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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**Tema: ENGLISH LISTENING AND SPEAKING APP AND THE ORAL
COMMUNICATIVE COMPETENCE**

Trabajo de Titulación previo a la obtención del Grado Académico de
Magíster en la Enseñanza del Idioma Inglés como lengua Extranjera

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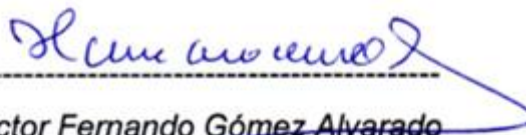
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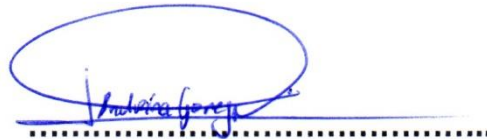
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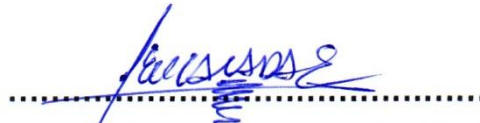
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DEDICATORIA

A Jesús,

mi Dios

mi Señor

mi Salvador

mi mejor amigo

mi todo.

Esta va por ti... y todas.

Por mí mismo hice juramento, de mi boca salió palabra en justicia, y no será revocada: Que a mí se doblará toda rodilla, y jurará toda lengua. Isaías 45:23

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A todos, de todo corazón...

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TEMA:

**“ENGLISH LISTENING AND SPEAKING APP IN THE ORAL
COMMUNICATIVE COMPETENCE”**

AUTORA: *Licenciada Andreína Alexandra Gómez Reyes*

DIRECTOR: *Licenciado Edgar Guadia Encalada Trujillo Magíster*

DATE: *May 8th, 2018*

RESUMEN EJECUTIVO

El desarrollo de la competencia comunicativa oral ha sido de gran importancia en la instrucción EFL, porque después de todo, la manera más efectiva de comunicarse es a través del habla. Sin embargo, los resultados de los estudiantes al hablar son generalmente deficientes debido a muchos factores, tales como la dificultad para practicar esta habilidad. Por lo tanto, la competencia comunicativa en los estudiantes necesita mejorar. Una forma de ayudar a los estudiantes a desarrollar su competencia comunicativa oral de manera efectiva es a través del uso de aplicaciones móviles, ya que estas pueden ser usadas dentro y fuera del aula con facilidad. La presente investigación se centra en el uso de la aplicación llamada “Comprensión y Expresión Oral en Inglés” para desarrollar la competencia comunicativa oral, en la cual se aplicó un cuasi-experimento a estudiantes de nivel B1 + de los cursos abiertos de la Universidad Técnica de Ambato. El propósito del estudio fue proporcionar la incidencia de la aplicación “Comprensión y Expresión Oral en Inglés” en la competencia comunicativa oral. Se aplicó una prueba previa y una prueba posterior a un grupo de control y experimental, mientras que el

grupo experimental usó la aplicación móvil en algunas actividades interactivas dentro y fuera del aula durante proceso para probar la hipótesis. El análisis estadístico de los resultados mostró la eficacia del uso de la de la aplicación “Comprensión y Expresión Oral en Inglés” reflejada en la mejora de la competencia comunicativa oral de los estudiantes en el grupo experimental. El resultado de la Prueba T terminó siendo de 0.004. Debido a este resultado favorable, este estudio resultó en la creación de una guía metodológica de actividades interactivas y comunicativas basadas en los elementos de la aplicación de comprensión y expresión oral en inglés. Estas actividades tienen la intención de ayudar a los estudiantes a desarrollar sus habilidades comunicativas de manera eficiente y efectiva. Además, la guía metodológica también incluye diferentes maneras de evaluar esas actividades y probar el desarrollo de los estudiantes.

DESCRIPTORES: actividades comunicativas, actividades interactivas, actividades en clase, actividades fuera de clase, Aplicación de escucha y habla inglesa, aplicaciones móviles, Competencia comunicativa oral, evaluación, guía metodológica, habla, instrucción de EFL.

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THEME:

**“ENGLISH LISTENING AND SPEAKING APP IN THE ORAL
COMMUNICATIVE COMPETENCE”**

AUTHOR: *Licenciada Andreína Alexandra Gómez Reyes*

DIRECTOR: *Licenciado Edgar Guadia Encalada Trujillo Magíster*

DATE: *May 8th, 2018*

EXECUTIVE SUMMARY

The development of oral communicative competence has been of great importance in EFL instruction, because after all, the most effective way to communicate is through speech. However, the results of students in speaking is usually poor due to many factors, such as the difficulty practicing this skill. Therefore, the communicative competence in most students needs improvement. One way to help students develop their oral communicative competence effectively is through the use of mobile applications, since they can easily be used inside and outside the classroom. The present research is focused on the use of “English Listening and Speaking App” to develop the oral communicative competence, in which a quasi-experiment was applied to students of B1+ intermediate level of the open courses of Universidad Técnica de Ambato. The purpose of the study was to prove the efficacy of “English Listening and Speaking app” in the oral communicative competence. A pre-test and a post-test were applied to a control and experimental group, while the experimental group used the mobile application in some interactive activities in and out the class during the process to test the hypothesis.

The statistical analysis of the results showed the efficacy of “English Listening and Speaking App” in improving the oral communicative competence of students in the experimental group. The outcome of the T test ended up in a result of 0,004. Due to this favorable result, this study resulted in the creation of a methodological guide of interactive and communicative activities based on the elements of “English Listening and Speaking App.” Those activities intend to help learners develop their communicative competence efficiently and effectively. In addition, the methodological guide also includes different ways to assess those activities and prove students’ development.

KEY WORDS: assessment, communicative activities, EFL instruction, , English Listening and Speaking App, in class activities, interactive activities, mobile applications, methodological guide, oral communicative competence, off class activities, and speech.

Introduction

The four language skills: listening, reading, writing and speaking are undoubtedly interconnected. However, developing the speaking skill is of great importance for English learners, because the most common and effective way of communication is through speech. Thus, developing efficient speaking skills turns into a necessity when it comes to learning English.

Nevertheless, the speaking production of students in general tends to be the skill that improves at a lower speed, because unfortunately it is the most difficult to practice. The present project intends to help students develop their oral communicative competence through the use of the mobile application English Listening and Speaking, in students of B1+ level of the Languages department at Universidad Técnica de Ambato.

Chapter I: This chapter presents the problem statement. In addition, it contextualizes the problem in an international, national and institutional level. Moreover, a critical analysis and justification are included, as well as the general and specific objectives are determined.

Chapter II: In this chapter, the theoretical framework is developed based on research background, philosophical and pedagogical foundations, legal basis, key categories, hypotheses and variables. All of these elements are founded on scientific and bibliographical support.

Chapter III: The methodology of the research is carried out in this chapter. It features approach, method, level and type of study, population, operationalization of variables, data collection plan, process and analysis. All the procedures are detailed with a step by step explanation.

Chapter IV: Analysis and interpretation of results developed. The outcome of the pre-test and post-test applied to a control and experimental group is examined. Furthermore, the hypothesis is verified with the use of T test .

Chapter V: The conclusions and recommendations of the findings obtained in the pre-test and post-test are determined in order to solve the problem.

Chapter VI: This chapter explains the proposal, which consists of a methodological guide to improve oral communicative competence. Consequently, it contains interactive and communicative activities to be developed in and out of class. Besides the activities, it also contains procedures for assessment.

Finally, this research concludes with a references list and annexes used during this process.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

English Listening and Speaking app in the oral communicative competence.

1.2 Problem statement

1.2.1 Contextualization of the problem

Technology surrounds us in our daily lives. New technologies have a rapidly spread across the world. Even the most remote regions of the planet are technologically advanced. Nowadays, technology is seen in all the fields that rule this world, such as medicine, physics, architecture, arts, music and especially education. This last field has been highly benefited by all the innovations reached in the last decades. Nowadays technology is not only desktop computers or laptops but tablets, smartphones, MP3 players, iPads, etc. All of these devices have changed the route of education, first with E-learning, then with B-learning; and now with M-learning.

As all fields that surround education, EFL and ESL lessons are not lacking the many advantages gained from technology. The use of mobile devices for teaching is spreading by giants steps around the globe with people of all ages. According to Madde, Lenhart & Cortesis (2015) in a study from Pew Research Center state that more than half (56%) of teens(13 to 17 years old) go online several times a day, 12% report once-a-day use, just 6% of teens report going online weekly, and 2% go online

less often. The large number of mobile devices users has contributed greatly to the use of technology in the classrooms.

In Ecuador, the percentage of people owning a phone is nothing but surprising, almost every person in ages 12 to 55 owns a cellphone. An article in the newspaper “El Comercio” (2014) states that the survey applied by Instituto Nacional de estadísticas y Censos and published on May 16th, 2014, shows that 1 261 944 Ecuadorians own a smartphone; most of them are teenagers and young adults. This number represents an increase of 141% from previous years. In addition, internet access has improved significantly in the last decade. However, due to the unfamiliarity of teachers with the use of apps from teachers, the use of mobile devices for learning has not been fully realized.

At the Languages Department of Universidad Técnica de Ambato, almost every student owns at least one mobile device. This university also counts with different internet services, so the access to different networks is free. Some teachers use games to change traditional activities into innovative ones that motivate students. However, this is not frequent, and using technology can be highly exploited with all the advantages provided either from the university or technological tools.

1.2.2 Critical analysis

1.2.2.1 Problem scheme

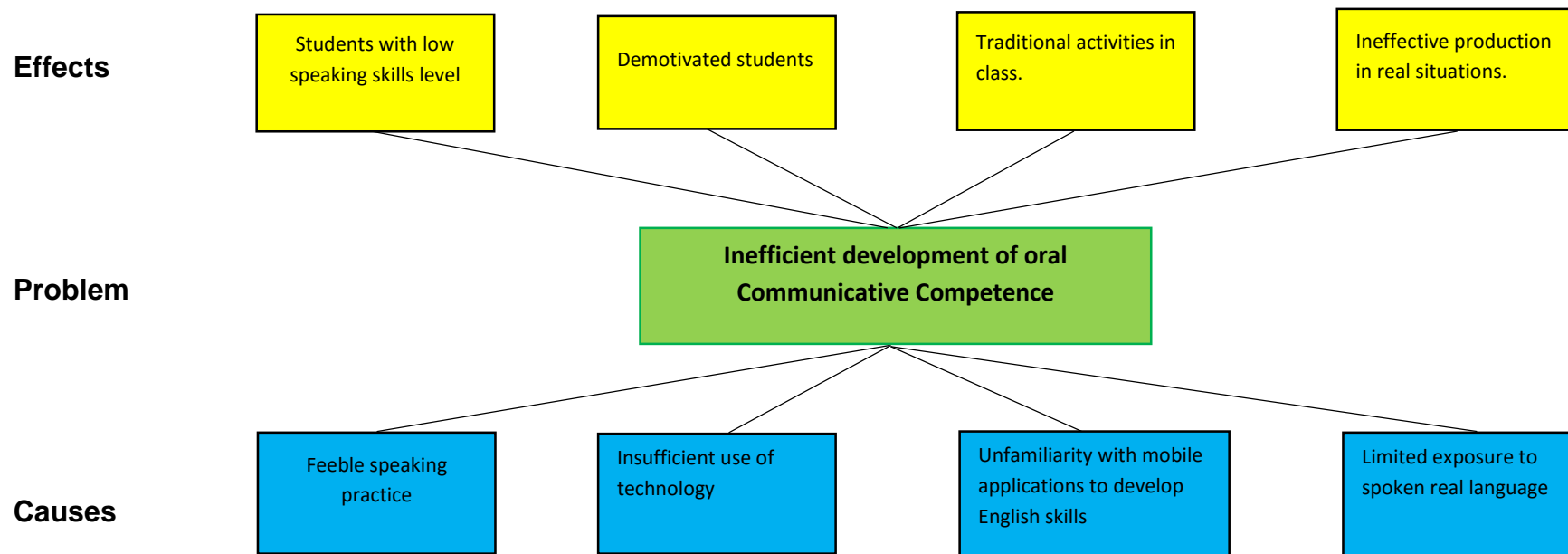


Figure 1: Problem scheme
Author: Gómez, A. (2017)

The main problem of this research is the inefficiency of oral communicative competence. Generally speaking, one of the main reasons causing this problem is the feeble speaking practice of students. On the whole, while learning a foreign language, the four skills listening, speaking, reading and writing must be developed. Receptive skills are less complex for students to practice and develop on their own. Productive skills are more challenging to gain because frequently students need somebody else to help them. In speaking, students do not have enough opportunities to practice what they have learned. For instance, they cannot manage to apply their knowledge in real situations and to practice on topics close to their hearts. As a result, students have a low speaking level, and they find it almost impossible to have a conversation in English in a real situation.

Besides poor speaking practice, the insufficient use of technology also affects the oral communicative competence development. Technology is a useful tool to break language barriers. Moreover, it is used worldwide in education because of its attractive way of drawing students' attention. In learning a language, using technology is advantageous because it is a source for real use. However, technology is not appropriately used in regular lessons, which causes demotivation in learners.

Similar to technology, the use of mobile applications has made a significant change in education, making the learning process simpler. Each institution needs to try to move forward with applications. If not, the world will continue changing but the classrooms will be left behind. Traditional lessons were appropriate for the past, but in this new technological era it is unthinkable to persuade students to be sitting in long rows paying attention to the teacher.

Finally, limited exposure to spoken real language also affects students' development when it comes to communicative competence. Technological tools are the best option when it comes to exposure to the real language.

When students have a limited exposure to the real language it is troublesome for them to develop their speaking skills. As a result, when they face a real situation they struggle to use the language effectively.

1.2.3 Prognosis

Using technological tools is vital to give a quick solution to the oral communication problems because if it is not solved the students will be clearly affected. First, because even though they have studied the language, they will not know how to use it. This means that they will have the knowledge but when facing the real communication process it will be very difficult for them to communicate effectively.

In addition, if there is no solution for this problem, there will be student demotivation since students will not develop their own knowledge. This fact will interfere with their stimulation and desire to learn, search and inquire to obtain knowledge. Besides the demotivation, if lessons continue to be based on grammatical production but not on oral production, it will cause a poor production of the English language. As a result, students will be incompetent in the professional area. For this reason, speaking English effectively and efficiently has become absolutely necessary.

Identically, it is known that the requirement to speak more than one language and especially to handle the four skills of English is essential today. If students do not achieve this competency, they will be frustrated when facing the reality that their performance is not what they and the institution expected.

1.2.3 Problem statement

How can the English Listening and Speaking App improve the development of the oral communicative competence of B1+ students at the Languages department?

1.2.4 Research questions

1. How effectively do students communicate orally in English?
2. To what extent are English teachers using mobile applications in and out of class?
3. What is the outcome of using the English Listening and Speaking App to enrich the oral communicative competence in students?

1.2.5 Research delimitation

Field: Education

Area: Technology

Aspect: Development of oral communicative competence

Spatial: This research will be applied to B1+ Intermediate level students at the Languages department at Universidad Técnica de Ambato.

Temporal: This research was carried out during the semester September 2017-February 2018.

1.4 Justification

Speaking is a lot more than just stringing together grammatically correct sentences, and competent institutions know this fact. Thornbury (2005) states the following: “For start, speaking is interactive and requires the ability to co-operate in the management of taking turns” pg. 5. The current research was carried out at Universidad Técnica de Ambato because of its clear vision and mission to benefit students in all areas of their lives. Universidad Técnica de Ambato, has high standards of academic quality that emphasize the necessity of this province. Furthermore, it equips with leaders with critical thinking and love for humans. The Languages Department helps university students and the rest of the community achieve satisfactory levels of English speaking

skills. The current research contributes to the teaching-learning process by analyzing the use of English Listening and Speaking mobile application to develop the oral communicative competence.

First of all, this research has theoretical and practical **importance** due to the increase of technology in educational fields. Theoretical, because it provides methodological tools, strategies, and techniques to be applied in class. Practical, because it contains examples and use of real language that can be applied to everyday situations.

Secondly, this research **contributes** innovative tools to be applied in class. As it is well known, education is changing from traditional classrooms to technological classes. Implementing the use of applications facilitates the development of skills, especially when the barrier between past and present education wants to be broken.

In addition, the research results are truly **beneficial**. Nowadays one of the most effective ways to develop all the competences in English is through technology. The most current methodology used is M-learning, which is basically using mobile devices in the teaching-learning process. Teachers and students would benefit greatly from using mobile devices. One benefit would be the ease of having all the required information on only one device that students can carry wherever they want.

Moreover, this research has a great **impact** on students, educators and the teaching-learning process. Teachers will count with more techniques, strategies, and tasks to do in the classroom and at home. Also, lessons will turn more dynamic and interesting for students and they will feel more motivated to work inside and outside the classroom. Using different apps, programs and techniques would have a great impact and would spread out the whole university.

Finally, the **feasibility** of this research has been demonstrated in the support given by authorities. Using apps would help develop each and every category of communicative competence. Many apps and programs have been created to improve linguistic, strategic, discursive and socio-linguistic competence. English Listening and Speaking app is easy to use and once the audios are downloaded it does not need an internet connection. Using technology is not a challenge, this methodology has had good reception in different places around the world, Ecuador and Universidad Técnica de Ambato will not be the exception.

1.5 Objectives

1.5.1 General

To determine the effect of the use of English Listening and Speaking App to develop the oral Communicative Competence.

1.5.2 Specific

- To diagnose the students' level of oral communication.
- To identify the effect of using English Listening and Speaking App to develop oral communicative competence.
- To establish the relationship between English Listening and Speaking App and oral communicative competence.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background.

Once a careful sift through different database of several universities and academic journals, there are many researchers whose projects related to the topic of this investigation. The ones that are mostly related are described in this section.

The first co-related topic is M-learning in the teaching-learning process proposed by Ponluisa (2014). The general objective of this research was to determine how M-learning shapes the teaching-learning process. The research questions were about the importance, contributions and alternatives of M-learning and the teaching learning process. It has a quantitative-qualitative approach, in which a survey was applied to the whole population of 67 students at Docencia en Informática mayor. As a result, this study proves that M-learning prevents the breakdown usually produced when the class finishes. In this study, Ponluisa arised to the following conclusions:

- Students do not know anything about M-learning applied to educational fields.
- Based on the results of the survey, professors, do not use mobile application during the teaching-learning process.
- As virtual learning increments, education is forced to implement upgrades.

Another associated topic is one proposed by Hidalgo (2011), about the use of mobile applications to develop the linguistic skills. The main objective for this work was to investigate which types of mobile devices will improve the English language skills for students. This concern originates

to promote the use of technological tools in the classroom. It will help to change the traditional method that some teachers have been using for several years. It has a quantitative-qualitative approach in which a survey was applied to the whole population to the 20 professors and 70 students of the English major at Universidad Técnica de Ambato. The result of this study is that mobile applications contribute to the development of language skills. This research led to the following conclusions:

- Many professor and students know about mobile devices and how they help develop linguistic skills.
- It is easy to purchase technological tools, especially because the main one is the mobile phone.
- The use of mobile devices promotes stimulation and less time consuming in class.

In addition, Gangaimaran and Pasupathi (2017) in the Review on Use of Mobile apps for Language learning analyzed the classification of apps to decide which are suitable for each particular learner. This paper had three objectives. First, to aid learners to overcome difficulties in choosing the suitable English learning apps. Second, to classify apps based on the learner's level. Finally, to identify the effectiveness of teaching LSRW skills through mobile technology. According to the findings and dissertations based on mobile apps, listening skill is better acquired than the other skills using mobile technology. The findings and conclusions of this research are:

- Listening is better acquired than any other skills with the use of mobile applications.
- Mobile devices provide plenty of resources to develop listening skills, because students are exposed to authentic material.
- Podcasting is increasing in the educational context.

2.2 Philosophical foundations

There are many philosophical paradigms today due to the advancement in the human way of thinking. This research is based on two different paradigms: Constructivist and Socio-critical. Constructivism promotes autonomous learning in which students construct their own knowledge. Socio-critical is a problem-solving paradigm which provides solutions to social issues. The topic of this research involves both of these models.

First, Constructivism portrays that learning happens only when the learner discovers the knowledge. Honebein (1996) claims that in constructivist approaches people experience things in order to construct their own knowledge of the world. In this research students pursue their own knowledge through the use of mobile applications, so they clearly pursue constructivism.

Equally important, this research is based on the socio-critical approach of the reframing interaction in society. This approach identifies potential issues to change the community as a primary objective. Alvarado and García (2008) state that this paradigm is not empirical or interpretivist. Providing solutions is an important aspect in the development of this investigation. The goal is to offer new ideas to the educational institution, proposing communicational and interactive activities in oral communicative competence through the use of English Listening and Speaking App.

2.3 Legal basis

The legal statutes that support this research are the following:

Constitution of Ecuador

Article 27: "Education will focus on the human being and will guarantee its holistic development and the development of and the development of competencies and capabilities to create and work."

Undoubtedly, Ecuadorian education promotes the advancement of individuals and groups of people, teachers and students must participate in that initiative and achieve as much as they can with their competencies and capabilities. This research focuses on the development of skills, which will be used in studies and work by the benefited students.

Organic Law of Intercultural Education

Article 343: "The national education system will aim to develop individual capacities and potentialities."

This investigation attempts to help teachers and students implement mobile applications in the teaching-learning process. As a result, they can develop their capacity for the language and increment their potentialities.

Article 347: "Guarantee the active participation of students and teachers in educational processes."

Ecuadorian education pursues the active participation of all its participants and so does this investigation. Using English Listening and Speaking App creates a dynamic partnership between students and teachers in which both are active members of educational settings. In the same way, to develop oral competence requires active participation of all members.

2.4 Fundamental categories

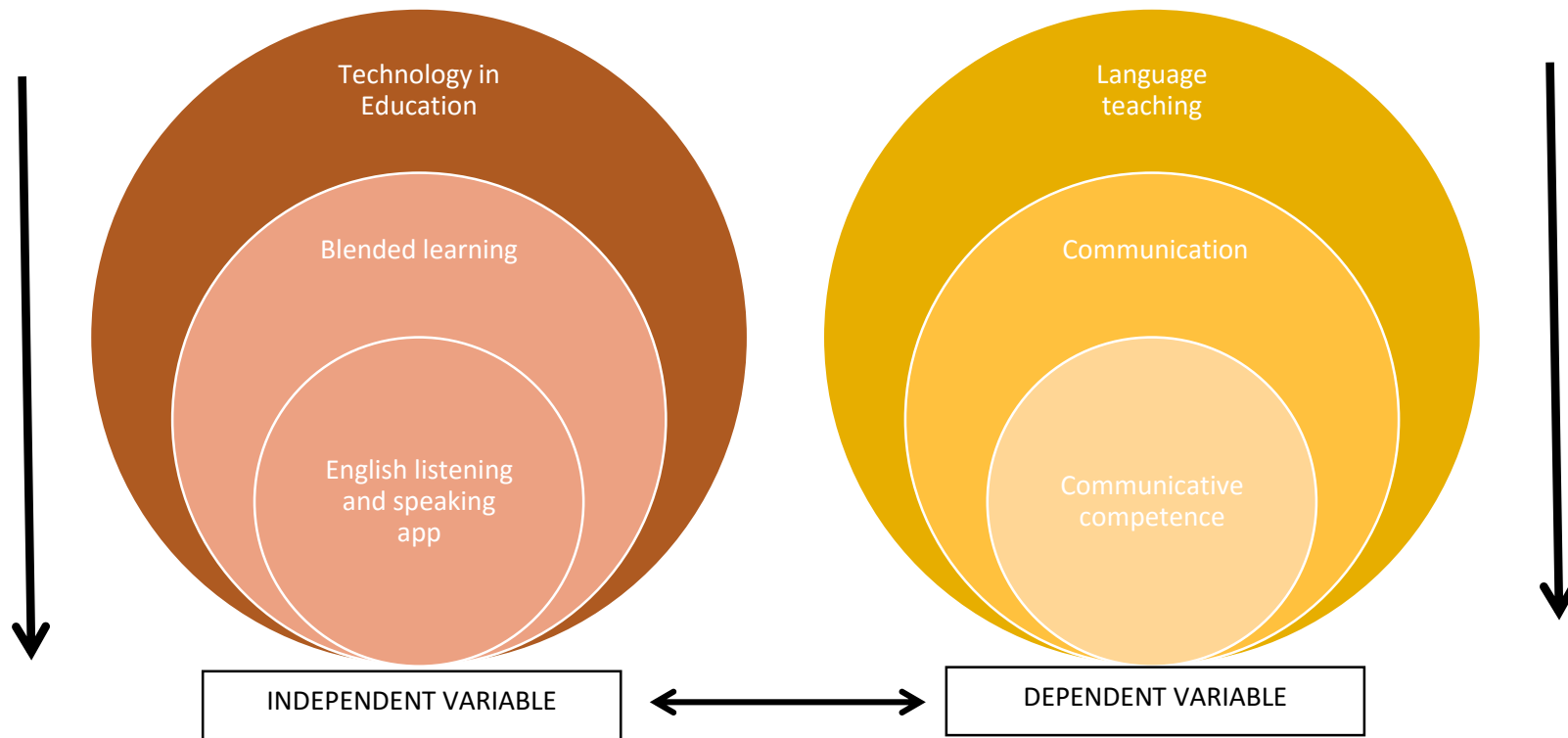
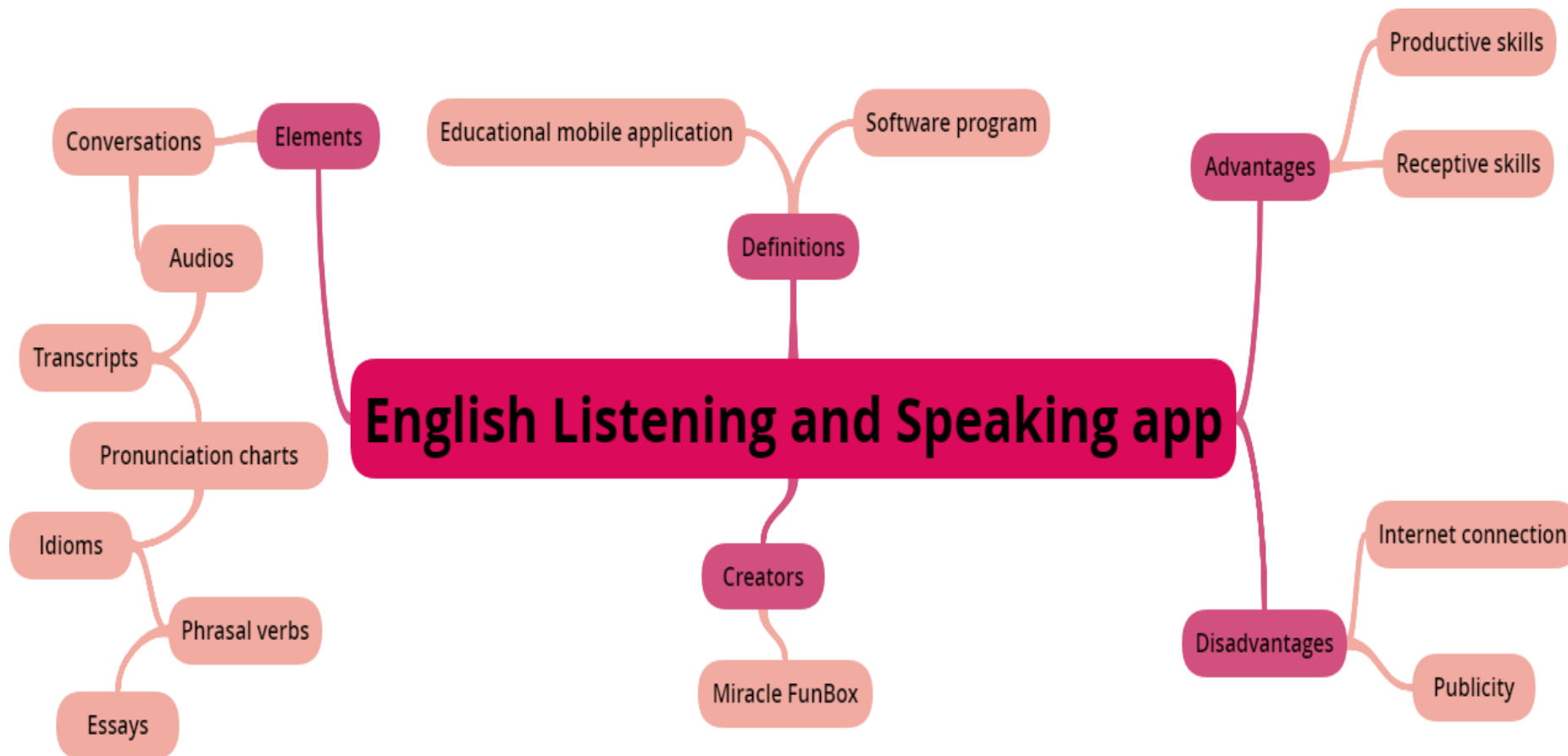


Figure 2: Fundamental categories
Author: Gómez, A. (2017)

Independent Variable Interrelated Graphics



Graphic # 1: Independent variable
Author: Gómez, A. (2018)

Dependent Variable Interrelated Graphics



Graphic # 2: Dependent variable
Author: Gómez, A. (2018)

2.4.1 Conceptual basis: Independent variable

Technology in education

While technology is immersed in the most important fields of our daily lives, such as medicine, communication, transport, etc.; is it as important as it should be in education? Herold (2016) claims that there is the thriving technology industry, with some businesses competing for a portion of an annual hardware and software market of more than \$ 8 billion. However, education does not transform as fast as other fields do, teachers have been so slow to transform their classrooms and the way they teach. In addition, Lawless (2007) claims that education needs to move to a more systematic study of how to integrate technology in schools. As technology has made important changes in other fields, such as curing people of severe illnesses, connecting people from two distant places and allowing humans to travel long distances; it also necessary to do the same in education.

For the purpose of developing the four competences, many theories of learning have been applied. A research performed by the University of Western Sidney (2017) says that it is important to learn about the other theories of learning. They are sets of concepts that identify and describe the strategies and cognitive process people follow to learn. There are three basic concepts: Behaviorism, which says that learning comes as a result of external stimulus; Constructivism, learners construct their knowledge through previews cognitive structures; and Cognitivism, in which the learner is an information processor. Regardless, there is one current method that focuses on technology in education: Connectivism. This concept embraces all the models that utilize electronic technologies to access educational curriculum inside and outside the classroom. The

main models are: E-learning, which was the first model of technology in education (Western Sidney University, 2017).

First of all, E-learning is in essence a computer-based educational tool to learn anywhere and at any time. Nowadays it is carried out through internet, especially with the use of message boards, social media and many other means of online communication. E-learning provides ways to share materials of all kinds, such as videos, slides and documents. E-learning became famous because compared to traditional classes, it is faster, cheaper and presumably better (Epignosis, 2014).

Alganthani (2011) divided E-learning into two different types: computer based and internet based. First, computer-based learning replaces all the traditional methods used in regular lessons. Instead, they use software and hardware available for education. Almosa (2011) sees Internet-based learning as the improved version of Computer based learning. The links to many sources full of knowledge that are available for students with no presence of teachers, makes Internet-based learning superior.

Arkorful and Abaidoo (2014) state the advantages and disadvantages of E-learning. The following benefits are:

- Flexibility in time and location. Every student chooses where they want to learn, not needing to travel anywhere.
- Easy access to a huge amount of information. Efficacy and efficiency are the main descriptors when it comes to accessing knowledge.
- It allows self-pacing. Each student follows their own speed for learning.

Despite the evident advantages E-learning has, there are also many disadvantages that led to its decline. The main concerns are:

- E-learning promotes lack of interaction or relation. The improvement of communication skills is really inefficient.
- It is ineffective when students need clarification, explanation or an explained interpretation.
- E-learning disintegrates institutions and tutors' roles in the normal process of education.

Blended learning

Provided that E-learning has many advantages, while it also limits the process of learning, a new methodology emerged from this methodology itself. Blended learning is the updated version of Internet-based learning. Mixed or blended mode offers a partly traditional, partly online class (Zeitoun, 2008).

Though it is still difficult to define specifically what Blended learning is, there are some researchers that have tried. One study was performed to apply this approach in the Victoria state government, they defined it as a combination of face to face, online and mobile learning that provides a student-centered learning. By the same token, Bath and Bourke (2010), pointed out that Blended learning provides opportunities to design courses to provoke individual cognitive experiences and engage students into collaboration and interactivity.

Nowadays the implementation of Blended learning is very common and has a structured process. First, plan how to integrate its principles. Then, design the appropriate learning activities and assessment. Next, implement the design itself. After that, evaluate the effectiveness of the

learning design. Finally, improve the design for the following class. Correspondingly, Baley & Ecott (2013) illustrated four critical implementation issues to achieve the teaching-learning-design goal of Blended learning: infrastructure to keep the necessary equipment and facilities, integration to incorporate teacher and student information systems, professional development to prepare teachers for deeper learning experiences, and support—to provide access to devices or encouragement to bring their own.

Blended-learning highly contributes to develop both, receptive and productive skills. As a matter of fact, this approach combines face-to-face with online learning, so it benefits from both. Woodall (2012) implied that live classrooms involve interaction, development of physical skills and fulfill educational holes that virtual lessons may leave. At the same time virtual classrooms present many advantages too. The principal advantage is the extended and autonomous learning activities, characterized by its variety of tools for all the skills in communicative competence.

In order to improve language skills, there are many tools that Blended learning provides. Saliba, Rankine & Cortez (2013) suggest the following:

Blogs: for reading and writing teachers can use blogs, which are the ideal tool for developing critical thinking and writing skills as they can leave their commentary and opinions.

Discussion boards: can be used for collaborative writing, in groups students create a document to be uploaded and discussed by the rest.

Mind mapping: the teacher assigns a reading text, students make a cause-effect diagram or flowchart with different programs.

Internet streaming: for listening and speaking live internet streaming can be useful. Teacher invites an interesting person for students or an expert about a trending topic and students interview them in a session.

Web-video conferencing: teacher challenges students to solve a problem in groups during the session or allows students to give feedback about their experience in different class activities.

Webcast is an audio and video media broadcast. An interesting activity would be to play a radio programme as an example and students record their own one.

Recording lectures or presentations so students can analyze them after class.

English listening and speaking App

Definitions of mobile applications

Rose (2018), defines mobile applications like software programs developed specifically for use on small wireless computing devices, such as smartphones and tablets - instead of desktops or laptops. Mobile applications are designed taking into account the demands and limitations of the devices and also to take advantage of the specialized capabilities they have. They usually provide similar services to the one a user may find in a computer. Mobile applications have become very popular since its appearance in the Apple store, they are also known as apps, online apps, web apps or smart phone apps. Technopedia (2017) explains that apps go from the simplest, which are PC-based, to the more sophisticated ones like location-based apps. There are even some apps that can combine many elements, which are called hybrid.

What is Listening and Speaking App?

Miracle Funbox (2017) defines English Listening and Speaking App as a mobile application designed to develop the two skills mentioned in its name, so that users communicate fluently in the target language. This app consists of different levels, from beginner to advance and includes many lessons. The lesson usually include conversations in audio with their own script. The app can be operated in two different modes, online streaming in which users need an internet connection to listen to or users may download the audio to listen offline.

Creators

The creator of English Listening and Speaking App is Miracle FunBox, which has been an active mobile applications developer for four years. They focus their effort on creating educational apps, mostly to learn and develop English language skills. Their portfolio contains 13 app until now, such as English for kids, English vocabulary, 4 Pics 1 word, Jungle adventures, English pronunciation, English vocabulary, Bible, English quotes, English grammar handbook, English idioms. These apps have been downloaded about 8 million times. The two most targeted mobile applications from this developer are English Listening and Speaking App and Speak English fluently, which have been downloaded more than 1 million times each (Appbrain, 2017).

Versions, rates and how to access

English Listening and Speaking is a mobile application that is updating from time to time. The first version was released on September 2017, and since then there have been nineteen updates, the last one appeared on May 2018. The app, which appears listed in the Education category of play store, has a rating of 4.3 with a total of 21.372 reviews. English Listening

and Speaking App can be downloaded and installed on devices supporting 16 api and above. Visit play store and download the app, for free with publicity (APKMonks, 2018).

Elements

According to Miracle FunBox (2017) the main elements of English Listening and Speaking App are:

- English conversations with audio for different levels.
- Stories with audio and complete transcripts.
- Daily conversations with common idioms and phrasal verbs.
- Irregular verbs table supported with audio.
- English Pronunciation with sounds charts.
- American names and surnames pronunciation.
- Recognize and evaluate your pronunciation by recording your voice.
- Hundreds of listening tests that improve both your listening and vocabulary abilities.
- Sentence building, vocabulary building and word chain games.
- Lessons available online/offline with bookmarks.
- Vocabulary learning and test for many topics including: most commonly used words, IELTS Academic, TOEIC, TOEFL, Kid words and essay for IELTS.

Advantages and disadvantages

As English listening and Speaking App is educational, it can be used in a variety of contexts inside and outside the class. Furthermore, this mobile application holds many advantages and disadvantages.

First of all, English listening and speaking App brings many benefits to English language learners. In the first place, it helps users easily develop

their main communicational skills such as listening and speaking. However, it does not only help develop those two skills, but also reading and writing though placing the learners in front of a variety of written text. In addition, this app does not require users to create a personal account, does not include any feature communicating with other servers, and does not require users to input any personal information. It has an excellent privacy policy, which does not collect personal information from any device (Miracle FunBox, 2017).

Nevertheless, some disadvantages may occur in classroom settings. As a matter of fact, if the internet connection is slow, students would be able to use only the off-line streaming. If there is too much information on the app, the students could feel lost. Finally, sometimes publicity can become overwhelming.

In general, several studies based on the use of mobile applications have been carried out, and so many articles have been developed into this topic. Delamare and Winterton (2005) point out that mobile applications have a significant impact on the amount of mobile data they use which usually has a component on the handheld device and another on the running on a server on the internet. Shang and Adipat (2009) say that the usability of mobile apps is a new research area that faces a wide variety of challenges, so the right methodology ought to be used to show their benefits.

Mobile devices provide a variety of ways to communicate, to collaborate, and to cooperate and of course to learn a range of fields. Gikas and Grant (2013), studied teaching and learning when mobile computing devices, such as cellphones and smartphones, were implemented in higher education. They found two different important themes: advantages and frustrations from learning with mobile devices. Mobile devices offer a

variety of ways to learn, communicate and collaborate. Frustrations arise when there is a lack of institutional support or training. Students "blur the lines" between social networking tools and mobile devices.

2.4.2 Conceptual Basis: Dependent variable

Language teaching

History of language teaching

Richards and Rogers (2001) provide a background about the several changes that language teaching have experienced through history. Changes have occurred based on the proficiency students needed, moving from reading comprehension to oral communication. Since modern languages entered to the curriculum, textbooks consisted of grammar rules, vocabulary and translation. However, studying foreign languages has changed from time to time, and in the last century communication became the goal.

Methods and approaches

Richards and Rogers (2001) divide the methods and approaches used in language teaching in the following groups: Twentieth century language teaching, Alternative approaches and methods and Current communicative approaches.

First of all, the most famous methods in the twentieth century were **Grammar translation method** and The **Audio-lingual Method**. The Grammar translation method goal is to learn a language in order to read its literature through the study of grammatical rules and translating sentences. The Audio-lingual method focused on learning the language

through the use of oral drills and patterns. These methods declined due to the interest of learning a language through natural methods.

As language teaching a reformation, new methods and approaches started to emerge. The main characteristic of this methods is that they made second language learning more similar to the first language acquisition.

Total physical response holds that the more intensively a memory connection is traced, the easiest it will be recalled. This approach provides comprehensible input and reduction of stress through the perform of physical actions.

The Silent way focuses on using color-coded pronunciation charts. Teacher remains silent to focus students' attention and subordinate teaching to learning.

Community language learning students learn as part of a community, with elements like security, attention, reflection, discrimination, etc.

Suggestopedia gives importance to the psychological barriers when learning. It focuses on using meaning text to teach vocabulary through musical accompaniment and arts.

The current approaches focus on communication. They promote the development of the four skills: listening, speaking, reading and writing.

Communicative language teaching procures the use of authentic material such as newspapers, videos and real conversations. The emphasis of this approach is the process of communication, rather than mastery of language forms.

Cooperative language learning provides natural second language acquisition through the interaction in pairs and in groups. As a result, learners develop successful learning and communication strategies.

Task-based language teaching focuses on the process rather than on the product. Students learn through tasks, which goals are either real life use or pedagogical purpose.

The post methods era.

Brown (2005) claims that current methods and approaches follow an eclectic methodology. Nowadays, teachers use the methodological options at their disposal in order to tailor lessons for a particular context. Language pedagogy differs from teacher to teacher, each with different dynamism, methods and processes. Teachers must continue to be familiar with methods and approaches used in the past, especially because of how they have shaped language learning, and use them flexibly and creatively.

Richards and Rodgers (2001) identified that all the past theories and methods in teaching resulted in the development of principles. Teachers use different techniques, procedures and strategies depending on the class they are teaching. In general, some of the principles followed are:

- Student-centered lessons.
- Engagement of all learners in lessons.
- Tolerance to learner's mistakes.
- Maximum amount of student-student activities.
- Teaching of learning strategies.
- Practice of both, fluency and accuracy.

Computer assisted language learning

Hardisty and Windeatt (1989) pointed out that Computer assisted language learning, which abbreviation is CALL is a term that describes computers as part of language learning process. The learner is taught a

rule with several examples and then answers some questions in a computer. This device gives personal feedback and awards a mark.

Higgings (1983) claims that in its beginning Computer assisted language learning, was exclusive to the few universities that could afford it. It was when the Americans started marketing computers with more reasonable prices that CALL became feasible. Now, it is easy to review the effectiveness towards the use of computers as learning aids.

Kenning (1990) claims that in the last years CALL has moved from programmed learning to a range of applications. Nowadays, CALL intends to help students develop communicative competence. Moreover, using a computer goes further than a question-answer process, now even students are able to find authentic materials and choose their path for learning.

How a second language is learned

Lightbown & Spada (2006) state some characteristics of second language acquisition. Some second language acquisition theories focus on the innate capacity for language acquisition and others on the role of the environment. No matter which theory is right, the learning condition and the learner characteristics interfere in second language acquisition.

Learner characteristics influence second language acquisition highly. First of all, the majority of learners of a second language have already acquired a first language. This characteristic represents an advantage because learners already know the process of communication. However, knowledge of other languages tends to make students make assumptions about the language they are learning. Another important characteristic is learning maturity, younger learners have a long way to achieve world

knowledge compared to older learners who already can engage discussions about language.

Learning conditions depend on the age of the students. Younger learners are expected to speak when they feel they are ready to speak. On the other hand, adults are forced to speak even though they feel that they are not ready. For these conditions, exposure to the second language is not the same in quantity, nor in quality. Younger learners are frequently exposed to real language and produce sentences as they can, no matter if they are not correct. Older learners less exposure to language but they are required to produce accurate language.

Why should language teachers study second language acquisition? First, because it is fascinating and requires a lot of knowledge from other fields such as: anthropology, sociolinguistics, neurolinguistics, etc. Second, it brings increased understanding of the teaching profession. Many teachers must work against the natural process of learning a language and facilitate the learning process of a second language. By the same token, populations with specific language-learning needs find it useful to know about second language acquisition. For example, mentally retarded individuals, deaf community, children with learning disabilities (Larsen-Freeman & Long 1991).

Communication

Communication is the imparting of exchanging information or news from one place to another. Even though this definition is very simple, understanding communication correctly can be very complex. Lunenburg (2010) explains that the two common elements in communication are the sender and the receiver, who has the desire to convey an idea, concept or emotion, and the receiver to whom the message is sent. The message is the key point of communication and can be transmitted in verbal and non-

verbal ways. A problem with any of the elements may affect the effectiveness of communication.

Communication functions

Inria (1997) highlights the following communication functions:

- **Informative:** Refers to the transmission and reception of information, which can be social and historical, as well as provides the formation of habits, skills and convictions. In this function, the sender influences the internal mental state of the receiver, providing new information.
- **Affective - evaluative:** The sender must give his message the affective load that he demands. Not all the messages require the same emotionality which is why it is of the utmost importance for the emotional stability of the subjects and his personal fulfillment. Thanks to this function individuals can establish an image of themselves and others.
- **Regulatory:** It refers to the regulation of the behavior of people with respect to their peers. The success or failure of the communicative act depends on the self-regulating capacity and the individual.

Other functions of communication within a group or team:

- **Control:** Communication controls the individual behavior of each human being.
- **Motivation:** Communication tends to encourage people to follow because they feel satisfied with what they are developing.
- **Emotional expression:** Human beings need to interact with others, so it is necessary to transmit failures and in the same way satisfactions, that is, feelings.
- **Cooperation:** Communication is an important aid in the solution of problems, it can be called a facilitator in the decision making, to the extent that it provides the required information and evaluates the alternatives that may be presented.

Oral Communicative competence.

Definitions

The famous sociolinguist, anthropologist, and folklorist Hymes(1996) says that communicative competence is the term that covers both the knowledge of the language and the ability to use it of the human being to use it. The acquisition of this competence occurs due to social experience, needs and motivations, and action, which is at the same time a renewed source of motivations, needs and experiences. The communicative competence goes beyond knowing grammar rules and language of classroom involves knowing how, when, where and why to use the language in a useful, effective and adequate way.

Wiemann & Backbund (1980) suggest that Communicative Competence requires not only the ability to manage a language, but knowing how to situate oneself in the communicative context of each specific community such as social, cultural and ideological formations. The communicative competence manifests itself in the primary systems of communication as well as in the secondary systems. The primary systems are those of daily communication. They serve for the necessary communicative exchange in the performance of all the roles that life in society implies: a telephone call, a letter, a memorandum, a poster, a radio newscast, etc.

Elements

Hymes (1973) proposed the following elements in Communicative competence.

The Linguistic competence

It is the capacity of the human being to form an infinity of sentences, with meaning that contribute to communication.

The Paralinguistic competence

It is the correct use of intonation signs to demonstrate: order, declaration, interrogation, etc.

The kinesthetic competition

It is the ability of the human being to transmit a message through body language, with the use of signs, gestures, mimics, etc.

Proxemic competition

It refers to the ability of each individual to handle proxemic codes (to manage distance from person to person in communicative acts), which vary depending on the culture.

The pragmatic competence

Starting from the fact that communication is communication, pragmatic competence is the strategic use of language in a communicative act, knowing what the reason is, to whom it is addressed, when and where to carry out the conversation.

The stylistic competition

It is the ability to know how to say something, with clear language, avoiding being indeterminate and disordered.

The textual competence

The text must strictly have a specific communicative purpose in the context of the conversation, with a certain system of signs. It can be cognitive or syntactic. Cognitive competence is the ability to understand scientific, literary, political texts, etc. The syntactic competence is the ability to assign a meaning or establish a relationship with certain texts.

Components

Canale and Swain (1980) stated that communicative competence is subdivided into the following 4 components: linguistic competence, sociolinguistic, discursive and strategic competence.

Linguistic competence

Linguistic or grammatical competence refers to linguistic knowledge, as words used in a specific region, the elements and rules that allow formulating sentences with meaning, the way in which sounds work, and the meaning, meaning or interpretation of words or expressions. To be more specific, it refers to morphology, syntax, phonetics, phonology and semantics. In other words, it refers specifically to understanding and using vocabulary, conventions of language such as grammar, punctuation and spelling, and syntax (structure of sentences)(Canale and Swain, 1980).

Sociolinguistic competence

The sociolinguistic competence that refers to having awareness of the social rules of language, such as formality, kindness and openness; Nonverbal behaviors, cultural references such as idioms, expressions and basic knowledge (Canale and Swain, 1980).

Hymes (1973) includes the rules of social interaction, the SPEAKING model for interactional competence and cultural competence.

S = (setting)

P = (participants)

E = (ends)

A = (acts)

K = (key)

I = (instrumentalities)

N = (norms)

G = (genre)

These eight elements correspond to the rules of social interaction, which must answer the following questions:

S = Situation: where and when? Understanding the situation of speech, place, time and everything that characterizes it from a material point of view: a party, a speech, a class.

P = Participants: who and to whom? Includes people who interact linguistically: sender and interlocutor, and the people who participate in the speech event and influence its development due to their presence.

E = Purposes: what for? It has to do with the intentions of the speaker when saying something and with the results that he expects to obtain as a result of that "saying something".

A = Acts: what? Content of the message (subject addressed) and the style of expression.

K = Tone (key): how? It expresses the way in which the act is executed, because the same statement, from the grammatical point of view, can vary its meaning if it is meant to be expressed seriously, as a joke or as a sarcasm. In this last case nullifying its original semantic meaning.

I = Instruments: in what way? Has two components: the channels (which can be oral: singing, speech, etc., written or non-verbal), or in terms of the form of words, for example 'botica' by 'pharmacy'.

N = Standards. What beliefs? Understandings the rules of interaction and interpretation. The first have to do with the mechanisms of interactional regulation: when to speak, when to interrupt someone, duration of shifts. The second ones involve the whole belief system of a community, which are transmitted and received in accordance with the system of socio-cultural representations and customs.

G = Gender. What kind of speech? It applies to categories such as poems, proverbs, myths, solemn discourse, prayers, editorials, letters to the director, etc.

Sociolinguistic competence involves the understanding of aspects of culture, such as: social structure, values and beliefs; so that the rules of behavior are understood.

Saville-Troike (2006) researched about social categories, he wrote that knowing a language is much more than the language itself, it also includes social and cultural knowledge. For this reason, L2 learners must understand how their own and other's communities work, to break linguistic barriers. The sociolinguistic competence is relevant for second language acquisition, and to show communicative competence, because each speaker needs to interpret linguistic forms to communicate appropriate with the different language communities. These last groups are form by individual multilingual people living in a particular social context. To state what a learner needs to know about socio-cultural part of linguistic communities let us analyze the following social categories.

The first factory is the age, young learners are more likely to acquire a language in natural settings than in formal lessons. However, older learners can become even better than native speakers when they have enough social motivation to learn. Another factor is gender, because the

attitudes and learning conditions may affect differently to males and females or benefit them in different societies. Ethnic is another factor, because members of the same ethnicity with many things in common are more likely to interact for their relative cultural congruence. More examples of social categories are: education, occupation, economic status, etc. (Saville-Troike, 2006).

Celce-Murcia (1979) pointed out that a learner's needs and goals should be highly taken into account to develop a communicative curriculum in which learners participate actively in their learning process. Oral communicative competence includes the willingness of the students to participate in negotiation of meaning and think about possible differences in culture as they talk. Activities to develop communicative competence focus on the learner, who needs a program elaborated to develop cultural awareness. The main activities to develop Oral communicative competence such as role-plays, games, pair-work, group-work, simulation games pictures strips change the lesson into a classroom community or a society. In agreement with Savignon, Richards and Rodgers (2001) claim that communicative competence activities are designed to lead learners to use negotiation, information sharing and interaction. In addition, they (as cited in Littlewood, 1981) point out that social interaction activities such as: conversation, discussion sessions, dialogues, role-plays, simulations, skits, improvisation and debates are mayor activity types in Communicative language teaching.

Scrivener (2010) defines genre as a variety of speech characteristic to a particular place, group of people, context and channel, in order to obtain a similar result. A genre is how interlocutors speak according to the situation, depending on different factors such as formality, directness, content, etc. Genres are important because in real life people are always

making decision on what is the appropriate way to talk to others in different situations, and this is not different in a second language.

Moreover, a learner of a language needs to learn more than grammar rules, vocabulary and pronunciation, also the appropriate way to express ideas according to the situation. To put it differently, effective communication is adapting your speech to different situations. In addition, Lightbown and Spada (2006) study the “Interaction hypothesis” These researchers have studied the ways in which people modify their speech depending on situations. In Long revised version of Interaction hypothesis students need to interact with others, and work together to get mutual comprehension, and when they do not understand something, they have to negotiate meaning. Long said that students need modified interaction for language acquisition, but that “modified interaction” does not mean “simplified interaction”. Students need: comprehensible input that promotes acquisition. To provide learners modified input would enable them to change their speech according to genre.

According to Thornbury (2003), in order to speak, a person should have some kind of knowledge of a language, and if this is the mother tongue, it is an intuitive process that is difficult to explain. However, researchers have categorized this knowledge into four different groups. First, **linguistic knowledge**, which refers to features of language. In contrast, **extra linguistic knowledge** hints spoken language interpretation. Referring to sociocultural knowledge, it can be both, because when people hug, or shake hands or kiss on the cheek depending on culture, they show extra linguistic knowledge, but when they know how to reply to a greeting, they show linguistic knowledge.

As a matter of fact, there are some cultural differences that cause misunderstandings in communication, despite their complexity describe,

but there are events in which the risk of being offensive are evident, such as: greetings, request or apologies; for this reason, a speaker must know the sociocultural rules and how they work. Coupled with this fact, sociocultural knowledge involves what in literature is called “genres” of communication, which is a type of speech event. Genres determine three important facts of speech. The first factor is the purpose, that can be transitional (e.g. buying goods, airport announcements, etc.), when the speaker wants to convey the facts of the matter, or interpersonal, when the purpose is to provide a friendly, conversational environment. The second factor is interactive or non-interactive genres. A speech in which there is exchange between interlocutors is interactive, such as a conversation with a friend; and monologues like a university lecture are non-interactive. Finally, the third factor is planned and unplanned speech. Scripted speech, such as business presentations are planned, in contrast a phone conversation is unplanned, and this factor affects the kind of language used. As has been noted, a speaker should identify and use genre according to purpose, kind of participation and planning (Larsen-Freeman, 2000).

Discursive competence

Canale and Swain (1980) pointed out that discursive competence refers to the use of techniques to overcome language differences, to plan and evaluate the effectiveness of communication, to be fluent in a conversation and to modify text according to the audience and purpose. In other words, discursive competence is the ability to combine ideas coherently with related senses.

While sociolinguistics emphasized the role of language variation and social context, this view from philosophy considered verbal statements not as sentences, but as specific forms of social action. In this section we

include three aspects: functional competence (speech acts included), implicature and presupposition.

It refers to knowledge and use of rules (not written) of interaction in various communication situations, such as: knowing how to start, continue and manage a conversation, using appropriate body language, proximity and eye contact. The rules vary from culture to culture. For example, knowing how to act in a conversation between a cashier and a customer in the supermarket, which is not a personal conversation so it would be inappropriate to make the other person wait, for example.

Strategic competence

Canale and Swain (1980) claimed that the strategic competence is the ability to achieve the purposes of communication in a language. There are a number of purposes for which language is used: to speculate, reject, retract, deny, classify, ask, forgive, congratulate, greet, thank, etc. All these are speech acts, that is, how we do things with words.

It refers to the ability to use verbal and non-verbal resources with the object both to promote communication effectiveness and to compensate for failures that may occur in it. Arising from gaps in knowledge of the language or other conditions that limit communication.

Hymes (1974) said that strategic competence includes the personality of the speaker, sociocognition and affective conditioning.

The personality of the speaker and the interlocutors includes their "black boxes" that represent the identity of each person, so each one has its intellectual and cultural level, its system of motivations, in addition to sex, age, social stratum, prejudices, education, emotional state, etc. Through

language, beings not only communicate information, but also exchange meanings, according to our moods (Hymes, 1974).

Sociocognition mental representations, along with the attitudes with which speakers enter into an interaction and visualize the other, rather than just being a phenomenon, affect the discursive strategy to be used and the evaluation of how the communicative exchange will develop. By sharing certain models of mental representation, the members of a community have a common basis to conceptualize situations, events and speech acts and also interpret the absence of them (Hymes, 1974).

Affective conditioning as well as the individual and constant traits of a person, such as his personality, moods, etc., affect the quality and quantity of the interaction, as well as contextual elements such as social space, moment and context, that give a framework to the speech event (Hymes, 1974).

As a summary, the communicative competence is a set of skills and knowledge possessed by the speakers of a language, which allows them to communicate in it, while being able to use language in speech situations, speech events and speech acts and has meaning within a cultural knowledge framework.

In conclusion, the communicative competence is formed, then, by the linguistic, sociolinguistic, discursive and strategic competences with their respective structures and functions. It is precisely the domain of these structures and functions that constitutes our knowledge of the language. The communicative competence demonstrates that linguistic use occurs in a context, is part of the context and, in addition, creates context. The speaker can only act successfully in his language if he is communicatively

competent in it, that is, if he has linguistic, sociolinguistic, discursive and strategic competence.

2.5 Hypothesis

English Listening and Speaking App improves Communicative competence.

2.6 Signaling hypothesis variables

Dependent variable: Oral Communicative Competence

Independent variable: English Listening and Speaking App.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Approach

Herrera, Medina & Naranjo (2010) stated that qualitative paradigm is characteristic to human sciences, which seeks solutions for social phenomena. They also stated that quantitative paradigm finds the cause of the problems and is oriented to prove the hypothesis. This research has a quali-quantitative approach because it mixes both paradigms. First, library research and textual analysis based on elected theories will be used, this research based on the reality students are living now. Then, statistical data gathered from an experiment served to prove the hypothesis.

White & Sabarwal (2014) mention that quasi-experimental research is an intervention in which a treatment is tested to see how it achieves the objectives. In addition, quasi-experimental designs work with a treatment and comparison group. This research applied a quasi - experimental design in order to prove the efficacy of English Listening and Speaking App to develop Oral communicative competence in B1+ students in the Open courses of Languages Department. Consequently, it was tested with a control and experimental group.

3.2 Basic Method of research

This research is mainly focused on two methods: bibliographic and fieldwork. These two methods provide the ideal way to obtain reliable, sustainable and valid results (Herrera, Medina & Naranjo, 2010).

Bibliographic-documentary

This research used a bibliographic-documentary method from many different sources such as: scientific articles, papers, books, manuals, journals and the internet. It analyzes written information about how a mobile application may benefit students' learning process. The bibliographic research compiles data of the reality of the problem related to Mobile learning and Communicative competence in documents to analyze the problem.

Fieldwork

The researcher was in direct contact with the study population and collected data. The researcher attends the place and in real time collects information in accordance with the objectives of the research. The researcher maintains direct contact with students in the B1+ level of the Languages Department at Universidad Técnica de Ambato.

3.3 Level or type of research

Exploratory

Trespacios (2012) stated that exploratory research leads the researcher to become familiar with the problem in context, to identify variables and analyze suitable actions to be taken. It also provides a sort of conclusions and recommendations to allow further research with possible solutions. Exploratory research shows the educational reality of the institution through a range of tools and techniques used to collect data such as participant and non-participant observation and bibliographic review, etc. This exploratory research tries to find alternative solutions to the problem that the students of B1+ in the Open modality of the Languages department face to develop the oral communicative competence, with the use of a mobile application.

Descriptive research

This a descriptive research because it covered real facts and used information obtained at the place of the problem and presented a coherent and appropriate interpretation of the results. The descriptive research records, analyses, and interprets the current nature and composition of the phenomena. In this research data is collected in the classroom, then it is analyzed and interpreted. The two variables in this research are closely related, since the use of Mobile-learning may have a very positive influence on the improvement of students' written communicative competence. This research is descriptive because it already shows the details of the whole process, in addition to collecting data through the survey, in order to obtain the expected results. The qualities and circumstances that surround the field in which the institution will develop is very important (Sabino, 1969).

Association of variables

The aim of correlational research is to determine the relationship between the dependent and independent variable. It finds how a variable influences the other, based on predictions from different structures, then establishes a corrective analysis in the final process. The final conclusions benefit the teaching-learning process and development of the oral communicative competence (Herrera, Medina & Naranjo 2010).

3.4 Population and/or sample

This research was applied in the students of the B1+ level of the Languages Department of Universidad Técnica de Ambato. These students have been studying English at this institution for 2 years are intermediate level.

The total number of students in this level is 161, but considering that this research is based on a quasi-experimental approach, two groups were assigned as experimental and control group.

Groups	Courses and Sections	Total	Percentage
Experimental	B1+ 7:00 -9:00	20	39%
Control	B1+ 19:00 – 21:00	31	61%
Total		51	100%

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

3.5 Variables operationalization

Independent variable	Dimensions	Indicators	Items	Tools
<p>English Listening and Speaking App</p> <p>It is a modern, accessible and interactive and educational mobile application that supports teaching-learning process through adapting to the dynamism and learning styles of the student using communicational activities to help students develop their listening skills and mainly their speaking fluency.</p>	<p>teaching-learning process</p> <p>communicational activities</p> <p>Listening skill</p> <p>Speaking fluency</p>	<p>Teacher-student</p> <p>Interactional</p> <p>Participatory</p> <p>Receptive skill</p> <p>Productive skill</p>	<p>Guided teaching</p> <ul style="list-style-type: none"> - Communicational activities in class - Communicational activities outside the class <p>Communicational activities</p> <p>Rubrics</p> <ul style="list-style-type: none"> - 0-5 scale - Descriptors 	<p>Lesson plans with activities from the app</p> <p>Speaking assignments</p> <p>Pre-post test</p> <p>Pictures</p> <p>Mind-maps</p>

Table No 1: Independent variable matrix

Author: Gómez, Andreína (2018)

Dependant variable	Dimensions	Indicators	ITEMS	Tools
<p>Communicative competence</p> <p>The ability to understand and use the language to communicate in authentic social environments, using four categories: linguistic, strategic, socio-linguistic and discourse.</p>	<p>Linguistic competence</p> <p>Strategic competence</p> <p>Socio-linguistic competence</p> <p>Discourse competence</p>	<p>Vocabulary</p> <p>Syntax</p> <p>Overcome language gaps.</p> <p>Plan and assess effectiveness of communication</p> <p>Fluency</p> <p>Modify text for audience and purpose</p> <p>Social rules of language</p> <p>Cultural references (idioms, expressions, etc.)</p> <p>- Patterns of organization.</p>	<p>Pre-test</p> <ul style="list-style-type: none"> - Describing pictures - Conversations in pairs <p>Post-test</p> <ul style="list-style-type: none"> - Describing pictures - Conversations in pairs 	<p>Pre-test</p> <p>Post-test</p> <p>Pictures</p> <p>Graphic charts</p> <p>Rubrics for oral communicative competence</p>

Table No 2: Dependent variable matrix
Author: Gómez, A. (2018)

3.6 Method of data collection

Basic questions	Explaining
To whom?	Students from B1+ – Open courses
Which aspects?	Use of mobile devices in oral communicative competence
Who?	Researcher
When?	Semester October 2017- February 2018
Where?	Languages Department - Universidad Técnica de Ambato
How many times?	Once
Which data collection techniques?	Experiment
Which tool?	Pre-test English Listening and Speaking App Post-test
In which situation?	The institution agrees with the study

Table No 3: Data collection

Author: Gómez, A. (2018)

3.7 Data collection and analysis

In order to carry out this research, many steps were developed. It started with writing literature review to investigate the importance of mobile applications in communicative competence. The researcher found that there are a lot of benefits provided by apps to facilitate teaching learning process and improving students' skills in the English language. The next step was collecting data, so the researcher applied a pre-test to control and experimental groups to measure their level of communicative competence. Then, English listening and speaking app was applied to the experimental group for three weeks. Dynamic and communicative activities were developed, focused on the most important aspects of the component of communicative competence such as linguistic, strategic, socio-linguistic and discourse. Finally, a post test was applied to measure the results and compare one group with the other.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

The analysis of results was carried out after the application of a pre-test and post-test to the experimental group. Both tests were taken from examples of the FCE speaking section, which consists of four sections. This international exam is aimed toward people who can use every day written and spoken English at an intermediate level and for people who want to use English for work or study purposes.

After collecting the data, it was analyzed with each parameter included in the rubric for speaking. The following results are represented in the graphics bellow.

4.1.1 Speaking production of students in the control group in the pre-test

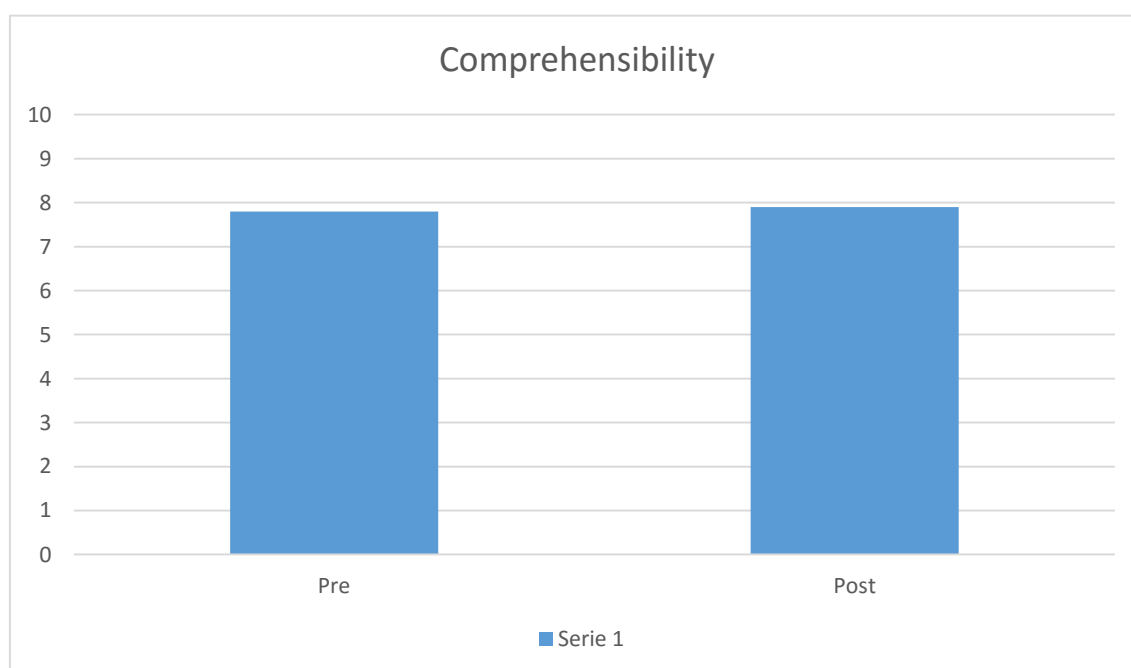
Table 4: Comprehensibility in the control group

Group	Pre	Post
Average	7.8	7.9

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 3: Comprehensibility in the control group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

The control group obtained an average of 7.8 in the pre-test, very similar to the 7.9 that they got in the post-test. This result means that students were understood by others but only partially understood some of the questions and topics that were discussed. Even though the average improved in the post-test, it is evident that there is not a significant difference between their previous knowledge and what they acquired at the end. The difference is only one tenth.

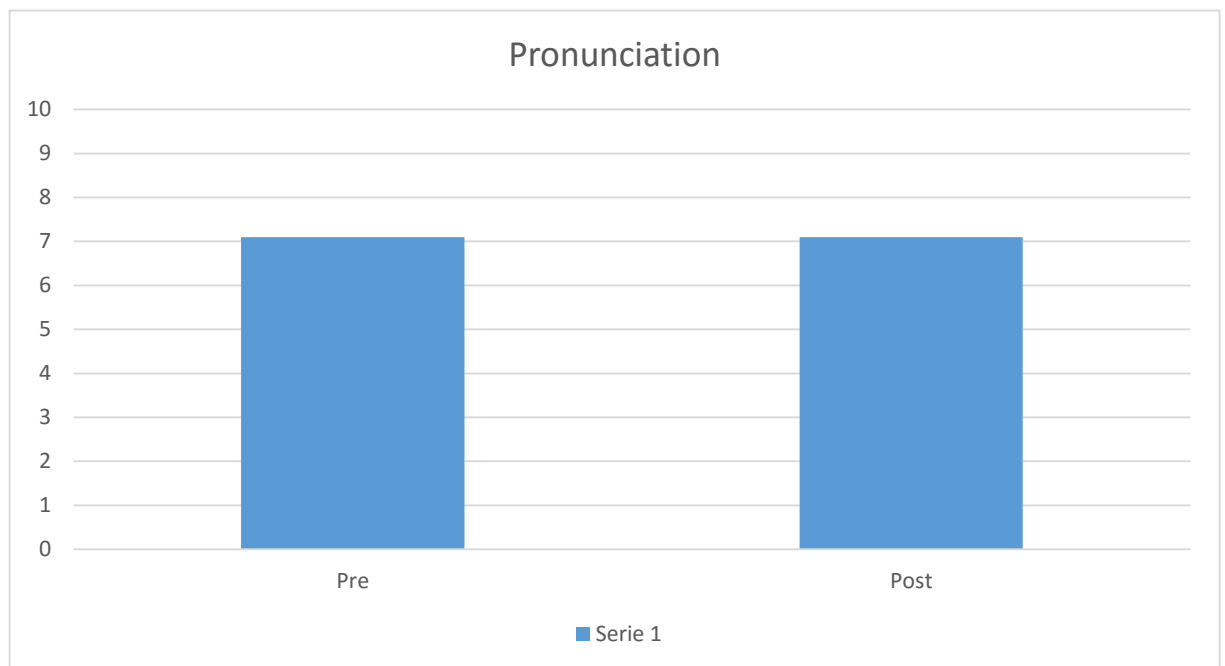
Table 5: Pronunciation in the control group

Group	Pre	Post
Average	7.1	7.1

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 4: Pronunciation in the control group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

The control group obtained an average of 7.1 in the pre-test, and exactly the same average in the post-test. Students' pronunciation did not improve much between the pre and the post test. Students' pronunciation was slightly unclear at times but generally is fair.

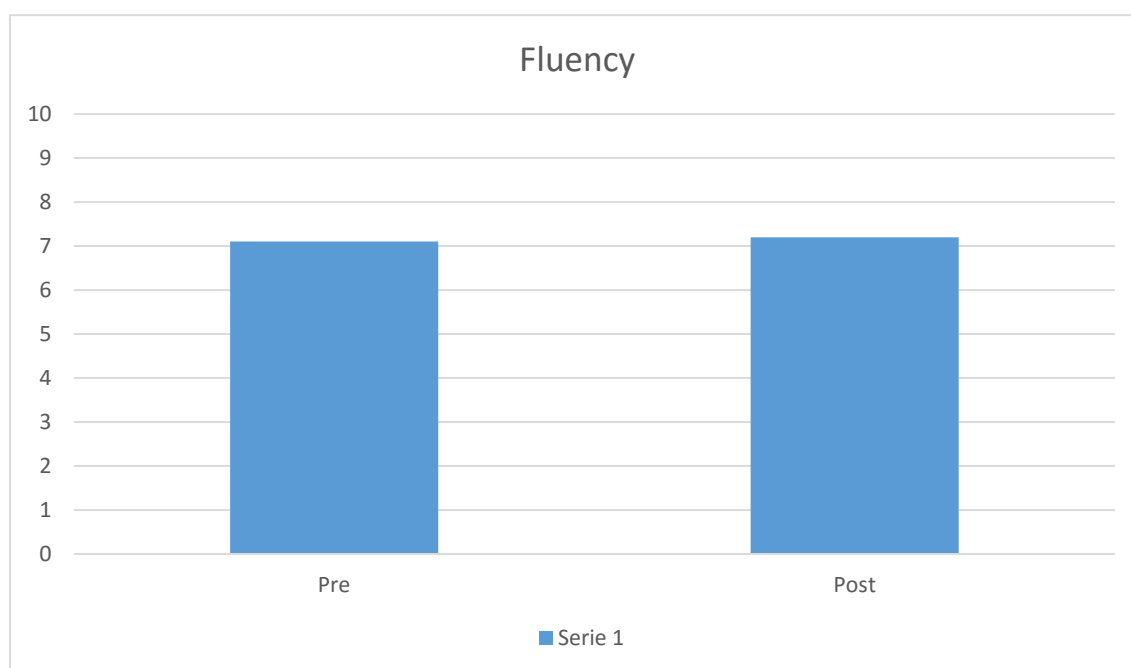
Table 6: Fluency in the control group

Group	Pre	Post
Average	7.1	7.2

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 5: Fluency in the control group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

As stated in the results of the research, the control group obtained an average of 7.1 in the pre-test, very similar to the 7.2 that they got in the post-test. This result means that students showed fair language control, speech is slow and often hesitant and irregular, sentences may be left uncompleted, but the student is able to continue. Even though the average improved in the post-test, it is evident that there is not a significant difference between their previous knowledge to that they acquired at the end. The difference is only one tenth.

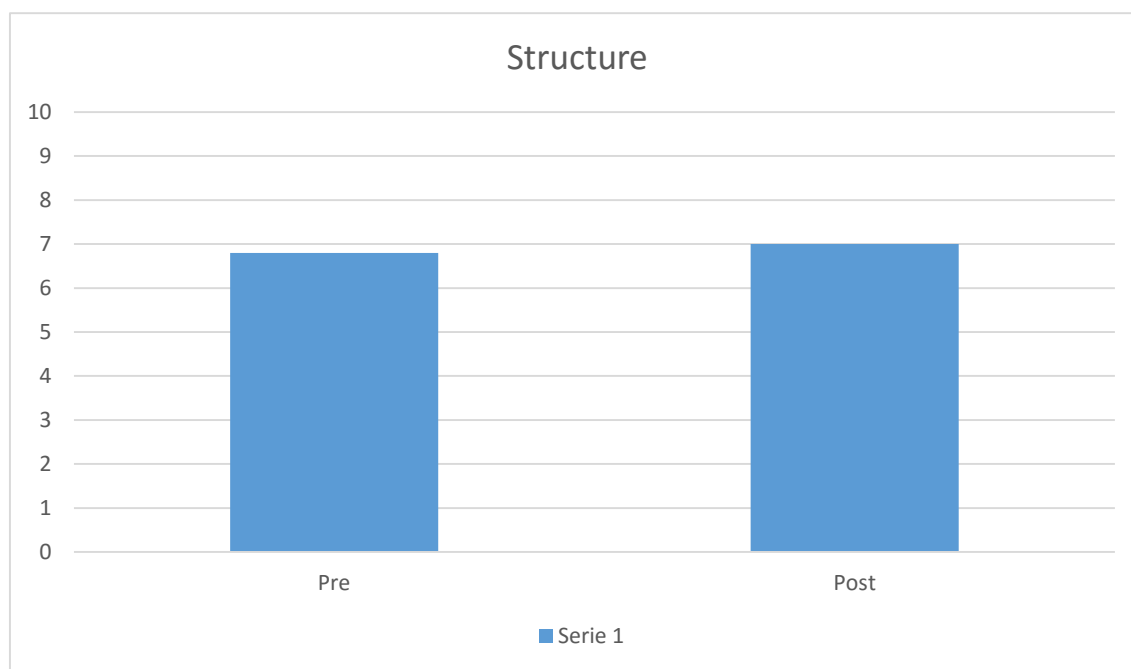
Table 7: Structure in sentences in the control group

Group	Pre	Post
Average	6.8	7.0

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 6: Structure in the control group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

According to the results of the research, the control group obtained an average of 6.8 in the pre-test, very similar to the 7.0 result that they got in the post-test. This result means that students are between using simple sentences and phrases and are rarely using complex sentences. The average improved a little bit in the post test.

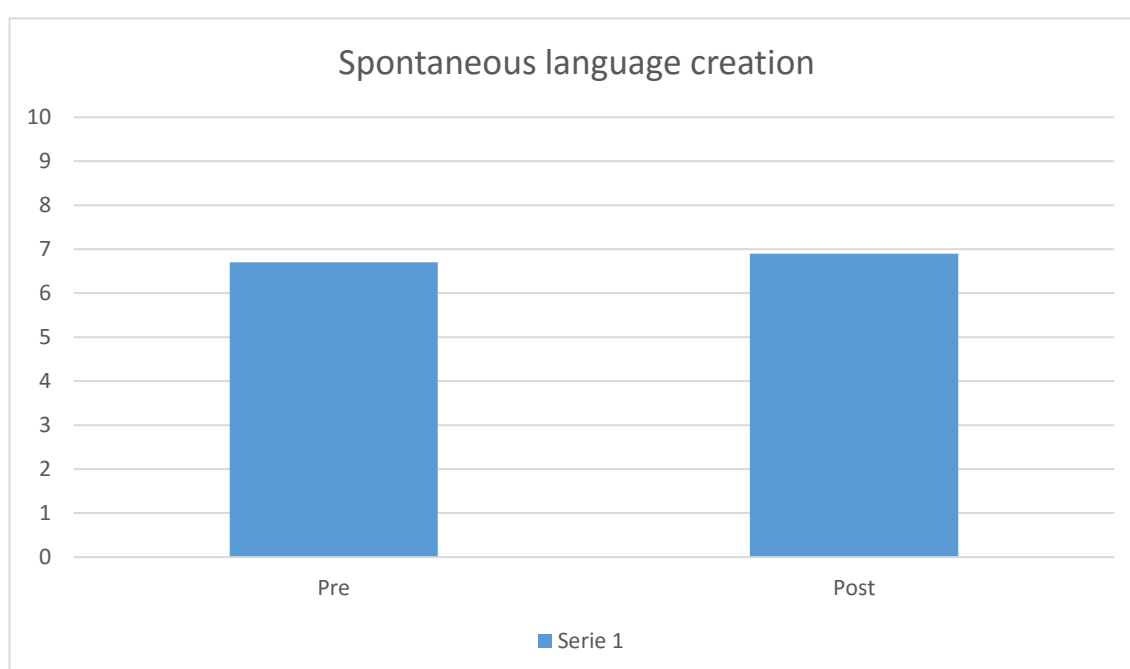
Table 8: Spontaneous language creation in the control group

Group	Pre	Post
Average	6.7	6.9

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 7: Spontaneous language creation in the control group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

According to the results of the research, the control group obtained an average of 6.7 in the pre-test, very similar to the 6.9 that they got in the post-test. This average shows that students are rarely creating with language and have difficulty expressing their own meaning. They are occasionally creating with language and minimally able to express their own meaning.

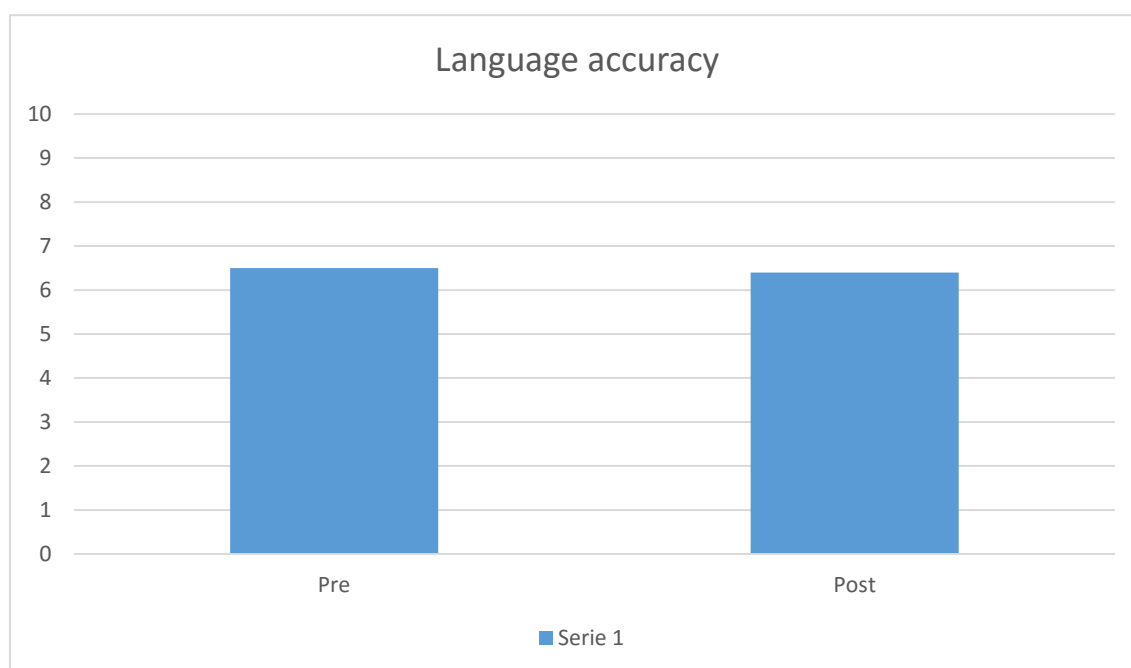
Table 9: Language accuracy in the control group

Group	Pre	Post
Average	6.5	6.4

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 8: Language accuracy in the control group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

The control group obtained an average of 6.5 in the pre-test, which is exactly the same that they got in the post-test. This average indicates that students are between fair and good grammatical control. This result shows that accuracy is probably one of the most difficult parts of competences to develop and improve in students.

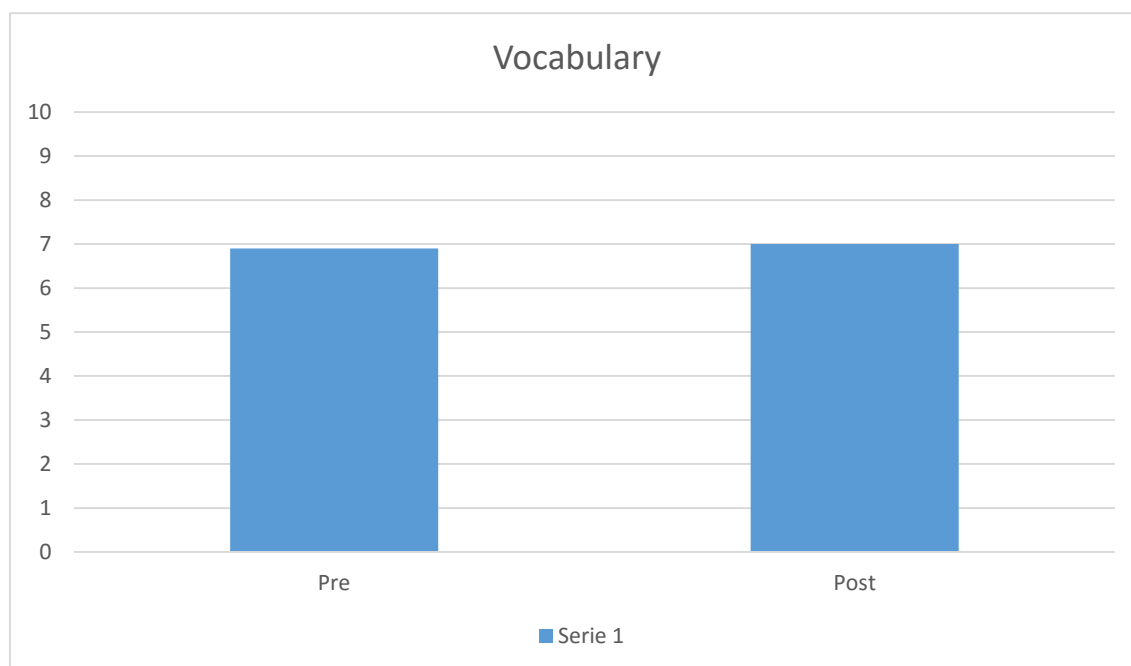
Table 10: Vocabulary in the control group

Group	Pre	Post
Average	6.9	7.0

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 9: Vocabulary in the control group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

As reported by the results of the research, the control group obtained an average of 6.9 in the pre-test, very similar to the 7.0 that they got in the post-test. This result means that students are making between fair and good use of appropriate vocabulary. Even though the average improved in the post-test, it is evident that there is not a great difference between their previous knowledge to what they acquired at the end. The difference is only one tenth.

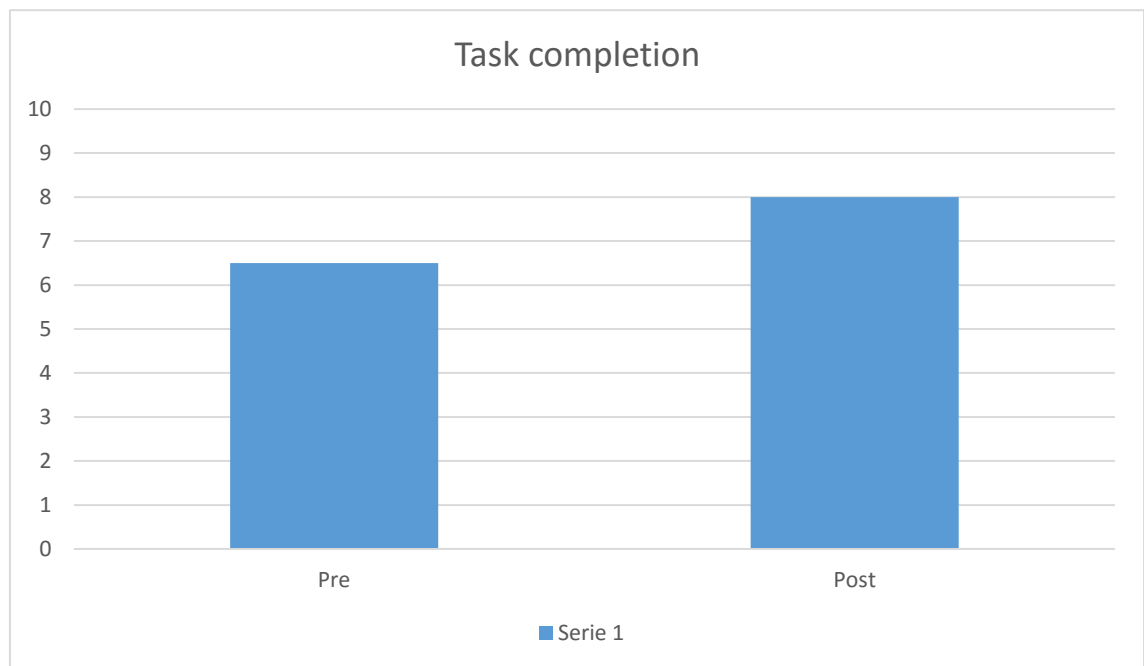
Table 11: Task completion in the control group

Group	Pre	Post
Average	6.5	8.0

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 10: Task completion in the control group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

According to the results of the research, the control group obtained an average of 6.5 in the pre-test, very similar to the 8.0 that they got in the post-test. This result in the pre-test shows that students partially completed task and ideas were adequately developed. On the other hand, the result in the post test shows that students completed tasks and ideas were somewhat well developed.

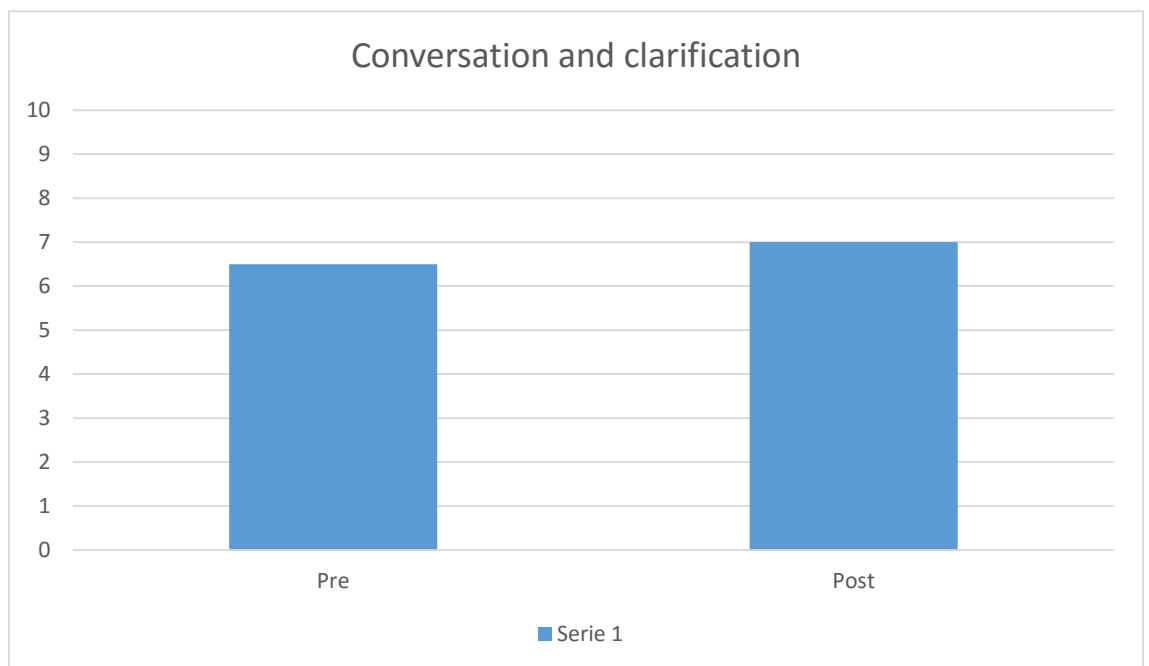
Table 12: Conversation and clarification strategies in the control group

Group	Pre	Post
Average	6.5	7.0

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 11: Conversation and clarification strategies in the control group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

As stated in the results of the research, the control group obtained an average of 6.5 in the pre-test, very similar to the 7.0 that they got in the post-test. This result means that in the pre-test students did not respond appropriately at times, were not always engaged with the partner and rarely asked questions for clarification. However, at the post test they maintained conversations and responded appropriately to partner, and occasionally asked questions for clarification.

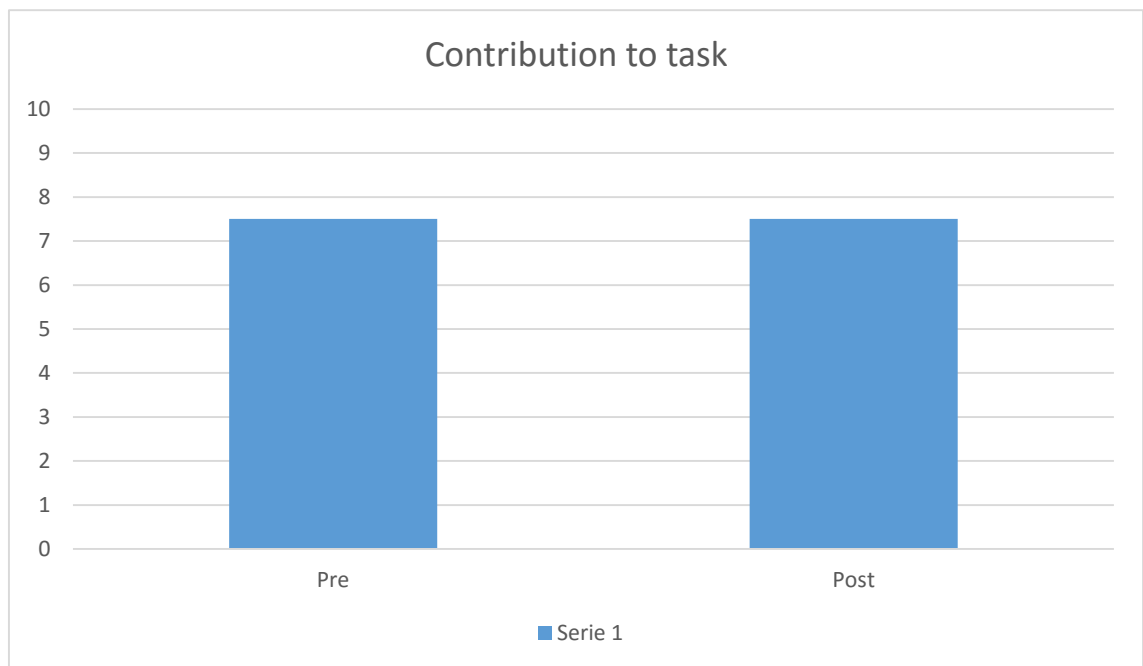
Table 13: Contribution to task in the control group

Group	Pre	Post
Average	7.5	7.5

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 12: Contribution to task in the control group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

According to the results of the research, the control group obtained an average of 7.5 in both the pre-test and post-test showing that students spoke about 30% of time and that some students were dominant over the others in the conversations.

4.1.2 Speaking production of students in the experimental group in the pre-test

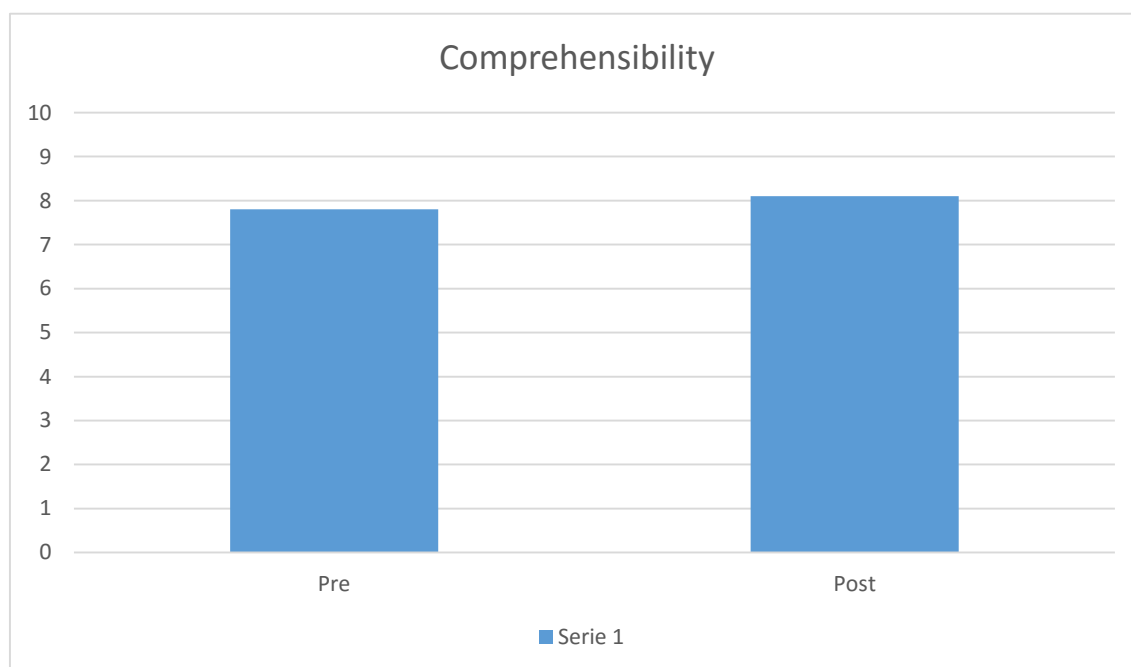
Table 14: Comprehensibility in the experimental group

Group	Pre	Post
Average	7.8	8.1

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 13: Comprehensibility in the experimental group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

The experimental group obtained an average of 7.8 in the pre-test, and an increase of three tenths with an 8.1 average in the post-test. This result shows that students developed their comprehensibility after using the mobile application. Each student was generally understood by others and able to comprehend and respond to most questions and topics that were discussed.

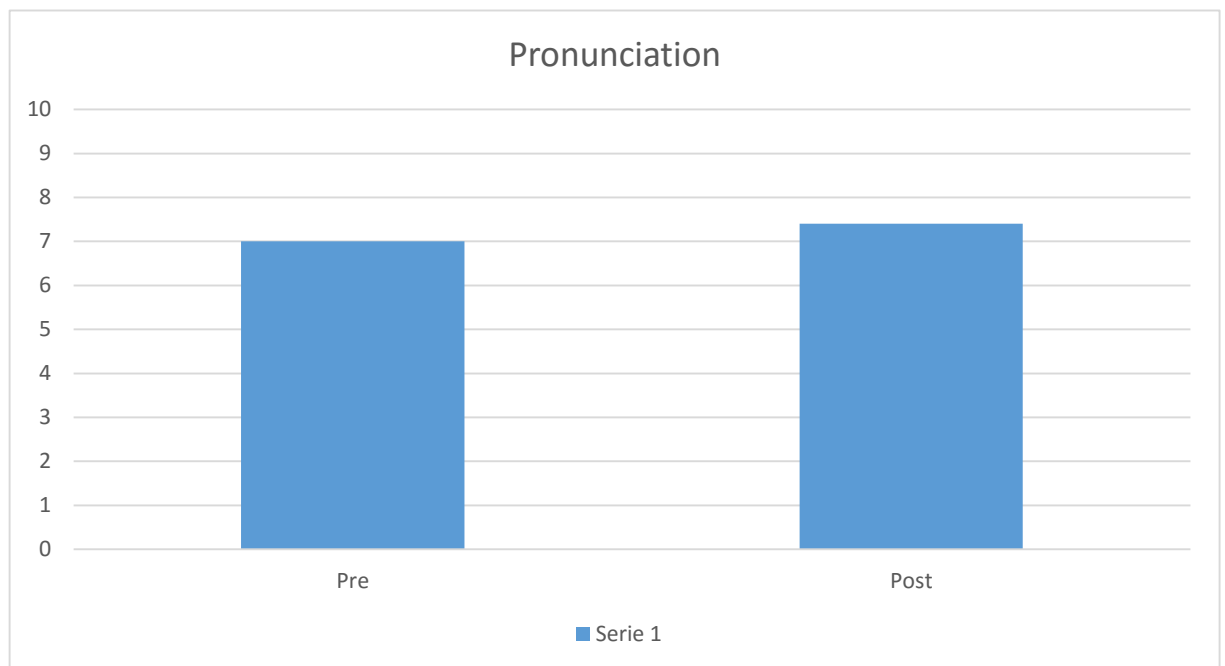
Table 15: Pronunciation in the experimental group

Group	Pre	Post
Average	7.0	7.4

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 14: Pronunciation in the experimental group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

As stated in the results of the research, the experimental group obtained an average of 7.0 in the pre-test and an average of 7.4 in the post-test. This average means that students improved their pronunciation. They are minimally influenced by first language speech.

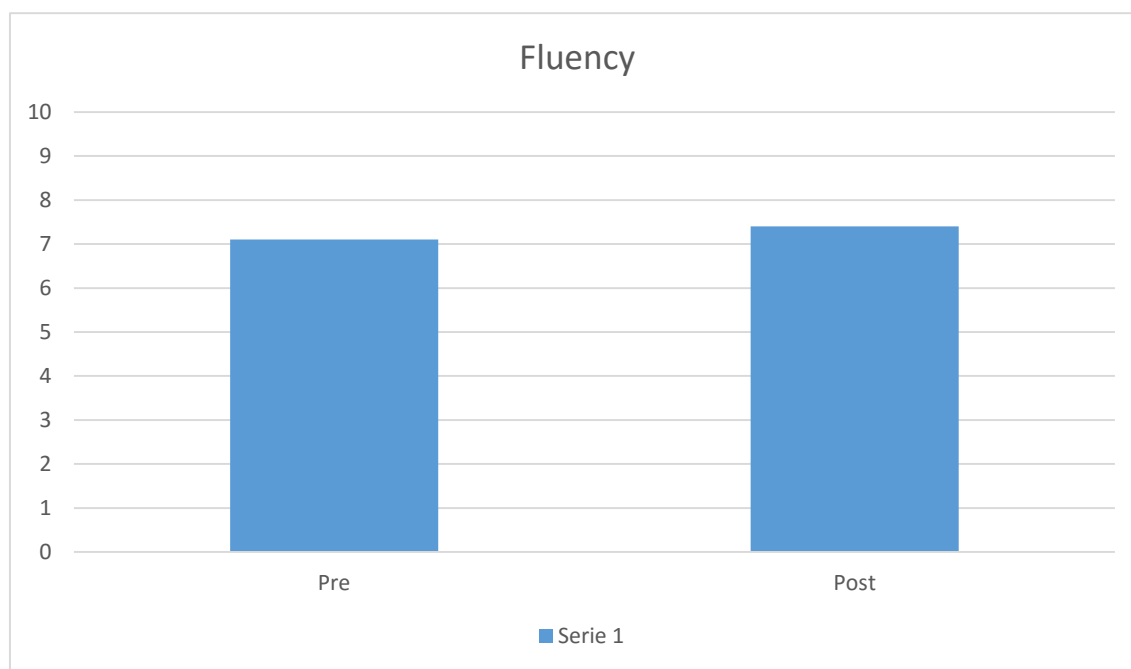
Table 16: Fluency in the experimental group

Group	Pre	Post
Average	7.1	7.4

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 15: Fluency in the experimental group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

As reported by the results of the research, the experimental group obtained an average of 7.1 in the pre-test, very similar to the 7.4 that they got in the post-test. This result means that students improved their fluency and that they nearly have good language control. Speech is mostly smooth but with hesitation and unevenness caused primarily by rephrasing and groping for words.

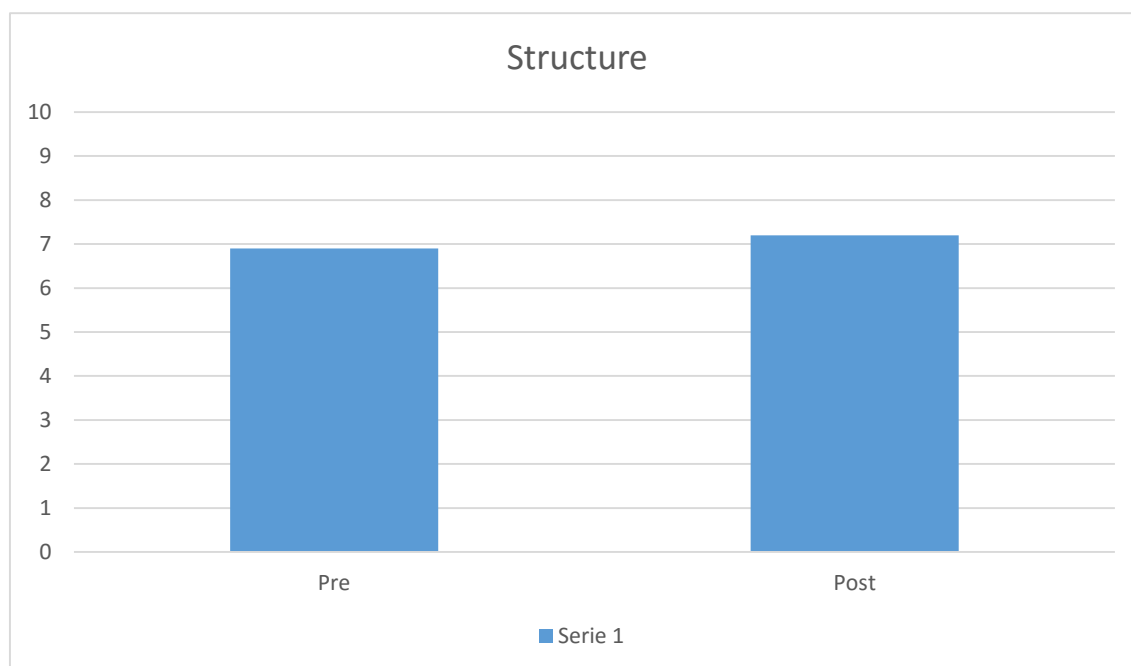
Table 17: Structure in the experimental group

Group	Pre	Post
Average	6.9	7.2

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 16: Structure in the experimental group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

According to the results of the research, the experimental group obtained an average of 6.9 in the pre-test, very similar to the 7.2 that they got in the post-test. This result means that students have improved their structures in sentences but are still using simple sentences and phrases while rarely using complex sentences.

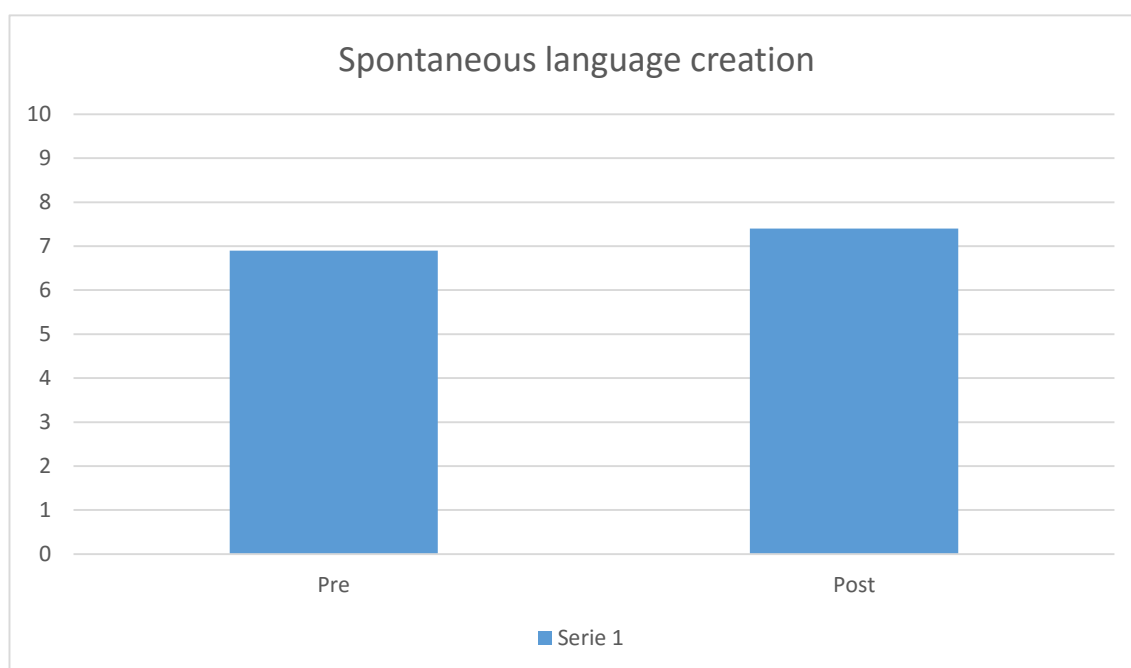
Table 18: Spontaneous language creation in the experimental group

Group	Pre	Post
Average	6.9	7.4

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 17: Spontaneous language creation in the experimental group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

In accordance with the results of the research, the experimental group obtained an average of 6.9 in the pre-test, which was surpassed with a 7.4 that they got in the post-test. This average shows that students are starting to occasionally create with language and to be minimally able to express their own meaning.

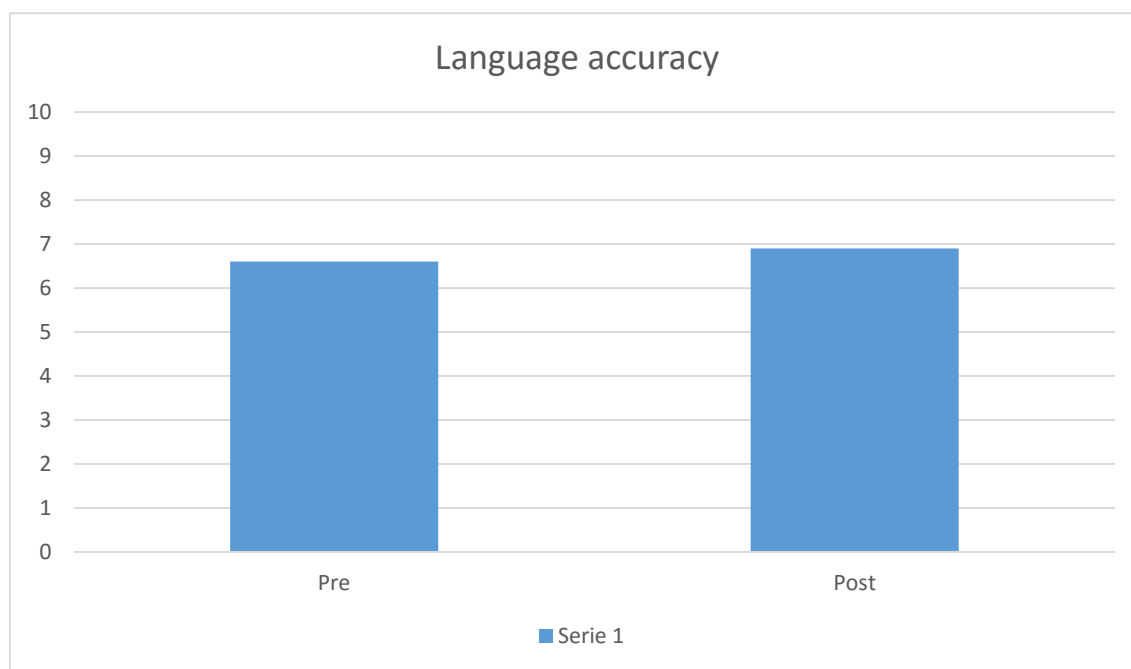
Table 19: Language accuracy in the experimental group

Group	Pre	Post
Average	6.6	6.9

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 18: Language accuracy in the experimental group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

The experimental group obtained an average of 6.6 in the pre-test, which is overpassed with a 6.9 in the post-test. This average indicates that students improved their accuracy and are reaching good grammatical control. This result shows that accuracy is probably one of the most difficult parts of competencies to develop and improve in students.

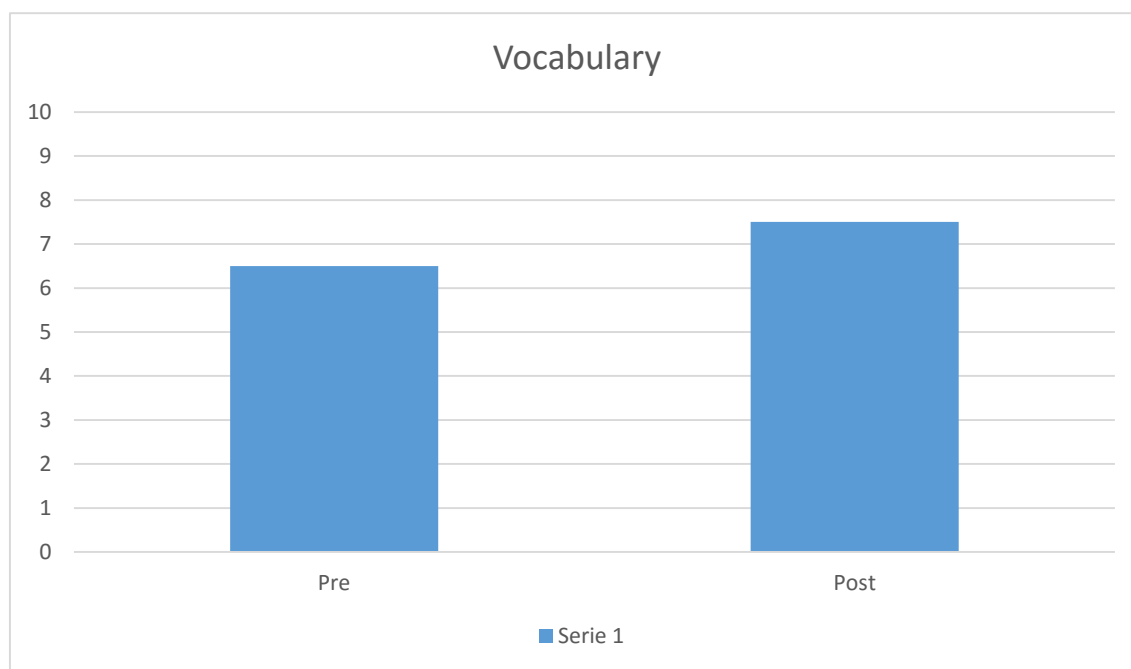
Table 20: Vocabulary in the experimental group

Group	Pre	Post
Average	6.5	7.5

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 19: Vocabulary in the experimental group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

According to the results of the research, the experimental group obtained an average of 6.5 in the pre-test, and improved significantly to the 7.5 that they got in the post-test. This result means that students are near to approaching a good use of appropriate vocabulary.

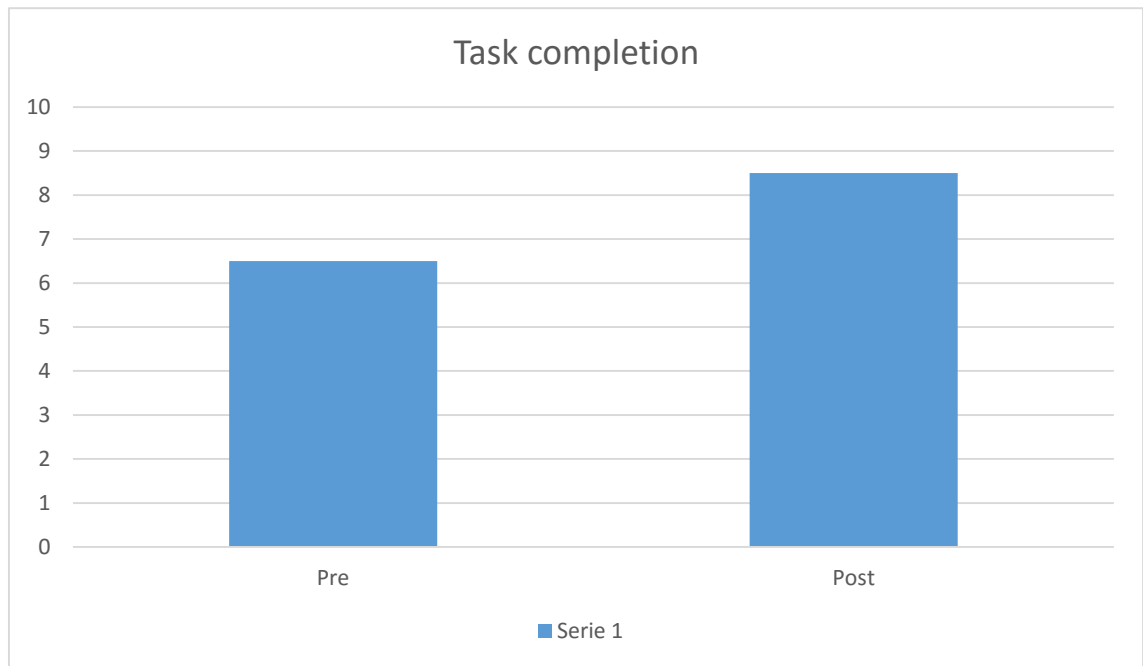
Table 21: Task completion in the experimental group

Group	Pre	Post
Average	6.5	8.5

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 20: Task completion in the experimental group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

The experimental group obtained an average of 6.5 in the pre-test, which was exceeded by the 8.5 average that they got in the post-test. This result in the pre-test shows that students completed tasks and ideas were adequately developed. In addition, students completed task and ideas were somewhat well developed.

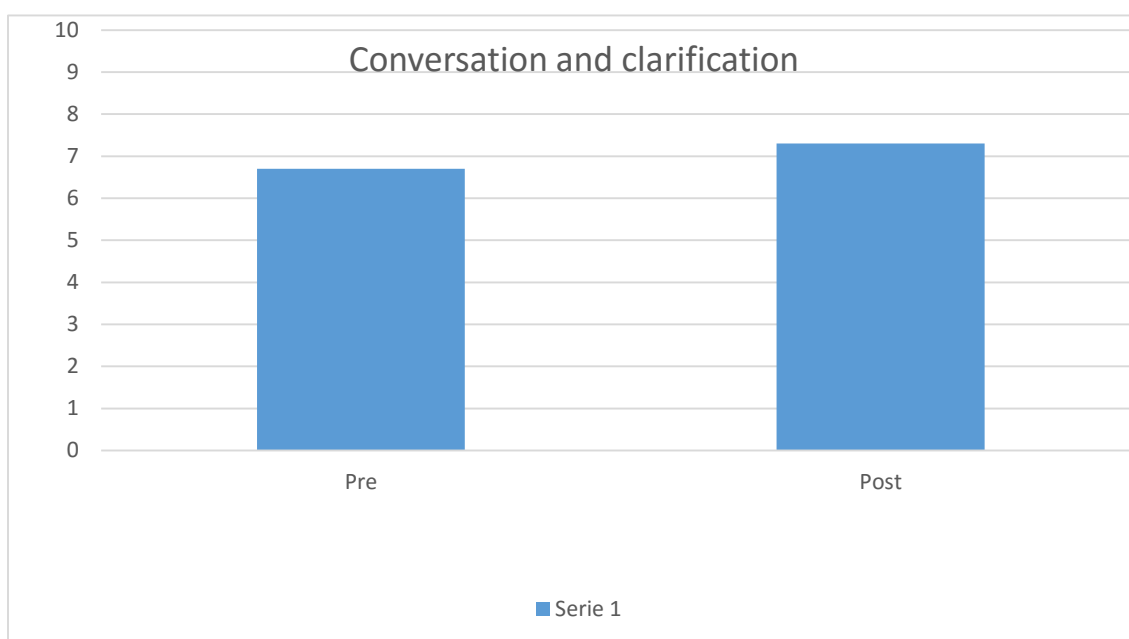
Table 22: Conversation and clarification strategies in the experimental group

Group	Pre	Post
Average	6.7	7.3

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 21: Conversation and clarification strategies in the experimental group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

The experimental group obtained an average of 6.7 in the pre-test, and they improved their clarification and conversation techniques scoring a 7.3 in the post-test. This result means that in the pre-test students did not respond appropriately at times, were not engaged with the partner and rarely asked questions for clarification in the pre-test. However, at the post test they maintained conversations and responded appropriately to partner, and occasionally asked questions for clarification.

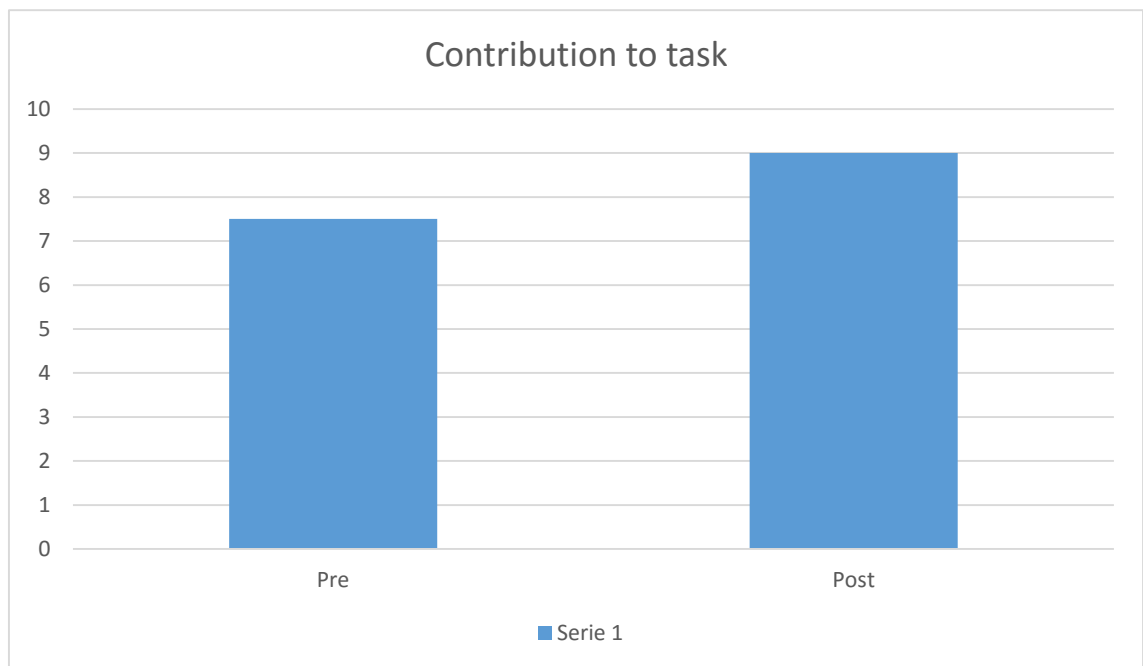
Table 23: Contribution to task in the experimental group

Group	Pre	Post
Average	7.5	9

Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Figure 22: Contribution to task in the experimental group



Source: Universidad Técnica de Ambato

Author: Gómez, A. (2018)

Analysis:

As shown in the results of the research, the experimental group obtained an average of 7.5 the pre-test and 9.0 in the post-test. This result shows that students spoke about 30% of time and that some students were dominant over the others in the conversations in the pre-test. However, in the post-test they measure their average of contribution and both participants contributed 50% to task.

4.3 Hypothesis verification

The analysis of the results of the pre-test and post-test of B1+ level students at the Open courses of the Language department of Universidad Técnica de Ambato found that students developed their oral communicative competence faster using English Listening and Speaking app in their learning process.

Test T

Paired sample statistics

	Mean	N	Standard deviation	Standard error average
Par 1 pretestc	6.940	10	.4427	.1400
postestc	6.600	10	1.9573	.6190

Correlations of paired samples

	N	Correlación	Sig.
Par 1 pretestc & postestc	10	-,001	,997

Test of paired samples

	Paired differences							
	Mean	Standard deviation	Standard error average	95% confidence interval of the difference Inferior				
Pa r 1 - postestc	.3400	2.0073	.6348	-1.0960				

Paired differences

	Paired differences		t	gl	Sig. (bilateral)
	95% confidence interval of the difference				
	Superior				
Par 1 pretestc - postestc	1.7760		,536	9	,605

Test T

Paired sample statistics

	Mean	N	Standard deviation	Standard error average
Par 1 pretestc	6.940	10	.4427	.1400
postestc	6.600	10	1.9573	.6190
Par 2 preteste	6.950	10	.4275	.1352
posteste	7.670	10	.6533	.2066

Correlations of paired samples

	N	Correlations	Sig.
Par 1 pretestc & postestc	10	-,001	,997
Par 2 preteste & posteste	10	,456	,186

Test of paired samples

	Paired differences							
	Mean	Standard deviation	Standard error average	95% confidence interval of the difference				
				Inferior				
Par 1 pretestc - postestc	.3400	2.0073	.6348	-1.0960				
Par 2 preteste - posteste	-.7200	.5959	.1884	-1.1463				

Test of paired samples

		Paired differences			
		95% confidence interval of the difference			
		Superior	t	gl	Sig. (bilateral)
Par 1	pretestc - postestc	1.7760	,536	9	,605
Par 2	preteste - posteste	-.2937	-3,821	9	,004

As stated in the results of T test, the difference is highly significant (,004), therefore the use of the English Listening and Speaking App improves students oral communicative competence.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- The results of the diagnostic test showed that students need to improve their oral communicative competence. The level of oral communicative competence of B1+ Intermediate students was diagnosed through a pre-test and a post-test. Different elements based on Oral communicative competence were taken into account to create a rubric to assess speaking development such as: comprehensibility, pronunciation, structure, spontaneous language creation, fluency, vocabulary, accuracy, task completion, conversation and clarification strategies, and contribution to task.
- This research identified that using the English Listening and Speaking App to develop the oral communicative competence in intermediate level students is efficient and makes a significant difference. Its importance mainly focuses on the fact that students in the experimental group obtained higher results in the post-test after using the app than in the pre-test. However, students in the control group obtained similar results in the pre-test and post-test since they were not supplied the mobile application.
- There is a close relationship between English Listening and Speaking App and the oral communicative competence. As seen in the results of this research, English Listening and Speaking App benefits the development of speaking skills since a significant improvement was evidenced, specifically in oral communicative competence. Using this app contributes extra resources and promotes independent learning in students. It also allows individual practice and self-assessment through the use of daily goals and games.

5.2 Recommendations

- It is advisable that teachers provide sufficient feedback to students after performing speaking tasks, so that learners become aware of their personal needs in the language. Focus on all elements of Communicative competence as this feedback is provided through mobile applications.
- It is suggested that teachers extend the use of English Listening and Speaking App in future class tasks and activities. Oral communicative competence is developed adeptly through the interaction proposed in this app.
- It is highly recommended to create a manual in order to apply the English Listening and Speaking App as a frequent resource in the classroom and out of the classroom. As a result it will sharpen the learning process and speed up the development of oral communicative competence.

CHAPTER VI

ALTERNATIVE PROPOSAL

INFORMATION DATA

a. TOPIC:

English Listening and Speaking App to develop the oral communicative competence booklet.

b. INSTITUTION:

Languages Department – Universidad Técnica de Ambato

c. BENEFICIARIES

Direct beneficiaries were B1+ Students of the Language Department of Universidad Técnica de Ambato.

d. LOCATION:

Ambato- Ecuador

e. ESTIMATED EXECUTION TIME

3 weeks

f. TECHNICAL TEAM ON CHARGE

Researcher: Andreína Gómez Reyes

1. Proposal antecedents

Among the studies that preceded this proposal, two are of particular importance. First, Winoka (2017) studied mobile apps in indigenous language learning. It focused on technology- based indigenous language revitalization and maintenance efforts by looking at the new developments

in mobile technology. They proposed a How-to guide for creating a mobile application for language learning, which results showed how essential are mobile applications are in developing language skills.

Second, Hidalgo (2011), studied how the use of mobile applications help students develop linguistic skills. They also studied how different types of mobile applications to helped develop language skills. A didactic guide was proposed to implement mobile applications for skills development.

2. Justification

Developing speaking skills in a place where exposure to the target language is limited is challenging. In order to develop speaking skills, teacher and students need to use a variety of materials and resources. The English Listening and Speaking App is one of the tools to help students easily develop their oral communicative competence. It is important to implement this app because of benefits of its features.

Certainly, the educational mobile application English Listening and Speaking App has a variety of elements that contribute to the enrichment of the teaching-learning process. The mixture of written conversations with their respective audios makes the use of this app feasible to be applied in a variety of activities.

Undoubtedly, the English Listening and Speaking app seems interesting to teachers and students. The use of this mobile application prevents lessons from following the traditional methodology. It enables new and original patterns in which teachers are not the center. In addition, it promotes the development of dynamic and communicative activities so that students are engaged and develop their communicative competence more consciously.

3. Objectives

Improve the oral communicative competence through the implementation of a booklet of interactive and communicative activities based on the English Listening and Speaking App.

3.1 Specific objectives:

- Identify valid activities using the English Listening and Speaking App that help students develop their oral communicative competence.
- Design a communicational and interactive booklet with the identified activities.
- Use the booklet to improve oral communicative competence.

4. Feasibility analysis

This proposal is feasible due to the following factors:

Technical: the person in charge of the proposal is an experienced teacher that knows how to use mobile applications and guide students to develop their communicative competence.

Administrative: The present proposal was applied at the Languages Department of Universidad Técnica de Ambato. The director of the Department and the Consejo directivo of the University have approved this experiment to be carried out and granted all the permissions to support it.

Economical: The author will cover all of the expenses of this proposal.

5. Proposal fundamentals

Oral communicative competence is probably the most important aspect to be developed in students learning process, because using the spoken language is usually the first skill they will use when communicating in that foreign language. Vallejo and Martinez (2011) claim that Communicative Competence implies more than just managing the language, it also requires knowing how to place oneself in the communicative context of each specific community, in its diverse social, cultural and ideological formations. It is therefore important for students to count with the four categories of communicative competence. First, linguistic competence, which conveys vocabulary and language conventions. Second, sociolinguistic competence which is having awareness of social rules of language, nonverbal behaviors and cultural reference. Third, strategic competence which refers to using techniques to overcome language gaps and plan and assess the effectiveness of communication. Finally, discourse competence which refers to understanding how ideas are connected through.

In developing students oral communicative competence appropriately, apps can be very beneficial. The most important objective of M-learning is to promote the development of cognitive skills like: thinking, retention rate and intellectual attitudes and skills. Apart from cognitive skills, it also improves twenty first century social interactions such as collaboration and communication. Having highly developed cognitive skills and intellectual attitudes highly developed promotes satisfactory learning in students and in so, effectiveness in the oral communication. Thus, the English Listening and Speaking app with its variety of features proposes an innovative way to help students develop oral communicative competence.

OPERATING MODEL

Table N. 24: Operating model

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	PEOPLE RESPONSIBLE	TIME
1. PLANNING	To prepare and schedule in order to apply the booklet with activities using English Listening and Speaking App to develop oral communicative competence.	1. Apply a pre-test. 2. Apply the activities based on English Listening and Speaking App. 3. Apply a post-test.	English Listening and Speaking App.	- Author of the proposal	5 days
2. SOCILAIZATION	To present the proposal to the principal and to students.	- Write an official letter to the principal requesting her authorization to carry out the proposal. - Explaining the proposal to students.	- Official letter - Power Point presentation	- Author of the proposal	1 day

3. APPLICATION	To apply all the activities suggested in the proposal.	Development of the following activities: - Chair shift - Vowel sound Bingo - Telling stories - I'm accurate - Tests - Role-play - Simulation	English Listening and Speaking app Cards	- Author of the proposal	3 weeks
4. EVALUATION	To assess the effectiveness of English Listening and Speaking app in oral communicative competence.	- Assess each activity developed. - Compare the pre-test with the post-test.	- Evaluation forms	- Author of the proposal	2 weeks



**English Listening and
Speaking app to help
students develop their oral
communicative
competence**

Conversations

26 Topics - 2 Levels - Easy to learn


Unread
History
Last Updated

Daily Topics

Easy

Intermediate


American English



Short Stories

2 Levels - Audio supported

Unread <<<
History <<<



Easy

Intermediate

Vocabulary

20K+ Words in IELTS, TOEIC, TOEFL, Daily Life.

My Word List <<<

Vocabulary List

Listening Quiz

Hangman

Word Search



Sentences - Verbs

Irregular Verbs - Phrasal Verbs - Expressions

Daily Sentences

All

Common Expressions

Irregular Verbs

Quiz

Phrasal Verbs

Quiz



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Vowel sounds Bingo	91
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Introduction

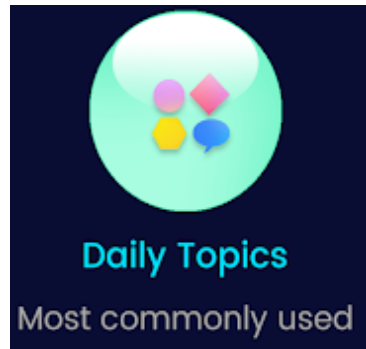
In these changing times, people are used to having smart phones wherever they go and using them for many of the activities they do during the day. Why not include this useful tool into education?

The education industry is now highly dependent on technology; we can see the technology in every aspect of education. Apps present a lot of benefits to help students develop their skills in the English language and continue with their life-lasting process of learning in and out of class. Technology has given a lot to the education field. Blackboards and chalk are being replaced by smart boards and remotes. As a result, students are learning difficult topics easily and teachers are using interactive and fun methods.

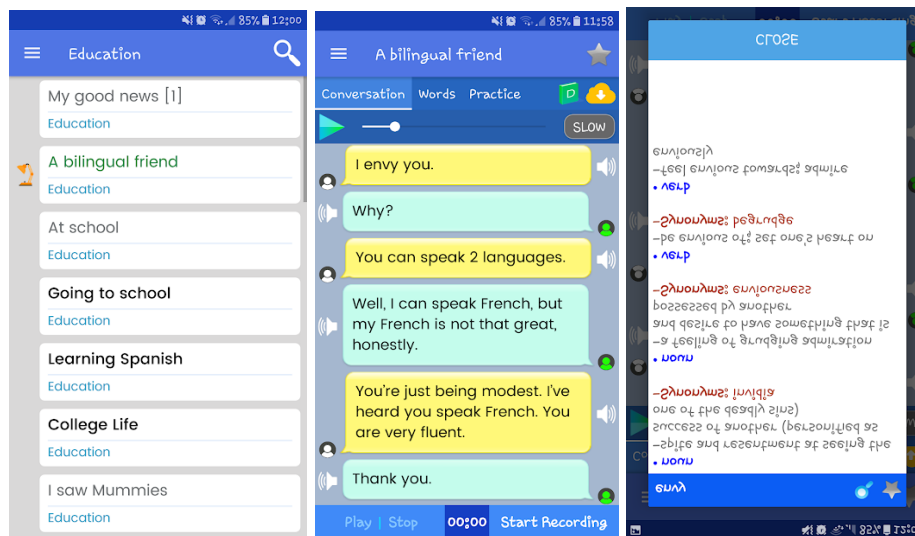
One of the most difficult skills to be improved is speaking. Using apps can make this way a lot easier and enjoyable though. English listening and speaking app is a perfect fit for students' needs because of the variety of features it includes. In the words of their creators, "This helpful app will help you listen to English and speak English more fluently. There are many lessons divided into many levels from elementary to intermediate and advanced. You can choose one of two audio modes: Online Streaming and Offline to learn English. This app also includes the list of necessary idioms and phrases used in daily talk." Features in the app include: thousands of English conversations and stories with audios and completed transcripts, common idioms and phrasal verbs in daily conversations, irregular verbs table with audio supported, English pronunciation, etc; English Listening and Speaking App is highly recommended by its users.

Activities to develop oral communicative competence

Chair shift



Topic	Daily topics
Communicative competence goal	Students will improve their use of vocabulary, language conventions and syntax about specific topics.
Interaction patter	T – SS S - S
Resources	English Listening and Speaking App https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice&hl=en_US
Time	20´



Procedure:

1. First of all, teacher must choose a dialogue form the Daily topics section of the app. It is better if the topic is related to the topic studied in class. For this example the topic is A Bilingual friend because the topic was language. Teacher asks students to download the audio of that conversation previously.
2. In class, students use their cellphones to listen to the audio and look up the words they do not understand in the dictionary of the app.
3. Teacher and students analyze the different patterns following verbs such as envy or speak.
4. Students individually listen and repeat the conversation, following the correct pronunciation for a couple of minutes.
5. Teacher explains that students will have one minute to practice the conversation and that then they will have to shift chairs.
6. Students get in pairs, sit in a horseshoe one in front the other and practice the conversation reading it.
7. Students change positions, but this time they have to record their conversation with their new partner as they read it.

8. Finally, students shift chairs again. This time they do not read the conversation, but records their voices talking about A bilingual friend and using the words they struggled with at the beginning.

Further activity: Teacher plays some of the recordings of students and analyze the positive aspects, and kindly corrects the mistakes. Students listen to their recordings and find if they are also making the same mistakes.

At-home activity: Students choose a different conversation from the same topic “Education” and listen to one speaker’s part, but this time, they have to try to give a different answer as they record their voices. Students try to maintain the pattern that the first conversation had and follow the correct pronunciation, pausing when necessary.

Evaluation: Teacher considers the following criteria through a rubric.

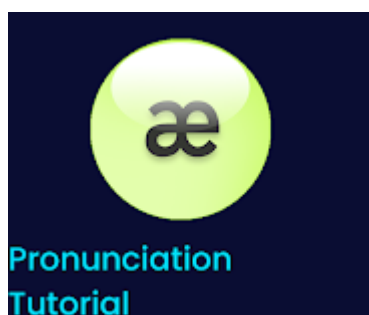
Rubric to assess Oral communicative competence

Speaking	Superior performance	Good performance	Fair performance/Improvement is needed	Poor performance/Major improvement is needed
	5	4	3	2
Comprehensibility	Student was easily understood by others and was able to comprehend and respond to all questions and topics that were discussed with ease	Student was generally understood by others and was able to comprehend and respond to most questions and topics that were discussed	Student was understood by others but fairly grasped some of the questions and topics that were discussed	Student was difficult to understand by others and had trouble to understand questions and topics that were discussed
Pronunciation	Pronunciation was very clear and easy to understand	Pronunciation was good and did not interfere with communication	Pronunciation was slightly unclear at times but generally is fair	Pronunciation was difficult to understand, unclear
Structure	Use complex sentences at times	Rarely uses complex sentences	Uses simple sentences and phrases	Only uses words, simple phrases and chunks of language
Spontaneous language creation	Actively creates with language, able to express own meaning	Occasionally creates with language, minimally able to express own meaning	Rarely creates with language, difficulty expressing own meaning	Inability to spontaneously create own language
Language fluency	Excellent language control and speech is	Good language control, speech is mostly smooth	Fair language control, speech is slow and often hesitant and	Poor language control, speech is very slow,

	effortless and smooth	but with hesitation and unevenness caused primarily by rephrasing and groping for words	irregular, sentences may be left uncompleted, but the student is able to continue	stumbling, nervous, and uncertain with response, except for short or memorized expressions
Vocabulary	Makes extensive use of appropriate vocabulary	Makes good use of appropriate vocabulary	Makes fair use of appropriate vocabulary	Makes poor use of appropriate vocabulary
Accuracy	Excellent use of grammatical accuracy	Good grammatical accuracy	Fair grammatical accuracy	Poor grammatical accuracy
Task completion/ideas development	Completes tasks and ideas are well developed	Completes tasks and ideas are somewhat well developed	Partially Completes tasks and ideas are adequately developed	Does not complete task and ideas are undeveloped
Conversation and clarification strategies	Initiates, advances, and or redirects conversation with partner. Asks a number of appropriate questions or asks for clarification	Maintains conversation and responds appropriately to partner. Occasionally asks questions asks for clarification	At times does not respond appropriately, not engaged with the partner, rarely asks questions asks for clarification	Does no respond appropriately, not engaged with partner (using memorized language)
Contribution to task	Speaks at least 50% of time	Speaks about 40% of time	Speaks about 30% of time	Speaks less than 30% of time

Adapted from: University of Notre Dame, (2000).

Vowel sounds Bingo



Topic	Vowel sounds
Communicative competence goal	Students will increase their pronunciation knowledge and develop phonemic awareness.
Interaction patten	T – SS
Resources	English Listening and Speaking App https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice&hl=en_US Vowel sounds chart, cardboard and markers.
Time	25'

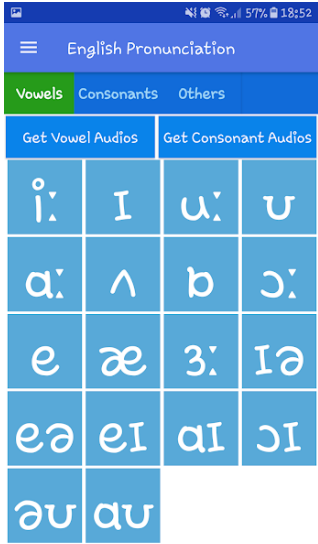
Procedure:

1. For this activity teacher needs to prepare a big chart with vowel sounds beforehand. Students have to get the vowel audios from the app and bring one piece of cardboard and marker to the class.

2. Teachers and students identify many more vowel sound there are different to the five that they use. Teacher plays the correct pronunciation of the vowel sounds.
3. Students work in pairs and read the lists of words for each vowel sound with the correct pronunciation listening to the audios of the app.
4. Students draw the chart to play Bingo.
5. Teacher guides the first game, then lets other students guide it.

Further activity: Teacher and students can draw more charts to play Bingo, but this time with the words list for each vowel sound. In addition, teacher can use make charts of confusing words because of vowel sounds, and students identify differences.

At-home activity: For further understanding, students practice and record their voices repeating the vowel sounds and some words. Students can do the same procedure with consonant sounds, silent letters, pronunciation of “S” ending, pronunciation of “ED” ending, pronunciation of “ES” ending and do the pronunciation quiz, all of these provided by the app.




English Pronunciation

Vowels Consonants Others

Get Vowel Audios Get Consonant Audios

i:	I	u:	U
a:	^	b	ɔ:
e	æ	ɜ:	Iə
eə	eI	aI	ɔI
əu	aU		



How to pronounce

front of tongue up

wide mouth

- This is a long sound.
- Mouth: open wide
- Tongue: touches teeth's side.

Positions

a. At the beginning: easy, economic, east, evil, easel.

b. In the middle: beast, ceiling, deal, gene, legal.

c. At the end: bee, sea, refugee, employee, free.

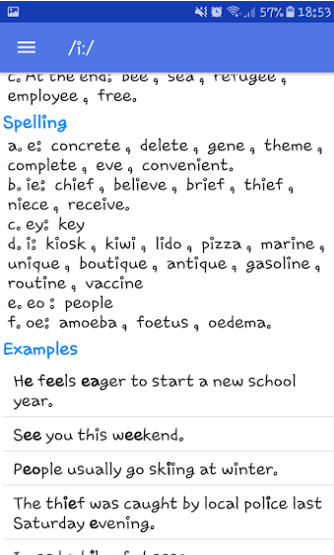
Spelling

a, e: concrete, delete, gene, theme, complete, eve, convenient.

b, ie: chief, believe, brief, thief, niece, receive.

c, ey: key

d, i: kiosk, kiwi, lido, pizza, marine.



/i:/

c. At the end: bee, sea, refugee, employee, free.

Spelling

a, e: concrete, delete, gene, theme, complete, eve, convenient.

b, ie: chief, believe, brief, thief, niece, receive.

c, ey: key

d, i: kiosk, kiwi, lido, pizza, marine, unique, boutique, antique, gasoline, routine, vaccine

e, eo: people

f, oe: amoeba, foetus, oedema.

Examples

He feels **eager** to start a new school year.

See you this weekend.

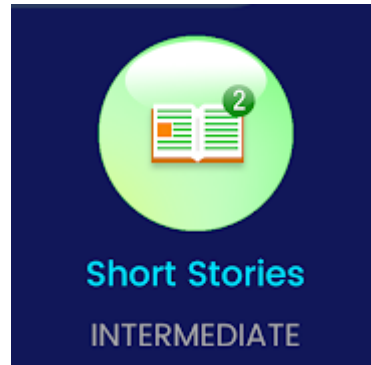
People usually go skiing at winter.

The **thief** was caught by local police last Saturday evening.

I **need** a kilo of cheese.

Evaluation: In order to evaluate this activity, the teacher can observe students while they play the game. Teacher observes if they really recognize the vowel sounds by checking if they identify the sounds.

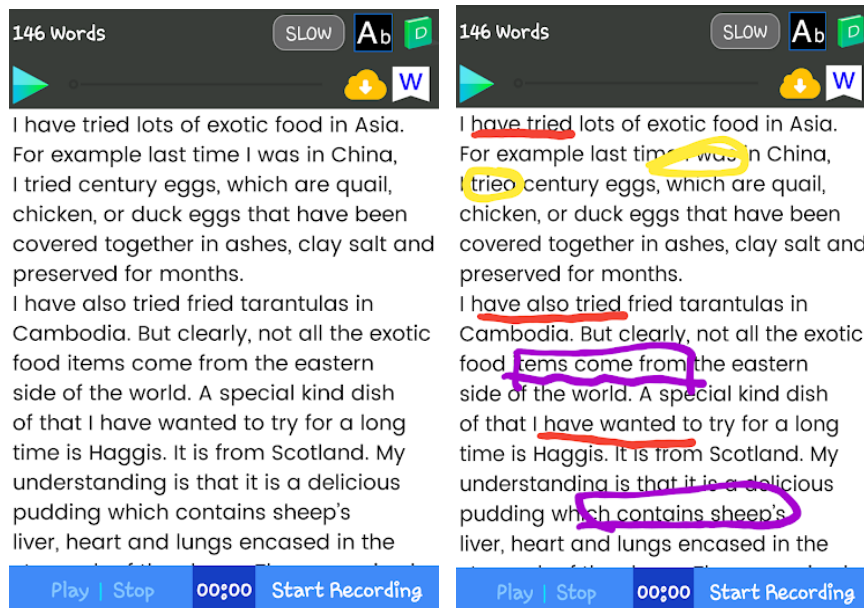
Telling stories



Topic	Stories
Communicative competence goal	Students develop their accuracy to create sentences and be more precise at the moment of speaking.
Interaction patter	T – SS SS - SS
Resources	English Listening and Speaking App https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice&hl=en_US
Time	40'

Procedure:

1. Students click the icon of short stories and choose a story of intermediate level, they download the audio for it as well.
2. Once they have both, the script and the audio, they proceed to do the following steps. Students identify the different tenses that are being used in the short story and how each of them represents a different point of time.



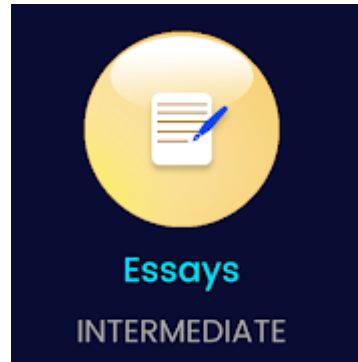
3. Then, students listen to the recording they downloaded and check how the person pauses, uses the right speed when talking and how new vocabulary is pronounced. They slow down the audio if they need it.
4. Teacher makes sure students understand that language is a system and that they need to organize their ideas into correct, and comprehensible sentences. Students practice the sort stories by themselves, making sure they follow the correct pronunciation pattern.
5. Students make a small circle in groups of four or five people and tell the story they read to their classmates.
6. Students choose one of the stories and write a different ending to it. Then, they record their voices with the new end and share it with the class.

Further activity: Teacher plays all the stories in class, students vote for the most creative. Teacher and students analyze if the stories follow the correct pronunciation pattern.

At-home activity: Students go to the short stories icon and choose a topic of their interest to listen to. Then, students download the audio file and proceed as they did with the short stories at university.

Evaluation: Teacher analyzes the coherence in sentences, connection of ideas and organization patterns of students when recording the stories.

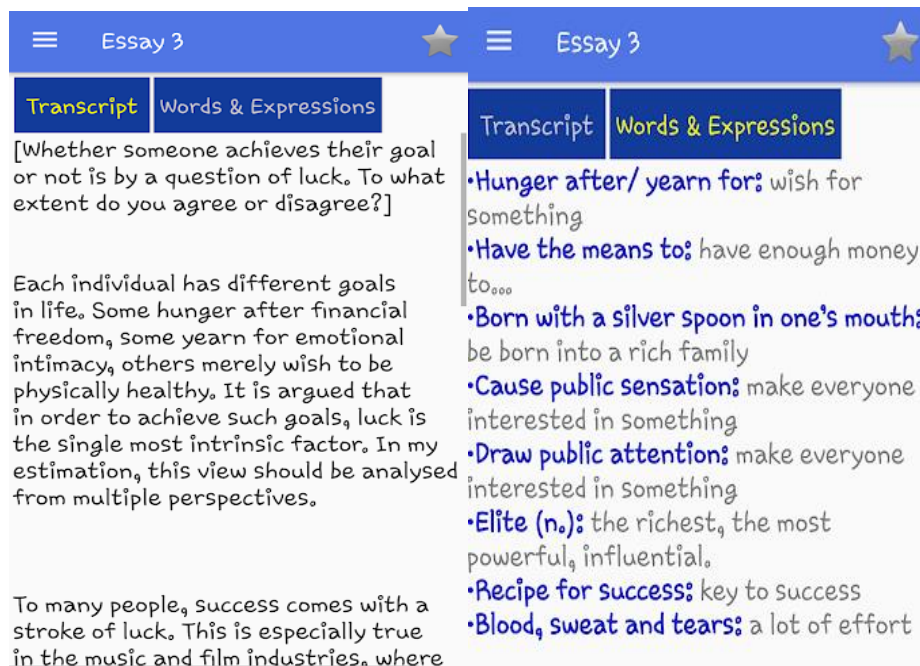
I'm accurate



Topic	Essays about achieving goals.
Communicative competence goal	Develop patters of organization for an effective conversation.
Interaction patter	T – SS
Resources	English Listening and Speaking app https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice&hl=en_US
Time	20´

Procedure:

1. Teacher chooses an essay that is closer to what is being studied in class. In this case Essay 3 is used.
2. Students analyze something more the difference between a short story and an essay. Teacher emphasizes the difference of complexity of sentences in structure and vocabulary.



3. Teacher guides students to understand how their own sentences can go from the most simple to the most complex when communicating.
4. Students check the Words and expressions section that the app has for each essay to expand their vocabulary.
5. Then, students practice reading the essay aloud.

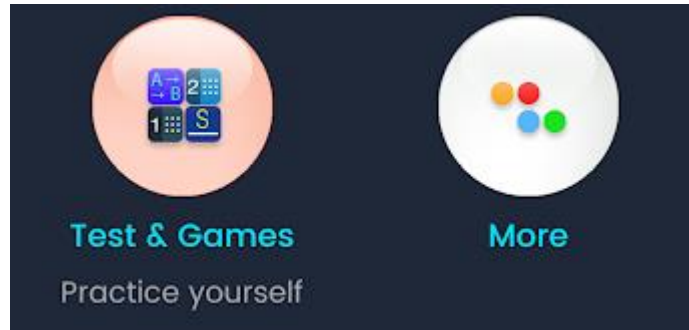
Further activity: Teacher and students can write speeches and see how they are different from stories. Students give short speeches in groups of five people.

At-home activity: Students choose three essays that are interesting to them. Then read them and check the Words and Expressions section for each of them. Finally, they record their voices saying sentences with the new expressions.

Evaluation: Teacher guides students to write a self-reflection paper describing how their skills have improved, or how they continue being the same and why.

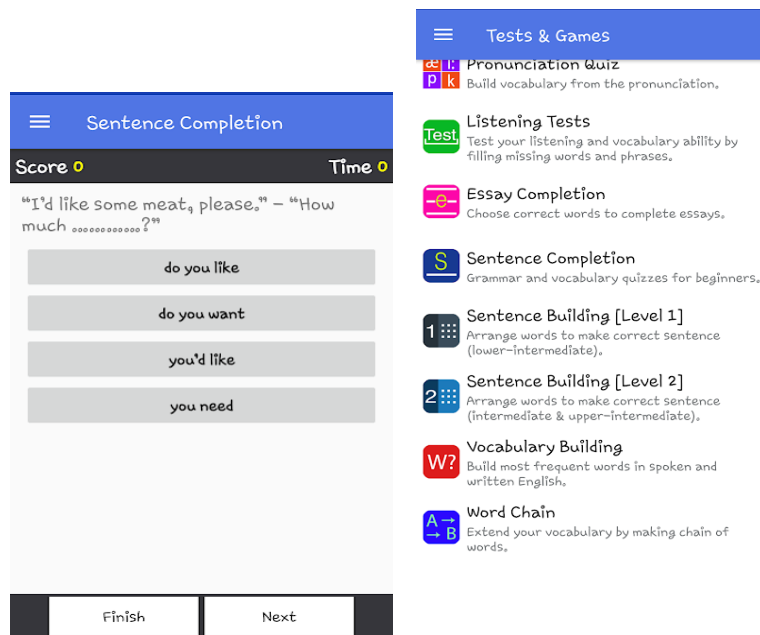
If possible, students keep a diary reflecting their own work, or write a reflection essay recognizing their strengths and weaknesses, make a presentation about what they learned during the process.

Tests

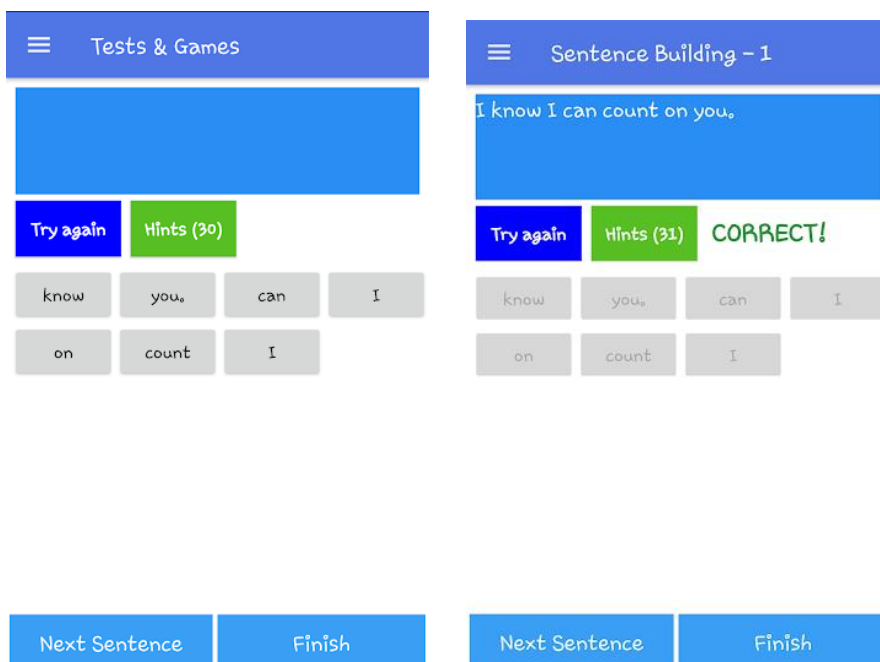


Topic	General topics
Communicative competence goal	Students will develop their ability to structure sentences.
Interaction patter	T – SS
Resources	English Listening and Speaking App https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice&hl=en_US
Time	20´

1. Students press the icon Test and games and choose the option Sentence completion which is for beginners levels so students gain confidence and practice on the language. Students complete the sentences by choosing the appropriate option to complete the sentences, or choose the word that best fits the sentences.



2. Second, chose the Sentence building icon for intermediate level and arrange words to make correct sentences. Students develop awareness to structure complex sentences spontaneously. Students went from something simple like completing a sentence to complex tasks like building sentences.



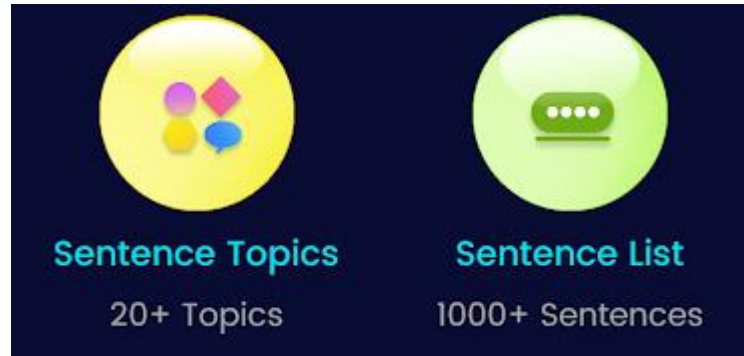
3. Finally, students open the Essays completion section to challenge their level. Students read carefully the essay they choose and choose the correct option from a long list of options.

Further activity: Students get in pairs and have a context based on the games in the app.

At-home activity: Students practice their sentence building skill by changing the parts of the speech such as nouns, adjectives, verbs and adverbs in order to construct new sentences following a pattern.

Evaluation: Teacher operates a personalized evaluation. Teacher has a conversation with each student and asks them to use what they have learned and practiced. In addition, teacher provides feedback starting from the strengths in students' language until the weaknesses.

Role-play

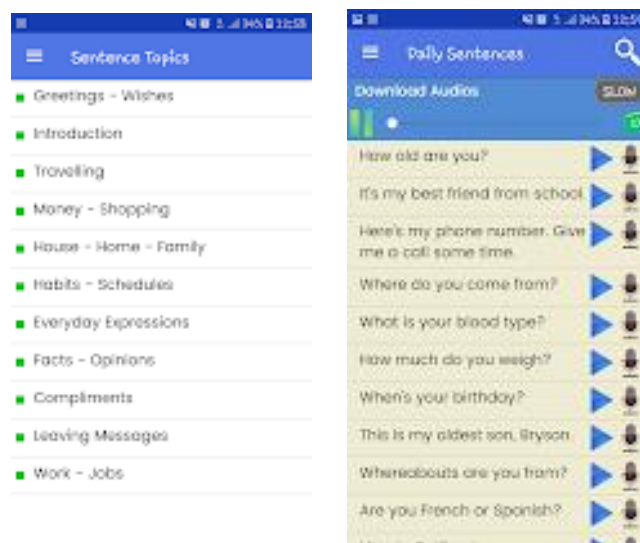


Topic	General topics
Communicative competence goal	Students will develop techniques to overcome language gaps.
Interaction patter	T – SS SS - SS
Resources	English Listening and Speaking App https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice&hl=en_US
Time	40´

Procedure:

1. Students click on the icon and open the sentence topics. Then, students get in pairs and give a look to all of the conversations and choose one.

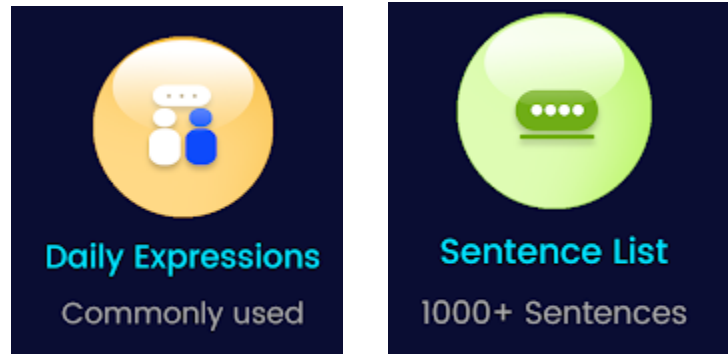
2. Students develop a conversation based on the topic they chose. Then, student listen to the conversation proposed in the app and compare it to their own conversation.
3. Students analyze how speakers take turns to interact, the pauses, etc.
4. Students get in groups and create a role-play based on the conversation in the app.



Further activity: Students create some monologues using the expressions they learned. Then, record their voices saying the monologue and later on analyze it with the teacher.

Evaluation: Teacher organizes the class in pairs and give some feedback one another. Then, teacher and students make a whole class analysis of their performance.

Simulation



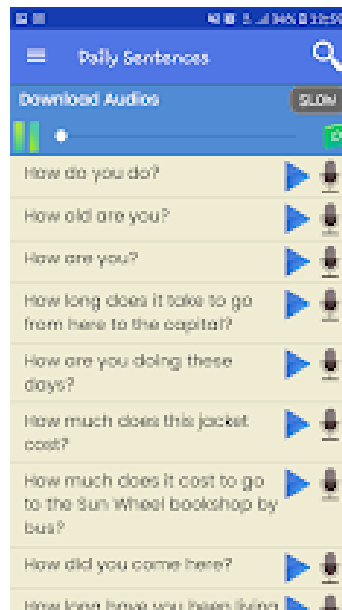
Topic	Daily expressions
Communicative competence goal	Ss will be able to plan and assess the effectiveness of communication.
Interaction patter	T – SS SS - SS
Resources	English Listening and Speaking App https://play.google.com/store/apps/details?id=com.funbox.englishlisteningpractice&hl=en_US Cards,
Time	20´

Procedure:

1. Teacher divides the class in groups of four or five students and distributes cards with a different scenario from the app to each group.

Money- shopping	House- home- family	Habits- schedule s
Facts- Opinions	Complimen ts	Leaving messages
Work-jobs	Leaving messages	Leisure activities
Fashion- clothes	People- feelings	Problems - Sympathy
Arrangement s- Intentions	Weather- Environme nt	Permissio n request

2. Students look at the cards and open the Daily sentences section and find their scenario.



3. Students download the audios for the section they were assigned and identify the new words to them, their pronunciation and how to use them into sentences.
4. Teacher elicits how students are working and supports them if they need any help with vocabulary or building sentences.
5. Students create a simulation with their scenario and the new words related to their topics.
6. Students perform their simulations in front of the class, while the other groups take notes on the unknown words mentioned by the performers.
7. Teacher and students analyze as a class the new words and how to use them into sentences.

Further activity: Students make charts with the expressions for different daily situations from the ones listed on the cards. Then, they identify how they would include the expressions in their daily routine.

At-home activity: Students do the quizzes provided by the app and check their comprehension of the new expressions.

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Anexes



Oficio Nro. UTA-CI-2018-0005-O

Ambato, 24 de enero de 2018

Asunto: Autorización aplicación trabajo de investigación

Andreina Alexandra Gómez Reyes
Docente del Centro de Idiomas
UNIVERSIDAD TÉCNICA DE AMBATO
En su Despacho

De mi consideración:

Por medio del presente, me dirijo a usted para dar a conocer que la Comisión Académica del Centro de Idiomas llevada a cabo el 16 de enero de 2018, acordó autorizar la ejecución del trabajo de investigación de la maestría en Enseñanza de Inglés como Lengua Extranjera, con el tema " *English listening and speaking app in oral communicative competence*", con los estudiantes de la Modalidad Abierta del nivel B1+ Intermedio, horario de 07:00 a 09:00, curso a usted asignado en el presente ciclo académico Septiembre 2017 - Febrero 2018.

Con sentimientos de distinguida consideración.

Atentamente,


Dra. Elsa de los Angeles Hernández Chérrez
DIRECTORA CENTRO DE IDIOMAS



DR. GALO NARANJO LÓPEZ, PhD
RECTOR

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UNIVERSIDAD TÉCNICA DE AMBATO
UNIDAD DE TITULACIÓN

RESOLUCIÓN: UT-P-0793-2017

La Unidad de Titulación en sesión ordinaria del 23 de octubre de 2017, vista la comunicación de fecha 17 de octubre de 2017, suscrita por el Licenciado Edgar Guadía Encalda Trujillo Magister, Profesor Revisor del Proyecto del Trabajo de Investigación, presentado por la maestrante Andreina Alexandra Gómez Reyes, estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera, cohorte 2016.

RESUELVE:

- **APROBAR** el tema del Trabajo de Investigación: **"ENGLISH LISTENING AND SPEAKING APP AND THE ORAL COMMUNICATIVE COMPETENCE"**, presentado por la maestrante Andreina Alexandra Gómez Reyes, estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera, cohorte 2016.
- **DESIGNAR** al Licenciado Edgar Guadía Encalda Trujillo Magister, como Director del Trabajo de Investigación, de conformidad al Estatuto de la Universidad Técnica de Ambato, artículo 186, literal g, que dice: **"Dirigir Tesis y/o Trabajos de Grado, integrar Tribunales, Comisiones y efectuar otros trabajos de interés académico – administrativo, asignados por Organismos de Dirección y Autoridades Universitarias"**.
- **SOLICITAR** al Director y a la maestrante que el análisis e interpretación de resultados se obtenga del total de la población objeto de estudio.
- **INDICAR** al Director que el tema del Trabajo de Investigación puede estar sujeto a cambios, previa autorización de la Unidad de Titulación y debe guardar la rigurosidad académica correspondiente al cuarto nivel.
- **INDICAR** al Director que la orientación y monitoreo de los Trabajos de Investigación elaborados por los estudiantes de posgrado deberá realizarlos en horario distinto al distributivo de trabajo docente asignado por la Facultad.

Ambato, 23 de octubre de 2017


Doctor Héctor Gómez Alvarado
PRESIDENTE DELEGADO

Copia: LICENCIADO EDGAR GUADÍA ENCALDA TRUJILLO MAGISTER
MAESTRANTE ANDREINA ALEXANDRA GÓMEZ REYES
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