding and support so that students will acquire the skills, habits, values, and understandings essential to productivity in all the roles of life. p. 105.

In addition, teachers are the center of education, they have a challenge in this new era, thus they must be trained in the use and application of technological tools, to facilitate and improve student performance that ensure the use of new innovations and strategies. Moreover, the teacher supports activities and projects based on learning, where students work together to obtain a final result. Likewise, educators create a student-centered learning environment, in order to acquire different interactive knowledge and develop skills to get relevant outcomes in the teaching-learning process. The new teacher roles identified were: instructional designer; trainer; collaborator; team coordinator; advisor; monitoring, assessment specialist and, teachers' role along their knowledge acquisition. (McGhee, 2021)

Technology is an essential part of students' lives. According to Ezhova (2022) students take more responsibility for their own learning and use technology to gather relevant information. Hence, pupils have more active and collaborative learning, they have the facility to organize and distribute the time to advance the activities, tasks and projects based on learning, reflections, discussions and other ways, where learners participate actively in the education process. Additionally, the students reproduce what they have heard and seen and they are evaluated on their accuracy.

1.8 Language

According to Crystal (2021) the science of language is linguistics, where language is formed by a set of conventional spoken, signed, or written symbols that are used by human beings with the aim to communicate a message, culture or just express themselves. In addition, Language is defined as a tool of communication where expression and content encompass what a person is attempting to say, however, not all languages have the same difficulty since every language is different. In a nutshell, Language is a learned habit of vocal action that represents meanings derived from human experiences. Simply said, language is a vocal technique that has been acquired for the purpose of communicating meanings.

Schutz (2019) as cited by Krashen who stated that “'.....comprehensible input' is the crucial and necessary ingredient for the acquisition of language.” In this short text Krashen defined that in order to acquire the language, the input must be

meaningful, that is the way how a person acquires a language, keeping the above in mind, it represents the learner's improvement in the natural order, it represents learning a language word by word then a chunk of words, from sentences and so forth. It does not matter the grammar rules. It can be included when the brain has a huge vast of vocabulary which could be acquired by listening or reading known as receptive skills.

1.9 Receptive Skills

Rhalmi (2019) provided a simplest but most precise definition of receptive skills, which is described as an ability planned and systematically acquired. A person becomes skilled after a long practice. However, language skills are divided into two groups the first is receptive (reading and listening) and the other is productive (speaking and writing). Receptive skills are the ones that are obtained from a spoken or written discourse. On the other hand, productive skills are the ones that are produced in written or spoken form. There are several approaches to teach language skills. These are PPP (Presentation, practice, and production); TBL (Task-based learning); OHE (Observe, Hypothesize, Experiment).

1.10 Teaching Receptive Skills

- **The Bottom-up Theory**

According to Lynch (2021). This theory entails a step-by-step approach to teaching reading competency that allows a pupil to become literate. During early childhood education, it employs a building-block method based on the five components of reading. Students read and comprehend from the bottom (foundation) up to concepts like phonics and phonemic awareness as part of the bottom-up theory's reading activities. This means that students are taught the fundamentals first to establish a strong foundation before progressing to vocabulary, fluency, and comprehension.

- **Top-Down Theory**

In this kind of theory, the reader's cognitive and language competence plays an important role, because it is the beginning to construct the meaning of printed

materials, this model is based on psycholinguistic theory, where the interaction between thought and language is important. When our overall information guides our specific impressions, this is known as top-down processing. When we use top-down processing, the context in which information appears influences our capacity to interpret it (Ngabut, 2015).

- **Schema Theory**

This theory organizes all knowledge in units that could be part of the knowledge storage, it links an object with a word, situations, events, actions, or sequence of actions, it focuses on what a word involves. Otherwise, the reader's usage of schemata also plays a role in the importance of schema theory to reading comprehension. Although researchers believe that some mechanism activates only those schemata most relevant to the reader's task. In addition, the central claim of schema theory is that our minds have mental frameworks that help us organize information. These mental frameworks are called schemas. When digesting the millions of pieces of information, it is encountered every day, these schemas help us save cognitive energy (Dixon, 2017).

Types of Schemata

According to Behnam (2014), there are three types of Schemata which are formal, content, and linguistic, those kinds of schemata affect reading comprehension skills and writing skills.

- **Formal Schemata** are higher-order structures that contain information about stylistic organizational processes, such as generic text qualities and genre differences.
- **Content Schemata:** the understanding of a text's subject area as a background. In other words, content schemata encompass all aspects of world knowledge, from common place to highly specialized information.
- **Linguistic Schema:** The decoding qualities required to recognize words and how they fit together in a sentence are included in linguistic or language schemata.

1.11 Reading Skill

Johnson (2017) states that reading is the ability to interpret written symbols and understand printed sources. The same process as walking and talking. Learning reading is not considered as easy as people think, it takes time, effort, and practice.

Likewise, reading is a process of linking sounds and written symbols to understand their meaning. Reading skill takes the third place while a person learns a language. The first skill is listening, then speaking and finally reading. There have been identified five elements in reading instruction that are essential in order to enhance reading, the elements are phonemic awareness, phonics, vocabulary, comprehension, and fluency.

Based on the above, reading is considered an important skill, because it helps the learner to become a better writer and speaker, furthermore it maintains the learner a step ahead, due to the knowledge that the learner acquires while reading.

According to (Sasha, 2016) reading is as a cognitive process because it involves decoding symbols to arrive at meaning. It permits the reader to use what he or she may already know, in this case it is called prior knowledge. Therefore, reading is an active procedure of constructing words meanings. Moreover, reading with a purpose helps the reader to lead information towards a goal and focuses their attention. Then, the main purpose of reading is to understand the text.

Additionally, reading helps the learner to develop critical thinking abilities and is one of the best techniques to learn a language, because learning in context is better than word by word. Reading knowledge increases if the correct reading strategies are applied (Harappa, 2020).

Advantages of Reading: There are several advantages to be mentioned about reading: 1. It engages several parts of our brain; it develops analytical and comprehension abilities. 2. It helps to stimulate the memory centers. 3. It also helps to stabilize the emotions. 4. Prevent some diseases like Alzheimer`s and dementia. 5. Reading keeps the mind nimble and young. 6. It helps to block out the noise. 7.

It helps to master the language. 8. Keeps people grounded. As it is seen, reading has lots of benefits that make it a non – negotiable habit (Harappa, 2020).

Therefore, the advantages for reading are cumulative, development the senses of the body in all people, from learning new words to keep the mental health. Additionally, the technological tools increase the reading skill through the presentation of interactive contents to encourage students to acquire the foreign language.

1.12 Types of Reading

According to (Harmer, 2007) In his book How to teach English purposes two different kinds of reading:

- **Intensive Reading**

Intensive reading is the act of getting information from a text with educative purposes, this type of reading takes place in a classroom and it is accompanied by activities or tasks where students need to use the information that was read. It focuses on grammatical forms, discourse markers, and text structure in order to acquire better literal meaning, ambiguity of interactions, and retention across time. Furthermore, intense reading is a type of reading in which readers who do not have linguistic knowledge should be aware and concentrate on text context and semantic comprehension since the goal is to gain such information. In other words, difficult reading requires students to locate words, comprehend their meanings, and finally determine a proper reading.

- **Extensive Reading**

Rashid (2021) argued that extensive reading is a language teaching strategy in which students are asked to read a large amount of content in order to achieve global comprehension. The objective is to enjoy the texts while learning; comprehensive reading has been characterized differently by educators, researchers, and reading professionals. In language training, intensive reading refers to a type of reading. As a result, substantial reading is employed to obtain a wide understanding of a language.

Combining Intensive and extensive reading

Table 2: Combining Intensive and Extensive Reading.

Intensive Reading Skills	Extensive Reading Skills
A Word Recognition	A Self-chosen materials
B Meaning Comprehension Skills	B Broader cross-cultural content encouraged
C Focused development of vocabulary, grammar, and study skills.	C Faster reading to increase speed
D Comprehending detail VS. main ideas	D Analytical reading
E Understanding literal Vs. Inferential data	E Synthetic comparative reading
F Understanding patterns of organization	F Improved motivation for L2 reading
G Transitional Vs. Relational words	G Greater entertainment & enjoyment
H Understanding the author's bias & purpose	H Wider range reading for pleasure
I Reading to increase reading speed. Scanning to locate specific information. Skimming for main general ideas	I Scan and skim for specific information
J Encourages repeated encounters	J Acquire new vocabulary
K Often uses simplified text & exercises	K Stress on using authentic reading

Source: *Types of Reading and Skilled ESL Reading Comprehension (2021)*

1.13 Types of Reading subskills

- **Decoding:** It is the faculty to sound out words that children have heard but have not seen written out. This is an important phase in the reading process since it serves as the basis for subsequent reading abilities. Decoding is strongly reliant on an early linguistic skill known as phonemic awareness.

Phonemic awareness refers to the ability to hear and transform diverse sounds into words. This awareness develops in children as they learn about syllables, words, and sounds (phonemes).

- **Fluency:** The capacity to read out loud with comprehension, precision and speed is referred to as fluency. It's a necessary ability for excellent reading comprehension. Children who are proficient readers know how to read fluently, at a good pace, with a suitable tone, and with few mistakes.
- **Vocabulary:** A strong vocabulary is essential for academic achievement. This reading ability is required to comprehend the meaning of words, concepts, and contexts. The more words a person understands, the better they read and comprehend the materials they read.
- **Using Background Knowledge and Reasoning:** This knowledge allows the learner to utilize prior information to create assumptions and reach conclusions. The majority of readers can link what they have read to what they already know. They may also read between the lines to find information that isn't explicitly stated in the text.

1.14 Reading Comprehension

Khasawneh (2020) affirms that, it is widely acknowledged that comprehension is the most important component of literacy. Reading should not be referred to be a mental operation in the absence of comprehension. Reading comprehension is not an innate skill; rather, it is an assisted capacity that the student leaders after understanding and pronouncing written symbols. In fact, it is a sophisticated procedure with many steps that dependent on mental and potential abilities that take practice and drilling to improve. It is also mentioned that academic institutions place an emphasis on strengthening students' vocabulary knowledge in order to improve reading comprehension; one recent study revealed the impact of visual word creation in reading comprehension.

1.15 Reading Strategies

According to Toprak & Almacıoğlu (2009) stated that students to use effective strategies when they read in a foreign language, the teacher can develop simple

exercise to draw out information and achieve the goal. Thus, it was considered on the following stages:

- **Pre-reading:** It includes warm-up, into, before reading. This stage, intended to arouse the learners' interest. Educator displays the board, asks questions in order to answer them. Pre-reading was based on the learners' experience or knowledge. This phase can be done through some activities, using the liveworksheets tool, and taking into account: brainstorming, pictures, discussion topic, central titles, also considering skimming and scanning for structure, main points and future directions.
- **While Reading:** During and through reading. The teacher introduces the activities, which help learners to develop the reading strategies. Further, the exercises can include guessing meanings by using context clues, considering syntax and sentence structure by noting the grammatical function and unknown words. Also, in this stage students work alone and finally they sent the activity to the WhatsApp group.
- **Post- Reading:** Students are encouraged by the educator to make a deeper analysis of the text reading using a background knowledge, new vocabulary, to do the exercise using an interactive web side tool. After, learners sent the activity to the WhatsApp group.

CHAPTER II. METHODOLOGY

2.1 Research approach

According to Creswell (2012) Quali-quantitative Approach is a design whose main purpose is to process collecting, analyzing, and “mixing” the essential for both quantitative and qualitative research and methods in a single study to understand and solve the research problem This approach is divided into two design types: component design and integration design. The first includes integrating techniques such as triangulation, complementarities, and expansion; the second integrates approaches from other paradigms, such as holistic or transformational drawing.

The proposal methodology contributed to the objectives of this study since the researcher tried to demonstrate how reading skills enhanced following a procedure program by analyzing the statistical data from a pre-test and pos-test. As a result, this research followed a Quali-quantitative approach. It created the basis for the proposal that is centered on the elaboration of a Handbook which contains lesson plans and innovative strategies to improve reading skills.

The Quali-quantitative model is complementary and integrated between the two hermeneutic categories experimental quantitative and qualitative and a third methodological category in which the researcher comes to understand the problem of combining qualitative and quantitative research methods, techniques, and instruments. This is known as mixed approaches, and it involves the impact of postmodern ontological pluralism as well as methodological eclecticism in order to explore the character of forthcoming educational reality. Mixed methods research

approaches reject the limitations of a single approach method; hence research designs utilize both models. (Marzano, 2015)

In addition, a Quali-quantitative methodology was useful at the time to use instruments as the pre-test and pos-test because they gave results before and after the application of the proposal, which demonstrated the positive influence of Mobile- Assisted Language Learning in the development of reading skills.

2.2 Type of research

This research was Quasi-Experimental so a pretest and post-test were involved in the study, in which participants' measurements are taken both before and after they receive an intervention. It can be used in both experimental and quasi-experimental studies, and it can include or exclude control groups for each participant. The process to follow in the quasi-experimental research is 1. Apply a pretest to the sample population and save the scores; 2. Apply some treatment to the design to change the scores of pupils; 3. Apply a post-test to the group of students and save the scores; 4. Analyze the difference between both tests (Zach, 2020).

According to Thomas (2020) a quasi-experimental design seeks to establish a link between an independent and dependent variable. When genuine trials can not be performed for ethical or practical reasons, a quasi-experimental design might be employed. When compared to other types of investigations, quasi-experimental designs offer several advantages and disadvantages. External validity is higher than in most actual experiments because they frequently incorporate real-world interventions rather than contrived laboratory settings. Higher internal validity than other non-experimental sorts of research because they allow you to account for confounding variables more effectively than other types of studies.

To sum up, this study was based on a Quasi-experimental design, the researcher used a pre-test and a post-test. It was used to compare the experimental and control group: 34 students from each group. Indeed, the Mall methodology was applied to the experimental group. Also, it had a quali-quantitative approach which created the basis of the proposal. It was satisfying to know how the Handbook based on MALL influenced the improvement of the English reading skills of the students

from Belisario Quevedo School. Hence, this research project has been successfully done.

2.3 Research context

The present investigation was carried out in a school located in Pujilí city of Cotopaxi Province, in the academic year 2021-2022, Belisario Quevedo is the Educational Institution, where the research study was carried out. The sample consisted of a total of 68 participants out of a total population of 2.800 students. They belong to the seventh year of school; those are between the ages of 11-12 years.

2.4 Participants /Population

Population: This research was carried out with 68 Students who belong to the 7th grade from Belisario Quevedo School. Therefore, there were 34 students in the control group and 34 students in the experimental group. The population was constituted by using a non-probability sampling for convenience. They were chosen through the following selection criteria: to be part of this research they need to be registered in a public educational institution in Pujilí, being between 11 to 12 years.

2.5 Data collection Techniques and instruments

Pre-Test: This research technique, according to Shuttleworth, (2009), is intended for a representative sample of our target population. The objective of the pretest was to determine the dependent variable and the level of students' reading comprehension. For that reason, the reading part of A1.2 Starters Young Learners (YLE) was administered to both groups: the experimental and the control groups belonged from 7th grade “A” and “B” at Belisario Quevedo School. The test assessed comprehension, fluency, and independence, which required that students work autonomously and apply critical thinking skills that are acquired in the learning process to solve the test.

Post-Test: It helps the researcher to assess several components of the research project. It assesses the efficacy of the same test after applying the proposal in order to prove the efficacy. The reading part of A1.2 Starters Young Learners (YLE) was

administered to both groups the experimental and the control groups who belonged to from 7th grade “A” and “B” at Belisario Quevedo High School. The test assessed comprehension, fluency, and independence, which demanded that students work autonomously and apply critical thinking skills that are acquired in the learning process in order to solve the test.

2.6 Intervention

The researcher applied the proposal during two months, eight weeks with seventh grade students of the control and experimental group, the students worked using interactive worksheets such as live worksheets, wall words to evaluate and activate the knowledge and the application WhatsApp for faster communication.

The research used eight different lesson plans during the intervention, which contain different activities based on the use of mobile assisted language learning, having informed their parents upon the need to have a cellphone to develop the interactive reading activities (included in the lesson plans- sections) by using the live worksheet, then parents consented that their students take the small devices to the school.

2.7 Data analysis plan

T-TEST

Sapkota (2020) Explains that when the standard deviation of a population is unknown, the t-test is employed to evaluate hypotheses about its mean. The t-test is used to see if the two groups' means differ significantly. The t-test is used to see if a process affects both samples or if the groups are different. Essentially, the t-test compares the mean of two sets of data to see if they are from the same population. T-test formulas are used to calculate results that are then compared with standard values after the null and alternative hypothesis are formed. The null hypothesis is rejected or accepted depending on the comparison.

The mathematical model of the paired Student's t-test is the next:

$$H_0: \mu_2 \leq \mu_1$$

$$H_1: \mu_2 > \mu_1$$

Where:

μ_1 = population mean in the pre-test.

μ_2 = population mean in the post-test.

A single-tailed statistical test of hypothesis was applied because the researcher aims to show whether the Mobile - Assisted Language Learning enables students to score better in the Cambridge Pre-A1 Starters exam (Annex 2). It means that the post-test means was higher than the pre-test means in the experimental group of students.

The student's t-test formula is:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student's t-test from the data.

\bar{x}_d = differences average in the sample.

n = pre-test and post-test data number (34 data, in both groups).

S_d = standard deviation of the differences.

CHAPTER III. FINDINGS AND DISCUSSION

3.1 Results

The purpose of this research was to determine the relationship between Mobile-Assisted Language Learning and its impact on the reading skills in students at Belisario Quevedo School. For this purpose, the Cambridge Pre-A1 Starters test was administered before and after the application of the mobile-based language learning strategies. The aforementioned test is formed of four English language proficiency skills. However, in the present case, only the section corresponding to the reading skill was applied, which is made up of five parts: vocabulary, reading comprehension based on a picture, spelling, background knowledge, and fluency. Each one of the parts was evaluated out of 5 points, while the total section as a whole was measured out of 25. The corresponding rubrics established by Cambridge Assessment were used for grading (Annex 3).

Once the pre and post-tests were applied, the data obtained by each of the students were tabulated in both groups (control and experimental), it was classified by each of the five parts and we established the differences between the final grades and the initial grades, the results of which are shown in Annex 4. The descriptive statistics: mean and standard deviation of the grades obtained for each part of the test for both groups are shown below in Table 3:

Table 3: Results of the Cambridge Pre-A1 Starters application.

Group	Course	n	Part*	Pre-Test		Post-Test			
				Mean	SD	Mean	SD		
Experimental	A	34	General Reading skill						
			Pre-A1 Starters	9.44	2.22	15.75	0.57		
			Part 1 Vocabulary	2.18	0.67	3.00	0.00		
			Part 2 Reading Comprehension						
			Based on a Picture	1.53	0.79	3.18	0.67		
	Part 3 Spelling		2.41	0.99	3.15	0.70			
	Part 4 Background Knowledge		1.70	0.97	3.01	0.49			
	Part 5 Fluency		1.62	0.55	3.41	0.61			
	Control		B	34	General Reading skill				
					Pre-A1 Starters	9.26	1.75	11.44	2.40
Part 1 Vocabulary		1.88			0.64	2.57	0.65		
Part 2 Reading Comprehension									
Based on a Picture		2.24			0.78	3.00	1.04		
Part 3 Spelling		2.06			0.74	2.25	0.95		
Part 4 Background Knowledge	2.06	0.81	2.47	1.05					
Part 5 Fluency	1.03	0.17	1.12	0.33					

SD = Standard deviation.

* General Reading skill grade was evaluated out of 25 points and each section was evaluated out of 5 points.

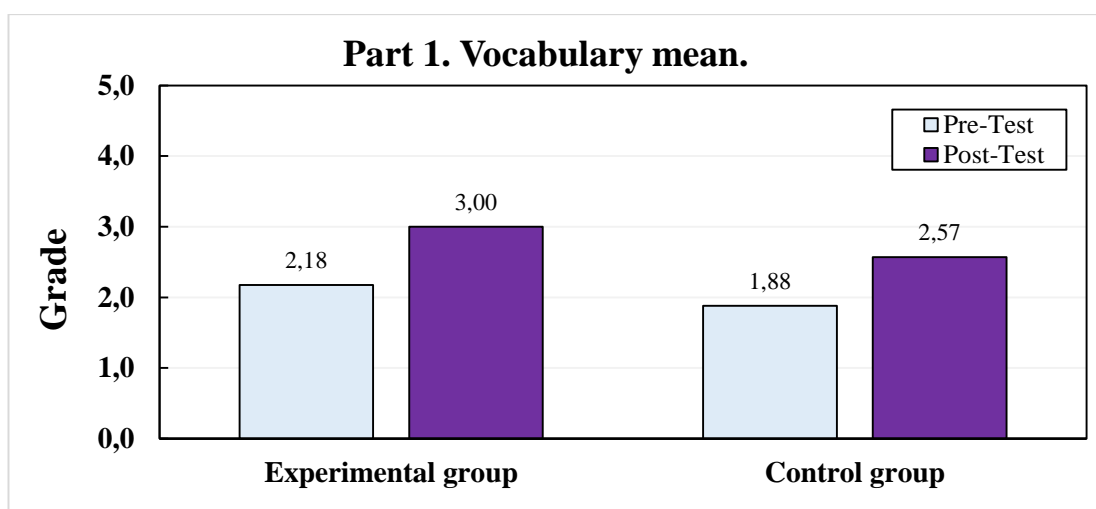
Source: Heredia, Y. (2022)

According to the information shown in the table above, the level of reading proficiency of 34 students in each group was assessed. As for the general grades of the reading level assessment the mean in the pre-test was 9.44 ± 2.22 , rising in the post-test to 15.75 ± 0.57 . On the other hand, as for the general grades of the reading level assessment the mean in the pre-test was 9.26 ± 1.75 , rising in the post-test to 11.44 ± 2.40 . In general terms, in both groups, the scores were higher in the post-tests with respect to the pre-tests. The results obtained for each of the criteria are described below:

Vocabulary criterion

In the case of the experimental group, in the vocabulary section in the pre-test the mean was 2.18 ± 0.67 , while in the post-test, the mean went up to 3. Meanwhile, in the case of the control group, the mean in the pre-test was 1.88 ± 0.64 , while in the post-test the mean rose to 2.57 ± 0.65 . It is observed that in the experimental group the average vocabulary evaluation was (3.00) improved in the post-test in a higher way than in the control group (2.57). As a result, the use of mobile devices motivated students to learn new words to increase their reading skill.

Graph 1: Vocabulary mean in the pre-test and post-test by groups.



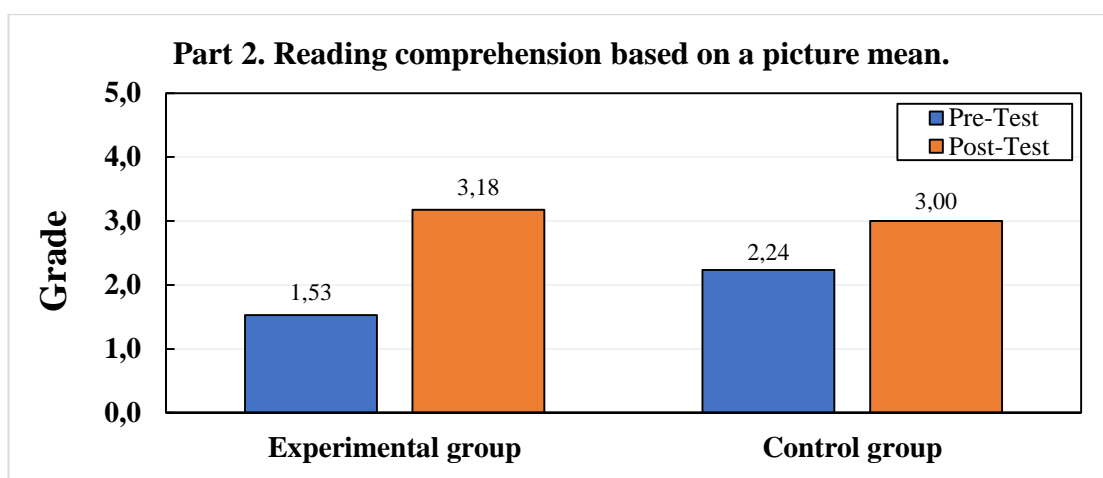
Source: Heredia, Y. (2022)

Most of the students in the sample, except in the case of the students in the experimental group, and after the application of the proposal (post-test), the results showed a deficient level of knowledge of the vocabulary of nouns (animals, parts of the human body, clothing, colors, family and friends, food and drinks, health, home, materials, names, numbers, places and addresses, sports, school, transportation, weather, and time). The influence of vocabulary on reading comprehension is determined by both inferencing and literal comprehension; inferencing skills are important for the construction of textual representations in the early stages of English language learners' reading comprehension development at the beginning level.

Reading comprehension based on a picture criterion

In the case of the experimental group, in the reading comprehension section in the pre-test the mean was 1.53 ± 0.79 , while in the post-test the mean went up to 3.18 ± 0.67 . Meanwhile, in the case of the control group, the mean in the pre-test was 2.24 ± 0.78 , while in the post-test the mean rose to 3.00 ± 1.04 . In the experimental group the average reading comprehension evaluation (3.18) improved in the post-test in a higher way than in the control group (3.00), in spite of the fact that in the pre-test evaluation the mean grade of the control group was higher.

Graph 2: Reading comprehension mean in the pre-test and post-test by groups.



Source: Heredia, Y. (2022)

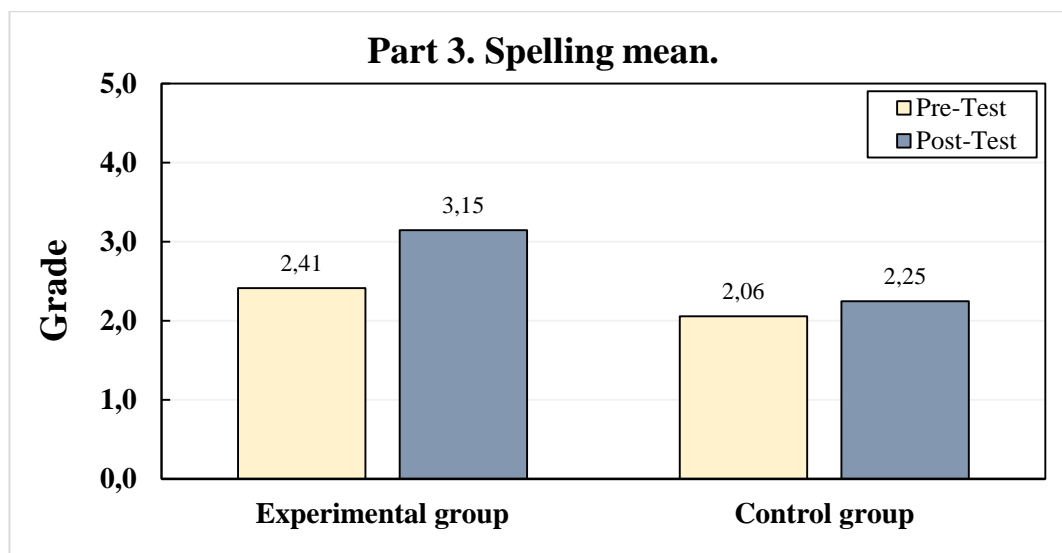
Most of the students of the sample in the pre-test of the control and experimental groups evidenced confusion at the moment of recognizing the basic elements of the pictures, their characteristics, the relationship of the environment in which they are found, and the reading comprehension; thus, making it difficult for them to communicate and order sequences. On the other hand, in the post-test, the students improved their ability to read pictures as a pedagogical strategy that allowed them to improve their reading comprehension, which was more evident and satisfactory in the experimental group.

Spelling criterion

In the case of the experimental group, in the spelling section the mean on the pre-test was 2.41 ± 0.99 and on the post-test, it reached 3.15 ± 0.70 . Meanwhile, in the case of the control group, the mean in the pre-test was 2.06 ± 0.74 and it reached

2.25 ± 0.95 in the post-test. In the experimental group the average spelling evaluation (3.15) improved in the post-test in a higher way than in the control group (2.25).

Graph 3: Spelling mean in the pre-test and post-test by groups.



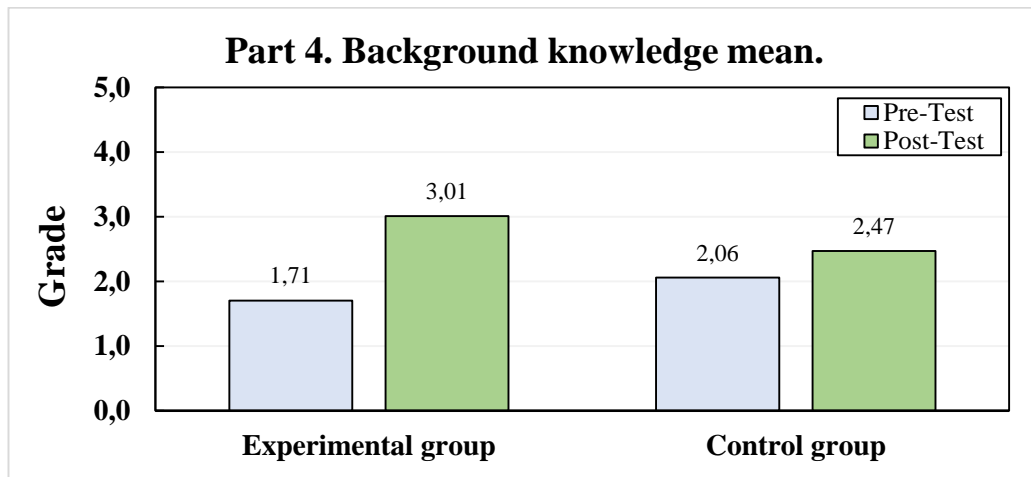
Source: Heredia, Y. (2022)

Most of the students in the pre-test of the control and experimental groups presented difficulties in spelling, which was reflected in the omission of letters, syllables, and words. This fact prevents good reading comprehension at the elementary level. On the other hand, in the post-test, the students of the experimental group significantly improved their level of spelling proficiency, while the students of the control group continued to have difficulties in spelling.

Background knowledge criterion

In the case of the experimental group, in the background knowledge section, the mean on the pre-test was 1.70 ± 0.97 , while on the post-test it rose to 3.01 ± 0.49 . Meanwhile, in the case of the control group, the mean on the pre-test was 2.06 ± 0.81 , while on the post-test it rose to 2.47 ± 1.05 . In the experimental group the average background knowledge evaluation (3.01) improved in the post-test in a higher way than in the control group (2.47).

Graph 4: Background knowledge mean in the pre-test and post-test by groups.

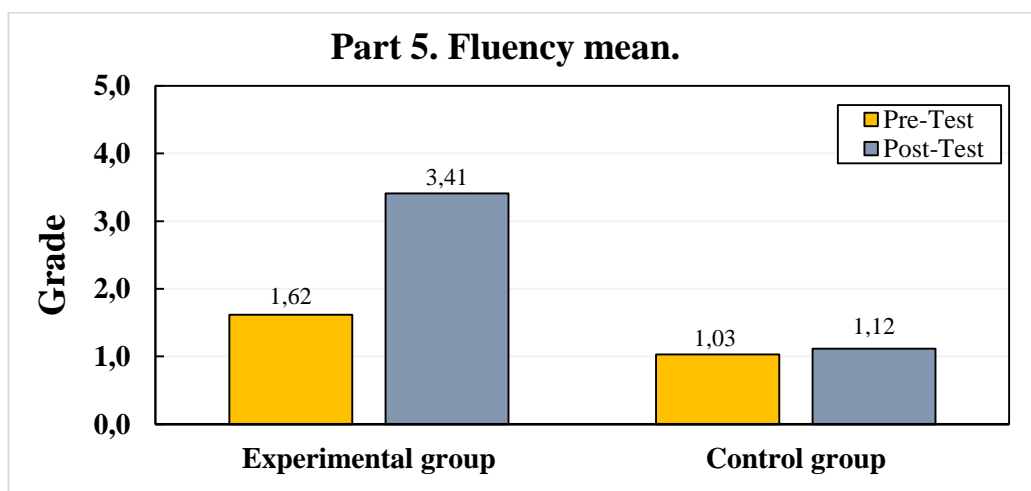


Source: Heredia, Y. (2022)

Similar to the case of the other dimensions analyzed, the previous knowledge of the English language of most of the students in the control and experimental groups was deficient, so they did not demonstrate reading comprehension skills. However, after the application of teaching strategies based on mobile-assisted language learning, the students of the experimental group reinforced their knowledge of the language.

Fluency criterion

Graph 5: Fluency mean in the pre-test and post-test by groups.



Source: Heredia, Y. (2022)

In the case of the experimental group, in fluency the mean on the pre-test was 1.62 ± 0.55 , while on the post-test it reached 3.41 ± 0.61 . Meanwhile, in the case of the

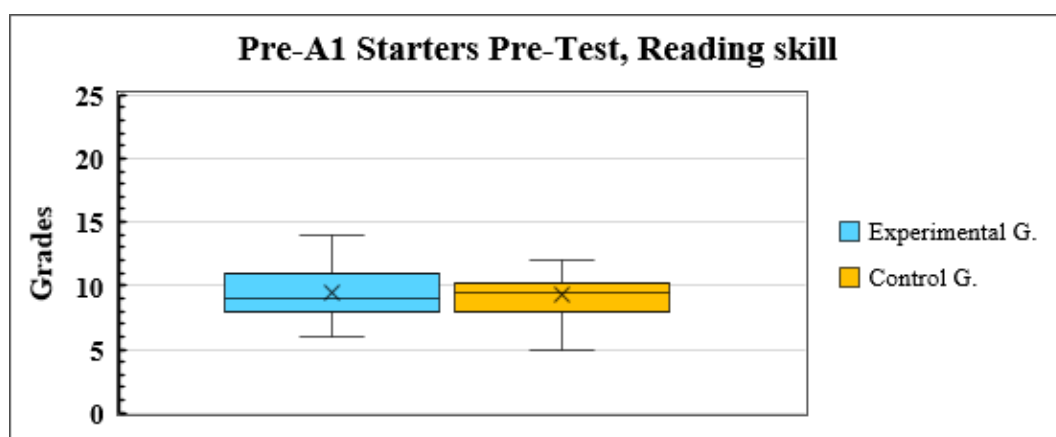
control group, the mean on the pre-test was 1.03 ± 0.17 , while on the post-test it reached 1.12 ± 0.33 . In the experimental group the average fluency evaluation (3.41) improved in the post-test in a higher way than in the control group (1.12). In this case, the mean fluency section was very low in the pre-test tests of both groups and even in the post-test of the control group. Only in the post-test of the experimental group were acceptable results obtained which reflects that the proposal was effective.

The students of both groups of the sample in the pre-test showed great difficulty in reading words, phrases, and sentences accurately and at a uniform speed; this situation prevented them from having good reading comprehension at an elementary level. Meanwhile, in the post-test, the students of the experimental group improved their fluency ostensibly, so that they were able to read at an acceptable level, thanks to the application of mobile-assisted language learning; on the contrary, no improvement in reading fluency was observed in the control group.

General Reading skill

Below is a boxplot representing the maximum, minimum, quartiles, median, and mean grades obtained by students in the control and experimental groups on the Cambridge Pre-A1 Starters pre-test in the general reading skill section:

Graph 6: General Pre-A1 Starters pre-test, reading skill

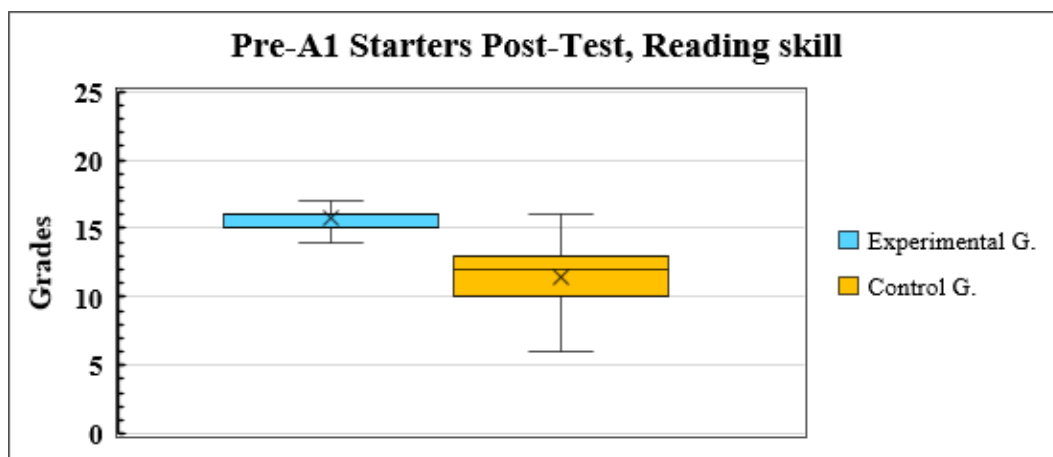


Source: Heredia, Y. (2022)

As shown in Graph 7, the scores of both groups (control and experimental) in the pre-test were low and similar, since on the mean they did not even reach the value of 10 points, given that the maximum possible score was 25 points. At the same

time, a boxplot representing the maximum, minimum, quartiles, median, and mean scores obtained by students in the control and experimental groups in the Cambridge Pre-A1 Starters post-test in the general Reading Skill section:

Graph 7: General Pre-A1 Starters post-test, reading skill.



Source: Heredia, Y. (2022)

As shown in Graph 7, the experimental group's grades on the post-test were higher than those of the control group. There was an increase in the grades obtained in the post-test concerning those of the pre-test, especially in the experimental group, whose mean increased by more than 15 points.

The reading comprehension of students in the experimental group improved from the application of strategies based on Mobile-Assisted Language Learning. In this way, students were able to perform a basic reading of simple sentences concerning everyday activities.

Hypothesis verification

The statistical test of the research hypothesis was conducted to identify whether the differences between the results of the post-test and the pre-test were significant:

Null Hypothesis H_0 :

Mobile - Assisted Language Learning does not improve the Reading Skill of students at Belisario Quevedo School.

Alternative Hypothesis H_1 :

Mobile - Assisted Language Learning improves the Reading Skill of students at Belisario Quevedo School.

Variables

Independent variable: Mobile - Assisted Language Learning.

Dependent variable: Reading Skill.

According to the sample information, an experimental group of thirty-four and a control group of thirty-four students at the Belisario Quevedo School were selected.

In the Student's t-test distribution, the rejection region of the null hypothesis is located to the right of the t-value of the tables with $(n - 1)$ degrees of freedom. If the calculated Student t-value is in the null rejected region, it means that the alternative hypothesis (H_1) should be accepted. The value of the significance level is $\alpha = 0.05$ (5%) to verify the hypothesis. The formula to determine the degrees of freedom (df) is as follows:

$$df = n - 1$$

Control group:

$$df = 34 - 1 = 33$$

Experimental group:

$$df = 34 - 1 = 33$$

The student t-value in the control group is equal to 1.6924 according to the level of significance of 0.05 and the degrees of freedom of 33, while it is equal to 1.6924 in the experimental group with the degrees of freedom of 33.

The calculated t-values are summarized in the Table 4, also with the degrees of freedom and p-values.

As shown in Table 4, in the experimental group the scores obtained in the post-tests were significantly higher than the pre-test scores (p -value = 0.05) for all indicators of reading ability. While in the control group the post-test scores were also significantly higher, except in the spelling section where the p -value was 0.0516. Because of these results, it is established that the implementation of the proposal

through the application of the Mobile - Assisted Language Learning (experimental group) allowed students to improve their English language reading skills in a significant way than the use of the traditional teaching methodology (control group).

Table 4: Summary of paired sample statistics, Post-Test – Pre-Test.

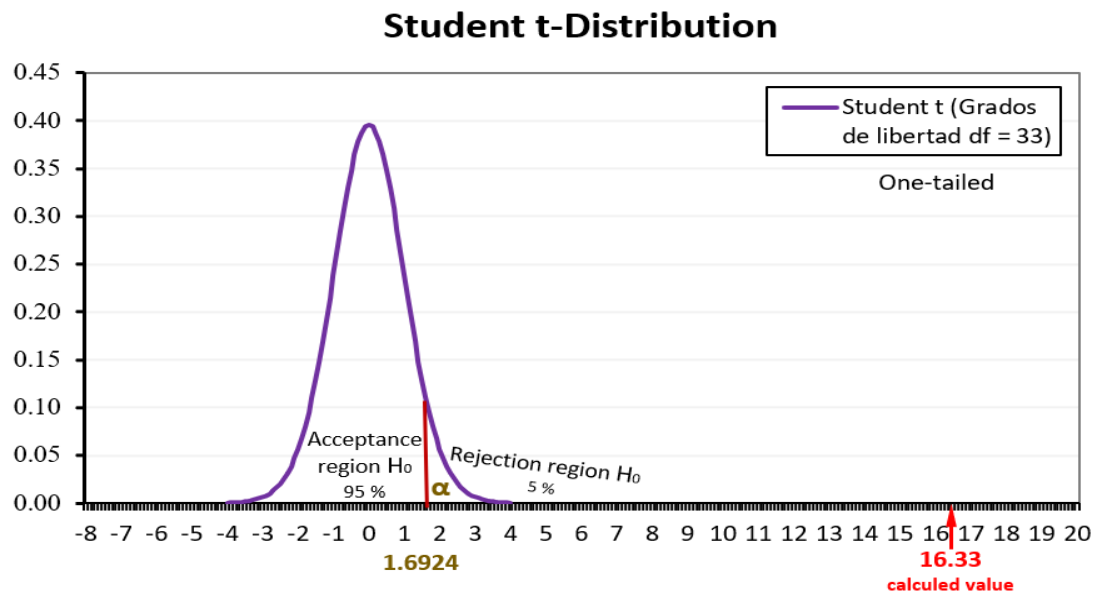
Group	Section	Tabulated t-value	Calculated t-value	df	Significance (unilateral)
Experimental	General Reading skill				
	Pre-A1 Starters*	1.6924	16.3304	33	0.0000***
	Part 1 Vocabulary 5	1.6924	7.1365	33	0.0000***
	Part 2 Reading Comprehension				
	Based on a Picture 5	1.6924	10.8691	33	0.0000***
	Part 3 Spelling 5	1.6924	3.2169	33	0.00145**
	Part 4 Background				
	Knowledge 5	1.6924	7.1242	33	0.0000***
Part 5 Fluency 5	1.6924	13.5886	33	0.0000***	
Control	General Reading skill				
	Pre-A1 Starters*	1.6924	6.4181	33	0.0000***
	Part 1 Vocabulary 5	1.6924	5.7896	33	0.0000***
	Part 2 Reading Comprehension				
	Based on a Picture 5	1.6924	4.8306	33	0.00002***
	Part 3 Spelling 5	1.6924	1.6759	33	0.05161
	Part 4 Background				
	Knowledge 5	1.6924	2.5957	33	0.006992**
Part 5 Fluency 5	1.6924	1.7871	33	0.04156*	

Significance codes: p-value 0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘ ’ 1.

Source: Heredia, Y. (2022)

The unilateral significance level for the experimental group p-value = 0.00 was lower than $\alpha = 0.05$ (5 %) with 33 degrees of freedom. The calculated Student t-value is 16.3304 which was higher than the critical t-value of 1.6924. Therefore, it was located in the null rejection region. It means the null hypothesis was rejected and the alternative one was accepted: “Mobile - Assisted Language Learning influences the reading skill of students at Belisario Quevedo School”. The student t-distribution curve for the decision rule is presented below:

Graph 8: Student t-distribution curve.



Source: Heredia, Y. (2022)

3.2 Discussion

The purpose of the research study was to determine the development of the reading skill by using mobile assisted language methods in the classroom. The questions asked to prove the information were the following to answer them.

The first question was what is the relationship between Mobile-Assisted Language learning and Reading Skill from students in the 7th basic year at Belisario Quevedo School? Regarding this context and duo to pandemic (COVID -19), situation that allows to include from educational purpose the technology and innovative method as (García & Nguyet 2022) argued that MALL plays a significant and growing role in the way in which education is imparted. Thus, previous studies place that method as a positive effect on student's performance to develop their reading skill. However, the outcomes of the pre-test from Cambridge Pre-A1 Starters applied to the experimental and control group were low. Therefore, the lower score from the control group was 9.26 and the higher was 12.00, but the results of the experimental group was the higher score 9,44 and the lower score 14.00, determining that the students had difficulties in the develop of the reading .

The second question was What Mobile Assisted Language learning strategies can be applied to enhance Reading Skill? For this purpose, according to (Khubyari &

Haddad, 2018) the use of MALL to improve reading skill was positive in expressing satisfaction and motivation through social networking that play an essential role in student's and teacher development the reading by the use of small devices like mobile phones due to the convenience and facilitated by the portability and accessibility of the mobiles in any place and at any time. In other words, in this study the use of the websites and devices offered students interactive materials, which generates a constructive effect and the MALL engaged and enhanced with their learning, also it fomented in learners more autonomy.

The third question was: What was the level of reading skill of students at Belisario Quevedo School? According to the statistics, data obtained based on the participants of both groups, control and experimental, were classified in five parts and established the differences between the final and the initial grades. Where after it was applied the pre-test on experimental and control group, the post-test was applied to the participants, the control group had a lower average of 11,51 that correspond 46%, it was not satisfactory percentage, while the experimental group got a score of 15,75 as a general average, and the maximum score was 17,00, it was considered as a positive impact for the academic purpose. (Li, 2022) pointed out that MALL applications for EFL and ESL reading comprehension are more effective than traditional methods.

Finally, the last question was How Does Mobile Assisted Language Learning work in reading Skill development? It was possible using some activities in each lesson plan with some stages as reading, pre-reading, during the reading and post-reading (Campos, 2022) stated that reading is a process involving word recognition, comprehension, and fluency; in other words, in reading lesson is relevant to consider dynamic activities for the learners to reach the goal, and finally the reading assessment to verify the skill development. Furthermore, for all drills students were using website live worksheets, wall world through WhatsApp to make an easy and fast communication to get a meaningful result.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- The determination of the theoretical foundations related to the use of the Mobile -Assisted Language Learning method, its benefits and impact to develop English reading skills was of great significance for the development of the proposal and its application in pursuit of the transformation of teaching learning process.
- The deficiencies in the development of the student's reading skills have been evidenced through the use of a pre-test and post-test, which are tools to evaluate the control and experimental group. It allowed the researcher to know the low level of reading skills of seventh-grade students that correspond to the A1.2 level at Belisario Quevedo school.
- The development of a handbook, which includes the teaching lesson plans based on the use of Mobile- Assisted Language Learning allowed students to improve their English language reading skills significantly using mobile devices and applications, thus, it was centered on the results obtained after the proposal application.

RECOMMENDATIONS

- It could be better for future researchers to continue analyzing and studying the effectiveness to improve different reading skills through the use of Mobile-Assisted Language Learning where educators should avoid to use traditional strategies and must promote learners' use of the innovative method in the classrooms.
- To diagnose the level of the different English skills of the students with diverse tools such as a pre-test to assess and know their shortcomings and strongholds. Hence, focus in the real academic necessities of the students, and solve these.
- It is recommended to investigate and apply different proposals and use technological tools that demonstrate the effectiveness of the use of MALL method in developing different skills in the foreign English language.

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APPENDICES

APPENDIX I. PROPOSAL.

THEME

Handbook of Lesson Plans based on Mobile-Assisted Language Learning to improve Reading Skill.

GENERAL OBJECTIVE

- To design a group of lesson plans which focus on MALL Approach to enhance English reading skill in 7th grade students at Belisario Quevedo School in Pujili-Cotopaxi province during the school year 2021-2022.

JUSTIFICATION

According to the observation study made by the researcher during the English language teaching-learning process, it has been determined in the classroom with students and teachers do not use their mobile and portable devices for educational purposes, which implies they waste time using those applications and tools in other inappropriate activities. Therefore, it leads teachers to apply traditional methods for English teaching as a foreign language, which does not contribute anything to their academic field and educational life.

This research project enlightens an extensive range of choices that could help to explore the adequate way to use mobile-assisted language learning to enhance the learners' learning reading skills. Besides, it can help to take advantage of the use of digital devices to acquire the target language. On the other hand, since there were the pandemic teachers and students realized the need to use technological methods, applications, and procedures to develop them in the educative process, as well as suggested activities to supplement them. As well, technology has become a remarkable change in the development of the teaching and learning process through innovative changes, this process includes teachers and learners for academic purposes.

The mobile-assisted language learning strategy enhances the development of reading skills, today it is considered the most suitable approach used by teachers and students in the classroom because e-learning and e-electronic learning are

developed in the new generation. Moreover, there are many applications and sites web that can help learners to construct knowledge in an easy and fast way. Taking into consideration all the above mentioned, this proposal uses the website live worksheets, wall word; the app. WhatsApp among others provides learners with knowledge and tools that help them to get the target language in a significant way.

PROPOSAL DEVELOPMENT

The MALL strategy is part of the constructivism and connectivism theories due to learners build knowledge and connect ideas with the use of digital technologies brought by people to create new challenges to improve the student's learning in the target language. In addition, the MALL approach deserves to be part of the academic process, as the best key to acquiring a new language.

PROPOSAL COMPONENTS

This proposal is constituted by the theoretical fundament, eight lesson plans and activities, which contribute to reaching the goal of the research. Besides, the lesson plans include mobile-assisted language learning strategies, which include pre-reading, while reading and post-reading.

The lesson plans based on Mobile Assisted Language Learning MALL are formed as follows:

Length. - It refers a period of time of an activity from beginning to end.

Topic. - It is a particular subject that is written, discussed or studied about.

Setting. - It implies to what the institution offers to students.

Learner Background information. – It refers to all requirements and students' information.

Lesson Context. - It refers to the previous class feedback.

Materials and Equipment. - It specifies to the students' materials will be used during the class.

Goal. - It refers to what the teacher needs that the students know and reach to the end of the class.

Objectives. - Those refer to what the students should know or able to do to the end of the class.

Time Activity, and Materials. - Those specify to the range of materials that all stage of the class involves.

Teacher and Student Behavior. - It focusses to the stimuli that create and respond teacher and students during all stages of the lesson class.

What This Activity Accomplishes. - It specifies what the students are able to do successful after the class.

Warm-up. - It refers a short activity or exercise given to the students at the beginning of the class.

Reading. - It refers to the skill or activity of getting information from written words.

Transition. - It refers to the process in which a period of time changes from one stage to another during the class.

Pre Reading. - It refers activities that help students think on what they know about a topic and predict what they will read.

During the Reading. - It refers strategies that make connections, students generate questions and teacher monitors the activities and clarify doubts.

Post Reading. - It refers activities help students understand texts further, by critically analyzing what they have read.

Warm up. - In this point teacher ask students develop the homework. then educator explains it.

WhatsApp. - It is an app. that allows teacher and students communicate and exchange materials in a fast way.

Live worksheets. It is a website that helps a lot when applying or sending activities for students in the distance learning environment or online classes.

Wall word. - It is an interactive tool that provides to the students a series of activities to improve reading skill.

Mobile Assisted Language Learning MALL Handbook to Improve Reading Skill.

A set of Activities based in Mobile-Assisted Language Learning (MALL) are applied.

Table 5: Mobile-Assisted Language Learning Handbook activities contents to improve Reading Skills.

LESSON	TOPIC	AIM SWBAT	TIME	MATERIALS	TEACHER'S ROLE	STUDENT'S ROLE
1	SAYING HELLO AND GOOD BYE	<ul style="list-style-type: none"> • To develop their awareness of ways saying hello and goodbye. • To use the verb to be to introduce themselves. • To read phrases to say hello and goodbye correctly. 	135'	<ul style="list-style-type: none"> • Mobile phone • Tablet • Laptop • Pen, paper • Internet connection 	Facilitator Guide	Student Centered
2	MY FAMILY	<ul style="list-style-type: none"> • To use vocabulary about family correctly in order to enhance reading skills. • To identify family vocabulary • To use family vocabulary in context • To develop reading and writing skills 	135'	<ul style="list-style-type: none"> • Mobile phone • Tablet • Laptop • Pen, paper • Internet connection 	Facilitator Guide	Student Centered
3	MY MOM IS A PILOT	<ul style="list-style-type: none"> • To read many familiar words and sentences and understand simple story about professions, in order to improve reading skills. • To talk about professions to improve their reading skill. • To use the to-be verb • To recognize different occupations. • To answer a variety of different questions about diverse people and occupations. 	135'	<ul style="list-style-type: none"> • Mobile phone • Tablet • Laptop • Pen, paper • Internet connection 	Facilitator Guide	Student Centered

LESSON	TOPIC	AIM SWBAT	TIME	MATERIALS	TEACHER'S ROLE	STUDENT'S ROLE
4	MY HOME	<ul style="list-style-type: none"> To identify and describe places of different rooms of their home. To say where the rooms are using prepositions of place. To demonstrate the correct use of prepositions of place in writing and practice reading. 	135'	<ul style="list-style-type: none"> Mobile phone Tablet Laptop Pen, paper Internet connection 	Facilitator Guide	Student Centered
5	MY CLASSMATES	<ul style="list-style-type: none"> To tell their fellow classmates something they learned about class. To introduce a New Classmate To give help to their classmates. To identify the new vocabulary in context. 	135'	<ul style="list-style-type: none"> Mobile phone Tablet Laptop Pen, paper Internet connection 	Facilitator Guide	Student Centered
6	DO YOU LIKE SOME PIZZA?	<ul style="list-style-type: none"> To talk about food preferences in order to improve reading skill. Identify different kinds of food. Learn some useful food expressions. Differentiate between countable and uncountable noun. 	135'	<ul style="list-style-type: none"> Mobile phone Tablet Laptop Pen, paper Internet connection 	Facilitator Guide	Student Centered
7	I CAN PLAY THE PIANO	<ul style="list-style-type: none"> To talk about abilities and identify them in reading. Identify different kinds of abilities Learn vocabulary. Use the modal verb can correctly 	135'	<ul style="list-style-type: none"> Mobile phone Tablet Laptop Pen, paper Internet connection 	Facilitator Guide	Student Centered

LESSON	TOPIC	AIM SWBAT	TIME	MATERIALS	TEACHER'S ROLE	STUDENT'S ROLE
8	WHAT ARE YOU DOING?	<ul style="list-style-type: none"> • To recognize the use of present continuous tense in a short reading. • Identify present continuous • Learn vocabulary • Use present continuous correctly 	135'	<ul style="list-style-type: none"> • Mobile phone • Tablet • Laptop • Pen, paper • Internet connection 	Facilitator Guide	Student Centered

Source: Heredia, Y. (2022)

PROPOSAL EXPLANATION

This proposal includes a set of eight lesson plans, with their activities that help to the research to get the objective.

Mobile Assisted Language Learning Method Lesson Plan 1

Saying Hello and Good Bye: The MALL method and the strategies have been displayed in each lesson, in order to reach the main goal to improve the reading skill using the Mobile Assisted Language Learning. Since all the activities carried out in the lesson plan, teacher and students have access to mobile devices and internet connection. Furthermore, students are asked to participate in all events actively, showing interest and relevant contribution, while learners are using those mobile devices to perform the activities. Therefore, students and teachers have access to the technology, where they can find all kinds of intensive and extensive readings that help them to generate their own knowledge and develop cooperative activities in order to understand the main idea and develop the reading a successful goal.

Mobile Assisted Language Learning Method Lesson Plan 2

My Family: The MALL method and the strategies have been displayed in each lesson, in order to reach the main goal to improve the reading skill using the Mobile Assisted Language Learning. Since all the activities carried out in the lesson plan, teacher and students have access to mobile devices and internet connection. Furthermore, students are asked to participate in all events actively, showing interest and relevant contribution, while learners are using those mobile devices to perform the activities. Therefore, students and teachers have access to the technology, where they can find all kinds of intensive and extensive readings that help them to generate their own knowledge and develop cooperative activities in order to understand the main idea and develop the reading a successful goal.

Mobile Assisted Language Learning Method Lesson Plan 3

My Mom is a Pilot: The MALL method and the strategies have been displayed in each lesson, conducive to reach the main goal to improve the reading skill using the Mobile Assisted Language Learning. Since all the activities carried out in the lesson

plan, teacher and students have access to mobile devices and internet connection. Furthermore, students are asked to participate in all events actively, showing interest and relevant contribution, while learners are using those mobile devices to perform the activities. Therefore, students and teachers have access to the technology, where they can find all kinds of intensive and extensive readings that help them to generate their own knowledge and develop cooperative activities in order to understand the main idea and develop the reading a successful goal.

Mobile Assisted Language Learning Method Lesson Plan 4

My Home: The MALL method and the strategies have been displayed in each lesson, in order to reach the main goal to improve the reading skill using the Mobile Assisted Language Learning. Since all the activities carried out in the lesson plan, teacher and students have access to mobile devices and internet connection. Furthermore, students are asked to participate in all events actively, showing interest and relevant contribution, while learners are using those mobile devices to perform the activities. Therefore, students and teachers have access to the technology, where they can find all kinds of intensive and extensive readings that help them to generate their own knowledge and develop cooperative activities in order to understand the main idea and develop the reading a successful goal.

Mobile Assisted Language Learning Method Lesson Plan 5

My Classmates: The MALL method and the strategies have been displayed in each lesson, in order to reach the main goal to improve the reading skill using the Mobile Assisted Language Learning. Since all the activities carried out in the lesson plan, teacher and students have access to mobile devices and internet connection. Furthermore, students are asked to participate in all events actively, showing interest and relevant contribution, while learners are using those mobile devices to perform the activities. Therefore, students and teachers have access to the technology, where they can find all kinds of intensive and extensive readings that help them to generate their own knowledge and develop cooperative activities in order to understand the main idea and develop the reading a successful goal.

Mobile Assisted Language Learning Method Lesson Plan 6

Do You Like Some Pizza? The MALL method and the strategies have been displayed in each lesson, in order to reach the main goal to improve the reading skill using the Mobile Assisted Language Learning. Since all the activities carried out in the lesson plan, teacher and students have access to mobile devices and internet connection. Furthermore, students are asked to participate in all events actively, showing interest and relevant contribution, while learners are using those mobile devices to perform the activities. Therefore, students and teachers have access to the technology, where they can find all kinds of intensive and extensive readings that help them to generate their own knowledge and develop cooperative activities in order to understand the main idea and develop the reading a successful goal.

Mobile Assisted Language Learning Method Lesson Plan 7

I Can Play the Piano: The MALL method and the strategies have been displayed in each lesson, in order to reach the main goal to improve the reading skill using the Mobile Assisted Language Learning. Since all the activities carried out in the lesson plan, teacher and students have access to mobile devices and internet connection. Furthermore, students are asked to participate in all events actively, showing interest and relevant contribution, while learners are using those mobile devices to perform the activities. Therefore, students and teachers have access to the technology, where they can find all kinds of intensive and extensive readings that help them to generate their own knowledge and develop cooperative activities in order to understand the main idea and develop the reading a successful goal.

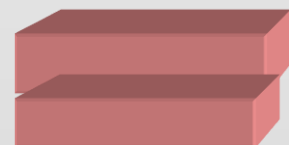
Mobile Assisted Language Learning Method Lesson Plan 8

What Are You Doing? The MALL method and the strategies have been displayed in each lesson, in order to reach the main goal to improve the reading skill using the Mobile Assisted Language Learning. Since all the activities carried out in the lesson plan, teacher and students have access to mobile devices and internet connection. Furthermore, students are asked to participate in all events actively, showing interest and relevant contribution, while learners are using those mobile devices to perform the activities. Therefore, students and teachers have access to the

technology, where they can find all kinds of intensive and extensive readings that help them to generate their own knowledge and develop cooperative activities in order to understand the main idea and develop the reading a successful goal.

HANDBOOK OF LESSON PLANS BASED ON MOBILE - ASSISTED LANGUAGE LEARNING (MALL) AND READING SKILL

2022



Yolanda Heredia

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MALL LESSON PLAN N^o 1

ENHANCING READING SKILL

ENGLISH CLASSES

Length

135 MIN

Topic

Saying hello and good bye

Setting

The English Language Department at Unidad Educativa Belisario Quevedo offers 3 hours of English classes to students a week; however, it could not be enough time for students to develop reading skills successfully. The schedule is from Monday to Friday.

Learner Background information:

- They come from urban and rural areas.
- All of them are from neighborhoods and different socio-economic environments.
- Learners are aged from 10 to 11.
- Learners' first language is Spanish.
- Learners have low literacy in the four English skills

Lesson Context:

Students were asked to have a cellphone or any mobile device for the class since mobile devices will take part from the material to be used for the English Classes. Students are provided with apps and resources through this media. For this, the teacher has already ensured that their classes have an internet connection and own any of the following gadgets. (Laptop, cellphone, tablet)

Materials and Equipment:

- Mobile pone
- Tablet
- Laptop
- Pen, paper
- Internet connection


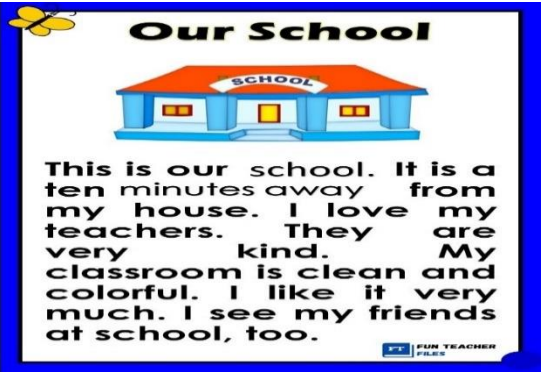
Goal:


To develop their awareness of ways saying hello and goodbye.


Objectives:

By the end of the lesson, SWBAT (STUDENTS WILL BE ABLE TO):

- To use the verb to be to introduce themselves.
- To read phrases to say hello and goodbye correctly.

Time Activity, and Materials	Teacher And Student Activities	Accomplishments
5 min Warm-up	<ul style="list-style-type: none"> • Take learners' attendance. • Draw learners' attention to the new topic. • Teacher presents with a projector a tongue twister  <p style="text-align: center;">Tongue Twister I scream, you scream, we all scream for icecream!</p>	<ul style="list-style-type: none"> • Gets learners' attention in the use of technology in classes. • Activates learners' previous knowledge.
5 min Reading	<ul style="list-style-type: none"> • Teacher asks students to listen and read the tongue twister. • Teacher asks learners to participate reading the tongue twister, in order to improve reading skill. 	<ul style="list-style-type: none"> • Motivates learners to get interested in reading through the use of mobile devices.
Transition	Ask learners to open the reading in their MD (MOBILE DEVICES).	
25 min Reading Overhead projector Mobile phones Internet connection	<ul style="list-style-type: none"> • Teacher displays a short reading on her computer • Students look at the picture and familiarizes with the image.  <p style="text-align: center;">Our School</p> <p style="text-align: center;">This is our school. It is a ten minutes away from my house. I love my teachers. They are very kind. My classroom is clean and colorful. I like it very much. I see my friends at school, too.</p> <ul style="list-style-type: none"> • Teacher explains to read silently and identify the verbs. • Students recognize the verbs in the text. • Teacher sends the picture to the students. 	<ul style="list-style-type: none"> • Familiarizes Learners with the use of the new learning tool.

	<ul style="list-style-type: none"> • Students read a short text in their own cellphones. • Teacher monitors the activity. 	
Transition	Time for students to read on their own	
35 min Pre Reading Overhead projector Internet connection Mobile phones Pen Pencil Paper	<ul style="list-style-type: none"> • Teacher shows students the greetings displayed on the board. • Students are asked to read the greetings displayed on the board.  <ul style="list-style-type: none"> • Teacher asks students to pronounce the previous activity. • Students practice on their own by reading and completing the activity. <p>https://es.liveworksheets.com/vg1068752uj</p> <ul style="list-style-type: none"> • Students are asked to read one by one aloud the words. • Teacher tells learners do the activity. • Students use greetings to complete a short conversation and then they read aloud in pairs. <p>https://es.liveworksheets.com/ux1196069ja</p>	<ul style="list-style-type: none"> • Allowing learners to spend time manipulating the mobile phones and the app in order to develop future activities faster.
Transition	Monitor the activity so the educator ensures that the learners have developed the activity successfully.	
30 min During the Reading Internet connection Mobile phones Pen Pencil Paper	<ul style="list-style-type: none"> • Teacher presents vocabulary on the board. • Students familiarize with new information. • Teacher encourages learners to pronounce the words correctly. <p>Hello guys What's your name? Spell your name I am great Nice to me you See you Good bye</p>	<ul style="list-style-type: none"> • Assure that all learners have understood the activity.

	<ul style="list-style-type: none"> • Learners try to pronounce correctly the new vocabulary. • Teacher shows a song on the board. <div data-bbox="480 376 1114 757" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Hello Song</p> <p>Hello. Hello. What's your name? (x2) My name is _____. My name is _____. Nice to meet you.</p> <p>Hello. Hello. What's your name? (x2) My name is _____. My name is _____. Nice to meet you.</p> <p style="text-align: right;">Hello. Hello. What's your name? (x2) My name is _____. My name is _____. Nice to meet you.</p> <p style="text-align: center;">Let's be friends!</p>  </div> <ul style="list-style-type: none"> • Students listen carefully in order to try to complete in the gaps. 	
Transition	Tell learners that they have to be ready to use MD with the app for the next task.	
25 min Post Reading Internet connection Mobile phones, laptops.	<ul style="list-style-type: none"> • Teacher asks students to listen again and fill in the gaps. https://es.liveworksheets.com/ka754137fa • Students to listen carefully and complete with the correct words. • Teacher asks learners verify the answers. • Learners read the phrases and practice the reading skill. • Teacher and students take a photo and send the evidence. • Learners send a photo to the WhatsApp group. • vocabulary learned, then they read aloud to develop the reading. 	<ul style="list-style-type: none"> • Make learners notice errors and reinforce knowledge.
10 min Warm up	<ul style="list-style-type: none"> • Explain to students what do they have as homework and check to understand. Send the homework link by WhatsApp: https://es.liveworksheets.com/ns50033xj 	



MALL LESSON PLAN Nº 2

ENHANCING READING SKILL

ENGLISH CLASSES

Length

135 MIN

Topic

MY FAMILY

Setting

The English Language Department at Unidad Educativa Belisario Quevedo offers 3 hours of English classes to students during a week; however, it could not be enough time for students to develop reading skills successfully. The schedule is from Monday to Friday.

Learner Background information:

- Most of them come from urban and rural areas.
- All of them are from neighborhoods and different socio-economic environments.
- Learners are aged from 10 to 11.
- Learners' first language is Spanish.
- Learners have low literateness in the four English skills

Lesson Context:

Students were asked to have a cellphone or any mobile device for the class since mobile devices will take part from the material to be used for the English Classes. Students are provided with apps and resources through this media. For this, the teacher has already ensured that their classes have an internet connection and own any of the following gadgets. (Laptop, cellphone, tablet)

Materials and Equipment:

- Mobile phone
- Tablet
- Laptop
- Pen, paper
- Internet connection

Goal:

To use vocabulary about family correctly in order to enhance reading skills.

Objectives:



By the end of the lesson, SWBAT (STUDENTS WILL BE ABLE TO):


To identify family vocabulary


To use family vocabulary in context

To develop reading and writing skills

Time, Activity, and	Teacher And Student Activities	Accomplishments
----------------------------	---------------------------------------	------------------------

Materials		
5 min Warm-up	<ul style="list-style-type: none"> Teacher presents a tongue twister on the board. Take learners' attendance. 	- Gets learners' attention in the use of technology in classes.
5 min Reading	<ul style="list-style-type: none"> Teacher sends the link to the students' device. https://www.youtube.com/watch?v=m2IbG1Hqbc Teacher asks learners listen and read again on their own device Students analyze and read the tongue twister slowly, fast and quickly. 	- Motivates learners to get interested in reading through the use of mobile devices. - Activates learners' previous knowledge.
25 min Reading	<ul style="list-style-type: none"> Teacher presents a picture of a family and explains What a family is?  <ul style="list-style-type: none"> Students analyze the picture and they do some questions. Teacher talks about some family members. Learners discuss on the topic. Teacher shows students some random cards and send the link. 	-Encourage learners to get interested in reading through the use of mobile devices.

<p>25 min Reading</p>	<ul style="list-style-type: none"> • "Who is this?" • father, mother, brother, sister baby, grandfather, grandmother <p>https://wordwall.net/resource/15985465/esol/start-up-family-members</p> <ul style="list-style-type: none"> • Students open the link and familiarize the activity. • Teacher asks students make the first activity, when finish they have to send a photo to the WhatsApp group. • Students develop the activity and send a link to the WhatsApp group. 	<p>-Encourage learners to get interested in reading through the use of mobile devices.</p>
<p>Transition</p>	<p>Ask learners to open the reading in their MD (MOBILE DEVICES).</p>	
<p>35 min Pre reading Overhead projector Mobile phones Internet connection</p>	<ul style="list-style-type: none"> • The teacher displays a reading that she has on her computer. • Students look at the photo and listen and read the text. <div style="text-align: center;"> <h2 style="margin: 0;">THIS IS MY FAMILY</h2> <p style="margin: 5px 0;">• Listen and read about Peter's family.</p>  <div style="border: 1px dashed black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>This is my family. My father John is 45 years old. He is a teacher. Sara is 35 years old. She is a nurse. Gustavo is my grandpa. He is a doctor. Ursula is my grandma. She is sixty years old. She is very nice. Tommy is my baby brother. He is 1 year old. He is always happy. Rebecca is my sister. She is six years old. She is very relaxed. I am Peter. I'm ten and I love my family.</p> </div> </div> <ul style="list-style-type: none"> • Teacher send the link to the WhatsApp group and tell them identify to-verb. <p style="text-align: center;">https://es.liveworksheets.com/mt1825512ah</p> <ul style="list-style-type: none"> • Students listen again and identify the to-be verb. • Teacher mentions listen once more and recognize the family member's names. • Students read and develop reading skill. 	<p>- Familiarizes learners with the use of the new learning tool.</p>
<p>Transition</p>	<p>Monitor the activity so the educator ensures that the learners have developed the activity successfully.</p>	
<p>30 min During the reading</p>	<ul style="list-style-type: none"> • Teacher displays a picture about the previous knowledge on the board. 	

<p>30 min During the reading</p> <p>Internet connection Mobile phones Pen Pencil Paper</p>	 <ul style="list-style-type: none"> • Learners try to pronounce the new words in a correct way. • The teacher corrects some pronunciation mistakes if it is needed. • Students read the text about Peter's Family to improve stress, intonation and fluency. • Teacher asks students practice the reading one by one. • Students put in practice the instruction and read the text. <p>https://es.liveworksheets.com/mt1825512ah</p>	<p>-Assure that all learners have understood the activity.</p>
<p>Transition</p>	<p>Tell learners that they have to be ready to use MD with the app for the next activity.</p>	
<p>25 min Post Reading</p> <p>Internet connection Mobile phones, laptops.</p>	<ul style="list-style-type: none"> • Teacher tells learners read again the text and identify numbers. • Students read one more and recognize numbers in the reading. <p>Choose the correct answer about the text.</p> <ol style="list-style-type: none"> 1) John is Peter's FATHER GRANDPA BROTHER. 2) John is 50 40 60 years old. 3) John is a TEACHER DOCTOR DENTIST. 4) Sara is a DOCTOR TEACHER NURSE. 5) Sara is Peter's GRANDMA MOTHER SISTER. 6) Ursula is Peter's SISTER GRANDMA MOTHER. 7) Ursula is very HAPPY SAD NICE. 8) Ursula is 61 62 63 years old. 9) Tommy is Peter's BROTHER FATHER COUSIN. <ul style="list-style-type: none"> • Teacher asks students make the last activity. <p>https://es.liveworksheets.com/mt1825512ah</p> <ul style="list-style-type: none"> • Students read and analyze the activity and develop it. • Teacher asks students take a photo and send the result of the WhatsApp group. • Students develop the activity and send a photo to the WhatsApp group. 	<p>-Make learners notice errors and reinforce knowledge.</p>
<p>Transition</p>	<p>Tell learners that they have to be ready to use MD with the app for the next class.</p>	
<p>10 min Warm up</p>	<ul style="list-style-type: none"> • Explain to students what do they have as homework and check to understand. <p>Send the homework link by WhatsApp: https://wordwall.net/es/resource/3925746/family-members-and-friends</p>	



MALL LESSON PLAN Nº 3

ENHANCING READING SKILL
ENGLISH CLASSES

Length

135 MIN

Topic

MY MOM IS A PILOT

Setting

The English Language Department at Unidad Educativa Belisario Quevedo offers 3 hours of English classes to students during a week; however, it could not be enough time for students to develop reading skills successfully. The schedule is from Monday to Friday.

Learner Background information:

- They come from urban and rural areas.
- All of them are from neighborhoods and different socio-economic environments.
- Learners are aged from 10 to 11.
- Learners' first language is Spanish.
- Learners have low literacy in the four English skills

Lesson Context:

Students were asked to have a cellphone or any mobile device for the class since mobile devices will take part from the material to be used for the English Classes. Students are provided with apps and resources through this media. For this, the teacher has already ensured that their classes have an internet connection and own any of the following gadgets. (Laptop, cellphone, tablet)

Materials and Equipment:

- Mobile phone
- Tablet
- Laptop
- Pen, paper
- Internet connection


Goal:

To read many familiar words and sentences and understand simple story about professions, in order to improve reading skills.


Objectives:

By the end of the lesson, SWBAT (STUDENTS WILL BE ABLE TO):

- To talk about professions to improve their reading skill.
- To use the to-be verb
- To recognize different occupations.
- To answer a variety of different questions about diverse people and occupations

Time Activity, and Materials	Teacher And Student Activities	Accomplishments
5 min Warm-up	<ul style="list-style-type: none"> • Take learners' attendance. • Draw learners' attention to the new topic. • Teacher presents a song What do want to be? What do want to be? 'What is my job?' 	<ul style="list-style-type: none"> • Gets learners' attention in the use of technology in classes. • Activates learners' previous knowledge.
5 min Reading	<ul style="list-style-type: none"> • Teacher shows students the lyrics of the song and ask them to read. • Teacher sends students the lyrics of the song by WhatsApp https://www.youtube.com/watch?v=eejZ4UvMqoc • Discuss the lyrics of the song 	<ul style="list-style-type: none"> • Motivates learners to get interested in reading through the use of mobile devices.
Transition	Ask learners to open the reading in their MD (MOBILE DEVICES).	
25 min Reading Overhead projector Mobile phones Internet connection	<ul style="list-style-type: none"> • Teacher displays vocabulary on her computer  <ul style="list-style-type: none"> • Teacher explains that they have to read silently and understand the words about occupations. • Checking understanding. • Teacher sends the reading link to students. https://es.liveworksheets.com/tm1468416vm • Students read the words in the box and match with the picture. • Teacher monitors the activity. 	<ul style="list-style-type: none"> • Familiarizes Learners with the use of the new learning tool.
Transition	Time for students to read on their own	

<p>35 min Pre Reading Overhead projector Internet connection Mobile phones Pen Pencil Paper</p>	<ul style="list-style-type: none"> • Teacher displays the reading on the board. • Students are asked to read the phrases displayed on the board. <div data-bbox="475 353 1078 779" data-label="Image"> </div> <ul style="list-style-type: none"> • Teacher asks students to read and identify the verbs. • Students analyze carefully and practice the reading on their own devices. <p>https://es.liveworksheets.com/je1216941ld</p> <ul style="list-style-type: none"> • Teacher tells learners make the activity in word wall. • Students complete the activity where they drag and drop words into blank spaces within a text and then they read aloud in front of the class. • Teacher asks learners take a photo and send to the WhatsApp group. • Pupils send the photo to the WhatsApp group. <p>https://wordwall.net/play/4581/262/529</p>	<ul style="list-style-type: none"> • Allowing learners to spend time manipulating the mobile phones and the app in order to develop future activities faster.
<p>Transition</p>	<p>Monitor the activity so the educator ensures that the learners have developed the activity successfully.</p>	
<p>30 min During the Reading Internet connection Mobile phones Pen Pencil Paper</p>	<ul style="list-style-type: none"> • Teacher shows the next activity on the board. <div data-bbox="481 1572 1051 1904" data-label="Image"> </div> <ul style="list-style-type: none"> • Students pay attention to the information. 	<ul style="list-style-type: none"> • Assure that all learners have understood the activity.


	<ul style="list-style-type: none"> • Teacher encourages learners to pronounce the words correctly and identify the verbs again. • Students recognize the verbs and read the text. • Teacher asks learners make the activity in word wall. • Students do the activity and practice the reading. https://wordwall.net/play/4581/262/529 • Teacher asks learners take a photo and send to the WhatsApp group. • Pupils send the photo to the WhatsApp group. • Teacher corrects some pronunciation mistakes if it is need. 	
Transition	Tell learners that they have to be ready to use MD with the app for the next task.	
25 min Post Reading Internet connection Mobile phones, laptops.	<ul style="list-style-type: none"> • Teacher once more displays the next activity on the board and explains it.  <ul style="list-style-type: none"> • Students analyze and read carefully some questions and the answers. • Teacher asks learners to read in pairs questions and answers. • Students read aloud one by one to develop the reading. • Teacher tells students develop the activity. • Pupils make the task and send the photo to the WhatsApp group. https://wordwall.net/play/4525/312/239 	<ul style="list-style-type: none"> • Make learners notice errors and reinforce knowledge.
Transition	Tell learners that they have to be ready to use MD with the app for the next class.	
10 min Warm up	<ul style="list-style-type: none"> • Explain to students what they have as homework and check to understand. Send the homework link by WhatsApp: https://es.liveworksheets.com/at1284427ds 	

MALL LESSON PLAN No 4

ENHANCING READING SKILL

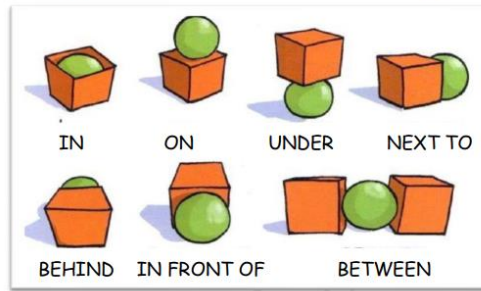
ENGLISH CLASSES

Length		
135 MIN		
Topic		
MY HOME		
Setting		
The English Language Department at Unidad Educativa Belisario Quevedo offers 3 hours of English classes to students during a week; however, it could not be enough time for students to develop reading skills successfully. The schedule is from Monday to Friday.		
Learner Background information:		
<ul style="list-style-type: none"> • They come from urban and rural areas. • All of them are from neighborhoods and different socio-economic environments. • Learners are aged from 10 to 11. • Learners' first language is Spanish. • Learners have low literacy in the four English skills 		
Lesson Context:		
Students were asked to have a cellphone or any mobile device for the class since mobile devices will take part in the material to be used for the English Classes. Students are provided with apps and resources through this media. For this, the teacher has already ensured that their classes have an internet connection and own any of the following gadgets. (Laptop, cellphone, tablet)		
Materials and Equipment:		
<ul style="list-style-type: none"> • Mobile phone • Tablet • Laptop • Pen, paper • Internet connection 		
Goal:		
To identify and describe places of different rooms of their home.		
Objectives:		
By the end of the lesson, SWBAT (STUDENTS WILL BE ABLE TO):		
<ul style="list-style-type: none"> • To say where the rooms are using prepositions of place. • To demonstrate the correct use of prepositions of place in writing and practice reading. 		
Time Activity,	Teacher And Student Activities	Accomplishments

and Materials		
5 min Warm-up	<ul style="list-style-type: none"> • Greet students Take learners' attendance. • Teacher presents a song: Brain break • Draw learners' attention to the song. 	<ul style="list-style-type: none"> • Gets learners' attention in the use of technology in classes. • Activates learners' previous knowledge.
5 min Reading	<ul style="list-style-type: none"> • Teacher shows students the lyrics of the song and ask them to listen, read and try to sing the song. • Teacher sends students the link of the song by WhatsApp https://www.youtube.com/watch?v=JoF_d5sgGgc • Read and sing the song everybody. 	<ul style="list-style-type: none"> • Motivates learners to get interested in reading through the use of mobile devices.
Transition Ask learners to open the reading in their MD (MOBILE DEVICES)		
25 min Reading Overhead projector Mobile phones Internet connection	<ul style="list-style-type: none"> • Teacher displays vocabulary on her computer  <p>"What room is this?" "Where in the house do you ...?" "Do you have a/an (sofa)?"</p> <ul style="list-style-type: none"> • Teacher explains that they have to read silently and understand vocabulary • Checking understanding. • Teacher sends the reading link to students. https://www.english-learn-online.com/vocabulary/house-parts/learn-house-parts-vocabulary-in-english/ • Students listen new words and read the parts of the house. • Teacher monitors the activity. 	<ul style="list-style-type: none"> • Familiarizes Learners with the use of the new learning tool.
Transition Time for students to read on their own		
35 min Pre Reading	<ul style="list-style-type: none"> • Teacher shows students prepositions of place, displayed on the board. 	Allowing learners to spend time manipulating the mobile phones and

Overhead projector
Internet connection
Mobile phones
Pen
Pencil
Paper







Prepositions of place



the app in order to develop future activities faster.

- Students are asked to read prepositions of place displayed on the board.
- Teacher asks students to pronounce the previous activity.
- Teacher asks students to practice on their own by reading and understand prepositions.
<https://es.liveworksheets.com/yl2748108sa>
- Students are asked to read about prepositions of place, in order to improve reading comprehension.
- Students analyze and develop the activity, about multiple choice, then they read aloud in front of the class.

1. Choose the right preposition

	<input type="radio"/> in <input type="radio"/> behind <input type="radio"/> under		<input type="radio"/> in <input type="radio"/> on <input type="radio"/> under
	<input type="radio"/> next to <input type="radio"/> behind <input type="radio"/> under		<input type="radio"/> next to <input type="radio"/> behind <input type="radio"/> in front of
	<input type="radio"/> on <input type="radio"/> behind <input type="radio"/> in		<input type="radio"/> in <input type="radio"/> behind <input type="radio"/> under

Giúp con bay xa - Kết nối thế giới!

LIVEWORKSHEETS

Transition Monitor the activity so the educator ensures that the learners have developed the activity successfully.

30 min
During
the
Reading
Internet connection
Mobile phones
Pen
Pencil
Paper

- Teacher motivates learners to listen and read the text about the house.

B) Listen to the audio and complete.

▶ ●

THE HOUSE

1. The house has two floors, a _____ and a yard. The first _____ has a living room, a _____, a kitchen, a laundry room and _____ to the second floor. The second floor has a _____, four bedrooms and a bathroom.

APARTMENT

2. The apartment building has a lobby and an _____. The apartment has a _____, a kitchen, a _____, a bathroom and a closet.

- Assure that all learners have understood the activity.
- Take time to fulfill the listening activity.

	<ul style="list-style-type: none"> • Students to listen carefully to understand the reading. • The teacher asks students to listen again the audio, identify the parts of the house and complete in the gaps. • Teacher and the learners verify the answers. <p>https://es.liveworksheets.com/ks24025vs</p> <ul style="list-style-type: none"> • Students take a photo and send to the WhatsApp group. 	
Transition	Tell learners that they have to be ready to use MD with the app for the next task.	
25 min Post Reading Internet connection Mobile phones, laptops.	<ul style="list-style-type: none"> • Teacher asks students listen the audio once more. • Students have to listen and try to complete in the gaps using new vocabulary. • Teacher asks students listen the audio again in order to complete in a correct way. • Learners have to listen and try to complete in the gaps using new vocabulary. • Teacher tells learners read aloud the text one by one to practice and improve reading skill. • Learners take a photo on their job and send to the WhatsApp group. <p>https://es.liveworksheets.com/ks24025vs</p> <ul style="list-style-type: none"> • Students send a photo to the WhatsApp group. 	<ul style="list-style-type: none"> • Make learners notice errors and reinforce knowledge.
Transition	Tell learners that they have to be ready to use MD with the app for the next class.	
10 min Warm up	<ul style="list-style-type: none"> • Explain to students what do they have as homework and check to understand. <p>Send the homework link by WhatsApp: https://es.liveworksheets.com/sd1744523pp</p>	

MALL LESSON PLAN Nº 5

ENHANCING READING SKILL

ENGLISH CLASSES

Length

135 MIN

Topic

MY CLASSMATES

Setting

The English Language Department at Unidad Educativa Belisario Quevedo offers 3 hours of English classes to students during a week; however, it could not be enough time for students to develop reading skills successfully. The schedule is from Monday to Friday.

Learner Background information:

- They come from urban and rural areas.
- All of them are from neighborhoods and different socio-economic environments.
- Learners are aged from 10 to 11.
- Learners' first language is Spanish.
- Learners have low literacy in the four English skills

Lesson Context:

Students were asked to have a cellphone or any mobile device for the class since mobile devices will take part from the material to be used for the English Classes. Students are provided with apps and resources through this media. For this, the teacher has already ensured that their classes have an internet connection and own any of the following gadgets. (Laptop, cellphone, tablet)

Materials and Equipment:

- Mobile phone
- Tablet
- Laptop
- Pen, paper
- Internet connection


Goal:

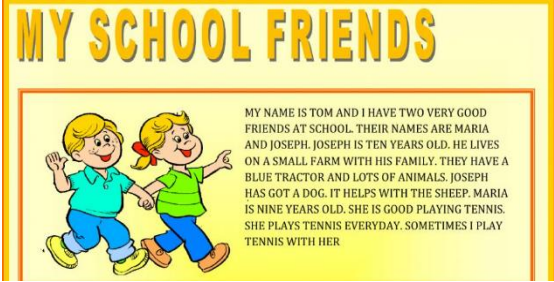
To tell their fellow classmates something they learned about class.

Objectives:

By the end of the lesson, SWBAT (STUDENTS WILL BE ABLE TO):

- To introduce a New Classmate
- To give help to their classmates.
- To identify the new vocabulary in context.

Time Activity, and Materials	Teacher And Student Activities	Accomplishments
5 min Warm-up	<ul style="list-style-type: none"> • Greet students Take learners' attendance. • Introduce to my classmates. • Teacher presents this phrase <div data-bbox="435 539 1166 1003" style="text-align: center;">  <p>"Good friends help you to find important things when you have lost them . . . your smile, your hope and your courage." —Doe Zantamata</p> </div> <ul style="list-style-type: none"> • Teacher shares students' phrase and ask them to read. • Discuss with students the phrase. 	<ul style="list-style-type: none"> • Gets learners' attention in the use of technology in classes. • Motivates learners to get interested in reading through the use of mobile devices
5 min Reading	<ul style="list-style-type: none"> • Teacher presents some previous questions on the board. • Students analyze and try to organize the questions. • Teacher and students check the questions and read aloud one by one. <p>https://wordwall.net/es/resource/4481421/questions-prepare-1</p>	<ul style="list-style-type: none"> • Activates learners' previous knowledge. • To center of attention the new content.
Transition Ask learners to open the reading in their MD (MOBILE DEVICES).		
25 min Reading Overhead projector Mobile phones Internet connection	<ul style="list-style-type: none"> • Teacher introduces structures • Grammar: Simple Present tense • verbs: be, like, live, start, • Vocabulary: Adjectives • Teacher presents vocabulary from this topic. 	<ul style="list-style-type: none"> • Familiarizes Learners with the use of the new learning tool.

	<p>1:27</p> <h2 style="text-align: center;">A person who wants to help other people is...</h2> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="background-color: #00a0e3; color: white; padding: 5px; border: 1px solid black;">A shy</div> <div style="background-color: #e31a1c; color: white; padding: 5px; border: 1px solid black;">B confident</div> <div style="background-color: #f4a460; color: white; padding: 5px; border: 1px solid black;">C patient</div> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="background-color: #008000; color: white; padding: 5px; border: 1px solid black;">D kind</div> <div style="background-color: #9900cc; color: white; padding: 5px; border: 1px solid black;">E selfish</div> <div style="background-color: #000080; color: white; padding: 5px; border: 1px solid black;">F clever</div> </div> <p style="text-align: center;">◀ 1 of 8 ▶</p> <ul style="list-style-type: none"> • Learners have to explore the next interactive reading. • Teacher shares the link to the task. https://wordwall.net/play/19808/491/982 • Students visualize the fragment from the text and do the activity. • Teacher monitors the activity. 	
Transition	Time for students to read on their own	
<p>35 min Pre Reading Overhead projector Internet connection Mobile phones Pen Pencil Paper</p>	<ul style="list-style-type: none"> • Teacher introduces the reading about my school friends. <div style="text-align: center; margin: 10px 0;">  <p style="font-size: small; margin: 0;">MY NAME IS TOM AND I HAVE TWO VERY GOOD FRIENDS AT SCHOOL. THEIR NAMES ARE MARIA AND JOSEPH. JOSEPH IS TEN YEARS OLD. HE LIVES ON A SMALL FARM WITH HIS FAMILY. THEY HAVE A BLUE TRACTOR AND LOTS OF ANIMALS. JOSEPH HAS GOT A DOG. IT HELPS WITH THE SHEEP. MARIA IS NINE YEARS OLD. SHE IS GOOD PLAYING TENNIS. SHE PLAYS TENNIS EVERYDAY. SOMETIMES I PLAY TENNIS WITH HER.</p> </div> <p style="text-align: center;">https://es.liveworksheets.com/kq1328859lx</p> <ul style="list-style-type: none"> • Students have to analyze the online material. • Teacher tells learners identify the adjectives, circle them and color the to –be. in order to understand the topic. • Students develop the activity carefully. • Teacher and students verify the answers. • Teacher asks students try to read the text on their own devices and understand the main idea of the reading. • Learners practice the reading, in order to enhance reading skill. 	<p>Allowing learners to spend time manipulating the mobile phones and the app in order to develop future activities faster.</p>
Transition	Monitor the activity so the educator ensures that the learners have developed the activity successfully.	

<p>30 min During the Reading Internet connection Mobile phones Pen Pencil Paper</p>	<ul style="list-style-type: none"> • Teacher encourages students read again. • Students read once more and try to pronounce the words correctly from the text. • Students have a gap-filling activity. • Teacher proposes to complete an interactive task from the digital tool. <div data-bbox="480 481 1158 819" data-label="Image"> </div> <ul style="list-style-type: none"> • Students analyze and develop the activity, then they read aloud one by one in front of the class. <p>https://es.liveworksheets.com/kq1328859lx</p>	<ul style="list-style-type: none"> • Assure that all learners have understood the activity. • Take time to fulfill the reading activity.
<p>Transition Tell learners that they have to be ready to use MD with the app for the next task.</p>		
<p>25 min Post Reading Internet connection Mobile phones, laptops.</p>	<ul style="list-style-type: none"> • Teacher explains the questions using in simple present tense. <div data-bbox="502 1128 1114 1453" data-label="Image"> </div> <ul style="list-style-type: none"> • Teacher asks students to develop the task. • Teacher tells learners take a photo on their job. • Students send a photo to the WhatsApp group. 	<ul style="list-style-type: none"> • Make learners notice errors and reinforce knowledge.
<p>Transition Tell learners that they have to be ready to use MD with the app for the next class.</p>		
<p>10 min Warm up</p>	<ul style="list-style-type: none"> • Explain to students what do they have as homework and check to understand. • Send the homework link by Classroom and WhatsApp. <p>https://es.liveworksheets.com/xi2831184ca</p>	

MALL LESSON PLAN Nº 6

ENHANCING READING SKILL
ENGLISH CLASSES

Length

135 MIN

Topic

DO YOU LIKE SOME PIZZA?

Setting

The English Language Department at Unidad Educativa Belisario Quevedo offers 3 hours of English classes to students during a week; however, it could not be enough time for students to develop reading skills successfully. The schedule is from Monday to Friday.

Learner Background information:

- They come from urban and rural areas.
- All of them are from neighborhoods and different socio-economic environments.
- Learners are aged from 10 to 11.
- Learners' first language is Spanish.
- Learners have low literacy in the four English skills

Lesson Context:

Students were asked to have a cellphone or any mobile device for the class since mobile devices will take part in the material to be used for the English Classes. Students are provided with apps and resources through this media. For this, the teacher has already ensured that their classes have an internet connection and own any of the following gadgets. (Laptop, cellphone, tablet)

Materials and Equipment:

- Mobile phone
- Tablet
- Laptop
- Pen, paper
- Internet connection

Goal:

To talk about food preferences in order to improve reading skill.

Objectives:

By the end of the lesson, SWBAT (STUDENTS WILL BE ABLE TO):

- Identify different kinds of food.
- Learn some useful food expressions.
- Differentiate between countable and uncountable noun.

Time Activity, and Materials	Teacher And Student Activities	What This Activity Accomplishments
------------------------------	--------------------------------	------------------------------------

<p>5 min Warm-up</p>	<ul style="list-style-type: none"> • Take learners' attendance. • Teacher greets students. • Draw learners' attention to the new topic. • Teacher asks students: What's your favorite food? • Do you like pizza? 	<ul style="list-style-type: none"> • Gets learners' attention in the use of technology in classes. • Activates learners' previous knowledge. 												
<p>5 min Reading</p>	<ul style="list-style-type: none"> • Teacher presents tongue twister on the board. <div data-bbox="568 613 1037 891" data-label="Image"> </div> <ul style="list-style-type: none"> • Students watch, listen and read tongue twister. • Teacher asks learners read loud one by one • Pupils try to read slowly, fast and quickly. 	<ul style="list-style-type: none"> • Motivates learners to get interested in reading through the use of mobile devices. 												
<p>Transition Ask learners to open the reading in their MD (MOBILE DEVICES).</p>														
<p>25 min Reading Overhead projector Mobile phones Internet connection</p>	<ul style="list-style-type: none"> • Teacher displays a picture on her computer. • Students look at the picture and read the information. <div data-bbox="596 1173 978 1207" data-label="Section-Header"> <p>Count and Noncount Nouns</p> </div> <table border="1" data-bbox="454 1211 1123 1599"> <thead> <tr> <th></th> <th>Explanations</th> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>Count Nouns</td> <td> <ul style="list-style-type: none"> • Count nouns have both singular and plural forms. • Singular count nouns can have a/an before them • Most plural count nouns have an -s/-es ending. </td> <td> an airplane bus one wolf radio hero a city a day </td> <td> airplanes busses three wolves radios heroes cities days </td> </tr> <tr> <td>Noncount Nouns</td> <td> <ul style="list-style-type: none"> • Noncount nouns are always singular. They have no plural form (no -s/-es endings). • Most noncount nouns name an item made up of smaller or different parts. • Some noncount nouns name abstract things such as ideas, feelings, and concepts. </td> <td> ice soccer history gold homework transportation happiness health education </td> <td style="background-color: #d9ead3;"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Teacher explains countable and uncountable nouns. • Students pay attention, have to read silently. • Teacher sends the reading link to learners https://es.liveworksheets.com/lm296606yg • Students read again in order to understand the topic. • Teacher asks learners complete the first activity. • Students individually do the 1st activity. 		Explanations	Singular	Plural	Count Nouns	<ul style="list-style-type: none"> • Count nouns have both singular and plural forms. • Singular count nouns can have a/an before them • Most plural count nouns have an -s/-es ending. 	an airplane bus one wolf radio hero a city a day	airplanes busses three wolves radios heroes cities days	Noncount Nouns	<ul style="list-style-type: none"> • Noncount nouns are always singular. They have no plural form (no -s/-es endings). • Most noncount nouns name an item made up of smaller or different parts. • Some noncount nouns name abstract things such as ideas, feelings, and concepts. 	ice soccer history gold homework transportation happiness health education		<ul style="list-style-type: none"> • Familiarizes Learners with the use of the new learning tool.
	Explanations	Singular	Plural											
Count Nouns	<ul style="list-style-type: none"> • Count nouns have both singular and plural forms. • Singular count nouns can have a/an before them • Most plural count nouns have an -s/-es ending. 	an airplane bus one wolf radio hero a city a day	airplanes busses three wolves radios heroes cities days											
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<p>Transition Time for students to read on their own</p>														

<p>35 min Pre Reading Overhead projector Internet connection Mobile phones Pen Pencil Paper</p>	<ul style="list-style-type: none"> • Teacher asks students to pronounce the previous activity. • Students read the food nouns. • Teacher shows next activity on the board. <p>2 PRACTICE Select the 11 singular count nouns in the paragraph below.</p> <p>What do professional athletes eat in a day? LeBron James is a basketball player. He tries to eat three meals and a lot of protein on game days. For breakfast, LeBron eats an omelette with salmon and pancakes with berries. For lunch, he eats pasta and vegetables. Before a game, he has a sandwich and apples with almond butter. After a game, he drinks a protein shake made from almond milk and some fruit. For dinner, he eats a salad.</p> <ul style="list-style-type: none"> • Students are asked to read one by one the knowledge. • Teacher asks pupils make the next activity. • Students use the previous knowledge and complete the second activity. <p>• https://es.liveworksheets.com/lm296606yg</p>	<p>Allowing learners to spend time manipulating the mobile phones and the app in order to develop future activities faster.</p>
<p>Transition Monitor the activity so the educator ensures that the learners have developed the activity successfully.</p>		
<p>30 min During the Reading Internet connection Mobile phones Pen Pencil Paper</p>	<ul style="list-style-type: none"> • Teacher presents the next activity. <p>3 PRACTICE Select the 13 plural nouns in the paragraph below.</p> <p>Tom Brady is a football player. His diet is a little different than LeBron James'. Right when he wakes up, he drinks a smoothie. His smoothie contains blueberries, bananas, nuts, and seeds. For lunch, he often eats some fish and lots of vegetables. He also eats some snacks throughout the day. His snacks include protein bars, fruit such as grapes, bananas, or apples, chips and guacamole, hummus, or raw vegetables.</p> <ul style="list-style-type: none"> • Students read and identify countable nouns. • Teacher asks learners make the task. • Pupils read and recognize countable nouns. <p>• https://es.liveworksheets.com/lm296606yg</p>	<ul style="list-style-type: none"> • Assure that all learners have understood the activity.
<p>Transition Tell learners that they have to be ready to use MD with the app for the next task.</p>		
<p>25 min Post Reading Internet connection Mobile phones, laptops.</p>	<ul style="list-style-type: none"> • Teacher shows the next activities using the previous knowledge. 	<ul style="list-style-type: none"> • Make learners notice errors and reinforce knowledge.

	<p>4 PRACTICE Select the 7 noncount nouns in the paragraph below.</p> <p>Roger Federer is one of the greatest tennis players of all time. He begins his day with waffles and syrup and some cereal. He washes that down with coffee and some juice. Two hours before every match, Federer eats pasta with tomato sauce. Bananas are his go-to snack. Sometimes he treats himself to some dessert. He likes a few scoops of ice cream or a chocolate bar.</p> <p>5 PRACTICE Select the correct singular, plural, or noncount noun.</p> <p>Waiter: Hello, I'll be your waiter. What can I get for you today?</p> <p>Ralph: Yes, I'll have an <input type="text"/>, please.</p> <p>Anna: And I'll have a <input type="text"/>.</p> <p>Waiter: And to eat?</p> <p>Ralph: I'll have the <input type="text"/> with <input type="text"/> and <input type="text"/>.</p> <ul style="list-style-type: none"> • Students read and analyze the text • Teacher asks learners complete the activities. • Students read carefully and fill the gaps. • Teacher says students take a photo and send to the group. • Students send a photo to the WhatsApp group. 	
Transition	Tell learners that they have to be ready to use MD with the app for the next class.	
10 min Warm up	<ul style="list-style-type: none"> • Explain to students what do they have as homework and check to understand. <p>Send the homework link by WhatsApp: https://es.liveworksheets.com/pd973670rb</p>	

MALL LESSON PLAN Nº 7

ENHANCING READING SKILL
ENGLISH CLASSES

Length

135 MIN

Topic

I CAN PLAY THE PIANO

Setting

The English Language Department at Unidad Educativa Belisario Quevedo offers 3 hours of English classes to students during a week; however, it could not be enough time for students to develop reading skills successfully. The schedule is from Monday to Friday.

Learner Background information:

- They come from urban and rural areas.
- All of them are from neighborhoods and different socio-economic environments.
- Learners are aged from 10 to 11.
- Learners' first language is Spanish.
- Learners have low literacy in the four English skills

Lesson Context:

Students were asked to have a cellphone or any mobile device for the class since mobile devices will take part in the material to be used for the English Classes. Students are provided with apps and resources through this media. For this, the teacher has already ensured that their classes have an internet connection and own any of the following gadgets. (Laptop, cellphone, tablet)

Materials and Equipment:

- Mobile phone
- Tablet
- Laptop
- Pen, paper
- Internet connection

Goal:



To talk about abilities and identify them in reading.

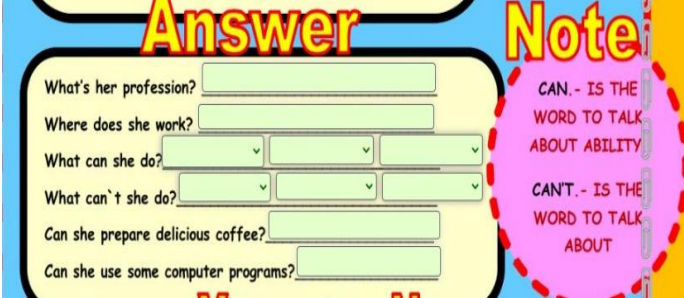
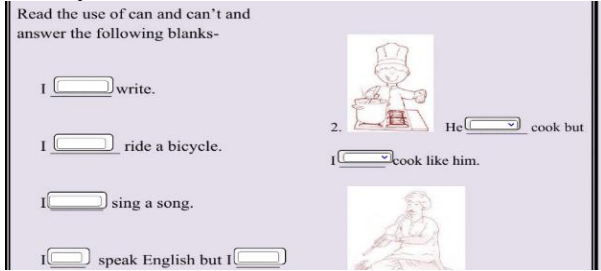
Objectives:

By the end of the lesson, SWBAT (STUDENTS WILL BE ABLE TO):

- Identify different kinds of abilities
- Learn vocabulary.
- Use the modal verb can correctly

Time Activity, and Materials	Teacher And Student Activities	Accomplishments
5 min Warm-up	<ul style="list-style-type: none"> • Take learners' attendance. • Teacher greets students. • Draw learners' attention to the new topic. • Teacher asks students: Can you play any musical instrument? • Can you dance? 	<ul style="list-style-type: none"> • Gets learners' attention in the use of technology in classes. • Activates learners' previous knowledge.
5 min Reading	<ul style="list-style-type: none"> • Teacher presents a picture on the board and encourage students analyze and read. <div data-bbox="523 904 1086 1323" data-label="Image"> <p>The image shows a grid of eight illustrations, each with a label below it. The labels are: fly, cook, sing, dance, swim, surf, skate, and rollerskate. The illustrations are: a superhero flying, a chef cooking, a woman singing into a microphone, a couple dancing, a person swimming, a person surfing, a person on a skateboard, and a person roller skating.</p> </div> <ul style="list-style-type: none"> • Teacher shares the picture by WhatsApp group. • Students read alone, after they speak aloud in front of their classmates. 	<ul style="list-style-type: none"> • Motivates learners to get interested in reading through the use of mobile devices.
Transition	Ask learners to open the reading vocabulary image in their MD (MOBILE DEVICES).	
25min Reading Overhead projector Mobile phones Internet connection	<ul style="list-style-type: none"> • Teacher displays a video on her computer. • Students look at the video, then they listen and read the words. <div data-bbox="485 1637 1102 1962" data-label="Image"> <p>The image shows a video player interface. At the top, it says 'Abilities/ Modal Auxiliary Verb Can - English Language'. Below that, the word 'ABILITIES' is written in large, blue, 3D-style letters. In the center of the video frame, there is a 3D illustration of a chef in a white uniform and hat, standing behind a stove with a pot on it.</p> </div>	<ul style="list-style-type: none"> • Familiarizes Learners with the use of the new learning tool.

	<ul style="list-style-type: none"> • Students are asked to read in silence and repeat in their minds the words. • Teacher asks one by one students to read aloud • Teacher sends the reading link to learners https://www.youtube.com/watch?v=YdKgtxBoofs • Students read the words from the video and practice the reading. • Teacher monitors the activity. • Teacher asks students to tell their opinions about the video. • Students are asked to include more words in the video. 	
Transition	Time for students to read on their own	
<p>35 min Pre Reading Overhead projector Internet connection Mobile phones Pen Pencil Paper</p>	<ul style="list-style-type: none"> • Teacher shows a picture and explains it. <div data-bbox="488 853 1067 1184" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>CAN / CAN'T</p> <ul style="list-style-type: none"> • Can is used to show ability  <p>They can dance He can't play the piano He can play football He can swim He can skate</p> </div> <ul style="list-style-type: none"> • Students pay attention and one by one reads the phrases. • Teacher presents an activity to develop students. <div data-bbox="467 1319 1121 1650" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center; font-size: 2em; font-weight: bold; color: red;">CAN OR CAN'T</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold; color: yellow;">Read</p> <p>Angie is an excellent secretary. She works at Pinterest Company. She can't prepare delicious coffee because she doesn't like it, but she can perfectly use computers and the internet. She can't use a fax. She can use some computer programs very well, but she can't use the excel program. Angie can speak English and Spanish very well. So, she can write e-mails or letters in both languages. She can answer the telephone and she can make appointments for her boss.</p>  </div> <ul style="list-style-type: none"> • Students have to read the first activity and identify the verbs. • Teacher asks students to read again the previous activity. • Learners practice on their own devices. 	<ul style="list-style-type: none"> • Allowing learners to spend time manipulating the mobile phones and the app in order to develop future activities faster.
Transition	Monitor the activity so the educator ensures that the learners have developed the activity successfully.	



<p>30 min During the Reading Internet connection Mobile phones Pen Pencil Paper</p>	<ul style="list-style-type: none"> Teacher asks learners to read the information in a deeper way in order to practice their reading skills. Students read again in order to make the next activity.  <ul style="list-style-type: none"> Teacher monitors the activity while students are working. Students answers questions using can and can't. Teacher says pupils take a photo of the activity. Learners send the task to the WhatsApp group. 	<ul style="list-style-type: none"> Assure that all learners have understood the activity.
<p>Transition Tell learners that they have to be ready to use MD with the app for the next task.</p>		
<p>25 min Post Reading Internet connection Mobile phones, laptops.</p>	<ul style="list-style-type: none"> Teacher shows information based on the topic. Students read and remember the previous knowledge. Teacher asks students to complete the last activity.  <ul style="list-style-type: none"> Students read carefully, and complete the exercise with the correct form of can / can't. Teacher asks students send a photo of the last activity. Learners send a photo to the WhatsApp group. https://es.liveworksheets.com/ml757587uk 	<ul style="list-style-type: none"> Make learners notice errors and reinforce knowledge.
<p>Transition Tell learners that they have to be ready to use MD with the app for the next class.</p>		
<p>10 min Warm up</p>	<ul style="list-style-type: none"> Explain to students what they have as homework and check to understand. <p>Send the homework link by WhatsApp: https://es.liveworksheets.com/kf107357yt</p>	



MALL LESSON PLAN N^o 8

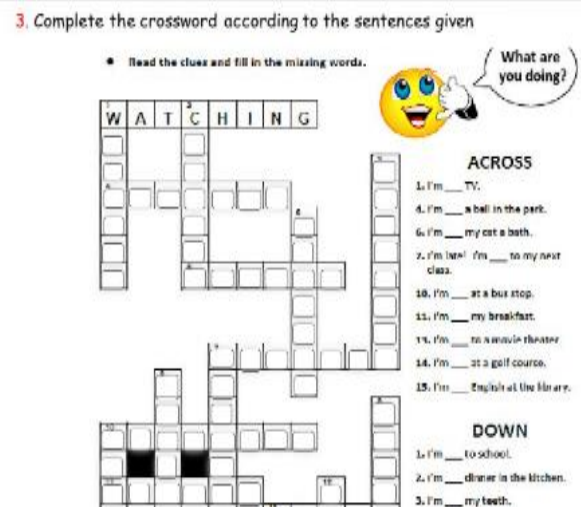
ENHANCING READING SKILL

ENGLISH CLASSES

Length		
135 MIN		
Topic		
WHAT ARE YOU DOING?		
setting		
The English Language Department at Unidad Educativa Belisario Quevedo offers 3 hours of English classes to students during a week; however, it could not be enough time for students to develop reading skills successfully. The schedule is from Monday to Friday.		
Learner Background information:		
<ul style="list-style-type: none"> • They come from urban and rural areas. • All of them are from neighborhoods and different socio-economic environments. • Learners are aged from 10 to 11. • Learners' first language is Spanish. • Learners have low literacy in the four English skills 		
Lesson Context:		
Students were asked to have a cellphone or any mobile device for the class since mobile devices will take part in the material to be used for the English Classes. Students are provided with apps and resources through this media. For this, the teacher has already ensured that their classes have an internet connection and own any of the following gadgets. (Laptop, cellphone, tablet)		
Materials and Equipment:		
<ul style="list-style-type: none"> • Mobile phone • Tablet • Laptop • Pen, paper • Internet connection 		
Goal:		
To recognize the use of present continuous tense in a short reading.		
Objectives:		
By the end of the lesson, SWBAT (STUDENTS WILL BE ABLE TO):		
<ul style="list-style-type: none"> • Identify present continuous. • Learn vocabulary. • Use present continuous correctly 		
Time Activity,	Teacher And Student Activities	Accomplishments

and Materials		
5 min Warm-up	<ul style="list-style-type: none"> • Take learners' attendance. • Draw learners' attention to the new topic. • Teacher presents video on the board. What is he, she, they doing?  <ul style="list-style-type: none"> • Students watch, listen and read the phases. • The teacher asks some students if they recognize verbs. • Students answer and give opinions. 	<ul style="list-style-type: none"> • Gets learners' attention in the use of technology in classes. • Activates learners' previous knowledge.
5 min Reading	<p>Teacher sends a link to the WhatsApp. https://www.youtube.com/watch?v=t-xmGYNgrJk</p> <ul style="list-style-type: none"> • Students listen again, read in a silence way. • Teacher names some students and ask what are they doing. • Students have the chance to answer phrases and it leads students to read it aloud and mime the actions. 	<ul style="list-style-type: none"> • Motivates learners to get interested in reading.
Transition	Ask learners to open the reading vocabulary image in their MD (MOBILE DEVICES).	
25min Reading Overhead projector Mobile phones Internet connection	<ul style="list-style-type: none"> • Teacher displays on the board a picture about present continuous and explains it. <p><i>The objective for this class is to learn about the use of the Present Progressive Tense in context.</i></p> <p style="text-align: center;">Grammar</p> <p>When do we use the Present Progressive?</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin-right: 20px; background-color: #fff9c4;"> <p>For situations happening now!</p> </div>  </div> <ul style="list-style-type: none"> • Students pay attention, read analyze the structure. • Teacher asks SS. read sentences. • Learners read one by one the examples in order to enhance reading skill. 	<ul style="list-style-type: none"> • Familiarizes Learners with the use of the new learning tool.

	<ul style="list-style-type: none"> Teacher shares the link via WhatsApp group. https://www.liveworksheets.com/bn2073077hq <p>Students in an individual way reads the sentences on their own devices.</p>	
Transition	Time for students to read on their own	
35 min Pre Reading Overhead projector Internet connection Mobile phones Pen Pencil Paper	<ul style="list-style-type: none"> Teacher tells read once more the previous content to clarify knowledge. Students read again the information in order to make the task. Teacher asks to develop the first activity. <p>What are they doing?</p>  <p>a. They are listening to music b. They are running c. They are playing basketball</p> <p>What is he doing?</p>  <p>a. He is swimming b. He is dancing c. He is jumping the rope</p> <ul style="list-style-type: none"> Pupils read and make the first task. Teacher asks learners check the correct answers. Learners review one by one in order to verify the responses. Teacher checks comprehension. Students participate actively with more examples. <p>https://www.liveworksheets.com/bn2073077hq</p>	<ul style="list-style-type: none"> Allowing learners to spend time manipulating the mobile phones and the app in order to develop future activities faster.
Transition	Monitor the activity so the educator ensures that the learners have developed the activity successfully.	
30 min During the reading Internet connection Mobile phones Pen Pencil Paper	<ul style="list-style-type: none"> Students write the sentences on a piece of paper. The teacher monitors the activity. Students ask aim to clarify duets. The teacher explains the students' errors. Students noticed errors and correct them. Teacher asks fill in the gaps the next activity <p>2. Fill in the blanks with the correct verb using the ING:</p> <p>a. Phillip is <input type="text"/> tonight. (Go out / be / cut)</p> <p>b. Tristan and Julie are <input type="text"/> to Japan. (Dance / go / travel)</p> <p>c. My dog is <input type="text"/> to other dogs. (Clean / Sing / Bark)</p> <p>d. I am <input type="text"/> with my Friends. (Eat / knit / close)</p> <p>e. My parents are <input type="text"/> now. (Open / Sleep / hit)</p>	<ul style="list-style-type: none"> Assure that all learners have understood the activity.

	<ul style="list-style-type: none"> • Students read and analyze in order to fill in a correct way. • Teacher asks to verify the correct ways of the verb. • Students read aloud one by one to checks the responses. <p>https://www.liveworksheets.com/bn2073077hq</p>	
Transition	Tell learners that they have to be ready to use MD with the app for the next task.	
25 min Post Reading Internet connection Mobile phones, laptops.	<ul style="list-style-type: none"> • Teacher displays on the board sentences, asks students to read and complete crossword. <p>3. Complete the crossword according to the sentences given</p> <p>• Read the clues and fill in the missing words.</p>  <ul style="list-style-type: none"> • Students read the sentences and complete the crossword on their mobile phones. • Teacher tells learners take a photo of the activity. • When students finish the activity, they have to send via WhatsApp to the teacher. <p>https://www.liveworksheets.com/bn2073077hq</p>	<ul style="list-style-type: none"> • Make learners notice errors and reinforce knowledge.
Transition	Tell learners that they have to be ready to use MD with the app for the next class.	
10 min Warm up	<ul style="list-style-type: none"> • Explain to students what they have as homework and check to understand. <p>Send the link by WhatsApp: https://es.liveworksheets.com/ti991761gc</p>	

CONCLUSIONS

- It was necessary to elaborate a proposal with new methodology based on MALL
- Mobile- Assisted Language Learning shows an important reading performance improvement in the students.
- The application of the proposal based on the Mobile-Assisted Language Learning Method with a scholarly group shows results that signify a contribution to improve reading skills students.

APPENDIX II. PRE-TEST SAMPLE TEST STARTERS CAMBRIDGE UNIVERSITY PRESS.

Advice by task

Candidates should practise these exam strategies regularly in class.

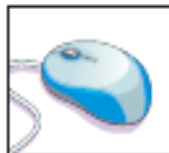
Reading and Writing Part 1

Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.

Examples



These are grapes.



This is a mouse.

Questions

1



This is a helicopter.

THE TASK

- ▶ In this task the candidate reads sentences. There are five statements, each accompanied by a picture, and the candidate has to place a tick in a box if the statement matches the picture, and a cross if it does not. The pictures show either singular or plural objects.

HOW TO APPROACH THE TASK

- ▶ Encourage candidates to read the sentences and look at the pictures very carefully (at least twice), and make sure they know that the mark they put in the box must be an unambiguous tick or a cross – if it looks as if it could be either, they will lose the mark.
- ▶ When introducing new words to candidates, make sure they can distinguish between related words that are commonly confused (e.g. sock/shoe).
- ▶ Give candidates practice in marking sentences with ticks or crosses to indicate whether they are true or false.

ASSESSMENT

- ▶ This part tests the candidate's ability to recognise the meaning of words, by relating them to visuals.

Reading and Writing Part 2

Look and read. Write yes or no.



Examples

There are two armchairs in the living room. yes

The big window is open. no

Questions

- 1 The man has got black hair and glasses. _____
- 2 There is a lamp on the bookcase. _____
- 3 Some of the children are singing. _____
- 4 The woman is holding some drinks. _____
- 5 The cat is sleeping under an armchair. _____

THE TASK

- ▶ Candidates look at a picture and five statements, some of which correctly describe the picture and some which do not. Candidates write 'yes' or 'no' as appropriate.

HOW TO APPROACH THE TASK

- ▶ Make sure that candidates are very familiar with action verbs that they are likely to come across in this section (run, ride, walk, play, throw, sing, etc.).
- ▶ Make sure they realise that if any element of the sentence is false, then they must write 'no', even if there is an element which is true, for example: *The woman is throwing the ball to the girl.* The woman must be both throwing the ball and throwing it to the girl for a 'yes' answer.

ASSESSMENT

- ▶ This part tests the candidate's ability to read and comprehend text at sentence level.

Reading and Writing Part 3

Look at the pictures. Look at the letters. Write the words.

Example



s n a k e



Questions

1





2





3





4





5





THE TASK

- ▶ This is a test of knowledge of words and spelling. There are five pictures of objects, each accompanied by the word for the object given as jumbled letters. The candidate must write the word for each object. Dashes indicate the number of letters in the answer.

HOW TO APPROACH THE TASK

- ▶ Children should have practice in writing all the words in the Pre A1 Starters vocabulary list.
- ▶ Give children plenty of spelling exercises, using words from the list.
- ▶ Remind candidates that they must only use the letters provided when doing this part.
- ▶ Practise by doing anagram puzzles with children in class.

ASSESSMENT

- ▶ This part tests the candidate's ability to produce vocabulary at single-item level, with the support of visuals and scrambled letters.

Reading and Writing Part 4

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

Lizards



Lots of lizards are very small, snakes but some are really big.
 Many lizards are green, grey or yellow. Some like eating (1) _____ and some like eating fruit.
 A lizard can run on its four (2) _____ and it has a long (3) _____ at the end of its body.
 Many lizards live in (4) _____ but, at the beach, you can find some lizards on the (5) _____. Lizards love sleeping in the sun!

Example			
worms	tail	beaches	trees
legs	spiders	beaches	sand

THE TASK

- ▶ Candidates read a factual or semi-factual text and look at the words with pictures in a box below the text. They copy the correct words into each of the five gaps. All missing words are singular or plural nouns. There are two extra words which candidates should not use.

HOW TO APPROACH THE TASK

- ▶ Candidates should be encouraged to read holistically to get a sense of the text before trying to answer questions.
- ▶ Practice in guessing which word could go into each gap would be extremely useful. Candidates can then confirm their guesses by seeing, and choosing from, the options underneath the text.
- ▶ Remind children that each answer is only one word, and must make sense in the story. It must also fit grammatically. Therefore, give candidates plenty of practice matching pictures and words and mixing up plurals and singulars to encourage them to be alert to these distinctions. Also, help them to identify words or grammatical forms that will indicate whether an answer should be plural or not, e.g. if a gap is preceded by a

ASSESSMENT

- ▶ This part tests the candidate's ability to comprehend a short text. It also tests their receptive lexical knowledge.

APPENDIX III. READING RUBRIC.

Pre A1 Starters Reading and Writing tasks

Part	Number of questions	Number of marks	Task types	What do candidates have to do?
1	5	5	True/false vocabulary recognition	Tick or cross to show if sentence is true or false.
2	5	5	Reading comprehension based on a picture	Write 'yes'/'no' to show if sentence is correct or not.
3	5	5	Spelling	Write words by unscrambling the letters.
4	5	5	Multiple-choice cloze	Choose and copy missing words.
5	5	5	Answer questions based on a picture story	Write one-word answers to questions.
Total	25	25		

Source: Cambridge Assessment English (2018) Pre – A1 Movers Sample Test
HANDBOOK FOR EXAMS 2018

APPENDIX IV. DATA OBTAINED FROM THE APPLICATION OF THE PRE-1 STARTERS TEST.

No.	PARALLEL	GROUP	PART 1 VOCABULARY 5			PART 2 READING COMPREHENSION BASED ON A PICTURE 5			PART 3 SPELLING 5			PART 4 BACKGROUND KNOWLEDGE 5			PART 5 FLUENCY 5			GENERAL PRE-A1 STARTERS					
			Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences	Pre-Test	Post-Test	Differences			
1	A	Experimental	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
2	A	Experimental	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
3	A	Experimental	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
4	A	Experimental	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
5	A	Experimental	4	3	-1	1	4	3	1	4	2	-2	1	2	1	2	4	2	12	15	3	3	
6	A	Experimental	3	3	0	1	2	1	3	3	0	3	4	1	2	3	1	12	15	3	3	3	
7	A	Experimental	2	3	1	3	4	1	2	3	2	0	4	3	-1	2	4	2	16	16	0	0	
8	A	Experimental	2	3	1	1	3	2	1	3	2	1	3	2	1	3	2	16	16	0	0	0	
9	A	Experimental	2	3	1	2	3	1	2	4	2	4	3	-1	2	3	1	12	16	4	3	3	
10	A	Experimental	2	3	1	1	3	2	1	3	2	1	3	2	1	3	2	16	16	0	0	0	
11	A	Experimental	2	3	1	1	3	2	1	3	2	1	3	2	1	4	3	6	16	10	3	3	
12	A	Experimental	2	3	1	1	4	3	2	3	1	1	3,2	2,2	1	3	2	7	16,2	9,2	3	3	
13	A	Experimental	2	3	1	1	4	3	1	3	2	2	3	1	2	3	1	16	16	0	0	0	
14	A	Experimental	2	3	1	1	4	3	1	3	2	0	3	2	1	3	2	16	16	0	0	0	
15	A	Experimental	2	3	1	1	2	1	3	3	0	2	3	1	1	4	3	9	15	6	3	3	
16	A	Experimental	2	3	1	1	3	2	1	3	2	1	3,2	2,2	2	4	2	7	16,2	9,2	3	3	
17	A	Experimental	2	3	1	2	4	2	1	3	2	2	3	1	2	3	1	16	16	0	0	0	
18	A	Experimental	2	3	1	1	2	1	3	3	1	1	3	2	1	4	3	7	16	9	3	3	
19	A	Experimental	2	3	1	1	3	2	1	3	4	1	2	3	1	2	4	2	10	17	7	3	3
20	A	Experimental	2	3	1	1	3	2	1	3	4	1	1	2	3	1	2	15	15	0	0	0	
21	A	Experimental	2	3	1	1	4	2	1	4	2	2	3	1	2	4	2	12	16	4	3	3	
22	A	Experimental	2	3	1	1	3	2	1	3	4	1	1	3	2	1	4	2	8	16	8	3	3
23	A	Experimental	2	3	1	2	2	0	2	3	1	1	2	1	2	4	2	9	15	6	3	3	
24	A	Experimental	1	3	2	1	2	2	1	4	2	-1	1	4	3	2	4	2	8	16	8	3	3
25	A	Experimental	2	3	1	2	2	2	2	4	2	2	4	2	-2	1	4	3	11	15	4	3	3
26	A	Experimental	2	3	1	2	3	1	3	3	1	3	3	2	3	2	3	16	16	0	0	0	
27	A	Experimental	2	3	1	2	4	2	2	3	2	-1	2	3	1	1	4	3	10	16	6	3	3
28	A	Experimental	2	3	1	4	2	2	2	4	2	1	3	2	1	2	2	0	11	16	5	3	3
29	A	Experimental	2	3	1	1	1	2	1	3	1	2	4	2	2	3	1	11	16	5	3	3	
30	A	Experimental	2	3	0	2	3	1	2	3	3	0	3	0	1	4	3	11	16	5	3	3	
31	A	Experimental	2	3	1	1	4	2	1	4	2	2	3	1	2	1	2	11	16	5	3	3	
32	A	Experimental	1	3	2	1	3	2	1	3	3	0	3	0	3	4	1	11	16	5	3	3	
33	A	Experimental	4	3	-1	1	4	3	0	4	1	1	4	1	2	4	2	16	16	0	0	0	
34	A	Experimental	4	3	-1	1	3	2	1	2	4	2	1	2	4	2	1	14	16	2	3	3	
1	B	Control	1	1	0	1	2	0	1	3	3	0	3	0	1	1	0	10	10	0	0	0	
2	B	Control	1	1	0	1	2	1	1	1	0	1	1	0	1	1	1	6	16	10	3	3	
3	B	Control	1	2	1	1	2	1	1	1	0	2	3	1	2	3	1	7	10	3	3	3	
4	B	Control	1	3	2	2	2	2	0	3	2	-1	2	4	2	1	2	9	13	4	3	3	
5	B	Control	3	3	0	3	3	0	3	3	0	2	3	1	1	1	10	10	0	0	0		
6	B	Control	3	3	0	3	3	0	3	3	0	2	3	1	1	1	1	12	13	1	3	3	
7	B	Control	3	3	0	3	2	-1	2	2	3	1	1	-2	1	1	0	12	9	-3	3	3	
8	B	Control	3	3	0	1	1	0	2	2	0	2	3	1	1	0	1	8	10	2	3	3	
9	B	Control	3	3	0	2	2	1	1	1	0	3	3	0	1	1	12	12	0	0	0		
10	B	Control	3	3	0	3	3	0	2	2	0	3	4	1	1	1	0	11	13	2	3	3	
11	B	Control	3	3	0	2	3	1	3	3	0	3	1	-2	1	1	0	12	11	-1	3	3	
12	B	Control	3	3	0	3	4	1	2	1	0	1	1	0	1	1	0	11	11	0	0	0	
13	B	Control	2	2	0	2	3	1	2	2	0	2	2	0	1	1	0	9	11	2	3	3	
14	B	Control	2	3	-1	2	1	1	1	1	0	1	1	0	1	1	0	7	6	-1	3	3	
15	B	Control	2	3	1	2	3	1	3	3	0	3	3	1	1	1	10	13	3	3	3		
16	B	Control	3	3	0	1	4	3	1	1	0	1	3	2	1	1	0	7	12	5	3	3	
17	B	Control	1	3	2	1	3	3	0	2	4	1	3	4	1	1	0	10	15	5	3	3	
18	B	Control	3	3	0	3	4	1	3	3	0	3	1	0	1	1	0	10	12	2	3	3	
19	B	Control	2	3	1	3	4	1	3	3	0	1	3	2	1	1	0	10	14	4	3	3	
20	B	Control	2	3	1	3	4	1	3	4	1	2	2	0	1	1	0	11	14	3	3	3	
21	B	Control	2	3	1	2	4	2	3	4	1	2	4	1	1	1	0	10	16	6	3	3	
22	B	Control	2	2	0	2	4	2	2	2	0	3	3	0	1	1	0	10	12	2	3	3	
23	B	Control	1	2,4	1,4	3	4	1	2	2	0	3	3	0	1	1	0	10	12,4	2,4	3	3	
24	B	Control	1	2	1	3	4	1	3	4	1	3	2,4	-0,6	3	3	0	11	13,4	2,4	3	3	
25	B	Control	2	3	1	3	4	1	2	4	2	3	1	0	1	1	0	11	15	4	3	3	
26	B	Control	2	2	0	1	2	1	1	1	1	1	1	0	1	1	0	9	9	0	0	0	
27	B	Control	2	3	1	3	3	0	2	2	0	3	4	1	1	1	0	11	13	2	3	3	
28	B	Control	2	2	0	2	3	1	2	3	1	1	2	3	1	1	0	11	12	1	3	3	
29	B	Control	2	3	1	2	3	1	2	3	1	2	2	0	2	2	0	9	14	5	3	3	
30	B	Control	2	3	1	1	1	0	1	1	2	1	2	1	1	1	0	6	9	3	3	3	
31	B	Control	2	3	1	3	4	1	3	7	2	3	1	0	1	1	0	7	11	4	3	3	
32	B	Control	3	3	0	1	3	1	1	1	0	1	1	1	1	0	7	10	3	3	3		
33	B	Control	1	1	0	2	2	0	2	2	0	2	2	0	1	1	0	8	8	0	0	0	
34	B	Control	2	2	0	1	1	0	2	2	0	2	2	0	1	1	0	9	9	0	0	0	
EXPERIMENTAL		Mean	2,1765	3,0000	0,8235	1,5294	3,1765	1,6471	2,4118	3,1471	0,7353	1,7059	3,0118	1,3059	1,6176	3,4118	1,7941	9,4412	15,7471	6,3059	3	3	
		Standard deviation	0,67	0,00	0,67	0,79	0,67	0,88	0,99	0,70	1,33	0,97	0,49	1,07	0,55	0,61	0,77	2,22	0,57	2,25	3	3	
CONTROL		Mean	1,88	2,57	0,69	2,24	3,00	0,76	2,06	2,25	0,19	2,06	2,47	0,41	1,03	1,12	0,09	9,26	11,44	2,17	3	3	
		Standard deviation	0,64	0,65	0,69	0,78	1,04	0,92	0,74	0,95	0,65	0,81	1,05	0,92	0,17	0,33	0,29	1,75	2,40	1,97	3	3	
		Experiments			ln	7,1365			10,8691			3,2169			7,1242			13,5886		16,3304			
					p-value	0,000000			0,000000			0,001450			0,000000			0,000000		0,000000			
					tabulated t	1,6924			1,6924			1,6924			1,6924			1,6924		1,6924			
		Control			ln	5,7896			4,8306			1,6759			2,5957			1,7871		6,4181			
					p-value	0,00000090			0,00001518			0,05160823			0,00699164			0,0415593		0,00000014			
					tabulated t	1,6924			1,6924			1,6924			1,6924			1,6924		1,6924			

APPENDIX V. URKUND REPORT.

Analyzed document	Tesis Yolanda Heredia 28-12-2022 analysis.pdf (D154610393)
Submitted	2022-12-29 04:32:00
Submitted by	
Submitter email	yolyheredia06@gmail.com
Similarity	2%
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Sources included in the report

SA	UNIVERSIDAD TÉCNICA DE COTOPAXI / Tesis Verónica Sandoval (2) - copia - copia.pdf Document Tesis Verónica Sandoval (2) - copia - copia.pdf (D154609291) Submitted by: veronica.sandoval5251@utc.edu.ec Receiver: nelson.guagchinga5.utc@analysis.urkund.com	 7
SA	Thesis urkund.docx Document Thesis urkund.docx (D110597762)	 1

Entire Document

INTRODUCTION The global world has been expanding at a breakneck speed. Currently, the academic world is dealing with a slew of difficulties. Due to the pandemic, (Covid-19) the globe has completely changed in many factors such as economy, health, business and academia, it is recommended the use of digital technology to promote English language learning. In the last decade, education has modified the way to transmit the knowledge, making it critical to seek out the most effective techniques for involving students in the learning process. It was a difficult procedure because teaching had to deal with issues like internet connectivity, student accessibility, and motivation. Taking these factors into account, the desire to learn a new language is extremely difficult, as it necessitates the development of various important abilities. However, reading is the talent that must be improved in this study. Distance Education has adapted to new technologies, resulting in "electronic learning". The advancement of wireless data networks in recent years has enabled the connection of electronic tablets and smartphones to the internet. This phenomenon has given rise to a new type of distance learning known as "Mobile Learning". M-learning is defined as a hybrid of e-learning and mobile computing that combines mobile and wireless technology to deliver learning experiences. It is considered m-learning to any type of learning that occurs when the learner is not in a fixed and default location, or learning that occurs when the student takes advantage of the opportunity offered by learning through mobile technologies (Arce, 2017). Some researchers have demonstrated that the use of Mobile Assisted language learning indeed helps learners in second language acquisition, for example (Viberg, 2012) mentions that using the Mobile-Assisted Language Learning method in reading exercises assists pupils to develop their vocabulary, which helps them to improve their reading comprehension, where students can be given reading activities either through a well-designed learning course installed on their mobile devices or through SMS messages sent to them. In either scenario, the learners are given a reading text function to measure their reading comprehension skill after finishing the reading task. Mobile learning applications that include a reading