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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título  
de Licenciado/a en Pedagogía del Idioma Inglés.**

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**Theme:**

"The Wannalishn app and the listening skill"

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**Author:** Rivera Ramón Bryan Steven

**Tutor:** Lcda. Mg. Ximena Alexandra Calero Sánchez

Ambato – Ecuador

2022

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I, Lcda. Mg. Ximena Alexandra Calero Sánchez, holder of the I.D 1802884062, in my capacity as supervisor of the Research dissertation on the topic: "**THE WANNALISN APP AND THE LISTENING SKILL**" investigated by Bryan Steven Rivera Ramón with I.D No. 1805104005, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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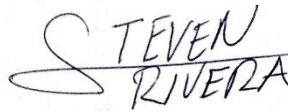
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Comments expressed in this report are the author's responsibility.

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Bryan Steven Rivera Ramon

ID. 1805104005

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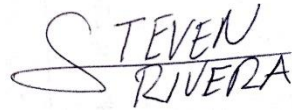
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ID. 1805104005

**AUTHOR**

## DEDICATION

To:

My dad Geovanny who has been the example of constant effort and has supported me throughout this process.

My mom Nancy who has given me all her love, affection and support to face each stage of my life.

My sister Juliana who has been a motivation to give all of me.

*Bryan.*

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*Bryan.*

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**TITLE:** "The Wannalish app and the listening skill"

**AUTHOR:** Bryan Steven Rivera Ramon

**TUTOR:** Lcda. Mg. Ximena Alexandra Calero Sánchez

**ABSTRACT**

Technological tools focused on education have been developing new ways of learning, hence Wannalish app is a tool that wants to help students in learning and practicing listening skill. The main aim of this research was focused on measuring how Wannalish app improves listening skill in students. The process of this research work used a quantitative approach in order to collect statistical data and perform an analysis of the evolution of the research. The research was applied in a population of 23 sixth-semester students of Pedagogia de los Idiomas Nacionales y Extranjeros degree from the Universidad Tecnica de Ambato, the procedure of this research was in 3 weeks with a total of 9 sessions. The technique used to measure the evolution between the interval of participation was the application of the standardized Preliminary English Test that is designed to B1 students. This test was applied at the beginning and end of the research, where in the Pre-Test an average of 6.35 out of 13 points was obtained and in the Post-Test an average of 12.17 out of 13 points was obtained. The results derived generate a difference of 5.82 points of evolution that indicate an improvement in relation between the two tests applied. Finally, the conclusion established that the use of Wannalish app caused an improvement of the listening skill in the students, demonstrating that it is a fundamental tool for the development of this skill in the students.

**Key Words:** Wannalish, app, technology, mobile, education, listening, skill.

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**RESUMEN**

Las herramientas tecnológicas enfocadas en la educación han ido desarrollando nuevas formas de aprender, por lo que la aplicación Wannalishn es una herramienta que busca ayudar a los estudiantes a aprender y practicar la habilidad de escuchar. El objetivo principal de esta investigación se centra en medir cómo la aplicación Wannalishn mejora la habilidad auditiva en los estudiantes. El proceso de este trabajo de investigación utilizó un enfoque cuantitativo con el fin de recopilar datos estadísticos y realizar un análisis de la evolución de la investigación. La investigación fue aplicada en una población de 23 estudiantes de sexto semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, el procedimiento de esta investigación tuvo una duración de 3 semanas con un total de 9 sesiones. La técnica utilizada para medir la evolución entre los intervalos de participación fue la aplicación del Preliminary English Test estandarizado que está diseñado para estudiantes de B1. Esta prueba se aplicó al inicio y al final de la investigación, donde en el Pre-Test se obtuvo una media de 6,35 sobre 13 puntos y en el Post-Test se obtuvo una media de 12,17 sobre 13 puntos. Los resultados obtenidos generan una diferencia de 5,82 puntos de evolución que indican una mejora significativa en relación entre las dos pruebas aplicadas. Finalmente, se define la conclusión que el uso de la aplicación Wannalishn provocó una mejora de la habilidad auditiva en los estudiantes, demostrando que es una herramienta fundamental para el desarrollo de esta habilidad en los estudiantes.

**Palabras Clave:** Wannalishn, aplicación, tecnología, móvil, educación, escuchar, habilidad.

## **B. CONTENT**

### **CHAPTER I**

#### **THEORETICAL FRAMEWORK**

##### **1.1 Investigative Background**

The development of this research is based on the objective of investigating the Wannalish app as a resource to develop the listening skill in English students. The research establishes a guide with the following previous investigations related to the variables of this project.

The first research carried out by Sangoluisa (2018) is important for this study seeing that it develops the objective of analyzing the importance of listening skill through the use of a mobile application in students of the Pedagogy of National and Foreign Languages degree from the Central University of Ecuador. The author applied a mixed qualitative-quantitative methodology in order to obtain a more complete study of the phenomenon. In addition, the scope of the project was exploratory and descriptive in a population of 56 students. The conclusion generated by this work are that the Duolingo app contributes to the self-learning of English in all skills.

In addition, another exploration developed by Guaray (2016) aimed to implement the Rosetta Stone application in order to promote the learning of English through technological methodologies. This investigative work obtained positive results, hence it improved the English level of students and increase motivation focused on learning using educational technologies.

The following investigation elaborated by Samara (2021) formulated the objective of analyzing the improvements of the listening skill development using the Busuu application. The experimental methodology used by the researcher established the development of analyzes through the application of pre-tests and post-tests carried out to a group of 22 students, obtaining the conclusion that the application used allowed to improve listening skills in the group of students. Moreover, the author found that

the use of applications focused on the development of the listening skill are alternative ways to class books that allow the student to evolve.

The research work executed by Tasgacho (2019) established the analysis of the Wlingua app and its influence on improving the listening skill of EFL students. The project was developed with a group of A1 level students with a structured test based on PET test that was divided into three sections. The project was applied with a quantitative methodology, experimental and field research, where the relationship between data collection and the criteria of the tests applied to the group of students can be evidenced. Finally, the project had favorable results based on the score of the applied test, thus reaching the conclusion that the use of the app to improve the listening skill of the students helped in the learning process.

The following research conducted by Nushi and Hosein (2018) analyzed how mobile applications had changed the teaching and learning process of English as a second language. Specifically, the work was carried out with the use of Babbel app and its effect on learning English, it also addresses in a general way the variety of materials focused on education that allow an ease of language development in non-native students. Following the review of this application, the researchers conclude that Babbel is a good option for students who want to work on their language evolution with a tool that allows them to go step by step in the process of learning a second language. Therefore, the content of this research allows demonstrating the importance of the inclusion of technological materials such as apps in educational curriculum being that, they have many advantages that can help to the teacher and student in their pedagogical development.

The successive research considered for the background was elaborated by Santry (2020). The author of the research devised the objective of discovering if Memrise app is effective in raising the English level of the chosen group of students. Linked to the objective, this research advanced with an experimental design that is common in quantitative research. Afterwards, based on the previous analyses, the researcher accomplished the conclusion that Memrise app improved the vocabulary level of the students tested since the evidence showed that there is a noticeable change in the phases of this project.

Talking about the use of applications in the development of the listening skill Narvaez, et al., (2021), in their research proposed to know the relationship between the academic performances of students of the English language with the use of the VoScreen application. The research highlighted technology as a fundamental tool today in view of it allows the improvement of the teaching and learning process. The development of this research took place in a group of 270 students from the Bolivar State University where the author applied an experimental investigation in order to evaluate the use of the above application and the results reflected in the performance of the students. It was recognized that VoScreen is a useful pedagogical tool that motivates the student in their process of learning English as a second language.

The thesis created by Rodriguez (2015) established its objective of designing a mobile learning methodology focused for the English language. The research considers M-learning as a way to learn in the classroom and reinforce knowledge in any place regardless of the time or place through the use of technology and the Internet, indeed, it recognizes that there is a massive use of technology and teachers can take advantage of this feature to enhance the learning and teaching of English as a second language. The methodology applied in the research was descriptive because the learning situation with and without M-learning is detailed, in addition the researcher used surveys to apply to the students. The conclusion obtained by this research was positive since the learning process was strengthened with M-learning, and it was noted an increase in the interest of the students in the activities carried out.



Further, Noroña (2017) in her research work made up the objective found in the creation of pedagogical strategies in base to ICT. The researcher proved technologies as advantages to reduce and eliminate the barriers that are produced by time and space in the educational context. In addition, the implementation of methodological strategies with the influence of ICT in a group of students made it possible to demonstrate the evolution of language skills, thus developing the conclusion that technological strategies propose characteristics for the improvement of teaching competencies.

In the same way, the article carried up by Campos (2019) enacted the objective of determining if the Wlingua technological application improves English learning. The researcher raises the learning of the English language as an academic problem at a higher level due to the difficulties of students to develop the learning received at school and high school levels in the university context. The research developed with quantitative methodology using a pre-test and post-test executed in students of the English course at the National University of Frontera de Sullana. Finally, the writer describes the conclusions as significant since the Wlingua app strengthened the English skills level of the analyzed students.

Finally, it could be concluded that each of these scientific works analyzed in the investigative background contributed to guiding this research work, inasmuch as, it was confirmed that there are applications that promote the learning of English, specifically related to the development of the listening skill. Besides, the analysis carried out on previous works is essential to establish the next steps of this research, mainly in establishing the methodology to be applied in the following chapters of this work.

## **1.2 Theoretical Framework**

### **1.2.1 Independent Variable**

#### **Educational technology**

According to El-Sabagh (2021), educational technology is the union of different technological tools with the educational approach that allows ease of learning. The variety of tools used such as hardware and software are applied in the educational field to promote the way of learning through the development of resources that improve the teaching-learning process.

Additionally, educational technology is the result of scientific research processes. It started in 1960 at the University of Illinois and had caused the appearance of guides and algorithms for the development of instruments, that in order to obtain the positive integration of new technologies in education. In addition, the creation of guides has allowed the production of new ways of teaching and learning through the digital context. The appearance of educational technological environments has caused students to learn in function in technology and in the activities related to it, however mainly it has been possible to satisfy the needs of the diverse student populations through a wide range of options in devices, software and platforms that strengthen education and create interest in students (El-Sabagh, 2021).

#### **Web 2.0**

According to Martinez and Lezcano (2020), Web 2.0 is a term that emerges early 20th century and is classified as the evolution of web 1.0. This new generation refers especially to the appearance of new features that were not available in the previous version, so the name 2.0 is due to the label used in software to indicate the new versions of a program. The main characteristic of web 2.0 is the ability to share information online with other people in order to collaborate and create a more dynamic web where people can contribute to its development, in this way web 2.0 has been able to

introduce tools such as blogs, wikis, social networks or web applications that allow you to publish information, programs, or thoughts with an active interaction.

In recent years web 2.0 has been a popular term among internet users for the features it provides to aid in the development of the internet. This innovation in technology has involved a series of small advances that help efficiency when using the Internet, and it is important to emphasize that web 2.0 was under development for a long time in order to acquire more tools and features that help the user of the web and allow the creation of programs for different fields of application such as education (Martinez & Lezcano, 2020).

According to Gulley and Thomas (2016) education is among the main fields of evolution through web 2.0 seeing that, it allowed the creation of technological environments that enable the development of an interactive and communicative education. Web 2.0 technology allows students to interact with other students while obtaining content from the class. In addition, students have an ease of use of these tools because they are intuitive for them and quality autonomous works can be created where the student develops the content by himself.

The advances of the internet through web 2.0 have caused a series of advantages and disadvantages presented by the users of this type of technology. Among the main advantages of web 2.0 is the ease of communicating between people and being able to share ideas freely without repression, in the same way the user can obtain information from different sources, analyze the diversity of points of view and filter the information more useful for each person. On the other hand, the main disadvantage related to the previous statements is that web 2.0 can accumulate information that is not accurate such as thoughts or news that are false, so people must be meticulous when looking for information to avoid using news that is not true (Gulley and Thomas, 2016).

## **Mobile Assisted Language Learning (MALL)**

The conception generated by Hea-Suk (2013) defined Mobile-based Language Learning (MALL) as the constant development of technology that creates new functionalities for learning and teaching a language. Mobile applications are a type of technology that has increased nowadays due to characteristics such as mobility and portability, this causing students to use these tools in their free time in order to obtain direct learning that is linked to the real context offered by educational apps.

The use of MALL in the improvement of the learning process allows demonstrating the importance of mobile applications in the practice of a language, hence they enable students to integrate their learning in various contents and material. Moreover, the capabilities of technology give the opportunity to create spaces more spontaneous and with personality. Thus, each student can design their own environment for the acquisition of knowledge and the practice of that knowledge earned.

The advantages of mobile learning can be enhanced if teachers link them with a study program where the student advances in both fields, first by learning in a traditional educational context and second by developing complementary activities with the use of mobile phones, tablets and Internet. In this way, the student can access to the reinforcement content anywhere without the need to be in a classroom, in addition, the use of educational devices and applications offers the advantage of serving as a means of communication and control of activities with teachers and classmates (Hea-Suk, 2013).

### **Mobile learning apps**

According to Cherednichenko (2021) mobile learning applications are technological tools belonging to web 2.0 that have been created in order to facilitate the teaching-learning process in students from all over the world. These apps are designed to aid learning, assess learning level, enhance study skills, and add resources that can complement different learning styles. Mobile applications for education are created by different software developers with the help of experts in mobile technologies,

psychologists and teachers, it is necessary to unite this type of groups of people to create applications that motivate and facilitate the work of teachers and students.

Global companies like Google have been important in the development of digital applications that through their platforms such as Play Store, allow the diversity of mobile tools to be easy to install on mobile devices such as cell phones, tablets and computers. In addition, these types of companies promote digital learning with the creation of educational applications for schools and constant updates of their educational software, which is mainly free (Cherednichenko, 2021).

According to Oliveira et al. (2021) educational mobile apps have several benefits for the people who use them. The most important point is the mobility that these applications allow, so for their use people only need to have the app on a phone or tablet, thus that people can continue in their learning process anywhere and at any time, regardless if they are in the classroom because generally the applications include all types of material that the user could use. In addition, another benefit is that the applications have motivational and monitoring functions that help the student to stay in continuous learning with the impulse to achieve the objectives that the application proposes. Additionally, another important advantage is that most applications use modern and approved educational strategies and methodologies that increase the quality of the content that students receive in the applications. However, the applications also have some disadvantages that are related to the lack of resources like cell phones or tablets to be able to use these tools in a good way. Similarly, in some cases, some applications are not completely free to access, so to use them, students must pay a subscription to use these applications.

Education is divided into different subjects and levels according to the age of the student, this is a factor that influences the creation of learning applications for the reason that each level and subject demands different content. Thus, for the learning of a second language such as English, there are applications focused exclusively on the development of the factors that intervene in the language. There is a wide variety of applications for learning the English language and each one has different characteristics and is sometimes aimed at learning specific skills of English such as

listening, speaking, reading, writing, or learn the vocabulary or grammar (Oliveira et al., 2021).

### **Types of Mobile learning apps**

The learning applications that can be found in the virtual stores of smartphones are designed with specific objectives. Thus the applications are classified according to the type of objective they have.

There are 4 types of learning apps. The first type is called Online Courses. These types of applications are intended to guide students through a study program based on videos and tutorials from experts. In addition, online courses offer a development control with the assignment of tasks in order to monitor the progress of the user. Some applications in this category are Udemy and Coursera.

Second, the next type of applications is called Memory Applications. These applications have the objective of using contemporary memorization techniques based on the visualization of educational content related to different topics, such as flashcards. An example of app in this category is Brainscape.

Third, Exam Preparation applications are a type of app that designs tests and quizzes, flashcards, and teaching materials that help students prepare for exams. Another characteristic of this type of application are the support tools, such as specific data that are used in exams. Some examples of these applications are ExamPrep, SAT Up, and Gradeup.

Finally, the fourth type of application is Support Tools. These types of applications help with doubts that students have when completing an educational activity or studying a subject. This category is the largest because it has a wide variety of applications according to the needs of each student.

## **Wannalish app**

According to Sternberg (2020) Wannalish app is a mobile application, with a free version for learning the English language that allows to watch videos about movies or TV shows in order to improve the listening skill. It was created by Sternberg, a teacher who taught classes in the city of Madrid in Spain. Sternberg saw the shortage for a method so that students can understand English exclusively spoken by a native speaker due to the English of a native person is different from that of a foreign speaker. In this way he created Wannalish an app that helps to develop the listening skill.

There are different combinations of words that are difficult to understand for people who study English as a second language, so there are about 50 words that are difficult to understand when a native speaker says them very quickly. In this way, it is important to understand the different combinations of words when they are spoken by a native speaker, forasmuch as listening is an important point to be able to develop the ability to communicate (Sternberg, 2020).

Wannalish uses a game format called educational entertainment that is based on vocabulary and listening exercises with the video clips. The application helps the student to train their ears and understand English in its natural and everyday way, which is, how it is spoken in the real world. The app motivates the user to understand the English of the native speakers who are heard on television, music, films or series. The Wannalish application was launched in May 2020 and has been downloaded in its first six months in around 100 countries with a number of 80,000 users (The Local, 2020).

Wannalish app contains several features that the student can use to improve their learning. By way of example, the app is divided into three simple sections, the first is called "Play" where the user can check the following lesson. The next section is called "Explore" where the students can choose a specific activity they want to do, it could be, Vocabulary, Listening or Spoken. Finally, the last section is the user profile that allows to keep track of the activities that have been carried out in the last days, in addition, in this section learners can find a leaderboard where the app motivates its users through points that they receive by complete tasks.

Wannalish app is easy to use, to start student must first create a profile with an email. From there, the app will create daily lessons based on the various categories that there are such as listening, speaking, grammar or spoken. Within each daily lesson the app will use excerpts from movies and TV series in order to develop each activity. The student has the option of repeating the videos as many times as she/he wishes to complete the exercise; however if the learner fails, the app will indicate what was the mistake and allow making an additional attempt. The approximate time provided for daily lessons is a maximum of 10 minutes, however the student is free to navigate the other categories to practice longer.

Below, it can be seen figures related to screenshots of the Wannalish app and the interface where users navigate and complete the different activities offered by this mobile app.



**Figure 1**

*App home screen*

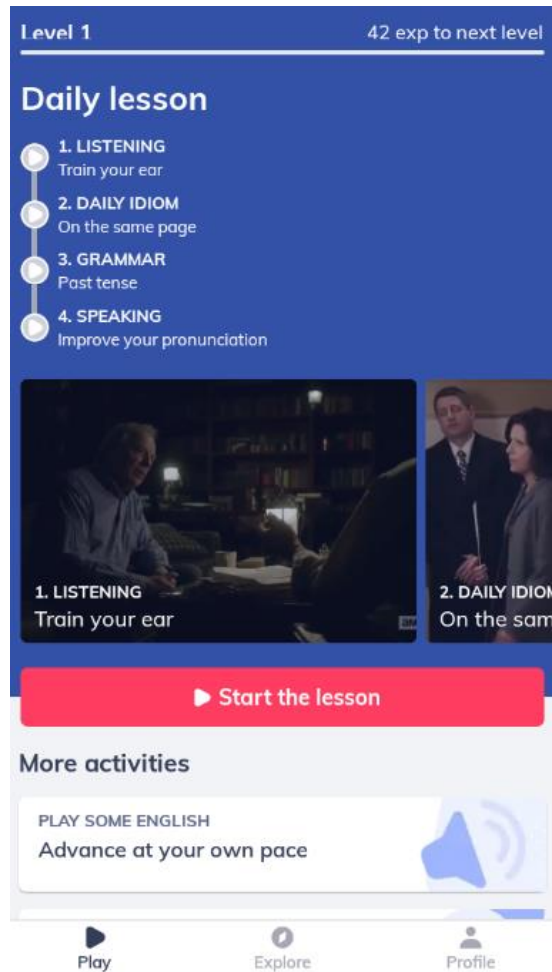


Figure 1 indicates the main screen that users see when opening the app, enclosed by this section it can identify the level of activities completed by the learner. In addition, the most important part is located in the center, which are the daily lessons divided into 4 parts: listening, daily idiom, grammar, and speaking.

**Figure 2**

*Activities through multimedia*

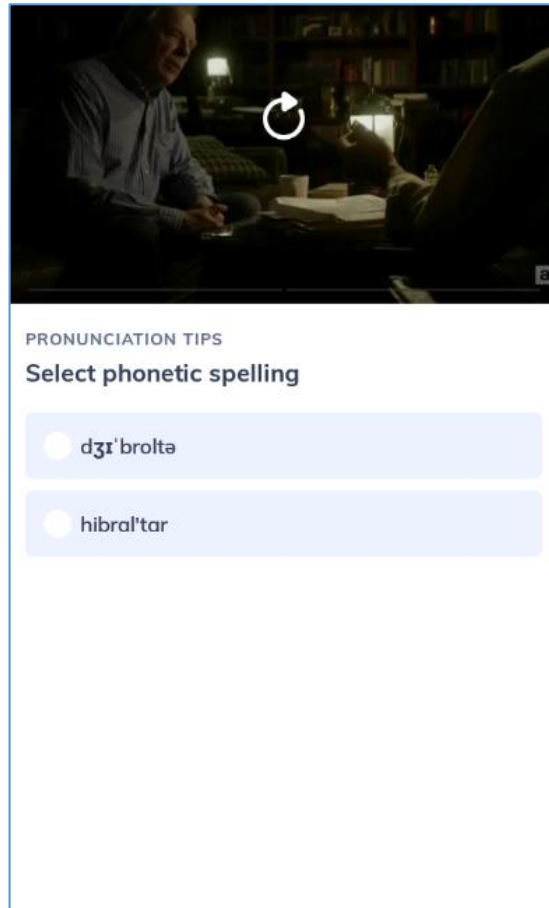


Figure 2 shows the type of activities Wannalishn uses. As mentioned, the activities are designed with the use of multimedia resources obtained from film fragments, TV series and music video clips. The learner can observe and listen as many times as necessary in order to complete the activity that is requested to advance in the different parts of the daily lessons.

**Figure 3**

*Activity feedback*

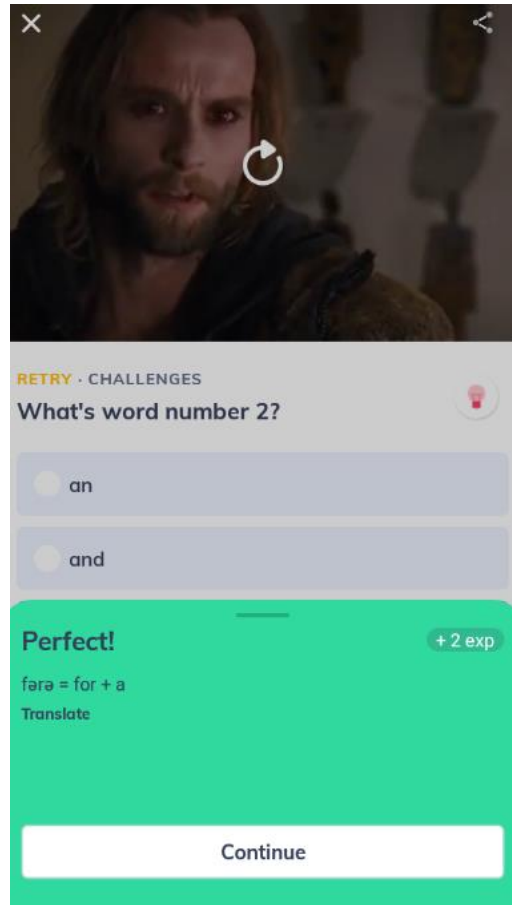
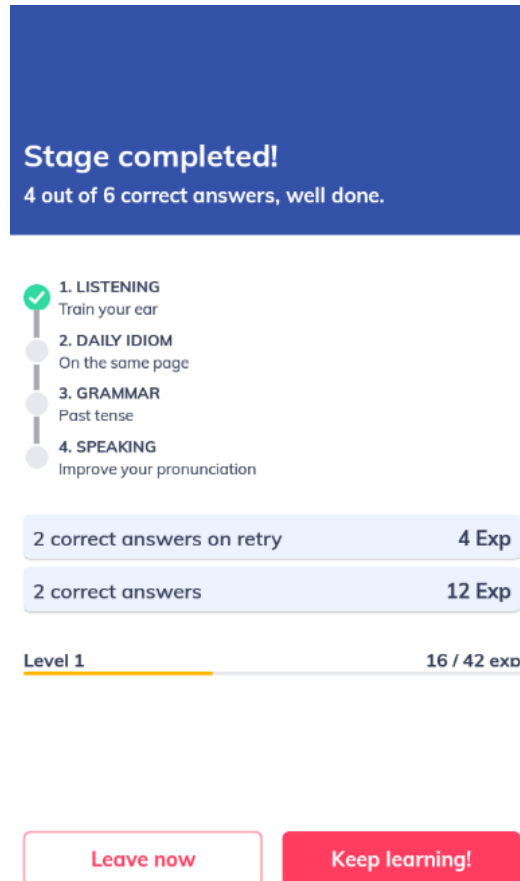


Figure 3 exhibits one of the characteristics of the Wannalisp app, which is feedback. Each of the activities concluded gets an explanation with details of why the activity is correct, however, if the answer is incorrect, the application allows identifying the error and solving it, this in order to improve the potential weak points of the learner.

**Figure 4**

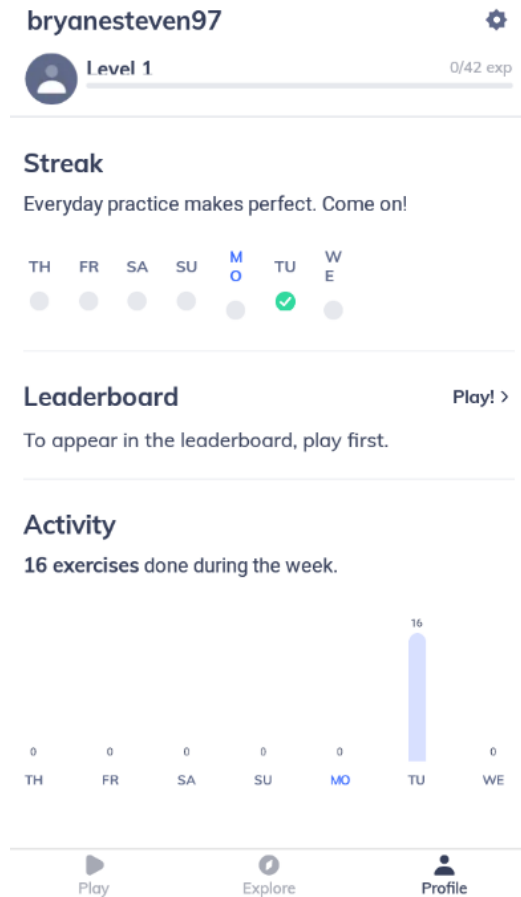
*Completion of daily lessons*



Concerning Figure 4, it can recognize the screen that indicates the end of each section in the daily lesson, where an experience score is awarded in order to rise the level of the student in the app. This experience mechanism develops a motivation in the learner, inasmuch as the user will be able to notice the evolution through the correct completion of each activity.

**Figure 5**

*Profile*



Finally, Figure 5 illustrates the section designed for the user profile. Internally of the profile we can also observe the level of the user, there is also an indicator of the days and the amount of activities that the student has developed. Further, Wannalish app has created a leaderboard where the learner is placed in a global list of people who use the app, and thus allows to compare their progress with others.

## **1.2.2 Dependent Variable**

### **English language learning**

According to Pethman (2017), the necessity of people to communicate with the world is an important factor in selecting a second language that allows communication with people from different countries and cultures. The English language has become a universal language due to its cultural influence since the 18th century through the United Kingdom. English has its beginnings in England and is currently the most widely spoken language in the world with more than one billion speakers. Furthermore, English has been established in the educational curriculum of several countries as the second language taught in schools and colleges. This means that nowadays English is the key language to communicate globally.

Eventually, it has been executed several studies about the English language learning process, thus, there are hypotheses that help to understand the development of English learning in people, however these studies have revealed that learning English is a complex subject that differs between each person, it means that there is no unique way to learn and teach the English language because there are factors such as age or learning style that cause to professionals to create different ways and methods to teach and learn the language. Although it is necessary to find the most personalized way according to the different factors that exist in the students in order to achieve satisfactory learning, that does not happen most of the time since according to the educational systems, teachers have to combine methods and techniques to be able to teach the majority of students in the designated hours of study causing students to not adequately develop their knowledge (Pethman, 2017).

According to Erarslan (2021) the teaching and learning of the English language in current times has undergone a change due to the confinement caused by Covid-19 since the beginning of 2020. The teaching of English and in general all education changed to a blended or totally online education that allowed to continue without interruptions. In this way, it was evident that online education is a need worldwide, and it is assumed that this model of education will dominate entirely in the future.

## **English language skills**

According to Öztürk and Çakıroğlu (2021), the English language is made up of four skills that are necessary to the complete knowledge and communication development. The four skills are: listening, speaking, reading and writing. These language skills are divided into two groups: productive skills and receptive skills according to their function in communication. The first skill is listening that involves understanding and making sense of the ideas that people speak. Also, speaking refers to the correct articulation of sounds to create words in order to be understood by other people and to be able to converse in an understandable way. Reading skill establishes guidelines for understanding various types of written texts. Finally, writing is the ability to express in a correct way in topics with detail and meaning in paper or digital form.

The teacher is in charge of establishing useful activities for students in which they can develop the four language skills in a balanced way. These activities must be focused on communication and the teacher must fulfill the role of supervisor to cooperate in the correct learning process.

In addition, the teacher must create high level activities that allows to achieve the necessary objectives for the development of students. Thus, the four skills must be integrated effectively and must help to obtain the level to be able to communicate correctly. To achieve a link between the skills, there must be an evolution by steps where the skills of speaking and listening must be the first to strengthen because they work with each other, after a correct evolution in these two skills the teacher must continue with the ability to write and reading that complement a written communication, in this case the material used should also be delivered to the student gradually so that they have the motivation and challenge to overcome the activities (Srinivas, 2019).

## **Receptive skills**

According to Hossain (2015), receptive skills refer to reading and listening that are a part of the division of the four English language skills. The receptive skills constitute by listening and reading and are called in this way because in this case the student receives the language as opposed to producing it as it happens in the other group of production skills that are composed of writing and speaking. Teaching these types of skills has many similarities that apply to listening or reading depends on of the case. Learning receptive skills is essential for the development of English as a second language. The reasons for the development of reading and listening are divided into the instrumental and enjoyable category. The instrumental reason is used when people have to apply the skills in a compulsory way, while the pleasant reason happens when the skills are used for pleasure, for example to spend free time.

When children begin to acquire language listening is the skill that children first develop, this skill is conducted by different sources found in the environment. Likewise, the ability to read is influenced by written elements found in the context where the child develops, such as posters, instructions in food or advertising on TV. Although the context influences the development of the child for their evolution in receptive skills, it is necessary that the contents presented in the on-site learning to be appropriate for the level and age, knowing that it is recommended that children receive interesting material that motivates them to study (Hossain, 2015).

## **Listening skill**

According to Abdolrezapour and Ghanbari (2021) listening is the capacity to receive and decipher messages. Thus, when someone is learning a new language the goal is to develop the ability to speak and listen efficiently, but before meeting these objectives it is necessary to be able to understand the language. In reference to this analysis, the development of listening in the English language is the basis for integrating the other skills of the English language.



Listening is a fundamental resource in learning a second language because this skill allows to receive ideas from a context in different real-life situations. Hence, recognizing the listening skill as the most important stage in the development of a language is not surprising if it is known that listening can promote a better exchange of data. Owing to, listening skill is one of the most used by all living beings, since it allows us to acquire data about the general environment. Listening is of exceptional importance for the individual, it allows us to have contact with the world and become aware of what is happening around us. However, English learners may face different listening problems, some of which are caused by the speaker, the audience, circumstances, or different conditions. Due to address this issue, it is relevant to apply adequate listening assess that permit to interpret what they hear (Gilakjani and Sabouri, 2016).

The importance of listening skills in the development of the English language learning is fundamental in view of it provides the reception tool to understand information. This tool causes learners who do not develop listening skill to suffer from non-understanding of information and as a consequence they cannot apply the following phases of a language (Abdolrezapour and Ghanbari, 2021).

According to Gilakjani and Sabouri (2016), listening skill must be developed appropriately with useful strategies such as the opportunity to listen to native speakers of the language. Indeed, the correct evolution of the listening skill can serve as the basis for making learning independent, for the reason that students will feel confident to apply their own learning processes of the second language.

### **Stages of a Listening Lesson**

According to Campos (2021) English lessons are divided into three stages in order to achieve a suitable process for learners. In relation to the listening skill, it is applied the system explained before, which consists of an engagement stage, an application stage and finally a completion stage.

Initially, the first stage is called Pre-Listening, this stage allows activating the attention of the students in relation to the activity they are going to listen to. In the pre-listening,

the teacher applies questions that help to infer about the class topic, in addition this stage facilitates the student to relax in order to avoid stress during the main activity. Subsequently, the second stage is called While-Listening Activities, in this stage the student listens to an audio while completing activities related to the understanding of that. In listening activities, the level of students' ability can be identified based on the three sub-skills: listening to the essence, listening to specific information, and listening to opinions. Lastly, the last phase is called Post-Listening Activities, this stage is necessary for the student to carry out a self-assessment on their listening skill, and to identify their strengths and weaknesses related to the activity developed (Campos, 2016).

### **1.3 Objectives**

#### **1.3.1 General Objective**

- To measure how Wannalishn app improves the listening skill.

#### **1.3.2 Specific Objectives**

- To evaluate students' listening skill through a standardized listening test.
- To determine the effects of the use of Wannalishn app in listening skill.
- To identify the benefits of the use of Wannalishn app in the listening skill.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources**

This research work in order to evolve satisfactorily needed different resources such as human, technical and technological resources and the development of the work carried out by the researcher. First, the human resource was comprehended by 23 students in 6th semester of the Pedagogía de los Idiomas Nacionales y Extranjeros degree from Universidad Técnica de Ambato. Second, the technical resource applied was the use of smartphones for the operation of the Wannalish app. As a final resource, a computer with an internet connection was used for the written and statistical development of the project.

#### **2.2 Methods of Research**

##### **2.2.1 Quantitative Approach**

This research was carried out with a quantitative approach because it was necessary to collect numerical and statistical data that allow evaluating the application of Wannalish in a group of students and their evolution in the listening skill. According to Leedy and Ormrod (2001) the quantitative approach is the research method that demands to establish numerical ranges to obtain results, further it is necessary to use specific statistical techniques to answer the research questions that are posed at the beginning of the study like, who, where, how much, what, and when. In addition, in the quantitative approach, inquiry tools such as experiments or surveys are generally used for data collection.

##### **2.2.2 Bibliographic Research**

Besides, this research was developed as a bibliographic research since it was necessary to investigate different scientific texts to establish important definitions related to the study variables. According to Allen (2017) bibliographic research is defined as background reading based on essential literature for the development and elaboration

of research hypotheses. Moreover, it allows formulating and testing hypotheses based on relevant literature for exploration of research topics.

### **2.2.3 Experimental Research**

This research work had an experimental research design for the reason that the two variables must be measured with the selected population. According to Mitchell (2015), experimental research is research used to obtain the variance between two sets. This research is used in conjunction with quantitative research in order to establish high validity and support to the data collected. In addition, this research design analyzes mainly the constant variable of study and the changes that occur. Cause and effect projects use this research more frequently due to the high level of validity in the community.

## **2.3 Type of Research**

### **2.3.1 Exploratory Research**

The research project was elaborate with the use of exploratory research because it was important to examine the environment where the study was applied with the practice of the Wannalish app. Stebbins (2001) defined exploratory research as the method to expound an understanding of the study problem with a general idea to identify the characteristics of the research environment. This type of research allows revealing new problems for the creation of future study projects.

## **2.4 Population and Sample**

The participants were 21 students in 6th semester of the Pedagogía de los Idiomas Nacionales y Extranjeros degree from Universidad Técnica de Ambato. The group of participants was divided into 14 women and 7 men.

**Table 1**

*Population*

<b>Gender</b>	<b>Participants</b>	<b>Percentage</b>
<b>Female</b>	16	70%
<b>Male</b>	7	30%
<b>Total</b>	23	100%

Source: Students' list

Author: Rivera, B. (2021)

## **2.5 Techniques and Instruments**

Considering the need to measure listening skills related to the dependent variable, it was necessary a test that focuses on the needs of this research. In that way, it was selected a Pre-Test (*Annex 1*) and a Post-Test (*Annex 2*) obtained from the PET (Preliminary English Test) belonging to Cambridge Assessment English. Specifically, it was used the Listening Section, which is divided into 4 parts, however, for the development of this evaluation, parts 1 and 3 were selected with a total of 13 questions for the simple reason that they were parts focused on the objectives of this project.

## **2.6 Procedure**

The research was developed in several stages in order to introduce the information to the population and collect data.

In the first stage, through the Zoom platform, the researcher introduced himself to the students. Next, the researcher guided the structure of the Pre-Test and sent the link of the virtual test to the students, where the participants had 15 minutes to complete the test and send their answers. Then, the researcher, with the help of a Power Point presentation, introduced the Wannalish app and explained its operation. Finally, the students received instructions with the objective of executing daily asynchronous

activities in the Wannalish app and uploading evidence to a Google Drive folder for a lapse of three weeks.

In the second stage, the researcher controlled the evidence sent by the students in order to check if the performance of the assigned activities was fulfilled.

In the third stage, through the Zoom platform, the researcher guided the participants to complete the Post-Test, in the same way the students had 15 minutes to complete it. At the end of the test, the researcher thanked the students for their cooperation in completing the asynchronous activities.

In the fourth stage, the researcher tabulated the collected data and proceeded with the elaboration of the results, analysis, conclusions and recommendations.

## **2.7 Variable Identification**

Wannalish app (Independent Variable)

Listening skill (Dependent Variable)

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

The third chapter has the objective of showing numerically, and graphically the results obtained from the research process carried out with a duration of three weeks, in addition, the detailed analysis of each content is projected in order to obtain understandable data. The project was applied to sixth semester students of Pedagogía de los Idiomas Nacionales y Extranjeros Degree from Universidad Técnica de Ambato.

In reference to the second chapter of this research work, two tests were applied based on the standardized PET test. The pre-test and post-test applied were scored on a total of 13 points because both tests had two sections, the first with 7 questions and the second with 6.

The analysis and interpretation is carried out for each of the tests afterwards to a comparison of data in order to analyze the evolution of the students during the beginning and end of the investigation. The results of the pre-test are observed in table 2 and figure 6. Below in table 3 and figure 7 the results of the post-test are shown.

The comparison between pre-test and post-test can be evidenced in figure 8 with a linear graph that allows to see the difference between the two tests results, altogether, in table 4 and figure 9 the average of pre-test and post-test is displayed. The information presented in relation to the average is essential because it can perceive how students improved their listening skill.

As a final point, the hypotheses are constituted by two statements, null and alternative, and were verified with the statistical program called SPSS software obtaining two tables. Table 5 shows normality using the Shapiro Wilk method and allows seeing the normality of the test in order to generate the Wilcoxon Hypothesis Test Summary that helps to accept one of the two hypothesis statements.



### 3.2 Pre-Test Results

**Table 2**

*Pre-Test results*

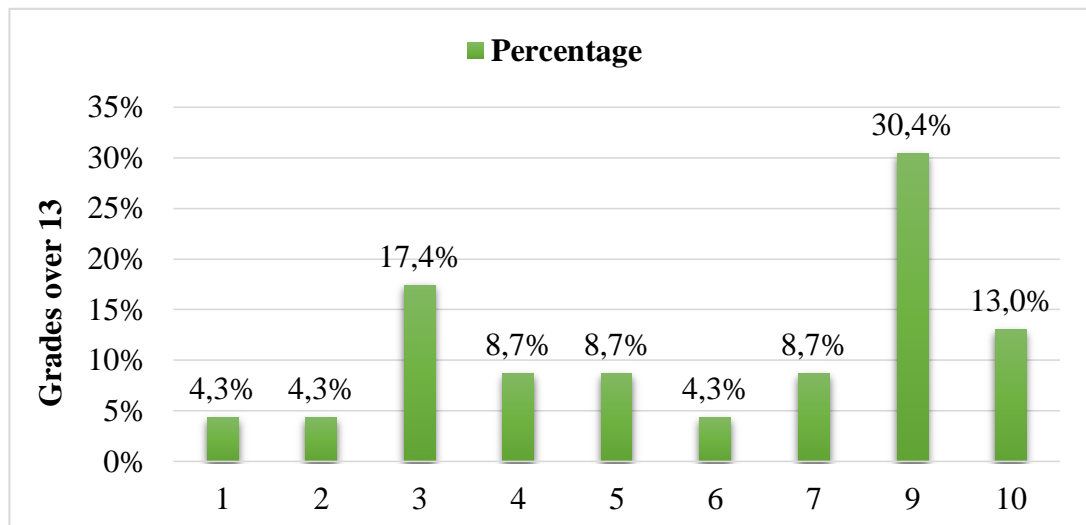
		<b>Frequency</b>	<b>Percentage</b>
<b>Grade Over 13</b>	1	1	4,3%
	2	1	4,3%
	3	4	17,4%
	4	2	8,7%
	5	2	8,7%
	6	1	4,3%
	7	2	8,7%
	9	7	30,4%
	10	3	13,0%
		<b>Population</b>	23

**Source:** Pre-test

**Author:** Rivera, B. (2021)

**Figure 6**

*Pre-Test results*



**Source:** Pre-test

**Author:** Rivera, B. (2021)

## Analysis and Interpretation

Table 2 and Figure 6 show the results obtained from the pre-test. The test had a score of 13 points where it can find highly variable frequencies among the 23 participants that constitute 100% of the population. Thus, the results can be seen that the most notorious frequencies constitute seven people who are equivalent to 30.4% of the population with a score of 9, in addition another very clear frequency is related to four participants that are equivalent to 17.4% of the population with a score of 3. Therefore, in these graphs it can measure a total of 9 frequencies where 1 is the lowest score obtained and 10 is the highest score obtained by the participants.

The results collected in the first test support to analyze that the level of listening skill in the participants were deficient because the graphs show a very evident variation among the 23 qualified tests. Consequently, it can also deduce that the applied test was a challenge for the students owing to their training in relation to the listening skill was not adequate for the level at which they were.

### 3.3 Post-Test Results

**Table 3**

*Post-test results*

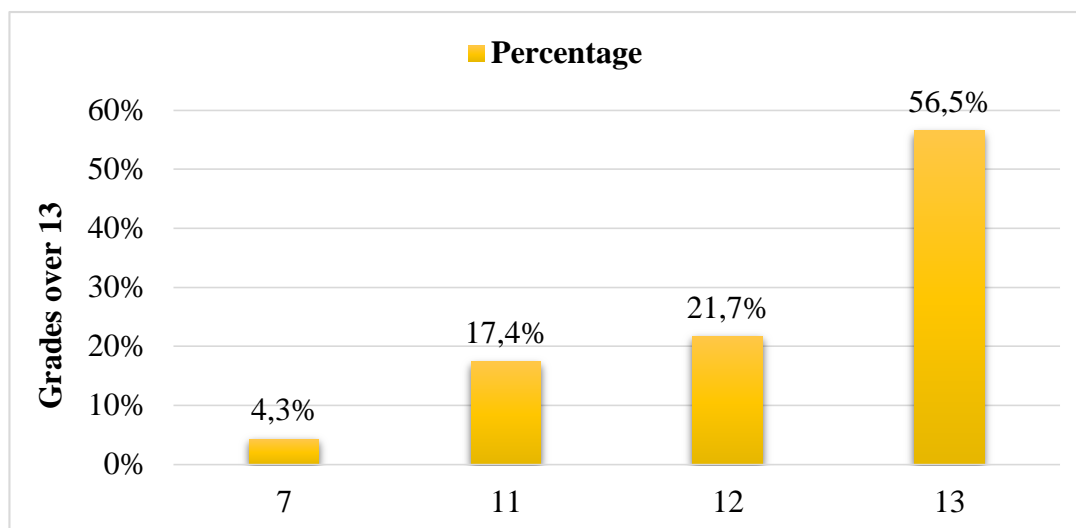
		<b>Frequency</b>	<b>Percentage</b>
	7	1	4,3%
	11	4	17,4%
<b>Grade Over 13</b>	12	5	21,7%
	13	19	56,5%
	<b>Population</b>	23	100,0%

**Source:** Post-test

**Author:** Rivera, B. (2021)

**Figure 7**

*Post-test results*



**Source:** Post-test

**Author:** Rivera, B. (2021)

### **Analysis and Interpretation**

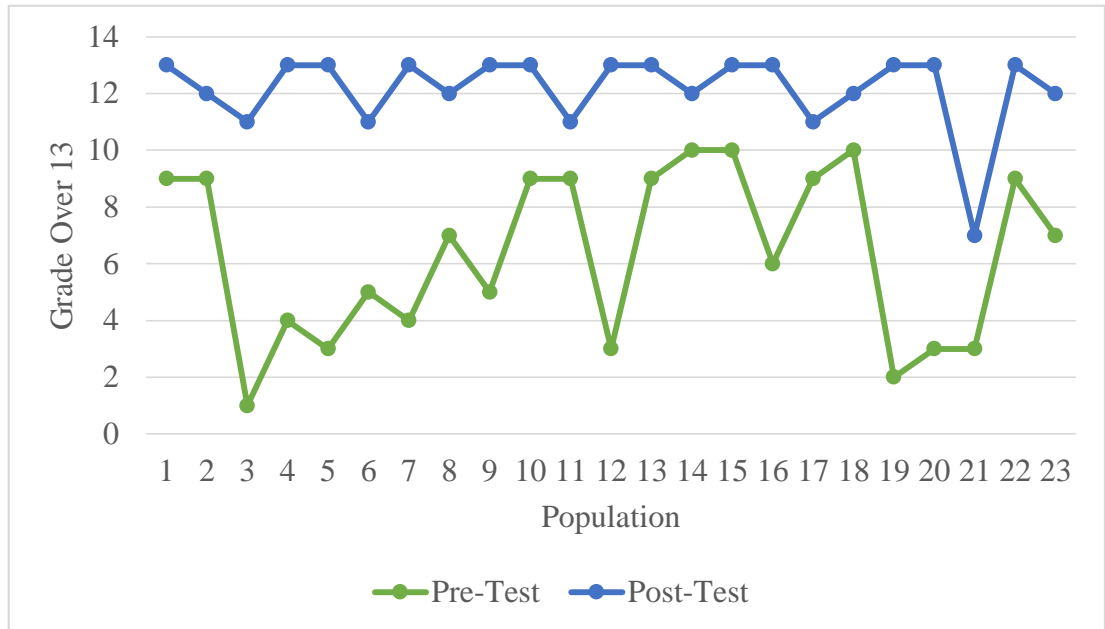
Table 3 and Figure 7 show the results compiled of the post-test. In the same way as the first test, it has a score over 13 points. The frequencies of this test show a narrowness of 4 groups. In ascending order, the first frequency is constituted by 1 student that corresponds to 4.3% of the population with a score of 7, the second frequency establish 4 people who constitute 17.4% of the population with a score of 11, the third frequency illustrate 5 students that are equivalent to 21.7% of the population with a score of 12, finally the fourth frequency is disclosed of 19 students who are equivalent to 56.7% of the population with a score of 13.

The analysis of the second test denotes an improvement in the listening skill of the students evaluated after using the Wannalish app during three weeks. Regarding this, it can be analyzed that the number of frequencies decreased positively from 9 to 4 in relation between the pre-test and post-test, deducing that the general level of the students improved exponentially. Moreover, it is observed that the lowest score in the post-test was 7, and it was drawn that more than half of the students obtained 13, which was the highest score.

### 3.4 Comparison between results

**Figure 8**

*Results*



**Source:** Pre-test and Post-test

**Author:** Rivera, B. (2021)

**Table 4**

*Results*

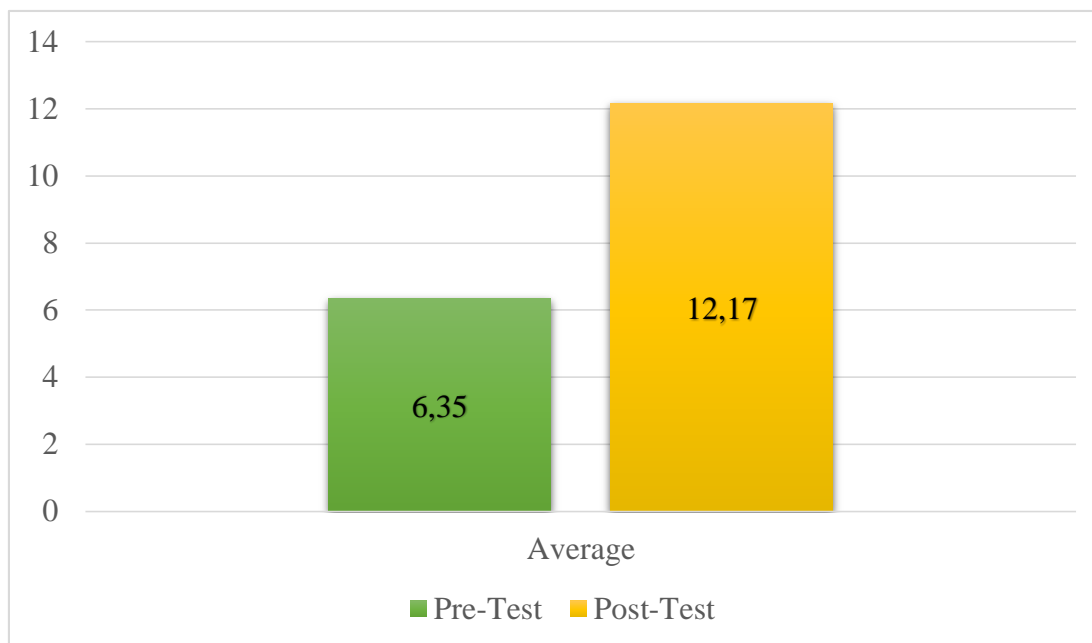
Results	Pre-Test	Post-Test	Difference
Average	6,35	12,17	5,82

**Source:** Pre-test and Post-test

**Author:** Rivera, B. (2021)

**Figure 9**

*Average*



**Source:** Pre-test and Post-test

**Author:** Rivera, B. (2021)

### **Analysis and Interpretation**

Figure 8 is a linear graph that makes a comparison between the scores collected in the pre-test identified with the green line and post-test identified with the blue line. Considering this, it can be noticed the notable difference between the trends of each test, the graph places the results of the post-test above the initial test.

Besides, Table 4 and Figure 9 present a comparison between the average of the first and second test. The pre-test average places a numerical value of 6.35 over 13 points, while in the post-test it generates an average of 12.17 over 13 points. Therefore, executing the mathematical difference between the two averages produces the result of 5.82, which is a clear contrast of the first and second grades.

According to the results, Wannalish app is established as a useful tool for the development of the listening skill in participants.

### 3.5 Hypothesis verification

The data collected in the progress of this research were analyzed in the SPSS software through the application of Shapiro Wilk-normality test and Wilcoxon Hypothesis Test Summary.

#### 3.5.1 Hypothesis statement

##### Null Hypothesis

Wannalishn app does not influence the Listening Skill of students of sixth semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”

##### Alternative Hypothesis

Wannalishn app does influence the Listening Skill of students of sixth semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”

#### 3.5.2 Shapiro Wilk – normality test

**Table 5**

*Shapiro Wilk – normality test*

	<b>Statistic</b>	<b>df</b>	<b>Sig</b>
<b>Pre-Test</b>	,881	23	,010
<b>Post-Test</b>	,635	23	,000

**Source:** SPSS Software

**Author:** Rivera, B. (2021)

##### Analysis and Interpretation

Table 5 is useful to identify the normality of the test and the statistical method to be used. Thus, Shapiro-Wilk is used for this research because the population sample is less than 50. In addition, the scales for significance are established where if Sig <0.05 a non-parametric statistic will be applied.

The results indicate that  $\text{Sig} < 0.05$ , that is, the data maintains a deviation to statistical formulas, therefore it will apply non-parametric statistics.

**Table 6**

*Wilcoxon Hypothesis Test Summary*

	<b>Null Hypothesis</b>	<b>Test</b>	<b>Sig.</b>	<b>Decision</b>
1	The median of differences between pre-test and post-test equals 0.	Related-Samples Wilcoxon Signed Rank Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05

**Source:** SPSS Software

**Author:** Rivera, B. (2021)

**Sig > 0,05** → Reject the alternative hypothesis

**Sig < 0,05** → Reject the null hypothesis

### **Analysis and Interpretation**

Table 6 establishes the hypothesis test for the collected data, in the normality test the conclusion was to apply a non-parametric statistic, consequently Wilcoxon Hypothesis Test Summary is selected in order to approve the hypothesis.

Consequently, the result obtained in this statistical analysis was  $\text{Sig} = 0.000$ , which represents a significant difference, for which the test-summary develops the decision to reject the null hypothesis and for that reason the alternative hypothesis is approved. Hence, it concludes that Wannalish app does influence the Listening Skill of students of sixth semester from “Pedagogía de los Idiomas Nacionales y Extranjeros”

### 3.6 Discussion

This research analyzed the effects of using the Wannalish app on students in order to develop their listening skill. The group of students used for the research was subjected to two tests, one at the beginning and the other at the end of the research, this with the aim of evaluating whether the Wannalish app had a positive influence on the evolution of the English language. Next, the discussion of the results obtained is generated.

Firstly, the collected Pre-Test and Post-Test results showed a significant increase in the listening skill level of the students after using Wannalish app to improve their listening skill, since the initial level of the students was poor while the final level was defined as superior. This significant difference shows that educational applications such as Wannalish app favor the student in the process of practicing and improving the listening skill, similar to previous research where it stated that the applications helped students to progress in their learning of the English language (Samara, 2021).

Secondly, the positive results obtained from the difference between the two applied tests allowed us to identify the benefits that educational applications such as Wannalish app offer users. The main benefits that were observed are that the applications are innovative resources for students for the reason that they offer different methods, in addition to the ease of learning and accessibility by not being linked to a physical space and with established schedules, these arguments that coincide with the conclusions of studies analyzed in the investigative background where they pointed out that educational applications are innovative and interactive technological tools that contribute to learning (Sangoluisa, 2018).

Finally, the result generated with the use of the Wilcoxon Hypothesis Test confirmed the null hypothesis that constitutes that the Wannalish app positively influences the development of the listening skill. It was inferred that through the use of educational mobile applications students reduce their mistakes and could improve their listening skill leading to progress in their learning of English as a second language, these reasoning fit with the conclusions of previous research where applications were considered as a valuable tool to complement the exposure of students to the language studied (Narvaez, et al., 2021).



## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

Once this research work has been carried out, the following conclusions were obtained:

- Considering the results obtained at the beginning of this research through the Pre-test, it was determined that the level of listening skill of the student was deficient due to the lack of use of innovative resources that allow the learner to evolve and improve.
- The use of the Wannalish app showed positive effects on the population, since the characteristics of the application enhanced the performance of the listening skill in students through the modern methodology of educational technology, causing a motivation to use multimedia resources that allows a closer connection between the language and the learner. Consequently, it is concluded that the Wannalish app is a significant resource for the development of listening skill in students.
- Taking into account the analyzed results, the benefits identified of Wannalish app are related to the use of mobile learning apps, which are novel and interesting for users. In addition, it was recognized that the method used by Wannalish app through Educational Technology based on extracts of movies, TV series and video clips are essential tools for current learning.
- Through the use of the Wannalish app and the measurements elaborated it is generated the conclusion that the application improved the listening skill in the students. Eventually, it is established a group of positive effects about how Wannalish app enhanced it, for instance: the use of visual resources with native speakers, the motivation of the class to use technological learning methods, and the improvement of their level evaluated aslant the post-test.

## 4.2 Recommendations

- The results of this research in the pre-test show that the listening skill should be practiced more, in relation to the fact that teachers must generate activities that allow them to improve the four skills of the English language in an equitable way in order to develop successfully the language learning.
- It is important for teachers to spend more time exploring current tools that could be used in class. Using tools such as mobile applications allows students to feel attracted and motivated, and as a consequence it generates more active participation in the classroom. In addition, it is recommended to use educational applications as an asynchronous booster.
- It is advisable to apply the method that Wannalish app administers, which is called Educational Technology, inasmuch as it uses audiovisual resources such as movies, TV series, and music videos in order to listen to native English speakers. This generates a more enriching learning for the student, thus it incites the learner's interest in learning with this innovative method.
- It is recommended to use Wannalish app as a tool to improve listening skill in students, being that it uses modern methods based on small daily activities that are attractive to the student. The teacher can use the Wannalish app as a complement within the class or as an additional activity for the student's free time.

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## ANNEXES

### Annex 1

- Pre-Test

#### LISTENING ENGLISH TEST

##### QUESTION PAPER

**THEME:** The Wannalisp app and the listening skill

**OBJECTIVE:** To identify students' listening level.

**TIME:** 15 minutes      **CEF:** B1      **LEVEL:** 6<sup>th</sup> Semester

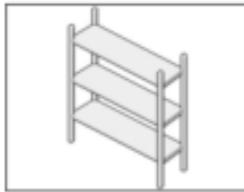
**AUDIO LINK:** [https://drive.google.com/file/d/1ZSEAFgWzcmM5Bq3jgS\\_YiGtqeG9XdOMm/view?usp=sharing](https://drive.google.com/file/d/1ZSEAFgWzcmM5Bq3jgS_YiGtqeG9XdOMm/view?usp=sharing)

#### ➤ PART 1

**INSTRUCTION:** Listen to the text, then choose the visual image which best answers the question in the context of what you heard.

- *Questions 1 – 7*

1 What did the girl buy on her shopping trip?



A



B



C

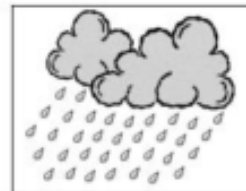
2 Why did the plane leave late?



A



B



C

3 What activity does the woman want to book for the weekend?



A

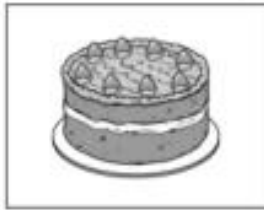


B



C

4 Which cake will the girl order?



A



B



C

5 How much must customers spend to get a free gift?



A



B



C

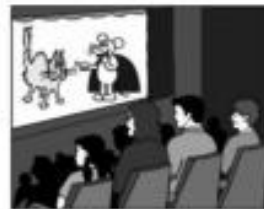
6 What did the family do on Sunday?



A



B



C



7 Which programme is on first?



➤ PART 2

**INSTRUCTION:** For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

• *Questions 8 - 13*

You will hear a radio presenter called Anita talking about her holiday in Cuba.

ANITA'S HOLIDAY IN CUBA:

In the National Gardens, the (8) ..... was the thing that attracted most people.

On the swimming trip, electronic armbands kept the (9) ..... away.

On the day in the countryside, Anita almost fell off a (10) .....

In the capital city, Anita saw a (11) ..... in a theatre.

Anita enjoyed visiting a farm where (12) ..... is produced.

Anita bought some (13) ..... as gifts.

## Annex 2

- Post-Test

### LISTENING ENGLISH TEST

#### QUESTION PAPER

**THEME:** The Wannalish app and the listening skill

**OBJECTIVE:** To identify students' listening level.

**TIME:** 15 minutes    **CEF:** B1    **LEVEL:** 6<sup>th</sup> Semester

**AUDIO LINK:**

*Obtained from PET (Preliminary English Test) designed by Cambridge Assessment English.*

#### ➤ PART 1

**INSTRUCTION:** Listen to the text, then choose the visual image which best answers the question in the context of what you heard.

- *Questions 1 – 7*

1 Where will the women meet tomorrow?



A



B



C

2 When will the man go to see the dentist?



A



B



C

3 Where are they at the moment?



A



B



C

4 Where did the man stay on holiday?



A



B

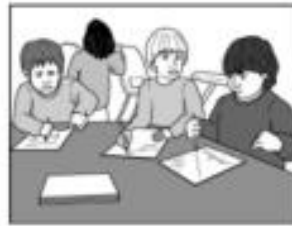


C

5 Who is the man going to work with?



A



B



C

6 Where is the boy at the moment?



A



B



C

7 Which goods are reduced in price in the store now?



A



B



C

➤ PART 2

**INSTRUCTION:** For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

• *Questions 8 - 13*

You will hear a radio announcement about weekend activities in Fishport.

For each question, fill in the missing information in the numbered space.

## WEEKEND ACTIVITIES IN FISHPORT

### YOUR CHOICE OF ACTIVITIES

- BIRD ISLAND WALK - 10.00 a.m.

Don't forget to take your (8) ..... with you

- GUITAR DAY

Will be held in the (9) ..... Centre

- PLAZA CINEMA - 2.30 p.m.

A programme of (10) ..... films for all the family

- CYCLE RACE

This year's route is through the (11) .....

- GREEN STREET THEATRE - 3.00 p.m.

'The Long (12) ..... ' - a play for children

- CAMFORD CASTLE - open all day

Display of (13) ..... used in medicine

## Annex 3

- **Pre-Test Google Forms**

PRELIMINARY ENGLISH TEST

PRE-TEST

bryanesteven97@gmail.com [Cambiar de cuenta](#)

\*Obligatorio

Correo \*

Tu dirección de correo electrónico

LISTENING ENGLISH TEST

TIME: 15 minutes  
CEF: B1  
LEVEL: 6th Semester

ALIDIO LINK: [https://drive.google.com/file/d/175FAfoWrcmM5R3nS\\_YtGtaaG9XdOMm/view?](https://drive.google.com/file/d/175FAfoWrcmM5R3nS_YtGtaaG9XdOMm/view?)

- **Post-Test Google Forms**

PRELIMINARY ENGLISH TEST

POST-TEST

bryanesteven97@gmail.com [Cambiar de cuenta](#)

\*Obligatorio

Correo \*

Tu dirección de correo electrónico

LISTENING ENGLISH TEST

TIME: 15 minutes  
CEF: B1  
LEVEL: 6th Semester


ALIDIO LINK: [https://drive.google.com/file/d/175FAfoWrcmM5R3nS\\_YtGtaaG9XdOMm/view?](https://drive.google.com/file/d/175FAfoWrcmM5R3nS_YtGtaaG9XdOMm/view?)

## Annex 4

### Wannalish App Introduction Slides

# THE WANNALISH APP AND THE LISTENING SKILL

Author: Bryan Rivera




## AGENDA

- 1.- Presentation of the research project.
- 2.- Listening Test
- 3.- Explanation of the use of "Wannalish app".
- 4.- Explanation of the activities for the next weeks.

### 1.- Presentation of the research project.

TOPIC: The Wannalish app and the listening skill

OBJECTIVE: To measure how Wannalish app improves the listening skill.




### 2.- Listening Test

<https://forms.gle/DvodML7XWcgckubz8>


TIME: 15 minutes  
CEF: B1  
LEVEL: 6th Semester

AUDIO LINK:  
[https://drive.google.com/file/d/1ZSEAtgWzcmM5Bq3qS\\_YGtqoG9XdOMm/view?usp=sharing](https://drive.google.com/file/d/1ZSEAtgWzcmM5Bq3qS_YGtqoG9XdOMm/view?usp=sharing)

### 3.- Explanation of the use of "Wannalish app".



### Steps to use Wannalish app.



Selecciona un idioma:

- Inglés
- Español

Select the language to develop.

Do you have an email address?  
(Tenemos dirección de correo electrónico?)

My email is:  
galefemendez@gmail.com

Introduce your email.


Continuar

Level 1

Daily lesson

- 1. LISTENING
- 2. GRAY IDIOM
- 3. GRAMMAR
- 4. SPEAKING

• Daily Lessons.  
• Maximum 10 minutes.  
• 4 Sections.



bryansteven97

Level 1

Streak  
Everyday practice makes perfect. Come on!

Leaderboard  
To appear in the leaderboard, play first.

Activity  
16 exercises done during the week.

Profile with information about the activities done.

### 4.- Explanation of the activities for the next weeks.

1. The project will last 3 weeks.  
(Start: November 23. - End: December 10)
2. You must complete at least 3 daily sessions per week.  
(9 total daily sessions)
3. Upload your evidence to a document in the Google Drive folder created by the researcher.

<https://drive.google.com/drive/folders/1FDsGTvkk43o7B2d4pbXIBpwiBnn9y7WA?usp=sharing>

## Annex 5

- Weekly Planning

<p><b>CLASS:</b> 6<sup>th</sup> Semester of PINE "C"  <b>DATE:</b> November – December, 2021  <b>RESEARCHER:</b> Bryan Rivera</p>	<p><b>TOPIC:</b> The Wannaliss app and the listening skill.</p>
<p><b>GENERAL COMPETENCE:</b>          To demonstrate the effectiveness of Wannaliss app in the progress of listening skill.</p>	<p><b>LESSON OBJECTIVES</b>  <b>GENERAL:</b> Students will be able to develop their listening skill through the use of Wannaliss app.  <b>SPECIFIC:</b> Students will be able to use Wannaliss app in shorts sessions three times a week, during three weeks.  <b>CONTENTS:</b> Wannaliss app activities</p>
<p><b>METHODOLOGY USED:</b> Task Based Language Learning</p>	

WEEK	RESEARCHER'S ACTIVITIES	STUDENT'S ACTIVITIES	MATERIALS
<p><b>1</b>            (Nov 23 –            Nov 26)</p>	<ul style="list-style-type: none"> <li>• Researcher introduction.</li> <li>• Presentation of the research project.</li> <li>• Application of the PET Pre-Test to students</li> <li>• Explanation of the use of "Wannaliss app".</li> <li>• Explanation of the activities for the next weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention to the presentation.</li> <li>• Complete the PET pre-test.</li> <li>• Pay attention to the instructions.</li> </ul>	Power Point Google Forms Zoom Wannaliss app
<p><b>2</b>            (Nov 30 –            Dec 3)</p>	Review of activities completed by students.	Complete three sessions on the Wannaliss app per week.	Wannaliss app Word Office 365
<p><b>3</b>            (Dec 7 –            Dec 10)</p>	Take the PET post-test. Thank the students for their help	Complete the PET post-test.	Zoom Google Forms



## Annex 6

- **Urkund Report**



### Document Information

Analyzed document	THESIS_RIVERA_URKUND.pdf (D125912734)
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Submitted by	Calero Ximena
Submitter email	xcalero@uta.edu.ec
Similarity	6%
Analysis address	xcalero.uta@analysis.arkund.com



Firmado electrónicamente por:  
XIMENA ALEXANDRA  
CALERO SANCHEZ

### Sources included in the report

<b>W</b>	URL: <a href="https://repository.unibos.ac.id/xmlui/bitstream/handle/123456789/206/HERNITA%20SAMARA%204516101020.pdf?sequence=1&amp;isAllowed=y">https://repository.unibos.ac.id/xmlui/bitstream/handle/123456789/206/HERNITA%20SAMARA%204516101020.pdf?sequence=1&amp;isAllowed=y</a> Fetched: 2022-01-24T04:07:00.0000000		2
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