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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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**Theme: LISTEN ENGLISH DAILY PRACTICE APP AND THE LISTENING
COMPREHENSION**

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2022

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DEDICATION

To my parents Luis and Gladys for being the best examples to follow for their perseverance, dedication, and effort to have me even though they were teenagers and they always fought to get ahead, give me a good future, and always love me. Furthermore, to my grandparents Segundo and Rosana for being like my second parents for taking care of me in my childhood for teaching me good values, and always being present at every stage of my life giving me all their love.

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ABSTRACT

THEME: “Listen English Daily Practice App and the listening comprehension”

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Listen English Daily Practice App is an application that was used to improve listening comprehension. The objective of this research was to analyze the influence of the Listen English Daily Practice App to improve listening comprehension in students. The research was carried out through a quasi-experimental design with a population of 32 students of 10th “B” from Oscar Efrén Reyes high school in Baños city. This research has a duration of 5 weeks from November 30th, 2021, to January 7th, 2022, and the data collection was carried out through the application of a pre-test and a post-test of the Cambridge standardized test with the name A2 Key for Schools from the listening section. Furthermore, the average obtained in the pre-test was 6,4 points, which indicated that listening comprehension was low and it could be improved, then the experiment was applied to the students with the use of the Listen English Daily Practice App for the improvement and strengthening of listening comprehension, in the post-test obtained an average of 8,6 points where it showed that there was an increase of 2,2 points in the use of the Listen English Daily Practice. On the other hand, a document was used in Google Drive in which the students put the screenshots of the test section of the app every day as evidence of use. Therefore, it was concluded that the use of the Listen English Daily Practice App allowed to improve the listening comprehension of the students involved in the research in a better way.

Keywords: Listen English Daily Practice App, listening comprehension, students, improvement, strengthening.

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RESUMEN

TEMA: “Listen English Daily Practice App y la comprensión auditiva”

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Listen English Daily Practice App es una aplicación que se utilizó para mejorar la comprensión auditiva. El objetivo de esta investigación fue analizar la influencia de Listen English Daily Practice App para mejorar la comprensión auditiva en los estudiantes. La investigación se llevó a cabo mediante un diseño cuasi-experimental con una población de 32 estudiantes de 10mo “B” del colegio Oscar Efrén Reyes de la ciudad de Baños. Esta investigación tiene una duración de 5 semanas del 30 de noviembre de 2021 al 7 de enero de 2022, y la recolección de datos se realizó mediante la aplicación de un pre-test y un post-test del examen estandarizado de Cambridge con el nombre A2 Key for School de la sección de escuchar. Además, el promedio obtenido en el pre-test fue de 6,4 puntos, lo que indicó que la comprensión auditiva era baja y se podía mejorar, luego se aplicó el experimento a los estudiantes con el uso de Listen English Daily Practice App para el mejoramiento y fortalecimiento. de la comprensión auditiva, en el post-test obtuvo un promedio de 8,6 puntos donde demostró que hubo un incremento de 2,2 puntos con el uso de Listen English Daily Practice App. Por otro lado, se utilizó un documento en Google Drive en el que los alumnos colocaban todos los días las capturas de pantalla de la sección de prueba de la aplicación como evidencia de la utilización. Por lo tanto, se concluyó que el uso de Listen English Daily Practice App permitió mejorar de mejor manera la comprensión auditiva de los estudiantes involucrados en la investigación.

Palabras clave: Listen English Daily Practice App, comprensión auditiva, estudiantes, mejoramiento, fortalecimiento.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

Although the research has not yet been deepened, similar studies were found in different scientific articles, magazine articles, journal articles, searchers, and websites that helped support that apps help improve listening comprehension of the English language. Furthermore, these studies come from ResearchGate, Semantic Scholar, Taylor & Francis Online, DEStech Transactions on Social Science, Education and Human, Journal of Instructional Technologies & Teacher Education, International Journal of Educational Technology in Higher Education, Advances in Social Sciences Research Journal, International Journal of Recent Scientific Research among others that helped strengthen research. On the other hand, these studies were taken from the last five years and from different countries such as Ecuador, China, Slovakia, Turkey, Iran, Indonesia, Oman, and Pakistan.

Research by Zhang (2016), with the theme “The impact of mobile app learning on ESL listening comprehension.” The aim was to explore the use of technology that has improved listening comprehension and motivated students towards language learning assisted by mobile devices. Moreover, the population was a group of 120 students who were randomly assigned to two groups; where the experimental group was 60 students who worked on a listening comprehension practice on the mobile phone, and the other control group that was the other 60 students practiced listening comprehension through traditional ways. Therefore, the results of the study revealed that the experimental group surpassed the control group in their listening comprehension due to the use of the mobile app, as well as the students' motivation to learn.

Another study by Parveen et al. (2017), with the theme “Mobile learning application development for improvement of English listening comprehension.” The aim of this study was to develop a learning application to improve listening comprehension in English. This study took the form of an after-school program where 45 students were divided into 2 groups and a control group and at the end the results of the groups were compared to each other. This application was developed based on recognition and memorization of information which allows the development of the

cognitive domain. The results confirmed that the English mobile learning applications became a useful tool for students because they learned and consequently improved their listening skills.

Al-Shamsi et al. (2020) developed research with the theme “The effects of mobile learning on listening comprehension skills and attitudes of Omani EFL adult learners.” This study aimed to explore the effect of the use of mobile learning in improving the listening skills of adult students investigating their attitudes and exploring the factors that stand as barriers to its implementation. Furthermore, the study was quasi-experimental and consisted of two groups, the first experimental group that had a population of 15 individuals and the second control group that had a population of 16 individuals and the results of the experimental group have surpassed the control group, which led to the conclusion that the experimental group significantly helped the strategy of using the mobile phone. Finally, the author concluded that the use of the cell phone as a strategy for listening comprehension was a good choice to improve the learning of the English language.

Another research by Zou et al. (2020), with the theme “Students' perspectives on using online sources and apps for EFL learning in the mobile-assisted language learning context.” The aim of the research was to know how Chinese university students perceived their use of mobile devices for learning English as a foreign language (EFL). The participants were 166 students from 21 Chinese universities where two small studies were used and focused on the use of online sources and mobile applications for learning English as a foreign language on the mobile devices of the students and the research tools were questionnaires and interviews. The results showed that participants use online applications for learning English as a foreign language on their mobile devices and that mobile applications related to the context of the EFL class helped improve student learning due to the use of applications.

Metruk (2021) developed research with the theme “The use of smartphone english language learning apps in the process of learning English: Slovak EFL students' perspectives.” This study aimed to investigate the attitudes and perceptions of Slovak English as a Foreign Language (EFL) learners on English Language Learning Applications (ELLA). The population was 158 students of English as a foreign language from Slovak universities of which 48 men and 110 women were asked to show their level of agreement with the statements by responding to a 5-point Likert scale questionnaire. The instrument consisted of 30 statements in total, which had a 5-point Likert scale in the questionnaire and included elements about the use and perception of the applications. The

results showed that ELLA attitudes and perceptions are between neutral and positive due to students tend to practice language systems and skills to various degrees of importance. In addition, 30 independent samples were carried out to determine the differences between male and female attitudes and perceptions and revealed that 50% of the statements about the use and perception of the applications differ significantly, which results in the need for more frequent use of applications so that there is more learning.

Dr. Sushma (2021) developed research with the theme “Mobile learning in English language classrooms: its implications.” The aim of this research was to address the effectiveness of learning language components such as listening, speaking, reading, writing, grammar, and vocabulary skills through mobile applications and online tools. The population was 24 language students from the engineering program, and this was qualitative research that allowed to investigate the opinions that students have about the use of mobile phones in classrooms in which the factors responsible for the usefulness of the devices were critically examined. mobile over conventional modes of teaching and learning. Consequently, the result reflects those students have learned better through mobile phones due to accessibility.

Another study by Elaish, et al. (2021), with the theme “Mobile English language learning: a systematic review of group size, duration, and assessment methods.” This study aimed to investigate the use of state-of-the-art mobile technology in English language learning, especially in terms of the size of the experimental groups and the duration and suitability of the evaluation methods 151 articles published between 2010 and 2017 were used. Furthermore, this study considered, separately, three factors addressed in the reviewed studies: language acquisition problems, types of participants, and specific English skills. Consequently, the findings showed that group size and study duration differed significantly between studies based on the factors noted above, and questionnaires and tests were the most common assessment methods because they are used separately or in combination. The results allowed the formulation of experimental designs to mitigate the challenges and facilitate the effective use of mobile learning in learning the English language.

Prastiyowati (2018) developed research with the theme “Extensive listening for EFL students’ listening comprehension.” The aim was to help students develop their listening comprehension in foreign language teaching. This study described the teaching of extensive listening and listening

comprehension of 12 students from the Department of English at Muhammadiyah University in Malang. Furthermore, this research highlighted the difficulties encountered and the strategies applied to students during the learning process in listening comprehension. The questionnaires used contained closed and open questions as well as interviews to find out the opinion of the students about the study and the result of the study showed that the problems were related to the performance of the students or the material they listened to and regarding the listening comprehension strategy revealed that they generally use previous knowledge.

Research by Satria (2019) developed the research with the theme “Improving students’ listening comprehension through cooperative listening.” The main aim of this research was to try to improve the performance of students in listening comprehension through cooperative listening. The research was carried out in the classroom of the second-grade students of SMA N 6 Medan where they selected four classes with 35 students and began to listen cooperatively to obtain the necessary information for the study that was carried out. On the other hand, the qualitative data were collected through interviews and observation while the quantitative data were collected through 10 multiple-choice tests and calculating the mean and the results of the research showed that the average value of the second cycle (80.85%) was higher than the average of the first cycle (68.28%). Finally, as a conclusion, a significant improvement was observed in the students who participated in the study.

Another study by Namaziandost et al. (2019) developed with the theme “The relationship between listening comprehension problems and strategy usage among advance EFL learners.” The aim of this study was to research listening comprehension problems and strategies used among Iranian advanced English learners. Furthermore, this study tried to find the relationship between the listening problems of the participants and the use of the strategy. In this study, intentional and convenient sampling was used were only 60 male students of the age range between 15 and 17 participated, which belonged to 80 private institutions which had an advanced level of English as a foreign language. Moreover, their level of English language proficiency was determined based on their scores on the Oxford Quick Placement Test (OQPT) and the results obtained showed that the students suffered from listening comprehension problems, although they had an advanced level to try to solve this problem, they used cognitive and metacognitive strategies while developing their listening comprehension. Consequently, the authors suggested that it is essential that second language teachers correctly used the strategies to avoid listening comprehension problems as that

it was assumed that students should have demonstrated their advanced level and not have had a deficit in listening comprehension.

Jalit and Hamidzadeh (2019), with the theme “The contribution of listening strategy instruction to improving second language listening comprehension: a case of Iranian EFL learners.” The aim of the study was to research the contribution of the instruction of listening strategies to improve the listening comprehension of English as a Foreign Language (EFL) learners in the Iranian context. The population consisted of 52 English literature students from two intact classes at Azad Islamic University where the two classes were randomly assigned to an experimental group and a control group. Furthermore, the experimental group received instructions on listening strategies according to the approach proposed by Yeldham and Gruba, while the other group was the control group received the instruction with the regular method without the instruction of the strategy. The listening comprehension section of the International English Language Assessment System (IELTS) was used for the pre-test and post-test to measure the listening comprehension capacity of the strategy instruction and the Oxford Placement Test (OPT) to know the general command of English in the students Finally, the results reflected that the experimental group significantly surpassed the control group in the listening performance test that allows concluding that the instruction of the listening strategy was effective and helped to improve understanding.

Another research by Atiyah and Izzah (2019) developed the research with the theme “A comparative study on the effectiveness of using direct and audiovisual methods for enhancing students listening comprehension.” The aim of the study was to experimentally compare the direct and audiovisual methods and their effectiveness in listening comprehension. Another aim was to help teachers to teach listening in the classroom in an effective way. The population was MTS Al-Hamid where 46 students were selected from two where it was divided into experimental and control groups. In addition, the random cluster sampling technique was used. The data were collected through the post-test both in the control group that was instructed by the audiovisual method and in the experimental group they learned English through the implementation of the audiovisual method. Finally, the results showed that the use of the audiovisual method had a positive effect on improving the students' listening comprehension.

Research by Zur (2020), with the theme “EFL students’ English listening comprehension problem: a study of English teacher education program.” The aim of this study was to identify the listening

comprehension problem of students of English as a foreign language during the English teaching program. The population consisted of university students from Muhammadiyah in Kendari. Moreover, it was a descriptive study in which a questionnaire was used where some listening comprehension problems were described, which was applied to the population. On the other hand, the study was divided into 3 phases that were perception, analysis, and use, which gave us a general result that the students presented problems of listening comprehension, especially in the perception phase, that occurred because they could not clearly perceive the context or content used for the study. Consequently, this result showed that it was necessary to improve the design of the course as well as the teaching of listening to obtain better results.

All studies focus on the field of education and learning English as a foreign language. Moreover, most of the studies are quasi-experimental because they used the pre-test and post-test to verify the improvement in listening comprehension of the group that participated in the treatment. For this reason, this research was carried out in Baños city at the Oscar Efrén Reyes High School with the students of the tenth “B” where the quasi-experimental research was used due to the pre-test and post-test were applied to obtain the data, which were analyzed and compared to see if there was any significant change in the improvement of students' listening comprehension.

1.2 Theoretical framework

1.2.1 Independent variable theoretical support

1.2.1.1 Technology in education

Technology in education plays a fundamental role because education has gone from passive and reactive to interactive and progressive in corporate and academic environments. Furthermore, the use of technology helps academic training and do things differently than they did before because technology is evolving in education. As a result, technology in education is part of the curriculum as a tool to enhance the learning process, this can help students better understand and retain the concepts learned because they are geared towards creating curiosity in the minds of the students (Raja & Nagasubramani, 2018).

Technology in education reduces both the time and the cost of teachers, it allows students to keep abreast of their education by having access to tools that allow them to know, learn, verify the information, and allow self-education at any time of the day (Mujica, 2019). On the other hand, the use of tools such as computers, cell phones, digital whiteboards constitute that technology is part of education because it is a means of teaching and learning that today is used by the evolution of technology that surrounds us and allows teaching and learning.

Mujica (2020) considered technology should not be only as a tool, but as a didactic and pedagogical tool that allows integration in education, its educational process and promises that in the future education will improve because everything can be done with technological tools adapted in institutions with a specific educational purpose in that, if it is not possible today with the evolution of technology, in a few years education will be improved. Moreover, technology in education is everywhere and this allows us to see new technologies are used as personalized tools with a common purpose that is learning because it allows helping educational institutions meet student needs that impede learning.

Herold (2016) claimed that digital devices, software, and learning platforms offer a wide variety of unimaginable and inexhaustible options to tailor educate each student in the area of weaknesses, strengths, academic studies that can be presented, interests in learning the language, motivations, personal or professional preferences and the optimal rate that the learning and technology is an extremely powerful tool that can support, transform education by facilitating teachers in creating materials that enable new ways of learning and work together. However, technology in education takes advantage of all the opportunities that technology offers to change, improve education and be efficient as well as available to everyone everywhere.

Technology provides students with access to innumerable materials of technological and didactic resources, where they can carry out different researches, improve the skills that are necessary, this makes them have a more independent role with the use of technology in education (Cloete, 2017). Finally, its ease of use, accessibility, benefits both the student and the teacher because the teacher can ask students to answer online questionnaires that will give them instant feedback, eliminating the time that the teacher would have taken to grade and review each assignment.

1.2.1.2 Blended learning

Blended learning is a hybrid of classroom and online learning in an innovative pedagogical approach that is being rapidly adopted because it is part of these innovations from a developing world that must face challenges so that it can be more innovative, effective, dynamic in teaching and learning (Kintu et al., 2017). Moreover, blended learning has emerged from the educational landscape, and the educational form that on many occasions supports teachers in the development of approaches to classroom and online teaching, this becomes a fundamental aspect of the learning experience of students.

Furthermore, blended learning is learning that combines e-learning, which is asynchronous encounters, and face-to-face encounters that are synchronous, where the advantages of both types of learning are appreciated, this type of education or training involves the use of new elements of technology and communication and new pedagogical models that can be virtual learning environments, multimedia resources, downloadable documents or manuals, the flipped classroom, or projects (Quigley, 2019). Then, blended learning or mixed learning can be considered a current trend in education, and it can be applied to any level of education because they allow teaching beyond the classroom.

Blended learning provides help to those who need it when it is more difficult for them to understand a particular topic or provides a greater degree of depth to those students or participants who want to investigate beyond the information learned in class. Besides, students have greater flexibility with blended learning because it can be accessed as many times as necessary and at any time. Nevertheless, student's participation may vary because the student is not obliged to participate in a single specific time or space, which cannot coincide with their free time, inspiration time, or study time, consequently, the student has a great possibility of higher academic performance (Ibrahim & Nat, 2019).

1.2.1.3 ICT tools

ICTs have been developed from scientific advances produced in the field of computing and telecommunications and ICTs are the set of technologies that allow the access, production, processing, and communication of information presented in different codes such as text, image,

sound, and others. ICT tools help the interaction between students and teachers through these tools in their learning and teaching environment, they are the best allies to use in the classroom because they are affordable, both for students and teachers, who use them as support in different key areas of learning and teaching (Shutenko et al., 2020). Nonetheless, this allows developing capacities for dialogue, discussion, debate, interaction, communication, acquisition of information with students and teachers in class.

Kummar (2018) stated that in this digital age, the use of ICT tools in the classroom has become important to provide students with opportunities to learn with technology to be with the outside world, but there are several barriers to the proper use of ICT tools, by teachers, such as accessibility, limited technical support, lack of effective training, limited time, or lack of teaching competence and in students, lack of interest, accessibility, limited network connection, or lack of time. Moreover, ICT tools make it possible to increase the potential of student motivation with information sources, support active learning environments inside, outside of class, and enable. Therefore, the use of ICT tools in the teaching and learning process becomes a great engine for education and students feel more responsible for their own learning.

The appearance of ITC tools has made it possible to considerably increase their use in the classroom, creating a wide catalog of applications, websites, and other resources. Then, this allows the use of innovative educational resources and the renewal of existing teaching and learning methods, establishing a more active, interactive, dynamic, and fun collaboration of students with their teachers and the simultaneous acquisition of knowledge through the use of ITC tools that facilitate technological learning (Alper & Yurdagül, 2015).

1.2.1.4 Listen English Daily Practice App

The application can be considered as a program or set of programs that allow users to perform functions that are determined in the application that can be used on a smartphone or tablet because they are configured to be used on those technological devices. Nowadays, all people have a technological device that allows people to use different apps at any time in their lives, it is necessary for them to know if they have the possibility of using the applications with or without the internet. It is important to know that applications are an important part of this world that is

driven by technology, constantly surrounds, and the productivity of a person with its effectiveness (Indeed, 2020). Consequently, the applications created to streamline production and increase the ease of work, education, economics, and among other aspects.

Indeed (2020) stated that there are a few different types of apps that people can download at any time and the following are the most common:

- The web-based application is essential that this application requires Internet access to be used. These types of applications are mainly encoded in HTML5, JavaScript, or CSS, and require a smaller amount of memory space on the device because it has databases where the Internet server is stored.
- Native application is one that can be created for a specific mobile platform and not for other clear examples are some iPhone applications that cannot be downloaded on other devices with android system or others.
- The hybrid application is an application that is gaining importance today because it is designed so that it can support native applications, based on the web or native application technologies. This application is easier, faster, to be created only the programmer must use a single code base that allows integration in multiple platforms.

Learning English is important to develop listening skills for communication in all languages and the acquisition of vocabulary and learn to pronounce words correctly. Fortunately, there are many applications and tools that specifically focus on helping people learn English by listening and applications to improve and develop listening skills.

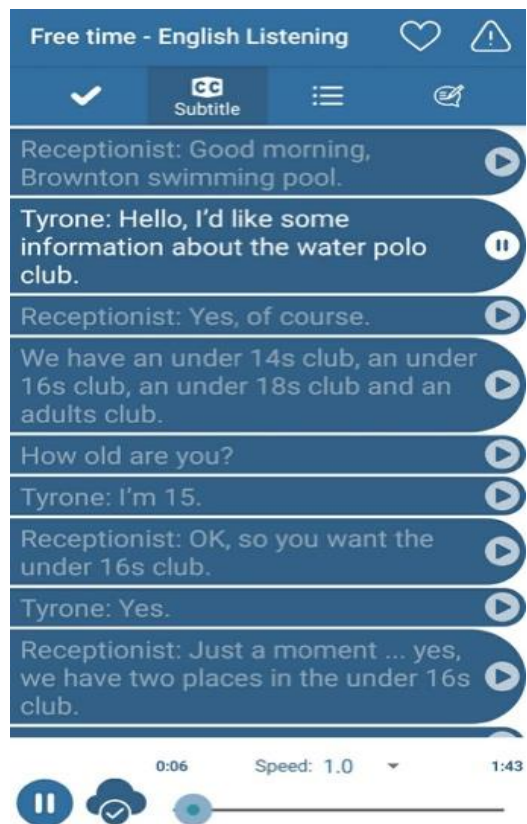
Inlingua Blog (2019) stated that there are several applications that can help with the development or improvement of listening skills and they are as follows:

- Busuu.
- Ello.org.
- English Listening and Speaking.
- EnglishListening.com.
- Listen English Daily Practice App
- English Listening Practice – World Talks.
- LearnEnglish Podcasts.

Listen English Daily Practice is a free application to listen to audios in the English language with subtitles section, audio script section, vocabulary section, and the test section to be able to measure listening comprehension. Furthermore, all audios are categorized and divided by level, which means that the interested person can easily start practicing the skill of listening in English from the level at which the person is most comfortable and progress through the articles and higher level conversations with pre-set scenarios covering almost every aspect of daily life, the person will soon discover that the results of listening practice in English do affect English listening and speaking skill (AMA English, 2019).

Figure 1

Subtitles section

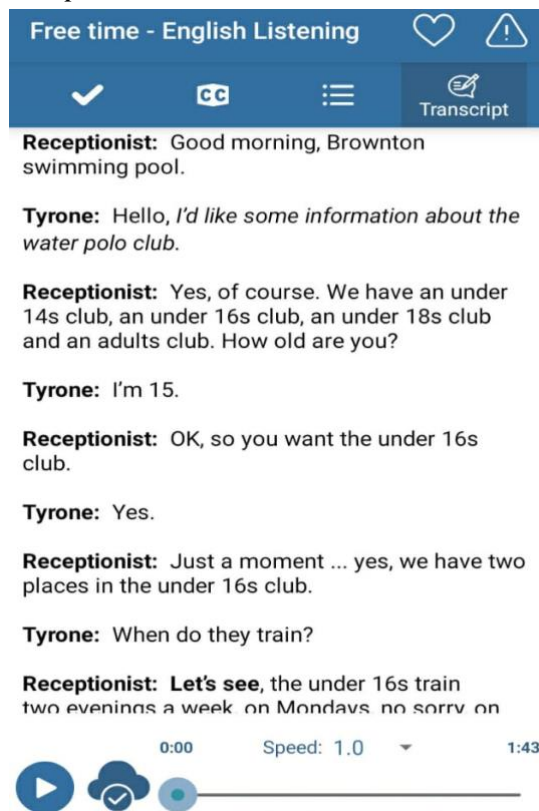


Note: In this section, the student can see and reproduce the audio subtitles. In addition, the student can choose which part of the audio they want to listen to again and use the subtitles to understand better, just as the subtitle that is helping to understand the audio will be highlighted with white to draw the student's attention.

Resource: Listen English Daily Practice App.

Figure 2

Script section

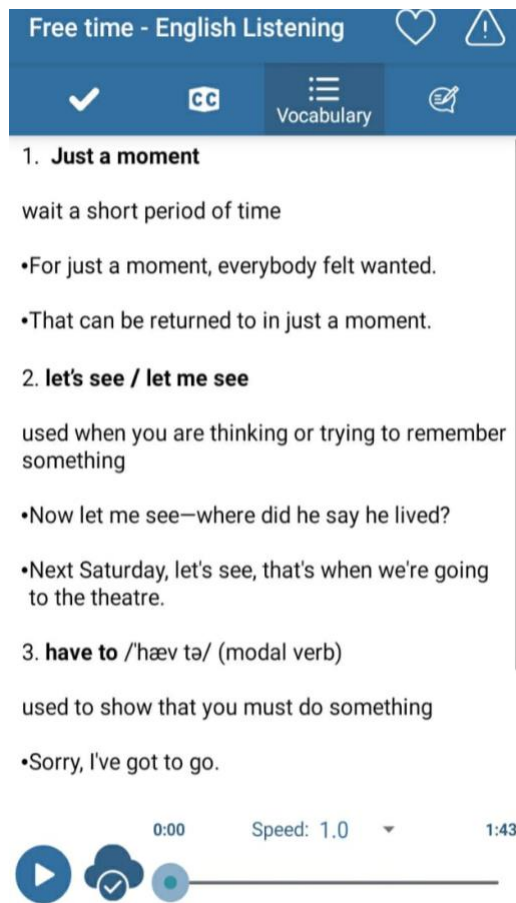


Note: In this section it allows the student while listening to the audio, student is following the information with her/his eyes and can understand the audio.

Resource: Listen English Daily Practice App.

Figure 3

Vocabulary section

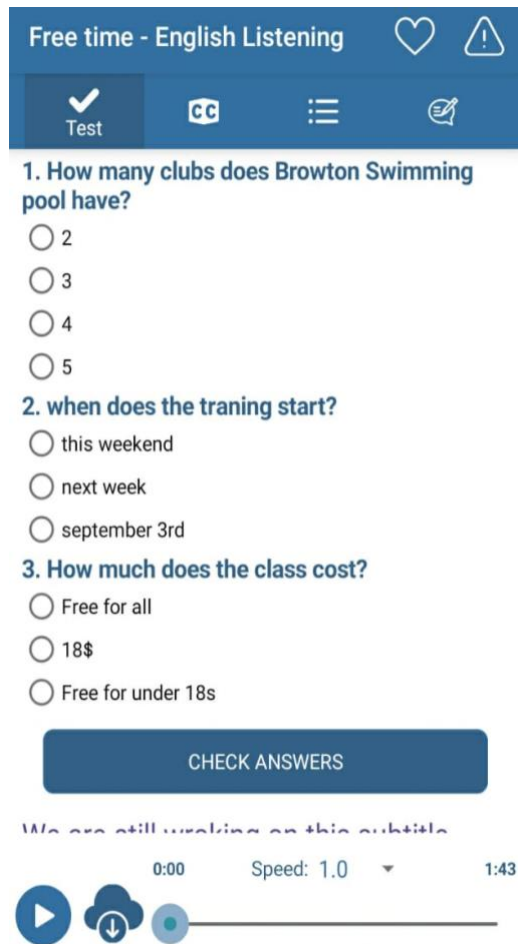


Note: In this vocabulary section, the student can find different phrases, expressions, verbs, modal verbal, words with their respective meaning or explanation depending on the context that is used, and examples just as verbs usually have the phonological transcription so that they can pronounce the students.

Resource: Listen English Daily Practice App.

Figure 4

Test section



Note: This section allows the evaluation of the student's listening comprehension by is a test where these questions related to the audio listen and that allows determines how the student performed in listening skills.

Resource: Listen English Daily Practice App.

The levels and accents of the English language that this application has are as follows:

- English Beginner
- English Basics
- English Intermediate
- English Advance
- English American Accent

- English British Accent

Figure 5

Section of the levels and accents of the English language



Note: This section is all the levels and accents of the English language which are Beginner, Level A, Level B1, Level B2, Level C1, Level C2, American voice, British voice. Therefore, the student can choose the level or accent that he needs or wants to listen to at that moment

Resource: Listen English Daily Practice App.

The topics of the audios are too diverse with a great variety of options to be able to select in the Listen English Daily Practice application, for that reason, nobody can get bored when they are using the app due to there are interesting and fun topics which can be chosen depending on the level that you need the most or start with a level that provides comfort or confidence until later it

reaches an advanced level, that allows satisfaction and reduces the needs or inconveniences that may arise in the development of listening comprehension (Martínez, 2020).

Figure 6

Different topics



The screenshot shows the 'Learn English Listening' app interface. At the top, there is a blue header with the text 'Learn English Listening' and three icons: a magnifying glass, a refresh symbol, and a share symbol. Below the header is a list of ten topics, each with a folder icon and a lesson count. The topics are: International (47 lessons), Family (32 lessons), Self Information (28 lessons), Food (35 lessons), Life Style (98 lessons), Education (46 lessons), Science (20 lessons), Business (18 lessons), Stories (63 lessons), and Beginner (14 lessons).

Topic	Lessons
International	47 lessons
Family	32 lessons
Self Information	28 lessons
Food	35 lessons
Life Style	98 lessons
Education	46 lessons
Science	20 lessons
Business	18 lessons
Stories	63 lessons
Beginner	14 lessons

Note: Listen English Daily Practice App has very diverse topics, which allows students to choose the topic that they like the most to listen and experience the listening skills. Some topics are international, family, self-information, food, lifestyle, education, science, business, stories, and beginners.

Resource: Listen English Daily Practice App

On the other hand, at the time of learning the English language, it is essential to designate a time to develop listening skills because it will allow them to learn more vocabulary, understand the information presented in each audio and listen to the correct pronunciation of words, expressions or phrases said by a native speaker that can make a big difference when it comes to mastering the

language in the same way that listening comprehension and all that Listen English Daily Practice offers (FluentU, 2021).

1.2.2 Dependent variable theoretical support

1.2.2.1 English language learning

It is the learning of a language different from the student's mother tongue, thus, it is not used in the student's daily life where they are not exposed to the language, they want to learn, and the process of learning English usually takes place in a classroom where the teacher develops different activities that allow students to learn better (Cronquist & Fiszbein, 2017). Additionally, learning can be considered as the process by which the abilities, skills, knowledge, behaviors, and values obtained by the study experiences can be modified and acquired.

Erin (2019) mentioned the following tips that can be applied for learning the English language:

- Each person should read everything they can find around them and preferably they should have good exposure to the language that can be magazines, books, social networks, etc.
- Actively take note of new vocabulary so that it can be reviewed periodically.
- Subscribe to podcasts or YouTube channels to appreciate the language in a more natural way and with real voices.
- Ask a lot of questions about the language to gain more knowledge and learn more.

1.2.2.2 Receptive skills

The receptive skills can be known as passive skills that are listening and reading because these skills do not produce but only receive. Besides, students can develop receptive skills first and then production skills where receptive skills are given with language exposure to be able to understand the language at any time and can be helped with authentic materials or not (Holmes, 2019).

Rhalmi (2019) said that the following important things to teach receptive skills:

- Reception skills enable each person to understand and interpret the spoken or written material presented.

- Teachers should be clear that teachers should avoid their lessons focusing only on assessing students' performance in reading comprehension and should train us in the use of reading strategies. and listening strategies that allow them to tackle any type of text and subject established in class.
- People read or listen to obtain specific information or to get a general idea of the text.
- Receptive skills may not be dominant because they use cognitive processing while listening or reading

Rhalmi (2019) stated that the receptive skills lesson plan can be the following:

The Comprehension tasks must involve receptive skills where they must follow a sequence of activities to get a general description of the text to the study of the more specific and small elements that make up the texts presented. Moreover, the receptive skills lesson plan begins with preparing students through introductory and warm-up activities and the receptive skills lesson plan begins with preparing students through warm-up and introductory activities. Then, comprehension tasks are carried out that aim at first a general understanding and then a comprehension should be detailed where it understands the content of some text used at that moment for the class. Finally, the lesson ends with a follow-up activity that summarizes the previously used text and this activity should connect with the experiences of daily life.

1.2.2.3 Listening skills

Listening is the skill to receive and interpret long or short messages accurately through the process of communicating with one or more people in different contexts. Listening is the main key to being able to receive messages effectively and efficiently without having misunderstandings or frustrations and this results in messages being misinterpreted too easily, communication will be interrupted and the sender of the message may become frustrated or irritated by not knowing how to communicate the message (Schmidt, 2016).

On the other hand, people must differentiate between listening and hearing because hearing refers to the sounds that enter the ears and it is a physical process that occurs automatically if each person does not have any hearing problems. However, Listening requires concentration and effort both mentally and sometimes physically, in other words listening means not only paying attention but

interpreting language, voice, and how the other person uses their body. In other words, it is about becoming aware of all the messages that can be verbal or non-verbal which allow us to listen with greater efficiency and precision due to each person will be able to perceive or understand the messages received (Heredia, 2018).

Spratt, et al. (2011) stated that the activities of a listening comprehension lesson should follow the following pattern.

- **Introductory activities:** It is the introduction to the subject of the text and activities that focus on the key vocabulary of the text where it allows to previously teach important vocabulary that will be heard and motivated. to the students on the subject
- **Main activities:** It is a series of listening activities that help to develop different sub-skills and move from general listening to more detailed ones.
- **Post-task activities:** These are the activities that ask students to give opinions about parts of the text and some conclusion

1.2.2.4 Listening comprehension

Listening comprehension is a process of understanding an oral text that can be presented in person or through various means of communication. It not only implies listening to the message but interpreting the tone of the voice, the hesitations, the phrases that are presented in the oral text (Rodríguez, 2018). For the same reason, listening comprehension allows the understanding of the main idea of what is said, as well as specific details and the understanding of the meaning, emotions, and opinions that are perceived in the oral text. Nevertheless, listening comprehension is a fundamental language skill through which learners obtain an education in a large part of their learning process and understanding of the world that surrounds them and that can be obtained through constant practice, perseverance helps to obtain a better development of the listening skills.

Wall Street English Argentina (2017) claimed that there are some tips that help improve listening comprehension are the following

- Accept that at first it is likely not everyone can understand what they are hearing
- It is important to familiarize with the different sounds of the language and acquire a prior vocabulary.

- Try to understand the main idea of the sentence and associate the words and phrases that are heard and understand them according to the context in which they are found.
- Internet is one of the best allies that people have because each person takes advantage of it is looking for technological resources such as app websites that helps to improve listening.
- Download audiobooks preferably books that are attractive to make learning more entertaining.
- Listen to music, watch series, help to improve our listening, understand different contexts, and obtain vocabulary.

Listenwise Blog (2021) considered that there are 8 keys to listening comprehension:

- Recognize the literal meaning of facts, details, or information explicitly expressed in the audio story.
- Vocabulary understanding of the meaning of words as they are used in the context of the audio story.
- Make inferences that ask students to make inferences while listening to the audio and interpreting what is said going beyond the literal meaning.
- Identification of the main idea where students must identify the central idea or the essence of an audio story.
- Determine the purpose where the purpose of an audio story is determined.
- Draw Conclusions where students draw conclusions by synthesizing information in an audio story.
- Analyze the reasoning where they analyze the reasoning that supports a claim in an audio story.
- Find evidence where students identify statements or details in an audio story that provide evidence to support claims or conclusions.

Likewise Blog (2020) mentioned that Listening comprehension can be related to skill sets such as the following:

- Passive or passing listening is about oral reading, theater, and music, and is motivated by the personal and informal preferences of the listener.

- Discriminating hearing, it is necessary to distinguish sounds, phonemes, non-verbal signals, and the listener identifies and identifies both auditory and visual information.
- Listen to information or precision, it occurs when it is detailed, needs a new narration, sequence, and the student listens but delays any important analysis or processing, listening correctly is simply collecting information.
- Listen strategically by searching for main ideas, summarizing, inferring, and students listening strategically, actively seeking connections to their own knowledge, and trying to make sense of the information.
- Listen critically when analyzing, summarizing, evaluating when listeners make judgments and measure new information against current information to make decisions or ask questions about issues.

1.3 Objectives

1.3.1 General objectives

To analyze the influence of Listen English Daily Practice App to improve the listening comprehension in the students.

1.3.2 Specific objectives

- To determine the benefits that Listen English Daily Practice App the offers students
- To identify the level of proficiency in listening comprehension that students have.
- To describe the impact of the Listen English Daily Practice App on strengthening listening comprehension in students.

Description of the fulfillment of objectives

First, to fulfill this general objective, it is essential and fundamental to use Listen English Daily Practice App because has a wide variety of topics such as education, lifestyle, animals, professions, vacations, food, countries, nationalities, colors, family, job, directions, school subjects, traditions,

hobbies, childhood, nature, health, schedules, technology, news, city, seasons, exams, friendship, sports, music, veggies, money, transport, future plans, high school, college, among other themes that was used for listening comprehension a through the app in the treatment and the information obtained in the pre-test and post-test was analyzed to find out how it helped to improve listening comprehension.

Second, to accomplish this objective, the Listen English Daily Practice App was presented to the students through slides in Canva where the researcher explained in detail all the benefits that the app offers, demonstrated the use of the Listen English Daily Practice App to the 32 students, who were part of the 5-week treatment that began on December 1st, 2021 and ended on January 7th, 2022 and then the researcher told the students to use the app so they could learn a little more and, interact with Listen English Daily Practice App.

Third, to reach this objective, it was essential to give the students a preliminary A2 Key for School test, which was taken on November 30th, 2021, where the researcher analyzed the results and after applying the treatment with the app, a subsequent test was taken which was on January 7th, 2022 which was analyzed, and the pre-test and the post-test were compared to identify the level of listening comprehension competence students tenth “B” from Oscar Efrén Reyes High School.

Finally, to achieve the last objective, it was necessary to apply the Listen English Daily Practice App in that it has a wide variety of audios that allowed to develop listening comprehension and this app in each audio has a test section where the student was evaluated and knew how much he or she understood from the audio of the same way the researcher observed how the students behaved while using the app to know if they felt comfortable or uncomfortable when using Listen English Daily Practice App, and to support the impact the app had on the students, they wrote their opinion about the app in Nearpod.

CHAPTER II
METHODOLOGY

2.1 Resources

In this research it was necessary to use different resources that allowed to develop the research in an adequate and efficient way, the resources used were following as human, institutional and

Table 1

Resources

Resources	
Human resources	<ul style="list-style-type: none"> - Research tutor Mg. Edgar Encalada -32 students from the Oscar Efrén Reyes High School - Research Erika Mariño
Institutional resources	<ul style="list-style-type: none"> - Oscar Efrén Reyes High School
Technological resources	<ul style="list-style-type: none"> -Internet -Cellphones -tablets -Zoom -English Listen Daily Practice App - Educational tools

Source: Field Research

Author: Mariño, E. (2021)

2.2 Methods

2.2.1 Type of research

It was experimental research because there was the manipulation of an independent variable and it was applied in a dependent variable in which the effect it causes was measured, which was observed and recorded during the application of the experiment (European Scientific Research and Publication Center [ESRPC], 2018).

The independent variable that was Listen English Daily Practice App was used, which was applied

to the dependent variable that was listening to comprehension, which had a population of 32 students who intervened in the experiment with the application to improve listening comprehension. These results were obtained by pre-test and post-tests through Google forms that were statistically analyzed that allowed to measure the effect of the independent variable on the dependent one to know the final effect of the experiment.

2.2.2 Research approach

This research was quantitative and qualitative because Hernández et al. (2010) quantitative allowed the use of data collection by an instrument, the results obtained were compared, analyzed, and interpreted through statistics, bar graphs but it was qualitative when observing students' behaviors or attitudes as positive, negative, or neutral during the application of the treatment. This research was carried out with a quantitative approach due to the data collection carried out using pre-test (See Annex 2), and post-test (See Annex 3), through Google Forms that allowed to collect the numerical data and carried out the respective analyzes that presented using tables and bar graphs that support the research. On the other hand, it was qualitative because the information obtained was not quantifiable but described the behavior of the participants throughout the experiment. Furthermore, this information was obtained through the observations of situations raised during the experiment that allowed us to know the characteristics and qualities of the population of 32 students and the register of activities that the students had to fulfill.

2.2.3 Modality of research

The field research allowed the collection of qualitative data of the environment in which the research was carried out, considering that the main aspects were to be able to understand, observe the interaction of the research participants with the environment that surrounds them, as well as their behavior during the treatment (Voxco, 2021). Therefore, this research was in the field because there was the observation of the 32 participants who intervened in the treatment as well as the use of the Listen English Daily Practice App and the observation of how their behavior was throughout this process of applying the treatment, all this could be known through the observations and the register of the activities.

Furthermore, it was bibliographic research due to the search, compilation, organization, evaluation of the information of bibliographic data collected from different published materials such as books, newspaper articles, magazines, or others where the information found had some relationship with the theme of the research and allowed use this information as a support, for the development of the research (Allen, 2017). For this reason, this research was bibliographical in that it mentions information about listening comprehension and the Listen English Daily Practice App through the different technological resources .

2.2.4 Research method

In this research, pre-test (See Annex 2), post-test (See Annex 3) were used as a technique, and as an instrument, Google Forms and a document in Google Drive (See Annex 4) were used. Pre-test and post-test used to be part of the quasi-experimental design in which the participants studied before and after the experimental manipulation and all the participants were part of the experiment. Pre-test and post-test allowed knowing if the manipulation of the experiment was causing any change in any of the participants due all was being manipulated in the same way and it was likely that there was some change in the group of participants that evidenced through the use of the pre-test and post-test (Kowalczyk & Levitas, 2021).

Therefore, this research used the pre-test and post-test that was applied to the 32 students before and after using the application to know if there had been any change. Furthermore, the exam that belongs to Cambridge and is known as Key for Schools (See Annexes 2 or 3) was used, but only the listening section was used, which contains 25 questions that were divided into 5 parts. On the other hand, part 1 (Listening for specific information), part 3 (Listening for detailed understanding), and part 4 (Listening for gist) were multiple-choice, part 2 (Listening for specific information) was gap fill, part 5 (Listening for detailed understanding) was matching and the test had a duration of 30 minutes. On the other hand, Google forms were used as an instrument for collecting pre-test and post-test information, which served to carry out the statistical and numerical analysis of the data collected. Finally, a document was created on Google Drive that was considered as the register of the activities where the students placed the screenshots of the test section of the application as evidence of the application of the treatment.

2.2.5 Research design

Quasi-experimental research had as its design research that tried to establish a relationship between cause and effect, it was common to use a pre-test (See Annex 2) and a post-test (See Annex 3) in a single group because the subject was exposed throughout the experiment. (Thomas, 2020). For this reason, the study group made up of 32 students who were grouped into an only group where the pre-test was applied before starting the experiment and post-tests after having finished it to be able to buy their results thanks to the collection and analysis of data obtained through the pre-test and post-test that allowed knowing the changes caused in the experiment. In other words, it was said that this design consisted of a single group of 32 students (Y) on which a pre-test (Y1) was carried out before the experiment (X) and a post-test (Y2) after the experiment (X) which allowed comparing and analyzing the data obtained.

On the other hand, Google Forms were used as an instrument for collecting information before and after the test, which were used to perform the statistical and numerical analysis of the data collected. Moreover, a document was created on Google Drive with the title "Register of Activities Listen English Daily Practice App" (See Annex 4), where the students placed the screenshots of the test section of the app as evidence of the application of the treatment.

2.2.6 Population

The research subjects were 32 students with level A2.1 from the Oscar Efrén Reyes High School and the students belong to class tenth "B". In addition, the ages of the student's range between 14 and 15 years of which 12 were male and 20 were female.

Table 2

Population

Population	Number of students	Percentage
Male	12	37,5%
Female	20	62,5%
Total	32	100%

Source: Field Research

Author: Mariño, E. (2021)

2.2.7 Procedure

A pre-test (See Annex 2) was applied to the 32 students on November 30th, 2021, to be able to know the level of the ability to listen, in which the instrument used was the A2 Key for Schools of Cambridge of the listening section. This test was chosen because it was standardized and was for level A2 according to the Common European Framework of Reference for Languages (CEFR).

On the other hand, this test was divided into 5 parts and the entire test had a duration of 30 minutes because each audio was repeated twice. In part 1, it was a multiple-choice where they identified the key information in five short dialogues and chose the correct image with respect to the information heard. In part 2, it was a space to fill in, they listen to a monologue and fill in the blanks where they put specific information. In part 3, where they must Listen to dialogue to obtain key information and answer five three-choice questions where only one contains the correct information. In part 4, it was multiple choice where they identified the main idea, message, gist, or theme in five monologues or short dialogues and answered five three-choice questions where only one choice was correct, and all these sections allowed the development of the listening comprehension of the students.

The treatment sessions had a duration of 5 weeks from December 1st, 2021, to January 7th, 2022, through the zoom platform that lasted 50 minutes, and the other days were asynchronous where the students performed the activities of the Listen English Daily Practice App, and they placed a screenshot of the activity as evidence in the Google Drive document (See Annex 4). Furthermore, lesson plans (See Annex 5) were made that allowed planning activities that were related to listening comprehension and the use of the Listen English Daily Practice App where the student could learn about all the benefits that the app provided as well as the lesson plan had topics that helped listening comprehension such as tips to improve listening comprehension, which are the most common mistakes, identify specific information, topic, audio essence, main idea message, and other aspects that contribute to listening comprehension.

Finally, to conclude with the treatment, a post-test (See Annex 3) to the 32 students was applied on January 7th, 2022, which was the same questionnaire as the pre-test, which allowed to know and compare the progress of the students due to the collection and analysis of the data that resulted in knowing the impact it had that the Listen English Daily Practice App for students' listening comprehension

2.3 Hypothesis

2.3.1 Null hypothesis

Listen English Daily Practice App does not influence the development of listening comprehension of the English language in the tenth “B” of Oscar Efrén Reyes High School.

2.3.2 Alternative hypothesis

Listen English Daily Practice App influences the development of listening comprehension of the English language in the tenth “B” of Oscar Efrén Reyes High School.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results obtained before and after applying the Listen English Daily Practice App in the listening comprehension of students. Furthermore, they were represented in tables and figures which have their respective analyses and interpretation to facilitate and help readers to understand the results obtained.

The experiment was carried out with 32 students from the Oscar Efrén Reyes High School during the English class for a period of 5 weeks that began on November 30th, 2021, where they took a pre-test. In addition, on December 1st, 2021, the Listen English Daily Practice App was given until January 7th, 2022, where the last application was finally made, and students were given the post-test.

On the other hand, the pre-test and the post-test were based on the listening part of the Cambridge standardized exam, which is A2 Key for Schools, this exam was carried out because the students receive and carry out activities during their class hours with an A2 level and Common European Framework of Reference for Language (CEFR), and this had as a suggestion that for high schools, A2 Key for Schools should be taken.

The results obtained from the students' pre-test and post-test are presented below on a 10-point scale. Finally, tables and figures were designed with the information collected that allowed a clear idea of the results of the pre-test (table 3 and figure 7) and the post-test (table 4 and figure 8), comparison of the initial average and the final average (table 5 and figure 9) as well as the verification of the hypothesis (tables 6 and 7) where the SPSS version 25 software was used to carry it out.

3.1.1 Pre-test results

Table 3

Pre-test results

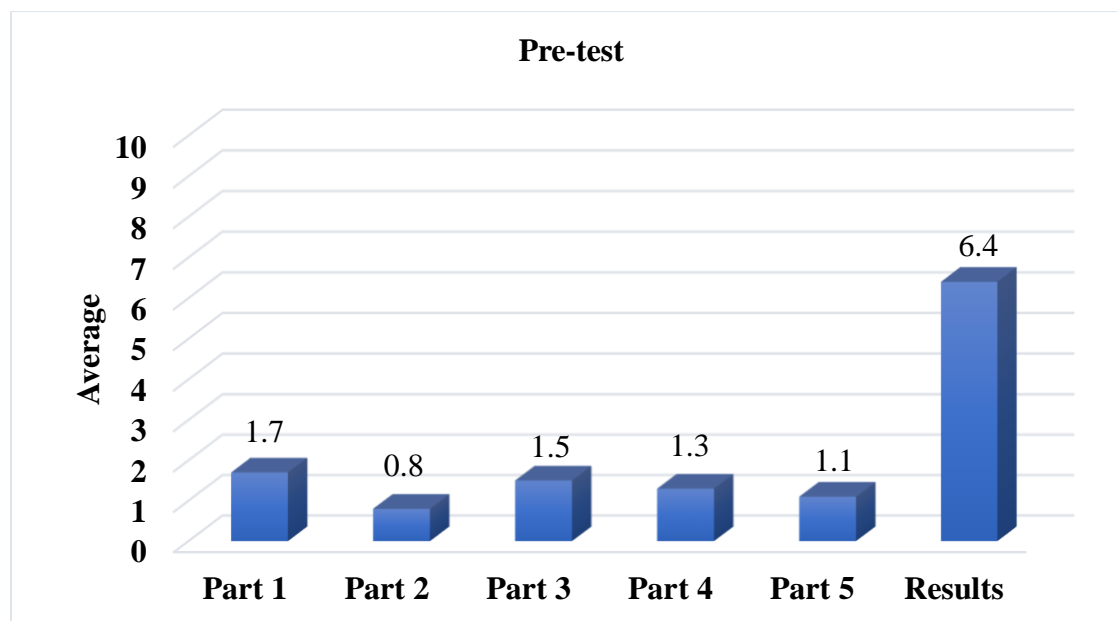
Students	Part 1 2 p	Part 2 2 p	Part 3 2 p	Part 4 2 p	Part 5 2 p	Results	
1	2	2	2	2	2	10	
2	2	0,8	2	1,6	0,8	7,2	
3	2	0,8	2	2	1,6	8,4	
4	1,2	1,6	1,6	1,2	0,8	6,4	
5	2	0,8	1,6	1,2	1,6	7,2	
6	1,6	1,2	1,2	1,2	1,2	6,4	
7	1,6	0,8	2	2	2	8,4	
8	2	1,2	1,2	1,2	1,6	7,2	
9	1,6	0,4	1,2	1,2	0,8	5,2	
10	2	0,8	2	1,6	2	8,4	
11	1,6	0	1,6	1,2	1,2	5,6	
12	2	0,8	1,2	1,6	1,6	7,2	
13	1,6	0,4	1,6	1,2	0,4	5,2	
14	2	0	1,2	0,4	0,8	4,4	
15	2	1,6	2	1,6	2	9,2	
16	1,6	0,4	1,6	0,8	0	4,4	
17	2	2	2	2	2	10	
18	1,6	0,4	1,2	1,2	0,4	4,8	
19	1,6	0,4	0,8	1,2	1,2	5,2	
20	2	0,8	1,6	1,2	0,8	6,4	
21	1,6	1,2	2	1,2	0,4	6,4	
22	2	0,8	1,6	1,6	1,2	7,2	
23	2	0,8	1,6	1,6	1,2	7,2	
24	1,2	1,6	1,2	1,6	1,2	6,8	
25	1,6	0,4	1,2	2	0,4	5,6	
26	1,6	0,8	1,6	1,6	0,8	6,4	
27	1,2	0,4	1,6	1,2	0,8	5,2	
28	2	0,8	1,2	0,8	0	4,8	
29	1,2	0,8	1,2	0,8	0,4	4,4	
30	1,2	0	1,2	1,6	0,8	4,8	
31	1,6	0,8	1,2	1,2	1,6	6,4	
32	1,2	0	0,8	0,8	1,6	4,4	
Average	X	1,7	0,8	1,5	1,3	1,1	6,4

Source: Key for Schools

Author: Mariño, E. (2021)

Figure 7

Pre-test



Source: Key for Schools

Author: Mariño, E. (2021)

Analysis and interpretation

Table 3 and figure 7 showed the data obtained from the Key for Schools pre-test of the listening section, which is divided into 5 parts. In parts 1,3 and 4 it is Multiple Choice, in part 2 it is Gap-fill, and in part 5 it is matching. Moreover, all the 5 parts are over 2 points, but each part is divided by 5 items which individually have a score over 0,4 points for that reason the highest grade that could be obtained is over 10. Then, a mathematical operation was carried out to obtain the average of each section and the general average of the pre-test. Pre-test analysis showed that in part 1 (Listening for specific information), an average of 1,7 out of 2 was obtained, in part 2 (Listening for specific information), an average of 0,8 out of 2 was obtained, in part 3 (Listening for detailed understanding), an average of 1,5 over was obtained. 2, in part 4 (Listening for gist) obtained an average of 1,3 out of 2, in part 5 (Listening for detailed understanding), obtained an average of 1,1 out of 2, and finally, the general average of the pre-test was 6,4 points.

Regarding the results obtained, it could be concluded that the students did not have a good performance in listening comprehension because they could not listen, or understand specific

information, detailed information, essential information, main idea, inference from dialogues, monologues, or conversations that were presented in the 5 parts with their corresponding audio.

Furthermore, it was observed that part 2 had 0,8 points which was below half of over 2 which was 1 and that showed that the students do not understand the specific information as such they did not write the correct word, or phrase correctly in this section. Parts 4 (1,3) and 5 (1,1) could be observed to be above the half of 2 which showed that they could not understand in a better way, but they had some errors. On the other hand, parts 1 (1,7) and 3 (1,5) showed that the students did not have any problems and that their listening comprehension in those sections was developed in a better way.

3.1.2 Post-test results

Table 4

Post-test results

	Part 1 2p	Part 2 2p	Part 3 2p	Part 4 2p	Part 5 2p	Results
1	2	2	2	2	2	10
2	2	1,2	1,2	1,6	1,2	7,2
3	2	1,6	1,6	2	2	9,2
4	2	1,2	1,6	0,8	0,8	6,4
5	2	0,8	1,6	1,2	1,6	7,2
6	2	1,2	1,2	1,2	1,6	7,2
7	2	1,6	2	2	1,6	9,2
8	2	1,6	2	1,6	1,2	8,4
9	2	2	2	2	2	10
10	2	1,6	2	2	1,2	8,8
11	2	2	1,6	2	2	9,6
12	2	1,6	2	2	1,6	9,2
13	2	0,8	1,6	1,2	1,6	7,2
14	2	1,6	1,6	1,6	1,6	8,4
15	2	1,6	2	2	2	9,6
16	2	2	1,2	1,6	2	8,8
17	2	0,8	2	2	2	8,8
18	2	2	1,2	1,2	2	8,4
19	2	1,6	1,6	1,6	1,6	8,4
20	2	2	2	2	0,8	8,8
21	2	2	2	1,6	1,6	9,2

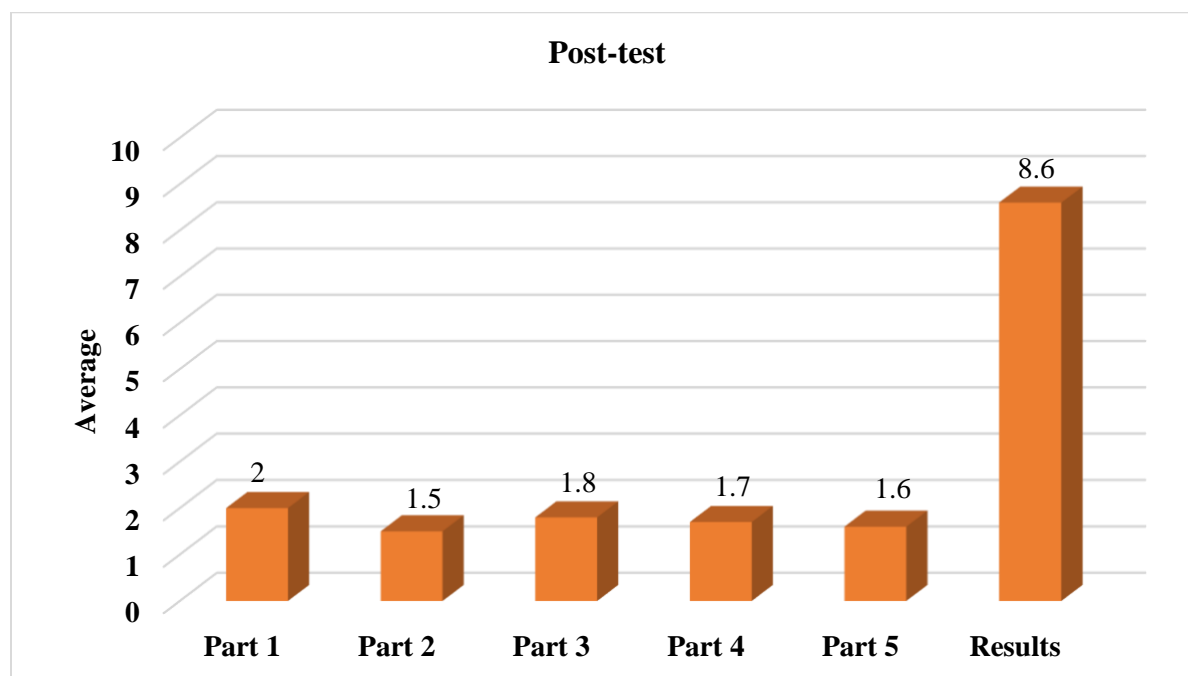
22	2	1,6	2	1,6	2	9,2
23	2	0,4	2	2	2	8,4
24	2	1,6	2	2	1,6	9,2
25	2	1,6	2	2	2	9,6
26	2	1,6	2	2	1,2	8,8
27	2	1,6	2	2	1,6	9,2
28	2	0,8	2	2	1,6	8,4
29	2	1,2	2	1,6	0,8	7,6
30	2	2	2	2	2	10
31	2	1,6	2	2	1,2	8,8
32	2	1,2	1,6	1,2	1,2	7,2
Average X	2	1,5	1,8	1,7	1,6	8,6

Source: Key for Schools

Author: Mariño, E. (2022)

Figure 8

Post-test



Source: Key for Schools

Author: Mariño, E. (2022)

Analysis and interpretation

Table 4 and figure 3 showed the results obtained from the post-test after students used the Listen English Daily Practice App for 5 weeks every day from December 1st, 2021, to January 7th, 2022.

This post-test It showed whether there was any improvement with the use of the app and how it impacted the students on listening comprehension throughout the application of the treatment.

Post-test analysis showed that in part 1 (Listening for specific information) an average of 2 out of 2 was obtained, in part 2 (Listening for specific information) an average of 1,5 out of 2 was obtained, in part 3 (Listening for detailed understanding) an average of 1,8 over was obtained. 2, in part 4 (Listening for gist) obtained an average of 1,7 out of 2, in part 5 (Listening for detailed understanding), obtained an average of 1,6 out of 2. Finally, the general average of the pre-test was 8,6 points.

Regarding the results obtained, it was possible to determine that the students showed an improvement in the performance in listening comprehension because they were able to listen or understand specific information, detailed information, essential information, main idea, inference from dialogues, monologues, or conversations that were presented in the 5 parts with their corresponding audio. Furthermore, it was observed that in part 1 the maximum average was obtained which was 2 out of 2 for that reason, all students could listen and understand specific information and associate with the image that referred to the heard information. On the other hand, in part 2 (1,5) an improvement was observed considered because it was above half of over 2 which is 1. Finally, parts 3 (1,8), 4 (1,7), and 5 (1,6) showed that the students could understand and listen to the audio information as if they had good listening comprehension.

3.1.3 Pre-test and post-test results

Table 5

Pre-test and Post-test results

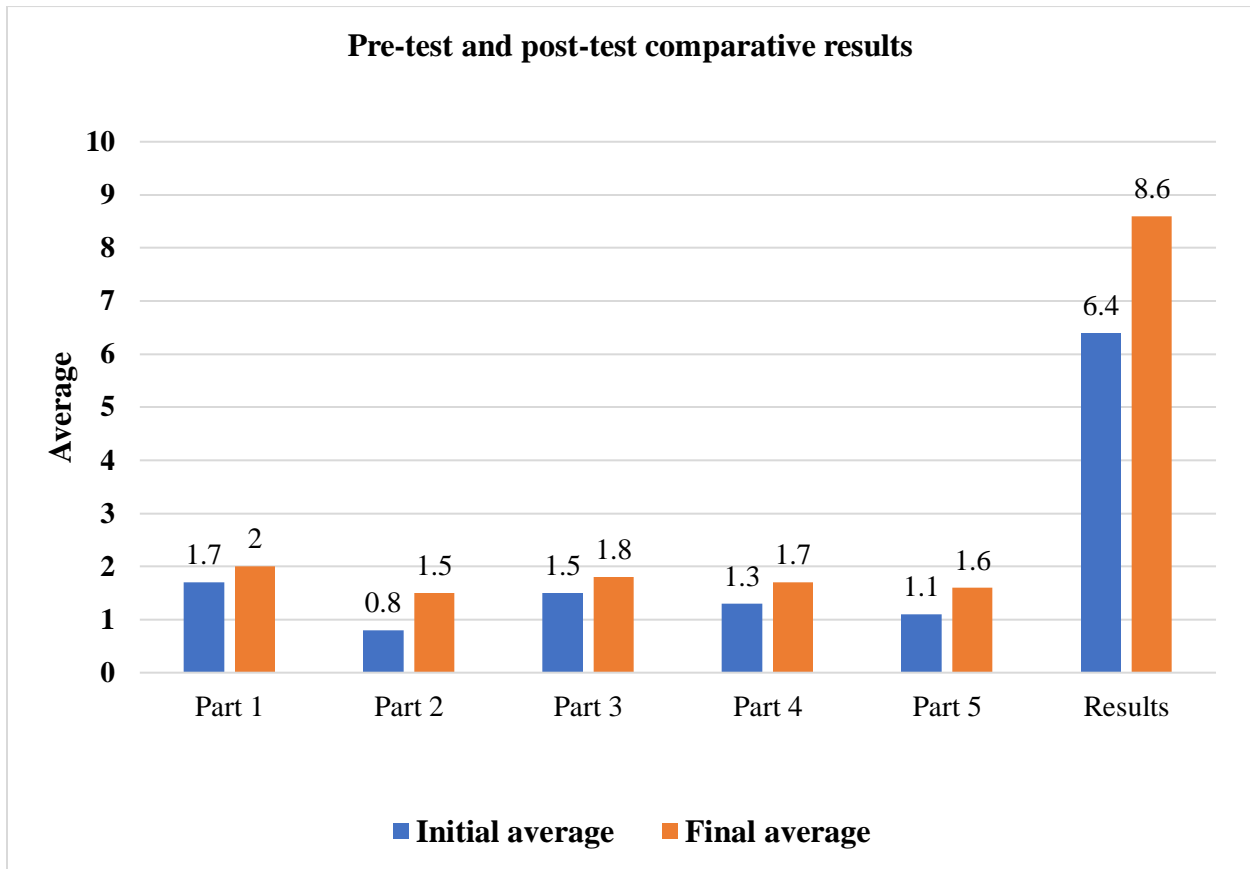
Parts	Initial average	Final average
Part 1	1,7	2
Part 2	0,8	1,5
Part 3	1,5	1,8
Part 4	1,3	1,7
Part 5	1,1	1,6
Average	6,4	8,6

Source: Key for Schools

Author: Mariño, E. (2022)

Figure 9

Pre-test and post-test comparative results



Source: Key for Schools
Author: Mariño, E. (2022)

Analysis and interpretation

Table 5 and figure 4 show the comparative averages of the pre-test (Initial average) and post-test (Final Average) where an increase in the Final average was observed compared to the initial average, this means that the use of Listen English Daily Practice App helped to listening comprehension.

Comparing the initial averages (pre-test) with the final averages (post-test) it was observed that in part 1 it started with 1,7 which increased to 2 points which showed that all students reached the maximum average of 2 out of 2 because of an increase of 0,3 in this part. On the other hand, in part 2, the initial average started with 0,8 an average that is below half of the maximum average

of 2 that is 1 but ended with a positive increase that was a final average of 1,5 points where it increased 0,7. Furthermore, in part 3 of the pre-test obtained 1,5 and increased 0,3 points which gave a final average of 1,8 points. Moreover, in part 4, the initial average started with 1.3 which increased to 1,7 points due to 0,4 increase. In part 5, the initial average was 1,1 points, and the final average was 1,6 points where the increase was 0,5 points. Finally, the general average of the Pre-test was 6,4 points compared to the average of the Post-test, which was 8,6 an increase of 2,2 points was observed, which showed that there was an improvement in hearing ability with the use of the English Daily Practice App.

Regarding the results obtained, it was possible to notice that the use of the Listen English Daily Practice App favorably helped the students in the improvement of listening comprehension due to the fact that the increase in the 5 parts of the post-test could be appreciated (8,6 points) compared to the pre-test (6,4 points) where the final average increased 2,2 points which showed that the Listen English Daily Practice App allows students to listen to understand specific information, detailed information, essential information, main idea, inference from dialogues, monologues, or conversations which was very beneficial for the students.

3.2 Verification of hypotheses

The data collected in the progress of this research were analyzed in the SPSS Software 25 through the application of the Shapiro Wilk normality test and Wilcoxon hypothesis test summary.

3.2.1 Hypotheses statement

Null hypothesis

Listen English Daily Practice App does not influence the development of listening comprehension of the English language in the tenth “B” of Oscar Efrén Reyes High School.

Alternative hypothesis

Listen English Daily Practice App influences the development of listening comprehension of the English language in the tenth “B” of Oscar Efrén Reyes High School.

3.2.2 Shapiro-Wilk – normality test

Table 6

Shapiro-Wilk – normality test

Shapiro-Wilk			
	Statistical	df	Sig.
Pre-test	,925	32	,029
Post-test	,918	32	,019

Source: SPSS Software 25

Author: Mariño, E. (2022)

Analysis and interpretation

Table 6 was used to identify the normality of the test and the statistical method that was used for this investigation, for that reason Shapiro-Wilk was used because the population sample is 30 and for the use of this statistical method that is Shapiro-Wilk the population must be less than 50. Furthermore, the significance scales are established where if Sig <0,05 a non-parametric statistic was applied. Finally, the results indicated that Sig <0,05 that is, the data maintains a deviation to statistical formulas, so the non-parametric statistical application is necessary.

3.2.3 Wilcoxon hypothesis test summary

Table 7

Wilcoxon hypothesis test summary

	Null hypothesis	Test	Sig	Decision
1	The median of differences between pre-test and post-test equals 0	Related samples Wilcoxon signed rank test	,000	Reject the null hypothesis

Note: Asymptotic significances are displayed. The significance level is ,05.

Source: SPSS Software 25

Author: Mariño, E. (2022)

Analysis and interpretation

Table 7 established that the hypothesis test is needed for the collected data, which allowed the performance of the normality test where the conclusion was to apply a non-parametric statistic, which was selected and used was the Wilcoxon hypothesis test summary to approve the hypothesis. Consequently, the summary test develops the decision to reject the null hypothesis and as a result, the alternative hypothesis is approved. Therefore, it is concluded that Listen English Daily Practice App influences the development of listening comprehension of the English language in the tenth grade of Oscar Efrén Reyes High School.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing and interpreting the previous results obtained from the Listen English Daily Practice App and listening comprehension is necessary to give conclusions.

- The influence of the Listen English Daily Practice App to improve listening comprehension could be noticed when analyzing and comparing the averages obtained from the pre-test and post-test taken from the tenth "B" students of Oscar Efrén Reyes High School. As a result, it was observed that the initial average was 6,4 points and the final average was 8,6 points, which showed that the average increased considerably from 2,1 points.
- The benefits that Listen English Daily Practice App offers to students are subtitles section in all the audios, transcription section to see the audio script, vocabulary section for complex audios, translation section to choose another language, as well as level or accent that most favors to improve the student's listening comprehension (AMA English, 2019). Furthermore, these benefits helped listening comprehension because it indicated that the initial average was 6,4 points and then the final average improved to 8,4 points, which showed a significant and beneficial change for the students.
- A2 Key for School listening section was used to measure the level of competence in listening comprehension that the students had in the pre-test was 6,4 points that were considered as a low average, for this reason, Listen English Daily Practice App was applied for 5 weeks at the end of the treatment was taken post-test and the average was 8,6 points that reflected the level of competence in listening comprehension that students managed to acquire using the app.
- Listen English Daily Practice App had an impact on the strengthening of listening comprehension in the students due to the great variety of audios that the app has, just as the students could use them at any time and choose the topic that most interested them (Martínez, 2020). On the other hand, the impact was noted in all 5 parts of the test due to in part 1 (Listening for specific information) increased from 1,7 to 2, in part 2 (Listening

for specific information) from 0,8 to 1,5. In part 3 (Listening for detailed understanding) from 1,5 to 1,8. In part 4 (Listening for gist) 1,3 to 1,7. Finally, in part 5 (Listening for detailed understanding) from 1,1 to 1,6 and all that was thanks to the use of Listen English Daily Practice App.

4.2 Recommendations

It is necessary to give recommendations about the Listen English Daily Practice App and listening comprehension

- To have a greater influence on listening comprehension, the use of the Listen English Daily Practice App is essential, as it allows students to improve their listening comprehension in a better way and it is not necessary for them to only use the app in class as they can use it anywhere. Furthermore, the only requirement that is needed is that students use the app correctly so that they can obtain favorable results in listening comprehension.
- It is important that students continue to use Listen English Daily Practice App for all the free and innovative benefits that you offer them and for that reason, they should not miss out on this great opportunity to improve their listening comprehension just as the Listen English Daily Practice App does not take up much of their time, it has a wide variety of topics, levels, and accents that can be chosen according to the students' interests or needs.
- It is necessary that the level of listening comprehension of the students is measured regularly to verify how the level of listening comprehension is evolving or improving and the teacher knows where the flaws or problems are that must be eradicated or improved in their students. In addition, the teacher can use the standardized tests according to the students' level to measure their level of proficiency in listening comprehension and can continue to use Listen English Daily Practice App as a tool for the preparation of the tests because it has endless topics that help them improve their listening comprehension and prepares students unconsciously for the test.
- The use of the Listen English Daily Practice App important because it gives the opportunity to strengthen students' listening comprehension, which causes them to understand the English language, feel more comfortable, happy, or relaxed when listening to some audio, song, conversation. and create a positive impact on the students who use the app.

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ANNEXES

Annex 1: Approval



República del Ecuador

Ministerio de Educación

CARTA DE COMPROMISO

Baños, 22 de octubre de 2021

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

Presente


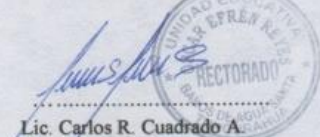
De mi consideración:

Yo, Carlos Roberto Cuadrado Acosta, en mi calidad de Rector de la Unidad Educativa OSCAR EFREN REYES, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "LISTEN ENGLISH DAILY PRACTICE APP AND THE LISTENING COMPREHENSION" propuesto por el/la estudiante Erika Estefanía Mariño Pérez, portador/a de la Cédula de Ciudadanía 180548566-9, 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.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto


Particular que comunico a usted para los fines pertinentes

Atentamente



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Gobierno del Encuentro | Juntos lo logramos

Annex 2: Pre-test Key for School (Listening)

Link: <https://forms.gle/69r2kcAQnVUtkPJ56>

Listening Part 1 (Multiple choice)

Instructions: Listen to the specific information of 5 short recordings of which each one has a question with three pictures from which you must choose the picture that corresponds to the information heard.

Enter the link and listen to the audio twice

https://drive.google.com/file/d/16tGLWdvVWCTDzsNfIOo_USKyMjKfnPhY/view?usp=sharing

1. What's Julia going to do tonight?



A



B

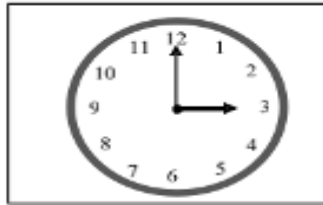


C

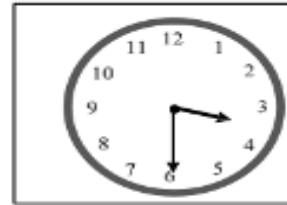
2. What time does the art lesson start?



A



B



C

3. What will Chloe do on Saturday?



A



B



C

4. How much will the girl pay for her cinema ticket?



A



B



C

5. Who will meet Peter at the airport?



A



B



C

Listening Part 2 (Gap fill)

Instructions: listen to the monologue, identify the specific information (prices, telephone numbers, times) and write down the information heard in the corresponding spaces.

Enter the link and listen to the audio twice

<https://drive.google.com/file/d/1W-5Cv2S4ZYgsaqjYJBzKyRYfQRQ7bJHN/view?usp=sharing>

6. Give money to:

Tu respuesta _____

7. Day of return:

Tu respuesta _____

8. Time to arrive at school:

Tu respuesta _____

9. Travel by:

Tu respuesta

10. Bring:

Tu respuesta

Listening Part 3 (Multiple Choice)

Instructions: Listen to an informal conversation, answer five questions which have 3 multiple options and choose the correct option.

Enter the link and listen to the audio twice

<https://drive.google.com/file/d/1qXlsknGlx3k10PWCrOihLuJRDVU4ZmjW/view?usp=sharing>

11. Annie saw a film at

- A) two o'clock.
- B) quarter past three.
- C) half past five.

12. The film was about

- A) a sports star.
- B) some animals.
- C) history.

13. Annie thought the film

- A) was too long.
- B) wasn't very interesting.
- C) needed better actors.

14. Annie's favourite film

- A) makes her laugh.
- B) is a true story.
- C) is very exciting.

15. Annie prefers to watch films

- A) at a cinema.
- B) on her laptop.
- C) on TV.

Listening Part 4 (Multiple Choice)

Instructions: listen to five short monologues or dialogues, which have different scenarios, then answer the questions which have three multiple options from which choose the option that corresponds with the context of the monologue or dialogue heard

Enter the link and listen to the audio twice

https://drive.google.com/file/d/1ioC465QG52na2frRQ74G_kb_zvOfd_su/view?usp=sharing

16. You will hear a teacher talking to her class. What does the teacher want her class to do?

- A) work more quickly
- B) make less noise
- C) help each other more

17. You will hear two friends talking about their day. What have they just done?

- A) They've been to a concert.
- B) They've had a meal.
- C) They've played a sport.

18. You will hear a teacher talking to one of his students called Sarah. Why must Sarah do her homework again?

- A) She made too many mistakes.
- B) She did the wrong work.
- C) She forgot to do some of it.

19. You will hear a girl, Lara, talking about shopping. Why did Lara buy the bag?

- A) The size was right.
- B) The price was right.
- D) The colour was right.

20. You will hear a man talking to his daughter before she goes out. What's the weather like today?

- A) It's cold.
- B) It's wet.
- C) It's sunny.

Annex 3: Post-test Key for School (Listening)

Link: <https://forms.gle/TW6D4VTqqbTGZrjW9>

Listening Part 1 (Multiple choice)

Instructions: Listen to the specific information of 5 short recordings of which each one has a question with three pictures from which you must choose the picture that corresponds to the information heard.

Enter the link and listen to the audio twice

https://drive.google.com/file/d/16tGLWdvVWCTDzsNfi0o_USKyMjKfnPhY/view?usp=sharing

1. What's Julia going to do tonight?



A

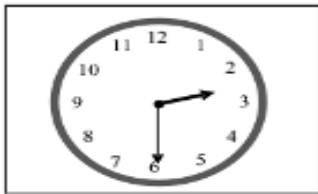


B

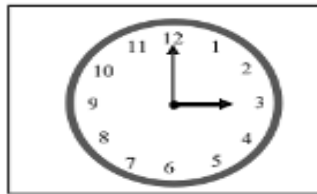


C

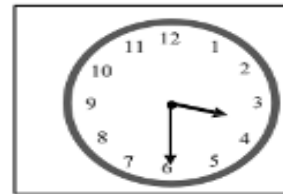
2. What time does the art lesson start?



A



B



C

3. What will Chloe do on Saturday?



A



B



C

4. How much will the girl pay for her cinema ticket?



A



B



C

5. Who will meet Peter at the airport?



A



B



C

Listening Part 2 (Gap fill)

Instructions: listen to the monologue, identify the specific information (prices, telephone numbers, times) and write down the information heard in the corresponding spaces.

Enter the link and listen to the audio twice

<https://drive.google.com/file/d/1W-5Cv2S4ZYqsagjYJBzKyRYfORQ7bJHN/view?usp=sharing>

6. Give money to:

Tu respuesta _____

7. Day of return:

Tu respuesta _____

8. Time to arrive at school:

Tu respuesta _____

9. Travel by:

Tu respuesta _____

10. Bring:

Tu respuesta _____

Listening Part 3 (Multiple Choice)

Instructions: Listen to an informal conversation, answer five questions which have 3 multiple options and choose the correct option.

Enter the link and listen to the audio twice

<https://drive.google.com/file/d/1gXlsknGlx3kt0PWCrOihLuJRDVU4ZmjW/view?usp=sharing>

11. Annie saw a film at

- A) two o'clock.
- B) quarter past three.
- C) half past five.

12. The film was about

- A) a sports star.
- B) some animals.
- C) history.

13. Annie thought the film

- A) was too long.
- B) wasn't very interesting.
- C) needed better actors.

14. Annie's favourite film

- A) makes her laugh.
- B) is a true story.
- C) is very exciting.

15. Annie prefers to watch films

- A) at a cinema.
- B) on her laptop.
- C) on TV.

Listening Part 4 (Multiple Choice)

Instructions: listen to five short monologues or dialogues, which have different scenarios, then answer the questions which have three multiple options from which choose the option that corresponds with the context of the monologue or dialogue heard

Enter the link and listen to the audio twice

https://drive.google.com/file/d/1ioC465QG52na2frRQ74G_kb_zvOfd_su/view?usp=sharing

16. You will hear a teacher talking to her class. What does the teacher want her class to do?

- A) work more quickly
- B) make less noise
- C) help each other more

17. You will hear two friends talking about their day. What have they just done?

- A) They've been to a concert.
- B) They've had a meal.
- C) They've played a sport.

18. You will hear a teacher talking to one of his students called Sarah. Why must Sarah do her homework again?

- A) She made too many mistakes.
- B) She did the wrong work.
- C) She forgot to do some of it.

19. You will hear a girl, Lara, talking about shopping. Why did Lara buy the bag?

- A) The size was right.
- B) The price was right.
- D) The colour was right.

20. You will hear a man talking to his daughter before she goes out. What's the weather like today?

- A) It's cold.
- B) It's wet.
- C) It's sunny.

Listening Part 5 (Matching)

Instructions: listen to 5 long conversations between two people, after matching two lists of elements in the first list is the name of the person and in the other is the topics that are listed from the letter A to H finally identify the information heard from conversations.

Enter the link and listen to the audio twice








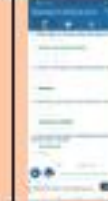
























<https://drive.google.com/file/d/1eXSSLBktN81lHH315qji2GjEwO9UJ3Ph/view?usp=sharing>



























	A. Clothes	B. Food	C. Lights	D. Make- up	E. Music	F. Photographs	G. Posters	H. Tickets
21. Anton	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Emma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Karl	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Sarah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. George	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

































Annex 4: Google Drive “Register of Activities Listen English Daily Practice App”
Link:<https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9kl2S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true>

**Tenth “B” Student List
 Register of Activities "Listen English Daily Practice App"
 Week 1**

	01-12-2021	02-12-2021	03-12-2021	04-12-2021
Student 1				
Student 2				
Student 3				
Student 4				
Student 5				
Student 6				
Student 7				

Student 8				
Student 9				
Student 10				
Student 11				
Student 12				
Student 13				
Student 14				
Student 15				

Student 16				
Student 17				
Student 18				
Student 19				
Student 20				
Student 21				
Student 22				
Student 23				

Student 24				
Student 25				
Student 26				
Student 27				
Student 28				
Student 29				
Student 30				
Student 31				

















Student 32				
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Week 2

	05-12-2021	06-12-2021	07-12-2021	08-12-2021	09-12-2021	10-12-2021	11-12-2021
Student 1							
Student 2							
Student 3							
Student 4							
Student 5							
Student 6							

Student 7							
Student 8							
Student 9							
Student 10							
Student 11							
Student 12							
Student 13							
Student 14							

Student 15							
Student 16							
Student 17							
Student 18							
Student 19							
Student 20							
Student 21							
Student 22							

























































Student 23							
Student 24							
Student 25							
Student 26							
Student 27							
Student 28							
Student 29							
Student 30							

























































Student 31							
Student 32							

Week 3

	12-12-2021	13-12-2021	14-12-2021	15-12-2021	16-12-2021	17-12-2021	18-12-2021
Student 1							
Student 2							
Student 3							
Student 4							
Student 5							

Student 6								
Student 7								
Student 8								
Student 9								
Student 10								
Student 11								
Student 12								
Student 13								
















Student 14							
Student 15							
Student 16							
Student 17							
Student 18							
Student 19							
Student 20							
Student 21							

























































Student 22							
Student 23							
Student 24							
Student 25							
Student 26							
Student 27							
Student 28							
Student 29							

























































Student 30							
Student 31							
Student 32							

Week 4

	19-12-2021	20-12-2021	21-12-2021	22-12-2021	23-12-2021	24-12-2021	25-12-2021
Student 1							
Student 2							
Student 3							
Student 4							

Student 5							
Student 6							
Student 7							
Student 8							
Student 9							
Student 10							
Student 11							
Student 12							










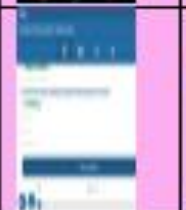

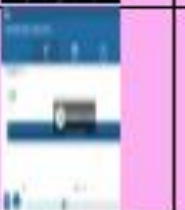














Student 13							
Student 14							
Student 15							
Student 16							
Student 17							
Student 18							
Student 19							
Student 20							

Student 21							
Student 22							
Student 23							
Student 24							
Student 25							
Student 26							
Student 27							
Student 28							

Student 29							
Student 30							
Student 31							
Student 32							

Week 5

	02-01-2022	03-01-2022	04-01-2022	05-02-2022	06-02-2021	07-02-2022
Student 1						
Student 2						
Student 3						

Student 4						
Student 5						
Student 6						
Student 7						
Student 8						
Student 9						
Student 10						
Student 11						

Student 12						
Student 13						
Student 14						
Student 15						
Student 16						
Student 17						
Student 18						
Student 19						

Student 20						
Student 21						
Student 22						
Student 23						
Student 24						
Student 25						
Student 26						
Student 27						

Student 28						
Student 29						
Student 30						
Student 31						
Student 32						

Annex 5: Lesson plans

Lesson plan # 1

Teachers' name	Erika Mariño	Level	Tenth “B” A2.1	Date	November 30 th 2021
Students' number	32	Timing	50 minutes	Topic	Listening Comprehension Test
Main aims	-At the end of this lesson, students will be able to recognize their level of listening comprehension				
Assumptions	Students can answer the questions of the Listening Comprehension Test correctly				
Anticipated problems	Some students have problems with internet connection.				
Possible solutions	Teacher sends the instructions through to WhatsApp’s group and the activities links'				
Teaching aids, materials equipment	Cellphones, computers, zoom, internet, google forms link, Jamboard link WhatsApp’s group.				

Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
10 minutes	ENGAGE	<ul style="list-style-type: none"> - Greeting - Agenda - List - T. gives the instructions of the activity - T. sends the jamboard link so that students can brainstorm What is listening comprehension? - Ss. enter the link and brainstorm what is listening 	- To make the students write about what they know about listening comprehension	<ul style="list-style-type: none"> - Zoom -Jamboard link: https://jamboard.google.com/d/1oJt3SZvLG3YiQrEYvoI4ODZN_uPYsk_vIcEzm2jqgKE/edit?usp=sharing 	Teacher - whole class
15 minutes	STUDY	<ul style="list-style-type: none"> - T. explains what the English format is the Key for school -Ss. pay attention and ask questions -T answers the doubts of the students 	- To review the Key for school test format so that students can understand the structure of the test	Canva link: https://www.canva.com/design/DAEz14CsYFM/bfLLFJFUf2w2p6BT8vr63Q/view?utm_content=DAEz14CsYFM&utm_campaign=designshare&utm_medium=link&utm_source=publishpresent	Teacher - whole class
35 minutes	ACTIVE	<ul style="list-style-type: none"> -T. sends the test link through the zoom chat and the WhatsApp's group. - T. gives instructions on the test - Ss. enter the google forms link and answer the questions in the listening comprehension part of the Key for school test 	-To measure listening comprehension of students	Google Forms link: https://forms.gle/69r2kcAQnVUtkPJ56	Whole class

Annexes

Jamboard

https://jamboard.google.com/d/1oJt3SZvLG3YiQrEYvoI4ODZN_uPYsk_vIcEzm2jqgKE/edit?usp=sharing

What is listening comprehension?

- It is to be able to understand what is heard
- Listening is paying attention to sound or action.
- Listen and be able to understand the message of what is heard in the environment.
- You need to be able to listen and understand what others are saying and try to understand what it means.
- The act of listening comprehension involves complex affective, cognitive, and behavioral processes.
- Listening comprehension includes recognizing the sounds of speech, understanding the meaning of individual words, or understanding the syntax of the sentences in which they are presented.
- Listening comprehension can also involve the prosody with which utterances are spoken and making relevant inferences based on context, real-world knowledge, and specific attributes of the speaker.
- Listening comprehension also involves significant memory demands to keep track of the causal relationships expressed within speech
- Listening comprehension encompasses the multiple processes involved in understanding and understanding spoken language.

Canva link
https://www.canva.com/design/DAEz14CsYFM/bfLLFJFUf2w2p6BT8vr63Q/view?utm_content=DAEz14CsYFM&utm_campaign=designshare&utm_medium=link&utm_source=publishpresent



Google Forms -Pre-test
<https://forms.gle/69r2kcAQnVUtkPJ56>

Listening Part 1 (Multiple choice)

Instructions: Listen to the specific information of 5 short recordings of which each one has a question with three pictures from which you must choose the picture that corresponds to the information heard.

Enter the link and listen to the audio twice
https://drive.google.com/file/d/16tGLWdvVWCTDzsNf10o_USKyMjKfnPhY/view?usp=sharing

1. What's Julia going to do tonight?

A B C

Lesson plan #2

Teachers' name	Erika Mariño	Level	Tenth "B" A2.1	Date	December 1 st 2021
Students' number	32	Timing	50 minutes	Topic	Listen English Daily Practice App
Main aims	-At the end of this lesson, students will be able to practice and use the app to improve listening comprehension				
Assumptions	Students know different listening comprehension apps.				
Anticipated problems	Some students have problems with internet connection.				
Possible solutions	Teacher sends the instructions through to WhatsApp's group and the activities links'				
Teaching aids, materials equipment	Cellphones, computers, zoom, internet, canva link, miro link, YouTube link, WhatsApp's group.				
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
10 minutes	ENGAGE	<ul style="list-style-type: none"> - Greeting - Agenda - List - T. gives the instructions for the activity -T. sends the link so that the students can write the words or phrases they understand from the song they are going to listen to. - Ss. enter the link and write the words or phrases they understand from the song 	<ul style="list-style-type: none"> - To identify words or phrases using students' listening comprehension 	<ul style="list-style-type: none"> -Zoom -YouTube link: https://www.youtube.com/watch?v=1AhOK4UwAMs -Miro link: https://miro.com/welcomeonboard/ZDQ3OGpyM3Fpa1hVYzZ1RGllb2ZlWk1DZzFCM0ZnQXJDdk5vdTVaeDJOQ25oaTZsUklQeVBjT2l0RzZqSWN5V3wzM0c0NDU3MzUzMzM3NjQzOTY1?invite_link_id=863514835539 	Teacher - whole class
25 minutes	STUDY	<ul style="list-style-type: none"> -T. explains about the use of the Listen English Daily Practice app and where they should place the screenshots of the app's activities in the registration link 	<ul style="list-style-type: none"> - To explain how Listening English Daily 	<ul style="list-style-type: none"> Canva link: https://www.canva.com/design/DAEt_pW9tzM/8YlMTajkpjY2fXUIRV9bYw/view?utm_content=DAEt_pW9tzM&utm_campaign=designshare&utm_medium= 	Teacher - whole class

		in google Drive -Ss. ask questions about the Listen English Daily Practice App or activities registration on Google Drive -T. answers all questions	Practice should be used	link&utm_source=publishpresent#9 Google drive: https://docs.google.com/document/d/1UmIMweyxLFN-72g9OHTAQPy9jBD4xZ/edit?usp=sharing&ouid=100573057507272508120&rtpof=true&sd=true	
15 minutes	ACTIVE	-T. gives instructions to do the activities of the app -Ss. do the activities and place the screenshot on the google drive link	- To practice listening comprehension of students with the Listening English Daily Practice	Google Drive https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&ouid=100573057507272508120&rtpof=true&sd=true	Teacher - whole class
<p>Assessment: Students must do the activities of the Listen English Daily Practice App and place the screenshot on Google Drive</p> <p>https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&ouid=100573057507272508120&rtpof=true&sd=true</p>					

Annexes

YouTube link

<https://www.youtube.com/watch?v=1AhOK4UwAMs>



Miro Link

https://miro.com/welcomeonboard/ZDQ3OGpyM3Fpa1hVYzZ1RGllb2ZiWk1DZzFCM0ZnQXJDdk5vdTVaeDJOQ25oaTZsUklQeVBjT2l0RzZqSWN5V3wzMDc0NDU3MzUzMzM3NjQzOTY1?invite_link_id=863514835539



Canva Link

https://www.canva.com/design/DAEt_pW9tzM/8YIMTajkpjY2fXUIRV9bYw/view?utm_content=DAEt_pW9tzM&utm_campaign=designshare&utm_medium=link&utm_source=publishpresent#9



Google Drive

<https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true>

	01-12-2021	02-12-2021	03-12-2021	04-12-2021
Student 1				

Lesson plan #3

Teachers' name	Erika Mariño	Level	Tenth “B” A2.1	Date	December 3 rd 2021
Students' number	32	Timing	50 minutes	Topic	Listen English Daily Practice App
Main aims	-At the end of this lesson, students will be able to use and practice Listen English Daily Practice App to improve listening comprehension				
Assumptions	Students know how to use the Listen English Daily Practice App and perform all app activities that are submitted as homework				
Anticipated problems	Some students have problems with internet connection.				
Possible solutions	Teacher sends the instructions through to WhatsApp’s group and the activities links'				
Teaching aids, materials equipment	Cellphones, computers, zoom, internet, Google Drive link, WhatsApp’s group, canva link, quizizz link				
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
10 minutes	ENGAGE	<ul style="list-style-type: none"> - Greeting - Agenda - List - T. gives the instructions of the activity -T. send the link for students to enter the activity on quizizz - Ss. enter the link, type their name, and answer the questions about Listen English Daily Practice App. 	-To make the students answer the questions about Listen English Daily Practice App.	<ul style="list-style-type: none"> -Zoom -Quizizz link: https://quizizz.com/join?gc=20671561 	Teacher - whole class
25 minutes	STUDY	-T. gives tips on how to improve listening comprehension to students by canva.	-To explain what are the tips that help improve listening comprehension in students.	<ul style="list-style-type: none"> -Canva Link: https://www.canva.com/design/DAE0hbcdoWc/BFFhe3y5Evs7P6vu3rNbQ/view?utm_content=DAE0hbcdoWc&utm_campaign=designshare&utm_medium=link&utm_source=publishpresent 	Teacher - whole class

15 minutes	ACTIVE	-T. gives instructions to do the activities of the Listen English Daily Practice App. -Ss. do the activities and place the screenshot on the google drive link.	- To practice listening comprehension of students with the Listening English Daily Practice	Google Drive https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&ouid=100573057507272508120&rtpof=true&sd=true	Teacher - whole class
<p>Assessment: Students must do the activities of the Listen English Daily Practice App and place the screenshot on Google Drive</p> <p>https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&ouid=100573057507272508120&rtpof=true&sd=true</p>					

Annexes

Quizizz link

<https://quizizz.com/join?gc=20671561>

The screenshot shows the Quizizz interface for a quiz titled "Listening English Daily Practice App". The quiz was created on December 28th, 2021, at 9:23 AM. It has a precision of 84%, 5 questions, and 23 attempts. The interface includes a sidebar with navigation options like "Explorar", "Mi biblioteca", "Informes", "Ajustes", and "Más". The main area displays a list of participants with their scores and progress bars.

Participant	Score	Precision	Points	Action
Aideé Curipallo.	4/5	80%	3500	Correo electrónico a nraesnitro
Aitor Hidalgo	3/5	60%	2400	Correo electrónico a nraesnitro
Alejandro villafuerte*	5/5	100%	4390	Correo electrónico a nraesnitro
Allison Diaz	4/5	80%	3500	Correo electrónico a nraesnitro
Anahi Atiaja*	5/5	100%	4810	Correo electrónico a nraesnitro
Andrew Maleza*	5/5	100%	4600	Correo electrónico a nraesnitro
Angie Barrionuevo*	5/5	100%	4270	Correo electrónico a nraesnitro

Canva link

https://www.canva.com/design/DAE0hbcdoWc/BFFhe3y5Evs_7P6vu3rNbQ/view?utm_content=DAE0hbcdoWc&utm_campaign=designshare&utm_medium=link&utm_source=publishpresent



Google Drive

<https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&ouid=100573057507272508120&rtpof=true&sd=true>

	01-12-2021	02-12-2021	03-12-2021	04-12-2021
Student 1				

Lesson plan #4

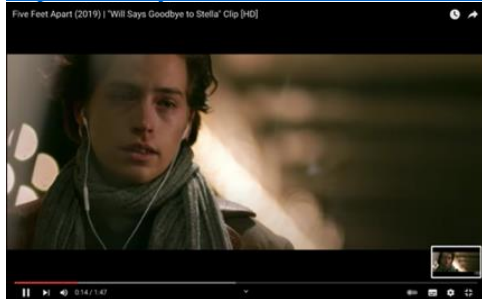
Teachers' name	Erika Mariño	Level	Tenth "B" A2.1	Date	December 8 th 2021
Students' number	32	Timing	50 minutes	Topic	Listening Comprehension
Main aims	-At the end of this lesson, students will be able to use and practice Listen English Daily Practice App to improve listening comprehension				
Assumptions	Students know how to use the Listen English Daily Practice App and perform all app activities that are submitted as homework				
Anticipated problems	Some students have problems with internet connection.				
Possible solutions	Teacher sends the instructions through to WhatsApp's group.				
Teaching aids, materials equipment	Cellphones, computers, zoom, internet, Google Drive link, YouTube link, canva link, miro link,WhatsApp's group.				
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
10 minutes	ENGAGE	<ul style="list-style-type: none"> - Greeting - Agenda - List - T. gives the instructions for the activity -T. send the link for the students to write what is the message that the video transmits - Ss. enter the link and write the message 	-To identify the message of the video	-Zoom YouTube link: https://www.youtube.com/watch?v=8vAgzQc8bkE Miro Link: https://miro.com/welcomeonboard/dlJTbkJ4aIZwSU9ZQkcyeUFkTHBPNk8vSjQ3VDIEV1pYWXhaekpWckJxWFpZUIZSY2xmNUJxVHI2S2hRaTQ3ZnwzMDc0NDU3MzUzMzM3NjQzOTY1?invite_link_id=125904382771	Teacher - whole class

25 minutes	STUDY	-T. explains to the students what the most common mistakes are he can make in listening comprehension -Ss. and T. talk about those mistakes and how they can avoid or correct them	- To identify the most common mistakes that can occur in students' listening comprehension	Canva Link: https://www.canva.com/design/DAE1PtdeC6A/UZ0iOOjDOjjNpVgCTne2CA/view?utm_content=DAE1PtdeC6A&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton	Teacher - whole class
15 minutes	ACTIVE	-T. gives instructions to do the activities of the Listen English Daily Practice App. -Ss. do the activities and place the screenshot on the google drive link.	- To practice listening comprehension of students with the Listening English Daily Practice	-Google Drive https://docs.google.com/document/d/1m-UmlMwcyxLFN-72g9OHTAQPy9jBD4xZ/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true	Teacher - whole class
<p>Assessment: Students must do the activities of the Listen English Daily Practice App and place the screenshot on Google Drive https://docs.google.com/document/d/1yO9aslko8vqWdyUoTrfLJmw9kl2S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true</p>					

Annexes

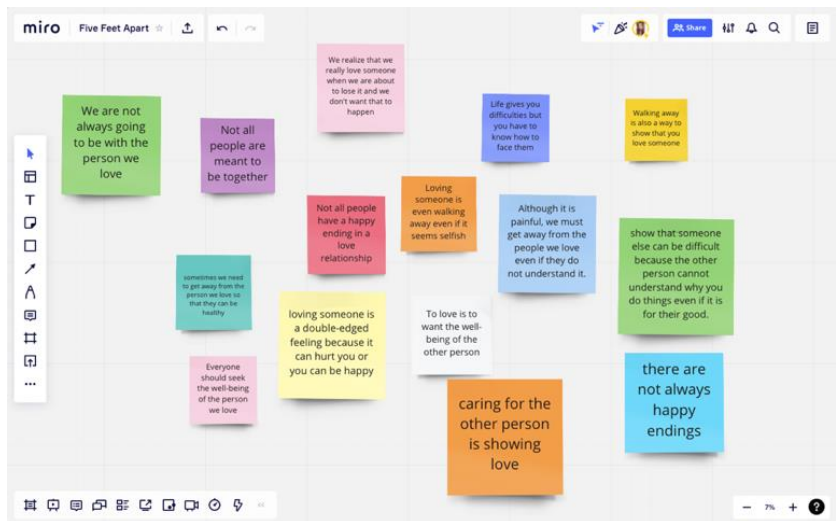
YouTube link:

<https://www.youtube.com/watch?v=8vAgzQc8bkE>



Miro Link:

https://miro.com/welcomeonboard/dlJTbkJ4alZwSU9ZQkcyEUFkTHBPNk8ySjQ3VDIEVlpYWXhaekpWckJxWFpZU1ZSY2xmNUJxVHI2S2hRaTQ3ZnwzMDc0NDU3MzUzMzM3NjQzOTY1?invite_link_id=125904382771



Google Drive

<https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9kl2S1pGA/edit?usp=sharing&ouid=100573057507272508120&rtpof=true&sd=true>

	05-12-2021	06-12-2021	07-12-2021	08-12-2021	09-12-2021	10-12-2021	11-12-2021
Student 1							

Lesson plan #5

Teachers' name	Erika Mariño	Level	Tenth “B” A2.1	Date	December 10 th 2021
Students' number	32	Timing	50 minutes	Topic	Listening Comprehension
Main aims	-At the end of this lesson, students will be able to use and practice Listen English Daily Practice App to improve listening comprehension and listening for specific information				
Assumptions	Students know how to use the Listen English Daily Practice App and perform all app activities that are submitted as homework				
Anticipated problems	Some students have problems with internet connection.				
Possible solutions	Teacher sends the instructions through to WhatsApp’s group.				
Teaching aids, materials equipment	Cellphones, computers, zoom, internet, google drive link, jamboard Link, YouTube link, WhatsApp’s group.				
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns

10 minutes	ENGAGE	<ul style="list-style-type: none"> - Greeting - Agenda - List -T. gives instructions for the activity - Ss. watch the video and pay attention -T. randomly ask the students the following questions: -How much time do teenagers spend shopping? - How much money do you spend approximately per month when shopping? -What is the favorite month for teenagers to go shopping in the UK? Why? - What are the aspects that it helps you determine when buying something? - What type of clothing store do you know how to go shopping in? - What does it mean for them to be fashionable? 	<ul style="list-style-type: none"> -To identify specific and detailed information from the video 	<ul style="list-style-type: none"> -Zom -YouTube link: https://www.youtube.com/watch?v=GvovLPbrxC8 -Jamboard Link: https://jamboard.google.com/d/1smJ--Bz4EHP6ssuxexCbF2taYTDJyI7yxM6RUw6mTfM/edit?usp=sharing 	Teacher - whole class
25 minutes	STUDY	<ul style="list-style-type: none"> -T. gives the students tips for Listening for specific information -Ss. and T. talk about Listening for specific information 	<ul style="list-style-type: none"> - To identify the most common mistakes that can occur in students' listening comprehension 	<ul style="list-style-type: none"> - Canva link: https://www.canva.com/design/DAE1QRGYINc/GWpKPzTtfzAaFYitdolAvA/view?utm_content=DAE1QRGYINc&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton 	Teacher - whole class
15 minutes	ACTIVE	<ul style="list-style-type: none"> -T. gives instructions to do the activities of the Listen English Daily Practice App. -Ss. do the activities 	<ul style="list-style-type: none"> - To practice listening comprehension of students with the 	<ul style="list-style-type: none"> -Google Drive https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9kI2S1pGA/edit?usp=sharing 	Teacher - whole class

		and place the screenshot on the google drive link.	Listening English Daily Practice	usp=sharing&oid=100573057507272508120&rtpof=true&sd=true	
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Assessment: Students must do the activities of the Listen English Daily Practice App and place the screenshot on Google Drive

<https://docs.google.com/document/d/1yO9aslko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true>

Annexes

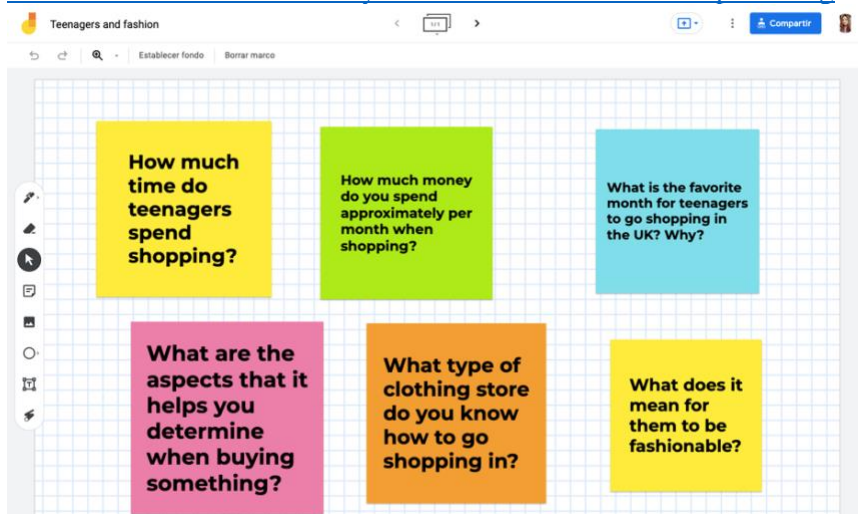
YouTube link:

<https://www.youtube.com/watch?v=GvovLPbrxC8>



Jamboard Link:

<https://jamboard.google.com/d/1smJ--Bz4EHP6ssuxexCbF2taYTDJyI7vxM6RUw6mTfM/edit?usp=sharing>



Google drive

<https://docs.google.com/document/d/1yO9aslko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true>

	05-12-2021	06-12-2021	07-12-2021	08-12-2021	09-12-2021	10-12-2021	11-12-2021
Student 1							

Lesson plan #6

Teachers' name	Erika Mariño	Level	Tenth “B” A2.1	Date	December 15 th 2021
Students' number	32	Timing	50 minutes	Topic	Listening Comprehension
Main aims	-At the end of this lesson, students will be able to use and practice Listen English Daily Practice App to improve listening comprehension and listening for detailed understanding				
Assumptions	Students know how to use the Listen English Daily Practice App and perform all app activities that are submitted as homework				
Anticipated problems	Some students have problems with internet connection.				
Possible solutions	Teacher sends the instructions through to WhatsApp’s group.				
Teaching aids, materials equipment	Cellphones, computers, zoom, internet, Google Drive link, canva link, YouTube link, WhatsApp’s group.				
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
10 minutes	ENGAGE	<ul style="list-style-type: none"> - Greeting - Agenda - List - T. gives the instructions for the activity -T. play the song -Ss. listen to the song -T. randomly asks the students what the message of the song is, and the students respond 	-To identify the message of the song	-Zoom -YouTube link: https://www.youtube.com/watch?v=-9FYnizimf0s	Teacher - whole class
25 minutes	STUDY	<ul style="list-style-type: none"> -T. gives the students tips for Listening for detailed understanding -Ss. and T. talk about Listening for detailed understanding 	-To identify the aspects that have Listening for detailed understanding	-Canva Link: https://www.canva.com/design/DAE1ROj6ROQ/GfUIAV71b86kETUOnMt_FA/view?utm_content=D_AE1ROj6ROQ&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton	Teacher - whole class

15 minutes	ACTIVE	-T. gives instructions to do the activities of the Listen English Daily Practice App. -Ss. do the activities and place the screenshot on the google drive link.	- To practice listening comprehension of students with the Listening English Daily Practice	-Google Drive https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true	Teacher - whole class
<p>Assessment: Students must do the activities of the Listen English Daily Practice App and place the screenshot on Google Drive https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true</p>					

Annexes

YouTube link:

<https://www.youtube.com/watch?v=9FYnizimf0s>



Canva Link:

https://www.canva.com/design/DAE1ROj6ROQ/GfUIAV71b86kETUOnMt_FA/view?utm_content=DAE1ROj6ROQ&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton



Google Drive

<https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true>

	12-12-2021	13-12-2021	14-12-2021	15-12-2021	16-12-2021	17-12-2021	18-12-2021
Student 1							

Lesson plan #7

Teachers' name	Erika Mariño	Level	Tenth “B” A2.1	Date	December 17 th 2021
Students' number	32	Timing	50 minutes	Topic	Listening Comprehension
Main aims	-At the end of this lesson, students will be able to use and practice Listen English Daily Practice App to improve listening comprehension and listening for gist				
Assumptions	Students know how to use the Listen English Daily Practice App and perform all app activities that are submitted as homework				
Anticipated problems	Some students have problems with internet connection.				
Possible solutions	Teacher sends the instructions through to WhatsApp’s group.				
Teaching aids, materials equipment	Cellphones, computers, zoom, internet, google forms link, WhatsApp’s group.				
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
10 minutes	ENGAGE	<ul style="list-style-type: none"> - Greeting - Agenda - List - T. gives the instructions for the activity -T. play the song -Ss. listen to the song -T. randomly asks the students what the message of the song is, and the students respond 	-To identify the message of the song	<ul style="list-style-type: none"> -Zoom -YouTube link: https://youtu.be/ialiuXbEaYQ 	Teacher - whole class
25 minutes	STUDY	<ul style="list-style-type: none"> --T. gives the students tips for Listening for gist -Ss. and T. talk about Listening for gist 	-To identify the aspects that have Listening for gist	<ul style="list-style-type: none"> -Canva link: https://www.canva.com/design/DAE1RKsWkQc/kiUaWGZPsV_QHcWx3r1lVw/v?utm_content=DAE1RKsWkQc&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton 	Teacher - whole class
15 minutes	ACTIVE	-T. gives instructions to do	- To practice listening	<ul style="list-style-type: none"> -Google Drive https://docs.google.c 	Teacher -

		the activities of the Listen English Daily Practice App. -Ss. do the activities and place the screenshot on the google drive link.	comprehension of students with the Listening English Daily Practice	om/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true	whole class
<p>Assessment: Students must do the activities of the Listen English Daily Practice App and place the screenshot on Google Drive</p> <p>https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true</p>					

Annexes

YouTube link

<https://youtu.be/ia1iuXbEaYQ>



Canva link:

https://www.canva.com/design/DAE1RKsWkQc/kiUaWGZPsV_QHcWx3r11Vw/view?utm_content=DAE1RKsWkQc&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton



Google Drive

<https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true>

	12-12-2021	13-12-2021	14-12-2021	15-12-2021	16-12-2021	17-12-2021	18-12-2021
Student 1							

Lesson plan #8

Teachers' name	Erika Mariño	Level	Tenth "B" A2.1	Date	December 22 th 2021
Students' number	32	Timing	50 minutes	Topic	Listening Comprehension
Main aims	-At the end of this lesson, students will be able to use and practice listening English Daily Practice App to improve listening comprehension				
Assumptions	Students know how to use the Listen English Daily Practice App and perform all app activities that are submitted as homework				
Anticipated problems	Some students have problems with internet connection.				
Possible solutions	Teacher sends the instructions through to WhatsApp's group.				
Teaching aids, materials equipment	Cellphones, computers, zoom, internet, google drive link, YouTube link, canva link, WhatsApp's group.				
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
10 minutes	ENGAGE	- Greeting - Agenda - List - T. gives the instructions for the activity -T. plays the video -T. randomly asks the students to infer from the video and Ss. infer	- To express what is the possible situation that is happening	-Zoom - YouTube link: https://www.youtube.com/watch?v=WEFJnYMz0Ec	Teacher - whole class
25 minutes	STUDY	--T. gives the students tips for Inferring meaning -Ss. and T. talk about Inferring meaning	-To identify the aspects that have Inferring meaning	-Canva link: https://www.canva.com/design/DAE1ROh45LY/M2XOBm7FdS786IctE2u5Tw/view?utm_content=DAE1ROh45LY&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton	Teacher - whole class
15 minutes	ACTIVE	-T. gives instructions to do the activities of the Listen English Daily Practice App. -Ss. do the activities	- To practice listening comprehension of students with the Listening	-Google Drive https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9kl2S1pGA/edit?usp=sharing&ouid=1005730575	Teacher - whole class

		and place the screenshot on the google drive link.	English Daily Practice	07272508120&rtpof=true&sd=true	
<p>Assessment: Students must do the activities of the Listen English Daily Practice App and place the screenshot on Google Drive</p> <p>https://docs.google.com/document/d/1yO9aslko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true</p>					

Annexes

YouTube link:

<https://www.youtube.com/watch?v=WEFJnYMz0Ec>



Canva link:

https://www.canva.com/design/DAE1ROh45LY/M2XOBm7FdS786IctE2u5Tw/view?utm_content=DAE1ROh45LY&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton



Google Drive

<https://docs.google.com/document/d/1yO9aslko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&oid=100573057507272508120&rtpof=true&sd=true>

	19-12-2021	20-12-2021	21-12-2021	22-12-2021	23-12-2021	24-12-2021	25-12-2021
Student 1							

Lesson plan # 9

Teachers' name	Erika Mariño	Level	Tenth “B” A2.1	Date	January 5 th , 2022
Students' number	32	Timing	50 minutes	Topic	Listening Comprehension
Main aims	-At the end of this lesson, students will be able to use and practice Listen English Daily Practice App to improve listening comprehension				
Assumptions	Students know how to use the Listen English Daily Practice App and perform all app activities that are submitted as homework				
Anticipated problems	Some students have problems with internet connection.				
Possible solutions	Teacher sends the instructions through to WhatsApp’s group.				
Teaching aids, materials equipment	Cellphones, computers, zoom, internet, Google Drive link, canva link, WhatsApp’s group.				
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
10 minutes	ENGAGE	<ul style="list-style-type: none"> - Greeting - Agenda - List - T. gives the instructions for the activity -T. send the link for the students to write their opinion about Listen English Daily Practice App - Ss. enter the link ad write their opinion about Listen English Daily Practice App 	-To express positive, negative, or neutral opinions of the App used during all this time of treatment	<ul style="list-style-type: none"> -zoom -Nearpod link https://app.nearpod.com/?pin=4WM6B 	Teacher - whole class
25 minutes	STUDY	<ul style="list-style-type: none"> - T. explains to students what it is to predict content and gives tips on predicting content -Ss. and T. talk about Predicting content 	-To identify the aspects that have Predicting content	<ul style="list-style-type: none"> -Canva link: https://www.canva.com/design/DAE1RbGlNNg/-vhzShoutb4319SYcQI8Hg/view?utm_content=DAE1RbGlNNg&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton 	Teacher - whole class

15 minutes	ACTIVE	-T. gives instructions to do the activities of the Listen English Daily Practice App. -Ss. do the activities and place the screenshot on the google drive link.	- To practice listening comprehension of students with the Listening English Daily Practice	Google Drive https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&ouid=100573057507272508120&rtpof=true&sd=true	Teacher - whole class
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Students must do the activities of the Listen English Daily Practice App and place the screenshot on Google Drive

<https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&ouid=100573057507272508120&rtpof=true&sd=true>

Annexes

Nearpod link

<https://app.nearpod.com/?pin=4WM6B>

The application "Listen English Daily Practice" is very practical and good, it has helped me with my hearing in English and I have learned new words.

The application "Listen English Daily Practice" has helped me a lot and I learned new things, new words and it helped me a lot with my audition in English, it is a very good and fun application - Daniela López

The application "English Daily Practice" It is a very good application since it helps us to practice our hearing. And we learn new vocabulary and its meaning. She is also very funny and very good at learning English. - Luis Cabrera

The application is very good because it helps us to better understand and we practice. We learn new words and meanings, an excellent tool

helps us to reinforce our learning abilities in the English language helps us to know more and go up more levels in our English ability

The application "Listen Practice" is very good, for practicing english and this can save us at time. It is an excellent application that does not need internet

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For me this application "Listen English practice" is very good, in addition to that it has helped me a lot to understand English better to improve my pronunciation each time, which will help me many

The application Listen English Daily Práctice es la mejor app que conocido es bueno aprender con esta app de ingles es entretenido y educativo esta app no conozco otra app igual que está gracias

I think this application is super good because the app is free, if you do not know any words, it translates it, it has levels and that way it is easier to learn English

Aracelly Amancha, It is a very good application that has helped me to learn several things

The application is very good, it has different levels of English which are very useful to improve your English level, what I like most

This application is very good and has helped me to understand and improve my level of English also the app is very easy to use and understand

The application "Listen Practice" is very good, I did not know any English so far I already know enough to speak normal English thanks to this application. It is very good

The application "Listen Practice" is very good,

Good morning

Share thoughts and/or images here

250 Post

Canva link:

https://www.canva.com/design/DAE1RbGINNg/-vzhShoutb4319SYcQI8Hg/view?utm_content=DAE1RbGINNg&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton



Google Drive link:

<https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&ouid=100573057507272508120&rtpof=true&sd=true>

	02-01-2022	03-01-2022	04-01-2022	05-02-2022	06-02-2021	07-02-2022
Student 1						

Lesson plan #10

Teachers' name	Erika Mariño	Level	Tenth “B” A2.1	Date	January 7 th 2022
Students' number	32	Timing	50 minutes	Topic	Listening Comprehension Test
Main aims	- At the end of this lesson, students will be able to compare their level of listening comprehension at the beginning of the treatment (pre-test) with their level of listening comprehension at the end of the treatment, which will be measured with a post-test key for school				
Assumptions	Students can y answer the questions on the listening comprehension test correctly and have improved their listening comprehension by using Listen English Daily Practice App				
Anticipated problems	Some students have problems with internet connection.				
Possible solutions	Teacher sends google forms link to WhatsApp’s group.				
Teaching aids, materials equipment	Cellphones, computers, zoom, internet, google forms link, Listen English Daily Practice App, and WhatsApp’s group.				
Timing	Stage	Procedure	Stage aims	Aids and materials	Interaction Patterns
10 minutes	ENGAGE	<ul style="list-style-type: none"> - Greeting - Agenda - List - T. gives instructions 	<ul style="list-style-type: none"> - To make the students write about what they know about 	<ul style="list-style-type: none"> - Zoom - Listen English Daily Practice App - Google Drive 	Teacher -

		on the activity that Ss. will do in the app -Ss. enter the app and do the activity -Ss. take a screenshot and place the screenshot on the activity register link in Google Drive	listening comprehension	https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&ouid=100573057507272508120&rtpof=true&sd=true	whole class
15 minutes	STUDY	- T. explains and remembers what the English format is Key for school -Ss. pay attention and ask questions -T answers the doubts of the students	- To review the Key for school test format so that students can understand the structure of the test	-Canva link https://www.canva.com/design/DAEz14CsYFM/bfLLFJFUf2w2p6BT8vr63Q/view?utm_content=DAEz14CsYFM&utm_campaign=designshare&utm_medium=link&utm_source=publishpresent	Teacher - whole class
25 minutes	ACTIVE	-T. sends the test link through the zoom chat and the WhatsApp's group. - T. gives instructions on the test - Ss. enter the google forms link and answer the questions in the listening comprehension part of the Key for school test - Finally, T.and Ss. compare the results of the pre-test and post-test	To measure listening comprehension of students	Google forms link: https://forms.gle/sj82RrhC8Hz1UeYo8	Whole class

Annexes

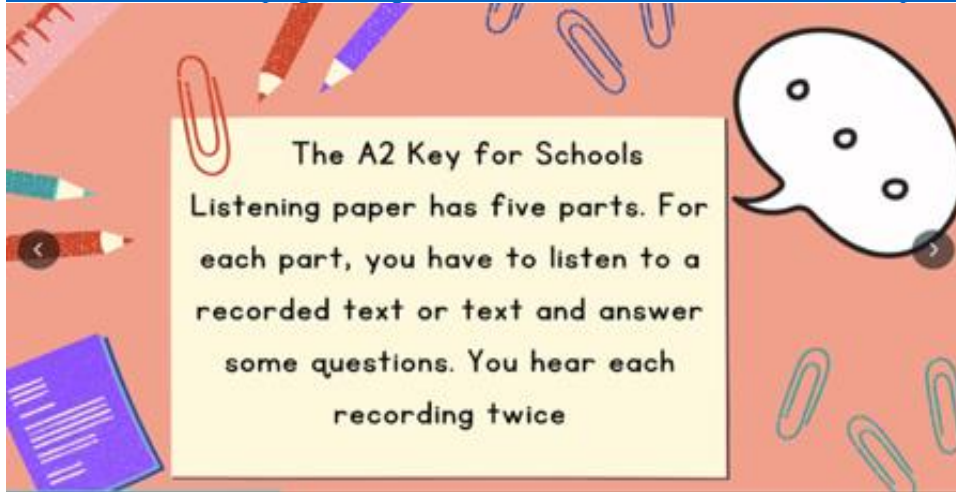
Google Drive Link

<https://docs.google.com/document/d/1yO9asIko8vqWdyUoTrfLJmw9k12S1pGA/edit?usp=sharing&ouid=100573057507272508120&rtpof=true&sd=true>

	02-01-2022	03-01-2022	04-01-2022	05-02-2022	06-02-2021	07-02-2022
Student 1						

Canva link

https://www.canva.com/design/DAEz14CsYFM/bfLLFJFUf2w2p6BT8vr63Q/view?utm_content=DAEz14CsYFM&utm_campaign=designshare&utm_medium=link&utm_source=publishpresent



Google Forms link:

<https://forms.gle/sj82RrhC8Hz1UeYo8>

Listening Part 1 (Multiple choice)

Instructions: Listen to the specific information of 5 short recordings of which each one has a question with three pictures from which you must choose the picture that corresponds to the information heard.

Enter the link and listen to the audio twice

https://drive.google.com/file/d/16tGLWdvVWCTDzsNfl0o_USKyMJKfnPhY/view?usp=sharing

1. What's Julia going to do tonight?



A



B



C



Annex 6: Urkund report



Document Information

Analyzed document	Chapter 1-4 Mariño Erika.pdf (D126238230)
Submitted	2022-01-27T03:01:00.0000000
Submitted by	
Submitter email	emarino5669@uta.edu.ec
Similarity	6%
Analysis address	eg.encialada.uta@analysis.urkund.com

Sources included in the report

SA	UNIVERSIDAD TECNICA DE AMBATO / FINAL EXAM PROJECT- January 27th 2021.pdf	 4
	Document FINAL EXAM PROJECT- January 27th 2021.pdf (D93841261)	
	Submitted by: emarino5669@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.urkund.com	
SA	UNIVERSIDAD TECNICA DE AMBATO / AndresMoreno_Tesis.docx	 3
	Document AndresMoreno_Tesis.docx (D125006965)	
	Submitted by: bmoreno9879@uta.edu.ec Receiver: manuelxsulcag.uta@analysis.urkund.com	

Lcdo. Mg. Edgar Guadia Encalada Trujillo