



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**

**ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES**

**TRABAJO DE INTEGRACIÓN CURRICULAR PREVIO A LA OBTENCIÓN DEL  
TÍTULO DE LICENCIADO EN PEDAGOGÍA DEL IDIOMA INGLÉS**

**OFFLINE APPLICATIONS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE  
TO STUDENTS FROM 13 TO 15 YEARS OLD IN RURAL CONTEXTS OF  
CANTON ESPEJO**

**IBUJES CHUQUIZAN FRANCISCO XAVIER**

**TUTORA: MERCY ELIZABETH NOGUERA ARCOS**

**IBARRA-ECUADOR**

**JULIO, 2026**

Ibarra, 3 de julio de 2026

### **CERTIFICACIÓN TUTOR**

En mi calidad de Tutor del Trabajo de Integración Curricular titulado: “OFFLINE APPLICATIONS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS FROM 13 TO 15 YEARS OLD IN RURAL CONTEXTS OF CANTON ESPEJO”, presentado por el estudiante Francisco Xavier Ibujés Chuquizán con cédula de ciudadanía N° 0401784558, para obtener el Título de Licenciado en Pedagogía del Idioma Inglés.

Certifico que el trabajo cumple con todos los parámetros establecidos, mediante el cual el estudiante demuestra el desarrollo de competencias en el campo de conocimiento de su profesión con un nivel de argumentación coherente, para ser sometido a la evaluación por parte de los lectores.

Adicionalmente, se adjunta el certificado de porcentaje de originalidad de TURNITIN.

**Mgs. Mercy  
Noguera A.**

Firmado digitalmente por  
Mgs. Mercy Noguera A.  
Fecha: 2026.07.31  
10:14:56 -05'00'

Mgs. Mercy Elizabeth Noguera Arcos

**TUTORA DE TRABAJO DE INTEGRACIÓN CURRICULAR**

C.C.: 1002673687

Ibarra, 3 de julio de 2026

Ph.D.

Hugo Bayardo Santacruz Cruz

**DIRECTOR DE LA ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES**

De mi consideración:

Mediante el presente, tengo a bien certificar que el trabajo de integración curricular del estudiante: Francisco Xavier Ibujés Chuquizán con el tema: “OFFLINE APPLICATIONS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE TO STUDENTS FROM 13 TO 15 YEARS OLD IN RURAL CONTEXTS OF CANTON ESPEJO”

Una vez analizado por la herramienta de detección de coincidencias y prevención del plagio académico utilizada por la institución, TURNITIN, obtiene el 4% de coincidencia. Por lo que se encuentra en el rango establecido de acuerdo a los criterios de valoración del porcentaje de similitud establecidos por la PUCE.

Captura:

**Detalles del documento**

 Página 2 de 71 - Descripción general de integridad Identificador de la entrega

**Identificador de la entrega**  
**trn:oid::1:3605812009**

**Fecha de entrega**  
**3 jul 2026, 3:51 p.m. GMT-5**

**Fecha de descarga**  
**3 jul 2026, 3:57 p.m. GMT-5**

**Nombre del archivo**  
**Tesis\_TT\_IBUJ\_S\_FRANCISCO.docx**

**Tamaño del archivo**  
**1.8 MB**

**4% Similitud general**  
El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para ca...

**Filtrado desde el informe**

- Bibliografía
- Texto citado

**Exclusiones**

- N.º de coincidencias excluidas

**Grupos de coincidencias**

-  **64 Sin cita o referencia 4%**  
Coincidencias sin una citación ni comillas en el texto
-  **2 Falta citas 0%**  
Coincidencias que siguen siendo muy similar al material fuente
-  **0 Falta referencia 0%**  
Las coincidencias tienen comillas, pero no una citación correcta en el texto
-  **0 Con comillas y referencia 0%**  
Coincidencias de citación en el texto, pero sin comillas

**Fuentes principales**

- 4%**  Fuentes de Internet
- 2%**  Publicaciones
- 1%**  Trabajos entregados (trabajos del estudiante)

Mgs. Mercy Noguera A.  
Firmado digitalmente por Mgs. Mercy Noguera A.  
Fecha: 2026.07.31 10:15:36 -05'00'

Mercy Elizabeth Noguera Arcos  
DOCENTE ASESORA  
C.I. 1002673687  
Fecha: 3 de julio de 2027

## **PÁGINA DE APROBACIÓN DEL TRIBUNAL**

El jurado examinador, aprueba el presente informe de investigación en nombre de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCESI):

**Mgs. Mercy  
Noguera A.**  
(fc).....  
Firmado digitalmente por  
Mgs. Mercy Noguera A.  
Fecha: 2026.07.31  
10:16:04 -05'00'

Mgs. Mercy Elizabeth Noguera Arcos  
C.C.: 1002673687

**Sandra  
Ruiz Gros**  
(fc).....  
Firmado digitalmente por  
Sandra Ruiz Gros  
Fecha: 2026.07.31  
10:45:44 -05'00'

PhD. Sandra Ruiz Gros  
C.C.: 1757611486

**ROSA  
BENITEZ**  
(fc).....  
Firmado digitalmente por  
ROSA BENITEZ  
Fecha: 2026.07.31  
10:18:30 -05'00'

Mgs. Rosa Cecilia Benítez Vega  
C.C.:1002377362

## ACTA DE CESIÓN DE DERECHOS

Yo, Francisco Xavier Ibujés Chuquizán, declaro conocer y aceptar la disposición del Art. 165 del Código Orgánico de Economía Social de los Conocimientos, Creatividad e Innovación, que manifiesta textualmente: “Se reconoce facultad de los autores y demás titulares de derechos de disponer de sus derechos o autorizar a las utilidades de sus obras o prestaciones, a título gratuito y oneroso, según las condiciones que determinen. Esta facultad podrá ejercerse mediante licencias libres, abiertas y otros modelos alternativos de licenciamiento o la renuncia”.

Ibarra, 16 de junio 2026

**Francisco**  
**Ibujés**  
Francisco Xavier Ibujés Chuquizán  
C.C.: 0401784558

Digitally signed by  
Francisco Ibujés  
Date: 2026.07.31  
09:02:08 -05'00'

## **AUTORÍA**

Yo, Francisco Xavier Ibujés Chuquizán, portadora de la cédula de ciudadanía N° 0401784558, declaro que la presente investigación es de total responsabilidad del autor, y eximo expresarme a la Pontificia Universidad Católica de Ecuador Ibarra de posibles reclamos o acciones legales.

Francisco Ibujés



Digitally signed by  
Francisco Ibujés  
Date: 2026.07.31  
09:02:54 -05'00'

Francisco Xavier Ibujés Chuquizán  
C.C.: 04041784558

## DECLARACIÓN Y AUTORIZACIÓN

Yo: Francisco Xavier Ibujés Chuquizán, con CC: 0401784558, autor del trabajo de grado intitulado: Offline Applications in Teaching English as a Foreign Language to Students From 13 to 15 Years Old in Rural Contexts of Canton Espejo, previo a la obtención del título profesional de Licenciado en Pedagogía del Idioma Inglés, en la Escuela de Ciencias Sociales y Humanidades.

1.- Declaro tener pleno conocimiento de la obligación que tiene la Pontificia Universidad Católica del Ecuador Sede-Ibarra, de conformidad en el artículo 144 de la Ley Orgánica de Educación Superior de entregar a la SENESCYT en formato digital una copia del referido trabajo de graduación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2. Autorizo a la Pontificia Universidad Católica del Ecuador Sede Ibarra a difundir a través de sitio web de la Biblioteca de la PUCESI el referido trabajo de graduación, respetando las políticas de propiedad intelectual de la Universidad.

Ibarra, 16 de junio 2026

**Francisco  
Ibujés** Digitally signed by  
Francisco Ibujés  
Date: 2026.07.31  
09:03:39 -05'00'  
Francisco Xavier Ibujés Chuquizán  
C.C.: 0401784558

## **DEDICATION**

This thesis is dedicated to three very special people in my life who were an essential part of this long university journey. Firstly, to my older brother, Ing. Edwuin Ibujés, who was my main pillar, guiding, and supporting me so that I could continue my studies, I am so grateful with you. Secondly, to my older sister, Doris Ibujés for putting up with me, taking care of me, and giving me advice in those moments where I was trying to stray from my goals, thank you for having so much faith in me. Finally, to my beloved mother, Agueda Chuquizán who has always been by my side in the good and bad times I have lived through, for taking care of me when I am sick, and for never stopping believing in me despite having been the black sheep of the family.

This achievement is as much mine as it is yours, I love you all very much.



## **ACKNOWLEDGEMENT**

First of all I would want to thank sincerely to Mgs, my thesis advisor. Mercy Noguera for her incredible tolerance, invaluable guidance, and incessant criticism, all of which were vital to the completion of this piece. Her experiences helped steer this project in the proper path.

Second, I am very thankful to Pontificia Universidad Católica del Ecuador-Ibarra for giving me the opportunity to be part of a beautiful university atmosphere in which I could learn from great teachers that encouraged my professional and personal growth.

I would like to thank the teachers of the San Isidro Educational Unit, and the advancement of this research was highly dependent on selfless cooperation. I would also like to thank my career professors who have guided my academic path and held me to high standards.

Last but not least, I would want to thank my classmates for their mutual support in the most difficult moments. But most of all I am grateful to my family: my mother, my father, siblings and sisters, for being my sanctuary, my drive and the unconditional base on which I build my ambitions.

## ÍNDICE DE CONTENIDOS

|                                                                                      |      |
|--------------------------------------------------------------------------------------|------|
| CERTIFICACIÓN TUTOR .....                                                            | ii   |
| PÁGINA DE APROBACIÓN DEL TRIBUNAL.....                                               | iv   |
| ACTA DE CESIÓN DE DERECHOS .....                                                     | v    |
| AUTORÍA.....                                                                         | vi   |
| DECLARACIÓN Y AUTORIZACIÓN.....                                                      | vii  |
| DEDICATION .....                                                                     | viii |
| AKNOWLEDGEMENT.....                                                                  | ix   |
| 1. RESUMEN.....                                                                      | xiii |
| 2. ABSTRACT .....                                                                    | xiv  |
| 3. INTRODUCTION.....                                                                 | 1    |
| 4. STATE OF ART.....                                                                 | 3    |
| 4.1. Education in the 21 <sup>st</sup> Century .....                                 | 4    |
| 4.1.1. <i>Transformation of Educational Paradigms</i> .....                          | 4    |
| 4.1.2. <i>Digital Literacy and 21<sup>st</sup> Century Skills</i> .....              | 4    |
| 4.1.3. <i>Equity and Inclusion in Rural Education</i> .....                          | 5    |
| 4.1.4. <i>Technology as a Support for Lifelong and Autonomous Learning</i> .....     | 6    |
| 4.2. Pedagogical Approaches to Teach and Learn .....                                 | 6    |
| 4.2.1. <i>Constructivism / Sociocultural Approach</i> .....                          | 6    |
| 4.2.2. <i>Communicative Language Teaching</i> .....                                  | 7    |
| 4.2.3. <i>Task-Based Language Teaching (TBLT)</i> .....                              | 8    |
| 4.2.4. <i>Learner Autonomy / Self-Regulated Learning</i> .....                       | 9    |
| 4.3. Technological Tools in the English Learning Process .....                       | 10   |
| 4.3.1. <i>Mobile Devices as Learning Tools in EFL</i> .....                          | 10   |
| 4.3.2. <i>Android Operating System and Educational Accessibility</i> .....           | 11   |
| 4.3.3. <i>Mobile Applications for English Language Learning</i> .....                | 11   |
| 4.3.4. <i>Pedagogical Impact of Mobile Technologies in Rural EFL Contexts</i> .....  | 12   |
| 4.3.5. <i>Limitations and Considerations in the Use of Technological Tools</i> ..... | 12   |
| 4.4. Education in the rural area.....                                                | 13   |
| 4.4.1. <i>Structural Characteristics of Rural Education</i> .....                    | 13   |
| 4.4.2. <i>Sociocultural and Economic Context</i> .....                               | 14   |
| 4.4.3. <i>Teacher Profile and Professional Development</i> .....                     | 14   |
| 4.5. Limitation using technology .....                                               | 15   |
| 4.5.1. <i>Insufficient Connectivity and Hardware</i> .....                           | 15   |
| 4.5.2. <i>Application Design and Technical Requirements</i> .....                    | 16   |
| 4.5.3. <i>Digital Skills of Teachers and Students</i> .....                          | 16   |

|        |                                                                                      |    |
|--------|--------------------------------------------------------------------------------------|----|
| 4.6.   | Impact of Using Technology in the rural Area.....                                    | 17 |
| 4.6.1. | <i>Increased Exposure and Autonomous Practice</i> .....                              | 17 |
| 4.6.2. | <i>Improved Motivation and Engagement</i> .....                                      | 18 |
| 4.6.3. | <i>Limited Transfer to Productive Skills without Mediation</i> .....                 | 18 |
| 4.7.   | Impact of Apps in Rural Education .....                                              | 19 |
| 4.7.1. | <i>Impact on Language Exposure and Autonomous Learning</i> .....                     | 19 |
| 4.7.2. | <i>Effects on Motivation and Student Engagement</i> .....                            | 20 |
| 4.7.3. | <i>Contribution to Language Skills Development</i> .....                             | 20 |
| 4.8.   | Use of Off-line Apps in the English Learning Process in the rural Area.....          | 21 |
| 4.8.1. | <i>Offline Applications as a Response to Digital Inequality in Rural Areas</i> ..... | 21 |
| 4.8.2. | <i>Pedagogical Potential of Offline Apps in EFL Instruction</i> .....                | 22 |
| 4.8.3. | <i>Development of Language Skills through Offline Applications</i> .....             | 22 |
| 4.8.4. | <i>Teacher Mediation and Instructional Integration</i> .....                         | 23 |
| 4.8.5. | <i>Challenges and Research Gaps in the Use of Offline Apps</i> .....                 | 23 |
| 4.9.   | Offline Mobile Applications for English Language Teaching in Rural Contexts          | 24 |
| 4.9.1. | <i>Grammar Learning Apps</i> .....                                                   | 25 |
| 4.9.2. | <i>Listening and Speaking Apps</i> .....                                             | 25 |
| 4.9.3. | <i>Reading and Pronunciation Apps</i> .....                                          | 26 |
| 5.     | METHODS AND MATERIALS .....                                                          | 27 |
| 6.     | RESULT AND DISCUSSION.....                                                           | 29 |
| 7.     | CONCLUSIONS .....                                                                    | 37 |
| 8.     | RECOMENDATIONS.....                                                                  | 37 |
| 9.     | BIBLIOGRAPHY .....                                                                   | 38 |
| 10.    | ANNEXESS .....                                                                       | 41 |

## INDEX TABLES

|                |                             |    |
|----------------|-----------------------------|----|
| <b>Table 1</b> | Matrix Variable .....       | 41 |
| <b>Table 2</b> | Interviews Transcript ..... | 50 |

## INDEX FIGURES

|                  |                                                                        |    |
|------------------|------------------------------------------------------------------------|----|
| <b>Figure 1</b>  | <i>Official Letter of Authorization for Institutional Entry</i> .....  | 43 |
| <b>Figure 2</b>  | Observation Sheet – Ninth Grade (Basic Education) .....                | 44 |
| <b>Figure 3</b>  | Observation Sheet – Tenth Grade (Basic Education) .....                | 45 |
| <b>Figure 4</b>  | Observation Sheet – First Year of High School .....                    | 46 |
| <b>Figure 5</b>  | First Interview applied to teachers .....                              | 47 |
| <b>Figure 6</b>  | Second Interview applied to teachers .....                             | 48 |
| <b>Figure 7</b>  | Student Survey Format .....                                            | 52 |
| <b>Figure 8</b>  | Acceptance of Teaching Method .....                                    | 54 |
| <b>Figure 9</b>  | Quality of institutional internet service .....                        | 54 |
| <b>Figure 10</b> | Frequency of use of the computer labs .....                            | 55 |
| <b>Figure 11</b> | Frequency of use of technological tools in English classes .....       | 56 |
| <b>Figure 12</b> | Knowledge of educational technology tools .....                        | 57 |
| <b>Figure 13</b> | Perceived impact of technology on English learning .....               | 57 |
| <b>Figure 14</b> | Familiarity with offline English learning tools .....                  | 58 |
| <b>Figure 15</b> | Experience with offline apps for learning English .....                | 59 |
| <b>Figure 16</b> | Interest in the incorporation of offline tools in the classroom .....  | 59 |
| <b>Figure 17</b> | Expectation of improvement in learning with offline applications ..... | 60 |
| <b>Figure 18</b> | Observational sheet- Students in a Normal day .....                    | 61 |
| <b>Figure 19</b> | Student-Completed Survey Tenth Grade .....                             | 61 |
| <b>Figure 20</b> | Student-Completed Survey Ninth Grade .....                             | 62 |

## 1. RESUMEN

El presente estudio analiza el uso de las Aplicaciones sin conexión en la enseñanza del inglés como lengua extranjera a los alumnos de entre 13 y 15 años en entornos rurales del cantón Espejo. El objetivo principal es explorar la eficacia de estas herramientas tecnológicas en entornos con conectividad limitada y sugerir su integración en el proceso de enseñanza. Para lograrlo, se empleó un enfoque de métodos mixtos con el fin de examinar las practicas docentes actuales, el uso de herramientas y dispositivos tecnológicos como parte del proceso de enseñanza del idioma inglés, la integración de aplicaciones móviles y las actitudes de los alumnos hacia su integración permanente en el aula. Esto implico la implementación de técnicas de recopilación de datos tales como encuestas, entrevistas y observaciones en el aula. Los resultados obtenidos fueron muy favorables en cuanto al alto potencial de las aplicaciones sin conexión para mejorar las habilidades lingüísticas y proporcionar acceso ilimitado a nuevos materiales. En el caso de los profesores, estos aceptan la necesidad de mantenerse al día con la tecnología, especialmente con nuevas aplicaciones que proporcionan información ilimitada y motivan a los alumnos a practicar inglés de una forma divertida. Sin embargo, necesitan una formación previa para maximizar su uso. Por otro lado, aunque los alumnos no estaban familiarizados inicialmente con algunas de las nuevas aplicaciones sin conexión, sus actitudes hacia su inclusión y práctica fueron totalmente positivas, considerándolas clave para una adquisición lingüística exitosa en contextos rurales.

**Palabras Clave:** Proceso de enseñanza-aprendizaje, herramientas tecnológicas, aplicaciones sin conexión, contexto rural.

## 2. ABSTRACT

The present study analyzes the use of offline applications in teaching English as a foreign language to students from 13 to 15 years old in rural contexts of canton Espejo. The main objective is to explore the effectiveness of these technological tools in environments with limited connectivity and suggest their integration into the teaching process. To achieve this, a mixed-methods approach was employed to examine the current teaching practices, the use of technological tools and devices as part of English instruction, the integration of mobile applications, and students' attitudes toward their permanent inclusion in the classroom. This involved the implementation of data collection techniques such as surveys, interviews, and classroom observations. The results obtained were highly favorable toward the high potential of offline applications to improve language skills and provide unlimited access to new materials. In the case of teachers, they accept the necessity to stay updated with technology, especially with new apps that provide unlimited information and motivate students to engage with English in enjoyable ways. However, they emphasized the necessity of previous training to maximize their use. On the other hand, although students were initially unfamiliar with some new offline apps, their attitudes toward including and practicing with those apps were totally positive as key for a successful language acquisition in rural contexts.

**Key words:** Teaching learning process, technological tools, offline applications, rural context.

### 3. INTRODUCTION

Nowadays, the use of technological tools within the educational process has improved and innovated the teaching and learning strategies of the English language. Recently international research by Harper, et al, (2021) find out significant improvements in students' language skills, motivation, and independent learning when institutions incorporate those instruments in their educational models. However, despite living in a technological world, not all the students have the same access to digital resources and educational opportunities.

In rural areas, where the lack of resources, infrastructure, access to suitable locations, and internet connectivity, institutions are unable to make use of technological tools to improve students' skills resulting in a low level of English proficiency. The research by Lizbeth (2025) "Shortage of material resources for teaching English in Ecuadorian rural schools: a systematic literature review", shows how the lack of resources directly affects the teaching process for students, especially with connectivity issues.

Facing this reality, Alvarez (2024) says "Limited connectivity proved to be a significant challenge, suggesting the need to explore options such as offline activities or technological resources that do not depend on the internet" (pag.37). Although, in Ecuador there are insufficient studies focused to the use offline applications for learning English in rural schools, there are other studies related to the implementation of technological tools as is the case with Llanos & Criollo, (2022) who explored the benefits of providing students with technology into the class, and the results were favorable, increasing the participation and motivation of each one.

Therefore, the implementation of offline applications in teaching English as a foreign Language is presented like as a possible option that helps to resolve this educational urgency within rural institutions in Ecuador. Those tools provide a great opportunity for students and teachers to access more update and dynamic study materials, thereby improving the English proficiency. Charles & Soekarno (2024) they are a clear example of the use offline applications for teaching a new language, focusing mainly on speaking skill. These experiences help students to boost their self-confidence in speaking the language by eliminating that fear of participating and making mistakes, realizing that error is also a practical way of learning.

This research took place at “Unidad Educativa San Isidro” with students between the ages from 13 to 15 years old whit the aim of exploring the effectiveness of offline application through a mixed methodological study in order to suggest the use of these tools in rural contexts. To achieve this purpose, a series of specific objectives were established such as collecting theoretical information related to the use of educational applications through bibliographic and conceptual consultations to provide scientific support for the research, reviewing the impact of offline applications through data collection techniques and instruments in order to identify suitable alternatives, classifying the results obtained from the mixed-method study to determine the most appropriate apps according to students’ needs, and proposing the use of a website containing a list of five offline tools to improve students’ English knowledge.

To respond the objectives set, this research adopted an exploratory, descriptive, and analytical approaches under a mixed-method design, integrating both qualitative and quantitative perspectives. The data was compiled using surveys, interviews, and observation sheets to have a better comprehension about the perceptions, experiences, and acceptance of students related to inclusion of offline applications in their learning process.



In addition, this document is divided in four important sections that provide a clear structure about the study. First, the State of Art reviews previous research and theoretical perspectives related to the study, making the support for the current investigation. The second section describes the materials and methods employed in the research, participants, and procedures. The third section presents the analysis of results acquired, gives a detailed interpretation of the information, pointing out important patterns, and findings the respond to the research objectives.

Finally, the study ends with conclusions and recommendations, which are expected to contribute to the identification of technological tools that support English language learning in rural contexts. Moreover, the study seeks to demonstrate the potential value of offline applications as accessible educational tools that may facilitate learning process and provide greater opportunities for students who face technological limitation.

#### **4. STATE OF ART**

The present state of art provides a synthesized review of the main theoretical, pedagogical, and technological foundations related with the use offline applications, and the teaching-learning process related to English language. Topics such as 21st-century education, pedagogical approaches, the influence of technology and technological tools, integration of offline apps, and educational environments with poor connectivity help to establish a conceptual foundation that supports the relevance of this research.

## **4.1. Education in the 21st Century**

Technological innovations and global educational initiatives are the principal main changes that education has undergone in the 21<sup>st</sup> century, focusing on new approaches that allow greater emphasis on the student rather than the teacher.

### ***4.1.1. Transformation of Educational Paradigms***

Nowadays, education in the 21st century is focused to prepare the students not only to acquire knowledge, but also requires students develop skills, aptitudes, and attitudes to have success in the work and life. Critical thinking, problem-solving, communication, collaboration, innovation, flexibility, adaptability, leadership, and responsibility are the principal skills that students need to have success according to the Partnership (González-Pérez & Ramírez-Montoya, 2022).

To develop these skills, students need the right environment: a digital one that allows for personalization of content, methods, and provides a meaningful experience. Consequently, educational curricula are being redesigned to incorporate skills such as digital literacy, creativity, communication skills, and problem solving, which are considered 21<sup>st</sup> century skills. These abilities are essential for students to be able to manage complex social and technological realities, and they constitute the objectives of modern education around the world.

### ***4.1.2. Digital Literacy and 21<sup>st</sup> Century Skills***

The capacity to access, evaluate, and correctly use digital information and communication technologies is defined as digital literacy, an important element into 21<sup>st</sup>-century education. Within the field of English as a Foreign Language (EFL), if students have an appropriate digital literacy, they will interact with different resources, multimedia materials, and interactive software that improve the language acquisition process in autonomous way. Studies explain that digital

literacy not only improves fast results but also strengthens lasting and relevant skills for rural students and adolescents (Oluwafemi, 2023).

The 21st century, the use of technology has made great strides, and learning systems have also changed along with it. In a technological world, people who are prepared and know how to make good use of it. “Students who possess digital literacy skills are more capable of independently managing their learning using digital tools, acquiring the necessary abilities in digital environments, and achieving academic success” (Zhakir, et al., 2025, p. 10).

It is necessary to take into account that this not only is limited to the use of computers, but also gives the generation of different digital information that is acceptable and accessible for all people. Especially in the educational field, it allows the creation of more flexible, collaborative, and virtual environments, thus achieving the ODS objectives.

#### ***4.1.3. Equity and Inclusion in Rural Education***

All students have the same rights and opportunities to learn in a suitable school with qualified teachers, but this right has become a major challenge in 21<sup>st</sup> century. In rural contexts, the lack of infrastructure, teacher training, and the access to technology is very noticeable, which directly affects the proper development of competencies among rural students. Is nothing new to find a significant difference in the use of technological tools between students in rural areas and those in urban areas due to the limitations that exist in rural settings.

The appropriate use of technologies that can work without internet connection or high-end devices helps to significantly reduce the digital divide, achieving equality in education in rural areas. Recent research shows that the use of technology can improve certain skills by offering different opportunities to access content, immediate feedback, and self-regulated practice, but the

impact is positive when the pedagogical design is according to the level and training of the teaching staff (Tinmaz.et al. 2022).

#### ***4.1.4. Technology as a Support for Lifelong and Autonomous Learning***

Nowadays, technology plays an important role in people's daily lives; that's why education is focused on lifelong learning. The correct use of technology allows learners to self-direct and continue learning by accessing interactive, free platforms and unlimited resources. Digital tools, in this case educational apps, provide the opportunity to manage progress, reflect on the topics, and maintain curiosity about new content.

### **4.2. Pedagogical Approaches to Teach and Learn**

Currently, pedagogical approaches designed for teaching English as a foreign language have undergone considerable evolution in recent years, moving from a passive state to an active state where students put what they have learned into practice and interact in real-life situations. The use of appropriate approach facilitates learning, improves teacher-student interaction, and provides learning opportunities for students.

#### ***4.2.1. Constructivism / Sociocultural Approach***

Constructivism/ Sociocultural approach highlights that learning is actively constructed when students have active participation, social interaction, and the meaningful building of knowledge rather than passively way. Within EFL education, constructivist approaches promote learner-centered instruction, encouraging students to participate in meaningful tasks, problem-solving, and reflective practices that promote their linguistic competence (James P & Matthew E, 2023).

In rural settings, typically characterized by limited resources and traditional instruction, constructivism combined with offline mobile apps offers an opportunity to transform learning experiences. Through interactive exercises, multimedia resources, and adaptable practice, these tools let students engage with language topic more deeply and actively. Huang & Perez-Paredes (2023) highlight that mobile-based environments encourage learners to take control of their learning process by allowing independent practice of vocabulary and language structures, aligning closely with constructivist principles of learner-centered and experimental learning.

Constructivist pedagogy emphasizes collaborative learning where students develop understanding through working with peers and the teacher. Although offline apps are designed for individual practice, teachers can use exercises generated from these apps as a starting point for communicative activities, enhancing language development through social interaction. Offline apps often include interactive tasks, visual supports, and role-play scenarios, helping students to connect English content with real experiences.

Offline applications and the correct implementation of constructivism requires pedagogical mediation to enhance continuous learning beyond the classroom. Teachers must facilitate reflection on digital activities, align the app with curricular objectives and develop critical thinking. Without a good guide, learners fall into mechanical repetition than meaningful knowledge construction.

#### ***4.2.2. Communicative Language Teaching***

Communicative Language Teaching (CLT): “This approach promotes active participation from students, facilitates the application of language in authentic contexts, and improves their ability to communicate effectively in accordance with current theories of language learning” (Qasserras, 2023, p. 22). With the correct methodology and activities that give the opportunity to

use the language in authentic situations, the fluency and comprehension have made significant progress. In the case of rural areas and the use of Offline apps, CLT adapts semi-guided tasks like interviews or projects where students practice language and the teacher organizes the steps to interact and give feedback immediately.

CLT promotes fluency, functional language use, and learner interaction rather than memorization of grammatical rules; that is why it is accepted in EFL education worldwide. Although offline apps limit access to real interaction with native speakers in real time due to a lack of connection, they serve as linguistic reinforcement material, making students feel more confident to communicate in class activities. Regular practice of the exercises improves fluency and correct pronunciation of words.

Offline apps support CLT principles by engaging learners in interactive activities such as dialogues, listening exercises, role-play simulations, and pronunciation practice. Participation and collaboration are present among students as they internalize language patterns and reinforce vocabulary in meaningful contexts. Domínguez Palma & Morales Vázquez (2023) explain that this blended methodology strengthens learners' ability to use the language and work better in peer interaction, even within rural classrooms have limited resources.

#### ***4.2.3. Task-Based Language Teaching (TBLT)***

Task-Based Language Learning is an approach aligned to learning English by completing meaningful, real-world tasks rather than focusing only on grammar and vocabulary. Students use the second language to complete some tasks focusing on communication, which means an improvement in fluency and effective communication. "Active interaction in the subject matter in pairs or groups to discuss an authentic agenda, negotiate, and come up with the best possible

solutions to the problems. This helps them develop communicative skills along with enhancing understanding content knowledge” (Bhandari, 2020, p. 3).

When pupils are motivated to participate in relevant projects in their adolescence, the experience gained from these interactions increases engagement in learning. Project-based learning, learning stations, collaborative projects, and storytelling promote students as the center of learning, but at the same time they require specific adaptation and must fall within the usual curricular limitations in environments with low resources (Nguyen & Ha, 2024).

It aligns well with offline apps because it structures sequences into pre-task, task performance, and post-task. In the pre-task, the teacher gives the topic and provides useful language. In the task performance, students work individually or in groups to complete the task. And finally, in the post-task, the learners present their outcomes with the rest of the class. Other skills such as collaboration, critical thinking, fluency, and critical thinking, are developed in the students.

#### ***4.2.4. Learner Autonomy / Self-Regulated Learning***

Learner autonomy and self-regulated learning (SRL) are two pedagogical principles focus on students’ capacity to be responsible for their own learning, which includes setting goals, progress monitoring, and independence practice. These principles are important in EFL teaching environments in rural areas, where students have little access to teachers or opportunities to practice English, so digital tools serve as support for independent learning, as is the case with offline apps, which are very useful (Ismail et al., 2023).

Empirical findings indicate that self-regulated learning strategies contribute not only to learner autonomy but also to strengthening cognitive, metacognitive, and motivational processes

in language learning. Recent studies show that the appropriate use of SRL strategies with students in online English classes positively improved their knowledge and successfully developed skills such as listening comprehension, oral expression, written grammar, and vocabulary (Zahidi & Ong, 2023).

By providing structured areas where students can set their own goals, choose assignments, monitor their progress, and assess results without continual teacher supervision, offline tools promote autonomy and SRL. To make the most of the devices and apps used in their education, students must possess strong digital abilities. In rural EFL contexts, where students must maximize limited access to technology, findings from systematic reviews indicate that learners who develop digital competences with SRL strategies are more capable of using digital tools effectively (Pinto et al., 2023).

### **4.3. Technological Tools in the English Learning Process**

#### ***4.3.1. Mobile Devices as Learning Tools in EFL***

The portability, accessibility, ease and adaptability of smartphones and other mobile devices have made them a must in today's language instruction. Mobile learning environments are especially valuable in circumstances where technological and infrastructure resources are low since they support practice of learner independence, provide multimodal approaches and respond to learners' requirements. Xiaoyu Fa(2023) explain that mobile devices and applications can overcome the traditional limits of time and distance, and extend the learning opportunities, however mobile learning depends on the instructor guidance and quality of app design.

(Hidayati & Endayani, 2025) emphasizes that cellphones, particularly Android applications, serve as useful educational instruments for English instruction by offering convenient, autonomous, and frequent chances for vocabulary engagement and practice. These



applications can enhance vocabulary through functionalities such as offline dictionaries, auditory exercises, or speaking activities. Mobile platforms provide as potent tools for language practice and reinforcement, independent of institutional infrastructure.

#### ***4.3.2. Android Operating System and Educational Accessibility***

Android-based mobile devices hold significant importance in rural and resource-limited educational settings. Due to their cost-effectiveness and extensive offline capabilities, students can download and utilize educational apps without requiring a continuous internet connection. Android devices have dominated the global mobile market due to their cost and broad interoperability with various educational applications (Hidayati & Endayani, 2025).

Android smartphones offer offline capabilities enabling users to save language learning resources directly on their devices. This attribute is particularly advantageous in a rural setting where internet access is restricted or nonexistent. Students frequently utilize Android applications to independently acquire vocabulary, engage in practice exercises, and utilize listening resources, thereby fostering self-directed learning behaviors.

#### ***4.3.3. Mobile Applications for English Language Learning***

English learning programs typically include resources such as vocabulary exercises, grammar practice, pronunciation models, listening activities, and interactive quizzes. Their design facilitates constant exposure and immediate feedback for learners, which are crucial components of language acquisition. Huang & Perez-Paredes (2023) assert that mobile-based language activities significantly improve vocabulary acquisition and learner engagement, surpassing the effects of regular classroom training.

Furthermore, these applications promote self-directed learning by allowing students to regulate the frequency and tempo of their educational experience. This autonomy is particularly advantageous in rural educational settings, where instructional time and teacher resources are constrained. Research conducted by Zhang Perez-Paredes (2021) demonstrates that mobile-assisted environments foster autonomy, enabling students to assume increased responsibility for their language development.

#### ***4.3.4. Pedagogical Impact of Mobile Technologies in Rural EFL***

##### ***Contexts***

(Metruk, 2021) Mobile learning enhances student motivation with interactive elements and gamified experiences. The educational influence of this technology extends beyond the enhancement of language skills. Students often view mobile applications as captivating and significant, which enhances their engagement and perseverance in educational tasks. They transition from merely accepting knowledge to actively producing and communicating successfully.

Moreover, it facilitates informal learning possibilities, allowing students to interact with English in genuine and quotidian contexts. In remote areas, where access to textbooks and supplementary materials is limited, mobile applications serve as essential resources. Domínguez Palma and Morales Vázquez (2023) assert that these applications serve as acillary instruments that enhance classroom adequation and guarantee ongoing exposure to the language.

#### **4.3.5. Limitations and Considerations in the Use of Technological**

##### **Tools**

Despite their advantages, technology tools have significant benefits. They also show some limits in EFL instruction. (Metruk, 2021) highlight that most applications are based on receptive

skills, such as vocabulary recognition and listening. However, it provides inadequate opportunity for productive skills such as oral and written. It is important to have teacher's instructional mediation to avoid pupils from doing repetitive behaviors instead of meaningful communication.

The use of mobile learning tools is frequently obstructed by technological limitations, including insufficient device storage, obsolete software, and inadequate digital literacy among educators and learners. These obstacles diminish the efficacy of mobile learning technologies in rural environments. Consequently, research supports the use of these technologies within pedagogically coherent frameworks that align with curriculum objectives (Zhang & Perez-Paredes, 2021).

#### **4.4. Education in the rural area.**

##### ***4.4.1. Structural Characteristics of Rural Education***

The quality and equality of the learning process are determined by the distinctive structural aspects of education in rural areas. "Poor school infrastructure, lack of teaching media, heavy workload, lack of prepared teachers, adaptation issues, low levels of students motivation and inadequate resources of learning" (Candrawati & Purbani, 2025, p. 66). These structural features show a considerable chasm between rural and urban education.

The absence of audiovisual tools, little access to digital resources, the low internet connection, and the lack of multiple equipment forces teachers to depend on handwritten notes or outdated texts that reduce students' exposure to practice the language. Teachers must invest extra effort and adjust strategies to help students with their self-confidence to practice the language. The improve of English level in the students depends largely on structural challenges rather than on students' abilities.

#### ***4.4.2. Sociocultural and Economic Context***

Some factors such as family, sociocultural, and economic environment influence and take part in the process of teaching and learning in the children. The family, as a fundamental pillar of upbringing and the acquisition of early knowledge, plays a very important role in guiding students, but at the same time influence on the other two aspects. According to López-Obregón & Rodas-Auquilla (2022) in the social cultural dimension, most of the parents had only completed high school, which limits their awareness of the importance of learning English and reduces opportunities to practice the language, from economic perspective, most of the families are engaged in commerce, agriculture, and mining-fields in which English plays a significant role and should be considered in relation to these economic activities.

#### ***4.4.3. Teacher Profile and Professional Development***

Teacher professional development has been deeply shaped by national bilingualism policies and teachers identify construction. Ovalle Quiroz & Gonzales( 2023) argue that English teachers in Colombia often build imagined identities like as proficient speakers or ELT experts that guide their participation in professional development programs, but there are not them owns aspirations however responses to institutional demands for higher proficiency and innovative methodologies. The teacher profile cannot be understood only for academic credentials, it must also in accordance with their professional growth within sociopolitical contexts.

Montenegro Sánchez and Rojas-Alfaro (2025) assert that educators in rural regions reconceptualize professional success by prioritizing community involvement, intercultural proficiency, and resilience in contexts with limited institutional backing. An effective teacher profile integrates formal qualifications with the ability to alter educational landscapes,

conceptualizing professional development as a dynamic and context-sensitive process that fosters both personal growth and educational equity.

#### **4.5. Limitation using technology**

According to recent researches, there are a number of obstacles to overcome when integrating technology into rural educational settings. The most commonly mentioned issues include uneven access to digital devices inadequate technology infrastructure, and limited internet connectivity.

##### ***4.5.1. Insufficient Connectivity and Hardware***

The persistent lack of reliable internet access and enough hardware is a significant barrier to using technology in rural education. Research carried out in rural settings shows that unstable connections, and the lack of consistent online availability greatly hinder the effectiveness of digital learning platforms, which are typically built for continuous online use (Ferrín-Morerira et al., 2025). Within English as a Foreign Language instruction, this constraint reduces learners' access to genuine language input, limits opportunities for interactive practice, and restrict the use of multimedia materials that play an important role in supporting language development.

Beyond connectivity challenges, the lack of appropriate or modern hardware deepens technological inequalities. Many rural schools operate with a limited number of shared devices, obsolete computers, or low performance mobile tools, which limit the possibility of continuous and personalized learning experiences (Rodríguez, Marín, López, & Castro, *Tecnología y escuela rural: Avances y brechas.*, 2023). These infrastructural limitations frequently lead to inconsistent use of technology, reducing its pedagogical effectiveness and widening the educational gap between rural and urban students. As a result, some works highlight the necessity of implementing

offline tools that operate without constant internet connectivity and require only basic hardware resources.

#### ***4.5.2. Application Design and Technical Requirements***

Another significant limitation identified in recent studies relates to the design characteristics and technical demands of educational applications. Certain digital tools are designed with the assumption of continuous internet connectivity, robust devices, and contemporary operating systems, qualities that are infrequently available in remote educational settings (Valverde Medina et al, 2025). As a result, educational software that necessitate frequent upgrades or rely on cloud-based functions are rendered impracticable for consistent usage in rural classrooms.

Moreover, research indicates that numerous programs are not customized to meet instructional requirements or contextual adaptations. These applications are generally tailored for global or urban users, neglecting the levels, diverse realities, and curriculum alignment of rural learners (Ferrin Moreira et al., 2025). The absence of alignment may impede active engagement and diminish the efficacy of language learning activities; therefore, it is essential to create offline applications that are straightforward and accessible, tailored to the particular circumstances of rural education.

#### ***4.5.3. Digital Skills of Teachers and Students***

Another barrier to the successful integration of technology in rural areas is the growth of digital literacy among educators and learners. Studies reveal that teachers in rural contexts often have limited access to continuous professional development related to educational technology and affects their capacity to integrate digital tools effectively into the class (Valverde Medina et al., 2025). That point is important in EFL instruction because teacher must integrate linguistic

expertise, pedagogical strategies, and technological knowledge to foster effective and meaningful language learning.

In the other hand, students' digital skills vary considerably, inside and outside the school environment. According to (Hampton et al., 2021) "The role that digital media play in the academic performance of a rural student also suggests a need to reflect on the traditional factors that shape a student's educational aspirations"( p. 13). Although students have exceptional technology skills, these are directed toward activities that do not reinforce their knowledge.

#### **4.6. Impact of Using Technology in the rural Area**

Although, there are limitations to integrating technological tools into teaching, it must be said that technology can have a positive and transformative impact on rural education when is adapted to local contexts and reinforced with sound pedagogical support.

##### ***4.6.1. Increased Exposure and Autonomous Practice***

Recent studies show that technology can increase learners' opportunities to the target language in rural settings, where exposure to English is always reduced. Proper use can help reduce the gap between rural and urban schools because pupils can have more meaningful and real contact which improves their language development. Research carried out in rural secondary show that digital tools offer students continuous exposure to auditory, visual, and interactive input, thereby enhancing language understanding and reinforce vocabulary and grammar (Napitupulu et al., 2024).

Research conducted by Anthonysamy et al., (2020) demonstrates that independent engagement with digital tools helps students develop self-regulation skills and take greater responsibility for their learning process. In other words, technology promote the autonomous

learning practices allowing students take control with the frequency and sequence of their learning activities. In the case of rural area where the teaching time and resources are limited, the integration of offline applications can provide opportunities beyond the school environment, allowing students to practice English on their own regardless of the shortcomings they may have in the institution.

#### ***4.6.2. Improved Motivation and Engagement***

For students between 13 to 15 years old in rural school, the use of digital resources enhances the importance and relevance of English learning by offering a variety of forms of interaction that go beyond conventional textbooks. Investigations carried out in rural secondary show that digital technologies provide learners access to auditory, visual, and interactive input, which helps in a better way their understanding of the language, at the same time reinforce vocabulary and grammar (Rodríguez et al., 2023).

In EFL contexts, higher levels of motivation have been associated with students' readiness to participate in classroom activities and maintain effort throughout the learning process. If technology is aligned with pedagogical objectives, the motivation will be most evident. Napitupulu et al. (2024) observed that technology-based teaching approaches enhanced learners' participation and confidence in using English, especially in speaking activities.

#### ***4.6.3. Limited Transfer to Productive Skills without Mediation***

While it is true that every technological tool within a specific field has its pros and cons, the case of teaching is no exception. Technology in language learning has shown strong benefits, especially for receptive skills such as listening, reading, and for structures practice in the class. However, studies show that its influence on productive skills such as speaking and writing had a low level, without correct pedagogical guidance, pupils often had problems to transmit their knowledge from technology into affective communication (Valverde Medina et al., 2025).



Ferrín Moreira et al.,( 2025) express that if students do not have opportunities for guided interaction, clear feedback, and appropriate scaffolding, they often use digital tools in a passive way, resulting in limited opportunities to produce language meaningfully. This limitation is always present in rural contexts where the lack of training for teachers with regard to the integration of technology into communicative and interactive teaching methods does not meet the necessary standards. Therefore, technology by itself can not ensure communicative competence because it have a direct connection on the way teachers desing appropriate learning tasks that turn digital input into opportunities to active language use.

The research works underscore the importan role of teacher as a mediator in technology supported EFL instruction. In rural areas, offline appliactions must be integrated within pedagogical frameworks that encourage collaboration, interaction, and feedback so that learners can develop all the productive language abilities.

#### **4.7. Impact of Apps in Rural Education**

The use of apps has become an important tool for improving education in rural areas of Latin America due to low cost and high-quality.

##### ***4.7.1. Impact on Language Exposure and Autonomous Learning***

A research by Álvarez Álvarez & Jiménez Ruiz (2022) shows that the use of mobile applications give students the opportunitie to interact with learning materials, promoting independent practice outside the classroom and helping to balance the limited time available for learning in schools. Educational applications greatly expand students' contact with academic materials, specially in rural areas where the resources are low or scarce. In the case of English it allows to maintain contact with the target language and improve their acquisition.

According to Domínguez Palma & Morales Vázquez (2023) in rural secondary, the implementation of mobile applications have proven useful to build vocabulary, listening comprehension, and grammar reinforcement because they allow students to practice independently and progress at their own pace. Educational apps are presented like a valuable resources for promoting learner autonomy, especially those that work offline because allows students to study content on their own even when infrastructure is limited.

#### ***4.7.2. Effects on Motivation and Student Engagement***

Student motivation and engagement are important factors analyzed in the literature. Research from Latino America demonstrates that the use of educational apps has a positive influence on learners' attitudes toward studying, especially in the case of adolescents. Interactive design, multimedia resources, and games are the principal strategies to capture the students' attention, the interest, and more actively promote participation in learning activities (Álvarez & Jiménez Ruiz, 2022).

The greater the motivation, the greater the willingness to practice the language. (Domínguez Palma & Morales Vázquez, 2023) explain that students who have more contact with applications designed for teaching respond more positively to English classes than with traditional methods. It is relevant for rural school where teachers are constantly faced with the difficult task of keeping their students motivated due to a lack of resources and repetitive learning practices.

#### ***4.7.3. Contribution to Language Skills Development***

Systematic research by Pedraja-Rejas et al.,( 2024) explain that mobile learning tools have a positive impact on receptive skills like listening and reading which provide an up-to-date report on vocabulary and grammar practice. Although in rural areas the number of students is smaller and teacher can respond quickly, these applications allow them to be exposed to authentic

language. Listening to a native speaker and being able to interact with them in activities significantly increases motivation to maintain a positive attitude.

For the development of productive askills such as spaeaking and writing, the pedagogical guidance of a teacher is necessary. Even if motivation is high, if students do not follow a practice plan designed by the instructor, their use of the applications will be passive rather than active. Prior instruction on the use of the application for both teachers and studentsis vital for its correct handling.

#### **4.8. Use of Off-line Apps in the English Learning Process in the rural Area**

##### ***4.8.1. Offline Applications as a Response to Digital Inequality in Rural Areas***

Although, technological advances have made great strides, not everyone has access, as in the case in rural areas where the digital divide is wide and affects the quality of education in institutions due to low internet connectivity. Offline applications appear to be a reliable tool for effective teaching and reducing the technology gap while maintaining the continuous process. Studies emphasize that offline apps are seen as a practical way to support students because these tools make give the opportunity to practice vocabulary, grammar, and reading comprehension anytime and anywhere without internet connection (György, István, & Dominik, 2025).

Through built-n resources, offline apps provide structured language input for EFL instruction, enabling students to access English content even when they are not online. For students in rural areas, where learning options are sometimes restricted by infrastructure issues, this key characteristic is crucial.

#### ***4.8.2. Pedagogical Potential of Offline Apps in EFL Instruction***

Offline applications hold significant importance in EFL training as they facilitate skill enhancement in language acquisition. The primary skills are listening comprehension, vocabulary enhancement, and grammatical practice. Interactive exercises and multimedia enhance the engagement of classes, shifting the focus towards students. Domínguez Palma and Morales Vázquez (2023) assert that offline applications in rural Latin America facilitate continuous exposure to linguistic stimuli via straightforward lesson repetition, hence markedly enhancing language acquisition.

Moreover, offline applications correspond with constructivist and communicative pedagogies, facilitating active involvement and autonomous learning. For kids aged 13 to 15, these tools facilitate cognitive development by enabling simultaneous interaction with many resources, thereby enhancing their autonomy and accountability in the learning process.

#### ***4.8.3. Development of Language Skills through Offline Applications***

Recent evidence indicates that receptive abilities, including listening and reading, significantly enhance in learners when they utilize offline programs, which also assist in expanding their vocabulary and understanding of grammar norms. Offline applications typically utilize audio, images, brief texts, and interactive tasks that enable students to engage in repetitive exercises and practice the language. This is crucial for learning, particularly in rural regions where children have minimal exposure to English beyond the classroom (Pedraja-Rejas et al., 2024).

In addition to receptive skills, offline applications enable students to systematically practice concepts, hence facilitating a more effective and meaningful learning experience. The

advancement of productive talents, such as speaking and writing, is diminished when applications are used in isolation. Students lacking opportunities for interaction, feedback, or meaningful practice are engaged in a passive learning mode, merely ingesting material. These applications are most effective when utilized to enhance classroom activities, including writing assignments, collaborative tasks, or spoken practice. Thus, offline applications serve as a foundation for equipping students with communication skills; yet, it is essential to acknowledge that they are insufficient alone for comprehensive language development.

#### ***4.8.4. Teacher Mediation and Instructional Integration***

Digital tools do not produce learning results in themselves, but they are useful if teachers combine them with appropriate teaching approaches in the lessons (Álvarez Álvarez & Jiménez Ruiz, 2022). Therefore, the role of the instructor as a mediator becomes a crucial factor for successful development of the application in teaching English as a foreign language. In the case of remote locations, the teacher needs to select suitable offline resources and it should be related to learning goals and the activities should be designed to combine practice with classroom work.

Good instructional integration occurs when teachers incorporate offline apps with explanations, collaborative activities and formative evaluation techniques. The mediation of the teacher also helps to adjust all the contents to the linguistic level and to the social circumstances of the students, something very important in rural areas. Offline apps are particularly useful for teachers to give continuous feedback and track student progress, they increase engagement and autonomy and meaningful learning, not to replace traditional pedagogical contact.

#### ***4.8.5. Challenges and Research Gaps in the Use of Offline Apps***

Despite research encouraging the use of offline apps due to their multiple benefits, there is also research that has found challenges to their introduction inside universities. The main obstacles

faced in rural contexts include lack of technology equipment, bad internet connection, geographical remoteness and low digital abilities of teachers. The problems identified underline the need for institutional support, teacher development and integration of suitable strategies.

A significant difficulty highlighted in the research is the scarcity of applications tailored for rural educational environments and adolescent users. Numerous applications are tailored for metropolitan or worldwide audiences; yet, they remain unadapted to the linguistic, cultural, or educational contexts of pupils in rural regions. This gap necessitates empirical research that examines both short-term learning outcomes and long-term effects, implementation dynamics, and pedagogical strategies.

#### **4.9. Offline Mobile Applications for English Language Teaching in Rural**

##### **Contexts**

Mobile applications in English language instruction are an excellent technique to cope with the educational problems experienced by teachers and students in remote locations due to the absence of technology infrastructure. In regions where internet access is completely inconsistent or lacking, offline mobile applications emerge as an option that permits learners to carry on uninterrupted learning and self-directed language practice. Some research on cell Assisted Language Learning (MALL) demonstrates that mobile technologies can greatly improve students' enthusiasm, involvement and linguistic skills, while eliminating learning gaps caused by physical location.

#### **4.9.1. Grammar Learning Apps**

There are mobile applications for grammar teaching such as English Grammar, English Grammar and Test, and Learn English Grammar (British Council). These apps enable users to practice structures with interactive exercises and quizzes, and to get instant feedback. Most studies do not investigate these commercial tools independently, although research repeatedly emphasizes the effectiveness of mobile grammar-learning systems. One good example is the work by Wang, Chen, & Zhang, (2021) in which they designed a tailored mobile-assisted grammar learning system with self-regulation mechanisms and implemented it on 598 EFL students. The entire group demonstrated far greater improvement in their grammar exam scores than those who got traditional teaching exclusively.

Mobile grammar applications, particularly those with offline capabilities, enhance autonomous learning and communicative competence among students in rural areas by enabling continuous practice of grammatical structures, providing rapid feedback, and promoting self-regulation. These tools integrate offline accessibility with continuous and personalized practice, enhancing traditional teaching, mitigating connectivity issues, and offering learners opportunities to incrementally enhance their grammatical precision and linguistic awareness, which are vital for effective communication.

#### **4.9.2. Listening and Speaking Apps**

English language learning is made easy with apps like English Listening and Speaking, English Conversation and Learn American English. These offline apps offer different audio recordings, pronunciation assistance, interactive dialogues and practice activities, exposing the learners to authentic input. Research on Mobile-Assisted Language Learning (MALL) reveals that

mobile applications improve learners' confidence and willingness to use English by offering opportunities for broad exposure to language beyond the classroom hours. Bai, (2024) expresses mobile learning settings are conducive to elicit self-regulated learning and foster language learning beyond the formal educational setting with opportunities to engage in meaningful practice at any time and place.

The utility of these technologies is particularly significant in rural educational contexts, where conventional English instruction frequently encounters challenges such as insufficient technology resources, minimal exposure to real input, and restricted access to contemporary teaching materials. The offline mobile application provides portable and accessible resources, including interactive activities that enable students to practice grammar, listening, speaking, pronunciation, vocabulary, and reading abilities independently of internet availability.

#### ***4.9.3. Reading and Pronunciation Apps***

Google Read Along is an offline application intended to cultivate and enhance kids' reading habits through speech recognition in interactive activities. A recent study by Nasir, N. S. and Yaccob, N. S. (2026) shown that following an eight-week program usage with ESL learners, children's reading comprehension and motivation significantly increased. This was demonstrated by the scores achieved prior to and during the intervention, together with the elevated level of engagement in the activities. Similarly, Fajrina, Anzali, and Perdana (2024) discovered in their study that continuous exposure to the application improved pronunciation accuracy and oral fluency. These attributes establish the application as a significant asset for rural students with restricted possibilities to engage with English beyond the classroom.



In summary, empirical evidence demonstrates that offline applications, including English Grammar, English Grammar and Test, English Listening and Speaking, English Conversation, Learn English Grammar (British Council), Learn American English, and Google Read Along, offer valuable educational resources for learning English. Furthermore, these applications mitigate educational inequalities linked to inadequate technology infrastructure, improve English proficiency, foster learner autonomy, and provide educational options for pupils in rural regions.

## 5. METHODS AND MATERIALS

The data collection process was divided into three sequential phases. The initial step was to visit the institution through submission of a formal letter addressed to the principal of the school. After authorization from the institution, the instruments (interviews, surveys, and observation sheets) were validated by 3 lectures specialized in English language teaching at PUCESI, to assure were coherent and focused in the purpose.

To maintain the coherence between the stated objectives and the empirical phase of the project, a matrix (Annex I) was used to operationalize the variables Offline Applications and Teaching English as a foreign Language in Rural Contexts. The table made it feasible to segment the theoretical notions into particular parts and indications, which helped to transform the abstract concepts into visible and verifiable units of measuring. Each item used in the survey, observation form, and interview directly addresses the research objectives.

The participants in this study were students from “San Isidro Educational Unit” located in canton “ESPEJO” of “CARCHI” province, Ecuador, between 13 to 15 aged, who were enrolled in the ninth and tenth grades of secondary school and the first year of high school and two English teachers who were in charge of teaching English. The total of population exceeded the size of 100

pupils, so it was necessary employ a sampling to work with 46 students: thirteen ninth-graders, 20 tenth-graders, and thirteen ninth-graders from the first year of high school.

The second stage was aimed to apply the techniques and instruments created within the institution. The explorative and descriptive research gave us the opportunity to observe how teachers conduct their classes, the teaching methods used, the technological tools employed, and how they motivate their students to learn a new language, in this case, English. Besides providing insight into the actual conditions at the educational institution regarding language instruction, specialized infrastructure, technological devices, pedagogical practices, and student learning behavior.

It is important to note that during this stage, students were introduced to certain Offline Applications to the pupils and teacher; for this, a projector provides by the institution's management was used, and the presentation took place in the classrooms of each year group during the timetable slots allocated to the subject, so as not to interfere with other teachers.

Firstly, the observation sheet was applied one time at each level selected, allowing a direct contact with the reality of English instruction within the class. This tool contained 10 items related to teaching processes, student behavior, technological devices, internet connectivity, and materials utilized by teachers, were rated on the Likert scale. Although, the process could have been completed in a single day, it was necessary to complete it over two days due to the teachers' schedules (Annex III).

The second instrument applied to obtain information was the survey administered to students from ninth and tenth grades of elementary school and the first grade of high school. It involved ten questions between multiple choice, closed-ended(yes/no) questions, and open-ended

questions allowing students to express their opinions about use of the computer lab, connectivity, teaching methodology, knowledge about offline apps, and a future use into their learning. All pupils answered freely (Annex VI).

The final instrument used was an interview to two English teachers responsible for each grade level. This semi-structured interview with open-ended questions covers topics related to years of experience, knowledge of offline apps, use of technology to teach, material used in the classroom. It was conducted on the same day the student surveys were administered, but in a more neutral environment (Annex IV).

In addition, analytical research made it possible to report the data obtained, at the same time, establish relationships between the variables, and interpret the data to assess the effectiveness of Offline apps as a tool for learning English. Once the entire data collection process was completed, the data was analyzed using a mixed-methods approach. As part of the quantitative analysis, the data from surveys and observation forms was tabulated in Microsoft Excel, a software program that allowed us to identify the frequency and percentages of each item; these results are presented in statistical graphs, which facilitate their interpretation.

On the other hand, to verbatim transcript was prepared for each interview so that they could be subjected to content analysis. These results served as the basis for formulating conclusions and recommendations aimed at improving the teaching of EFL in rural schools.

## **6. RESULT AND DISCUSSION**

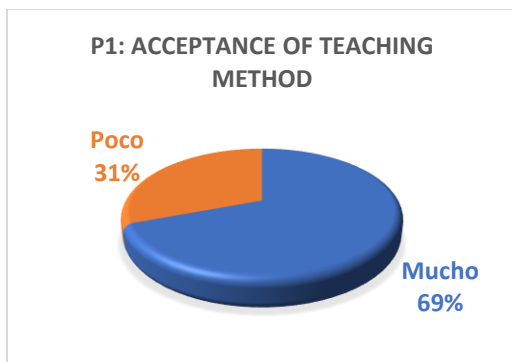
Once the methodological framework has been explained, this section focuses on the interpretation of the core findings from the surveys, interviews and observational sheets applied into Unidad Educativa San Isidro (UESI). All the information is organized around the key topics that appeared during the analysis.

The first relevant finding concerns the teaching methodology applied by English teacher within the institution. From the observational sheets conducted to teachers, the results reveal that classes are still taught using traditional methods, limiting student participation during the class time. According to the responses obtained from interviews with teachers, they argue do not have the necessary resources to innovate. The only resource provided by the government is a textbook that students and teachers must download from ministry's official website. While it is aligned with international standards, it does not take into account the realities faced by students in rural areas. In general, they do not have the required proficiency to handle that type of text, but thanks to the flexibility of the curriculum, they create their own materials tailored to the learners' level.

Moreover, students are used to traditional methodologies that reduce the opportunities to learn more dynamic and engagement. That claim was corroborated by the responses extracted from surveys conducted among the students. Most of the learners' answers say they like the way English classes are taught. As can be seen in the figure, a significant majority of learners in this case, 69% of students said they "really like" them, while another 31% "like them a little".

### **Figure 8**

Acceptance of Teaching Method



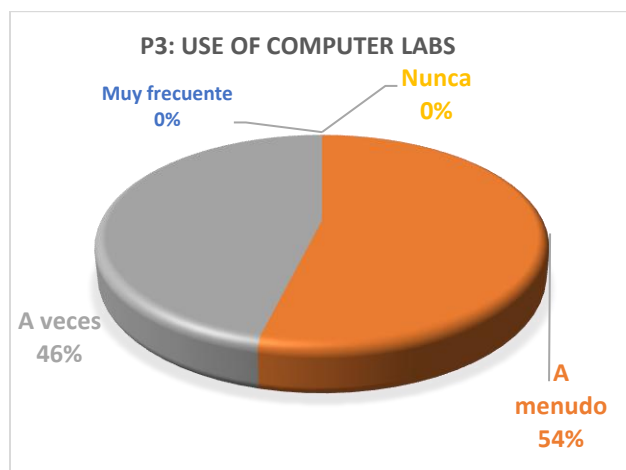
*Note:* Results from the survey applied to students. Original work.

On the other hand, currently the use of technological tools and devices as part of English teaching process helps to reinforce the knowledge. Reserachers like (Napitupulu et al., 2024), Anthony samy et al., (2020), and (Rodríguez et al.,2023) support the idea of incorporating technology because it encourages students to study on their own, increase their exposure to the language, and keeps them motivated.

In addition, the information gathered from interviews conducted with teachers show that they are in complete agreement that the use of technology is essential for teaching. However, they express that the institution does not have the neccesary equipment to use it with the students for their English classes. It has only two projectors and one computer lab for more than two hundred students, making it difficult to employ them on a regular basis. Moreover, surveys conducted among students confirm the claim that they have little exposure to technological tools. Fifty-four percent of students reported that they operate these facilities “often” while 46% reported that they use “sometimes”. This distribution indicates that there is a lab, but it is not yet fully integrated into classroom practice. Therefore, those results reinforce the importance of seeking out other types of technological tools that enable teachers to keep their students motivated and encouraged to learn.

**Figure 10**

Frequency of use of the computer labs



*Note:* Original work by Francisco Ibujes.

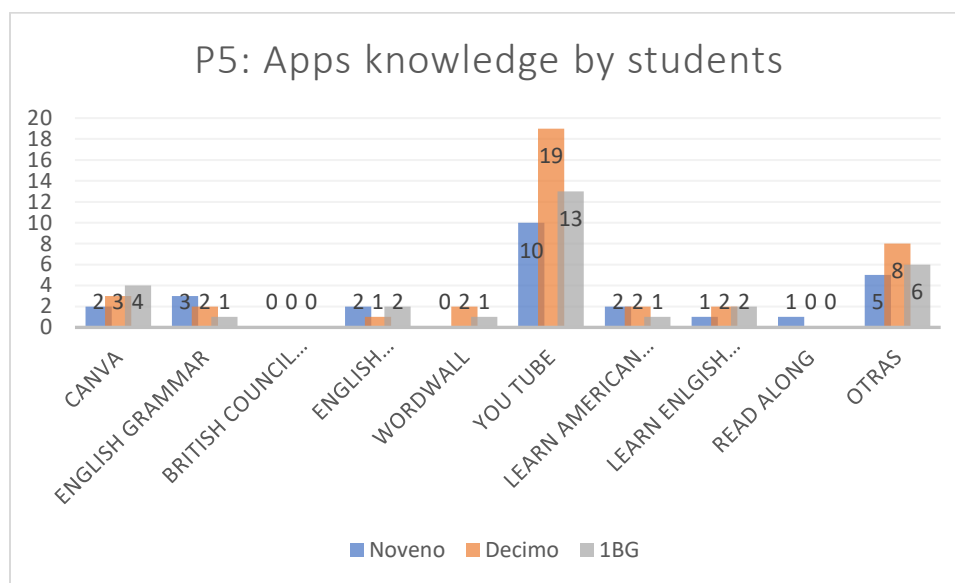
Continuing in the same line, the integration of mobile applications represents a significant shift in English learning process. In this regard, (Álvarez Álvarez & Jiménez Ruiz, 2022) and (Domínguez Palma & Morales Vázquez, 2023) explain that the use of mobile applications helps learners to developing new vocabulary, improving their listening, allowing interaction with other people, and review grammar. According to interviews responses, teachers acknowledge that the consume of apps are useful for listening and speaking skills which are the most difficult to acquire.

However, due to a lack of resources and unfamiliarity with educational applications, students predominantly use the ones that come pre-installed on their phones. As illustrated in Figure 13, the results from surveys applied to learners show there is a significant disparity between entertainment-oriented platforms and educational apps. For instance, You Tube is the most well-known and used app among students, with a total of 42 responses out of 46, which was the total

sample size. However, these platforms require a constant internet connection, reducing the opportunity to maintain a constant practice in places that do not have this facility.

**Figure 12**

*Knowledge of educational technology tools*



*Note:* Distribution of apps more used by students according the educational level.

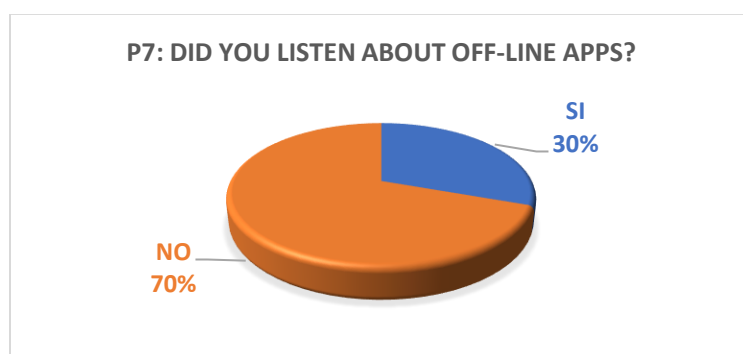
Furthermore, it is worth nothing that, offline applications play an important role in the access to English language resources in areas where digital infrastructure is unstable. International resarch by (György, István, & Dominik, 2025), (Pedraja-Rejas et al., 2024), and (Domínguez Palma & Morales Vázquez, 2023) emphasizes the benefits of using those kinds of tools in the educational field, especially in rural contexts where internet access is limited. Activities such as practice listening, vocabulary, and speaking can be carried out into the class without requiring connectivity.

In the case of “UESI”, despite the great potential that Offline apps can offer, both teachers and students are not familiar with this kind of tools. On one hand, the teachers’ answers in the

interviews say that they only know some because this is something completely new. On the other hand, the results obtained in the surveys to students reported that they were unaware of Off-line apps. The following chart confirms that only 30% of students know some of them and the 70% do not know about Offline apps.

**Figure 14**

*Familiarity with offline English learning tools*



*Note:* original work.

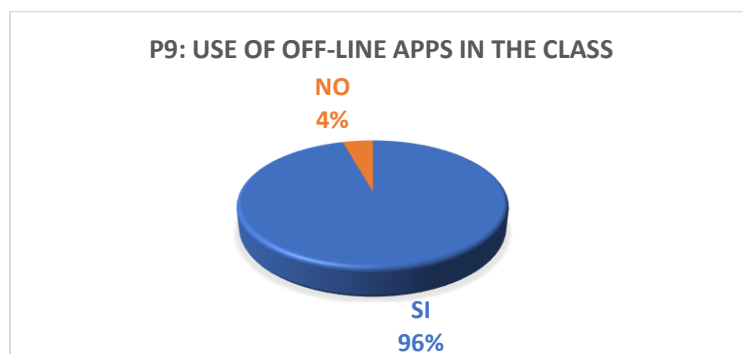
Besides, direct interaction with offline applications has significantly fostered positive attitudes toward their permanent integration into the English class. After having had first contact with offline apps as such as English conversation, English listening and speaking, English grammar and test, English grammar, Learn American English, Grammar (British Council), and Read Along, both teachers and students expressed positive attitudes to use the apps in the classroom.

Indeed, the data derived from teacher interviews, express that in these they need to stay updated with technology, besides the necessity of a previous training to use these tools effectively. Likewise, the data from surveys to students show that they have total interest in integrating Offline apps into their learning process. This high level of engagement is further evidenced in Figure 9, which depicts an overwhelming 96% approval rating.



**Figure 16**

*Interest in the incorporation of offline tools in the classroom*



*Note:* Positive attitude toward incorporate offline apps in class.

Upon finishing analyzing the results, a contradiction between the institutional infrastructure and the purpose of use becomes evident. Although students do not have access in totally to computer labs, their digital practices are focused on multimedia consumption platforms such as You Tube instead of apps designed to learn English language. Those evidences clearly show that although learners have contact with the digital world, it is underutilized, limiting the autonomy of second language learning.

This lack of digital pedagogical guidance is directly connected to the initial challenge of identifying effective technological alternatives. The fact that 70% of students stated they had not heard about Offline apps shows a widespread tendency to depend on internet connection to innovate the education. However, it is not an obstacle because this result completely justifies the need for this research in areas where access to a network is limited, breaking the paradigm that it is necessary to have an internet connection in order to make use of new interactive and dynamic teaching methodologies within the classroom.

The most important finding appears when comparing the prior lack of knowledge with the students' responses regarding the proposal to include Offline apps in their teaching. This predisposition is supported after having had prior contact with this new type of applications and knowing their new opportunities to access a new material and practice without limitations. These results show a positive attitude toward change in rural contexts.

### **Proposal**

The proposal of this research is the creation of a website that contains a list of five offline applications focused to support English language learning in rural contexts. Those offline apps for this Website are English Conversation, English Listening and Speaking, English Grammar and Test, English Grammar, Grammar (British Council), Learn American English and Read Along.

In addition, these applications offer a wide range of dynamic tools, including interactive resources, real-life conversations, listening activities, sentence-completion exercises, and voice-recording. Importantly, all of them work without a requiring a continuous internet connection.

This website manages an intuitively and simplified interface to ensure that both teachers and students can easily navigate, select, and download each application without problem. Its structure is organized into three main tabs. On the first tab, presents the general welcoming page with an overview of the project's purpose and its mission to bridge the digital divide in rural education. The second tab, provides a brief guide about the apps and their benefits. Finally, the third tab presents the apps with direct links for navigation and download.

**Link:** <https://sites.google.com/view/offlinestudio?usp=sharing>

## 7. CONCLUSIONS

After having carried out this research on the use of offline applications, it was determined that offline tools help to foster vocabulary development, promote autonomous learning, and enhance listening and speaking skills, which are the most difficult to acquire according to the teachers' opinions gathered from the interviews.

Although students from rural communities have access to online applications that provide materials for learning a second language, this contact is underutilized due to the lack of specialized pedagogical guidance to maximize its use.

The results show that students from rural areas display a highly favorable attitude and strong openness to practicing the English language through the incorporation of offline apps in the learning process to enhance their academic development.

The creation of a website like "Offline Studio" is useful, which provides a list of offline applications that allow students and teachers to access them without restriction, as well as download them for free on their mobile devices to practice and improve their skills in the English language.

## 8. RECOMENDATIONS

Future researchers should continue expanding the theoretical and empirical studies on offline mobile applications in rural contexts to keep updating the scientific framework and at the same time address new fields such as inclusion through offline apps.

Rural Educational authorities should intervene to guide students' digital practices through introductory workshops to overcome unfamiliarity regarding offline applications and pass from passive multimedia consumption towards an active pedagogical use.

Teachers should incorporate these offline apps into their daily lesson plans to take advantage of the motivation that students have when they use technologies and focus it on learning a second language, ensuring that it is aligned with the skills that the curriculum requires.

The website must be socialized among the rural educational community, ensuring that authorities of the institution, students, English teachers and parents understand the educational benefits of offline apps and learn how to use them correctly.

## 9. BIBLIOGRAPHY

- Blanco Martell, L., & Argudo Serrano, J. C. (2025, Abril 01). Exploring the challenges and motivational factors in english language learning: insights from rural Zumba, Ecuador. *PACHA Revista de Estudios Contemporáneos del Sur Global*, 1-16. doi:<http://doi.org/10.46652/pacha.v6i18.418>
- López-Obregón, J. C., & Rodas-Auquilla, T. A. (2022). Teaching English as a foreign language to rural education students. *IUSTITIA SOCIALIS*, 7(1). Retrieved from [https://fundacionkoinonia.com.ve/ojs/index.php/Iustitia\\_Socialis/article/view/1700?utm\\_source=chatgpt.com](https://fundacionkoinonia.com.ve/ojs/index.php/Iustitia_Socialis/article/view/1700?utm_source=chatgpt.com)
- Álvarez Álvarez, E., & Jiménez Ruiz, L. (2022). Aprendizaje móvil mediado por apps: Impacto para la innovación en ambientes educativos en América Latina. *Horizontes. Revista de Investigación en Ciencias de la Educación*, 2265-2278. doi:<https://doi.org/10.33996/revistahorizontes.v6i26.490>
- Alvarez, S. P. (2024). Estrategias tecnológicas para el aprendizaje del inglés en contextos rurales: un estudio en la Institución Educativa Ramón Arroyave. *Estrategias tecnológicas para el aprendizaje del inglés en contextos rurales: un estudio en la Institución Educativa Ramón Arroyave*. Retrieved from <https://repository.unad.edu.co/bitstream/handle/10596/64792/Spenaal.pdf?sequence=1>
- Anthonsamy, L., Koo, A., & Hew, S. (2020). Self-regulated learning strategies in higher education: Fostering digital literacy for sustainable lifelong learning. *Education and Information Technologies*, 2393-2414.
- Bai, Y. (2024). A Mixed Methods Investigation of Mobile-Based Language Learning on EFL Students' Listening, Speaking, Foreign Language Enjoyment, and Anxiety. *SAGE Open*.
- Bhandari, L. (2020). Task-Based Language Teaching: A Current EFL Approach. *Advances in Language and Literary Studies*.
- Candrawati, A., & Purbani, W. (2025). Teaching English in rural settings: A systematic review of. *English Language Teaching Educational Journal*, 66-67. Retrieved from [https://files.eric.ed.gov/fulltext/EJ1483236.pdf?utm\\_source=chatgpt.com](https://files.eric.ed.gov/fulltext/EJ1483236.pdf?utm_source=chatgpt.com)

- Charles, A., & Soekarno, M. (2024). The Effect of an Offline Tiktok 'Duet Me' on Primary Rural School Learners' Speaking Skills in Banggi Island, Malaysia. *INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION AND DEVELOPMENT*, 1220-1230.
- Domínguez Palma, D., & Morales Vázquez, M. (2023). Uso de aplicaciones móviles como herramienta de apoyo en el aprendizaje del idioma inglés. *Ciencia Latina Revista Científica Multidisciplinar*, 2773-2788.
- Fajrina, A., Anzali, M., & Perdana, P. (2024). The Use of A Read Along Application to Improve Students' Pronunciation. *English Education, Linguistics, and Literature Journal*.
- FERRÍN MOREIRA, M., GARCÍA CEVALLOS, A., LAGOS ORTIZ, K., & PÉREZ BARRERA, H. (2025). Brecha digital al acceso a recursos tecnológicos: su influencia en la educación en zonas rurales de Ecuador. *REVISTA ESPACIOS*.
- González-Pérez, L. I., & Ramírez-Montoya, M. S. (2022). Components of Education 4.0 in 21st Century Skills Frameworks: Systematic Review. *Sustainability*.
- György, I., István, D., & Dominik, L. (2025). *Learning English online. Uzhorod Hungarian Institute*. Retrieved from Learning English online. Uzhorod Hungarian Institute: Learning English online. Uzhorod Hungarian Institute
- Hampton, K., Robertson, C., Fernandez, L., Shin, I., & Bauer, J. (2021). How variation in internet access, digital skills, and media use are related to rural student outcomes: GPA, SAT, and educational aspirations. *Telematics and Informatics*.
- Hidayati, T., & Endayani, T. (2025). Smartphones to learn English: The use of Android applications by non-English major students in West Aceh. *urnal Ilmiah Peuradeun*,.
- Huang, T., & Perez-Paredes, P. (2023). The relationship between mobile-based language activities and vocabulary development in EFL learners: A mixed-methods study. *mart Learning Environments*.
- Ismail, S. M., Nikpoo, I., & Prasad, K. D. (2023). Promoting self-regulated learning, autonomy, and self-efficacy of EFL learners through authentic assessment in EFL classrooms. *Language Testing in Asia*.
- James P, L., & Matthew E, P. (2023). Sociocultural theory and classroom second language learning on the East Asian context: Introduction to the special issue. *The Modern Language Journal*.
- Lim, F., & Toh, W. (2024). APPS for English language learning: A systematic review. - *Teaching English with Technology*, 1-24.
- LIZBETH, S. S. (2025, Septiembre 04). SHORTAGE OF MATERIAL RESOURCES FOR TEACHING ENGLISH IN ECUADORIAN RURAL SCHOOLS: A SYSTEMATIC LITERATURE REVIEW. *SHORTAGE OF MATERIAL RESOURCES FOR TEACHING ENGLISH IN ECUADORIAN RURAL SCHOOLS: A SYSTEMATIC LITERATURE REVIEW*. Cuenca, Ecuador.
- Metruk, R. (2021). The use of smartphone English language learning applications in EFL learning: Students' perspectives. *Sustainability*,.
- Montenegro Sánchez, A. M., & Rojas-Alfaro, R. (2025). Teacher perspectives on implementing the action-oriented approach in rural settings: Single case study. *Revista Electrónica "Actualidades Investigativas en Educación"*.

- Napitupulu, M., Wisrance, M., & Trivict, T. (2024). The impact of technology-based teaching methods on English speaking skills in rural secondary schools. *Journal of English Language Teaching (JO-ELT)*.
- Napitupulu, M., Wisrance, M., & Trivict, T. (2024). The impact of technology-based teaching methods on English speaking skills in rural secondary schools. *Journal of English Language Teaching*.
- Nasir, N., & Yaccob, N. (2026). AI-integrated Reading with Google Read Along: ESL Primary Learners Gamified Intervention. *EDUCATUM Journal of Social Sciences*.
- Nguyen, L. Q., & Ha, V. (2024). Challenges in EFL Constructivist Classrooms From Teachers' Perspectives: A Case Study in Vietnam. *SAGE Open*.
- Oluwafemi, O. (2023). Digital literacy in English education: Developing students' skills for the 21st century. *FOEFU Journal of Studies*, 45-58.
- Ovalle Quiroz, M., & Gonzales, A. (2023). Imagined Identities and Imagined Communities: Colombian English Teachers' Investment in Their Professional Developmen. *Profile: Issues in Teachers' Professional Development*.
- Pedraja-Rejas, L., Muñoz-Fritis, C., Rodríguez-Ponce, E., & Laroze, D. (2024). Mobile learning and its effect on learning outcomes and critical thinking: A systematic review. *Applied Sciences*.
- Pinto Santuber, C., Bravo Molina, M., Ortiz Salgado, R., & Jiménez Gallegos, D. (2023). Self-regulated Learning, Motivation, and Digital Competencies in Distance Education: A Systematic Review. *Revista Mexicana de Investigación Educativa [en línea]*, 965-986.
- Qasserras, L. (2023). Systematic Review of Communicative Language Teaching (CLT) in language education: A balanced perspective. *European Journal of Education and Pedagogy*. Retrieved from [https://www.ej-edu.org/index.php/ejedu/article/view/763?utm\\_source=chatgpt.com](https://www.ej-edu.org/index.php/ejedu/article/view/763?utm_source=chatgpt.com)
- Rodríguez, J., Marín, D., López, S., & Castro, M. (2023). Technology and Rural School: Advances and Gaps. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación (REICE)*, 139-157.
- Rodríguez, J., Marín, D., López, S., & Castro, M. (2023). Tecnología y escuela rural: Avances y brechas. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación (REICE)*, 139-157.
- Tinmaz, H., Lee, Y., Ivanovici, F., & M. (2022). A systematic review on digital literacy. *Smart Learning Enviroments*. doi:<https://doi.org/10.1186/s40561-022-00204-y>
- Valverde Medina, J., Benites Valverde, L., & Valverde Medina, L. (2025). El uso de las TIC en contextos rurales: barreras, oportunidades y propuestas educativas. *Sage Sphere in Artificial Intelligence*.
- Wang, X., Chen, J., & Zhang, T. (2021). Facilitating English Grammar Learning by a Personalized Mobile-Assisted System With a Self-Regulated Learning Mechanism. *Frontiers in Psychology*.
- Xiaoyu Fan, Ketong Liu, Xiangwen Wang, & Jiawei Yu. (2023). Exploring mobile applications in English language learning: Benefits and challenges. *Journal of Education, Humanities and Social Sciences*.
- Zahidi, A. M., & Ong, S. I. (2023). Self-Efficacy beliefs and self-regulated learning strategies in learning English as a second language. *Theory and Practice in Language Studies*, 1483-1493.

- Zhakir, S., Hoque , M., Susanto , P., Nisaa , V., Alam, M., Khatimah , H., & Mulyani , E. (2025). Digital literacy and academic performance: the mediating roles of digital informal learning, self-efficacy, and students' digital competence. *Frontiers in Education*. doi:10.3389/feduc.2025.1590274
- Zhang, Y., & Perez-Paredes, P. (2021). Mobile-assisted language learning and learner autonomy in EFL contexts. *Sustainability*.

## 10. ANNEXESS

### Annexes I:Matrix of operationalization of study variables

**Table 1**

Matrix Variable

| Topic                                                                                                                                 | Objectives                                                                                                          | Variables                         |                                     | Indicators                                                                                                                                                                                               | Resources                                                |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|                                                                                                                                       |                                                                                                                     | Dependent                         | Independent                         |                                                                                                                                                                                                          |                                                          |
| Offline applications in Teaching English as a Foreign Language to Students From 13 to 15 Years Old in Rural Contexts of Canton Espejo | To analyze the processes of teaching and learning English as a Foreign Language within 21st-century rural education | Teaching and Learning of EFL      | 21st-Century Pedagogical Approaches | <ul style="list-style-type: none"> <li>• Development of basic English skills</li> <li>• Student participation</li> <li>• Student-centered methodologies</li> <li>• Active learning strategies</li> </ul> | Observation<br>Content Analysis<br>Survey<br>Focus Group |
|                                                                                                                                       | To examine the characteristics of English education among adolescents aged 13–15 in rural contexts of Canton Espejo | English Education for Adolescents | Rural Educational Context           | <ul style="list-style-type: none"> <li>• Learning needs</li> <li>• English proficiency levels</li> <li>• Socioeconomic conditions</li> <li>• Access to educational resources</li> </ul>                  |                                                          |
|                                                                                                                                       | To assess the role of offline applications in the English learning process of students aged 13–15 in rural settings | English Learning Process          | Use of Offline Apps                 | <ul style="list-style-type: none"> <li>• Student engagement</li> <li>• Improvement of the four skills</li> <li>• Types of offline apps</li> <li>• Frequency of use</li> </ul>                            |                                                          |

|                                                                                                        |                               |                                 |                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To identify the limitations of technology use in teaching EFL within rural contexts                    | Use of technology             | Constraints in Technology Use   | <ul style="list-style-type: none"> <li>• Teacher digital competence</li> <li>• Lack of internet connectivity</li> <li>• Limited technological devices in schools</li> </ul>         |
| To evaluate the impact of offline applications on the effectiveness of EFL teaching in rural education | Effectiveness of EFL Teaching | Offline Apps in Rural Education | <ul style="list-style-type: none"> <li>• Student performance</li> <li>• Learning outcomes</li> <li>• Alignment with curriculum</li> <li>• Adaptability to rural contexts</li> </ul> |

## **Annexes II: Official document issued for access to the institution**



Figure 1

*Official Letter of Authorization for Institutional Entry*

**ANIVERSARIO 50 PUCE** Pontificia Universidad Católica del Ecuador **Ibarra** ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 15 de enero 2026

Estimado  
Lic. Santiago Mafla  
RECTOR DE LA UNIDAD EDUCATIVA "SAN ISIDRO"

De mi consideración:

Deseándole muchos éxitos en todas las actividades que usted muy acertadamente dirige.

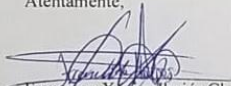
Yo, Francisco Xavier Ibijés Chuquizán con cédula de identidad número: 0401784558, en mi calidad de estudiante del séptimo nivel de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la PUCE Ibarra, le solicito muy comedidamente su autorización para realizar el diagnóstico del trabajo de titulación en la UNIDAD EDUCATIVA "SAN ISIDRO" El tema de mi tesis es: "Offline Applications in Teaching English as a Foreign Language to Students From 13 to 15 Years Old in Rural Contexts of Canton Espejo"

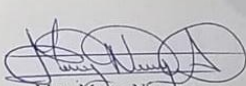
Mi ingreso a la institución tiene por objeto aplicar técnicas e instrumentos de investigación como entrevistas, encuestas y fichas de observación, principalmente con los docentes y alumnos de los niveles noveno, décimo y primero de BGU. El desarrollo de este trabajo de investigación busca aportar al fortalecimiento de las destrezas necesarias para la enseñanza del idioma inglés como lengua extranjera en los mencionados niveles.

Al finalizar este trabajo, compartiré con su institución el producto final, con los aportes y la guía respectivos, para el uso académico de las aplicaciones offline más idóneas, en beneficio del desempeño docente y del aprendizaje de los alumnos.

Por su gentil atención a la presente, le anticipo mi más sincero agradecimiento.

Atentamente,

  
Francisco Xavier Ibijés Chuquizán  
Estudiante Pedagogía de los Idiomas Nacionales y Extranjeros  
PUCE I  
Cel: 0991543997

  
Mgs. Mercy Noguera  
Asesor de Tesis

 2026-01-15

**Dirección:** Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit. Ciudadela "La Victoria".  
**Teléf:** (593) 06 2994700 Ext. 1000 Cel. 099 236 2594 / 098 138 3498  
**Ibarra - Ecuador / www.puc**

f t i in y d



### Annexes III: Observational sheet used for information gathering

Figure 2

#### Observation Sheet – Ninth Grade (Basic Education)



**Pontificia Universidad Católica del Ecuador**  
Seréis mis testigos

**IBARRA**



ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES

| Offline Applications in Teaching English as a Foreign Language to Students From 13 to 15 Years Old in Rural Contexts of Canton Espejo                                                                                                                                          |                                                                                                      |                      |                                     |   |   |   |                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------|---|---|---|---------------------------------------------------------------------------------------------------------------|
| Institution:                                                                                                                                                                                                                                                                   | Unidad Educativa "San Isidro"                                                                        | Direction:           | Parroquia San Isidro, barrio centro |   |   |   |                                                                                                               |
| Researcher:                                                                                                                                                                                                                                                                    | Francisco Iñujés                                                                                     | Date:                | 26/01/2021                          |   |   |   |                                                                                                               |
| Teacher:                                                                                                                                                                                                                                                                       | Garmen Quintero                                                                                      | N° Students          | 13                                  |   |   |   |                                                                                                               |
| Level:                                                                                                                                                                                                                                                                         | 9 <sup>th</sup>                                                                                      | Course:              | "A"                                 |   |   |   |                                                                                                               |
| Environment:                                                                                                                                                                                                                                                                   | Basic Education                                                                                      |                      |                                     |   |   |   |                                                                                                               |
| Objective: Analyze the teaching strategies used by the teacher, the use of technological devices in the teaching process, and the level of knowledge demonstrated by the students, in order to evaluate the effectiveness and relevance of the educational practices observed. |                                                                                                      |                      |                                     |   |   |   |                                                                                                               |
| N°                                                                                                                                                                                                                                                                             | ITEM                                                                                                 | VALORACIÓN EN ESCALA |                                     |   |   |   | OBSERVACIONES                                                                                                 |
|                                                                                                                                                                                                                                                                                |                                                                                                      | 5                    | 4                                   | 3 | 2 | 1 |                                                                                                               |
| 1                                                                                                                                                                                                                                                                              | The classroom is equipped with electronic devices (computer, speakers, projector, internet).         |                      |                                     |   |   | X | La clase cuenta solo con los asientos para los estudiantes, un proyector y un escritorio para el docente.     |
| 2                                                                                                                                                                                                                                                                              | The teacher uses technological devices (computer, projector, recorder, cell phone) during teaching   |                      |                                     |   |   | X | Tiene que pedir con anticipación el proyector para poder enseñar.                                             |
| 3                                                                                                                                                                                                                                                                              | The teacher considers the lack of connection or electronic devices as part of the classroom reality. |                      | X                                   |   |   |   | Usa con sigs un proyector portátil para hacer actividades de listening. Este es propio.                       |
| 4                                                                                                                                                                                                                                                                              | The teaching methodology is focused on developing 21st-century skills.                               |                      |                                     |   |   | X | Las clases siguen siendo dictadas de la misma manera tradicional.                                             |
| 5                                                                                                                                                                                                                                                                              | The teacher adapts their teaching strategies and lesson plans to the students' level.                |                      |                                     | X |   |   | Trabaja con el material que el gobierno tiene a disposición en la página oficial del ministerio de educación. |
| 6                                                                                                                                                                                                                                                                              | The teacher uses offline apps to teach.                                                              |                      |                                     |   |   | X | Desarrolla con las aplicaciones offline.                                                                      |
| 7                                                                                                                                                                                                                                                                              | The teacher has enough time to plan, teach and apply offline resources.                              |                      |                                     |   |   | X | El tiempo es muy limitado.                                                                                    |
| 8                                                                                                                                                                                                                                                                              | The teacher gives students instant feedback on their exercises.                                      |                      | X                                   |   |   |   | Siempre pide del tema anterior para poder continuar o reforzar.                                               |
| 9                                                                                                                                                                                                                                                                              | Students are motivated and engaged to learn a new language using offline apps.                       |                      |                                     |   |   | X | Los estudiantes apenas conocen aplicaciones para poder comunicarse.                                           |
| 10                                                                                                                                                                                                                                                                             | The teacher reflects with students on the importance of learning English even without technology.    |                      |                                     |   |   | X | Simplemente se alude a los estudiantes.                                                                       |

**Dirección:** Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit, Ciudadela "La Victoria".

**Teléfono:** 2615 500 / 2615 631 **Ext.** 2623 **Cel.** 0999850017

**Ibarra - Ecuador /** [www.pucesl.edu.ec](http://www.pucesl.edu.ec)







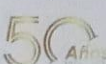

Figure 3

## Observation Sheet – Tenth Grade (Basic Education)



**Pontificia Universidad  
Católica del Ecuador**  
Sereis mis testigos

**IBARRA**



**ESCUELA DE CIENCIAS  
SOCIALES Y HUMANIDADES**

| Offline Applications in Teaching English as a Foreign Language to Students From 13 to 15 Years Old in Rural Contexts of Canton Espejo                                                                                                                                          |                                                                                                      |                                                |   |   |   |   |                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------|---|---|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Institution: Unidad Educativa "San Isidro"                                                                                                                                                                                                                                     |                                                                                                      | Direction: Parroquia San Isidro, barrio centro |   |   |   |   |                                                                                                                                                      |
| Researcher: Francisco Ibijés                                                                                                                                                                                                                                                   |                                                                                                      | Date: 20/01/2026                               |   |   |   |   |                                                                                                                                                      |
| Teacher: Camila (Cavaz)                                                                                                                                                                                                                                                        |                                                                                                      | N° Students: 20                                |   |   |   |   |                                                                                                                                                      |
| Level: 10 <sup>mo</sup>                                                                                                                                                                                                                                                        |                                                                                                      | Course: "D"                                    |   |   |   |   |                                                                                                                                                      |
| Environment: <i>Basic Education</i>                                                                                                                                                                                                                                            |                                                                                                      |                                                |   |   |   |   |                                                                                                                                                      |
| Objective: Analyze the teaching strategies used by the teacher, the use of technological devices in the teaching process, and the level of knowledge demonstrated by the students, in order to evaluate the effectiveness and relevance of the educational practices observed. |                                                                                                      |                                                |   |   |   |   |                                                                                                                                                      |
| N°                                                                                                                                                                                                                                                                             | ITEM                                                                                                 | VALORACIÓN EN ESCALA                           |   |   |   |   | OBSERVACIONES                                                                                                                                        |
|                                                                                                                                                                                                                                                                                |                                                                                                      | 5                                              | 4 | 3 | 2 | 1 |                                                                                                                                                      |
| 1                                                                                                                                                                                                                                                                              | The classroom is equipped with electronic devices (computer, speakers, projector, internet).         |                                                |   |   |   | X | La aula apenas dispone con los recursos para los estudiantes, un pizarrón y una mesa para el docente.                                                |
| 2                                                                                                                                                                                                                                                                              | The teacher uses technological devices (computer, projector, recorder, cell phone) during teaching   |                                                |   |   |   | X | La institución apenas dispone de dos proyectores que están ser solicitados con anticipación y un laboratorio de computo que se utiliza muy rara vez. |
| 3                                                                                                                                                                                                                                                                              | The teacher considers the lack of connection or electronic devices as part of the classroom reality. | X                                              |   |   |   |   | Se ha acostumbrado a trabajar con los métodos que tiene a su alcance.                                                                                |
| 4                                                                                                                                                                                                                                                                              | The teaching methodology is focused on developing 21st-century skills.                               |                                                |   |   | X |   | La metodología de enseñanza sigue siendo la tradicional donde todo recae en el docente.                                                              |
| 5                                                                                                                                                                                                                                                                              | The teacher adapts their teaching strategies and lesson plans to the students' level.                | X                                              |   |   |   |   | Bajo a la flexibilidad del currículum el docente adapta el material de estudio al nivel que sus estudiantes tienen.                                  |
| 6                                                                                                                                                                                                                                                                              | The teacher uses offline apps to teach.                                                              |                                                |   |   |   | X | Desconoce de las aplicaciones.                                                                                                                       |
| 7                                                                                                                                                                                                                                                                              | The teacher has enough time to plan, teach and apply offline resources.                              |                                                |   |   |   | X | El tiempo es muy limitado para enseñar en forma completa.                                                                                            |
| 8                                                                                                                                                                                                                                                                              | The teacher gives students instant feedback on their exercises.                                      |                                                |   |   | X |   | Las indicaciones las realizan pero todas.                                                                                                            |
| 9                                                                                                                                                                                                                                                                              | Students are motivated and engaged to learn a new language using offline apps.                       |                                                |   |   | X |   | Los estudiantes apenas conocen las aplicaciones más comunes para poder comunicarse.                                                                  |
| 10                                                                                                                                                                                                                                                                             | The teacher reflects with students on the importance of learning English even without technology.    |                                                |   |   | X |   | El docente apenas alcanza a terminar las actividades con lo justo antes de que llegue el otro docente.                                               |

**Dirección:** Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit. Ciudadela "La Victoria".  
**Teléfono:** 2615 500 / 2615 631 Ext. 2623 Cel. 0999850017  
**Ibarra - Ecuador / www.pucesi.edu.ec**










Figure 4

## Observation Sheet – First Year of High School


**Pontificia Universidad Católica del Ecuador**  
 Seréis mis testigos

**IBARRA**

**50 Años**

ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES

Offline Applications in Teaching English as a Foreign Language to Students From 13 to 15 Years Old in Rural Contexts of Canton Espejo

**Institution:** Unidad Educativa "San Isidro"

**Direction:** Parroquia San Isidro, barrio centro

**Researcher:** Francisco Ibañez

**Date:** 20/01/2026

**Teacher:** Carmita Pazos

**N° Students:** 13

**Level:** First level

**Course:** A

**Environment:** High School

**Objective:** Analyze the teaching strategies used by the teacher, the use of technological devices in the teaching process, and the level of knowledge demonstrated by the students, in order to evaluate the effectiveness and relevance of the educational practices observed.

| N° | ITEM                                                                                                 | VALORACIÓN EN ESCALA |   |   |   |   | OBSERVACIONES                                                                                                                   |
|----|------------------------------------------------------------------------------------------------------|----------------------|---|---|---|---|---------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                      | 5                    | 4 | 3 | 2 | 1 |                                                                                                                                 |
| 1  | The classroom is equipped with electronic devices (computer, speakers, projector, internet).         |                      |   |   | X |   | El aula apenas cuenta con los pupitros para los estudiantes, un pizarrón y un escritorio para el docente.                       |
| 2  | The teacher uses technological devices (computer, projector, recorder, cell phone) during teaching   |                      |   |   | X |   | Toda vez que se usa debe realizar con anticipación para poder hacer uso de los dos únicos proyectores que tiene la institución. |
| 3  | The teacher considers the lack of connection or electronic devices as part of the classroom reality. | X                    |   |   |   |   | El uso de tecnología no es considerado y trabaja con los recursos que dispone a su alcance.                                     |
| 4  | The teaching methodology is focused on developing 21st-century skills.                               |                      |   |   | X |   | El método de enseñanza sigue siendo el tradicional.                                                                             |
| 5  | The teacher adapts their teaching strategies and lesson plans to the students' level.                |                      | X |   |   |   | Ha sido un libro que el ministerio de educación dispone en su página oficial y lo resalta en poco a la actualidad.              |
| 6  | The teacher uses offline apps to teach.                                                              |                      |   |   | X |   | Desconoce de las aplicaciones.                                                                                                  |
| 7  | The teacher has enough time to plan, teach and apply offline resources.                              |                      |   |   | X |   | El tiempo es muy limitado para poder dictar una clase completa y que entienda bien los estudiantes.                             |
| 8  | The teacher gives students instant feedback on their exercises.                                      |                      |   | X |   |   | Pedirían una explicación general al ver que todos tienen la misma dificultad.                                                   |
| 9  | Students are motivated and engaged to learn a new language using offline apps.                       |                      |   |   | X |   | El idioma no es su fuerte y lo toman como una materia más sin ningún esfuerzo.                                                  |
| 10 | The teacher reflects with students on the importance of learning English even without technology.    | X                    |   |   |   |   | Mientras realizan las actividades los estudiantes, el docente habla sobre la necesidad de aprender un nuevo idioma.             |

Dirección: Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit, Ciudadela "La Victoria".  
 Teléf: 2615 500 / 2615 631 Ext. 2623 Cel. 0999850017  
 Ibarra - Ecuador / www.pucesi.edu.ec  
 f t i in y d

Annexes IV: Survey format applied to the English teachers of the institution

Figure 5

*First Interview applied to teachers*

**ANIVERSARIO 50 PUCE** Pontificia Universidad Católica del Ecuador **Ibarra** ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**Unidad Educativa "San Isidro"**

Offline Applications in Teaching English as a Foreign Language to Students Aged 13–15 in Rural Contexts of Canton Espejo.

**Purpose of the Interview:**

This interview aims to explore teachers' experiences, perceptions, and opinions regarding the use of offline applications for learning English in the classroom. The information provided will contribute to understanding how these tools support language learning in rural settings.

**Information:**

Teacher Name: Carmen Quintana

Years of Teaching Experience: 25

Level Taught: Básica Superior

Date: 03-02-2026

Interviewer: \_\_\_\_\_

**Confidentiality Statement:**

Participation is voluntary. All responses will be kept confidential and used exclusively for research purposes. You may decline to answer any question or withdraw at any moment.

**Consent:**

☒ I agree to participate in this interview

**Signature of Participant**

1. Describe your experience as teacher in rural contexts and the use of digital tools to support your lessons.

The use of digital tools is limited because the students don't have the cellphone or computer in their houses, but sometimes we could use a lab where there are headphones.

2. Do you think the use and application of technology in the English learning process, is it necessary? Why?

**Dirección:** Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit. Ciudadela "La Victoria".  
**Teléf:** (593) 06 2994700 Ext. 1000 Cel. 099 236 2594 / 098 138 3498  
**Ibarra - Ecuador / www.puc**

f t i in y d



Figure 6

*Second Interview applied to teachers*

**ANIVERSARIO 50 PUCE** Pontificia Universidad Católica del Ecuador **Ibarra** ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**Unidad Educativa "San Isidro"**

Offline Applications in Teaching English as a Foreign Language to Students Aged 13–15 in Rural Contexts of Canton Espejo.

**Purpose of the Interview:**

This interview aims to explore teachers' experiences, perceptions, and opinions regarding the use of offline applications for learning English in the classroom. The information provided will contribute to understanding how these tools support language learning in rural settings.

**Information:**

Teacher Name: Carmita Cazarres

Years of Teaching Experience: 30

Level Taught: 10° "A" y "B" 1° A y B 3° A

Date: 3rd February 2026

Interviewer: .....

**Confidentiality Statement:**

Participation is voluntary. All responses will be kept confidential and used exclusively for research purposes. You may decline to answer any question or withdraw at any moment.

**Consent:**

☒ I agree to participate in this interview

**Signature of Participant**

1. Describe your experience as teacher in rural contexts and the use of digital tools to support your lessons.

.....

.....

.....

.....

2. Do you think the use and application of technology in the English learning process, is it necessary? Why?

.....

**Dirección:** Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Polít. Ciudadela "La Victoria".  
**Teléf:** (593) 06 2994700 Ext. 1000 Cel. 099 236 2594 / 098 138 3498  
**Ibarra - Ecuador / www.puc**

f t i in y d

SCIENTES ECUADOR IBEROAMERICANA

3. Have you heard of offline applications, Yes or Not, if you say yes do you feel prepared to use these applications?

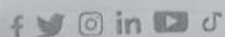
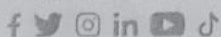
4. Which apps do you usually use in your classes? Why?

5. Do you think apps help to improve rural students' ability to learn a second language? Explain what specific skills can be developed?

6. How have you seen students respond to the implementation of applications in your classes? Could you observe any benefits in your students?

7. Would you recommend these applications to your colleagues from rural institutions? Yes or no? Why?

**Dirección:** Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit. Ciudadela "La Victoria".  
**Teléf:** (593) 06 2994700 **Ext.** 1000 **Cel.** 099 236 2594 / 098 138 3498  
**Ibarra - Ecuador / [www.puc.edu.ec](http://www.puc.edu.ec)**



MINISTERIO DE EDUCACIÓN



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

## Annexes V: Transcription of the information obtained from the interviews with the teachers

**Table 2**  
**Interviews Transcript**

| Question                                                                                                                       | Teacher 1                                                                                                                                                                                                                                                                                                                                                                                                    | Teacher 2                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe your experience as teacher in rural contexts and the use of digital tools to support your lessons                     | First of all, my experience in the rural is not good because the students do not have the technology, especially computers. Fewer or less have cell phones, and therefore the level of students is low                                                                                                                                                                                                       | My experience is bad because, the use of digital tools is limited and students don't have the cellphone or computer in their house, but sometimes we could use a lab where there aren't headphones to hear aids. |
| Do you think the use and application of technology in the English learning process is it necessary? Why?                       | Yes, it is very necessary because today the technology is in all fields, and we can teach through these tools, but it is difficult in our institution because we do not have the equipment to teach, but it is good, it is excellent to teach by means of technology.                                                                                                                                        | I think technology is very useful and help in the learning process. The students motivate and learn faster                                                                                                       |
| Have you heard of offline applications, Yes or Not, if you say yes do you feel prepared to use these applications?             | Some of them, yes, but others, no because for the teachers it is new, and we have to learn this application, but some of them we know. <b><i>Do you think that is necessary to receive a guide or little preparation before to introduce those apps in the environment?</i></b> Yes, It is necessary to receive a previous learning. We need to learn, we need to be according with technology in this times | Yes, I use some of these applications                                                                                                                                                                            |
| Which apps do you usually use in your classes? Why?                                                                            | No, we do not use apps because we do not have the technology here. We have only one center computer and two projectors, and it is not enough for all the teachers. Do you have to choose a specific schedule to use? We use once a month, because we have to share with other teachers, but the students, I send worksheets that they develop in their homes                                                 | Spotify, Trello, Evernote, Hello Talk                                                                                                                                                                            |
| Do you think apps help to improve students' ability to learn a second language? Explain what specific skills can be developed? | Yes, of course. They develop listening and speaking, because they have the opportunity to listen to the native speakers and they learn better. Grammar sometimes is necessary, but they confuse sometimes, because we learn our native language, nobody tell us subject plus verb plus complement. Only we learn listening and speaking.                                                                     | Sure, are important to improve listening and speaking. The skills that students consider more difficult                                                                                                          |



|                                                                                                                                    |                                                                                                                                                                                                          |                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| How have you seen students to the implementation of applications in your classes? Could you observe any benefits in your students? | Some students are interested in these applications, and some of them learn. For example, in third grade, one student developed these tools excellent. They have contact with technology, but not enough. | Yes, the show more interest in the process of learning a new theme, and participate actively                           |
| Would you recommend these applications to your colleagues from rural institutions? Yes or Not Why?                                 | Yes, they are very important for the learning and teaching process, and we have to be in accordance with the technology. We want or we do not want.                                                      | Yes, because technology help to develop abilities in the students and use of to make easier the classes in the school. |

*Note:* Results of interviews applied to teachers in the institution. Own elaboration

## **Annexes VI: Format of the surveys applied to the students**

Figure 7

## Student Survey Format

**ANIVERSARIO 50 PUCE** Pontificia Universidad Católica del Ecuador **Ibarra** ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Unidad Educativa "San Isidro"

**DATOS INFORMATIVOS:**  
 Edad: 15  
 Nivel: 1<sup>er</sup> BG "A"  
 Sexo: Masculino

Estimado(a) estudiante:  
 La presente encuesta tiene la finalidad de recopilar datos informativos sobre su experiencia y opinión acerca de las aplicaciones off-line.  
 Sus respuestas serán de información exclusivamente para realizar el proyecto de investigación que se pretende aplicar en la Unidad Educativa.  
 De la manera más comedida responder con sinceridad las preguntas establecidas, ya que se utilizará con fines investigativos.

Muchas gracias

- En qué medida, le gusta a usted la forma en la que su docente de inglés imparte la materia.
  - ☒ Mucho
  - ☐ Poco
  - ☐ Nada

¿Por qué? La manera de enseñar es una manera entrecabida que con una explicación se me que la información y también por que no se desvía del tema y enseña de manera tranquila y comprensible.
- El servicio de conexión a internet en su institución es:
  - ☐ Muy bueno
  - ☒ Bueno
  - ☐ Malo
  - ☐ No existe
- Usted hace uso de los laboratorios de computación en la unidad educativa:
  - ☒ Muy frecuentemente
  - ☐ A menudo
  - ☐ A veces
  - ☐ Nunca
- ¿Con qué frecuencia su docente de inglés utiliza herramientas tecnológicas (YouTube, Wordwall, Khoot!, Bamboozle, Educaplay, etc) en el aula?
  - ☐ Muy frecuentemente
  - ☒ A veces
  - ☐ Rara vez
  - ☐ Nunca

**Dirección:** Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit. Ciudadela "La Victoria".  
**Teléf:** (593) 06 2994700 Ext. 1000 **Cel.** 099 236 2594 / 098 138 3498  
**Ibarra - Ecuador / www.puc**

f t i in y d

H. BENTON & BOWLES

5. Marque con una (X) las herramientas tecnológicas que conoce usted:

- ☒ Canva
- ☒ English Grammar
- ☐ British Council Grammar
- ☐ English Conversation
- ☐ Wordwall
- ☒ You Tube
- ☐ Learn American English
- ☐ Learn English Speaking Offline
- ☐ Read Along
- ☒ Otras Duolingo, Lilt tok, Stimulator e Inteligencia artificial.

6. ¿Piensa usted que el uso de la tecnología le ayuda en su aprendizaje del idioma inglés?

- ☒ a. Totalmente de acuerdo
- ☐ b. De acuerdo
- ☐ c. Neutral
- ☐ d. En desacuerdo

¿Porqué? Si una persona esta decidida a aprender este idioma con la facilidad de la tecnología con un solo click hay miles de profesores y aplicaciones que te ayudan en tu niveles de inglés

7. ¿Ha escuchado sobre aplicaciones off-line que sirven para aprender inglés, Si- No?

¿Si la respuesta es Si, indique Cuáles?

La verdad no solo he escuchado apps de paga como duolingo y stimulator pero ofrecen contenido gratuito.

8. ¿Cómo calificaría su experiencia usando aplicaciones que no necesitan mantenerse conectadas a una red de internet para aprender inglés?

- ☒ a) Muy buena
- ☐ b) Buena
- ☐ c) Regular
- ☐ d) Mala

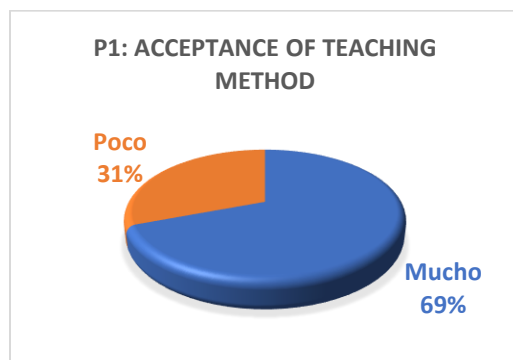
¿Porqué? He a ayudado a mejorar mi reading y mas características beneficiosas para mi.

9. ¿Le gustaría que en sus clases de inglés se utilice más estas herramientas offline, Si- No? ¿Porqué?

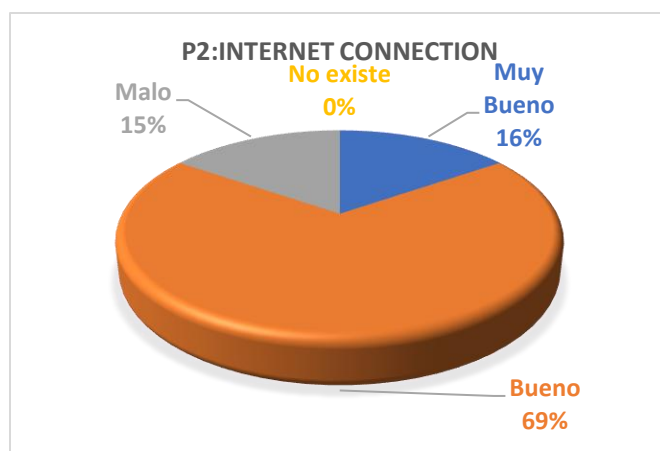
Si, por que me gustaría mejorar mi nivel de inglés y mi pronunciación.

10. ¿Considera usted que existirá una mejora en su aprendizaje al usar estas aplicaciones offline en sus clases?

- ☒ a) Totalmente de acuerdo
- ☐ b) De acuerdo
- ☐ c) Neutral
- ☐ d) En desacuerdo

**Annexes VII: Results obtained from the surveys applied to the students****Figure 8***Acceptance of Teaching Method*

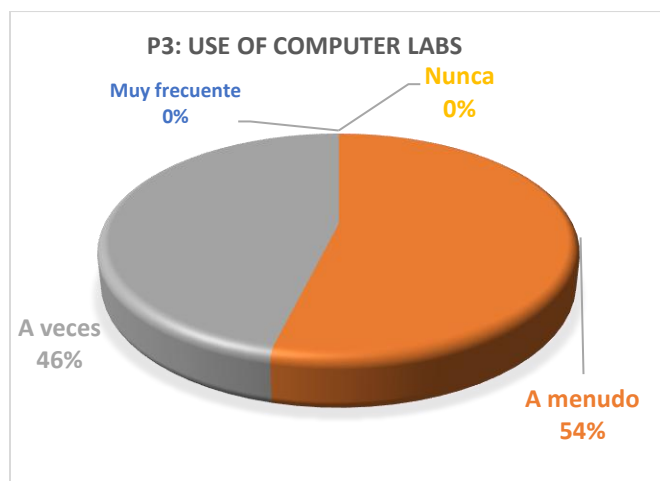
In the first chart, we can see that most of students accept the way English lessons are conducted. A significant majority in this case 69% of students reported that they “like it a lot”, another 31% “like a little”. This evidence suggest that teaching method meets learners’ expectations, which supports the main aim of exploring effective strategies in English education. This favorable perception creates conditions to integrate off-line applications to engagement and improve learning in rural contexts.

**Figure 9***Quality of institutional internet service*

The second chart illustrates the perception of internet connectivity within the institution. Combining the 69% who rated it “good” and 16% who rated it “very good”, we can conclude that the institution has a good internet connection, but 15% of students describe the service as poor. This irregularity exposes a digital divide that has a direct impact on the reliable use of offline tools. Thus supports the study’s emphasis on offline apps as essential and successful since they guarantee that instruction continues and educators employ technology.

**Figure 10**

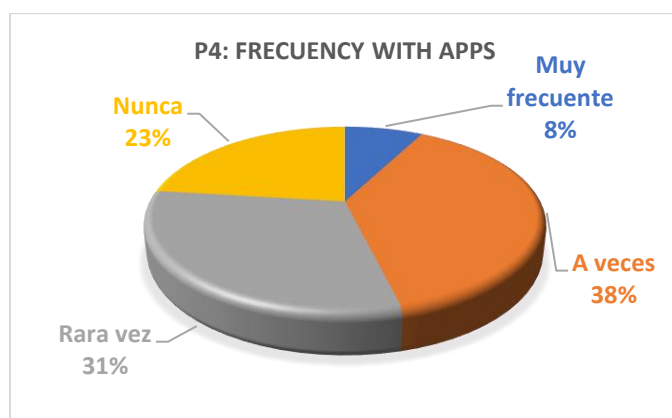
*Frequency of use of the computer labs*



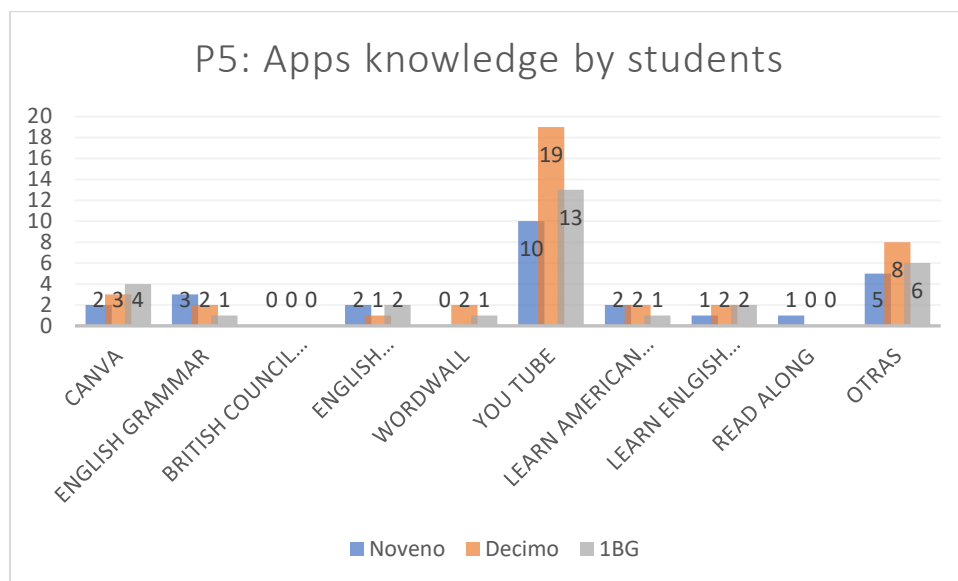
This graph illustrates how frequently students use the computer laboratories at school: 54% of students said they use them “often”, while 46% said they use them “sometimes” This distribution shows that although the laboratories are available, they have not yet been completely incorporated into classroom instruction. Therefore, it reinforces the importance of off-line apps in rural contexts and help teachers to take advantage of the labs without depending on internet access.

**Figure 11**

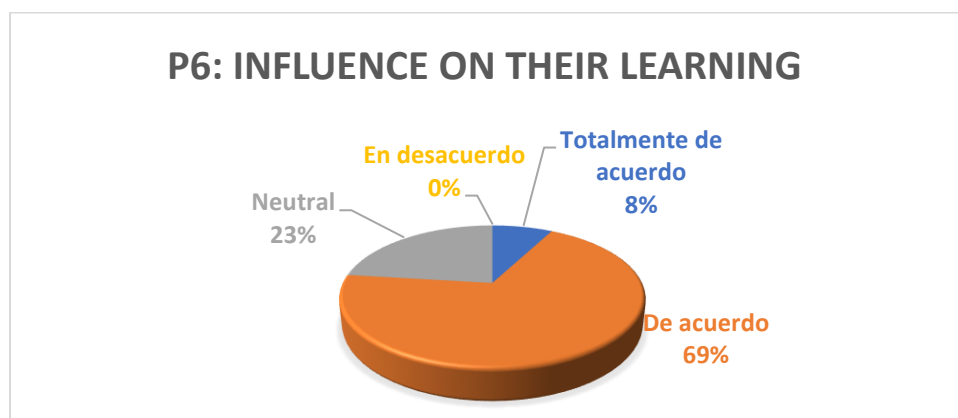
*Frequency of use of technological tools in English classes*



The chart illustrates a low frequency in the use of technological tools for English language learning. Although the majority of students (38%) reported that they use technological tools sometimes, between rarely and never accumulate the majority (54%), and only (8%) reported frequent use. Notably the results show that digital platforms are not yet a consistent part of the pedagogical process. Consequently, Off-line apps appear as a suitable alternative for this context, as they allow teachers to integrate technology effectively in places where the connectivity is poor.

**Figure 12***Knowledge of educational technology tools*

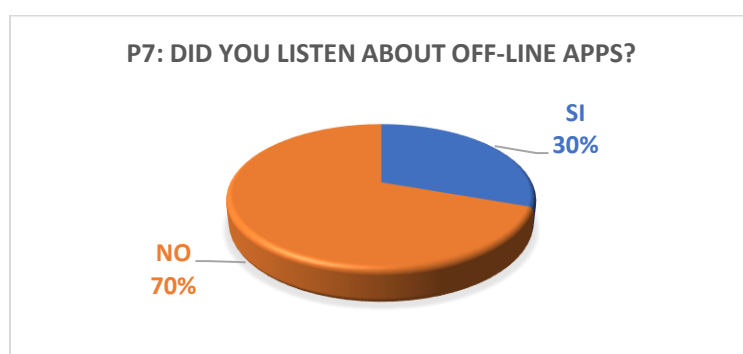
The data in the chart show a variety of technological tools that students can use for their learning. You Tube is the most common, which suggest that students have a strong preference for audiovisual materials. Although there are other options, they are ruled out because pupils are unfamiliar with them. We can say that technological integration is limited and not diverse.

**Figure 13***Perceived impact of technology on English learning*

The data presented in the chart show a high positive view of technology for English learning. Most of them (69%) agreed with their usefulness, (23%) remained neutral, and only (8%) strongly agreed. Learners recognize the benefits of technology and they are open to introduce them in their studies.

**Figure 14**

*Familiarity with offline English learning tools*

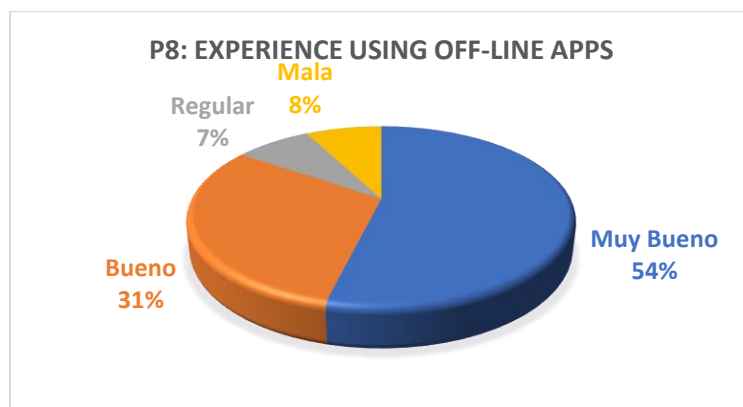


The data in this chart show that 70% of students do not know about Off-line apps and only 30% Know some of them. This distribution can be interpreted that exist a significant gap in the integration of Off-line apps within the learning process in rural area. Learners are unaware the potential benefits of these resources and how expand their learning opportunities.



**Figure 15**

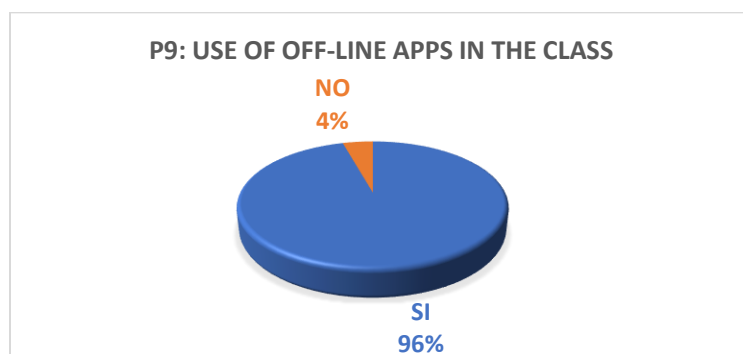
*Experience with offline apps for learning English*



The chart evaluates the experience of students with Off-line apps in their class. Although there are only 8% reported a bad experience, between very good and good; together, they account for 85% of those who view Off-line apps positively, and finally the last 7% described the experience like an average. This distribution show that Off-line apps are well-received because those are useful and effective, however the negative answers only indicate that minimal problems compared with the benefits.

**Figure 16**

*Interest in the incorporation of offline tools in the classroom*

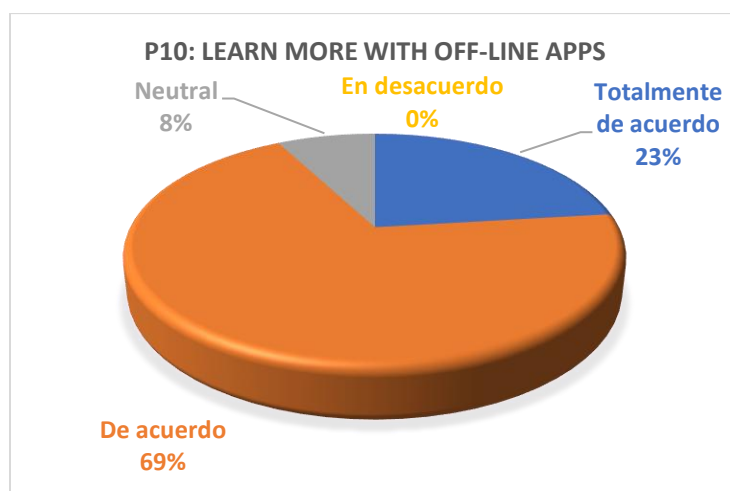


The data shows a positive attitude among students toward the use Off-line apps in class. The 96% of trainees strongly agree that these applications should be incorporated into their learning process. These tools can provide a continuous opportunity to develop their skills without

depending on connectivity. On the other hand, 4% of students have preference for traditional methods or lack of familiarity with technological tools.

**Figure 17**

*Expectation of improvement in learning with offline applications*



The data analysis reveals that 69% are agreed with the potential improvement in the learning process while 23% are strongly agreed. Altogether represents 92% of students with positive opinions, which express a strong acceptance and expectation of better academic outcomes. Only 8% has a neutral view because of uncertainty but no opposition to learn.

## Annexes VIII: Application of instruments within the institution

**Figure 18**

*Observational sheet- Students in a Normal day*



**Figure 19**

*Student-Completed Survey Tenth Grade*



**Figure 20**

*Student-Completed Survey Ninth Grade*

