UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

MODALIDAD PRESENCIAL

Proyecto de Investigación previo a la obtención del Título de Licenciada en Ciencias de la Educación

Mención: INGLÉS

TEMA:

"ENGLISHLISTENING AND 6 MINUTE ENGLISH APPS FOR THE LISTENING SKILL COMPREHENSION"

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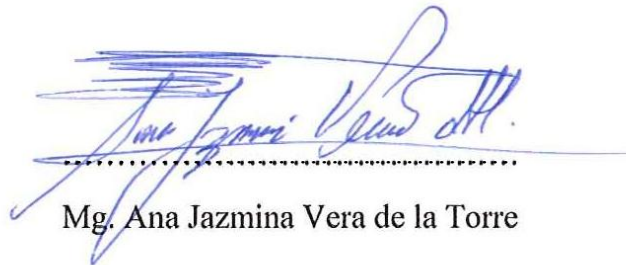
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Ambato – Ecuador

2019

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I, Lcda. Mg. Ana Jazmina Vera de la Torre, holder of the I.D 1801249341, in my capacity as supervisor of the Research dissertation on the topic: "ENGLISHLISTENING AND 6 MINUTE ENGLISH APPS FOR THE LISTENING SKILL COMPREHENSION" investigated by Miss Valeria Carolina Mendoza Chavarria with I.D No. 2300621063, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.
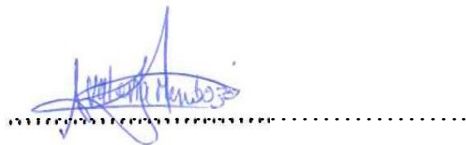
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DECLARATION PAGE

I declare this undergraduate dissertation entitled "ENGLISHLISTENING AND 6 MINUTE ENGLISH APPS FOR THE LISTENING SKILL COMPREHENSION" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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

....

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AUTHOR

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Dedication

To:

The most important person in my life, God. He is the one who gave me this opportunity to grow up in my personal and professional development. He permitted me to accomplish my purposes. To my angels that protect me, they were an inspiration of hardworking and perseverance. They were also the strength in my loneliness moment. To my parents that are the ones who measured and taught me to be woman with dreams, for being my support and giving all the guide I needed to get it. To my little sisters, for giving me the purest love, everything I do is thinking in you.

Valery.

AKNOWLEDGEMENTS

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DATE: NOVEMBER 23, 2018

Abstract

Learning a foreign language requires to manage the skills and to achieve this purpose it is necessary to dedicate time, apply methods and strategies and enjoy the learning process to make it significant. The main aim of this research project is to evaluate the ListeningEnglish and 6 Minute English mobile applications in the development of the listening comprehension. This study was developed at the Unidad Educativa Prócer Manuel Quiroga in Santo Domingo city, with 63 students from the 3rd year of baccalaureate. At first a survey was applied to teachers in order to determine the problem. This work used the experimental research with qualitative and quantitative approaches. To collect the information the researcher used standardized Pre-test and Post-Test. Students were using the mobile applications during two months. To analyze the collected information the Wilcoxon test was used. Finally, the results showed that EnglishListening and 6 Minute English mobile applications had positive effects in the development of the listening skill comprehension. Its structure, methodology, resources were very catching to students and they learnt the language effectively. These elements made students and teacher feel comfortable and motivated to develop the listening skill.

Keywords: EnglishListening, 6 Minute English, mobile applications, listening skill, comprehension.

UNIVERSIDAD TÉCNICA DE AMBATO

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TEMA: "ENGLISHLISTENING AND 6 MINUTE ENGLISH APPS FOR THE LISTENING SKILL COMPREHENSION".

AUTORA: Valeria Carolina Mendoza Chavarria

TUTORA: Lcda. Mg. Ana Jazmina Vera de la Torre

FECHA: NOVEMBER 23, 2018

Resumen Ejecutivo

Aprender un idioma extranjero requiere manejar determinadas habilidades y para lograr este propósito, es necesario dedicar tiempo, aplicar métodos y estrategias y disfrutar del proceso de aprendizaje para que este sea significativo. El objetivo principal de este proyecto de investigación es evaluar las aplicaciones móviles ListeningEnglish y 6 Minute English en el desarrollo de la comprensión auditiva. Este estudio fue desarrollado en la Unidad Educativa Prócer Manuel Quiroga en la ciudad de Santo Domingo, con 63 estudiantes de 3er año de bachillerato. Al principio, se aplicó una encuesta a los maestros para determinar el problema. Este trabajo utilizó la investigación experimental con enfoques cualitativos y cuantitativos. Para recopilar la información, la investigadora utilizó pruebas previas y pruebas posteriores estandarizadas. Los estudiantes usaron las aplicaciones móviles durante dos meses. Para analizar la información recolectada se utilizó la prueba de Wilcoxon. Finalmente, los resultados mostraron que las aplicaciones móviles EnglishListening y 6 Minute English tuvieron efectos positivos en el desarrollo de la comprensión auditiva. Su estructura, metodología y recursos fueron muy atractivos para los estudiantes y aprendieron el idioma de manera efectiva. Estos elementos hicieron que los estudiantes y el maestro se sintieran cómodos y motivados para desarrollar la habilidad auditiva.

Palabras Clave: EnglishListening, 6 Minute English, aplicaciones móviles, destreza auditiva, comprensión.

CHAPTER I.

1. THE PROBLEM

1.1 Theme

"EnglishListening and 6 Minute English apps for the listening skill comprehension"

1.2 Problem Statement

How will EnglishListening and 6 Minute English apps affect the listening skill comprehension in students of 3rd year of baccalaureate?

1.2.1 Contextualization

English language has been declared as the business and travel language. A study published by The Babbel Magazine, showed that about 1.5 billion speak this language, it means the 20% of the Earth´s population (Lyons, 2017). English has clearly served as a language of wider communication in many pluralistic contexts, and in many multilingual countries. This language has served as lingua franca providing a wider communication through the entire world.

Countries in Latin America countries such as: Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Panama, Peru and Uruguay, are performing important efforts to improve their competitiveness and prospects for economic development that represent a problem for them and English proficiency is one of them. (Cronquist & Fiszbein, 2017).

Even though, Latin America invest in education, English Learning presents a low level, a study made by the EF English Proficiency Index shows that Argentina is the country with a better English proficiency, with a 56.51%, Brazil 51.92%, Chile 51.50%, Colombia 49.47%, Ecuador 49.42%, Venezuela 45.71 and El Salvador with 45.70%, being in the ranking of medium (Argentina) and very low (El Salvador). (Cronquist & Fiszbein, 2017)

Ecuador is a country that established the study of English as a foreign language since 1992, (British Council, 2015) having agreements with the British Council, having some changes in its curriculum. Since there Ecuador is working hard to improve its quality in education especially in English, due to the importance of this language in the entire world. According

to (Chacón, 2014) learning English gives the opportunity of being success in national and international contexts, that why it should be studied with the most innovative tools.

Even though Ecuador is an average of 49.42%, being in the last three positions from the 20 countries in Latin America; in the ranking of English Learning, in the English Language Learning Policy Framework, it has successfully addressed Legal Foundation, such as: a national plan or strategy and English being mandatory by law; Standards for Learning: teaching supports, curriculum and programs of study and standard objectives; Student achievement: proficiency goals and standard of measurement; and Teacher Qualifications: proficiency goals and assessment. So, as in can be noticed although we are in the technological era and we have the resources and materials to improve English skills, it is not being applied in our country.

TOEFL examination is one of the most common measurement of English language level around the world that is accepted by universities, in Ecuador it is a requirement to be an English teacher in public institutions. It encompasses four sections: reading, listening, speaking and writing. The total score is 120 having an acceptance of 80 (20 points per each section).

A 2015 research that was applied to a group of Ecuadorian teachers demonstrated that the average for an Ecuadorean is 79; Listening 19; Reading 19; Writing 20; Speaking 21. This means that Ecuadorians are classified as "intermediate" for reading and listening and "upper intermediate" for speaking and writing. (British Council, 2015)

As it is noticeable, one of the skills conveying in more difficulties is the listening skill. "Listening is an invisible mental process, which makes it difficult to describe. That is, the people who listen must discriminate between different sounds, understand the vocabulary and the different grammatical structures, interpret the emphasis and message, and retain and interpret all that both within the immediate context and of a broader sociocultural context. " (Joseph, 1984)

Santo Domingo province shows a 2% of people who learned English proficiently. It is because this province presents a 6,3% of analphabetism. If there are people who do not dominate their native language, they are not going to learn a foreign language. Also, in Santo

Domingo province people have low grades in English subject, they find it very difficult and, in some cases, useless. (El Diario, 2013)

El Diario.ec (2013) a local newspaper from this province published an article named "El inglés punto débil de los estudiantes", presented the declaration of a student who failed the year due to the English subject. The student manifested that English was really hard for him and he did not enjoy it, because the classes were traditional, and he did not understand much English, the student say that the classes are 50% English and 50% Spanish. Similarly, the teacher declared that teaching English in public schools is not an easy work, because of two main reasons. First there are not the adequate conditions related to equipment to teach it as in private schools, and the books are too basic causing many learning gaps. Second, students do not practice the language, they only use English at the class and they seem it like a subject to be passed, instead of learning it. Also, teaching English was not obligatory in primary school since 2016. This, let students to go to the high schools with any knowledge in the target language (El Diario, 2013).

Prócer Manuel Quiroga High School, is not the exception presenting low students 'knowledge of English. Also, there is a low knowledge of the mobile apps that can help students to develop English skill. At it has been observed, to teach English, 8888888teachers just use the book. Also, teachers do not have adequate spaces and resources to work and improve the skills, especially the listening skill, because this skill requires specific laboratories that allows students hear correctly.

Even though, this institution counts with the internet resource teachers and students do not access to it due to the insufficient equipment and knowledge about technology tools to improve English skills.

Graphic 1. Problem Tree

EFFECTS

| Low listening comprehension in students. | Outdated teaching process | Lack of motivation toward the students to develop the listening skill. | Scarce development of the listening comprehension. |

PROBLEM

Insufficient listening comprehension due to the lack of use of mobile applications for learning English.

CAUSES

| Low knowledge of the relation between Englishlistening and 6 Minute English mobile apps in the development of the listening comprehension. | Limited resources. | Traditional, methodology of teaching listening. | Limited time to practice the listening skill. |

Source: Field Research
Elaborated by: Mendoza, V. (2018)

1.2.2 Critical Analysis

This research work has analyzed many difficulties that are related with the studied objective. Those problems directly affect to the involved population in the development of the English skill and in the learning process. The established problem has been defined as the Insufficient listening comprehension due to the lack of use of mobile applications for learning English. The identified causes contribute to the existence of the aforementioned problem. For each cause, there is an effect that worsen the listening comprehension.

First, the low knowledge from teachers of the relation between Englishlistening and 6 Minute English mobile apps in the development of the listening comprehension because they are not able to be in contact with the language. This cause carries out problems to students because they have a low listening comprehension and they do not acquire English language efficiently.

Second, the institution presents limited resources. So, teachers use the available resources to teach the language. In other words, the books that in some occasions are traditional, and everybody knows that teaching a foreign language needs to have innovative methodologies in order to avoid an outdated teaching process, such as the traditional methodologies; grammar translation method, and audio lingual method, that teachers use in the current days to teach the language.

 Third, the traditional methodology of teaching listening. The listening skill is an important and difficult skill. Listening involves understanding the message in another language, and process a specific answer or reaction to it. If it taught in traditional ways, students will present a lack of motivation to develop the listening skill. The skills must be taught in attractive methodologies, even more if it is listening using technology because it provides interactive and innovative methodologies.

Finally, the limited time to practice the listening skill. Every skill must have its moment to be trained. If students do not practice the listening skill, we cannot spectate positive development of it. Practicing listening, is very helpful to master the language because people

listen and learn the correct pronunciation, grammar, and others element that are important in the process of acquiring a foreign language.

Considering those causes and effects, in relation with the main problem, it is necessary to implement the use of EnglishListening and 6 Minute English apps, to help students develop the listening comprehension skill.

1.2.3 Prognosis

This research work is of great importance for the development of the listening skill in the students of the 3rd year of baccalaureate at Prócer Manuel Quiroga High School. In case the research is not done, there would be a lack of knowledge about the relationship between the use of mobile applications and the development of the listening skill in students. Therefore, there will not exist the improvement in that skill.

Considering that the shortfalls in the listening skill are constant, it is necessary to apply this type of strategies, to have and improvement, for students and future teachers to overcome this type of inconvenience, so that they can master the language of a better way.

1.2.4 Formulation of the problem

How does the use of the EnglishListening mobile application contribute to the development of listening comprehension in students of the 3rd year of baccalaureate at Prócer Manuel Quiroga High School?

1.2.5 Research questions

➢ What is the contribution of the EnglishListening and 6 Minute English mobile apps to the development of the listening comprehension?

➢ What are the main teacher's processes used to develop the listening skill in students of 6th year of bachelor?

➢ What are the effects of EnglishListening and 6 Minute English mobile apps in the listening comprehension?

1.2.6 Delimitation of the Research Object

➢ **Field:** English teaching
➢ **Area:** Listening – Receptive Skill
➢ **Aspect:** Listening Comprehension
➢ **Spatial Delimitation:** Unidad Educativa Prócer Manuel Quiroga
➢ **Time:** September 2018 – February 2019
➢ **Location:** Nuevo Israel town, Santo Domingo city, Santo Domingo de los Tsáchilas province.

1.3 Justification

In the globalized world English learning has become a challenge and a necessity, because it provides opportunities to people. Countries have developed methodologies and strategies to help students acquire it. The use of mobile technology has been having positive effects in the acquisition of this language.

The present research project is **important** in the development of the Listening Comprehension at Prócer Manuel Quiroga students. Although listening comprehension has a high value in the process of acquiring a foreign language, this is one of the skills that presents many difficulties when it is carried out. According to (Gert & Hans, 2008) "listening" is both a cognitive process and a communicative skill. In effect, the listening skill is based mainly on listening to the language and then giving a reasonable meaning to the

perceived sounds and then recognizing, understanding and interpreting the information taking into account the context in which it was said, as well as the general knowledge of the world.

The **interest** in carrying out the research project and analyzing what is the common problem presented by the students of the 3rd year of baccalaureate at Unidad Educativa Prócer Manuel Quiroga, in order to have a quality in the listening comprehension. As a personal interest, I believe that the development of this research can contribute positively by training students to have a good listening comprehension.

Considering the **originality** of this project. Although there have been different investigations related to mobile applications, as well as researches related to the development of the listening skill, EnglishListening and 6 Minute English mobile apps have not been used for the development of listening comprehension. This work will be carried out authentically to obtain the results according to our interests.

The **feasibility** is thanks to the authorities of the "Unidad Educativa Prócer Manuel Quiroga" especially to the English area coordinator. Also, due to the importance of listening comprehension in the process of learning a foreign language in the objective of the investigation.

Finally, **the benefits**. Students will take advantage by this research project thanks to the use of mobile applications. According to Garcia, (2004) an educational software is one of the multimedia educational resources with a high didactic potential, because the content is audiovisual and interactive factor that encourages the learning meaning in the students.

1.4 Objectives

1.4.1 General

➢ Evaluate the EnglishListening and 6 Minute English mobile applications in the development of the listening comprehension.

1.4.2 Specific

➢ Identify the effectiveness of the mobile applications EnglishListening and 6 Minute English as a mechanism to develop listening comprehension.

➢ Analyze the relationship between the EnglishListening mobile application and 6 Minute English in the development of listening comprehension.

➢ Determine the importance of the development of listening comprehension in students from 3rd year of baccalaureate.

CHAPTER 2. THEORETICAL FRAMEWORK

2.1 Investigative Background

A research work is always based on studies that have been done previously, which have directed it to its current status. The aim is to establish the relationship between the use of the mobile applications EnglishListening and 6 Minute English in listening comprehension in students.

After a deep review of other research projects at the Universidad Técnica de Ambato and Universidad Central del Ecuador repositories at the Languages schools and research articles related to this topic.

The research project made by (Francis, 2017) with the topic **"The Duolingo App And The Development Of Vocabulary Skills In Students Of Ninth-Grade Level Of Elementary School At Unidad Educativa Ambato."** As principal objective the author establishes: *"Identify the relationship between the use of the Duolingo application and the development of vocabulary skills"*. To achieve the purpose of this research, quantity and qualitative method, and data collection were used. This research work was developed with 70 students of Ninth-Grade Level of elementary school at Unidad Educativa Ambato. As a conclusion the author stated that; Duolingo app was very useful in the development of students 'vocabulary, due to its suitable and meaningful activities.

The mentioned research project contributes positively to the present work, because it shows the direct relation between mobile apps and its effectiveness in the learning process. It also establishes the development students had, using this interactive and innovative methodology in acquiring a foreign language.

Another research project made by (Ortiz, 2017) with the topic **"Uso e implementación de la herramienta Vodcast para el desarrollo de la destreza del Listening".** The main objective of this research is *"Determine whether the use of Podcasts and mobile learning improves the*

listening skills in students". The focus of this project is qualitative and quantitative, and the level of research is descriptive, based on a review of the literature and the context of the object of study. The studied population contained 25 students and 3 facilitators, and among the relevant findings we highlight the fact that there is little or no use of innovative didactic NICTs resources regarding listening in the class, a skill which has been relegated to the background. This work concluded that Podcast has positive effects in the process of learning English, especially in the listening comprehension. It also motivates students to listen in a more interactive and innovative method.

This study clearly demonstrate how effective is technology in developing the listening skill. Students are motivated to learn when they have access to didactic material. They can interact, enjoy and learn in a natural way. If students are appreciating the learning process they will acquire the language successfully.

The following research article made by (Dashtestani, 2015) **"Moving bravely towards mobile learning: Iranian students' use of mobile devices for learning English as a foreign language"**, has the main objective of this article is to *"identify the effectiveness of using mobile devices in learning English as foreign language"*. This study took place in Iran with 345 students, who worked with three instruments: interviews, questionnaires and observations. The methodology focus was qualitative and quantitative. Finally, the results indicated that in general those students had positive effects and benefits from the mobile learning. They had opportunities to learn in multimedia classrooms, get access to internet and the use their devices in different contexts, not just in the classroom.

This research is very important in the present work, because it had a great sample and the results were very beneficent to students who were using mobile devices in order to learn a foreign language. As it can be seen, mobiles apps and English language are related in the learning process world. Giving opportunities to students to learn with techniques that are truly effective, makes a significant learning.

"User Acceptance on Mobile Apps as an Effective Medium to Learn Kadazandusun Language", is an article worked by (Pindeh, Mohd, & Mohd, 2016), wants to *"reveal the*

multiple benefits toward the use of mobile devices, such as: innovation, platforms, support and interaction". This study used empirical evidence, by means of self-administrated questionnaires, analyzing the data through structural equations approach. It engaged 200 from Malaysia University and 100 students from University College Sabah. It concluded that mobile devices are gratefully accepted by students to learn Kadazandusun language and its influences in the time of acquiring the language effectively.

This interesting article is the re-confirmation that mobile devices are a great methodology in acquiring a language, not just English language. It focuses on the user's satisfaction and his attitude in learning, those components are essential in the acknowledgement. So, it could be said that this kind of new and emerging technology influences positively in acquiring a new language.

Another significant contribution is the **"Mobile learning vs. Traditional Classroom Lessons: A comparative Study"**, elaborated by (Furió, Seguít, & Vivó, 2014), with the main objective of *"comparing the effectiveness of satisfaction between two methodologies at the moment of teaching: one with the use of an iPhone and the other in the traditional way"*. The study was experimental with 38 children from 8 to 10 years old. The conclusions recognized that children had a significant learning using the iPhone method, because students were too much motivated to learn. The study suggested to use it method as a tool to reinforce student´s lessons.

In this article it is seen how effective is the use of Smartphones in the class, it contributes a lot in motivation and satisfaction. When students use any type of smartphone, they feel engaged in the learning process, as consequence they acquire the information indeed and learning turns over the concept of boring and difficult.

Finally, **"Emerging Mobile Apps to Improve English Listening Skills*"** is an article made by (Hea-Suk, 2011) in which the purpose is to *"demonstrate the effects of Mobile-Assisted Language Learning (MALL) in listening skills",* worked with 44 participants, divided into 2 groups: the control group without mobile apps and the experimental group with mobile apps.

Listening was taught by mobile apps two times a week for ten weeks; during the application the results showed that Mobile Assisted Language Learning can improve the Listening Skill effectively.

This study, determines the specific improvement that the listening skill has when taught by mobile applications. The listening process is not a simple process, it requires practice, motivation and interaction, the use of this methodology makes students to manage this skill in efficient and innovative means.

2.2 Philosophical foundations

The present research project has philosophical characteristics because it focuses on the formation and development of individuals. It reflects the virtues and the objectives of education that benefits a society that wants to be, know, do and live. So, this work is routed through the Critical-Propositive paradigm in conjunction with a social approach. This model that carefully analyzes the existing problems, in its origins, causes or effects that occur at the site of the events being at the Unidad Educativa Prócer Manuel Quiroga. Through this ideal, the researcher contemplates the problem of study, which focuses on the insufficient listening comprehension due to the lack of use of mobile applications for learning English, that affects the people directly involved and have problems with the development of the listening skill. On the other hand, the researcher has a broad understanding of the main problem and Other difficulties that occur in the institution during the teaching-learning of the English language through active participation in the search for opportunities of change, in addition to being fully committed to the transformation to benefit in this case the development of the listening skill on students from 3rd year of baccalaureate that are the main beneficiaries of this research work.

2.3 Legal basis

This research project is legally based on the Constitution of the Republic of Ecuador.

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

It also is based on the PNBV (National Plan of the Good Life) of Ecuador.

Art. 347; Literal, 8.- Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales.

2.4 Key Categories

Graphic 2. Key categories

- Technology
  - Technological Resources
    - Mobile Applications
      - EnglishListening and 6 Minute English Apps

- Language Learning
  - Linguistic Skills
    - Receptive Skills
      - Listening Skill Comprehension

Independent Variable

Influences

Dependent Variable
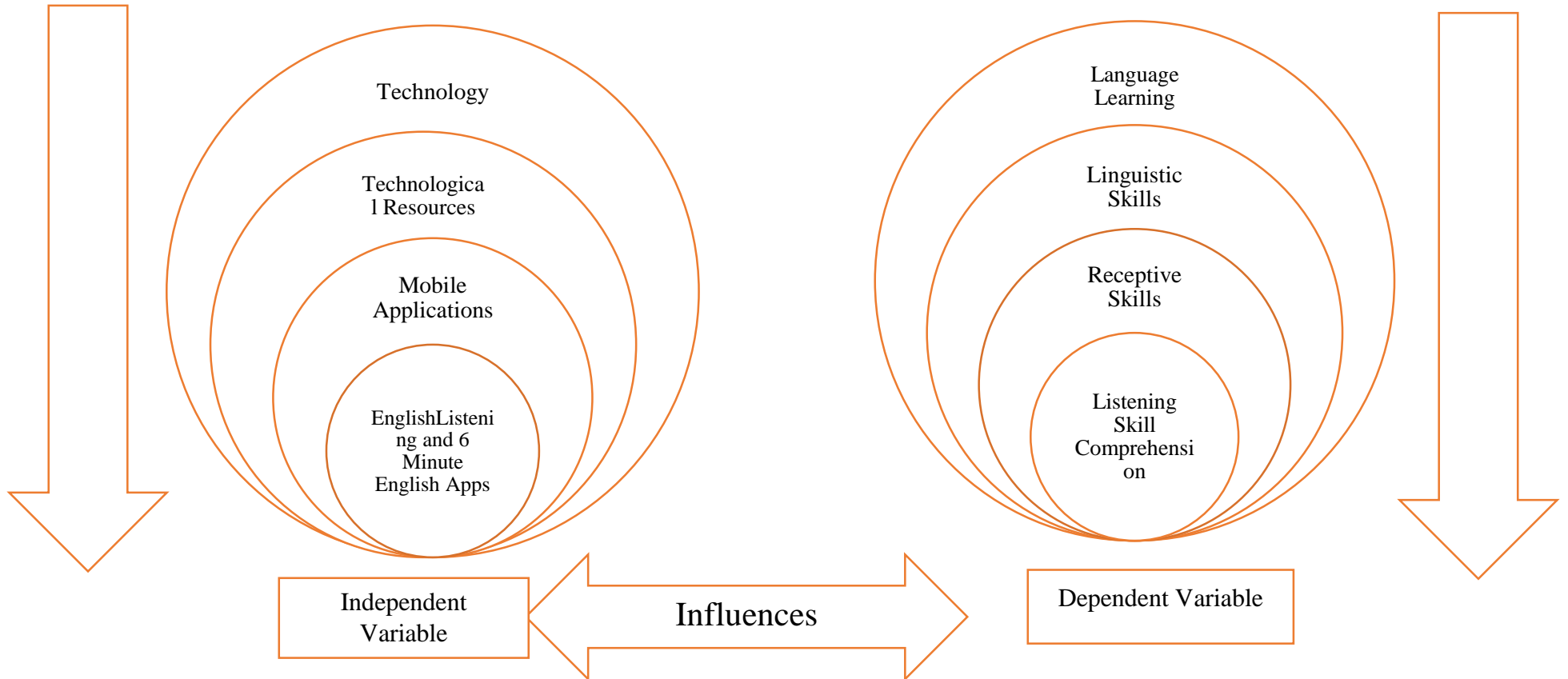
Source: Field Research

Elaborated by: Mendoza, V. (2018)

Graphic 3 independent variable

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          ┌─────────────┐  │              └──────────────┘
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┌──────────────┐                          └──────────────┘
│EnglishListening│
│ and 6 Minute  │                         ┌──────────────┐
│   English     │           ┌─────────────│Listening skill│
└──────────────┘           │              └──────────────┘
          ┌─────────────┐  │              ┌──────────────┐
          │    Uses     │──┤              │              │
          └─────────────┘  └─────────────│  Vocabulary  │
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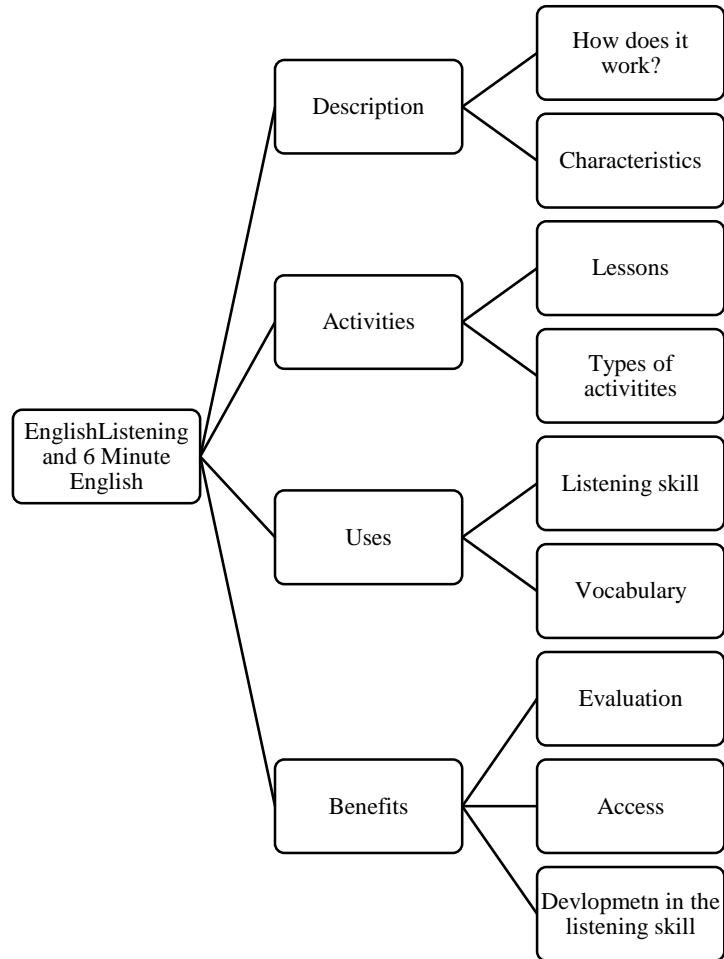
Graphic 4. Dependent Variable

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                              ┌─────────────────┐
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                              │    Examples     │
                              └─────────────────┘

                              ┌─────────────────┐
                              │      Uses       │
                              └─────────────────┘

  ┌──────────────────┐        ┌─────────────────┐
  │ Listening Skill  │────────│  Importance in  │
  │  Comprehension   │        │ acquiring a Foreign
  └──────────────────┘        │    Language     │
                              └─────────────────┘

                              ┌─────────────────┐
                              │  Microsubskills │
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                              ┌─────────────────┐
                              │ Activitties to  │
                              │     improve     │
                              │ Listening skill │
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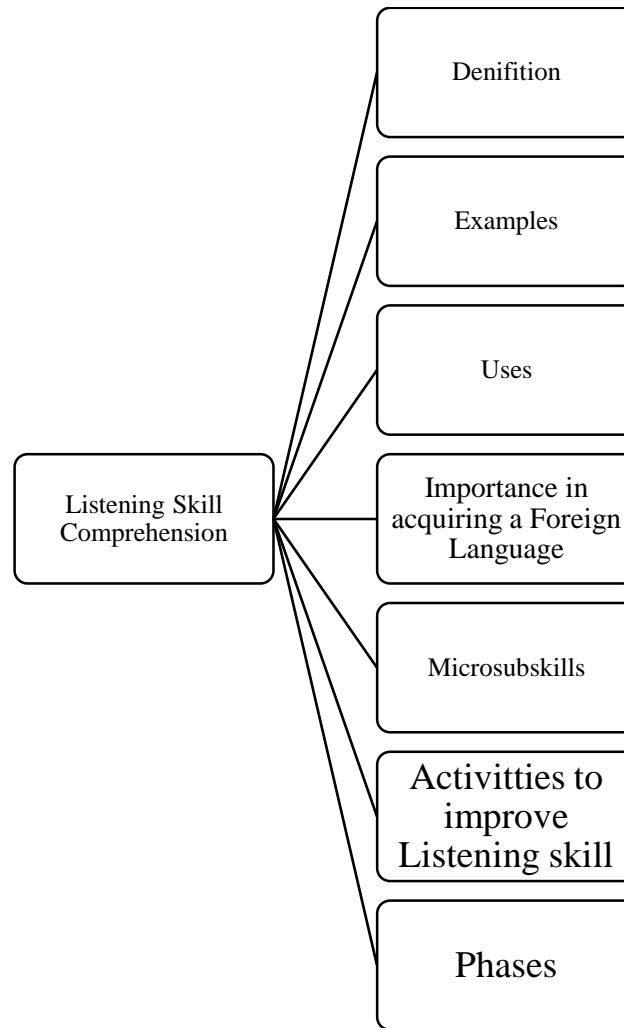
Conceptual Basis – Independent Variable

➤ **Technology**

Technology has been a phenomenon that is immerse in various aspects of the society. Many people work, use and live with it, many others try to give an explanation to it and know where did it start. But what is certain is that technology has changed lots of situations and has revolutionized this globalized world with all the facilities at the moment to find any kind of information or get in contact with somebody even if the person is on another corner of the world.

The oxford dictionary defines technology as "scientific knowledge used in practical ways in industry. It was originated in the early 17th century: from Greek *tekhnologia* 'systematic treatment" (Oxford Dictionary, 2018)

As it was said before technology has different important effect in areas such as industry, politics, economic and social (Finardi & Tyler, 2015). Education is not the exception. It plays an important role in providing innovative methodologies at the moment of teaching. The curricular integration of the NICTs (The New Information and Communication Technologies) implies; use them with honesty, use technology to facilitate knowledge, use technology at the classroom, integrate technology as part of the curriculum, use an educational software to teach. (Sánchez J. , 2018)

Digital technology has put all the information and the communication overcoming any of the barriers, and this led to the internationalization of the education. It is thanks to the quickness with which the information is transferred from one place to another. Educational Technology, allows people to access to the new global community. It offers the famous MOOCs (Massive Online Open Courses) that are mostly in English, Universities online courses, online classes and others. (Finardi & Tyler, 2015) All these new ways of producing, sharing, and accessing to information is incredibly in our hands, thanks to technology.

A research showed that there are 2800 MOOCs, from it 2326, the 83% are in English. 20 of the best Universities in the world offer this MOOCs in English too. Through the world the CLIL methodology has been inserted with the purpose of having everyone learning English

and with the capability of using this helpful English Technology, that in the last years has been considered as an important part of Learning a Foreign Language process. (Finardi & Tyler, 2015)

As it was analyzed, English language is seen as the language that connects the world, allowing it to have an especial relation with technology. (Finardi, G, & Momm, 2013). So, technology is a great tool for learning English, it provides the opportunity to get information from any place of the world. Also, technology, gives a wide variety of new innovative methodologies for learning a foreign language. Autonomy is another important characteristic of it, students can construct their own knowledge, even if they are not at the classroom or in the library.

Educational technology

As it was said before, technology is gaining important part in many areas, one of them is education. Teachers are increasingly using technology at schools and institutions in general.

Educational technology based on the NICTs, is defined as the application of systematic techniques that allow to design, apply and evaluate the teaching-learning process, in order to obtain an efficient education. The educational technology facilitates the access to knowledge and culture in the educational contexts. Also, educational technology contributes to the development of strategies and methodologies through technological resources. (Area, 2009)

➢ **Technological resources**

The so-called "information society" more frequently uses a series of new technologies whose incidence is very significant at all levels of education. Nobody is indifferent to recognize how new generations are assimilating almost in a natural way "this new culture that is shaping" (UNID, 2018) and that denotes, in large part, a considerable number of benefits in different fields of human activity.

This change of model has made that, in the field of Education in particular, the use and creation of computer systems and other resources that facilitate and promote the teaching-

learning process become necessary, so that students increasingly access with greater agility to information and consolidate with greater elements the specific content of their studies.

The interconnection facilitated by new technologies, through the Internet, allows us to perceive many advantages for education. We could say that: "The adaptation of the educational environment to this new potential and the appropriate didactic use of it is an unprecedented challenge" (Hoy Digital, 2018), compared to what is appropriate to know what resources and make the best use of them in order to enhance the interest of the students for the different activities and topics that are treated.

Among the most outstanding advantages of the adequate use of current technological resources we can highlight:

➢ A new way of working in the classroom, with greater innovation and creativity, which makes students discover and appreciate the value of these new tools. This will undoubtedly lead to a significant improvement in education.
➢ The restricted use of paper will alleviate the transportation of documents and will promote even greater ecological awareness.
➢ The promotion of a new training model. This is considered by some specialists on the subject. "The new technologies produce a new training model characterized by the passage of a unidirectional communication to a more open model that enables interaction, the diversification of information supports and self-learning." (Serrano, 2013)
➢ It facilitates and lightens the communication between teachers and students, with the consequent saving of time and money, while developing new skills and even learn a new rhythm of work.
➢ The update in the training of teachers. Teachers trained with new didactic resources and with access to new educational technologies acquire a greater role, share new resources and better channel the information to which students can access.

However, as in any process, we cannot fail to perceive also some advantages and disadvantages:

- Despite the progress made with the use of new technologies, unfortunately it has not yet been possible to achieve the innovative and integrative pedagogical model that is required.
- There is a notable lack of planning, organization or direction. We also hold that: "The transformation of the current educational system, to a new model totally fused with information and communication technologies is a slow and costly process in all aspects" (Corto de Radio, 2011)
- Many practices are not modified. The teachers continue to "dictate" the lesson and the student making use of the printed material, thus evidencing the non-integration of technological resources with pedagogical practices.

- **Mobile applications**

Mobile applications are a resource that can be used in different fields for many activities in order to facilitate them. Nowadays, it is common to see people using Smartphones and consequently using mobile applications. So, apps are an integral part in the experience of having access to the stored information in smartphones.

There are several concepts that define what is a mobile application:

"A mobile application is a software developed for mobile devices. Mobile refers to being able to access from any place and time to the stored data, applications and devices " (Enriquez, 2013)

"A mobile application, most commonly referred to as an app, is a type of application software designed to run on a mobile device, such as a smartphone or tablet computer. Mobile applications frequently serve to provide users with similar services to those accessed on PCs". (Technopedia, 2018)

There are also studies and statements that corroborate the importance and increasing use of mobile applications in recent years, addressed to a number of countries.

"The use of mobile applications has been so accepted worldwide that in recent years they have adapted to languages such as Japanese and French, with an improvement in hardware and software" (Godwin-Jones, 2011)

Types of apps.

The incredibly world of mobiles apps is increasing through days. Mobile applications try to supply users necessities, but those necessities are different from one person to another. Duckma and OECN in 2018, industries have divides mobile apps into 5 categories:

➢ **Lifestyle Mobile apps:** those kind of apps accelerate and supports the individual daily facets. They contain information about: fitness, dating, food, music and travel.

➢ **Social Media Mobile apps:** these are one of the most popular apps, thanks to them people can build social networks with the other side of the world. The most famous ones are Facebook, Instagram, Snapchat and WhatsAap.

➢ **Entertainment apps:** these apps occupy the 24% of the total apps. People use them in their free time to entertain them and have a great time; for example, Angry Birds, Subway Surfers…

➢ **Educational apps:** self-education is something that is being important to people. Educational apps, are used by teachers to have interactive classes, especially, with developing the 4 skills when learning a new language.

➢ **Travel apps:** these apps are designed to provide people all the facilities at the moment of having a new experience traveling. They give information about, touristic places, hotels, restaurants… (DUCKMA, 2018) (OECN, 2018)

Apps on the Rise

The incredibly popularity that mobile apps have reached, has helped to the potential of using them in the educative field, especially in teaching languages. It is thanks to the mobile apps

mobility, portability, usage inside and outside the classroom, facilities and experience. (Kim, 2013)

Figure 1. Mobile Connection
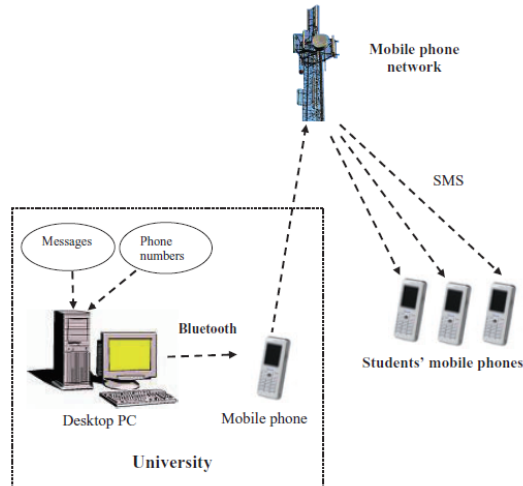
(British Journal of Educational Technology, 2009)

To consider mobile applications as effective and useful, they must have many characteristics to determine them;

➢ Usability of the Web Brower

➢ High resolution

➢ Powerful processor

➢ RAM (Internal Memory)

➢ Internet Connectivity

➢ Size

➢ Mobile Safari (Godwin-Jones, 2011)

The Educational App Store, has determined many mobile applications that are very useful at the moment of learning, especially when learning a new language.

➢ **Memrise:** this application is focused on learning English words. It is creative, funny and presents innovative ways to remember words.

➢ **Mosalingua:** this application uses the most effective learning methods to learn English. It focuses the attention in speaking and vocabulary.

➢ **Duolingo:** this is one of the most known mobile applications for learning English, French, Portuguese, Spanish, Russian, Dutch and Italian. You can completely develop the 4 skills with Duolingo.

➢ **Babbel:** this application is very helpful to acquire the basic conversational skills. It focuses on vocabulary.

➢ **EnglishListening:** this application focuses on developing the listening skill. It provides the most interactive methodology in understanding words in English.

➢ **6 Minute English:** this application has two versions; the mobile and computer versions. You can develop the 4 skills with this app.

➢ **EnglishListening app**

Education is an essential part of the human being, but when the word "education" is listened, people usually think in a traditional class with the students and the teacher explaining the class. Nowadays this concept has totally changed. Learning is no longer just developed in the class, it conveys new methods that are not confined to classrooms, but rather methods that convey independent learning. (Nadire & Mohammad, 2018)

English Listening app presents a 1.1.0 version, its last update was made in October 25th, 2018. This app has more than 100.000 million of downloads and is offered by the TalkEnglish enterprise, belonging to educative objectives.

EnglishListening is an application that pretends to develop the listening skill in students that are learning English language. It has 6 different types of listening lessons such as: fill in the blanks listening lessons, what is in the picture listening lessons, listening to famous quotes, short passages listening lessons, sentence dictation and long paragraphs. Inside every big lesson there are 30 mini lessons according to the general topic, being in total 180 lessons. ESL instructors with Masters degree in TESOL were the ones who created those lessons. The audio files had been recorder in a high-quality studio equipment with professional voice talents. One more important aspect about the apps is that the content rating is available for everyone without restriction because of the age of the user.

The following figure will present the main menu of the EnglishListening app. The lessons are designed for 6 types of users, beginners, intermediate and advanced English learners each one with 2 sublevels. It is important to say that internet connection is necessary to run the application. (Google Play Store, 2018)

Figure 2. "Listening Lessons of the English Listening App"
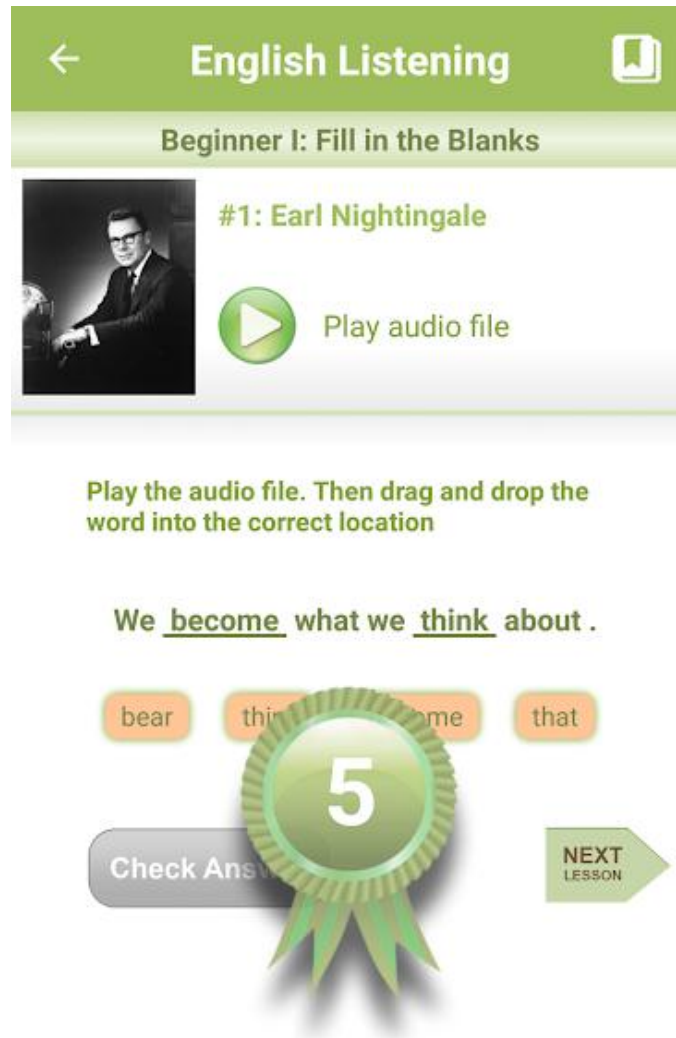
EnglishListening application first lesson. It is named Fill in the Blanks. Here students listen to the audio and complete spaces with the given words. This exercise is part of the lesson correspondent to beginners I.

Figure 3. "Beginner I: Fill in the blanks listening lessons"

The next figure presents the second lesson. It is for Beginners II. In this exercise students first observe a picture, then after they listen to 4 descriptions and they have to choose the one correspondent to the presented picture.

Figure 4. "Beginner II: What is in the picture listening lessons"
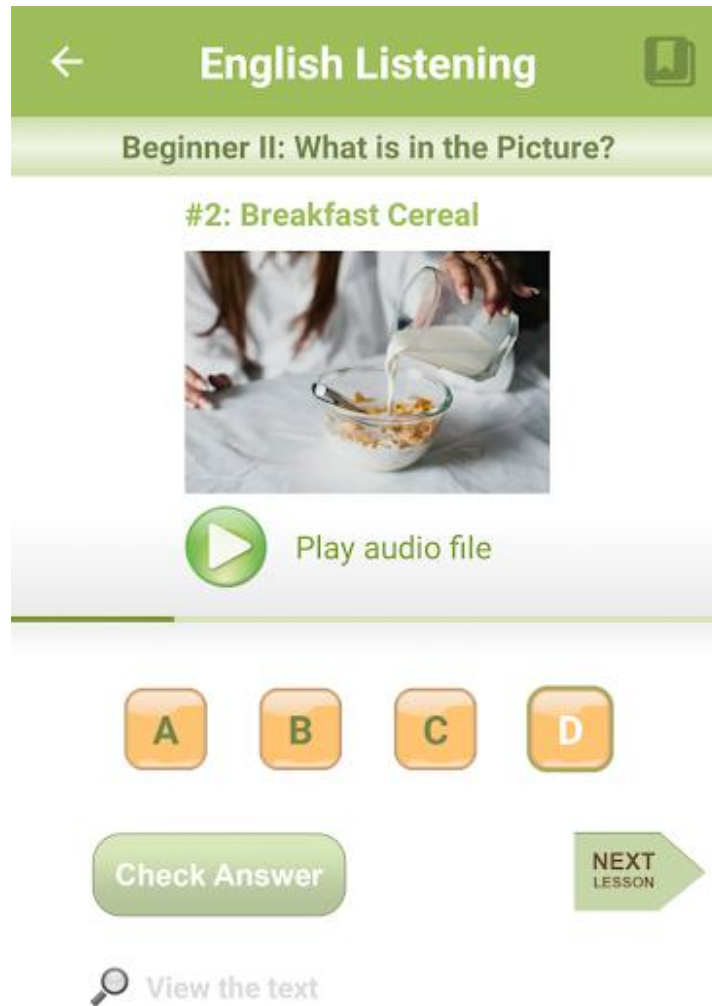
The next figure will present, the third lesson of the EnglishListening app, called famous quotes. Students have some words in a disorganized way. Then, they listen the quote and they order the words to order the quote correctly. It is for beginners II.

Figure 5. "Beginner III: Famous Quotes"

The fourth lesson, about short passages of the EnglishListening app. It belongs to the intermediate level I. this exercise provide students a question and 4 possible options to it. Students listen to a description and they choose the option that relates with the stablished question.

Figure 6. "Intermediate I: Short Passages listening lessons"

Source: EnglishListening mobile app.

The following lesson is about sentence dictation, it is for intermediate students. It belongs to the intermediate level II. It is a little bit more complex. Students listen to a sentence and they have to write it down correctly. Here they have no options as in the other exercises.

Figure 7. "Intermediate II: Sentence dictation"
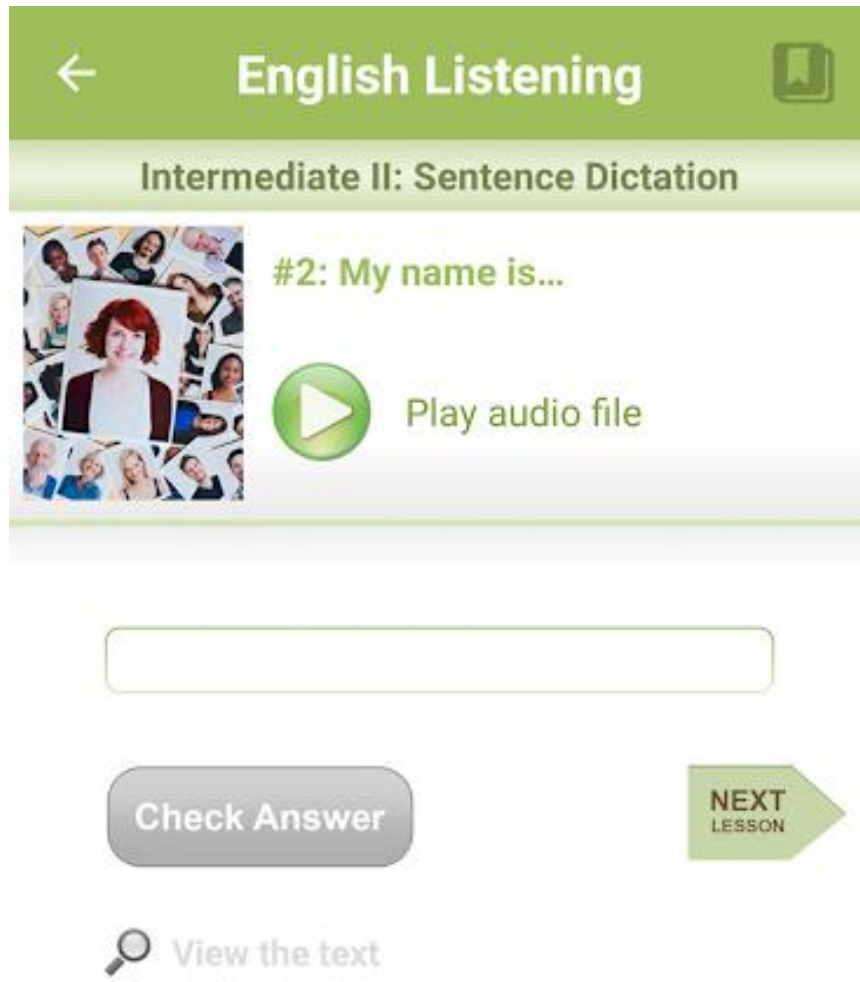
Source: https://play.google.com/store/apps/details?id=com.talkenglish.listening&hl=en_US

This figure presents the last lesson of the EnglishListening app; long passages. It belongs to the advanced level. Students have a question and they listen to a more complex audio and they have to choose the correct answer to the question.

Figure 8. "Advanced: Long Paragraphs"
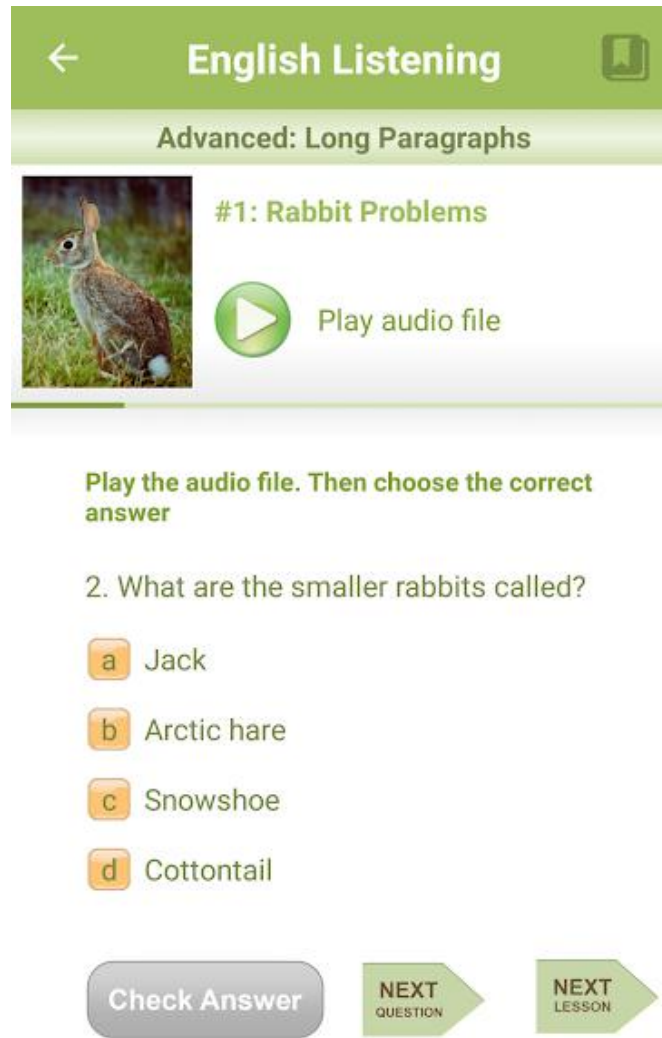
The aim has been to create funny lessons, as if it were a game. After any of the lessons is done, points are assigned according to their degree of difficulty, the minimum score is 5 points and the maximum score is 20 points; it is also qualified according to the development that was obtained during the activities; for example, in lesson number 1, if the participant

listens once and responds correctly, he will get 5 points, if he listens twice he will get 3 points, and if he listens 3 or more times he will get only 1 point (Google Play Store, 2018)

Figure 9. "Methods of grading"

Source: https://play.google.com/store/apps/details?id=com.talkenglish.listening&hl=en_US

(Nadire & Mohammad, 2018) establish that mobile learning provides a wide variety of benefits, students can study and learn in any time they have time, and nowadays the networking technology is available in most of the places allowing successful access.

Among the uses and benefits that appear in the application it can be found that first, people who manage the app attain to sharpen their auditory system. Also, people who are learning English language get a lot of vocabulary and the correct pronunciation of words, because when they listen correctly from the very beginning they accustomed to it. Furthermore, the users of it testify that the application has been helpful in their concentration due to the quality of the audio they use, the procedure and the practicality it manages. Finally, another of the contributions of users is that the application is very friendly and simple when using it.

To sum up, EnglishListening mobile application, is an application that has been recommended by thousands of users, giving a positive review on the application for the different benefits and uses that it has granted, making it possible to obtain an improvement in listening comprehension of those who have used it.

➢ **6 Minute English app**

According to (Sang, Doyle, & Eun, 2014) "Mobile apps are an integral part of the smartphone experience, the growing base of smartphone users leads to more apps being developed to serve a wider and wider range of consumer needs"

6 Minute English app presents a 2.5.0 version, its last update was made in September 19th, 2018. This app has more than 500.000 million of downloads and is offered by the Education Apps enterprise. This application belongs to the English Conversations from BBC Learning English Program. It contains a very big variety of lessons that are presented in an interactive conversation.

Even though, 6 Minute English Objective is to develop the listening skill, it contains spaces that focus in learning vocabulary and grammar. The audios presented in this app are interesting topics about education, science, history, geography and between others. So, it means this app provides authentic audios. At the end of the conversations, the interlocutors make an explanation of the new words that were said during the audio. (Google Play Store, 2018). It is going to be presented in the next figure:

Figure 10. "6 Minute English Mobile App Menu"

Source: https://play.google.com/store/apps/details?id=com.educationapp.bbcenglish&hl=en_US

One advantage of the app, is that it offers two listen modes: Online (connected to, served by, or available through a system and especially a computer or telecommunications system, such as the Internet) and Offline (not connected to or served by a system and especially a computer or telecommunications system) (Merriam-Webster Dictionary, 2018), and this app presents a mobile version and a computer version with the same content. In case you do not have a speaker to play it, you can have access to the transcript and read it; this is one advantage of this app, students can listen and read the transcript at the same time.

The following figure will present the computer version of the 6 Minute English app.

Figure 11. "6 Minute English App – Computer Version"

Source: http://www.bbc.co.uk/learningenglish/english/features/6-minute-english
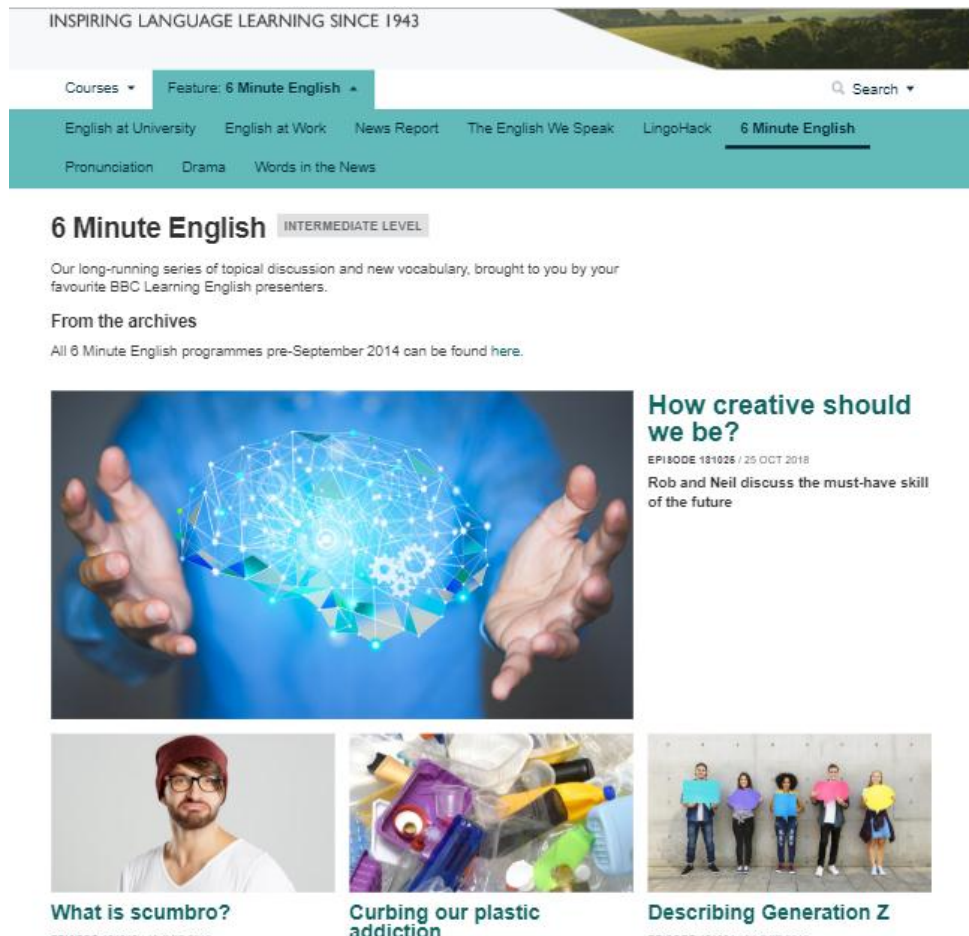
Some testimonies from people who have used it and made some comments, expressed that this app is easy to use and it increase your English skills, especially the listening. Also, people say that the content gets them engaged during the whole transmission. (Google Play Store, 2018)

Conceptual Basis – Dependent Variable

➢ **Language learning**

We can define learning as a gradual process of knowledge acquisition through study, exercise or experience. It is vital for human beings, since it allows us to adapt motor and intellectually to the environment in which we live through a modification of behavior.

Learning can also be defined as a process of relatively permanent change in the behavior of a person generated by experience (Feldman, 2005). First, learning involves a behavioral change or a change in behavioral capacity. Second, such change must be lasting over time. Third, another fundamental criterion is that learning occurs through practice or other forms of experience.

Learning process

The learning process is an individual activity that takes place in a social and cultural context. It is the result of individual cognitive processes through which new information is assimilated and internalized (facts, concepts, procedures, values), new significant and functional mental representations (knowledge) are constructed, which can then be applied in different situations to the contexts where they learned

Learning not only consists of memorizing information, it is also necessary other cognitive operations that involve: knowing, understanding, applying, analyzing, synthesizing and evaluating. Learning, being a modification of behavior coerced by experiences, involves a change in the physical structure of the brain. These experiences relate to memory, shaping the brain, thus creating variability among individuals.

Types of learning

The following is a list of the types of learning which going in accordance with Mendelsohn, D & Rubin, J. (1995)

➢ Memory or repetitive learning: occurs when the student memorizes contents without understanding them or relating them to their previous knowledge, does not find meaning to the contents.

➢ Receptive learning: in this type of learning, the subject only needs to understand the content in order to reproduce it, but he does not discover anything.

- Learning by discovery: the subject does not receive the contents passively; discover the concepts and their relationships and rearrange them to adapt them to their cognitive scheme.

- Meaningful learning: it is the learning in which the subject relates his previous knowledge with the new ones, endowing them with coherence with respect to his cognitive structures. From the perspective of science defined as the process of making and undoing hypotheses, axioms, images, laws and paradigms there are five types of learning:

- Maintenance learning: described by Thomas Kuhn whose purpose is the acquisition of criteria, methods and fixed rules to deal with known and recurring situations.

- Innovative learning: is one that can withstand changes, renovation, restructuring and reformulation of problems. It proposes new values instead of conserving the old ones.

- Visual learning: people who use the visual representation system see things as images because representing things as images or graphics helps them to remember and learn. The ease of the visual person to move from one topic to another favors the creative work in the group and in the social learning environment. Also, this way of proceeding can irritate the visual person who perceives things individually.

- Auditory learning: an auditory person is able to make the most of group discussions and social interaction during their learning. The debate is a basic part of learning for an auditory student. Auditory people learn by listening and paying attention to emphasis, pauses and tone of voice. An auditory person enjoys silence.

- Kinesthetic learning: people with kinesthetic representation systems perceive things through the body and through experimentation. They are very intuitive and they especially value the environment and participation. To think clearly they need movement and activity. They do not attach importance to the order of things. Kinesthetic people are relaxed when talking, move and gesticulate. They speak slowly and they know how to use the breaks. As a public, they are impatient because they prefer to take action.

Learning the English language

To master a foreign language is of vital importance for the majority of human beings since we live in a globalized world and that is how at any moment we would need to communicate in English, that is why Torres, D. (2010) mentions that learning English language as a second language is no longer an obligation but a necessity, in the same way the author mentions that if the education system taught English from the school stage to the university the state would have suitable professionals to work in any field.

The learning of the English language for many of the students becomes a challenge since for them the only thing that matters is to obtain the necessary score to pass, instead of learn it. The teacher will play a very important role since within the teaching-learning process not only it is about the teacher being the one who transmits knowledge but also the one that motivates the student to learn and understand.

On the other hand, Laguillo, P. (2004) mentions that the learning of the English language has a considerable complexity in which a number of activities involved with the mind act that in certain cases are not taken into account that some people acquire a second language of natural form. For example, if a child who is Ecuadorian at two years of age travels to the United States or to a certain place in the world where the language is English, this child will have a much easier time learning that language since according to some theory the age is more propitious for Acquiring a second language is in childhood, even more so if this child travels to a native speaking country. For this reason, it can be considered that many times the learning of the English language is considered as a daily activity since this is going to be done every day either to go somewhere, to ask for something or to offer some service to another person.

Social context with regard to learning the English language

In an investigation carried out by María, P. (2004) states that there are various social factors that influence the learning of the English language we have for example, that a person who is learning the English language in an environment where there are people who speak only one language , the person is involved or lives in a family where all the people are native speakers of the English language this will help the non-speaker of such language to have a meaningful learning, that is, this person will be able to interact freely with the native speaker people for whom it is surrounded. Another social context that influences the learning of the English language is the environment surrounded by people in whom they wish and can accept

that person so that they can interact with the native speakers in this way. In this way the person who is in the process of learning will feel more comfortable in an environment surrounded by people whose language is English.

As a conclusion with regard to English language learning, it is necessary to know that this involves many factors, which are related to the mind of the student who is learning English, the psychological aspects that are involved in learning the English language. English language such as cognition, the way of thinking, the critical thinking that students should have when learning and the ways in which they affect the social contexts in which the person or student is learning. All this with a single objective that is to learn the English language in an effective way and that in this way in the near future the student can defend themselves with regards to having a good communication after having been part of the learning process of the English language.

Additionally, it can be said that in order to achieve meaningful learning, it is vitally important that students or people who are learning the English language help or collaborate with their learning, looking for ways to promote their knowledge, looking for new sources of information that can help that the knowledge acquired remains in the brain for longer and that it is obviously helpful for the learner and that in the end good results are obtained.

➤ **Linguistic skills**

It is the science that studies everything related with the language Saussure, F. (1916) states: "Linguistics has become a science integrated to semiology, from which the need to make a difference between language and speaks. That is, it studies the language or human language and everything that implies, in addition, everything related to it, such as the words sounds".

In other words, we can define linguistic abilities as the capacity of the individual to use language appropriately in the various social situations that are presented to us each day, to develop a rich and varied vocabulary as they mature. They have good social interactive skills and use gestures and facial expressions effectively to help themselves in communication, (Irzsa,2012, p. one).

These skills play a very important role in the language learning process in children. These skills can not be taught in isolation from one another; neither should it be separated from the language but should be taught comprehensively. Implement in the classroom oral written communication situations and activities that are real, functional, meaningful, and that allow the application of one or more skills.

Importance of language skills

The development of language is one of the fundamental objectives of education, since it is the main tool through which the human being builds and understands the world that surrounds him and enters into dialogue with himself and with others. Language is the form our thought takes, it relates us to others and makes us part of a cultural community (Irzsa, 2012, page 1).

That is why the learning of a foreign language entails being able to understand, speak, read and write in that language and that when emphasizing only one of these skills is for some specific reason, e.g. identify sounds, read or speak correctly - pronouncing the words or phrases well, using the appropriate accent and intonation patterns -, write using the required record in a certain situation, etc.

According to current linguistic theories, in the acquisition of a foreign language, people follow processes similar to those of the acquisition of the mother tongue. They learn and develop their ability to communicate unconsciously through immersion in situations of natural communication and social interaction in their personal environment or subsequently acquire the language in the classroom or games. The learning of English is based on the acquisition of the language through rhymes, songs, poems and stories; the interaction between students in situations of communication and dramatization.

When learning the mother tongue, usually the order in which language skills are learned is the following: first you learn to listen, then you learn to speak, next to read, and finally to write. In other words, first it was necessary to listen and understand countless words and then be able to unite them and express ideas orally (talk), later we will learn to interpret written symbols that represent sounds (read), and finally be able to produce those symbols (write). The four skills of the English language are classified into receptive skills and productive skills. Receptive skills are reading and listening because they allow the entry of information

in the minds of people. On the other hand, productive skills are speaking and writing since these skills generate language in oral or written form.

Listening

From the point of view of ELT, listening means perceiving the sounds and finding the meaning that these have. Listening skills are the cornerstone for the development of the other skills since it allows the learner to identify the sounds she/he hears and in this way store in his/her mental repository the meanings to which these sounds belong. When learning our first language we do it first through listening then we will develop the ability to speak and later we will learn to read and write, the listening comprehension is therefore perhaps the most important of the four skills the learner must develop.

Reading

Reading is also very important in the field of English teaching since it allows the student to enrich his vocabulary and expand his mental repository of knowledge (schemata). This in turn will favorably influence the development of speaking since the learner's linguistic repertoire will be enhanced by reading.

Speaking

It can be said that as a result of the development of listening and reading skills the speaking skill will be able to reach its optimum level. In the context of ELT, the main objective is unquestionably to have proficiency in speech, then having properly developed the listening skills and reading comprehension skills, the learner can be cataloged as an ideal oral producer.

Writing

It can be said that the skill of writing brings together the use of the three remaining skills since the student uses the vocabulary in writing, pays attention to the words that are written on the sheet, uses mental processes to coherently structure words and sentences. It can be emphasized that the dexterity of writing crystallizes the use of all other skills and becomes a means of communication that will allow the student to externalize their ideas and thoughts (Bilingüismo y Tecnología, 2016).

➢ **Receptive skills**

The ability or art that realizes a determined activity or work, related to the perceptual motor responses or with the practice providing precision, security, efficacy, with a minimum effort is denominated a skill (EcuRed, 2017)

Teachers teach and evaluate a language through skills. In English there are four skills: listening, speaking, writing and reading. (The Writing Studio, 1993) Those skills are classified into two types of skills. The receptive skills and the productive skills.

Table 1. English Skills

English Skills	
Receptive	Productive
• Listening • Reading	• Speaking • Writing

Source: (British Council, 2006)

Elaborated by: Mendoza, V. (2018)

A receptive skill is where the student receives the information, he does not emit it. According to the (British Council, 2006) those receptive skills are considered as passive skills, because when learning a language what we do first after acquiring all the information is listening. It is important to say that the combination of the receptive and productive skills is very important at the moment of having a good communication.

Characteristics from the Receptive Skills

➢ It is necessary to acquire a linguistic code to read and listen.

➢ Reading and listening process information in a sequential form.

➢ To read and listen efficiently, previous knowledge of the topic is required.

➢ Reading and listening are associated with solving problems about the obtained information. (Córdoba, Coto, & Ramírez, 2005)

Sub – skills of reading and listening.

There a series of subskills contained in reading and listening skills, they depend on the reader or the listener. (Al-Jawi, 2010)

➢ **Identifying the topic:** this let the listener or reader, having a clearer idea of what is going to be read or listened.

➢ **Predicting:** reading or listening the topic, will let the listener or reader to try to predict what will the text is going to be about.

➢ **General Understanding:** to get the main idea of the whole text or audio.

➢ **Detailed information:** to get specific information and details from the text or audio.

➢ **Interpretation of the text:** recognize and deduce the message of the text or the audio.

Reading

Many authors give different definitions to his skill, lets have some of them:

> According to (Trujillo, 2005), reading is a pleasure, thanks to this skill people can access to knowledge, develop investigation and communicate. Before, it was considered a privilege for the educated ones. Now, it is an open door to knowledge and art. If it were practiced as a habit, individuals could have a good comprehension and develop multiple micro skills.

> Reading is an interactive process that is potentialized by the association of writing, listening, and speaking. Reading skill influences to the development of intellectual abilities. The understanding of a text conveys the extraction of the required information in two ways: first, skimming, reading superficially and get the main idea; second, scanning, reading slowly and get specific details from the text. (Hernandez, 2014)

"Reading is a lifelong skill to be used both at school and throughout life" (Kucukoglu, 2013)

Considering those definitions, reading is a very important part in the process of acquiring a new language. It permits to have an understanding of what is happening around the world, it gives intellectual development and is useful in every context.

The Anglo Magazine expresses that:

> Reading is key clue in the learning English process, and it is important because a language is not just spoken. Reading conveys multiple benefits, for example, develops creativity, increases vocabulary and helps to communicate ideas in a better way. Thanks to reading people can access to culture and customs. (The Anglo, 2012)

According to this fragment, reading is a very important component in learning a new language. It enriches vocabulary and gives the opportunity to express thoughts clearly. As many say, "The more you read, the more you learn"

Listening

> The listening skill is the first step to establish a good communication. While the understanding of a language is better, the better you can communicate. Listening is not just hear words, it conveys understanding, comprehension and the process if new ideas to express thoughts coherently. (Sánchez A. , 2014)

There are different reasons for listening, let´s have its purposes and classification:

Listening skills for specific purposes

According to many linguists, English language learners can face several problems when listening, some of those problems are produced by the speaker, the listener, the situation, or other circumstances like the inability to distinguish sounds, insufficient vocabulary, environmental noise, ignorance of the topic of conversation, etc. To tackle this issue, it is necessary to apply the appropriate listening skills that allows us to decode what our ears are listening to, the next is a list of the most important listening skills.

1. Listening for GIST

This means to get the whole picture about what we are listening to, for example when we are not paying attention to a conversation but, we randomly listen words such as gifts, disguises, fun, music, friends, we can infer that the conversation is about a party.

2. Listening for details

When we listen for details, we listen to find specific information, for example if you ask for an address, you will listen carefully to street names, avoiding irrelevant information.

3. Inferring meaning

This means using prior knowledge or clues about a situation to get the meaning of what we are listening to. The next dialog is a good example

A: I like this one, can I try it on?

B: I am sorry sir; I only have this in small size.

Using our prior knowledge, we can infer this conversation takes place in a clothing store, and the phrases "can I try it on" and "I only have this in small size" are clues that can lead us to conclude that one person is the customer and the other is the salesman respectively.

4. Discourse markers

Are phrases or words used to organize, connect, and manage what we say or write? For example, this morning I did three things, firstly I woke up, secondly I took a shower, and thirdly I went to work. The words firstly, secondly, thirdly are discourse markers.

5. Predicting content

Imagine the next situation, your geography teacher says today´s class is about one of the five continents, and stick on the board three pictures to help you to guess which continent is he talking about, those pictures show a lion, a tiger, and an elephant. You easily will say today´s lesson is about Africa because you used your prior knowledge to draw conclusions. In addition, you will start to think about African countries, languages spoken in Africa, and so on.

In conclusion, it can be said that knowing and using listening skills is vital for English language learners to be able to understand what they are listening to and achieve an acceptable level of proficiency as is stated by (Ahmed, 2015).

Intensive and extensive listening practice

Intensive listening

The goal of Intensive listening is to help students focus on phonemes, intonation, words, discourse markers, stress, and grammar, so they can recognize and understand these elements when they hear them again. Intensive listening involves students paying close attention to grammar, pronunciation, and vocabulary so that in this way they acquire knowledge about how these language components work and interrelate to construct the language, in other words, intensive listening involves detailed analysis of the language and relies on bottom-up processing, this means they use word recognition skills to understand the text they are listening to (Pollard, 2007).

Intensive listening practice

Intensive listening practice refers to using audiovisual materials so that students through repeated playback of the recording and gap filling exercises can identify aspects of language such as stress, phonology, intonation, vocabulary, use of grammar; or identifying reductions, contractions, assimilations, all these language aspects which are frequently used in conversation in the real world. Being students able to recognize all these aspects of language, through the intensive practice of listening, they will eventually be able to increase their level of proficiency in the language (Rost, 1991).

In this regard, the special recommendation is to perform intensive listening practices using listening journals, based on the benefits reported by researches on its use in other countries.

Extensive listening

This type of listening refers to listening with the purpose of having a general idea of the topic on which you are listening, without paying attention to the any specific language aspects, but

on the contrary only focusing on understanding the text as a whole, this type of Listening helps students understand and use language as it is done in conversations in the real world.

Extensive listening Practice

The objective of the extensive practice of listening is to use entertaining audiovisual materials that captivate the attention of students so that they feel motivated to do them.

The objective of the extensive practice of listening is to use entertaining audiovisual materials that captivate the attention of students so that they feel motivated to do them. The extensive practice of listening, involves understanding the message in a general way about the topic that is heard, the top-down processing is used when performing extensive practice, since prior knowledge of what is heard is necessary in order to understand it in its entirety.

➢ **Listening skill comprehension**

It is inalienable that listening skills are an invisible mental process, which consists in discriminating between different sounds, understanding vocabulary and grammatical structures, interpreting emphasis and intention, retaining and interpreting all of this both within the immediate context and in a broader socio-cultural context, Chighizola, (2002). Auditory development is an active process where students of a foreign language acquire comprehension skills in listening, which imply a clear judgment of the global message, as well as certain ideas of what is spoken, identify the attitude, the speaker's state and the people who speak, the relationship between them and the context, as well as distinguishing key sounds to understand what is heard.

Trying to give a unique definition of listening comprehension is practically impossible. According to Chighizola (2002), the auditory skills development is crucial in the process of acquiring another language, noting that audition should be one of the main occupations in the instruction of a foreign language. Unfortunately, the reality of teaching and learning, shows especially in the average level that hearing is, of all the linguistic skills, perhaps the least worked. Especially considering the place and means in which this skill is applied.

Dominguez (2008), states that, as a prerequisite for listening development, is to be able to perceive sounds of all kinds that reach the ear and that if they are articulated they are part of the speech chain, taking into account that if you listen to it that another person says, it will not necessarily be understood what has been said in spite of using the same code since listening is one of the extremely complex activities that require attention and concentration in order to decipher the code of the message presented in the communication. As a fundamental aspect in the auditory process it is important to know that hearing is not the same as listening: listening implies attention and concentration of what has been said in order to decipher it. Indeed, listening comprehension involves a series of aspects that range from the simplest, that is, the understanding of the phoneme, to other more complex paralinguistic aspects such as the meaning of what is being heard, as well as intonation, emphasis and speed with which the message is enunciated, just to mention some examples.

Importance of listening Skill

The listening skill is, as important as or more important than any other linguistic skill. In this sense, listening becomes a fundamental component for every human being in the teaching-learning process. Undoubtedly, the understanding of listening is of paramount importance in the educational field, and that is that human beings spend a lot, if not most, of our lives listening. Brown (1980, p.39), for example, argues that listening comprehension is the most effective mode of learning, up to at least the sixth grade of primary education, and that about 60% of a student's school time is spent. Invest in listening. Later, during adult life, both in social and professional life, listening comprehension will continue to play a fundamental role, since the person will invest much of his time in listening to other people: at work, in seminars, at social events, religious and educational, as for example in the acquisition of the mother tongue, listening comprehension is important not only in the initial stages of learning a foreign language, but also in the most advanced stages of the process. For example, Powers (1985, cited in Dunkel, 1991, p.437) found that students who excel in listening comprehension score better (500 or more points on the old scale) on the TOEFL, the English test, as a foreign language that every person who aspires to study in a Canadian or American university should take.

Some characteristics of listening comprehension

Among the exclusive characteristics of auditory skill are mentioned:

➢ What is heard is generally ephemeral
➢ Listening comprehension requires the use of memory for the storage of information and being able to respond.
➢ The listener involves aspects relevant to compression such as emphasis, intonation, rhythm, volume,
➢ In the oral message you can find non-grammatical forms, reductions, eliminations, repetitions, redundancies and more phenomena to which the listening comprehension must give meaning, although it is not clear (Córdova, Coto, & Ramírez, 2005).

The listening development is of great importance, in the sense that listening becomes an essential social component for every human being, who is a purely social being, who establishes conversations for the purpose of interaction and for transactional purposes, as follows:

➢ Conversation for interaction purposes: purely social aspect of language, relationship between two or more people when they speak, understand and respond only to establish a social bond
➢ Conversation with transactional purposes: describes the process by which a conversation is initiated to obtain and give information that is required on a topic (Córdova, Coto, & Ramírez, 2005)

In order to achieve auditory development, listening skills are required to understand and assimilate a sentence, where it is possible to isolate and recognize the sounds of the message, identify words and associate them with their meanings, analyze the grammatical structure of the message to establish the functions of each word within a plot that directly depends on the previous experience and the current context, so the auditory development requires the following skills:

Listening skills

- ➤ Storing fragments of speech in memory
- ➤ Recognize sounds other than the tongue
- ➤ Recognize stress patterns, intonation curves and their role as meaning carriers
- ➤ Process the spoken language
- ➤ Recognize grammatical categories of words, systems, patterns, rules and elliptical forms
- ➤ Recognize mechanisms of cohesion in the spoken language
- ➤ Recognize communicative functions
- ➤ Infer situations, participants, objectives
- ➤ Based on facts, ideas and other factors, we can predict results, infer links and connections between facts and actors
- ➤ Distinguish between literal and implicit meanings
- ➤ Understand gestures, expressions and other nonverbal cues to decipher meanings.

Types of exercises for listening comprehension

There are many types of exercises that can be applied at the moment of teaching listening skill. Nogueroles (2010) mentions that the activities that provoke auditory development are divided according to the purpose in the listener in:

Table 2. Types of exercises for listening

Activities for understanding: focused on practicing the recognition and use of signals provided in the spoken chain, these are of a preparatory nature, therefore they are directed so that the student can decode, identify and discriminate specific aspects of the language.	Intensive listening: characterized by requiring particular attention to words, phrases, grammatical units, promoting in the student differentiation between similar words, directing attention to changes in sounds, emphasizing accent, intonation and pause, remembering words and sequences.
Comprehension activities: focused on understanding the oral message:	Listen carefully: they have the objective of keeping the student interested and attentive.
	Selective listening: directed to the students to predict and select information, familiarization of different types of discourses, direct attention to selected information.
	Global listening: focused on the student capturing a general idea of the text and this gives a complete representation.
	Interactive listening: they intend to analyze the shift system, degree of formality of the record, change of topic, communicative functions, meaning of pauses and intonation in conversations.

Source: Cruz & Tápanes (2010)
Elaborated by: Mendoza, V. (2018)

However, Cruz & Tápanes (2010) express that all activities aimed at auditory development should be considered through a division of the listening comprehension class in three pillars:

➢ Pre-text activities: they are activities prior to the presentation of audios or recorded texts, in order to generate ideas about what is going to be heard. It can include analysis of maps, diagrams, vocabulary, necessary instructions

➢ Guided activities during the audition: activities that help to capture the essence of the message transmitted. Hearing may be included with the support of images or visual elements, hearing with complete pictures or diagrams

➢ Post-auditory activities: they highlight linguistic aspects of interest. It includes activities such as note taking, selection of answers, summaries.

2.5 Hypothesis

The use of the mobile applications EnglishListening and 6 Minute English does have a positive influence on the development of listening comprehension in students.

2.6 Pointing variables

INDEPENDENT VARIABLE: EnglishListening and 6 Minute English apps

DEPENDENT VARIABLE: Listening Skill Comprehension.

CHAPTER 3. METHODOLOGY

3.1 Basic method of investigation

This research project is identified for being quantitative and qualitative. So, it is a mixed approach. It is quantitative because the accumulated data is analyzed through numbers, tabulations and statics presented in tables and graphics to prove the hypothesis and establish conclusions and recommendations. Finally, it is qualitative because the researcher takes direct information through a survey from teachers and quizzes that students from Unidad Educativa Prócer Manuel Quiroga, of 3rd year of baccalaureate took. Also, the qualitative approach wants to find the problem ad give an explanation to the lack insufficient listening comprehension, in a cautious way.

This research project adopts three principle approaches:

Field Research

To conduct the following project, the researcher attended to the Unidad Educativa Prócer Manuel Quiroga in Nuevo Israel Town, which belongs to the Canto of Santo Domingo, in the Santo Domingo de los Tsáchilas Province, where contact is kept with students and the director of English area, with the main objective of analyzes the problem at the scene and collect data.

Grounded Theory Research

This research work has been done after a deep analysis of confident information taken from, books, texts, articles, newspapers, websites, researches and other internet documents, that contained confident and reliable information about EnglishListening and & 6 Minute English apps and the Listening Comprehension.

Experimental Research

The two variables from this project were worked by the researcher. In other words, "EnglishListening & 6 Minute English apps" were applied to students of 3rd year of

baccalaureate at Unidad Educativa Prócer Manuel Quiroga, to develop the Listening skill comprehension. In addition, English teachers from this institution were asked to answer a survey to determine the problem. Those obtained results are exposed in the paper.

3.2 Level or type of research

Exploratory Research

This type of research establishes a clear relation within the two variables. According to (Grajales, 2000) having a clear interpretation of the variables can establish and determine how the problem is. This approach was used because due to the direct observation and the global analysis of the studied phenomenon.

➢ **Independent Variable:** EnglishListening & 6 Minute English apps, and;
➢ **Dependent Variable:** Listening Skill Comprehension

3.3 Population and sample

The following research project takes place at the Santo Domingo de los Tsáchilas provices, Canton Santo Domingo, Nuevo Israel town, specifically at the Unidad Educativa Prócer

Manuel Quiroga. To make the study the active participation of the 63 students from 3rd year of baccalaureate of the institution is required, the English area teacher, and the other 4 English teachers. In total there were 68 individuals. Taking into account that the population is well determined and accepted, the researcher work with all of them during the established period of time.

Table 3. Population

Population	Number of population	Percentage %
Students from 3rd Level A	33	49%
Students from 3rd Level B	30	44%
English teachers	5	7%
TOTAL	68	100

Source: Unidad Educativa Prócer Manuel Quiroga, students data base.
Elaborated by: Mendoza, V. (2018)

3.4 Operation of variables

3.4.1 Independent Variable. –EnglishListening and 6 Minute English apps

CONCEPTUALIZATION	CATEGORÍES	INDICATORS	ÍTEMS	INSTRUMENTS AND TECHINQUES
Applications that are used in mobile devices with android system that can be installed in Smartphones, which allows to perform a series of exercises and tasks that help develop or improve listening skills (listening)	Applications Mobile devices Series of exercises	Description of the activities on the website play store. Fill in the blanks Scramble sentences Existence of a variety of self-evaluations in the mobile application.	1.What will the weather be like at the weekend? 2. What did the woman do on holyday? 3. Where is the man´s book? 4. What do they need to buy? 5. What is the woman´s son studying at the moment? 6. What is in the suitcase? 7. What does the man´s brother look like?	Pre - Test Post - Test

Source: Field Research
Prepared by: Mendoza, V. (2018)

3.4.2. Dependent Variable. – Listening Skill Comprehension

CONCEPTUALIZATION	CATEGORÍES	INDICATORS	ÍTEMS	INSTRUMENTS AND TECHINQUES
Listening Skill Comprehension is one of four skills of a language that has the purpose of understanding the spoken language through listening. It is used to acquire a language through stages that benefit the process and serves as a compound for the integration of others skills.	Listening Skill Comprehension Language Acquisition Stages	Understanding of language. Execute the requested actions according to what has been heard. Interaction Ask questions to develop communication	➤ What is in the picture? 1. The passengers 2. Bad weather 3. The students ➤ Describe the picture to your partner 4. Live concert 5. Good doctors ➤ Can you explain what is the picture about? 6. On the beach 7. The reading	Pre - Test Post - Test

Source: Field Research
Prepared by: Mendoza, V. (2018)

3.5 Information collection plan

The present research collects information about the problem that takes place at the Unidad Educativa Prócer Manuel Quiroga. The information was taken from a survey as a technique and a questionnaires as instrument. The survey was validated by three professional English teachers. It has ten closed questions well analyzed and reviewed. The questionnaires were taken from the international Cambridge examination and the ListeningEnglish mobile app, that were well determine at the operation of variables.

Table 4. Information collection plan

1. Why?	To achieve the research objectives
2. To what people?	Students of the 3rd year of baccalaureate at Unidad Educativa Prócer Manuel Quirogs
3. About what aspects?	It is about two educational mobile apps: EnglishListening and 6 Minute English mobile apps and the Listening Skill Comprehension.
4. Who?	Valeria Mendoza
5. When?	October - November 2018
6. Where?	At Unidad Educativa Prócer Manuel Quiroga
7. How many times?	3 times a week
7.- With techniques?	Questionnaires
8.- How many?	63 students
9.- In what situation?	In the classroom

Source: Field Research
Elaborated by: Mendoza, V. (2018)
Reliability of the items

A research project is done with some instruments and techniques, that must be validated. For the ten items presented in the teacher´s survey (technique), a process of validation was made, to demonstrate its truthfulness and its credibility. Certificated aspects by the technique *"Expert Judgment"*

The process was directed to English teachers from the Unidad Educativa Prócer Manuel Quiroga. They had certain specific evaluation criteria to assess: writing clarity, coherence and cohesion, clear options and adequate language. Attached:

➢ Operationalization of variables matrix
➢ General and specific objectives

The applied process to validate the instrument (Pretest and Postest) was through the Cronbach's alpha coefficient that was calculated in SPSS program in order to verify the consistency and reliability of the items. Once the statistical and mathematical calculations were finished, the value Cronbach's alpha coefficient was ,716 and it's is showed in the table below.

Figure 12. Statistics of Reliability

Reliability Statistics

Cronbach's Alpha[a]	Cronbach's Alpha Based on Standardized Items[a]	N of Items
,716	,716	2

Source: Direct Research
Elaborated by: Mendoza, V. (2018)

3.6 Information Processing Plan

During the performance of this research project, it is necessary to follow a process with different steps, in order to get the required information and all the data base that will be useful to analyze all the results.

First, the director of the institution granted his approval to carry out the project, but he first read and agreed with all the process and the survey to be taken. Second, 5 English teachers are asked to complete the survey. It helped to collect important information about the frequency teachers use mobile apps, and give a general idea of how the listening skill is developed in students of the 3rd year of baccalaureate from the Unidad Educativa Prócer Manuel Quiroga. Third, students take a listening quiz (Pre-test). This step will help to analyze deeply the problem with the listening skill. Then, the EnglishListening & 6 Minute English mobile apps, are applied during two months. Finally, another quiz was given to students (Post-test). With all those steps the information was successfully collected and this allowed to make a comparison and an analysis presented in charts, graphics and statics to a better comprehension and interpretation of the same.

It is important to say that the Pre and Post tests were changed because of three main reasons. First, the Ecuadorian National Curriculum Guidelines in English as a foreign language in the 1.4 item establishes that students from 3rd year of baccalaureate must achieve B1 level according to the Common European Framework reference (CEFR). Second, the Pre-test was with an A1 level where students did not well at all, but during the process through the application of the mobile apps students developed in a great way the listening skill, and to really see their progress the investigator decided to take a B1 post-test. Third, if students knew the right answers to the questions they will memorize it. So, to avoid it the test was totally changed, but it contains the essence itself.

CHAPTER 4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of the results

At first a survey was applied in order to find out and corroborate the existent problem at the institution. Teachers from Unidad Educativa Prócer Manuel Quiroga, at Santo Domingo Province answered 10 structured and approved questions. Those answers were very useful to have a better perspective of the problem situation.

Second, a standardize Pre-Test from Cambridge, was applied to 63 students from 3rd year of baccalaureate at Unidad Educativa Prócer Manuel Quiroga at Santo Domingo Province. Then the investigator applied the proposed applications to students during 2 months.

Third, a standardize Post-Test taken from EnglishListening application, was applied to the same students. The *Wilcoxon* analysis was applied to have statics. The results were revealed in a clear and concise way.

Finally, with the obtained results the analysis and interpretation phase are realized, in order to get the adequate conclusions to the established studied problem.

4.2 Interpretation of data

Two specific questions (question number 2 & question number 6) from the 10 questions in the applied survey to teachers will be presented in order to clarify the problem at Unidad Educativa Prócer Manuel Quiroga at Santo Domingo de los Tsáchilas Province.

Question 2.- Do you use English mobile applications to develop English skills with your students?
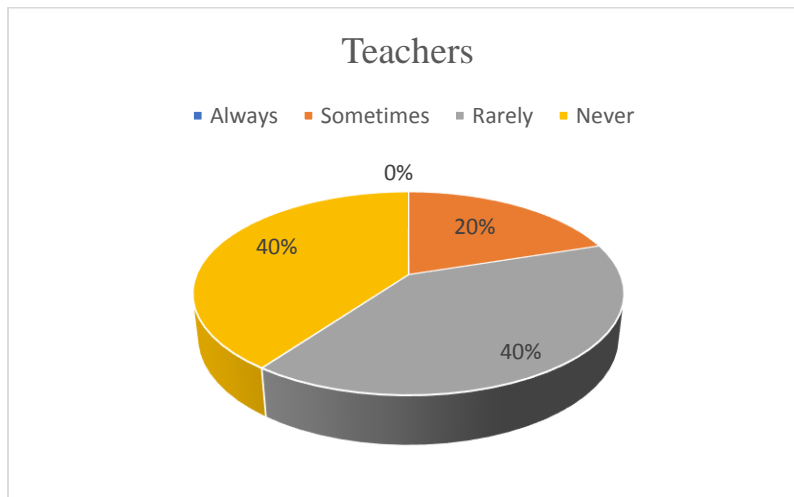
Table 5. Mobile applications in English Skills

Frequency	Teachers	Percentages
Always	**0**	0%
Sometimes	1	20%
Rarely	2	40%
Never	2	40%
Total	**5**	**100%**

Source: Field Research
Author: Mendoza, V. (2018)

Figure 13. Mobile applications in English Skills

Source: Field Research
Author: Mendoza, V. (2018)

Analysis and interpretation

According to the obtained results, 40 percent correspondent to 2 teachers answered that they never use English mobile applications to develop English skills with students. The other 40 percent manifested that the rarely use this kind of applications and only the 10 percent, one teacher said that sometimes he uses English mobile applications. Those results clearly show that English mobile applications are rarely used to develop the English skill with students. It means that the teachers use mostly the traditional methods to teach English. There is not a great interest from teachers to implement innovative materials at the moment to teach.

Question 6.- How often do you use mobile applications to develop the listening skill comprehension with your students?

Table 6. Mobile applications in Listening Skill

Frequency	Teachers	Porcentage
Always	**0**	0%
Sometimes	0	0%
Rarely	1	20%
Never	4	80%
Total	**5**	**100%**

Source: Field Research
Author: Mendoza, V. (2018)

Figure 14. Mobile applications in Listening Skill
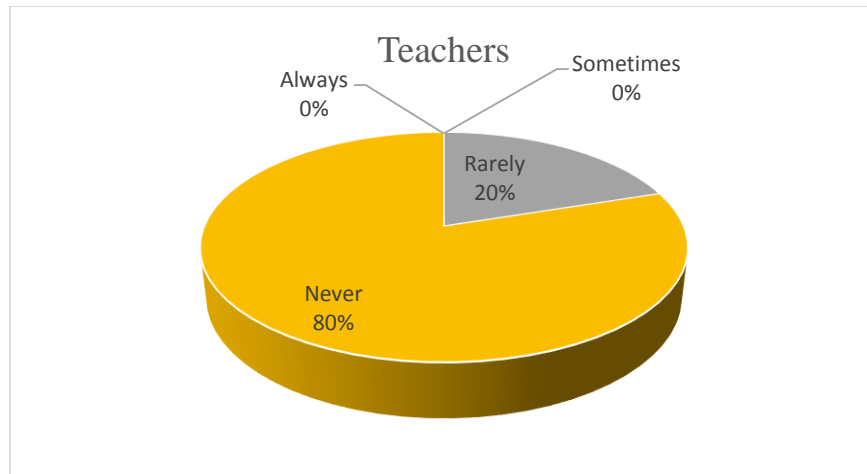
Source: field research
Author: Mendoza, V. (2018)

Analysis and interpretation.

According to the obtained results, 80 percent correspondent to 4 teachers answered that they never use mobile applications to develop the listening skill comprehension with your students. The other 20 percent manifested that the rarely use those kinds of applications.

It is something worrying because the students are not receiving classes with innovative methods and strategies. Also, the listening skill has lost it importance in the learning process of a foreign language. There are not enough knowledge, spaces and materials to develop this skill efficiently.

Taking into account the results obtained in the Pre-test and the Post Test, the Wilcoxon test is applied to get a deep analysis of the applied methodology at Unidad Educativa Prócer Manuel Quiroga, with students from 3rd year of baccalaureate in order to develop the listening skill comprehension through the use of mobile applications.

Wilcoxon, is a non-parametric test that compares 2 related samples. It works in the SPSS program, to analyze and compared the two obtained samples. (Juárez, Villatoro, & López, 2011)

Wilcoxon with SPSS

Figure 15. Wilcoxon Signed Ranks test

Ranks

		N	Mean Rank	Sum of Ranks
Postest - Pretest	Negative Ranks	7[a]	11,93	83,50
	Positive Ranks	46[b]	29,29	1347,50
	Ties	10[c]		
	Total	63		

Source: Direct Research
Author: Mendoza, V. (2018)

Analysis and interpretation.

At first positive and negative ranks are shown. There are 7 negative ranks and 46 positive ranks. The total number is 63.

Figure 16. Wilcoxon Test Statistics

	Postest - Pretest
Z	-5,726[b]
Asymp. Sig. (2-tailed)	,000

Source: Field Research
Author: Mendoza, V. (2018)

Analysis interpretation.

This table shows the reason value *Z*, and the significance value. In this case the significance value is -5,726. The Wilcoxon test establishes in its theory that, if significance value is less that ,005 the null hypothesis must be declined as in this case. So, the significance, shows a total of ,000; it is less than 0.5, giving a 95% of rejection to the null hypothesis.

4.3 Verification of hypotheses

The following research project named "EnglishListening and 6 Minute English, mobile apps in the development of the listening skill comprehension" at Unidad Educativa Prócer Manuel Quiroga, in Nuevo Israel Town, Santo Domingo Province, has been analyzed with Wilcoxon test, to obtain the final verification.

Independent variable:

➢ EnglishListening and 6 Minute English mobile apps

Dependent variable

➢ Listening comprehension skill

4.4 Hypothesis Statement

Null hypothesis (Ho)

The use of EnglishListening and 6 Minute English mobile apps does not affect to the development of the listening skill comprehension, in students of 3rd year of baccalaureate at Unidad Educativa Prócer Manuel Quiroga.

Alternative hypothesis (HI)

The use of EnglishListening and 6 Minute English mobile apps affects to the development of the listening skill comprehension, in students of 3rd year of baccalaureate at Unidad Educativa Prócer Manuel Quiroga.

Description of the Population

The current research work was developed in Unidad Educativa Prócer Manuel Quiroga, at Santo Domingo de los Tsáchilas province. The group of students corresponds to the 3rd year of baccalaureate, belonging to courses "A" and "B" with a total of 63 students. Those were taken a Pre-test and a Post-test after an application of two months.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After the research work is done the following conclusions are obtained:

➢ EnglishListening and 6 Minute English are two mobile applications that can be trusted by teachers and be used to develop the listening comprehension in students. These applications provide a great variety of interactive, innovative and educational activities to manage listening. Its system is reliable and contains truthful information to be imparted in a class. Students from 3rd year of baccalaureate showed a great acceptance of the mentioned mobile application.

➢ It was clearly established that listening skill at the Unidad Educativa Prócer Manuel Quiroga, was being developed in traditional methods, students did not have much practice in all the skills, especially in the listening due to the lack of resources. Considering those aspects, EnglishListening and 6 Minute English had positive effects in the development of the listening skill comprehension. Its structure, methodology, resources were very catching to students and they learnt the language effectively. These elements made students and teacher feel comfortable and motivated to develop the listening skill.

➢ The listening skill is not passive at all, it conveys a mental procedure in which the listener processes information and understand the message. In students from 3rd year of baccalaureate this skill is really essential, because through this skill they can acquire not only the correct pronunciation of words, but even, vocabulary, grammar and good production of information. It could be notices, that students knew hoe to write the word, they could read the word, but when they listened to the same word, they were surprised because their ears were not accustomed to listen.

    ➢ EnglishListening and 6 Minute English made students to have a memorable development in the listening skill. As the main focus of these two mobile

applications is the listening, they were intimate related with this skill. So, these two apps are excellent to develop the listening skill in students.

5.2 Recommendations

➢ This research suggests teachers to apply EnglishListening and 6 Minute English mobile applications in order to develop the listening comprehension, in English as foreign language. These apps carry out multiple and great benefits to students because of its innovation, contents, methodology, interest and interaction.

➢ It is important that teachers dedicate more time in practicing, improve, and manage the listening skill through innovative methodologies such as EnglishListening and & Minute English mobile applications. These applications in long terms will help a lot to improve listening and the other skills in acquiring English language. It is important to maintain student´s motivation at the moment to learn, it would make a significant learning in students.

➢ Teachers should give more importance to the listening skill, especially if students are going to finish high school, because when they are at the University, they will face a strong shock due to the lack of practice of this skill. Listening must be important as the other skills.

➢ It is necessary for teacher to search and look innovative methodologies to teach English as a foreign language, because it gets students´ motivation. Teaching in traditional ways doesn't contribute to a real learning; as the books are too basic teachers and students do not make a great effort to develop the skills and increase the language.

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Annex 1: School Approval

Nuevo Israel, 23 de julio del 2018

Lic. Mg. Alonso Zapata

RECTOR UNIDAD EDUCATIVA PRÓCER MANUEL QUIROGA

Presente.-

Yo, Valeria Carolina Mendoza Chavarría, con cédula de ciudadanía 2300621063-3, perteneciente a la Carrera de Idiomas de la Universidad Técnica de Ambato, en la Ciudad de Ambato. Me dirijo a usted con el fin de **SOLICITAR SU AUTORIZACIÓN**, para la Aplicación del Proyecto de Investigación el cual me encuentro realizando, con el tema: **"EnglishListening and 6 Minute English apps for the listening skill comprehension"**, en la Unidad Educativa de la cual usted es dirigente, en los segundo año y tercer año de bachillerato.

Por la atención prestada a la presente anticipo mis agradecimientos y me suscribo.

Atentamente,

Valeria Mendoza

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Nombres completos: Valeria Carolina Mendoza Chavarría
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Celular: 0982258094 - 0960717555
Correo electrónico: valeriamendoza0hotmail.com

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PROCEDA.
GRACIAS

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS
Av. Los Chasquis y Rio Guayllabamba/Campus Huachi/Teléfono 032410189 Ext. 120/Ambato-Ecuador

TEACHER´S SURVEY

OBJECTIVE: Collect information about the use of mobile applications in the development of the listening skill comprehension at Unidad Educativa Prócer Manuel Quiroga with students of fifth and sixth level.

INSTRUCTIONS: Mark with an *x* the item that is true for you.

1. Do you think mobile apps are useful in the development of the listening skill?

Always ( ) Sometimes ( )   Rarely (   ) Never ( )

2. Do you use English mobile applications to develop English skills with your students?

Always ( ) Sometimes ( )   Rarely (   ) Never ( )

3. Do you know mobile applications that helps students to develop the listening skill comprehension?

Always ( ) Sometimes ( )   Rarely (   ) Never ( )

4. Do you think students are aware of the mobile apps´ influence to develop their listening skill?

Always ( ) Sometimes ( )   Rarely (   ) Never ( )

5. Do you think mobile applications could be a great way to develop the listening skill on students?

Always ( ) Sometimes ( )   Rarely (   ) Never ( )

6. How often do you use mobile applications to develop the listening skill comprehension with your students?

Always (   ) Sometimes (   )   Rarely (   ) Never (   )

7. Do you consider mobile applications are a good tool to develop listening skill comprehension?

Always (   ) Sometimes (   )   Rarely (   ) Never (   )

8. Have you ever heard about EnglishListening and 6 Minute English applications?

Always (   ) Sometimes (   )   Rarely (   ) Never (   )

9. Do you think EnglishListening and 6 Minute English applications will help students to develop the Listening skill comprehension?

Always (   ) Sometimes (   )   Rarely (   ) Never (   )

10. Do you use time to develop your students´ listening skill comprehension?

Always (   ) Sometimes (   )   Rarely (   ) Never (   )

THANKS FOR YOUR VALUABLE COLLABORATION

Annex 3: Expert Judgment Validation

Expert Judgment Validation

"ENGLISHLISTENING AND 6 MINUTE ENGLISH APPS FOR THE LISTENING SKILL COMPREHENSION"

Responsible: Valeria Carolina Mendoza Chavarria

➤ After having deeply analyzed the structured questionnaire, mark with and *X*the items you consider correct.

Items	Criteria	Totally Agree	Agree	Disagree
1.	The questions are clearly understood.	✓		
2.	Language is correctly applied.	✓		
3.	It as an appropriated message.	✓		
4.	It belongs to the purposes of the investigation.	✓		
5.	It is according to the stated objectives.	✓		

Final resolution:

Approved	✓	Disapproved	

Approved by:

Lic. Marcos Cuesta

Lic. Amparo Pilatasig

Lic. Luis Solórzano

Adapted from:https://es.scribd.com/document/329333143/Ficha-Para-Juicio-de-Expertos-Uap

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UNIDAD EDUCATIVA PRÓCER MANUEL QUIROGA

Preliminary Listening Test.

Name:_____

Date:_____ Level:_____

> **Listen to the description and choose the best answer according to what is in the picture. Good Luck!**

1. **What will the weather be about?**
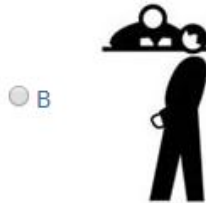

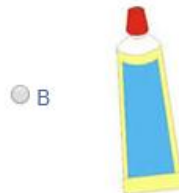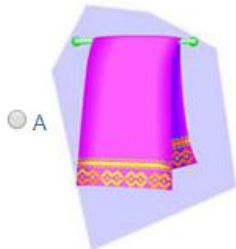2. **What did the woman do on holiday?**

3. **Where is the man´s book?**

4. **What do they need to buy?**

5. What is the woman´s son studying at the moment?

6. What is in the suitcase?

7. What does the man´s brother look like?

Taken from:

https://www.examenglish.com/PET/pet_listening_part1.htm?fbclid=IwAR3NYNbf0oJgKH
aRIlqFFJ2jHHsipwzK3BBYqbzBUQD6ZQbXbs9pGenztBU

Answer Key.

1. B	2. A	3. B	4. A	5. A	6. C	7. A

Annex 5: Post-test

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UNIDAD EDUCATIVA PRÓCER MANUEL QUIROGA

Listening Post Test.

Name:_____

Date:_____ Level:_____

➢ **Listen to the description and choose the best answer according to what is in the picture. Good Luck!**

8. **The Passengers**

9. **Bad Weather**

10. **The Students**

Play audio file

A B C D

11. Live Concert

Play audio file

A B C D

12. Good Doctors

Play audio file

A B C D

13. On the Beach

Play audio file

A B C D

14. The reading

Taken from: EnglishListening Mobile Application – Beginner II – What is in the picture?

Answer Key.

1. B	2. A	3. C	4. A	5. A	6. C	7. B

Annex 6: Academic Paper

Managing Listening Skill through EnglishListening and 6 Minute English Mobile Applications.

Universidad Técnica de Ambato

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Abstract

Learning a foreign language requires to manage the skills and to achieve this purpose it is necessary to dedicate time, apply methods and strategies and enjoy the learning process to make it significant. The main aim of this research project is to evaluate the ListeningEnglish and 6 Minute English mobile applications in the development of the listening comprehension. This study was developed at the Unidad Educativa Prócer Manuel Quiroga in Santo Domingo city, with 63 students from the 3rd year of baccalaureate. At first a survey was applied to teachers in order to determine the problem. This work used the experimental research with qualitative and quantitative approaches. To collect the information the researcher used standardized Pre-test and Post-Test. Students were using the mobile applications during two months. To analyze the collected information the Wilcoxon test was used. Finally, the results showed that EnglishListening and 6 Minute English mobile applications had positive effects in the development of the listening skill comprehension. Its structure, methodology, resources were very catching to students and they learnt the language effectively. These elements made students and teacher feel comfortable and motivated to develop the listening skill.

Keywords: EnglishListening, 6 Minute English, mobile applications, listening skill, comprehension.

I. Introduction

English language has been declared as the business and travel language. A study published by The Babbel Magazine, showed that about 1.5 billion speak this

language, it means the 20% of the Earth´s population (Lyons, 2017). English has clearly served as a language of wider communication in many pluralistic contexts, and in many multilingual countries. This language has served as lingua franca providing a wider communication through the entire world.

The development of language is one of the fundamental objectives of education, since it is the main tool through which the human being builds and understands the world that surrounds him and enters into dialogue with himself and with others. Language is the form our thought takes, it relates us to others and makes us part of a cultural community (Irzsa, 2012, page 1).

As it is noticeable, one of the skills conveying more difficulties is the listening skill. "Listening is an invisible mental process, which makes it difficult to describe. That is, the people who listen must discriminate between different sounds, understand the vocabulary and the different grammatical structures, interpret the emphasis and message, and retain and interpret all that both within the immediate context and of a broader sociocultural context. " (Joseph, 1984)

Technology has been a phenomenon that is immerse in various aspects of the society. Many people work, use and live with it, many others try to give an explanation to it and know where did it start. But what is certain is that technology has changed lots of situations and has revolutionized this globalized world with all the facilities at the moment to find any kind of information or get in contact with somebody even if the person is on another corner of the world.

As it was said before technology has different important effect in areas such as industry, politics, economic and social (Finardi & Tyler, 2015). Education is not the exception. It plays an important role in providing innovative methodologies at the moment of teaching. The curricular integration of the NICTs (The New Information and Communication Technologies) implies; use them with honesty, use technology to facilitate knowledge, use technology at the classroom, ntegrate technology as part of the curriculum, use an educational software to teach. (Sánchez J. , 2018)

II.   Theoretical Framework

EnglishListening mobile application

Education is an essential part of the human being, but when the word "education" is listened, people usually think in a traditional class with the students and the teacher explaining the class. Nowadays this concept has totally changed. Learning is no longer just developed in the class, it conveys new methods that are not confined to classrooms, but rather methods that convey independent learning. (Nadire & Mohammad, 2018)

English Listening app presents a 1.1.0 version, its last update was made in October 25th, 2018. This app has more than 100.000 million of downloads and is offered by the TalkEnglish enterprise, belonging to educative objectives.

EnglishListening is an application that pretends to develop the listening skill in students that are learning English language. It has 6 different types of listening lessons such as: fill in the blanks listening lessons, what is in the picture listening lessons, listening to famous quotes, short passages listening lessons, sentence dictation and long paragraphs. Inside every big lesson there are 30 mini lessons according to the general topic,

being in total 180 lessons. ESL instructors with Masters degree in TESOL were the ones who created those lessons. The audio files had been recorder in a high-quality studio equipment with professional voice talents. One more important aspect about the apps is that the content rating is available for everyone without restriction because of the age of the user.

The lessons are designed for 6 types of users, beginners, intermediate and advanced English learners each one with 2 sublevels. It is important to say that internet connection is necessary to run the application. (Google Play Store, 2018)

The following figure will present the main menu of the EnglishListening app.

Figure 1. "Listening Lessons of the English Listening App"

Source:
https://play.google.com/store/apps/details?id=com.talke
nglish.listening&hl=en_US

The aim of this has been to create funny lessons, as if it were a game. After any of the lessons is done, points are assigned according to their degree of difficulty, the minimum score is 5 points and the maximum score is 20 points; it is also qualified according to the development that was obtained during the activities; for example, in lesson number 1, if the participant listens once and responds correctly, he will get 5 points, if he listens twice he will get 3 points, and if he listens 3 or more times he will get only 1 point (Google Play Store, 2018)

(Nadire & Mohammad, 2018) establish that mobile learning provides a wide variety of benefits, students can study and learn in any time they have time, and nowadays the networking technology is available in most of the places allowing successful access.

Among the uses and benefits that appear in the application it can be found that first, people who manage the app attain to sharpen their auditory system. Also, people who are learning English language get a lot of vocabulary and the correct pronunciation of words, because when they listen correctly from the very beginning they accustomed to it. Furthermore, the users of it testify that the application has been helpful in their concentration due to the quality of the audio they use, the procedure and the practicality it manages. Finally, another of the contributions of users is that the application is very friendly and simple when using it.

To sum up, EnglishListening mobile application, is an application that has been recommended by thousands of users, giving a positive review on the application for the different benefits and uses that it has granted, making it possible to obtain

an improvement in listening comprehension of those who have used it.
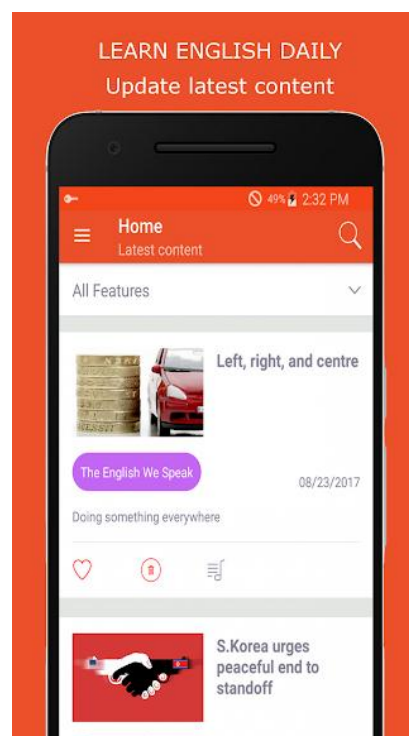
6 Minute English app

According to (Sang, Doyle, & Eun, 2014) "Mobile apps are an integral part of the smartphone experience, the growing base of smartphone users leads to more apps being developed to serve a wider and wider range of consumer needs"

6 Minute English app presents a 2.5.0 version, its last update was made in September 19th, 2018. This app has more than 500.000 million of downloads and is offered by the Education Apps enterprise. This application belongs to the English Conversations from BBC Learning English Program. It contains a very big variety of lessons that are presented in an interactive conversation.

Even though, 6 Minute English Objective is to develop the listening skill, it contains spaces that focus in learning vocabulary and grammar. The audios presented in this app are interesting topics about education, science, history, geography and between others. So, it means this app provides authentic audios. At the end of the conversations, the interlocutors make an

explanation of the new words that were said during the audio. (Google Play Store, 2018). It is going to be presented in the next figure:

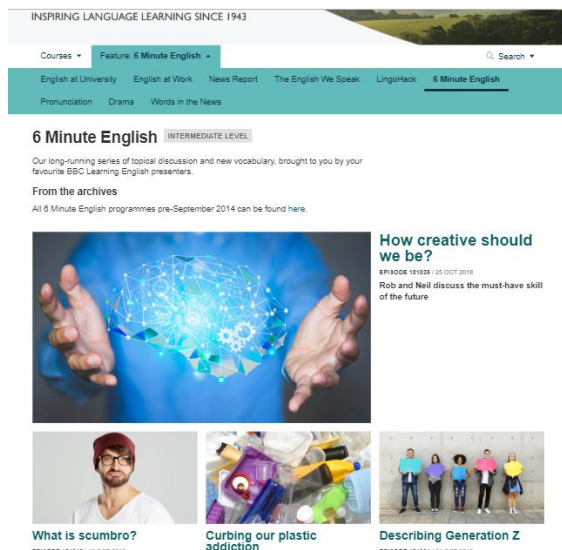**Figure 10.** "6 Minute English Mobile App Menu"

Source:
https://play.google.com/store/apps/details?id=com.educationapp.bbcenglish&hl=en_US

One advantage of the app, is that it offers two listen modes: Online (connected to, served by, or available through a system and especially a computer or telecommunications system, such as the Internet) and Offline (not connected to or

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served by a system and especially a computer or telecommunications system) (Merriam-Webster Dictionary, 2018), and this app presents a mobile version and a computer version with the same content. In case you do not have a speaker to play it, you can have access to the transcript and read it; this is one advantage of this app, students can listen and read the transcript at the same time.

The following figure will present the computer version of the 6 Minute English app.

Figure 11. "6 Minute English App – Computer Version"

Source:

http://www.bbc.co.uk/learningenglish/english/features/6-minute-english

Listening skill comprehension

It is inalienable that listening skills are an invisible mental process, which consists in discriminating between different sounds, understanding vocabulary and grammatical structures, interpreting emphasis and intention, retaining and interpreting all of this both within the immediate context and in a broader socio-cultural context, Chighizola, (2002). Auditory development is an active process where students of a foreign language acquire comprehension skills in listening, which imply a clear judgment of the global message, as well as certain ideas of what is spoken, identify the attitude, the speaker's state and the people who speak, the

relationship between them and the context, as well as distinguishing key sounds to understand what is heard.

Trying to give a unique definition of listening comprehension is practically impossible. According to Chighizola (2002), the auditory skills development is crucial in the process of acquiring another language, noting that audition should be one of the main occupations in the instruction of a foreign language. Unfortunately, the reality of teaching and learning, shows especially in the average level that hearing is, of all the linguistic skills, perhaps the least worked. Especially considering the place and means in which this skill is applied.

Dominguez (2008), states that, as a prerequisite for listening development, is to be able to perceive sounds of all kinds that reach the ear and that if they are articulated they are part of the speech chain, taking into account that if you listen to it that another person says, it will not necessarily be understood what has been said in spite of using the same code since listening is one of the extremely complex activities that require attention and concentration in order to decipher the code of the message presented in the

communication. As a fundamental aspect in the auditory process it is important to know that hearing is not the same as listening: listening implies attention and concentration of what has been said in order to decipher it. Indeed, listening comprehension involves a series of aspects that range from the simplest, that is, the understanding of the phoneme, to other more complex paralinguistic aspects such as the meaning of what is being heard, as well as intonation, emphasis and speed with which the message is enunciated, just to mention some examples.

Importance of listening Skill

The listening skill is, as important as or more important than any other linguistic skill. In this sense, listening becomes a fundamental component for every human being in the teaching-learning process. Undoubtedly, the understanding of listening is of paramount importance in the educational field, and that is that human beings spend a lot, if not most, of our lives listening. Brown (1980, p.39), for example, argues that listening comprehension is the most effective mode of learning, up to at least the sixth grade of primary education, and that about 60% of a student's school time is spent. Invest in

listening. Later, during adult life, both in social and professional life, listening comprehension will continue to play a fundamental role, since the person will invest much of his time in listening to other people: at work, in seminars, at social events, religious and educational, as for example in the acquisition of the mother tongue, listening comprehension is important not only in the initial stages of learning a foreign language, but also in the most advanced stages of the process. For example, Powers (1985, cited in Dunkel, 1991, p.437) found that students who excel in listening comprehension score better (500 or more points on the old scale) on the TOEFL, the English test, as a foreign language that every person who aspires to study in a Canadian or American university should take.

Some characteristics of listening comprehension

Among the exclusive characteristics of auditory skill are mentioned:

What is heard is generally ephemeral

> ➢ Listening comprehension requires the use of memory for the storage of information and being able to respond.

➢ The listener involves aspects relevant to compression such as emphasis, intonation, rhythm, volume,

➢ In the oral message you can find non-grammatical forms, reductions, eliminations, repetitions, redundancies and more phenomena to which the listening comprehension must give meaning, although it is not clear (Córdova, Coto, & Ramírez, 2005).

The listening development is of great importance, in the sense that listening becomes an essential social component for every human being, who is a purely social being, who establishes conversations for the purpose of interaction and for transactional purposes, as follows:

➢ Conversation for interaction purposes: purely social aspect of language, relationship between two or more people when they speak, understand and respond only to establish a social bond

➢ Conversation with transactional purposes: describes the process by

which a conversation is initiated to obtain and give information that is required on a topic (Córdova, Coto, & Ramírez, 2005)

In order to achieve auditory development, listening skills are required to understand and assimilate a sentence, where it is possible to isolate and recognize the sounds of the message, identify words and associate them with their meanings, analyze the grammatical structure of the message to establish the functions of each word within a plot that directly depends on the previous experience and the current context, so the auditory development requires the following skills:

Listening skills

➤ Storing fragments of speech in memory
➤ Recognize sounds other than the tongue
➤ Recognize stress patterns, intonation curves and their role as meaning carriers
➤ Process the spoken language
➤ Recognize grammatical categories of words, systems, patterns, rules and elliptical forms

➤ Recognize mechanisms of cohesion in the spoken language
➤ Recognize communicative functions
➤ Infer situations, participants, objectives
➤ Based on facts, ideas and other factors, we can predict results, infer links and connections between facts and actors
➤ Distinguish between literal and implicit meanings
➤ Understand gestures, expressions and other nonverbal cues to decipher meanings.

III. Methodology

This research project is identified for being quantitative and qualitative. So, it is a mixed approach. It is quantitative because the accumulated data is analyzed through numbers, tabulations and statics presented in tables and graphics to prove the hypothesis and establish conclusions and recommendations. Finally, it is qualitative because the researcher takes direct information through a survey from teachers and quizzes that students from Unidad Educativa Prócer Manuel Quiroga, of 3rd year of baccalaureate took. Also, the qualitative approach wants to find the

problem ad give an explanation to the lack insufficient listening comprehension, in a cautious way.

Standardized Pre-test and Post Test, were analyzed by the Wilcoxon test, to get a deep analysis of the applied methodology at Unidad Educativa Prócer Manuel Quiroga, with students from 3rd year of baccalaureate in order to develop the listening skill comprehension through the use of mobile applications.

Wilcoxon, is a non-parametric test that compares 2 related samples. It works in the SPSS program, to analyze and compared the two obtained samples. (Juárez, Villatoro, & López, 2011)

The two hypothesis that were worked are:

Null hypothesis (Ho)

The use of EnglishListening and 6 Minute English mobile apps does not affect to the development of the listening skill comprehension, in students of 3rd year of baccalaureate at Unidad Educativa Prócer Manuel Quiroga.

Alternative hypothesis (HI)

The use of EnglishListening and 6 Minute English mobile apps affects to the development of the listening skill comprehension, in students of 3rd year of baccalaureate at Unidad Educativa Prócer Manuel Quiroga.

Population

The following research project takes place at the Santo Domingo de los Tsáchilas provices, Canton Santo Domingo, Nuevo Israel town, specifically at the Unidad Educativa Prócer Manuel Quiroga. To make the study the active participation of the 63 students from 3rd year of baccalaureate of the institution is required, the English area teacher, and the other 4 English teachers. In total there were 68 individuals. Taking into account that the population is well determined and accepted, the researcher work with all of them during the established period of time.

IV.   Results

As mentioned before the analysis of the collected data was analyzed by the Wilcoxon test:

Figure 1. Wilcoxon results

Ranks

		N	Mean Rank	Sum of Ranks
Postest - Pretest	Negative Ranks	7[a]	11,93	83,50
	Positive Ranks	46[b]	29,29	1347,50
	Ties	10[c]		
	Total	63		

Source: Direct Research
Author: Mendoza, V. (2018)

Analysis and interpretation.

At first positive and negative ranks are shown. There are 7 negative ranks and 46 positive ranks. The total number is 63.

Figure 2. Wilcoxon Test Statistics

	Postest - Pretest
Z	-5,726[b]
Asymp. Sig. (2-tailed)	,000

Source: Direct Research
Author: Mendoza, V. (2018)

Analysis interpretation.

This table shows the reason value *Z*, and the significance value. In this case the significance value is -5,726. The Wilcoxon test establishes in its theory that, if significance value is less that ,005 the null hypothesis must be declined as in this case. So, the significance, shows a total of ,000; it is less than 0.5, giving a 95% of rejection to the null hypothesis.

V.   Discussion

The following research article made by (Dashtestani, 2015) **"Moving bravely towards mobile learning: Iranian students' use of mobile devices for learning English as a foreign language"**, has the main objective of this article is to *"identify the effectiveness of using mobile devices in learning English as foreign language"*. This study took place in Iran with 345 students, who worked with three instruments: interviews, questionnaires and observations. The methodology focus was qualitative and quantitative. Finally, the results indicated that in general those students had positive effects and benefits from the mobile learning. They had opportunities to learn in multimedia classrooms, get access to internet and

the use their devices in different contexts, not just in the classroom.

This current research work has similar characteristics to the one mentioned before, but this one worked the listening skill in student from 3rd year of baccalaureate at Unidad Educativa Prócer Manuel Quiroga, with the experiment realized students achieve a great improve in the listening skill. Another important contribution, is that the institution does not have enough resources to manage the listening, but when students were applied the methodology, students decided to propose and donate materials to continue working with the mobile applications.

VI. Conclusions

➢ EnglishListening and 6 Minute English are two mobile applications that can be trusted by teachers and be used to develop the listening comprehension in students. These applications provide a great variety of interactive, innovative and educational activities to manage listening. Its system is reliable and contains truthful information to be imparted in a class.

Students from 3rd year of baccalaureate showed a great acceptance of the mentioned mobile application.

➢ It was clearly established that listening skill at the Unidad Educativa Prócer Manuel Quiroga, was being developed in traditional methods, students did not have much practice in all the skills, especially in the listening due to the lack of resources. Considering those aspects, EnglishListening and 6 Minute English had positive effects in the development of the listening skill comprehension. Its structure, methodology, resources were very catching to students and they learnt the language effectively. These elements made students and teacher feel comfortable and motivated to develop the listening skill.

➢ The listening skill is not passive at all, it conveys a mental procedure in which the listener processes information and understand the message. In students from 3rd year of baccalaureate this skill is really essential, because through this skill they can acquire not only the correct pronunciation of words, but even, vocabulary, grammar and good

production of information. It could be notices, that students knew hoe to write the word, they could read the word, but when they listened to the same word, they were surprised because their ears were not accustomed to listen.

➢ EnglishListening and 6 Minute English made students to have a memorable development in the listening skill. As the main focus of these two mobile applications is the listening, they were intimate related with this skill. So, these two apps are excellent to develop the listening skill in students.

VII. Reference Resources

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