UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

Theme:

"Voa app and the listening comprehension"

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SUPERVISOR APPROVAL

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I, PhD. Veronica Chicaiza, holder of the I.D No 171510632-2, in my capacity as supervisor of the Research dissertation on the topic: "**VOA APP AND THE LISTENING COMPREHENSION**" investigated by Miss Erika Leonela Tipanquiza Miniguano with I.D No. 180569144-9, 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.
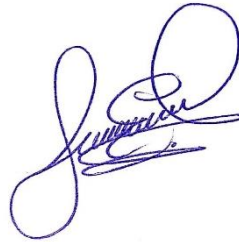
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DECLARATION PAGE

I declare this undergraduate dissertation entitled "**VOA APP AND THE LISTENING 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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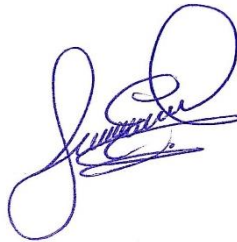
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DEDICATION

I dedicate this research project to God for helping me not to give up in life to achieve my goals and dreams, to my parents Efrain y Rosario, and my sisters Domenica y Tatiana who are the fundamental pillar, who were always with me at all times, giving me their unconditional support because they have always trusted me.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE: "Voa app and the Listening comprehension"

AUTHOR: Erika Leonela Tipanquiza Miniguano

TUTOR: PhD. Verónica Elizabeth Chicaiza Redín

ABSTRACT

The current study is aimed to analyze how the Voa app supports listening comprehension of third-year high school students from Unidad Educativa Juan Leon Mera "La Salle". First, the design of this study was quasi-experimental, in which 50 students from two courses were included. The experimental group had a population of 20 students and the control group had 30 students, a standardized Cambridge A2 flayers test was applied to both groups in order to know the level of listening comprehension that the students had. Afterward, the intervention was carried out to the experimental group to which 6 activities designed with the Voa app were applied such as: discussions, completion activities, open-ended questions, work groups, games and sentence structures of the foreign language. The duration of this study was 3 weeks, 2 classes each week through the team's platform. At the end of the treatment, the post-test was applied to both groups to compare the results, the progress obtained with the experimental group was 2.37/4, it showed that the Voa app significantly supported the listening comprehension of the students. Finally, the results of listening comprehension were analyzed using a T test, in which the effectiveness of the hypothesis was verified.

Keywords: Voa app, listening comprehension, foreign language, standardize Cambridge test.

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CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEMA: "Voa app and the Listening comprehension"

AUTOR: Erika Leonela Tipanquiza Miniguano

TUTOR: PhD. Verónica Elizabeth Chicaiza Redin

RESUMEN

El presente estudio tiene como objetivo analizar como la aplicación Voa soporta la comprensión auditiva en los estudiantes de tercer año de bachillerato de la Unidad Educativa Juan León Mera La Salle. En primer lugar, el diseño de este estudio fue quasi-experimental, en el cual se incluyó a 50 estudiantes de dos cursos. En el grupo experimental hubo una población de 20 estudiantes y en el grupo de control hubo 30 estudiantes, a los dos grupos se aplicó una prueba previa estandarizada de Cambridge A2 flayers, con la finalidad de conocer el nivel de comprensión auditiva que los estudiantes tenían. Seguidamente, se realizó la intervención al grupo experimental al cual se aplicaron 6 actividades diseñadas con la aplicación Voa tales como: discusiones, actividades de completación, preguntas abiertas, grupos de trabajo, juegos y estructuras de oraciones de la lengua extranjera. El tiempo de duración de este estudio fue de 3 semanas, 2 clases cada semana a través de la plataforma "Teams". Al finalizar el tratamiento se aplicó la prueba posterior a ambos grupos para poder comparar los resultados, el avance obtenido con el grupo experimental fue de 2,37/4, se demostró que la aplicación Voa soportó de manera significativa a la comprensión auditiva de los estudiantes. Finalmente, los resultados de la comprensión auditiva se analizaron mediante una prueba T, en la cual se verifico la efectividad de la hipótesis.

Palabras claves: Aplicación Voa, comprensión auditiva, lengua extranjera, prueba estandarizada de Cambridge.

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CHAPTER I

THEORETICAL FRAMEWORK

1.1. Investigative Background

To support current research, it was possible to take into consideration previous research studies which are related to the use of VOA app, which served as support meanwhile they functioned as a source to carry out this research. The main part is to establish the relationship between the use of the VOA app and the listening comprehension of the English language in the students.

Risawati et al (2020) carried out a study in which they demonstrated the importance of applying the VOA (Voice Of America) English learning application as they could observe that it was of great help in the teaching-learning process. The VOA app managed to keep students entertained when learning as this author verified that some students get bored when class is conducted without technology. For this research, a problem statement observed from the first class of 35 students was carried out. The research methodology used was CAR (Classroom Action Research), in addition it was carried out through two cycles. Each cycle consisted of 2 learning meetings. The data were collected through a test, a questionnaire and an interview. From the results obtained in this research, it was determined that the VOA application could improve the skills of the students. Therefore, this study contributed positively to the current investigation meanwhile during the process it demonstrated the improved progress in the teaching-learning of English skills in students.

Vaishnavi (2020) led a research proposing the use of the VOA app, which is composed of the elements determined by the implementation of the English teaching program, object of study and the instrument to be used as didactic guide for improving student listening. For this research, the students of the University of Satyabhama participated, who were initially evaluated without using any application. For the data collection, an initial test was used in order to evaluate the abilities of the students. After that, the students used the

application for a specified time in order to obtain an effective learning progress. Considering these results, this research contributed considerably as it showed that there was a great improvement in listening comprehension using the VOA application (audios and videos) that allowed students to be exposed to the language.

Another significant study conducted by Alavijeh and Marandi (2019) whose purpose was to demonstrate that education is always hand in hand with applications, for which the VOA app recognized as the most popular stood out. The population was 151 Iranian students. The content of some previous research studies was analyzed, extracting the main ideas as qualitative process. On the other hand, use the application and evaluate the students in order to obtain statistical data which was considered quantitative. This research proved the effectiveness of "VOA (Voice of America) Learn English", as a tool that helped develop students' English language skills; and at the same time motivate the authorities and teachers of Foreign Language of the Institution to continue with the use of the application in the teaching process. In addition, this study verified that listening skills can be improved using different learning strategies with the Voa app. Therefore, it was also emphasized that technology has an important role in education as it helps the performance of students.

Phu'ong (2011) developed an investigation with students from An Duong High School with the main objective of using VOA to teach and learn English especially in listening skill. The study population was 50 students and 2 English teachers. For data collection, questionnaires and interviews were used. Furthermore, this research emphasized that online education is an interactive form of learning, where content is available on the Internet and automatic feedback is provided to students. On the other hand, as a results, the students stated that they did not need teacher supervision meanwhile there was self-learning. The topics that stood out in this study were: learning English online and most importantly practicing listening comprehension. Accordingly, this research added to the present one since it demonstrated significant findings on the use of the VOA app, highlighting the great potential that it has with the English Language, thus allowing both teachers and students to use this authentic material in the educational process.

Shabani (2021) developed an investigation whose purpose was to highlight the differences in the use of the VOA app with other applications to modify some contents and thus make the applications accessible according to the age of the students. For this investigation, thirty-six samples were randomly selected and a comparative analysis. As a result, the author mentioned that the use of communication technologies is important because they are instruments that encourage and activate critical thinking in students, besides the use of English platforms with visual and auditory courses allow the development of communication skills in the learning process. Furthermore, this study showed that the use of the VOA app with intralingual translation could facilitate the listening comprehension of the learners, hence allowing the students to feel motivated to understand a second language.

In the same way, Muzdalifah (2018) conducted a study whose purpose was to increase the listening ability in 10 students of Computer Science, for this the author provided clear instructions on how to manage the VOA app for a period of time in order to obtain successful results. Subsequently, the students were evaluated through a scoring test, they could rely on the activity notebook of each one, thus allowing to evidence the progress in listening skills. For this study, the author considered that the process that guided the achievement of skills development was the previous knowledge of the students as a starting point to impart new knowledge, the adaptation of the students to new situations together with the experience, changes in behavior when learning a particular subject and the independence of the use of human, didactic and technological resources. Indeed, this research contributed in a positive way to the present investigation since it showed that the habitual use of the application supports the learning of the students and increases English language skills.

Zhao (2019) conducted a study whose main objective was to expose the characteristics of radio broadcasting in the English language and the application in the teaching-learning of a foreign language. This research was aimed at university students and had a quantitative character. Furthermore, as a result of this research, the author mentioned that learning implies emotion and emotion implies cognition, moreover the presence of affect (attitudes

and emotions) in learning is a decisive factor, however positive feelings of learning are significantly attributed and increase interest in the teaching-learning process. Through this application procedure, the student can develop different English language skills and select the content of interest in order to obtain important knowledge about the language. Thus, this study showed that VOA offers constructive learning educational services, providing opportunities and broadcasting knowledge appropriately.

Madhav (2015) developed an investigation whose purpose was to demonstrate that the VOA application provided the opportunity to improve the conditions of the educational services that are currently offered, streamlined teaching processes and increased the interaction between the participants, which contributed remarkably to the educational area meanwhile it allows to be aware of the information. This research was qualitative because it describes in depth the strategies of the VOA app. As a conclusion, this research emphasized VOA as a tool that helped to complete the student's learning and thus improved the knowledge process; they do not turn students into learning machines, but multiply their potential to train and grow both academically and personally. Moreover, this research supported the present one as it provides effective and dynamic learning opportunities through the VOA tool creating effective educational environments, learning methods and work techniques.

Quan (2018) conducted a research with students from a military science academy (MSA) in order to prepare them for a hearing exam. Furthermore, this was a field examination. Therefore, the author mentioned that learners found that it was easy to adapt to VOA English from beginning. Consequently, the learners were conscious that they would be exposed to the Voa app seven days a week and five periods a day, it was noted that the individual half-hour broadcast begins with ten minutes of encryption. Every weekday there is a diverse short feature on discipline, progress, education, and American news and languages on weekends. To collect data, interviews were conducted on the experience of using the app and as a result of the research, the author mentioned that autonomous learning in apps improves positively. Hence, this study showed that it is very important that learners understand the language in order to communicate and transmit a message,

accordingly the use of the VOA application is suggested as a complementary resource in listening skills.

Rahimi and Soleymani (2015) the main objective of their study was to investigate the impact of the use of mobile applications in this case, web 2.0, taking into account the need to listen by students in the English language class. For this research, 50 students participated who demonstrated their initial level in listening comprehension thought Key English test a questionnaire based on listening needs. The experimental group performed different activities focused on listening using podcasts in order to demonstrate progress in a posttest. As an analysis, this research has a strong relationship with the present as it showed that the use of podcasts in English language teaching helped students increase their listening skill and improve the learning process.

Zou and Li (2015) led a study whose purpose was to determine how different mobile applications can be integrated in English language teaching. For this case study, questionnaires and interviews were used in order to explore the strategies that students have when using mobile apps. After the authors carried out an analysis, they were able to observe the positive attitude that the students had when using the applications and emphasized that teaching can also be adopted autonomously through the English lessons provided by the apps. Thus, this study contributed to the present investigation as it reflected that mobile applications offer beneficial possibilities in foreign language teaching because learners can practice language skills in which students expressed a positive attitude in learning with the use of Apps.

On the other hand, Ata (2018) developed an empirical study in order to determine vocabulary knowledge in listening skills with 33 Turkish students. To obtain data, standardized tests (cambridge certificate) were used, which allowed measure the level of listening comprehension that students had. As a result of this research, there was a significant correlation between knowledge of the English language through receptive listening ability. In addition, the author mentioned that in the initial stages of learning a language, receptive skills are of vital importance, as they allow the person who learns it,

especially when it is a second or third language, to respond instead of producing it. This study is valuable for the present investigation because it showed the significant relationship between listening comprehension and vocabulary knowledge, which implies an effective understanding of listening skills.

A study conducted by Hidayati (2012) whose main objective was to demonstrate the importance of listening skills through class interaction. The students selected for the study were 6 classes from different fields from a polytechnic in Bandung. Data was collected through observations, interviews, and questionnaires. Several activities were implemented that sought to increase the receptive skills of the students in the control group. The results obtained from the investigation were of a particular character. Therefore, the author mentioned that the receptive skills of the English language should be reinforced by allowing access to information and communication technologies in the classroom. In addition, this study was a great contribution to this research since it showed that interaction helps in receptive skills, committing students to develop a better level of listening comprehension.

A study carried out by Osada (2004) whose objective was to clarify what was revealed and not about listening comprehension. This research was qualitative because it described that hearing capacity itself comprises a set of processes that allow the listener to go through each of its phases: pre-listening, listening and post-listening, responding to communication in the most successful way possible. It was also quantitative because through questionnaires it was possible to obtain data for the respective analysis. Consequently, the author mentioned that the process applied in the teaching-learning of foreign languages favored the existing links between the cognitive and communicative processes. Certainly, this study contributed significantly as it demonstrated that listening comprehension involves a series of aspects that range from the simplest, that is, understanding the phoneme, to other more complex paralinguistic aspects such as the meaning of what is heard, it should be emphasized that it is important to understand the intonation, the emphasis, the speech, the speed with which the message is enunciated in order to communicate succesfully.

Ahmadi (2016) led an investigation whose main objective was to define the importance of listening comprehension, which plays an important role in the teaching-learning process of the English language. To carry out this investigation the author made a literary review on the listening skills between teachers and students. This research was based on explaining listening process, which emphasized this skill is acquired after practicing as long as possible. As a result, the author mentioned that the listening comprehension skill does not come naturally, thus it has to be taught. As an analysis, this study contributed to the present one as it showed that listening comprehension practice is especially important in classrooms where English as a foreign language is taught, but students often have difficulty developing listening skills, that is why the process carried out showed that students must understand and listen correctly to achieve adequate communication.

Nurpahmi (2015) developed an investigation to determine if listening capacity that students have can be improved using prior knowledge of themselves. The research was at the Faculty of Tarbiyah and the methodology used was random cluster sampling. The data collected was through a listening test which was administered before and after. As a result of this research, the author analyzed a t-test in which the improvement of current performance was evidenced after having put previous knowledge into practice. Therefore, this study supported the present investigation because it showed that through a process, the performance in listening skills of the learners improved by activating the knowledge already acquired.

Zhang (2012) conducted a research with 56 language students at Shandong Economic College who received a regular course in listening comprehension. The data was collected through a three pre and post listening tests. Besides, the author mentioned the succesfully FL learners are characterized by knowing and managing the different learning strategies, which contributed positively in English class. Therefore, as a result of this reseacrh, it emphasized that listening comprehension is one of the linguistic skills, the one that refers to the interpretation of oral discourse. Further, It is an ability that encompasses the complete process of speech interpretation, from the simple decoding and linguistic understanding of the phonic chain (phonemes, syllables, words, etc.) to interpretation and

personal assessment; so that, despite its receptive character, it requires active participation from the listener. Accordingly, this study contributed to this research in a positive way as it clarified that listening comprehension occurs through various training strategies, which is important to use in the classroom.

Bozorgian (2012) led a small-scale study with 28 intermediate-level foreign language listeners who participated in a test based on comparing strategies. The author emphasized that the use of pre and post tests showed that listening comprehension became a challenge in the development of the teaching-learning of the English language, which is why it occurs through a complex and vital process in the context of English language education. The findings showed that metacognitive instruction helped the process in listeners in order to promote good listening comprehension. Indeed, this research really contributed to the present one as it showed that listening comprehension is an active skill, which consisted of developing the understanding of a message through the receiver's own techniques and strategies.

Namaziandost et al (2019) developed a research whose objective was to investigate the problems and strategies of listening comprehension among a group of sixty Iranian students with an advanced level in the English language. For data collection, a questionnaire was managed. Indeed, this study tried to find the relationship between the problems and strategies of the listening ability of each student. For this reason, the author emphasizes that teachers must be careful to motivate and train their audience to create as many opportunities for contact with the foreign language as possible. As an analysis, this research supported the present investigation in a significant way meanwhile the author suggested that teachers must understand the listening problems faced by students thus that both listeners and teachers use appropriate teaching-learning strategies.

Gilakjani (2012) conducted an investigation whose main objective was to demonstrate that listening comprehension is an elementary function in English learning. which helps to establish relationships and interact. This study was qualitative and a group of approximately thirty-six students participated. Likewise, the author mentioned that

empathic understanding favored agreements and created affective relationships. Further, listening comprehension plays a critical role in learning, as attentive and effective listening is often associated with higher academic performance. Therefore, this research contributed significantly to the present one as it demonstrated that it is essential for students to understand a second language through listening skills using different materials that provide effective knowledge of the students.

1.2 Theoretical Framework

1.2.1 Independent Variable (Voa app)

Information and Communication Technology (ICT)

According to Ahmadi (2018), technology had a great impact on the teaching- learning process of English education. Therefore, when ICT is mentioned it refers to the integration of knowledge, meanwhile information and communication technologies are a set of techniques, changes and advanced devices that integrate storage, processing and broadcast functionalities of material. Additionally, ICT support modeling and simulation capabilities, including virtual reality techniques that support advanced learning.

ICT increase student achievement while helping to motivate them to learn (Shanmugam & Balakrishnan, 2019). The educator uses the new information and communication technologies in the English teaching for the purpose of direct knowledge of the foreign language and its customs of the different English-speaking countries. Therefore, the English teacher has always added technological resources to increase the student's attention and motivation, recreating or making the student participate in both the English language and its customs.

Through ICT learning can occur at any time and regardless of the place, which allow the learner to interact simultaneously and easily. Therefore, it is important to emphasize the use of communication tools as they can be together or individually, servers of learning and innovation to create active processes of knowledge of English. (Ariani et al., 2019).

Web 2.0

Martins (2015) claimed web 2.0 open participatory and social character exchanged a visible position within the information building prepare. Therefore, web 2.0 tools were found in the innovative technology of the new generation providing users with opportunities for interaction, communication, information exchange and allowing easy access to material, besides it provided collaborative, visual and evaluative content in easy way to use.

Eren (2020) pointed out the use of web 2.0 tools focused on English education allows students to use the language in real context and interactive. Furthermore, it was considered a virtual space that is constantly developing. Likewise, web 2.0 can be understood as a facilitator of the paradigm shift in learning processes. It is not an isolated technological change, but a constructivist model that understands learning as the result of the interaction and collaboration of people; and that places the user, in this case the student, at the center of the process with an active role in their own learning.

Educational mobile apps

Educational mobile apps in the English language were created to understand the current and future learning situation. Besides, it is noted that the use of mobile devices for the English language incorporated new paradigms with the aim of improving the learning experience. Therefore, app-based learning strategies help develop an interactive classroom atmosphere. (Zou & Li, 2015).

One of the advantages of the use of educational mobile apps is the flexibility at the time of its use both place and time what is called global learning. Consequently, learning through a mobile app more than a learning strategy is a basic competence. Currently, both teachers and students get their mobile devices as an object that offers a variety of activities, which learning is the least valued, however by changing the focus of its application, great benefits and advantages can be obtained for learning and reinforce knowledge in the English language (Khalitova & Gimaletdinova, 2016).

Voa (Voice Of America) app

The Voice of America is the largest international multimedia news organization in the US, offering content in more than 45 languages to audiences with no or limited access to a free media. It was created in 1942, VOA is committed to comprehensive, independent and truthful coverage. Furthermore, the VOA is funded by US providers as part of the US agency for global media. VOA's mission and editorial independence are guaranteed by laws that protect VOA journalists from influence, pressure, or acceptance from government or political officials (Li, 2020).

According to Kyaw and Hlaing (2020) VOA stands for Voice Of America. Their main objective is to provide information and news for millions of English learners. This application contains educational material which helps to improve learning and therefore has become popular. Besides, it allows to the English learners around the world develop their command of the English language every day. This educational platform includes stories and lessons, along with up to date news reports, written in simple vocabulary and spoken at a slow enough speed to help students to understand them easily.

The use of applications such as VOA for learning English are more efficient as a learning method because they provide a variety of contexts, repetition, autonomy and motivation (Wahyudi, 2013). Furthermore, this application is designed to provide the best understanding to advance the English. Through this app you can read, listen and watch the instructions anywhere with mobile plans, learners can also acquire more about American culture, history and the newest world news.

Nan and Mingfang (2009) mentioned that the VOA offers educators the opportunity to create their all four abilities with an extraordinary emphasis on making that lexis accessible for talking and creating. Then, it is important to note that some of the features of this app are: record tracking - audio transcripts are emphasized and scrolled habitually to help you focus on listening, regulate the replay speed and auto reappearance options. This app modifies the reading capability: background color, text color and text size, save

and sync your preferred stories between diverse devices, exploration for published content, search for original words while interpretation stories.

This app is considered educational as it is a multimedia program, designed to be used through mobile electronic devices (smartphones, tablets, PC, PDAs, etc.) and used as a learning tool. The VOA app combines education, pedagogy and technology to facilitate the action of all those involved in the teaching-learning process. It also uses simple navigation systems that are compatible with a multitude of devices, which meets the requirements of accessibility, speed and ubiquity of the devices (Min & Ping, 2016).

1.2.2 Dependent Variable (listening comprehension)

Communication process

Redchenko (2016) highlighted that the communicative significance of English is enormous due to the immense amount of scientific and cultural information that is published in that language as well as its use as a communication medium. Furthermore, the analysis of the links between education and communication has multiple dimensions, which clarified with the development of the theoretical and methodological conceptions of both processes.

Currently, teaching produced a process of curricular change in the teaching of English languages, leaving behind the structuralism and traditional vision that weighed it down, instead a communicative and developer concept is added, being helped with the introduction of new technology to achieve a development of student communication that includes the four aspects of verbal activity (Husna et al., 2015).

English Language Learning

According to Genç (2016) English language learning is seen as a necessity and an urgency anywhere in the world. It does not matter what continent people are on or how old learners are, the fact is that it is essential for anyone to have knowledge of the English language.

Likewise, the teacher and the student represent two of the most important elements in the process of teaching and learning the English language, on which the right or wicked development of this process will depend to a great extent, whose primary objective is the communicative purpose.

Ilmu et al (2015) clarified that the teaching of the English language is a phenomenon by which ideas, opinions and experiences are exchanged. Therefore, learning the English language requires trained teachers with an adequate methodology to develop a correct teaching process, educators who have the ability to recognize the different types of students, their ways of learning, their knowledge problems.

Receptive skills

Receptive skills are established as part of the communicative approach and help to create the connection between teachers and students, skills that are art of language. Reading and listening constitute receptive skills or also known as passive skills which are a set of abilities that allow individuals to decode the meaning of an oral or written message that they receive, extract and process information through what they read and hear (Archana & Somasundaram, 2017).

Al-Jawi (2010) stated that receptive skills can be recognized as one of the ways in which people develop meaning from speech. It should be noted that the first time a student enters a language class, at the beginner level, the student cannot produce in the code they are about to learn, however from that first moment, although the student cannot associate the sounds or symbols that are written on the board with a meaning, the learner is already putting the receptive skills to work, as everything that the student perceives within a classroom, it is responsive and also this ability will help it to acquire information, for example in a conversation the speaker becomes a listener and the reader will at some point have to communicate.

Listening comprehension

Listening comprehension provides helpful perceptions in training listening. Learners may find listening understanding skill difficult to learn and this can also offer teachers with prospects to change their listening exercises into more active ones. Subsequently, Yin (2015) argued listening skills and exploratory the factors emotive listening comprehension achieved growing attention in the range of second language acquisition. This is why listening comprehension exercises should offer meaningful practice to attract students' attention.

Aynur (2019) defined that listening comprehension has subskills, which showed that learners listen for something. Therefore, it is considered **listening for gist** focuses on get a general idea of a specific topic, **listening for specific information** involves paying attention to particular piece of information in a speech, **listening in detail** requires understanding as much information as possible, recognizing errors and differences. Finally, **listening for attitude** needs inferring the feeling of what the speaker is expressing.

One of the characteristics that every listening comprehension activity must have is a pre-established purpose in order to be effective in language class (Safranj, 2015). This is a linguistic goal, as the aim is to improve students' listening comprehension skills. If students know in advance that they have to produce a certain kind of response, they will immediately have a purpose when they listen, and they will know what kind of information to expect and how to react to it, for example the teacher may ask students to focus on specific details before they hear the audio.

English skill comprises in itself a group of processes without which it is not possible, these processes allow the listener to go through each of its phases, namely: pre- listening, listening and post-listening and finally responding to communication in the most accurate way possible. Listening comprehension is a complex activity in which get involved mental operations from the first contact established with the sound wave corresponding to a given statement until the understanding of the meaning is extended (Kim, 2017).

Therefore, listening comprehension is an active skill that the interpreter must keep, the objective of which goes beyond the recognition of known elements to become an act of developing the ability to interpret new messages.

Listening comprehension process plays a fundamental role in the English language teaching process. Therefore, it is a communicative act that transcends linguistic and cultural blocks, and at the same time re-expresses in a target language what has been previously transmitted in an output language (Sangnok, 2019). To establish the listening comprehension-interpretation correlation, it is valid to examine into the aspects that intervene in both processes in order to establish overlaps that from the theory allow to understand how these processes occur at a metacognitive level.

Objectives

1.2.3 General objective

- To analyze how VOA app supports listening comprehension of students of 3rd year of high school in Juan Leon Mera "La Salle".

1.2.4 Specific objectives

- To identify uses of VOA app in listening comprehension.
- To determine the level of listening comprehension that students have.
- To describe how VOA app improves listening comprehension.

Description of the fulfillment of objectives

For the fulfillment of the objectives of the current research, different activities were carried out. First, to achieve the general objective it was necessary to define the three specific objectives that served as a guide to analyze the use of VOA app in the listening comprehension.

To achieve the first specific objective, it was through a bibliographic review, extracting information from scientific theoretical sources to support the variables and with the analysis of previous research related to the theme of this research.

To achieve the second specific objective, the students were assessed with a standardized Cambridge listening test. The application of this initial test (pretest) to the group of students was essential before the pedagogical intervention for which the permission of the competent authorities was required. Therefore, the test consisted of 3 parts, all of them to evaluate listening skills. In addition, a rubric taken from EFL listening assessment was adapted to assess the learners. The rubric contains 4 evaluation criteria such as ability to focus, general understanding, listening for details and accuracy of answer.

Finally, 6 activities were designed and executed with the VOA app to achieve the third specific objective with the group of 3rd year high school students from the Unidad Educativa Juan León Mera "La Salle" in order to improve listening comprehension. After that, it was evaluated (post-test) with the same instrument that served as a pre-test, for which a comparative analysis of the before and after results was made, since in this way the level of progress achieved could be compared.

CHAPTER II

METHODOLOGY

2.1 Resources

The resources used in the research are human, institutional, material, and technological. Among the human resources are the following: researcher, tutor, students. The institutional ones: Universidad Técnica de Ambato and Unidad Educativa Juan León Mera "La Salle". The material resources: sheets of paper, photocopies, and pens. Finally, the technological ones: internet connection, computer, printer, Teams platform, and VOA app.

2.2 Methods

The research had a mixed approach, using the quantitative and qualitative methods. The quantitative method allows collecting and analyzing data obtained from different sources, which implies the use of computer, statistical, and mathematical tools to obtain results. On the other hand, the qualitative approach focuses on understanding the phenomena, exploring them from the participants' perspective in a natural environment for their interpretation (Neil & Cortez, 2017).

The current study used the qualitative-quantitative method; qualitative because interpretive techniques were used to describe the main problems around listening skills in third-year high school students. On the other hand, the quantitative approach was used for the statistical management of the data obtained from the field study and thereby assess the hypothesis.

2.3 Basic modality

2.3.1 Bibliographic documentary

This one collects information in order to stablish the theories that allow the study to be supported to familiarize with the knowledge (Cabezas, Andrade, & Torres, 2018). The

study variables can be supported considering authors from international and local context who addressed the subject with this modality application. Therefore, the current study used the bibliographic documentary modality mainly due to the systematic contribution of sources from books, magazines, papers, reports, and publications that allowed obtaining as much information as possible for a more complete analysis about the use and effectiveness of the VOA app in the ability to listen.

2.3.2 Field

This kind of investigation is developed in the same geographical location where the facts take place through which the investigator can verify the true conditions in which their data have been obtained, making possible to review or modify them in the case that doubts arise regarding its quality (Cabezas, Andrade, & Torres, 2018).

The current study is essentially a field study, since direct contact was made with the reality of the study, that is, with the third-year high school students from Unidad Educativa Juan León Mera La Salle in Ambato to collect data regarding the listening skill development for applying the VOA app during the English class.

2.4 Design

2.4.1 Quasi-experimental

Quasi-experimental research is a type of study that shares more of an experiment characteristic, but comparisons in the response of the subjects are made between non-equivalent groups. The groups referred to are the next: the experimental group, who receives the stimulus or treatment; and the control group, which only serves as a comparison since it does not receive treatment (Neil & Cortez, 2017).

The current study was quasi-experimental because a new pedagogical strategy (VOA app) was applied to a group of third-year high school students from Unidad Educativa Juan León Mera "La Salle" for 6 weeks to verify its effectiveness on the listening skill.

This process implied, in the first instance, the conformation of the experimental and control group, the third year of high school parallel "A" was the experimental group, and the parallel "B" was the control. After this, the pretest (ANNEX 2) was applied to both groups and then the experimental group experimented for 3 weeks with the VOA app to improve their listening skills, while the control group continued with the traditional methodology. Finally, the posttest was applied to both groups to compare the pre and post results obtained in both groups of students.

2.5 Research level

2.5.1 Descriptive

According to Paz and García (2014), descriptive research consists of characterizing a real natural situation through systematic observation or using questions and any information gathering technique for data collection from a representative sample that can provide relevant information to fulfill the study objectives.

This type of research allowed the researcher to observe, characterize and describe the reality of the study, that is, in the first instance, to highlight the potentialities and difficulties that students have regarding the listening skill, and later to analyze the effectiveness of the VOA app in this ability.

2.6 Population and sample

The study included the participation of 50 students of two courses from Unidad Educativa Juan León Mera La Salle. This group of students was selected for convenience due to the accessibility for the application of the data collection instruments and to actively participate in the proposed activities.

Considering that it is a small and accessible population, the sample calculation was not developed, and the entire population was taken as a sample. However, the following criteria were also judged for the sample selection:

- Students who wanted to be part of the research.

- Students who participated in both the pretest and posttest.
- Students (from the experimental group) who participated in at least 80% of the activities proposed with the VOA app.

After the application, there were 20 students in the experimental group and 30 in the control group, making a total of 50 students.

Table 1

Population and sample

Experimental group	20
Control group	30
TOTAL	50

Elaborated by: Tipanquiza E. (2021)
Direct method: Unidad Educativa Juan León Mera "La Salle"

2.7 Data collection technique and instruments

The data collection technique used was the A2 Flyers test, instrument validated by Cambridge which is a leader in language evaluation due to the quality of its exams in all its components (validity, reliability, functionality). The test had three sections to assess listening skills and the questions were scored according to the Cambridge assessment rubric.

The evaluation instrument was an assessment questionnaire of the A2 Flyers test, which was used as pretest and posttest.

2.8 Procedure

The intervention plan was conducted in 4 stages:

Stage 1:

In the first stage, an official letter was made and delivered to Unidad Educativa Juan León Mera La Salle for the approval of the research, this process was supported by a discussion with the academic coordinator and tutor of the third year of high school about the topic, objectives, and research implications. At this stage, the groups participating in the research were selected, in addition to coordinating the schedules for the application of the evaluations and the activities with the VOA app.

Stage 2:

In the second stage, the pretest was applied to both the control and experimental group students. After this process, the activities to be developed in the VOA app were discussed with the students, explaining the multiple options of this digital tool, therefore, they can use it even after the intervention.

Stage 3:

In this stage, six listening activities were applied with the support of the VOA app that were preselected by the researcher. The activities were applied in 3 weeks, two per week, lasting 30 minutes each, this process was developed during the foreign language time slot through Teams platform used by Unidad Educativa Juan León Mera La Salle to continue classes during the COVID-19 pandemic.

Each of the six proposed activities involved the development of an initial action in which dynamics and listening games were carried out. After that, the VOA app was used to work on and reinforce the listening skills of the students and it was concluded with a feedback activity.

The applied VOA app activities were the following:

Activity 1: The topic to work on was prepositions. For that, an initial activity "rain of prepositions" was conducted with a review of the subject. After that, the video "They

arrested him right there" from the VOA app was used where a story about a crime was told and the students had to listen and write down the prepositions. At the end of the class, they filled out a group crossword with these answers.

Activity 2: The topic to work on was adjectives. The class began by listening to expressions from the VOA app that must be repeated by the students. After that, the podcast "Word stress and adjectives" was used. The students were divided into two work groups (teams) had to listen and write down the adjectives heard regarding a specific character on the padlet. At the end of the class, both groups share the notes.

Activity 3: The topic to work on was the listening comprehension. For this, the game "the broken phone" began, the researcher reproduced and sent an expression from the VOA application to a student, then, he or she repeated it to another student until finishing with all. This activity was done through internal audios. After that, the VOA app was used in the "Movies" section where the students had to listen to news about certain movies and video games to answer specific questions at the end of the class.

Activity 4: This activity began with the dynamic "states of mind" in which, from attending to simple expressions in the VOA app, the students were listening and repeating the phrase with different states of mind such as sadness, joy, and anguish.

After that, the VOA app was used, for which the video "Can you come to the party" was shared, from which the students had to write down specific aspects of the invitation such as place, date, time, and party theme. Using the data collected, the assigned students had to fill in the blanks, first, by saying it aloud, and then, writing it in a global invitation that was shared on the Teams screen through the blackboard option.

Activity 5: This week started with the game "imitate what you hear", the researcher played audios from the VOA app so that the students should understand and imitate what they heard. Afterwards, they proceeded to listen to three audios about plans, the students had to listen to these plans and choose one, so that at, the end of the class, they could share an image related to the audio in a padlet.

Activity 6: The researcher began the class by playing an audio from the VOA app about Dry Turtles National Park for the students to answer questions about it in the kahoot. Afterwards, the "everyday grammar" audio was used, from which the students had to identify simple structures and then form sentences that at the end of the class had to be shared with the group.

Stage 4:

In this last stage, the posttest was applied to the students from both the control and experimental groups, to be able to compare the results obtained and thereby verify the hypothesis.

Information processing plan

The information collected was processed as follows:

- Reviewing the information collected.
- Information debugging.
- Creation of a database in Excel with the information obtained in each of the groups both in the pretest and posttest.
- Statistical data management.
- Presentation of the results in tables and bar graphs.
- Analysis and interpretation of the results.
- Conclusions Statement.

2.9 Hypothesis

H1: The VOA application supports the listening comprehension of third year students from Unidad Educativa Juan León Mera "La Salle".

H0: The VOA application does not support the listening comprehension of third year students from Unidad Educativa Juan León Mera "La Salle".

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis of results

The current research study used quasi-experimental statistics to show the results obtained in two groups of students, one control and the other experimental, who were evaluated for listening comprehension using the A2 Flyers test, at two moments given for comparative analysis.

The control group just participated during pretest and posttest assessments. On the other hand, the students from the experimental group worked with 6 activities in the VOA app, and in the same way, they were evaluated before and after the experimentation.

The T-test allowed to compare the results, determining a significant difference between the means of two groups. In this chapter, the results from pretest and posttest in both, the control and experimental groups were presented in the first instance and then a discussion of the outcomes is made to finally check the hypotheses raised.

3.2 Pretest results in the control group

Table 2

Control group Pretest

Control Group Pretest			
Students	Part 1	Part 2	Part 3
1	1	1	1
2	2	1	1
3	1	1	1
4	1	1	1
5	2	1	2
6	2	1	2

7	1	1	1
8	2	2	1
9	2	2	2
10	2	1	1
11	1	1	1
12	1	1	1
13	2	1	1
14	2	1	1
15	2	1	1
16	2	1	2
17	1	1	1
18	1	1	1
19	2	1	1
20	2	2	2
21	1	1	1
22	1	1	1
23	1	1	1
24	1	1	1
25	2	2	1
26	1	1	1
27	1	1	1
28	1	1	1
29	2	1	2
30	2	1	2
	1,5	**1,13**	**1,23**

Elaborated by: Tipanquiza, E. (2021)

Source: Initial Evaluation

Analysis and interpretation

After applying the pretest in the control group, the problems that the students had in listening comprehension were evident because, in the three parts of the A2 Flyers assess, the results were insufficient.

In part one, an average of 1.5 was obtained, in the second 1.13, and in the third one 1.23, demonstrating the difficulties to concentrate on the task, recognize the vocabulary and the information to answer the questions and develop the proposed activities.

According to the results, students in the control group had listening comprehension problems because the global averages were at level one. Evaluation rubric shows that it is an area of concern as the student could not concentrate during the listening task to capture specific details.

3.3 Pretest results in the experimental group

Table 3

Experimental group Pretest

Experimental group Pretest			
Students	Part 1	Part 2	Part 3
1	2	2	2
2	2	2	1
3	1	1	1
4	1	1	1
5	1	1	1
6	2	2	2
7	1	1	1
8	1	1	1
9	1	1	2
10	2	2	1

11	1	1	1
12	1	1	1
13	2	2	1
14	1	2	1
15	2	2	2
16	1	1	2
17	1	1	1
18	1	1	1
19	2	2	1
20	1	1	2
	1,35	1,4	1,3

Elaborated by: Tipanquiza, E. (2021)

Source: Initial Evaluation

Analysis and interpretation

The initial evaluation results in the experimental group were similar to the control group. In the first part, an average of 1.3 was obtained, in the second 1.4 and in the third 1.3.

Consequently, both the experimental and control group presented deficiencies in listening comprehension located around pedagogical concern. This problem shows that in addition to the lack of attention and concentration, there are auditory discrimination deficiencies due to the limited work done in this skill, triggering confusion, stress, and frustration in students because they cannot understand the meaning of a sentence and are not capable to control the rhythm of the activity.

Hence, teachers must work with greater emphasis on listening comprehension area, using strategies that allow authentic contact with the language due to the most of the listening comprehension practice occurs in the classroom, being extremely superficial added to the natural shyness of the student. Therefore, students feel a certain passivity and fear when listening to real situations, avoiding understanding what is being communicated.

3.4   Posttest results in the control group.

Table 4

Control group Posttest

Control Group Posttest			
Students	Part 1	Part 2	Part 3
1	1	1	1
2	2	2	2
3	2	1	1
4	1	1	1
5	2	1	2
6	2	1	2
7	1	1	1
8	2	2	1
9	2	2	2
10	2	1	1
11	1	1	1
12	1	1	1
13	2	2	2
14	2	1	1
15	2	1	1
16	2	1	2
17	2	2	1
18	1	1	1
19	2	1	1
20	2	2	2
21	1	1	1
22	2	2	2
23	1	1	1
24	1	1	1

25	2	2	2
26	1	1	1
27	1	1	1
28	1	1	1
29	2	1	2
30	2	1	2
	1,6	1,26	1,36

Elaborated by: Tipanquiza, E. (2021)

Source: Final Evaluation

Analysis and interpretation

After applying the second evaluation to the control group, better results than the initial ones were obtained. The test was the same as the initial one and the students could recognize several elements.

Even though, the averages obtained in the three parts of the A2 Flyers test showed that the deficiencies in listening comprehension persisted, meanwhile in part one, it was obtained 1.6, in the second 1.26 and in the third 1.36, which is indicative of concern, requiring strong pedagogical work to be able to overcome the lack of attention, concentration, detail recognition and audio discrimination in general to be able to fulfill specific tasks.

Based on these results, the lack of specific pedagogical work leads to listening comprehension problems being maintained and dragged on throughout the school years. This was demonstrated with the control group because when comparing the initial and final results, the majority of students continue to be in the area of concern (level 1) due to the little work done in this group.

3.5 Posttest results in the experimental group

Table 5

Experimental group Posttest

Experimental Group Posttest			
Students	Part 1	Part 2	Part 3
1	3	3	3
2	2	3	2
3	2	2	2
4	2	2	2
5	2	2	2
6	3	3	3
7	2	2	2
8	2	2	2
9	2	2	3
10	2	2	2
11	2	2	2
12	3	3	2
13	2	2	2
14	2	2	2
15	3	3	3
16	2	2	3
17	3	3	2
18	2	3	2
19	2	2	2
20	2	2	3
	2,25	2,35	2,3

Elaborated by: Tipanquiza, E. (2021)

Source: Final Evaluation

Analysis and interpretation

The second evaluation results in the experimental group were more encouraging because better results were obtained, all of them above 2. In the first part, an average of 2.25 was obtained, in the second of 2.35 and in the third of 2.3.

These results showed the students' progress because they went from a level of concern or insufficient (level 1) to a regular one (level 2). Level two, although it translates into the need for specific work, additionally shows that despite having limited listening comprehension, students were able to use interference to guess the meaning of words or phrases to partially comply with the activities.

These results demonstrated that the work conducted with the VOA app join with other support activities allowed the development of the listening comprehension in Unidad Educativa Juan Leon Mera "La Salle".

3.6 Comparative analysis

Initial and final results in the control group

Table 6

Control group Pretest-Posttest

Evaluation	Part 1	Part 2	Part 3	Global
Pretest	1,5	1,13	1,23	1,2
Posttest	1,6	1,26	1,36	1,4

Elaborated by: Tipanquiza, E. (2021)

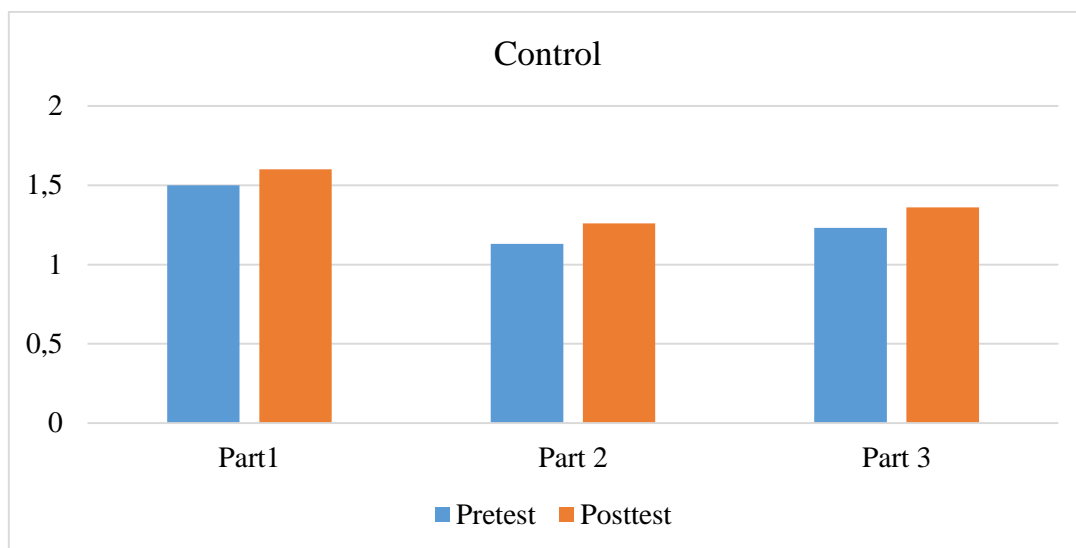**Source**: Initial and final Evaluation

Figure 1 *Control Group Pretest-Posttest*
Elaborated by: Tipanquiza, E. (2021)
Source: Initial and final Evaluation

Analysis and interpretation

In the control group, similar results were observed both in the pretest and in the posttest. In the pretest, a general average of 1.2 was obtained, while in the posttest it was 1.4. The second part of the evaluation had greatest problems because, in addition to listening to the details, a written production was required to complete 6 questions.

The results in control group pretest and posttest demonstrated the limited students' listening comprehension capacity. Being at level 1 means an urgent need for pedagogical work because the student does not understand central ideas or specific details, reducing their productive oral and written skills.

Initial and final results in the experimental group

Table 7

Experimental Group Pretest-Posttest

Evaluation	Part 1	Part 2	Part 3	Global
Pretest	1,35	1,4	1,3	1,35

Posttest	2,25	2,35	2,3	2,3

Developed by: Tipanquiza, E. (2021)

Source: Initial and final Evaluation
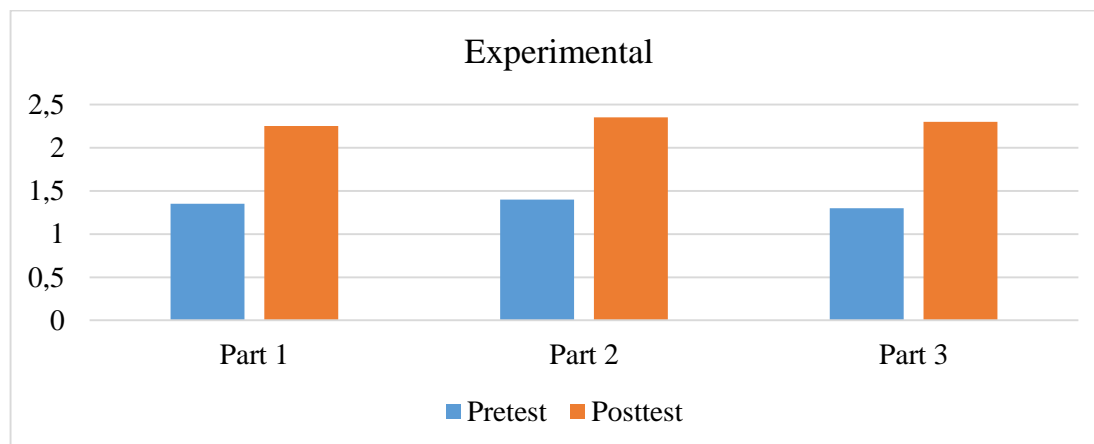

Figure 2 *Experimental Group Pretest-Posttest*
Elaborated by: Tipanquiza, E. (2021)
Source: Initial and final Evaluation

Analysis and interpretation

In the experimental group, the initial results demonstrated significant deficiencies in listening comprehension, since the general average was 1.35, while in the posttest it was 2.35, meaning a level of progress obtained, therefore, students improved their listening skills.

The initial evaluation showed that the students were not able to capture the auditory information and fulfill the proposed tasks adequately, however, after applying six activities with the VOA app, where the listening comprehension was worked, progress was appreciated because the students, despite their limited ability to hear details, were able to complete most of the activities.

These results demonstrated the efficiency of the proposed strategy when moving from an insufficient level to a regular one in which, despite the existence of a limited listening comprehension ability, specific activities can be fulfilled by making use of inferences. The

VOA app allows the student to interact with the language in a more real, direct, and entertaining way, activating processes such as attention, concentration, retention, and motivation to complete activities.

3.7 Discussion of results

At the beginning of the research it was possible to verify that the listening skill had not been consolidated in the third-year students from the Unified General High School, meanwhile in the initial evaluation there were no mastery scores. The existence of this problem revealed the lack of pedagogical work in this skill, being the reason to conduct the intervention within the group of students to detect and improve these existing shortcomings.

Likewise, Dwi (2018), after developing his study regarding the difficulties and strategies of listening comprehension mentioned that listening occupies between 40 and 50% of communication because productive skills originate from it. However, the author affirmed that this skill is the most abandoned in language teaching being the reason that listening problems persist throughout the educational years.

Conferring to these results, the application of a pedagogical strategy based on the use of Information and Communication Technologies was proposed because, according to Ammanni and Aparanjani (2016), learning English and ICT are inseparable. Traditional teaching methods have not produced good results for students and technology has established itself as a motivating and high-impact tool because allows interactive and meaningful learning, as well as being appropriate for the era in which the students live.

The main finding of the current research is that the use of the VOA app improves the students' listening comprehension because they went from an insufficient level (lack of vocabulary, comprehension structure, inability to understand natural speech, loss of confidence, and little concentration) to an acceptable one, which is positive because the shortcomings were filled as the students, at the end of the experimentation, exposed greater concentration and attention to details in order to understand what they hear.

The results above are like those reported in the study by Alavijeh and Marandi (2019), the report started analyzing the effectiveness of VOA Special English for Persian Learners, which is one of the most popular websites among Iranian English learners. This program clearly promotes American culture among students because of the modern technology it uses to create cultural products and special programs broadcast through mass media, influencing significantly to students' thinking and lifestyle.

The effectiveness of the VOA app in listening comprehension is additionally confirmed in the study developed by Shabani (2021) where, after comparing the use of some applications between them, VOA showed a significant difference between the modified and unmodified corpus in the speed of listening, speech, syntax, and lexicon. Its contents are characterized by slower readings, pauses, and increased tonal units, more frequent words, without idioms, repetitive nominal clauses, and impersonal subjects in active voice structures. Therefore, it is concluded that the VOA application with intralingual translation facilitates the learners' listening comprehension and allows the students to feel motivated to understand a second language.

Finally, in the research by Muzdalifah (2018), the author analyzed how VOA app could increase English skills in students, finding that when using VOA every day for two hours has a positive effect on listening ability, refining productive skills such us speaking, improving pronunciation at the same time.

3.8 Hypothesis Verification

H1: The VOA application supports the listening comprehension of third year students from Unidad Educativa Juan León Mera "La Salle".

H0: The VOA application does not support the listening comprehension of third year students from Unidad Educativa Juan León Mera "La Salle".

To verify the hypothesis raised in the research, the statistical program SPSS Statistics was used to calculate the T-test, which allows determining if there is a significant difference between the means of two groups.

Table 8

Single sample statistics

	N	Means	Standard deviation	Mean standard error
EXPERIMENTAL_GLOBAL_PRETEST	20	1,3500	,38260	,08555
EXPERIMENTAL_GLOBAL_POSTTEST	20	2,2995	,37334	,08348

Elaborated by: Tipanquiza, E. (2021)
Source: Pre-test and post-test statistics

As shown in the previous table, there is a significant difference between the means of the groups in the pretest and the posttest of the experimental group, because at the beginning it had a value of 1.35 and in the posttest had 2,995.

Table 9

Paired Sample Correlations

		N	Correlation	Sig.
Par 1	EXPERIMENTAL_GLOBAL_PRETEST & EXPERIMENTAL_GLOBAL_POSTTEST	20	,535	,015

Elaborated by: Tipanquiza, E. (2021)
Source: Pre-test and post-test statistics

After calculating the T-test, the value of p is 0.015, which is less than the level of significance $\alpha = 0.05$, therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, that is:

H1: The VOA app supports the listening comprehension of third year students from Unidad Educativa Juan León Mera "La Salle".

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4. 1 Conclusions

- After the research was carried out, it was possible to verify different effective studies with the Voa app by bibliographic browsing, which yielded positive results in the teaching-learning process of the English language. Therefore, the quality of the content of the application can be appreciated through aforementioned studies in order to students can interact in the classroom using technology. Afterward, it was evidenced that the Voa app contained different contextualized categories such as: news of daily life, art, culture, expressions, grammar of the foreign language through audios and videos, in such a way that the use of the application allowed the students to be interested in learning and improving listening skills.

- During the research process, the pretest in both the experimental and control groups yielded initial results on a scale of 1 (deficient) and 2 (regular) according to the listening ability rubric. Consequently, activities with the experimental group such as: completion, cycles, divided groups, games and open-ended questions were applied using the Voa app. Besides, the activities helped the students feel motivated in the research process.

- It was possible to show effective results in the post test after applying the 6 activities with the Voa app, which allowed a comparative analysis. Moreover, it was observed that there was an improvement of 2.3 globally at the time of obtaining the final results. Additionally, the learners had a significant advance in part 2 (2.35), followed by part 3 (2.3), and part 1 (2.25). Hence, the use of the app demonstrated the effectiveness in the teaching and learning process in the experimental group.

- The final results of the current study determined that the Voa app supported significantly to the knowledge of third year students from Unidad Educativa Juan Leon Mera "La Salle". Likewise, the content of the application aided to improve the listening comprehension of the learners and allowed them to understand the language in a creative way.

4.2 Recommendations

- This research project suggests that teachers and students use the content of the Voa app to improve listening comprehension. Students can practice, interact and develop various activities using the app. It is also important that teachers adjust the content so that students feel entertained and motivated in the teaching-learning process.

- To use the Voa app, teachers must take into account that the contents are according to the age and level of English of the students. Further, the instructions must be clear at the time of teaching the activities using the app so that students can be interested and hence benefit from the content.

- Teachers must select activities according to the learning environment or in turn make use of standardized Cambridge tests in order to know the level of listening comprehension that students have, which are already validated by experts and also help to obtain the results that are required.

- The teachers must carefully design the activities using the Voa app, considering that the plans must have meaningful listening skills and with successful purposes. Finally, it is important to include material that attracts the attention of the learners and promotes interaction in the classroom in an autonomous and daily way

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ANNEXES

Annex Nº 1: Carta de compromiso

ANEXO 3
CARTA DE COMPROMISO

Ambato, 21 de Octubre de 2020.

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mgs. Silvana Meléndez en mi calidad de Directora de la Unidad Educativa Juan León Mera "La Salle", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el tema: "VOA APP AND THE LISTENING COMPREHENSION" propuesta por la estudiante Tipanquiza Miniguano Erika Leonela, portadora de la Cédula de Ciudadanía 1805691449, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mgs. Silvana Meléndez
0201651650
0992886527
rectorambatojlm@lasalle.edu.ec

UNIDAD EDUCATIVA PARTICULAR
"JUAN LEÓN MERA"
La ☆ Salle
RECTORADO

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Annex Nº 2: Rubric

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
LICENCIATURA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN INGLÉS
Avda. Los Chasquis y Río Payamio, Ambato - Ecuador

SCORING RUBRIC FOR LISTENING COMPREHENSION

Student´s Name: _____   Score: _____

Date: _____

Criteria	Area of concern 1 pts	Needs work 2 pts	Good 3 pts	Very good 4 pts
Ability to focus.	The student was not able to concentrate on the listening task and was easily distracted and inattentive.	The student found it difficult to concentrate on the listening task, but was able to attend occasionally.	The student was mostly attentive and usually able to listen with good concentration.	The student was able to concentrate fully and listen very attentively throughout the assessment.
General understanding.	Student did not understand enough vocabulary or information to answer the questions.	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions.	The student showed a good general understanding of the vocabulary and information, with most questions completed.	The student showed a very good general understanding of all vocabulary and information, completing all the questions.
Listening for details.	Student was unable to grasp specific details when listening, and did not include them in the answers.	Although the student showed a limited ability to listen for details, specific information was occasionally included.	The student was able to include most specific information and details in his/her answers.	The student included all the specific information and details in his/her answers.
Accuracy of answers.	The student's answers were mostly left out or unrelated to the information given.	The student included a small amount of information, however, a lot was left out or was not accurate.	Answers were mostly accurate and related to the information given, with a only a few errors.	The content was always accurate and related to the information given.

Annex Nº 3: Pretest - post test

LISTENING TEST

Objective: To determine the level of listening comprehension that students have.

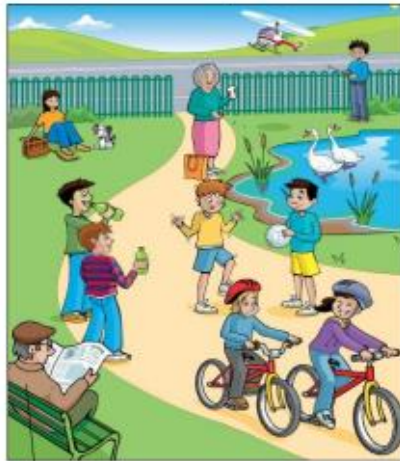**Time:** 15-20 minutes   **CEF:** A2 Test   **Level:** 3ro BGU

Age: 17-18

Listening Part 1

Look at the following image, pay attention to the details of each character, and after, listening to the dialogue of the speakers where each of them is described, draw lines to join the character with the names at the top and bottom of the image as appropriate.

Sally   Harry   Jone

William   David   Sarah   Richard

https://www.youtube.com/watch?v=qmgindsCIL0

Listening Part 2

Listen to the speakers' conversation and write the words or numbers that correspond to each of the 5 sentences listed below the picture.

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MENCIÓN INGLÉS
Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

The Space Club

https://www.youtube.com/watch?v=yiJnRFDwKVk

Meetings at………………………………………………..on Tuesdays

Children learn about: the………………………………………….

Sometimes they look al: the………………………………………..

Children should bring: a………………………………………….

If it's cloudy, children watch………………………………………..

Person who sometimes talks to club: Mr………………………….

Listening Part 3

Listen to the conversation and according to the speaker's statement, relate the list of illustrated words by writing the letter of the correct image in the box.

Painting	E	
Drums		
Swan		
Fan		
Chocolates		
Gloves		

https://www.youtube.com/watch?v=KKnE3m7xlVA

Annex Nº 4: Lessons

Lesson 1

<table>
<tr>
<td rowspan="2"></td>
<td colspan="4" align="center">U.E. Juan León Mera La Salle</td>
<td colspan="2" align="center">SCHOOL YEAR:
2021-2022</td>
</tr>
</table>

<table>
<tr>
<td colspan="7" align="center">LESSON PLAN</td>
</tr>
<tr>
<td colspan="7">1. INFORMATIVE DATA:</td>
</tr>
<tr>
<td>Teacher:
Erika
Tipanquiza</td>
<td></td>
<td>Subject:</td>
<td>English</td>
<td>Curse:</td>
<td>3rd
year of
high
school</td>
<td>Parallel:</td>
<td>"A"</td>
</tr>
<tr>
<td>Nº. Class</td>
<td>1</td>
<td>Topic:</td>
<td>Prepositions</td>
<td colspan="2">Specific
objectives of the
activity</td>
<td colspan="2">- To Reinforce listening skills.
- To Identify the types of
prepositions and their uses
according to the context.</td>
</tr>
<tr>
<td colspan="8">2. PLANNING</td>
</tr>
<tr>
<td>CROSSCUT
TING:</td>
<td>Attentio
n</td>
<td>TIME:</td>
<td colspan="3"><i>30 minutes</i></td>
<td>DATE:</td>
<td>Wednesday,
december 01st,
2021</td>
</tr>
</table>

Methodological strategies	Resources	Achievement indicators	Succes indicator
Experiences-Reflection - Greetings and Agenda - Power point about the Voa app	Internet connection	Ability to focus.	**-** Students pay attention to presentations.
Conceptualization - A rain of prepositions is proposed in a group, each student contributes. - A PowerPoint presentation is shared with the main prepositions and their use.	Power point presentation Teams platform	General understanding.	**-** Students are able to share ideas in the group.
Application - The video "They arrested him right there" (https://voa.app.link/8FHMFxZASjb) from VOA app is played where a story about a crime is told, students	VOA-app	Listening for details.	- Students interact and write propositions related to the topic.

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must listen and write down the prepositions. - The activity ends with the group filling in a crossword puzzle which must be filled in with the prepositions heard. (https://www.educima.com/crosswords/crime_and_prepositions-33124)	Support m aterial	Accuracy of answers.	- Students interact and write propositions related to the topic.

Elaborated by: Tipanquiza, E. (2021)
Source: Tipanquiza, E. (2021)

Elaborated by: Tipanquiza, E. (2021)
Source: Tipanquiza, E. (2021)

Prepositions of crime

Alleged to   arrested for

Released from

Robbery   Charged with

Accused of

Guilty   Suspected of

Elaborated by: Tipanquiza, E. (2021)
Source: Tipanquiza, E. (2021)

:du**cima**.com

Dibujos   Fotos   Manualidades
Lo más buscado

me > Generador de crucigramas   Nuevo: | Mapa del sitio | Contacto

GENERADOR DE
SOPA DE LETRAS

NUEVO: los crucigramas se pueden resolver en línea.
Guarde o registre esta página para que pueda regresar a este crucigrama cuando lo desee.

Mostrar   Imprimir   Descargar   Compartir

Generador de crucigramas
Generador de sopa de letras
Cartoon Puzzle
Ajedrez
Borradores
Bloques de rompecabezas

Crime and prepositions

Horizontales

3. (Of an incident or a person) said, without proof, to have taken place or to have a specified illegal or undesirable quality.
5. Responsible for a specified wrongdoing.
6. A formal allegation (a statement not yet proven) of an offense is made
8. Doubting someone's authenticity or truth.

Verticales

1. A person or group of people who are charged with or on trial for a crime.
2. To allow or enable to escape from confinement; set free.
3. Seize (someone) by legal authority and take into custody.
7. The action of taking property unlawfully from a person or place by force or threat of force.

Elaborated by: Tipanquiza, E. (2021)
**Source**: https://www.educima.com/crosswords/crime_and_prepositions-33124

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	U.E. Juan León Mera La Salle				SCHOOL YEAR: 2021-2022	
	LESSON PLAN					
1. INFORMATIVE DATA:						
Teacher: Erika Tipanquiza		**Subject:**	English	**Curse:**	3rd year of high school	**Parallel:**	"A"
Nº. Class	2	**Topic:**	Adjectives	**Specific objectives of the activity**		- To Reinforce listening skills. - Develop auditory discrimination - Identify types of adjectives and their uses.
2. PLANNING						
CROSSCUT TING:	**Attention**	**TIME:**	*30 minutes*		**DATE:**	Friday, december 03rd, 2021

Methodological strategies	Resources	Achievement indicators	Succes indicator
Experiences-Reflection **-** Greetings and Agenda **-** An audio from the VOA app about "expressions" is played, when students listen, they must repeat. **Conceptualization** **-** It briefly explains what the adjective is, importance, types and uses. **Application** - The podcast "Word stress and adjectives (https://voa.app.link/aZ5fjnV3Hkb) is played **-** Students divided into two work groups (zoom groups) must listen and write down on the padlet the	Internet connection Teams platform VOA-app Padlet	Ability to focus. General understanding. Listening for details.	Students will be able to understand expressions Students will be able to ask open questions Students will be able to write the adjectives they hear.

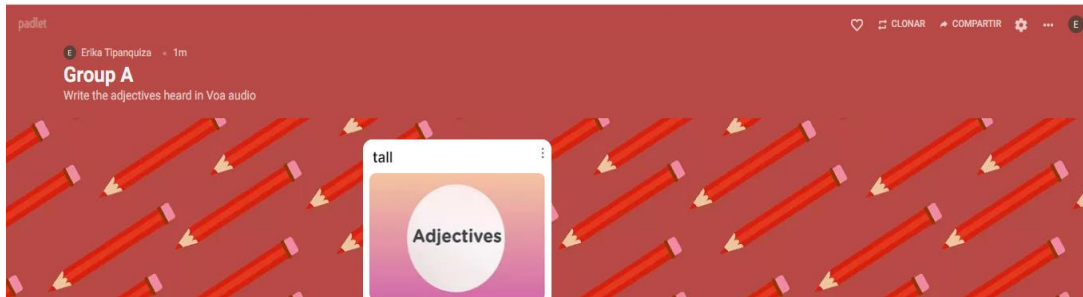|			
adjectives heard regarding a specific character**.** - At the end of the class, both groups share what they wrote down and complete a worksheet. https://es.liveworksheets.com/yh207596xs	Support material	Accuracy of answers.	Students will be able to interact between groups

Elaborated by: Tipanquiza, E. (2021)
Source: Tipanquiza, E. (2021)
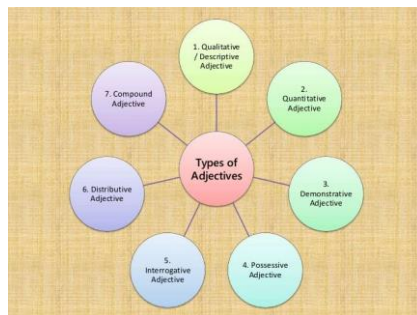
Elaborated by: Tipanquiza, E. (2021)
Source: Tipanquiza, E. (2021)

Elaborated by: Tipanquiza, E. (2021)
Source: Padlet (2021)

Elaborated by: liveworkheet (2021)
Source: liveworksheet (2021)

Lesson 3

	U.E. Juan León Mera La Salle				SCHOOL YEAR: 2021-2022	
	LESSON PLAN					
1. INFORMATIVE DATA:						
Teacher: Erika Tipanquiza		**Subject:**	English	**Curse:**	3rd year of high school	**Parallel:**	"A"
Nº. Class	3	**Topic:**	News	**Specific objectives of the activity**		- Reinforce listening skills. - Develop listening comprehension. - Develop listening for details.
2. PLANNING						
CROSSCUT TING:	**Attention**	**TIME:**	*30 minutes*		**DATE:**	Tuesday, december 7, 2021

Methodological strategies	**Resources**	**Achievement indicators**	**Succes indicator**
Experiences-Reflection **-** Greetings and agenda **-** It begins with the game "the broken phone" - An expression of the VOA application is played and sent to a student so that learners can later repeat it to another student until all of this is done through audio by intern. **Conceptualization** - The importance of paying attention for active listening is explained. **Application** **-** The "Movies" section is used (https://voa.app.link/MWXA35eZvib).	Internet connection Teams platform VOA-app Padlet	Ability to focus. General understanding. Listening for details.	Students will be able to understand audio. Students will be able to share audios internally. Students will be able to understand different parts of the Voa app audio.

- Students must listen to news about the movie SONIC, for this they can take notes. - The class ends by answering specific questions about the movies. - Answer the 3 basic questions about the movie SONIC.	Support Material Google forms	Accuracy of answers.	Students will be able to answer open-ended questions about the news of the sonic movie

Elaborated by: Tipanquiza, E. (2021)
Source: Tipanquiza, E. (2021)
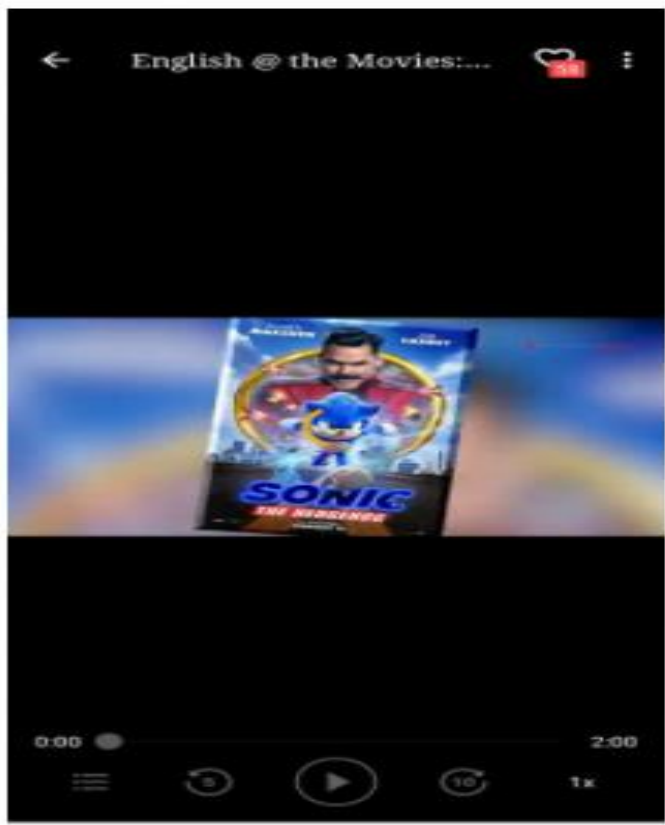
Elaborated by: Voa app (2021)
Source: Voa app (2021)

Answers

Answer the 3 following questions regarding the news of the movie SONIC

What is the movie SONIC based on?

Tu respuesta

According to the audio of the Voa app, what ability does Sonic have in the movie?

Tu respuesta

What do you think about "Bucket List"?

Tu respuesta

Elaborated by: Google forms (2021)
Source: Google forms (2021)

Lesson 4

	U.E. Juan León Mera La Salle					SCHOOL YEAR: 2021-2022	
	LESSON PLAN						
1. INFORMATIVE DATA:							
Teacher: Erika Tipanquiza		**Subject:**	English	**Curse:**	3rd year of high school	**Parallel:**	"A"
Nº. Class	4	**Topic:**	Party invitation	**Specific objectives of the activity**		- Reinforce listening skills - Develop listening comprehension - Develop listening for details	
2. PLANNING							
CROSSCUTTING:	**Attention**	**TIME:**	*30 minutes*			**DATE:**	Thursday, december 9, 2021

Methodological strategies	**Resources**	**Achievement indicators**	**Succes indicator**
Experiences-Reflection **-** Greetings and agenda - It begins with the dynamic "moods" in which, from listening to simple expressions in the VOA app, students listen and repeat the phrase with different states of mind such as sadness, happiness, anguish, etc.	Internet connection Power point presentation	Ability to focus.	Students will be able to make expressions
Conceptualization - The importance of paying attention to expressiveness is explained. **Application**	Teams platform	General understanding.	Students will be able to keep in mind information.
The video "Can you come to the party" (https://voa.app.link/MWXA35eZvib) is used, from which students must write down specific aspects of	VOA-app	Listening for details.	Students will be able to understand the Voa audio.

the invitation such as place, date, time, theme of the party and with those data. **-** The activity ends by filling out a global invitation that is presented on the screen using the blackboard option.	Support Material	Accuracy of answers.	Students will be able to fill out the information on an invitation.

Elaborated by: Tipanquiza, E. (2021)
Source: Tipanquiza, E. (2021)
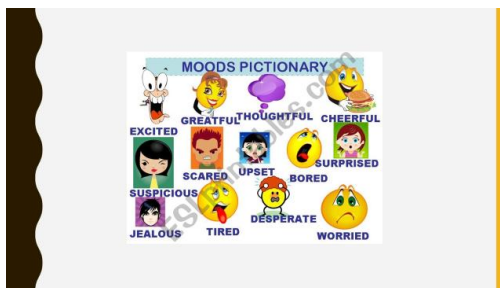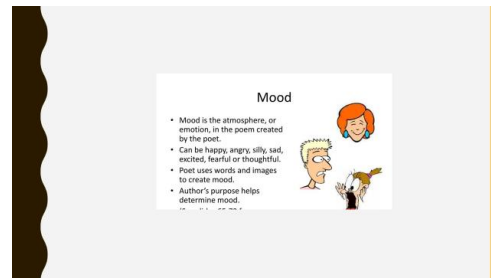
Elaborated by: Tipanquiza, E. (2021)
Source: Tipanquiza, E. (2021)

Fill in the blank. Drag and drop.

party	ice -cream	Your friend,	Dear Fatima,	house

7:00 p.m	cake	invite

....

I would like to .... you to my ....

We are going to have a party on Thursday at my

.... The party will start at ....

We are going to eat .... and ....

Would you like to come?

....

Hessa

¡Terminado!

Elaborated by: liveworkheet (2021)
Source: liveworksheet (2021)

Lesson 5

	U.E. Juan León Mera La Salle				SCHOOL YEAR: 2021-2022	
	LESSON PLAN					
1. INFORMATIVE DATA:						
Teacher: Erika Tipanquiza		**Subject:**	English	**Curs e:**	3rd year of high school	**Parallel:**	"A"
Nº. Class	5	**Topic:**	Future plans	**Specific objectives of the activity**	- Reinforce listening skills - Develop listening comprehension - Develop listening for details	
2. PLANNING						
CROSSCUT TING:	**Attention**	**TIME:**	*30 minutes*		**DATE:**	Tuesday, december 14, 2021
Methodological strategies		**Resources**	**Achievement indicators**		**Succes indicator**	
Experiences-Reflection - Greetings and agenda - The activity begins with the game "imitate what you hear", for which audio from the VOA app is played so that students listen, understand and imitate what they heard.		Internet connection	Ability to focus.		Students will be able to interact in the classroom	
Conceptualization - It is briefly explained about the future tense		Teams platform	General understanding.		Students will be able to understand the audio of the Voa application	
Application Audios about future plans are used in the VOA app (https://voa.app.link/LS5jJIDHOkb) **-** Students must listen to these plans and choose one to share an image related to that plan in a padlet and show it to their classmates.		VOA-app Padlet Support Material	Listening for details. Accuracy of answers.		Students will be able to share images related to what they heard	

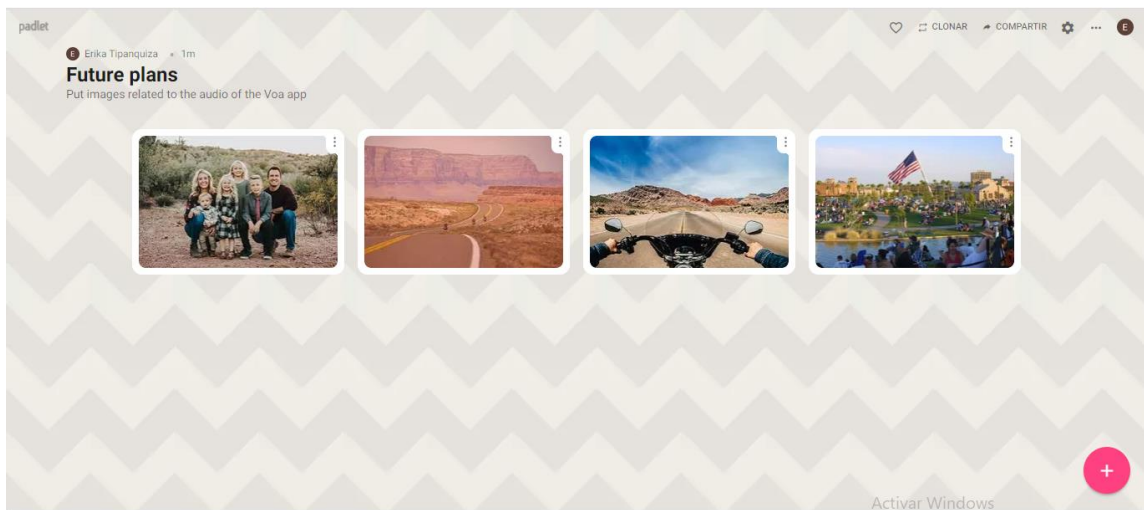| - To finish, students complete an activity about future plans.			Students will be able to fill out sheets related to future plans

Elaborated by: Tipanquiza, E. (2021)
Source: Tipanquiza, E. (2021)

Elaborated by: Tipanquiza, E. (2021)
Source: Tipanquiza, E. (2021)

Elaborated by: Tipanquiza, E. (2021)
Source: Tipanquiza, E. (2021)

Sheet to complete: https://es.liveworksheets.com/oo787693if

	U.E. Juan León Mera La Salle				SCHOOL YEAR: 2021-2022	
	LESSON PLAN					
1. INFORMATIVE DATA:						
Teacher: Erika Tipanquiza		**Subject:**	English	**Curse :**	3rd year of high school	**Parallel:**	"A"
Nº. Class	6	**Topic:**	First conditional	**Specific objectives of the activity**		- Reinforce listening skills - Develop listening comprehension. - Identify simple structures.
2. PLANNING						
CROSSCUT TING:	**Attention**	**TIME:**	*30 minutes*		**DATE:**	Thursday, december 16, 2021

Methodological strategies	**Resources**	**Achievement indicators**	**Succes indicator**
Experiences-Reflection - Greetings and agenda - The class began the class by playing an audio from the VOA app about Dry Turtles National Park (https://voa.app.link/zlVA8C8Tfcb) for the students to answer questions. **Conceptualization** - It is briefly explained about simple structures**.** **Application** - The audio "everyday grammar" (https://voa.app.link/HJusWaADnib) is used **-** Students must identify simple structures and then form sentences to share with the group at the end of the class	Internet connection Power point presentation Kahoot Teams platform VOA-app Support Material	Ability to focus. General understanding. Listening for details. Accuracy of answers.	Students will be able to understand specific parts of the Voa app audio Students will be able to keep in mind information. Students will be able to create sentences with the first conditional

Elaborated by: Tipanquiza, E. (2021)
Source: Tipanquiza, E. (2021)

Elaborated by: Tipanquiza, E. (2021)
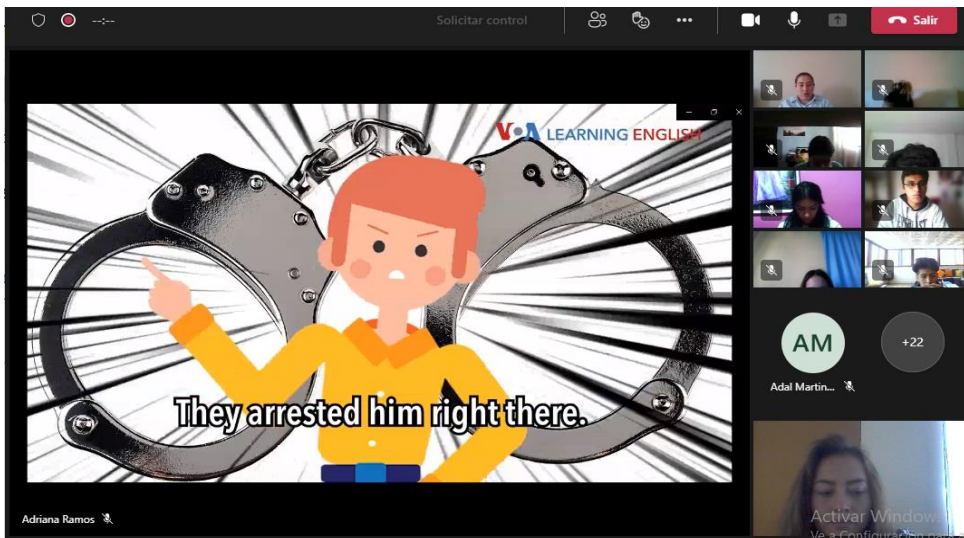**Source:** Tipanquiza, E. (2021)

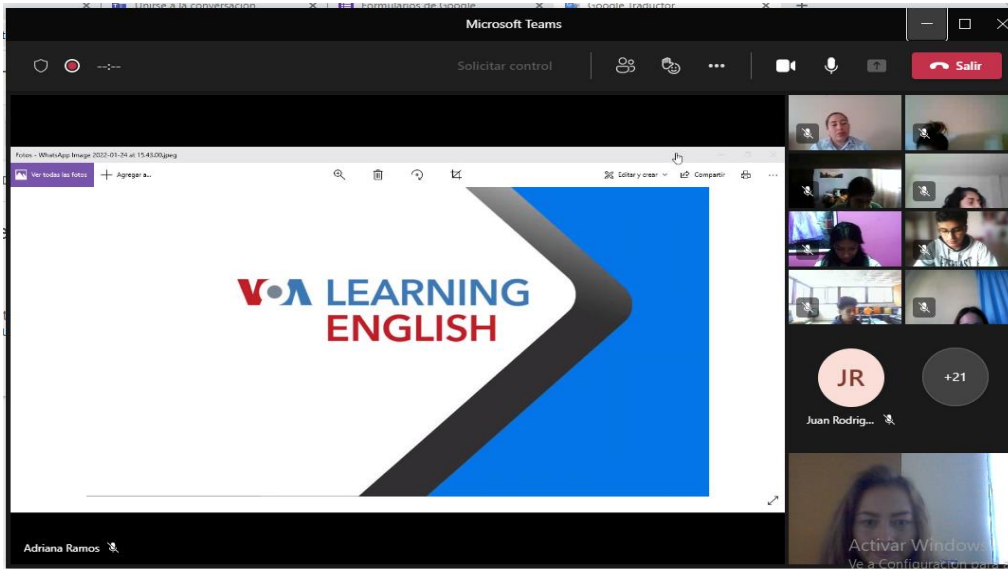**Elaborated by**: Tipanquiza, E. (2021)
Source: Kahoot (2021)

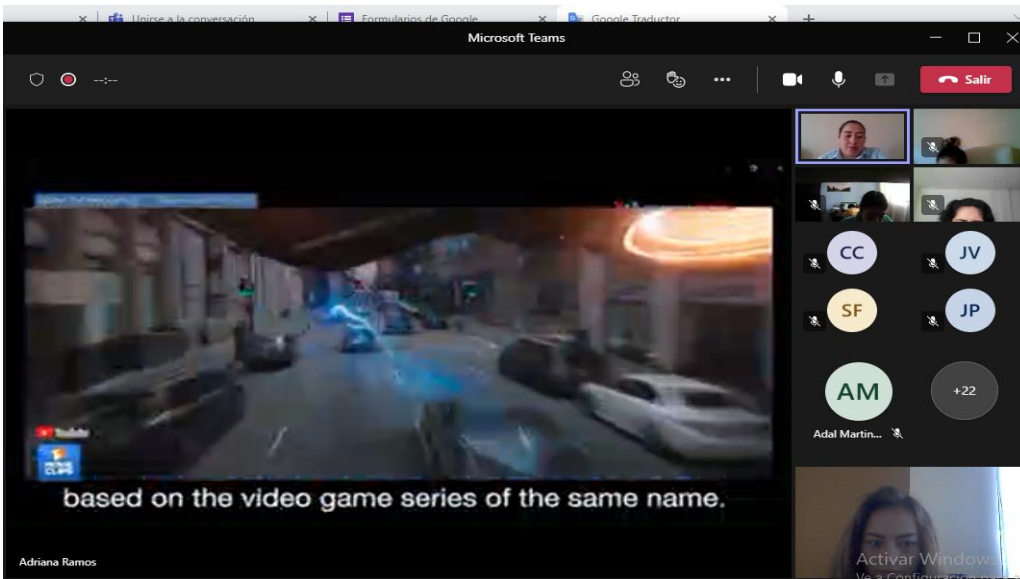**Annex Nº 5: Evidences**

Developed by: Tipanquiza, E. (2021)
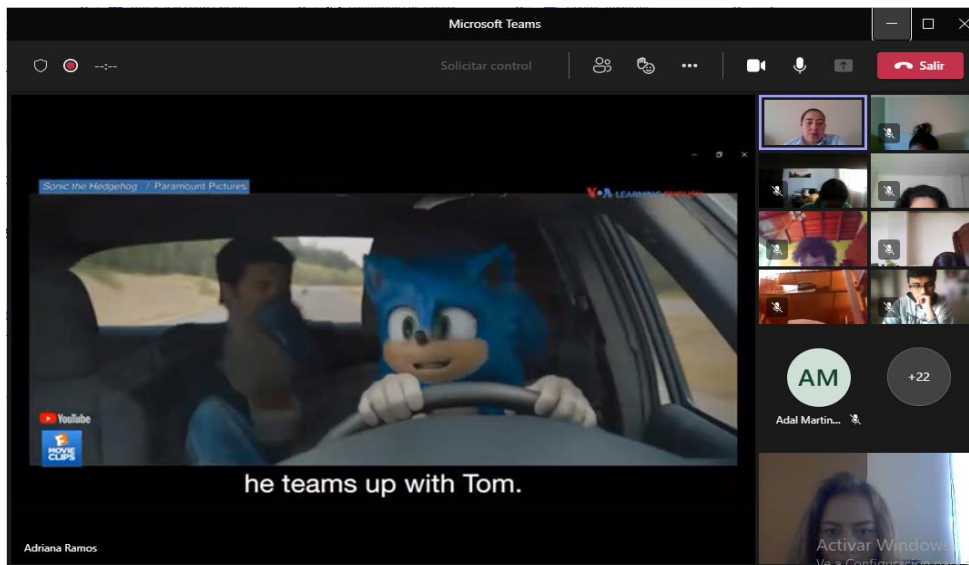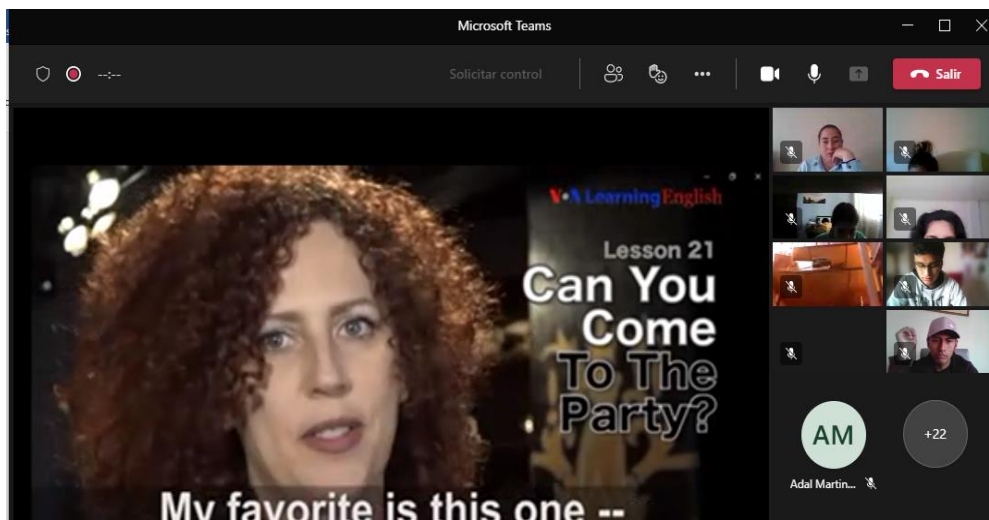**Source:** A2 flyers (pretest)

Developed by: Tipanquiza, E. (2021)
Source: Activity Voa app

Developed by: Tipanquiza, E. (2021)
Source: Activity Voa app

Developed by: Tipanquiza, E. (2021)
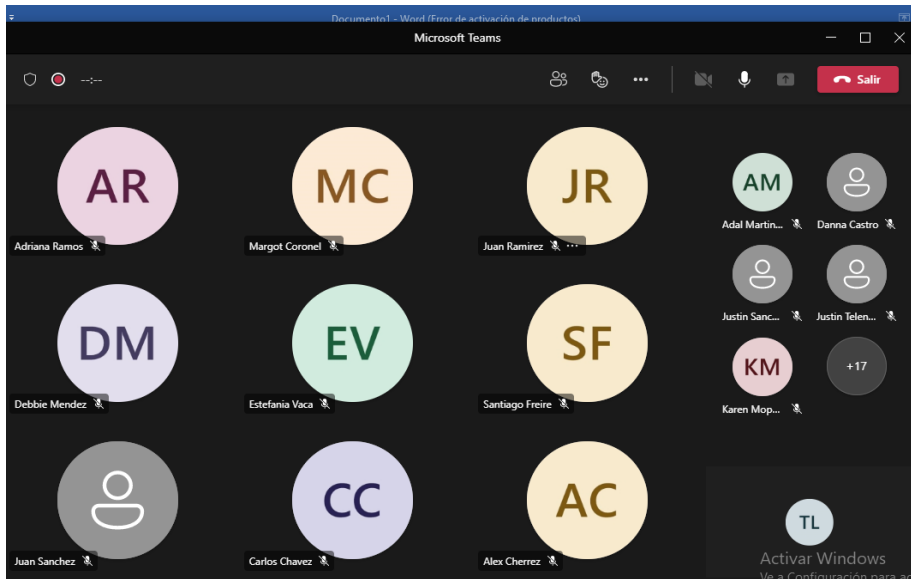**Source:** Activity Voa app

Developed by: Tipanquiza, E. (2021)
Source: Activity Voa app

Developed by: Tipanquiza, E. (2021)
Source: Activity Voa app

Developed by: Tipanquiza, E. (2021)
Source: A2 flyers (posttest)

Annex Nº 6: Urkund report

Curiginal

Document Information

Analyzed document	Tesis_Tipanquiza Erika .pdf (D125792416)
Submitted	2022-01-22T04:49:00.0000000
Submitted by	
Submitter email	etipanquiza1449@uta.edu.ec
Similarity	0%
Analysis address	ve.chicaiza.uta@analysis.urkund.com

Sources included in the report