# APLICACIÓN MÓVIL "APRENDER INGLÉS 6000 PALABRAS" Y SU INCIDENCIA EN LA HABILIDAD DE LECTURA DE LOS ESTUDIANTES DE LA INSTITUCIÓN EDUCATIVA SAN PEDRO CLAVER DE GRADO 11

# MOBILE APPLICATION " LEARN ENGLISH 6000 WORDS" AND IT´S IMPACT ON THE READING SKILL OF THE STUDENTS OF THE SAN PEDRO CLAVER EDUCATIONAL INSTITUTION OF GRADE 11

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## 3. RESUMEN

Esta investigación presenta los resultados de un estudio cualitativo con un diseño de investigación-acción sobre los procesos de enseñanza de las lenguas extranjeras. El trabajo buscó investigar el efecto de la aplicación Aprender Inglés 6000 Palabras en el desarrollo de la habilidad de lectura en lengua extranjera – inglés. Inicialmente, se administró una prueba de diagnóstico con el fin de establecer el nivel de la habilidad de lectura en inglés de los estudiantes. Posteriormente, se llevaron a cabo una serie de intervenciones de diez (10) sesiones basadas en clases que tenían como recurso la implementación de la aplicación, de igual manera un worksheet donde se evaluaba lo visto en la clase, durante este proceso se evaluaron micro habilidades de lectura como: decodificación, fluidez, memoria, vocabulario, cohesión y razonamiento. Finalmente, se realizó una prueba final para observar el desarrollo de la habilidad de lectura de los estudiantes. Los resultados iniciales mostraron que los estudiantes tenian un nivel bajo de inglés en la habilidad de lectura. Después de la implementación; los estudiantes evidenciaron una mejora en las microhabilidades de lectura; de igual se observa mejoría al obtener resultados positivos en la prueba final.

### 3. PALABRAS CLAVE:

Aplicación móvil, habilidad de lectura, inglés, mobile learning.

### ABSTRACT

This research presents the results of a qualitative study with an action research design on the teaching processes of foreign languages. The work sought to investigate the effect of the application Learning English 6000 Words in the development of reading ability in a foreign language - English. Initially, a diagnostic test was administered in order to establish the level of reading ability in English of the students. Subsequently, a series of interventions were carried out in ten (10) sessions based on classes that had as a resource the implementation of the application, in the same way a worksheet where what was seen in the class was evaluated, during this process micro skills were evaluated of reading as: decoding, fluency, memory, vocabulary, cohesion and reasoning. Finally, a final test was conducted to observe the development of students' reading ability. The initial results showed that the students had a low level of English in reading ability. After the implementation; the students evidenced an improvement in the reading micro-abilities, of equal improvement is observed when obtaining positive results in the final test.

***Keywords—*** Mobile application, reading ability, English, mobile learning.

## I. INTRODUCTION

New communication and information technologies have been applied to the teaching-learning of foreign languages satisfactorily through the use of software, and the Internet understood as e-learning that is learning through electronic devices, which boost the coverage and effectiveness of learning a language that is evident during the implementation of technological tools.

This is where it is necessary to seek and implement new strategies to stimulate the development of reading skills in youth, who do not understand the importance and benefits of speaking a foreign language, the Mobile Learning that Cabero, Gallego, and Brazuelo pose (2011) [1] focuses on learning through mobile applications taking into account the ease that is presented today when owning a Smarthphone. This is where reading is fundamental in learning English as a foreign language, since it promotes the acquisition of grammatical structures, vocabulary and vocabulary for a consolidation of the idiomatic base, as mentioned by the linguistic researcher of vocabulary acquisition Nation

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P. (1990) [2], therefore seeking to respond by responding to the aforementioned problems, the implementation of the mobile application Learning English 6000 words was carried out in favor of the development of the reading ability of the students of the San Pedro Claver school in the city of Tuluá.

This study is relevant for other learning contexts of a foreign language or second language, since the exposed problem covers different educational areas. As students of foreign languages, children in their basic primary or bachelor and future graduates, it is necessary to develop a reading ability that allows communication in English as a foreign language is favored in the best way possible and allows the achievement of this purpose. The effect is to break the paradigm of education and ICT, which is a phobia towards ICT, on the other hand, seeks to promote research of this nature that adhere information technologies to the educational sector in search of new methodologies and promote the good performance. It also allows creating a strategy in which the Mobile Learning is a tool for many teachers who wish to focus on the acquisition of vocabulary, however the variety of categories of the mobile application allows working with other English skills, finally contributing significantly to the acquisition of vocabulary of the English learner due to what Wilkins J. (1972) [3] says "without grammar, very little can be expressed; without vocabulary, nothing, if the vocabulary is not constantly increasing, the learning process is not effective. " The importance of the vocabulary according to Wilkins influences the learning process of the student, being the basis so that this can be expressed, therefore, the vocabulary is the axis of the Wilkins language, mentions that it is necessary to work on a strengthening on this in order to have a baggage at the time of speaking that being contextualized favors notably the condition of the high school student.

## II. THEORETICAL FRAMEWORK

### A. Conceptions About ICTs

Currently, education presents a change because ICTs are becoming the most important tools in the teaching-learning processes in Colombia and in the world. The inclusion of these generates the possibility of taking education to all corners and of maintaining a teaching equality in children, young people and people who use these technology systems as learning mechanisms. The ICT is a positive aspect in personalized teaching, meeting the needs, doubts and enhancing the skills of each of the students; because they can complement, enrich and transform education. In addition, it can facilitate universal access to education, reduce differences in learning, support the development of teachers, improve the quality and relevance of learning, strengthen integration and improve the management and administration of education. Therefore, the implementation of ICT in education for the transformation of the learning environment is fundamental.

Considering the opinions of the experts in the field of ICT, they present their theories to highlight the importance of their use in the area of education, one of the greatest promoters of its use in education is (Ausubel, 1960) [4]. ICTs are really effective means for the teaching-learning process, because simulations can be made, previous knowledge can be rescued, it is given to a constructive, dialogic, contextualized and reflective learning. This is the opportunity for the student to improve their autonomous learning and can come to be approaches

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to their own thinking, learning in a way that encourages reflection and seeks to position the student in a specific environment.

## B.    CONCEPTIONS ABOUT MOBILE LEARNING.

The ICTs are subdivided and in the same way it is affirmed that the tool used and known worldwide is the Mobile Learning (ML), known as a relatively new teaching and learning modality. That allows students and teachers the creation of new learning environments at a distance through mobile devices with Internet access Universidad Politécnica de Madrid (2013) [5]. The ML concept may have equivalence to Spanish as mobile learning, or as an integration of mobile technologies in the educational context. In addition, ML is basically the use of notebooks, cell phones and tablets in learning. The use of ML in relation to reading ability should be contemplated because of the benefits offered by this ability, which in most cases needs to be worked on constantly. It is considered that it is a strategy to reduce the time reserved for learning only, leaving space for the quicker update of contents when compared to traditional learning methods, later what gives more qualification to the professionals graduated from the institutions of teaching.

The concept of ML also cannot be limited only to mobile applications. Taking into account that traditional education is an important market, mainly in the teaching of languages, it is also possible to access videos and audio files, produce and send them to classmates, enter social networks and talk about the topics studied. However, the ML does not replace any teaching-learning process, on the contrary, this technology enables and seeks to be a tool to help in this process, being only a means of interaction, helping the teacher in their activities.

## C.    LANGUAGE ACQUISITION.

Understanding the process of language acquisition as the cognitive process by which human beings, making use of their innate linguistic competence, learn to communicate verbally using the natural language used in their social environment at the time of their birth and during their childhood until the adolescence. Indeed, this process is chronologically limited because it happens as Piaget puts it in the "Pre-operative Period" or "critical period" according to Paez (2011) [6] "Jean Piaget enters into cognitivist theories and his explanation of language acquisition It is the one with the greatest transcendence. "For this reason for Piaget, the semiotic symbolic function is in the origins of language in the child and develops prior to the linguistic phenomenon. Here lies the importance of symbolic games, graphic image and deferred imitation are examples where the linguistic becomes part of a larger capacity, the symbolic function.

Therefore (Paez, 2011) [7] quotes Piaget mentioning that "There is a symbolic function broader than language and that includes, in addition to verbal signs, symbols in the strict sense." What it does is to exalt the primacy of the cognitive over the development of communication and language. Piaget considers that, culminating the sensorial motor stage the child, through coordination and differentiation of motor sensory schemes, builds the ability to represent objects, events, people, etc. Among other opinions, various experts in the field of linguistics agreed in a certain way with Piaget's theory, although others looked at the acquisition of language in a rationalist way for example Birchenall (2014) [8] "Chomsky exposes in his structuralism, that" the acquisition of language is largely a matter of maturation of an innate linguistic capacity, maturation that is guided by internal factors, by a form of innate language that is sharpened, differentiated and reaches a

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specific realization through experience ". This author proclaims that language is a "mental organ" with a quasi-biological determination. The understanding or cognition have no role in the emergence of language, controlled, according to him, by specific mechanisms of innate nature.

### D.    LEARN ENGLISH 6000 WORDS.

The application English 6000 words developed in 2013, this has characteristics that make it a useful application for the process of vocabulary acquisition, such as: the pronunciation of words, counter accurate and wrong words, also has several methods to work on the same topic, therefore, the lessons are short and 2 or more methods can be implemented for the same subject. It has varied themes depending on the level chosen for example in beginner is related to family issues, appearance, relations organs, the family and increases its complexity exponentially.

### III.    METHODOLOGY

This study has a qualitative approach given that the research focuses on information collection and interpretation, it should be noted that according to (Hernandez & Baptista, 2010) [9] "qualitative research provides depth to the data, dispersion, interpretive richness, contextualization of the environment or, details and unique experiences. " In this way, the purpose is to collect information and finally to give a solution to the problem raised, focusing on the interpretation of it that allows to make the contrast of what happened in the investigative process. as well as to observe the performance of the students during this time when carrying out the interventions, the collection of information regarding how the students perceive the environment, the class and interactions; this serves to know the improvement of these within the investigation at the moment of throwing the

extracted results of this information to convert them is really important data.

The methodological approach is based on the guidelines of action research, because it responds to qualitative research, Latorre (2005) [10] argues that action research is used to describe a set of activities that teachers develop in their own classrooms, It is also considered as a generating tool for social change and educational knowledge about a socio-educational reality where it provides autonomy and empowers those who perform it, understanding that what is sought through each research process is to solve an existing problem in the search to improve the quality of those involved; this is why, the present research proposes to solve the problem of low reading level in English through action research.

Action research focuses on educational praxis and change in social settings. (Kemmis, 1988) [11] Raises that this research follows an introspective spiral, research cycle consisting of planning, action, observation and reflection; where the present investigation is represented in the following illustration.



**Fig. 1Action Research cycle.**

Bearing in mind how the research is planned, it is necessary to implement a scope that responds to the need to describe in detail the stages of the process, as well as to observe the substantial aspects of the investigation, considering this need, the scope of this

investigation is of descriptive type because according to (Hernandez & Baptista, 2010) [12] "the descriptive studies allow to detail situations and events, that is to say as it is and how a certain phenomenon manifests and seeks to specify important properties of people, groups, communities or any other phenomenon that is submitted to analysis. " In this way, the research takes the course of describing the processes of the students during the interventions, focusing on the performance of them for each class.

The present investigation focused on the educational field given that it was carried out in the San Pedro Claver Educational Institution, an institution of baccalaureate formation, the students are in a stage of adaptation to university life, which reflects the desire to learn by part of the students. The age range is in an average of 15 to 19 years, taking into account the environment where it is directed and the population that seeks to impact, it is determined that it is an educational research, the group consists of 32 students categorized into 15 students of masculine gender and 17 students of feminine gender, where the socioeconomic stratum is between 2-4 because they are students bordering the educational institution that is located in the west of the city of Tuluá.

## A.      INFORMATION GATHERING TECHNIQUES AND INSTRUMENTS.

The first instrument, is an English test created by Cambridge Assessment English, called Key (KET), called Key English test 1 of the year of 2004. This test was applied in a physical way where students had to mark in pencil the correct answer. It grants a level

of English from -A to A2; If the participant obtains the majority of correct answers, the test gives a meritorious level B1, according to the Common European Framework of References for Foreign Languages as a pre-intermediate level. When the student succeeds in obtaining certification at this level, it demonstrates that the person can use English to communicate in simple situations. The test seeks to evaluate the four English language skills: reading, writing, listening and speaking. Therefore, in this research, the reading component was used, where the test lasted 1 hour 10 minutes; The test is composed of five sections each with one or more texts and a set of questions, texts ranging from brief notices to complex texts, this test covers a variety of reading skills, from vocabulary to full text level.

The second instrument implemented, is a didactic unit which is composed of the following stages: Warm up; which is a stage where you want to carry out a previous activity that stimulates the students with respect to the central theme that will be observed, it should be noted that the warm up can be an activity preamble of the central axis of the class; In the same way, the central activity is carried out, which can consist of several activities that will be the axis of the class where the central theme and its components are to be presented, later the wrap up helps to solve doubts or concerns that are had about the central theme, the wrap up is intended to be the activity that prepares the students for the last stage of the class, the evaluation. Finally, the evaluation considers feedback activities that are the mechanism to observe the performance of the student in relation to the topic seen.

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The technique in charge of evaluating is another English test designed by Cambridge Assessment English, called Key (KET) The difference between this test and the initial one is that they are of different versions, the one used in This stage is Key English Test For Schools of the year 2009, they have the same sections to evaluate. This test was applied in a physical way where the students had to mark in pencil the correct answer.

The first observation technique for the collection of information is the assessment grid, this instrument is characterized by the implementation of the micro-skills, for the creation of this instrument the Likert scale is referenced to determine the performance of the students, in relation to the micro-skills composed by decoding, fluency, vocabulary, construction of sentences and cohesion, reasoning and prior knowledge and memory. (SHANKWEILER, and others, 1989) [13] In order to verify how was their performance during the class correlating with the performance scale that is composed of excellent, outstanding, acceptable, insufficient and deficient.

The second instrument present in this research is the field diary, according to (Hernandez & Baptista, 2010) [14] "Likewise, it is common for annotations to be recorded in what is called a field journal or logbook, which is a kind of personal diary". Where it is kept in mind that descriptions of the environment or context and what happened during the intervention must be included, the field diary is where the researcher records his notes, reflections, points of view, preliminary conclusions, initial hypothesis, doubts and concerns. It is important to have a record of all the events and the complete

descriptions of each intervention, so that it is an instrument in which each one of the analyzes made to the progress process of each student can be supported.

## IV.    RESULTS



**Fig 2 Results Ket test.**

At a general level, the result between both tests is notable mainly when it is highlighted that in its final stage no student obtained -A which means that on this occasion the students at least were able to understand and use everyday expressions of very frequent use, as well as simple phrases designed to meet immediate needs. In addition, there was an increase of students who improved their level by positioning themselves in A2 giving, as well as results students able to understand phrases and expressions of frequent use related to areas of experience especially relevant (basic information about himself and his family, purchases, places of interest, occupations, etc.). This means that the students were able to have an effective performance in the final test, specifically focusing on the vocabulary section, where mostly the students were able to answer almost all the answers, in contrast to 8 students who obtained A2 in the final phase, in the final phase it became 16 students in total, which is decisive and gives us to understand that there was an impact at this level. Finally there was a minimal but significant increase when in the initial test 5 students obtained B1, but in the final test they were 5, which tells us that there is an

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impact in the process that determines that the students are able to understand the main points of clear texts and in standard language, if they deal with familiar issues, whether in work, study or leisure situations.

## V. DISCUSSION

Taking into account the process of the present investigation, where a mobile application was implemented to generate an effect on reading ability in a group of 11th grade students from an institution in the city of Tuluá, a process where they faced the application Learn English 6000 words where for 10 weeks they had classes with varied thematic axes that were articulated with a class that made use of the mobile application, allowed to say that the use of the mobile application Learning English 6000 Words , had a positive effect for the improvement of the reading ability, since the students showed during the periodic evaluations carried out each class through a reading and in the final test, a significant improvement in the micro skills that were worked during the weeks of intervention. Thanks to the above, the students had an improvement in the decoding section, demonstrating an ability to decipher what they were reading. Likewise, in fluency ability, which is correlated with reading comprehension, there was a considerable improvement when they made the readings, in turn in the substantial vocabulary for good performance despite generating certain difficulties in quality of vocabulary learning, this development was progressive in general. The cohesion or coherence evidenced in the texts worked, the students presented solid bases for understanding the sequence and the content of the reading exercises, the reasoning was a skill affected of slow way because the students presented difficulties in the same however there was a noticeable change, finally the memory that is considered essential was one of the strong aspects of the students at the time of developing the activities.

Contrasting the results of the present investigation with the background, it can be deduced that they are similar, since in the work of (Sanchez, Castaño, & Londoño, 2016) [15] an advance was found regarding the perspective of the people surveyed in relation to the mobile applications for the teaching of a foreign language, it was found that 10.37% of respondents, despite having smartphones, said they have no interest in including these applications in their learning process; many of them because of ignorance of the applications and others because they do not consider them very complete in search of observing their process each class, initially they did not have a good perspective in relation to the benefit of mobile applications for learning however According to some respondents that they rated the usefulness of the applications at a high level, the apps are "an alternative that increases the autonomous learning of the student and the teacher, in the same way their ability to self-evaluate and reflect on the learning and teaching process ( Sanchez, Castaño, & Londoño, 2016) [16] Paralleling the present research, we observed an affinity on the part of the students to have used the English app 6000 English words, in this order of ideas the students' statements regarding the application it was positive because they expressed comfort regarding the dynamics of the class, they proposed to use the application for longer than usual, similarly commented that the learning obtained through the application to be a different method from the perspective of them was fruitful in relation to conventional classes.

As justified (Cabero, Gallego, & Brazuelo, 2011) [17] and the implementation of mobile learning, in this research it became evident in a significant way, keeping in mind that the application used managed to meet the learning expectations, however it is pertinent to clarify that for a good use of Mobile Learning is necessary for the

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teacher to understand the use and ease of this, in this research by researchers chose to give priority to the application in most to focus on what they learned during class.

## VI.     CONCLUSIONS

The students of grade 11-2 of the Educational Institution San Pedro Claver in their diagnostic test had a low performance, evidencing a notable failure in the reading ability, in this test it was observed how the students present deficiencies especially in the last section where they read an extensive text for a meticulous understanding and identification of main ideas in search of the ability to read objectively, and in turn fill in blank spaces that were present in the text.

The application English Learning 6000 Words had an impact on the population referring to the learning of the student, it was observed how during the didactic sequences there was a considerable effect on the performance of the students specifically in the micro skills of reading during the classes, of equal This way re affirms that the implementation of Tics is an alternative for teaching.

In the final test an increase in the reading ability of the students manifested in the result of said tests was evidenced. Subsequently, a notable difference in relation to the diagnostic test is observed, considering the factors pertaining to the investigative process, concluding the impact of the application to learn English 6000 words in the reading ability of the students.

Finally, the process carried out contrasts how the application English Learning 6000 Words had a positive effect on the students of grade 11-2, making clear through the initial test that they had a low level of English, during the interventions where they were evaluated periodically there was improvement in skills such as vocabulary and memory. In its final stage, the benefit of the implementation of the application was tested by analyzing the results obtained from the initial test with relation in the final test, affirming the existing impact of the application on reading ability.

## VII.     RECOMMENDATIONS

The implementation of the mobile application without a didactic sequence, without activities that give a deepening to the topics seen in the application, would have as a consequence that students will witness monotony and get tired of the application; which would have the opposite effect to the purpose of the latter, which is to improve the English skills of students by motivating them to use ICTs.

Contrasting how the process was by means of a test similar to the diagnosis allows to have reference points according to the process of the research subjects. In addition, complement this study by using other mobile learning applications, with the purpose of educational effects.

It is necessary to implement the learning process through the use of mobile applications through an approach to the teaching of foreign languages such as CLIL, ESA. For purposes of order and to have fruitful and profitable interventions.

This research offers aspects to be considered in the educational environment and use of Mobile Learning, highlighting the result of these in reading ability, when the ML is addressed effectively, is to point to a digital education. In the same way, the use of strategies both in the classes and in the application, were decisive to carry out the research.

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