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EXTRANJEROS**

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Theme:

“M-LEARNING AND THE LISTENING SKILL”

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I declare this undergraduate dissertation entitled “**M-LEARNING AND THE LISTENING SKILL**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

To God and my grandpa Francisco, for taking care of me from heaven and being a guiding light in my life. To my parents, my fundamental pillars, for being a support to achieve each of my goals. Especially my mother Alexandra, who has always been by my side, educated me and gave me all her love.

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Abstract

Education is constantly changing, so teachers must adapt and change the way of teaching making use of new technologies to face the demands of today's society. Mobile learning responds to these demands offering an opportunity to learn anywhere, anytime, allowing instant access to a number of educational tools, content and resources. This research aims to analyze how M-learning influences the improvement of the listening skill. It was based on a quantitative and qualitative approach. Furthermore, it was an experimental study with a sample of 23 students from sixth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato. A standardized listening pre-test (B1 preliminary) taken from Cambridge was applied to know the students' listening level. Then, they were exposed to developing listening activities using the "BBC Learning English" app during 6 synchronous and 4 asynchronous sessions for 4 weeks. The listening activities were student-centered because they had to be an active part of the development of the activities. At the end of the treatment, a post-test was applied to verify if M-learning influences the development of students' listening skills. The results obtained from the listening tests were analyzed using the Wilcoxon's Nonparametric Two Related Samples Test. Finally, the results showed that the use of M-learning, through the use of the BBC app, improved students' skills such as listening for gist, listening to infer information, and listening for detail.

Keywords: BBC Learning English App, listening comprehension, M-learning, listening skill, mobile application, technology.

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Resumen

La educación está en constante cambio, por lo que los profesores deben adaptarse y cambiar la forma de enseñar haciendo uso de las que las nuevas tecnologías para enfrentar a demandas de la sociedad de hoy en día. El aprendizaje móvil responde a estas demandas y ofrece la oportunidad de aprender en cualquier lugar y en cualquier momento, lo que permite el acceso instantáneo a una serie de herramientas, contenidos y recursos educativos. Esta investigación tiene como objetivo analizar cómo el M-learning influye en la mejora de la habilidad auditiva. Se basó en un enfoque cuantitativo y cualitativo. Además, fue un estudio experimental con una muestra de 23 estudiantes de sexto semestre del programa "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. Se aplicó un pretest estandarizado de listening (B1 Preliminary) tomado de Cambridge para conocer el nivel de listening de los estudiantes. Luego, fueron expuestos a desarrollar actividades de escucha utilizando la aplicación "BBC Learning English" durante 6 sesiones sincrónicas y 4 asincrónicas durante 4 semanas. Las actividades de listening estaban centradas en los alumnos porque tenían que ser parte activa del desarrollo de las actividades. Al finalizar el tratamiento se aplicó un post-test para comprobar si el M-learning influyó en el desarrollo de habilidad de escucha de los estudiantes. Los resultados obtenidos de las pruebas de escucha se analizaron mediante la prueba no paramétrica de dos muestras relacionadas de Wilcoxon. Finalmente, los resultados mostraron que el uso de M-learning, a través del uso de la aplicación BBC, mejoró las habilidades de los estudiantes, como escuchar la esencia, escuchar para inferir información y escuchar los detalles.

Palabras clave: Aprendizaje móvil, BBC Learning English App, comprensión auditiva, habilidad auditiva, M-learning, tecnología.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

The development of mobile technology has provided educational tools for teachers to support their teaching practices inside and outside the classroom. Likewise, its use has made it possible to strengthen and enrich the teaching-learning process. In the present study, it implies the use of mobile learning as a technological support tool to develop the ability to listen. This section analyses previous research that establishes the effects that the use of m-learning has on the ability to listen. The studies presented below involved students of different levels of education.

Al-Shamsi et al., (2020) developed a study called “The Effects of Mobile Learning on Listening Comprehension Skills and Attitudes of Omani EFL Adult Learners”. The study was quasi-experimental consisting of two groups, an experimental group and a control group in a military institute. The main objective was to explore the effect of the use of mobile learning and the improvement of the listening skills of adult students in the country of Oman, and the attitudes they had towards this learning. The results of two listening comprehension tests and those of the attitude questionnaire were included. As a result of the study, participants in the experimental group outperformed those in the control group. A significant improvement in the listening ability of the experimental group could be perceived. This study contributed the present research because it demonstrated the positive attitudes towards the use of mobile learning to improve listening skills and the students’ motivation, exposure, and expansion of the vocabulary repertoire, as it provided easy access to learning anywhere and anytime.

Zhang (2016) conducted a study “The Impact of Mobile Learning on ESL Listening Comprehension” that aimed to explore whether the use of mobile technology improves the listening skill and students’ motivation towards language learning. A group of students from Xi'an City University were randomly assigned to an experimental and a control group. The former worked on an extensive listening

practice using the “Keke English” and “Easy IELTS” apps through smartphones, and the latter practiced the activity using a CD-Room based method. A pre and post-test design was applied to both groups, where the elements of both tests had similar elements, but different in content. After the experiment, participants of the experimental group also completed a motivation questionnaire and a semi-structured interview. Consequently, this study supported the present investigation because it showed that listening comprehension had increased significantly through the implementation of MALL and students' motivation towards mobile-assisted learning increased considerably.

Kyung-Mi (2015) led a study called “The Effectiveness of Mobile Assisted Language Learning on L2 Listening Comprehension” that has been designed to examine the relationship between language learning through mobile devices (M-learning) and the listening skills of Korean English learners. The study was quasi-experimental, which involved an experimental group of 30 people and a control group of 18. The study carried out a comparative analysis taking into account the results of the pre and post tests taken on both groups. The duration of the study was nine weeks in which M-learning materials designed with listening comprehension tasks were applied. Additionally, to fully understand their perceptions of M-learning, data were collected through a questionnaire and interview. Finally, it was found that the M-learning group showed a significant improvement, while those of the control group did not. The study contributed to this research to obtain students' perceptions of M-learning activities because they were shown to be helpful in increasing listening comprehension skills and reported that ubiquitous learning environments provided them with flexible use of study time and space.

Soler and Han (2017) conducted a study about “The Effect of Using a Mobile Application on EFL Learners’ Beliefs About Language Learning (BALL)” which aimed to examine the effects of using a mobile application on Turkish learners. This qualitative case study showed that classes changed the beliefs of language learning of 40 students. It lasted 4 weeks where the WhatsApp application was used to develop the study. The instruments used to collect data were a questionnaire with open questions and a focus group interview. The results showed that the opinions of the students about the use of mobile devices and applications are positive. Furthermore,

this study contributed to the present investigation as it demonstrates the effect of an online vocabulary design and flashcards was successful on students as they used mobile phones and had higher motivation.

Alzieni (2020) conducted a study called “The Impact of Mobile-Assisted Language Learning (MALL) in Developing the Listening Skill” that aimed to confirm whether language learning through mobile devices has a positive impact on the development of listening skills. The study had a mixed method approach, including descriptive and quasi-experimental research methods. The author attempted to examine the effect of M-learning on the acquisition of listening skills by Dubai Men's College students. In addition, the study investigated the perspectives that teachers have on the effect of M-learning on listening skills. In the study, 33 students made up the experimental group and another 33 students in the control group. Moreover, an intentional sample was selected in which five teachers were interviewed. The interview provided the researcher with informative data on the subject of the study. IELTS listening tests were used as pre and post-tests for the experimental and control groups. The results showed that there were significant differences between both groups, which favoured the experimental group. Finally, some teachers were very supportive of the use of mobile devices. This study contributed to the present research work with some benefits of using MALL to improve the listening skills of students, especially those who seem to be demotivated.

Abdel-Hamid (2017) developed a study entitled "Using Mobile Assisted Language Learning (MALL) Approach for Developing Prospective Teachers' EFL Listening Comprehension Skills and Vocabulary Learning", and its objective was to investigate the effectiveness of the use of the mobile learning approach to develop listening skills and vocabulary acquisition. The research design was mixed, i.e., quantitative and qualitative research methods were combined. The study participants were thirty students who were enrolled in an English class in the third year at the Faculty of Education at Benha University. A pre and post-test was applied to the sample of students. The treatment lasted two months, beginning in October 2015 and ending in December of the same year. During this time, mobile devices were used to teach the language. The research included three instruments: first, one test for listening comprehension, second, a vocabulary test, and third, a semi-structured interview. The

research results revealed a significant difference between the pre and post-test scores of the participants in the ability of listening comprehension and vocabulary learning, favouring the application of M-learning as a teaching tool. This study had great impact on the present research study due to it provides a strong perception about the importance of the development of listening skills through mobile resources to facilitate the development of other language skills.

Salih (2019) led a study called “Effects of Mobile Assisted Language Learning on Developing Listening Skill” which aimed to explore how effective the use of mobile devices is in language learning as instructional tools to develop listening skills and sub-skills. An experimental design was carried out applying a pre-test and post-test. The study was developed with a sample of 60 students between 18 and 20 years of age from the Department of English of the Faculty of Education for women of Al Iraqia University. The same material was used in both groups, but using different methods, one through the use of mobile devices, while the other did not. Finally, the post-test results showed that the use of mobile learning devices had a positive impact on the development of listening skills due to the fact that the control group was outperformed by the experimental group. This paper had a great contribution on the present study because it exposes the advantages and disadvantages of mobile assisted language learning devices in education.

AlShareef (2018) developed a study entitled “The Importance of Using Mobile Learning in Supporting Teaching and Learning of English Language in the Secondary Stage”, it focused on recognizing the importance of the use of M-learning to support the teaching-learning process of English in high school students in the city of Mecca. It also aimed to know the difference between the responses of the members of the study population. The approach used in this study was descriptive, where the researcher used a survey that was applied to all members of the study population during the first semester of the academic year, for which 370 people responded (354 teachers and 16 supervisors). The study concluded that there is strong approval for the use of mobile learning and the role in supporting the teaching of English learning. There were no significant differences between the responses of the study sample on the possible uses of mobile learning and the roles in supporting the teaching and learning of English. Hence, this paper was important because it is strongly suggested to implement the use

of mobile learning devices, and to encourage students to take advantage of them to support the process of learning English at different stages of education and consolidate the knowledge.

Alfahad (2019) led a study called “Students' Attitudes and Perceptions Towards the Effectiveness of Mobile Learning” whose main research objective was to understand and measure the perceptions and attitudes that students have regarding the effectiveness of mobile learning. Because it is an investigation on distance education, a questionnaire with a five-point Likert scale was developed. The study took place at King Saud University, where a random sample of 186 female students was selected. The survey contained 8 items designed with a Likert scale where measured their perception and attitude about the use of mobile technology in the educational field. An analysis of the results of the applied quantitative survey was carried out, which focused on M-learning practices in university teaching and learning spaces. This study contributes to the present investigation because using mobile learning can be done anytime and anywhere, and the students' perception and results show that using mobile learning is a method that improves knowledge retention and motivates students.

Kodir Al-Baekani and Ridwan (2018) developed the investigation “Integrated of Mobile Phone as Interactive Media in Extensive Listening” that aimed to investigate the process of listening activity using the mobile phone and how students respond to this use of the smart phone as an interactive medium in extensive listening. The methodology used in the research was descriptive and qualitative. This study was carried out at Muhammadiyah Karawang High School, from which a research sample of 30 students was selected. Observation and interview techniques were used for data analysis. On the one hand, observation was used to know how the teaching-learning process developed; on the other hand, the interview was used to know the responses of the students. The result of the observation was that they begin by giving the class, then they begin with the interactive activity using the mobile phone to practice listening, and finally, the teacher performs a test to test the ability of listening comprehension. In addition, with the result of the interview applied to the students, it was possible to show that they are interested in using the mobile phone because it can be accessed at any time and place, they have easy access, they can find authentic

information and it is very useful. Hence, this paper supported the present study because it posits that the use of extensive listening material via mobile phones is an interactive means of teaching and developing listening skills.

Silva and Alahakoon (2021) led a study called “A Study of Using M-Learning Approach to Enrich English Language Teaching”. The objective of it was to investigate the students' perspective towards Mobile-Assisted Language Learning. The virtual classrooms were observed quantitatively and qualitatively as the baseline of the study, where the selected sample was 50 students from the Kalutara Educational Zone. The data collected was done online due to the COVID-19 pandemic through Google Forms questionnaires, which were later analyzed by the researchers. Finally, the results of the study showed that there are several benefits of using M-learning in secondary education, because it provides quick and easy access. However, it was found that when using the M-learning approach, connection problems, lack of sophisticated devices and feedback were manifested. This study contributed to the present research because students had a positive attitude towards using the MALL approach as a means of distance learning, and that there are some benefits of using M-learning in secondary education, such as easy and quick access and availability of a plenty of resources.

Vrana (2018) conducted a study called “Acceptance of mobile technologies and M-learning in higher education learning” which had the purpose of knowing the perceptions and attitudes that the students of the Faculty of Humanities and Social Science had in relation to M-learning and mobile technologies. In this explorative study, a questionnaire survey was used which consisted of 19 closed questions using a sample of undergraduate, graduate and graduate students from the aforementioned faculty. In addition, the survey was self-administered by the students and a total of 88 responses were obtained. As a result, it was obtained that there is great acceptance of mobile technologies in learning and the potential not considered of m learning. Finally, participation and acceptance of M-learning is needed, for which an effort must be made so that students use it more frequently, and by institutions that promote the use of M-learning and improve it every day. This research supported the present one because it is a strong positive perception towards the use of Information and communication technologies (ICT) and that has become the integral part of educational process at many universities worldwide.

Liu and Navarrete (2015) developed a study entitled “Mobile Learning and English Language Learners: A Case Study of Using iPod Touch as a Teaching and Learning Tool”. This case study was carried out during the 2010-2011 school period, in which it was examined how English teachers and students from two schools used the iPod touch as a support in teaching and learning. Using quantitative and qualitative data from the perspectives of students and teachers, it was found that incorporating the iPod touch into English language instruction significant support in improving learning ability. Finally, the results showed that mobile learning could provide unique pedagogical possibilities for students, despite the challenges faced when trying to integrate the iPod touch into the classroom. This study was valuable for the present because, despite the challenges teachers faced in integrating iPod touch into their instruction, mobile learning could bring unique technological and pedagogical possibilities to ELL students.

Mospan (2019) led a study called “Mobile Teaching and Learning English” whose objective was to examine if mobile devices in the teaching-learning process of the English language was effective and if the use of apps were of interest to students. Moreover, the approach used was a mixed method, where an online questionnaire was developed and subsequently sent to the students to answer it. A total of 102 students from 4 universities located in Ukraine and Poland participated in the study. The use of mobile devices by university students as an educational tool was proposed and investigated with the aim of expanding perceptions about how we see the teaching-learning process of the English language. The results showed that the perception of the acquisition of a foreign language has evolved over the years and has undergone a change from the traditional way of teaching towards the use of ICT for education. Thus, this research was important in the present study because the issue of using mobile devices in the process of university study as an educational tool was investigated and proposed to potentially expand tutorial experience perceptions of how English teaching and learning is viewed.

Sejdiu (2017) conducted a study entitled “Are Listening Skills Best Enhanced Through the Use of Multimedia Technology”. The aim of the study was to compare the degree to which the multimedia use helps the development of listening comprehension. The research design developed in this study was a quantitative quasi-

experimental research approach. The study involved 50 children between 9 and 10 years old. To find out if the use of multimedia technology is effective in developing listening comprehension skills, the researcher worked with a control and an experimental group for 10 weeks in a primary school in Prishtina, Kosovo. Finally, it was found as a result that the use of multimedia tools (computers, audio, video, software, Internet) are authentic and effective because they help students to apply what they have learned in real life contexts. It was also evidenced that there is an effective means to improve and develop language skills, and that is the use of CALL programs in the classroom. Therefore, this study had an important role in the present investigation because it argues that the application of multimedia tools can develop skilled learners, since multimedia can create a learning environment in which students can practice their language skills and acquire the culture.

Korkmaz and Güneşli (2017) led a study about the “Impact of Technology-Assisted Context-Based Teaching on the Listening Skills of Teacher Candidates”. The purpose was to identify if teaching using technology improves listening skills. This research had a mixed approach, quantitative data were obtained by doing an experimental study and qualitative data through interviews. On the other hand, a total of 50 candidates participated in the research study, of which 25 were assigned to the experimental group and 25 to the control group. Finally, it was obtained that if there was a significant difference between the experimental group where they used technology to the control group where traditional teaching was used. It has been proven that making use of technological resources is beneficial in developing the listening skills of candidates. Therefore, this study contributed to the present investigation because technology-assisted context-based teaching was shown to be effective and highly beneficial for developing the students’ listening skills.

To sum up, most of the research that studied the effect of M-learning on the development of listening skills showed a positive impact because mobile devices can be accessed at any time and place, they provide students with various opportunities to practice, motivates and exposes them to the English language.

1.2 Theoretical framework

Independent variable

1.2.1 ICT

Technological progress and the Internet revolution have shown that the Internet has become part of our lives. According to Flinders and Weert (2001) Information and Communication Technologies (ICT) are developed from the scientific advances produced in the fields of computing and telecommunications and has become one of the basic pillars of modern society. The widely use of computers, Internet, and communication media such as radio, television, and mobile phones, are technologies that have become essential for many people and companies (Shan, 2013).

The application of ICT in different sectors of society has generated new terms, such as e-government, e-business, e-commerce, e-health, e-learning, among others (Suarez, 2007). Following at Assar (2015) the integration of ICT in education can improve traditional teaching, and Internet-based education, i.e., e-learning is becoming an excellent alternative to face-to-face classes. There is a new culture where computers predominate over the book or the teacher, it is no longer just what the books say, because it is possible to learn more by oneself, plan strategies and solve situations in permanent transformation due to its accessibility. In its application, ICT focuses on improving teaching, to enrich the way it is taught with a variety of applications that ICT offers (Flinders & Weert, 2002). It is a process that by using technological tools that support the educational environment, consolidate learning through the use of this type of technological devices.

1.2.2 E-learning

E-learning includes formal and non-formal learning, and in turn uses the information network (Internet), in whole or in part for the delivery of courses, their interaction and facilitation (Tinio, 2012). It eliminates distance barriers and avoids commute of people, as the learning content is designed to be accessible from computers, cell phones, and other means of Internet-accessible technology anywhere (Berman, 2006). In addition, it is a good option for people to learn due to the demands of today's society and fast-paced lifestyle, because it is affordable, saves time, and adapts to different types of learning styles.

E-learning is a commitment to a pedagogical model in which students take greater responsibility in their education, contributing to their development in the teaching-learning process (Baelo, 2009). E-learning is a form of education that encompasses communication, self-motivation, technology, and because there is very little social interaction, students must stay motivated. Therefore, e-learning proposes new models of teaching and learning, placing the student in a process of building their own knowledge and greater autonomy.

1.2.3 M-learning

The extraordinary technological progress, especially the development of telecommunications and data networks has given rise to the concept of mobile learning. According to Sharples (2006), mobile learning has become a topic of interest in recent years and some projects have been developed in schools, workplaces, and rural areas over the world. Mobile learning adapts and takes advantage of the latest advances that mobile technology offers every day, rethinking the responsibilities of teachers and students, and establishing formal and informal learning. Projects have shown that mobile technology offers new learning opportunities and goes beyond instruction in a traditional teacher-led classroom. This is an era of mobility where mobile devices such as phones, tablets, and laptops are carried everywhere.

M-learning for short, is the use portable devices such as mobile phones, smartphones or tablets alone or using other technologies, in formal and non-formal pedagogical settings in order to support the learning process which, can be accessed anytime and anywhere (McQuiggan et al., 2015). In the same fashion, Aberdour (2013) mentions that it is any activity in which makes people more productive when interacting, consuming or creating new information, through the use of portable devices that the vast majority of people always carry anywhere, have connectivity and fits easily in a pocket. Furthermore, Basantes and Naranjo (2015) establishes that M-learning is the learning process mediated by a mobile device through which information can be shared, conceiving an autonomous and reflective learning through a participatory and collaborative environment. Nevertheless, M-learning should not be considered as the delivery of e-learning courses, because it is desktops and laptops that take care of this. It can be used to deliver educational material, but even more

important, to support the educational process, encourage collaboration, and facilitate communication (Aberdour, 2013).

Technology is developed and updated day by day, giving great advances to face and solve problems. McQuiggan et al. (2015) posit that M-learning has several benefits that allow the educational system to be more efficient and meaningful, focusing on engaging students in exploring new ways of learning. The first benefit stated is the ability to learn "on the go". Learning can happen anytime using mobile devices, and it differs from the traditional way of learning where students have a set schedule to learn. A second benefit is that M-learning creates a medium where it develops and improves superior thinking skills such as communication, critical thinking, problem solving and creativity. Some examples of implicit activities that involve the daily use of technology in education include sharing valuable information with other people, using resources efficiently, creatively, evaluating and critically judging the quality of information and accuracy. A third benefit is that it offers alternative means of learning, for example blended learning or flipped classroom environments, which allows teachers to take advantage of the time available in class to cover more material. Mobile devices give enormous opportunities to facilitate and enhance these new learning setups. The fourth benefit is that mobile devices allow teachers to easily identify which topics are causing problems for students in personalized learning environments, and consequently assign activities to overcome these problems.

In this context, mobile technology facilitates this process by helping to keep track of student learning, to later evaluate the academic growth. M-learning motivates students by providing high levels of commitment and autonomy, it maintains the students' interest due to the constant creation and applications updates. This new learning model is more effective, convenient, and entertaining because it allows students to be owners of the knowledge, in a reflective way, generating a sense of autonomy (Pechuel & Beutner, 2018). However, according to Mejia (2020) there are some drawbacks and challenges to teaching using M-learning. Among them is network connectivity and battery life, although some apps offer to download content. The size of mobile screens can affect due to the size of the information, scrolling and visibility. In addition, there are educational applications that are paid, and the free ones have

certain limitations. Finally, if the rules or instructions are not clear, mobile devices become distracting, losing control and not achieving the objectives of the class.

The difficulty that students face when listening to the English language and the importance of having good listening skills highlights the value of looking for new strategies and techniques to facilitate the development of these skills in students. Teachers should think of new methods to implement in the lessons to improve listening comprehension skills, reducing student worry and creating a more relaxed and friendly classroom environment. Besides, autonomous and self-regulated learning should be promoted to generate interest and listening opportunities outside the classroom. Therefore, the use of M-learning makes students more exposed to the target language. It promotes self-directed learning, reduces anxiety, can be used anytime, anywhere, and keeps students motivated to practice outside of class time.

It is a helpful tool because it provides instant feedback and assessments so students are aware of the improvement in the language. Teaching activities can be planned to help students learn and practice in a personalized, entertaining and interactive way using M-learning through apps. Nowadays, many people are interested in the use of mobile devices since it allows functional learning allowing self-learning by accessing information in real time. A study carried out in the USA showed that students consider that smartphones help them learn more efficiently and that they want to use smartphones in institutions for educational purposes (Top Hat Staff, 2019).

1.2.3.1 BBC Learning English App

The BBC Learning English application contains a set of lessons and different speakers in one app. It offers episodes that help people study grammar, improve pronunciation, listening skills by listening to audios through thematic stories where ordinary people use real English and talk about everyday topics. Audios can be downloaded for offline listening. Learning a language takes time and daily practice. According to Abdi and Makiabadi (2019) app developers and education companies design efficient applications to help in the language learning process by focusing on auditory reception and oral production to increase communicative competence. The BBC Learning English contains several up-to-date programs and episodes. Certain episodes come bundled with tests to assess reading or listening comprehension.

Moreover, the app offers background playback even if the screen is off, so the app can be used when traveling, on the bus, on the train, in a taxi, or when walking or running. Other features included in the app are daily lessons, easy-to-find episodes as they are listed by name or category: grammar, pronunciation, everyday English, and vocabulary. There are a variety of programs that are popular around the world such as "LingoHack", "the English we speak", "6 minutes English", among others. BBC Learning English provides free English teaching material. It is popular and known around the world for around 75 years, which has helped students in more than 100 countries to learn and become competent speakers of the English language (BBC Media Applications Technologies Limited, 2021).

Dependent variable

1.2.4 English Language Learning

Language is a powerful communication tool as human beings are highly social people and they need to be able to communicate and interact with each other. From this perspective, English language is one of the most important and used languages in the world for communication, trips, education and business (Hayati, 2015). The need of using this language is increasing due to different situations, so it is vital to learn it.

To learn the English language is necessary to develop the language skills using different methods and strategies. These skills are classified as productive skills (speaking and writing) and receptive skills (listening and reading) (Spratt, Pulverness, & Williams, 2011). In the process of language acquisition, listening skills are developed first, before being able to speak, read and write. Therefore, this skill is very important because the key to learning a language is receiving information from the language. Acquisition occurs when the information is sufficiently understandable (Krashen et al., 1984).

1.2.5 Receptive skills

Everyday people receive information from external sources, which enters our consciousness through our eyes and ears. By learning a language, people develop receptive and productive skills. Receptive skills are defined as ways in which discourse

meaning is extracted from what people see or hear, which is important to develop for maintaining good social relationships, for academic purposes, for entertainment, and for obtaining the daily life information (Fadwa, 2010).

According to Krashen (1982) the receptive competence of students should be developed more than the productive competence in language teaching. The author asserted that productive capacity will naturally emerge from receptive knowledge. In particular, all that is needed to make language learning easier is to emphasize meaningful comprehension rather than focused production.

1.2.6 Listening Skill

According to Spratt et al. (2011) listening is one of the four language skills, more specifically, one of the receptive skills, which involves not producing language, but responding to it. Listening involves making sense of sound sets that each language possesses, recognizing words and understanding its meaning, identifying expressions, establishing relationships between linguistic, non-linguistic and paralinguistic signals (Tyagi, 2013). In the same fashion, Rajagukguk and Sirait (2019) state that listening is about responding or receiving sounds intentionally. It is paying close attention to what others say, understanding and interpreting to get valuable information. In contrast, the author mentions that hearing is just capturing sounds with the ears, this process comes by chance, without planning it.

Although listening and hearing begin with the perception of sound, the fundamental difference between the two concepts is that it resides in the degree of attention (Rost, 2011). Harmer (2001) establishes that listening is a process that implies having knowledge about phonology, semantics, syntax and is the first linguistic ability that every person acquires in childhood. Therefore, this skill is very important in the communication process since only through practice a language can be acquired. Furthermore, Masalimova et al. (2016) state that listening is the most important skill and should be prioritized as it plays a key role in improving other language skills. Listening comprehension is essential for language acquisition, it is the first speech activity to be acquired and requires a long time to acquire.

Listening plays an important role both in people's communication and in the educational context. For the former, Guo and Wills (2005) affirm that by listening,

people educate themselves, interact, obtain information, and understand the world and the problems that surround it. For the latter, students can become aware of how linguistic systems work at various levels through listening, and in this way can lay the foundations to work on the development of productive skills (Peterson, 2001). Another reason why listening is important is that it is good for improving students' pronunciation, in the sense that the more they hear the spoken target language, the more appropriately they will absorb intonation, tone and stress.

Regarding types of listening, there are two types which can be used to develop this skill. On the one hand, Harmer (2001) mentions that intensive listening aims to involve students understanding the meaning of each word and sentence. A variety of voices and accents can be heard using audio material, giving the opportunity to identify different characters speaking in a "real" environment. On the other hand, the author mentions that extensive listening seeks students to understand general meaning of the content, and this can be done outside the classroom for pleasure. The material to be used include CDs, audio players, and videos on Internet; in general, the use of these materials should be of student's interest who make them enjoy, without the intervention of the teacher.

When teaching listening, both types of listening should be used to develop listening habits, comprehension skills, and critical thinking. Hence, Guo and Wills (2005) posit that during the classroom time, the teacher should make use of intensive listening exercises, while as an activity outside of class, student must work in extensive listening, learning through programs on the Internet, radio, television, and listening to various linguistic phenomena. Teachers must create learning spaces and contents of daily life so that students feel motivated and interested to learn English, and nowadays with technological devices, it can be achieved.

Vandergrift and Goh (2012) affirm that to promote the development of listening comprehension, it is necessary to make use of different and interesting materials in the classrooms such as technology and authentic materials. The author states that songs, movies, videos, television series make up the authentic materials, while technology has to do with computers, laptops and the internet. The relationship between technology and authentic materials is very close, because technology is

needed to handle these authentic materials. Ak (2012) stated that various difficulties have been found when using authentic materials, which can be solved with the use of technology. Thus, research has observed the impact that authentic audio and video have on listening comprehension and it has been concluded that students who watch videos and listen to audios obtain better scores than students who watch them without subtitles.

1.3 Objectives

1.3.1 General

To analyze how M-learning influences the improvement of listening skill in students from the sixth semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program.

1.3.2 Specific

- To identify the level of the listening skill proficiency in students from the sixth semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program.
- To apply a mobile audio application to enhance the listening skills of sixth semester students.
- To describe how M-learning contributes to the development of listening skill.

In order to identify the level of students’ listening skill, the Cambridge B1 Preliminary by was applied. The listening part lasted around 23 minutes in which some listening sub-skills were evaluated, e.g., listening for gist, listening to infer information, and listening for detail.

The “BBC Learning English” appl was used in the class to improve students’ listening skills. The app has several listening sections of which "The English We Speak" section was used to work on developing this receptive skill. Some listening comprehension activities were designed and applied from the audios offered by this app.

The use of the “BBC Learning English” app is effective as it contributes to the improvement of students’ listening skills. It was beneficial for them because the app can be used on their phones, wherever they are, and different topics can be clearly heard and understood with different accents of the speakers.

CHAPTER II

METHODOLOGY

2.1 Resources

For the development of this research study, human, technical and technological resources were used to obtain and analyze the information for the support of this study. Therefore, the participants were 23 students, 9 men and 14 women. All of them were in the sixth semester “A” who were studying Computer Assisted Language Learning (CALL), a subject that is part of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at “Universidad Técnica de Ambato”. Besides, the technological resources such as smartphones, computers and online platforms were used to teach and to keep in touch with the students to apply the research. To apply the first variable, which is "M-learning", it was implemented the use of the "BBC Learning English" app. To measure the second variable, which is oral comprehension, it was applied the B1 Preliminary listening test. Finally, technical resources were necessary to obtain different information from online books, articles, and theses to develop this research.

2.1.1 Instruments

First, a pre-test was applied using Google Forms software to collect data and determine the listening level of sixth semester students. The B1 Preliminary exam by Cambridge was chosen, from which the listening paper was taken for its application. The listening part consists of 4 parts: the first part (multiple choice) is about identifying the key information of the short dialogues where the correct image must be chosen, the second part (multiple choice) has to do with understanding the essence of the short dialogues, the third part (gap fill) is about completing six gaps according to a monologue, and the fourth part (multiple choice) listening to an interview and identifying attitudes and opinions.

Second, the application chosen to be used in the treatment phase was BBC Learning English, it was developed by “Media Applications Technologies for the BBCEducation”. Of the entire app, the section "The English We Speak" was used to work on the development of the students' listening skills. In addition, Google forms

were used as a tool to develop activities and evaluate listening comprehension that were carried out while using the app.

Finally, the instant messaging application WhatsApp was used to interact with the students, interact, send important information, links, remind students of the asynchronous activities they have to do, and answer any questions they may have. Besides, the Zoom Video Communications software was used to work online with students. Through this tool it was possible to hold meetings and apply the activities planned with the aforementioned application in real time.

2.2 Methods

Quali-quantitative approach

The research work was based on a quantitative and qualitative approach. On the one hand, it is qualitative because it was necessary to use intervention and observation techniques on the use of the mobile application (M-learning) and its influence at the time of developing listening comprehension activities. According to Best and Kahn (2006) it is qualitative because it describes the qualities of a phenomenon to have a deep understanding of the problem with a holistic perspective of it.

On the other hand, it is quantitative because it was necessary to use a standardized listening test to collect information from which quantifiable results can be obtained for subsequent analysis of real data, tabulate the results and infer the outcome of the investigation. Apuke (2017) argued that this type of research is the representation by numbers of manipulating the observable variables that can be measured and described. Therefore, both approaches were used in a single study in order to obtain a complete and deep understanding of the phenomenon.

2.2.1 Basic mode of investigation

Field Research

This research is in the field because it was carried out in the place of the current problem. It was able to observe, to interact and to understand the facts where the problem develops, in order to obtain essential information related to the topic (Herrera,

Medina, & Naranjo, 2010). On this wise, the research was developed in the sixth semester “A” of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program, interacting virtually with students for collecting the data for its subsequent analysis.

Bibliographic Research

The research was based on the use of the bibliographic research method, the information was taken from books, scientific articles, magazines and websites, to expand and deepen different concepts that have a connection with the study (Hernández et al., 2014). This modality is essential to collect specific information and learn more about the two variables: M-learning and the listen skill. Moreover, the extracted content allowed to support the study made by the researcher, thus having a deeper understanding of the topic.

2.2.2 Type of investigation

Exploratory

Exploratory research, according to Neely and Makri (2021), focuses on a problem that has diverse perspectives and is not clearly stated. This research is exploratory as it seeks to clearly identify the relationship between two variables. Furthermore, detailed results were obtained on the effects caused by the application of the treatment in the students when having direct contact during the experiment.

Descriptive

The type of research applied in this project is descriptive since it seeks to specify the most important characteristics and properties of M-learning and how it influences the development of the listening skill. According to Hernández, Fernández, and Baptista, (2014) this type of research seeks to specify the properties, contexts, situations and characteristics of any phenomenon that is subjected to an analysis.

Design

Experimental research

Experimental research manipulates an independent variable to observe the effects, relationships and consequences that it provokes on the other variable

(Hernández et al., 2013). Hence, M-learning was used in the classroom to develop the students' listening skills. Additionally, a listening pre-test was applied to the group of students to know their listening level, then the treatment and finally a post-test. All the data were collected, the hypothesis was analyzed and tested, accepting or rejecting it through the use of statistical tools.

Procedure

In this process, 6 synchronous sessions and 4 asynchronous activities were applied to students during 4 weeks. The synchronous sessions had a duration of 25 minutes which were carried out using the Zoom Meetings platform. The virtual classroom designated for the sixth semester of the PINE program was "Aula 5", from the virtual classroom platform of the "Facultad de Ciencias Humanas y de la Educación".

In the first online session, the researcher introduced himself and gave instructions on what to do during the class. The pre-test was applied to evaluate the students' listening level, so the link of the Google form was sent through the Zoom chat. The listening paper of the B1 Preliminary exam taken from Cambridge had a duration of 23 minutes and 39 seconds.

In the second session, the mobile application "BBC Learning English" was presented to the students and a brief explanation was given about it, the contents, the functionalities and the sections it contains. Then, the students were explained how to download the app from the App Store, because later they had to work on their own using it. The application is available for iOS and Android devices in the App Store and Google Play Store. Then, the researcher started with a warm-up activity, first showing some comprehension questions and then playing a YouTube video about a Spoiler of Game of Thrones. At the end of the video, students were answering the questions and then having a short discussion about the topic. The following listening comprehension activity was carried out using the BBC app with the theme "Spoiler Alert!" for which, the students listened to the audio twice and then answered some questions in Google forms.

In the third session, an interactive warm-up activity was applied called "higher or lower", the students had to guess the answer to general knowledge questions. Then

an audio was played from the BBC app with the topic "The CEO of". Likewise, a Google forms link was sent to the students to verify their level of understanding, which focused on listening to key information and identifying emotions and attitudes of the speakers in the dialogue. To end the class, students were asked to submit a response word that summarizes the topic of the class, for which the online tool "Mentimeter" was used.

In the fourth session, the warm-up activity used to motivate and engage students in the class was called "Two Truths and a Lie". In this activity, students have to read three sentences that contain information about the teacher and then detect what the lie is. Then, an audio was played using the BBC app titled "New Normal", a topic that nowadays is relevant due to the COVID-19 pandemic. Here the students listened to the audio twice and then answered comprehension questions on Google forms. Finally, there was a discussion about the new normal that students must face and how it has changed their lives.

In the final session, the researcher applied the post-test to the sixth semester students to know and evaluate the improvement of the listen skill through the use of the "BBC Learning English" app. The listening paper of the B1 Preliminary exam had a duration of 23 minutes and 39 seconds

With regard to the asynchronous activities, they were assigned after the on-line sessions. The instructions and the allotted time for each activity were informed to the students through group chat on WhatsApp. Each of the four activities contained comprehension questions to develop listening skills using the BBC app and Google forms. The topics were titled "You are never too old to learn!", "Sadfishing", "Vibe" and "Frontliner". It is important to highlight that the section of the application used for this research is "The English We Speak", which has several episodes about interesting current affairs.

2.3. Hypothesis

In this research, a null and an alternative variable were considered, the former states that the use of M-learning does not contribute to the development of the listening skill, and the latter, the use of M-learning contributes to the development of the listening skill, this being the one that was verified and accepted.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter shows the data collected through the pre-test and post-test applied to the sixth semester students from “Pedagogía de los Idiomas Nacionales y Extranjeros” program. The listening part was adapted from the standardized test B1 Preliminary by Cambridge. The results obtained are analyzed and discussed through the use of tables and figures in order to facilitate the analysis and interpretation of data.

Data were collected from 23 students who participated in the interventions using mobile learning (BBC Learning English App) to develop the listening skill. Tables and figures show in detail the results of each part that make up the pre and post-test. In addition, the information demonstrates the averages of the scores that students got in each of the 4 parts of tests, thus facilitating the review of the scores obtained in both tests.

Finally, the IBM SPSS software was used to determine the most appropriate inferential statistics for the study, for which a normality test was applied. After analyzing the scores obtained in the pre and post-test, it was evidenced that the data is scattered. Therefore, Wilcoxon's Nonparametric Two Related Samples Test was applied to validate whether the alternative hypothesis is accepted or rejected.

3.2 Pre-test results

Table 1
Pre-test results

	Part 1	Part 2	Part 3	Part 4	Pre- test Score
Average	3,13	2,78	3,96	2,61	12,48

Note: General average of the listening pre-test.

Figure 1
Pre-test results

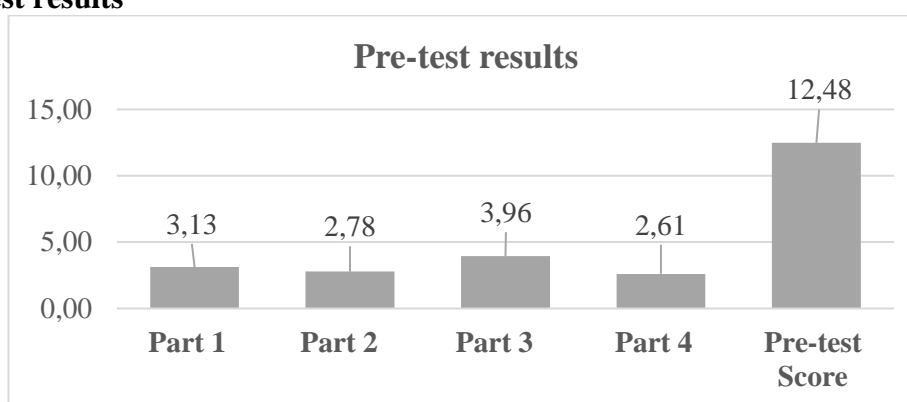


Fig. 1: Pre-test results.

Analysis and Interpretation

The listening section of the Cambridge B1 Preliminary test was administered to 23 students. This section contains 4 parts that focus on evaluating different skills. Part 1 requires students to listen for specific information, part 2 requires students to be able to listen for gist, part 3 requires students to identify and record specific information from the audio and finally, part 4 requires students to understand detailed information of audio meaning. The test consists of 19 items in total, each one is worth one point, so the score is over 19 points. Students can get 5 points in part 1, 4 points in part 2 and 3, and finally 6 points in part 3. An analysis of each of the aforementioned parts was carried out, for which the following results were obtained. The table displays an average of 3,13 out of 5 was obtained in part 1 of the test. Then, in part 2 the students reached an average of 2,78. Next, in part 3 an average of 3,96 was evidenced. Lastly, an average of 12.48 was obtained in part 4. In general, the average of the pre-test scores was 12,48 out of 19 points.

After having analyzed the results of the pre-test, certain listening comprehension difficulties were evident in the different parts of the test. To be specific, parts 1, 3, and 4 showed considerably low scores. Part 1 contains a question with pictures as answer options, and in the audios all the objects that are as options are discussed and mentioned. These factors can cause problems when selecting the answer that best answers the question in context, as students must listen for gist and the conclusion reached by the speakers in each audio. Besides, comprehension difficulties were also observed in part 3, because it is a text that must be filled with one or two words depending on the context. Students must clearly identify and write specific information from the audio. On the other hand, parts 2 and 3 show a good average that almost reaches more than half of the score. In this part, students had a somewhat good detailed understanding of what was covered in each audio, however, a deficiency can still be detected. Therefore, this receptive skill needs to be developed and improved.

3.3 Post-test results

Table 2

Post-test results

	Part 1	Part 2	Part 3	Part 4	Post-test Score
Average	4,48	3,17	5,48	3,43	16,57

Note: General average of the listening post-test.

Figure 2

Post-test results

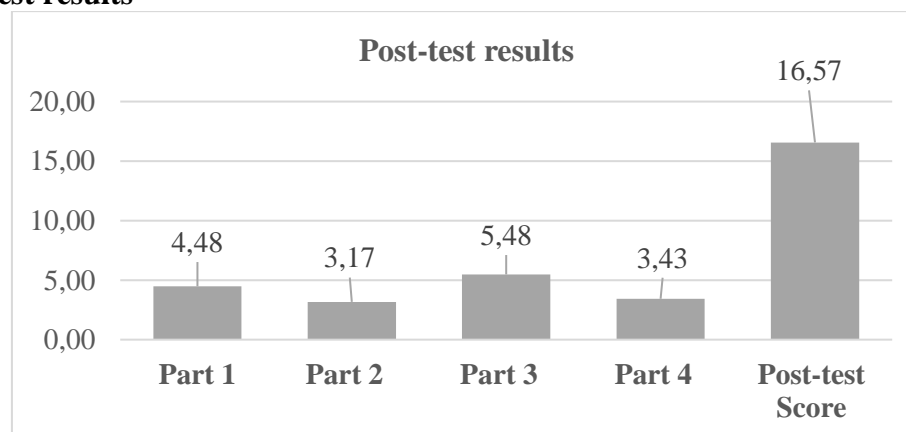


Fig. 2: Post-test results.

Analysis and Interpretation

After having applied the treatment, a post-test was used to analyze if there was an improvement in students' listening skills. The test used was again the Cambridge B1 Preliminary listening part. Then, the use of M-learning with the BBC Learning English application had a positive impact because it was possible to improve and develop the students' listening skills so that they are able to better understand the audios in English. The scores obtained in each of the 4 parts of the test were analyzed as was done with the pre-test, but now to analyze the effects produced by the application of the treatment. Therefore, the table and figure show the score obtained in part 1 an average of 4,48, then in part 2 the average reached was 3,17 points, later in part 3 the average was 5,48 points, and finally, in part 4 an average of 3,43 was achieved. The overall average of the pre-test scores was 16,57 out of 19 points.

Given the results presented above, an improvement in listening skills can be noted due to the use of M-learning through the BBC Learning English app. Additionally, the scores obtained in the 4 parts that make up the listening test led to

achieve higher results. At this point, it can be inferred that the BBC app did contribute to developing the students' listening skills due to the averages of the 4 parts almost reached the maximum score that can be obtained in each part of the test. Hence, the reasons why the treatment has had a positive effect may be due to the audios that the app contains and the development of listening comprehension activities. Motivation, user-friendliness of the app, and accessibility to a mobile phone may have had such an effect on students. Moreover, learning and practicing English on a smartphone allows students to set their own pace, they can access wherever and whenever they want, and can be advanced quickly when students find something easy, it is completely personalized.

3.4 Comparative results pre-test and post-test.

Table 3
Pre-test and post-test average and difference

Criteria	Pre-test average	Post-test average	Difference	Expected average
Part 1	3,13	4,48	1,35	5
Part 2	2,78	3,17	0,39	4
Part 3	3,96	5,48	1,52	6
Part 4	2,61	3,43	0,82	4
Total	12,48	16,57	4,09	19

Note: General average pre-test and post-test, difference and expected average.

Figure 3
Pre-test and post-test average and difference

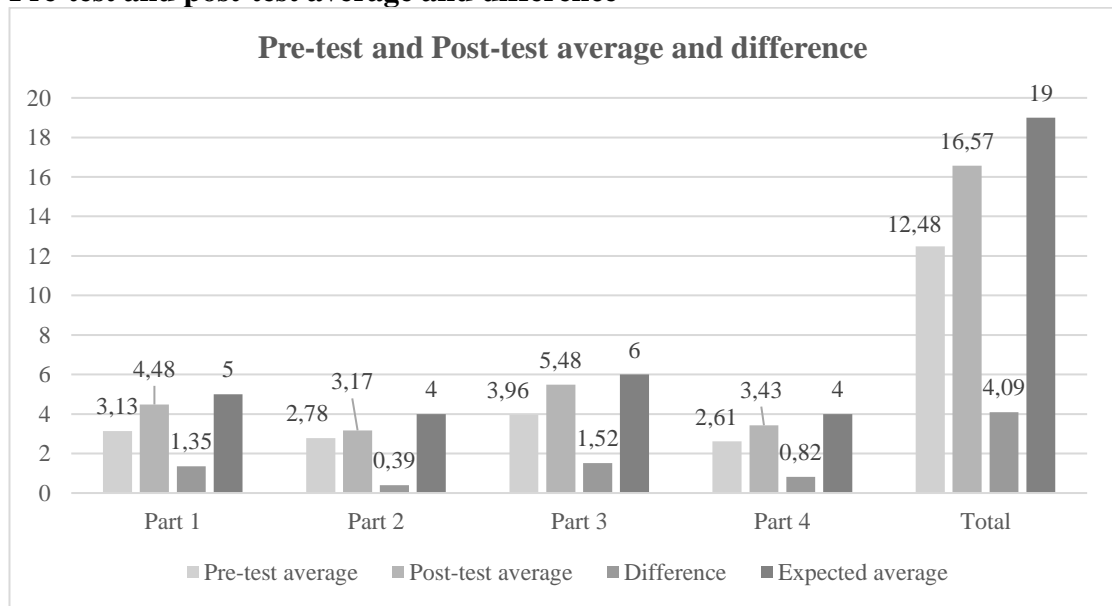


Fig. 3: Pre-test and post-test average and difference.

Analysis and Interpretation

The table contains the average results of the pre and post-test which display a positive change in the development of the listening skill. Specifically, comparing the averages of the 4 parts of the test, in part 1, the pre-test average result was 3,13 which improved in the post-test with an average of 4,48 out of 5, so there was an increase of 1,35 points. Then in part 2, the initial average was 2,78 which improved to 3,17 points out of 4, increasing 0,39 points. Later, in part 3, the initial average was 3,96 which

improved in the final average to 5,48 points out of 6, increasing 1,52 points. In part 4, the initial average was 2,61 improving the average again by 3,63 over 4 points, increasing the score by 0,82. Finally, the general average of the listening test at the beginning of the research was 12,48 points out of 19, however, after applying the treatment which had to do with the practice and development of listening skills, a score of 16,57 out of 19 points. Consequently, a significant increase of 4,09 points can be highlighted, showing that the use of M-learning develops the listening skill.

It is evident that the pre and post-test scores increased with these results, which can be deduced that the listening ability improved in the students. The ability to listening for specific information in part 1 was noticeably improved. Here the students carried out exercises using the app, i.e., listening to audios and developing activities where they had to choose the option that best answered the question in context. In part 2, the average score of the pre-test was quite good, but an improvement is noted in the post-test, the activities developed with the students included listening to dialogues, reading the context sentence to answer the questions correctly.

In part 3 that has to do with identifying and recording specific information, an improvement could be seen in the students as they developed app-based activities that involved recording single words, numbers, or short phrases to fill in each space. Finally, there was an improvement in part 4, which has to do with developing a detailed understanding of the meaning of the audio. Students developed activities that were based on listening to information about life, places and events, or experiences and interests of people, it helped students to understand in detail the meaning of conversations among speakers.

To sum up, using the BBC Learning English app was beneficial for the students because they were able to use the app on their phones wherever they were, listening clearly to audios of different topics, and understanding different accents of the speakers.

3.5 Verification of hypotheses

The results collected for the research were analyzed using the Wilcoxon signed Ranks test with the SPSS program.

3.5.1 Hypothesis statement

Null hypothesis (H0)

The use of M-learning does not contribute to the development of the development of the listening skill.

Alternative hypothesis (Ha)

The use of M-learning contributes to the development of the development of the listening skill.

3.5.2 Test of Normality

Table 4
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test	,111	23	,200	,948	23	,266
Post-test	,245	23	<,001	,797	23	<,001

a. Lilliefors Significance Correction

Note: Shapiro-Wilk normality test values.

In the table about test of normality between the pre-test and post-test, Shapiro-Wilk was considered as a sample of less than 30 participants. The pre-test has a significance of 0,266 and the post-test of a significance of <0,001 which establishes that the results do not follow a normal distribution. Therefore, it should be applied a Wilcoxon's nonparametric two-sample related test.

3.5.3 Wilcoxon signed Ranks test

Table 5
Wilcoxon signed Ranks test

		N	Mean Rank	Sum of Ranks
Post-test – Pre-test	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	21 ^b	11,00	231,00
	Ties	2 ^c		
	Total	23		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Note: Wilcoxon signed ranks test values.

3.5.4 Test Statistics^a

Table 6
Test Statistics^a

		Post-test – Pre-test
Z		-4,026 ^b
Asymp. Sig. (2-tailed)		<,001

a. Wilcoxon Signed Ranks Test.

b. Based on negative rank.

Note: Test statistic values with Asymptotic Significance.

The SPSS program establishes the ranks as a result of subtracting the final and initial average, the result is negative ranges (a) equal to zero, positive ranges (b) equal to 21, ties (c) equal to 2. Next, the result is a mean range of 0,00 and another of 11,00. The sum of ranges has two results that are 0,00 and 231,00. Later in the following table, it is found that the test statistic in the asymptotic significance that has its relationship with the hypothesis, has a value of <, 001 which is less than 0,05. This accepts the alternative hypothesis Ha and the null hypothesis H0 is rejected. Therefore, the use of M-learning contributes to the development of the listening skill.

3.6 Discussion of the results

The results achieved by the researcher showed that the use of M-learning provides practice opportunities to improve listening skills in students of sixth semester from “Pedagogía de los Idiomas Nacionales y Extranjeros” program. The students' improvement in listening comprehension skills is due to the potentials that mobile learning has provided. Many authors affirm that M-learning has some benefits and helps improve the listening skill. McQuiggan et al. (2015) stated that M-learning is the ability to learn "on the go". Learning can happen anytime using mobile devices, and it differs from the traditional teaching, also Kyung-Mi (2015) mentioned in his study that M-learning provides flexible use of time. In addition, it offers alternative means of learning, e.g., blended learning or flipped classroom environments, which allows teachers to take advantage of the time available in class to cover more material. The researcher noticed that mobile devices give enormous opportunities to facilitate and enhance these new learning setups.

Al-Shamsi et al., (2020) concluded in their study that M-learning increases the motivation, exposure, and expansion of the vocabulary repertoire, as it provided easy access to learning anywhere and anytime. Besides, Zhang (2016) on his study applied some listening practice using the “Keke English” and “Easy IELTS” apps through smartphones. The results showed that students improved in listening comprehension, their motivation towards learning assisted by mobile devices increased considerably. These statements agree with the results of this study, M-learning contributed to the development of this receptive ability and motivated the students as they were interested in participating and developing the activities. Students improved their ability to identify key information, listening to different dialogues and interviews to infer the answers. Furthermore, the use of apps is also highly accessible on the phones wherever the students are, as they can clearly hear the audios on different topics with different accents of the speakers.

In this study, the general average of the listening test at the beginning was 12,48 points out of 19, then after applying the treatment, a score of 16,57 out of 19 points. An increase of 4,09 points can be highlighted, showing that the use of M-learning develops the listening skill. In the same fashion, the findings of the study of Al-Shamsi

et al., (2020) showed that there was a statistically significant difference ($p < 0.05$) between the post-test mean scores of the experimental group and the control group.

Finally, using M-learning is more effective than the conventional method to improve students' comprehension listening skill. Moreover, mobile learning is a novel educational strategy that can bring motivation, effectiveness, and incentives to the teaching-learning process. However, its implementation has some limitations on screen sizes of mobile phones, software design, and networks connectivity. The availability of technology and network infrastructure is essential for taking full advantage of what mobile learning has to offer.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The following conclusions presented below have been obtained after completing this research:

- The listening skill level from sixth semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros” program was identified through the pre-test (B1 Preliminary) in which the average score was 12,48 out of 19 points. Converting it to our grading system, the score would be 6,5 over 10 points. This evidenced that students had problems identifying key information, understanding detailed meaning and the gist. Their listening skills were not good at all because they did not have well-developed listening sub-skills and they were not used to listening to audios with a British accent. Furthermore, they were not used to develop specific listening comprehension activities such as listening to interviews, monologues and dialogues to establish specific information, to reach a solid conclusion or write it down and fill in the gaps.
- The "BBC Learning English" application used to enhance students' listening skills had positive effects. Listening comprehension activities were developed and applied based on the audios offered by the app. The activities were specifically based on developing the students' listening subskills such as listening for gist, listening to infer information, and listening for detail. The use of the app and the activities helped them to enhance the receptive skill and this is reflected in the scores of each of the 4 parts that make up the test where an improvement can be noticed.
- M-learning contributes effectively to the development of listening skills and has some benefits on students. On the one hand, students were motivated to participate, practice, and develop the listening activities because the “BBC Learning English” app contains interesting content from everyday life and authentic materials. On the other hand, M-learning promotes autonomous

learning, the apps can be used anywhere and at any time, making this learning model more effective, convenient and entertaining by allowing students be the owners of their knowledge.

- It is clear that there is an effectiveness of M-learning in the development of listening skills in sixth semester students as it was demonstrated in the analysis of both test scores, pre and post-test. It is important to bear in mind that the treatment was applied for a limited time and the classes were taught virtually. The average score of the pre-test out of 10 points was 6,5 while in the post-test was 8,7. So there is a difference of 2,2 points. This gives a clear view of the improvement that students' listening skills had when using mobile learning.

4.2 Recommendations

After having used M-learning in a real learning environment with students, it is recommended to consider the following recommendations.

- To improve students' listening skills, comprehension activities should be developed to identify key information, the gist, and fill in the blanks. On the other hand, various type of audios such as interviews, monologues and dialogues must be applied to develop individual sub-skills as was performed in the experiment, with different accents to understand a variety of people in different contexts. For this reason, M-learning, using the BBC app, had great results as it proved to be a useful and innovative technological tool that can be used in the classroom. Students need to practice by themselves and do activities to improve their language skills.
- To use other mobile audio apps like the one used in this research, such as VOA News, 6 Minute English, LearnEnglish Podcasts, among others. These apps can provide a large amount of listening material, from which comprehension activities can be done and applied in class. They contain audios with a variety of accents, podcasts, everyday conversations, news and interesting interviews that can be of great help to develop this receptive ability.
- To implement and to keep using M-learning as it contributes effectively to the development of the listening skill. The use of mobile learning should be encouraged so that teachers can create pedagogical content based on the use of apps. Among all the benefits it presents, it facilitates personalized learning anytime and anywhere, it is accessible, and it allows feedback and immediate evaluation.
- To determine the effectiveness of M-learning, pay attention when using applications and designing activities. The planned activities were based on the individual parts of the B1 Preliminary test where it was necessary to apply different subskills to obtain a good score. Thereby, these types of apps and the specific activities were of great help to students by improving their listening skills and their scores.

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ANNEXES

Annex 1: School Approval

CARTA DE COMPROMISO

Ambato, 20 de octubre del 2021

Doctor

Marcelo Núñez

PRESIDENTE DE LA UNIDAD DE TITULACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Yo, Sarah Iza Pazmiño, en mi calidad de coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “**M-learning and the listening skill**”, propuesto por el estudiante Bryan Andres Moreno Aguirre, portador de la Cédula de Ciudadanía 1805129879, 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.



firmado electrónicamente por:

SARAH
JACQUELI
NEIZA
PAZMINO

.....
Lic. Mg. Sarah Iza Pazmiño

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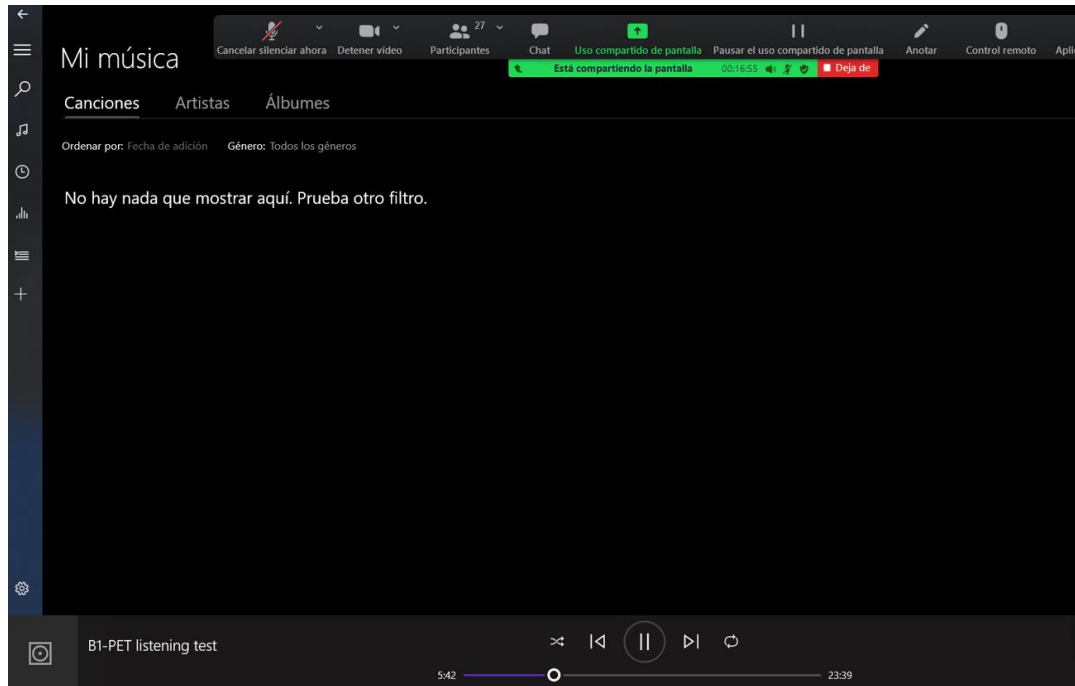
Source: Annex 3.

Done by: Moreno, B. (2022).

Annex 2: Tests

Pre-test

Link: <https://forms.gle/QNgVQuBAAbCknoXcP9>

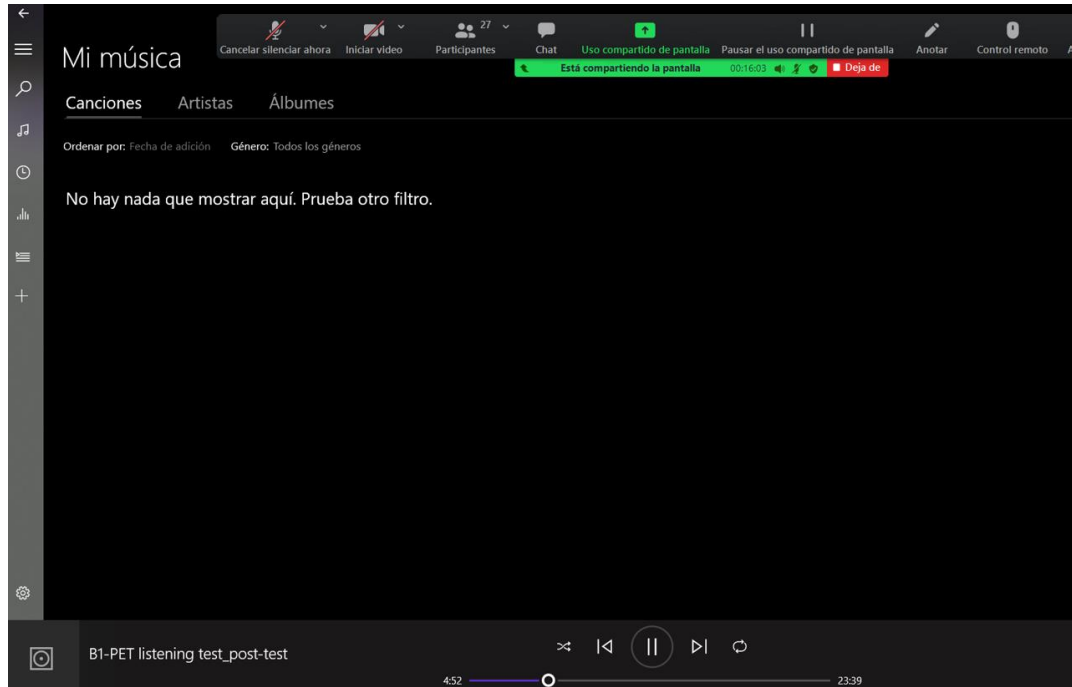


Source: Listening pre-test.

Done by: Moreno, B. (2022).

Post-test

Link: <https://forms.gle/fCnTSMGf5exbXqht7>



Source: Listening post-test.

Done by: Moreno, B. (2022).

Annex 3: Instrument validation



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS
Av. Los Chasquis y Río Payamino, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “LISTENING TEST”

PERTENECIENTE A LA INVESTIGACIÓN:

M-LEARNING AND THE LISTENING SKILL

AUTOR/A: Bryan Andres Moreno Aguirre

Señale mediante un ✓ , según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
LISTENING PART 1 Evaluation Criteria: Students listen for gist, choosing the best option. Instructions: Listen to the audio, then choose the visual image which best answers the question in the context. (See evaluation instrument) Assessment: The task requires students to listen for specific information in the text.				✓				✓				✓				✓

Annex 4: Lesson plans

Lesson Plan 1

Class: 6 th Semester	Topic: Spoiler Alert!	
Date: 24 November, 2021.	Time: 30 minutes.	
General Objective: To identify key information movies and spoilers using phrases.	Specific objectives: To recognize phrases and important details from conversations. To define what a spoiler is. To write short sentences using the phrase “spoiler alert”.	
Materials: Computer, videos, BBC Learning English app, Zoom meeting.		
LESSON PROCEDURE		TIME
<p>Synchronous class</p> <ul style="list-style-type: none"> Warm-up: Video - Maisie Williams Accidentally Drops a Major Spoiler in Game of Thrones' Final Season Link: https://www.youtube.com/watch?v=vw2SaHkGfss <ul style="list-style-type: none"> Play the video and tell the students to take notes of the most important things. After watching the video, ask the following questions: What series is Maisie talking about? What did the girl who feels so worried? What was the spoiler that she said? What does the girl want to do to correct what she said? <p style="text-align: center;"><i>Encourage and motivate students to participate.</i></p> 		7 minutes
<ul style="list-style-type: none"> Start using the app “BBC Learning English”. <ul style="list-style-type: none"> Play the audio through the app and send the link google forms for the listening comprehension activity. Link: https://forms.gle/nJFMdwb8pue9jjh6 		10 minutes

<ul style="list-style-type: none"> • After listening the audio, check the answers and correct any doubt. • Ask students if they know the meaning of the expression “Spoiler alert”. • Explain the meaning: “<i>We say spoiler alert as a warning when we're going to reveal part of the story of a film, book or TV series.</i>” 	
<p>Wrap-up. Turn-off camera ticket.</p> <ul style="list-style-type: none"> - Ask students to write a sentence using the Zoom chat that includes the expression "spoiler alert". - <u>Example</u>: <i>Martina told me a massive secret that happens in the book, and she forgot to say spoiler alert! I'm so annoyed with her!</i> - Students who send the sentence, may turn off their camera. - Read the sentences. <p style="text-align: center;"><i>Give quick feedback after each response.</i></p>	3 minutes
<p>Asynchronous class</p> <ul style="list-style-type: none"> • Make students download the app “BBC Learning English” through the Play Store for Android or the App Store for iOS. • Explain to the students to listen the episode <i>Digital skills</i>: “<i>You’re never too old to learn!</i>”. • Then, send the link to develop a listening comprehension activity. <p>Link: https://forms.gle/RB711Dz7dvSDz7KE8</p>	10 minutes

Lesson Plan 2

<p>- Send students the following link and ask them to submit a one-word or two-word answer answering the question “<i>What do you think when you hear the expression "the CEO of"?</i>”.</p> <p>Link: https://www.menti.com/wmrbd237or</p> <p><i>Give quick feedback after each response.</i></p> <p>Asynchronous class</p> <ul style="list-style-type: none"> • Explain to the students to listen the episode “<i>Sadfishing</i>”. • Then, send the link to develop a listening comprehension activity. <p>Link: https://forms.gle/vSPCJPedXvm5KqdF6</p>	<p>3 minutes</p>
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Lesson Plan 3

Class: 6 th Semester	Topic: New Normal
Date: 13 December, 2021.	Time: 20 minutes.
General Objective: To explain actual habits about the new normal due to the COVID-19 pandemic using the past and present tense.	Specific objectives: To infer meaning from context in conversations about the world situation. To write key information about jobs and COVID-19 pandemic. To discuss about jobs that were important during the pandemic.
Materials: Computer, videos, BBC Learning English app, Zoom meeting, Power Point Presentation.	
LESSON PROCEDURE	TIME
<ul style="list-style-type: none"> • Warm-up: <p>“Two Truths and a Lie”</p> <ul style="list-style-type: none"> • PowerPoint presentation link: https://1drv.ms/p/s!All-wiyhNodDjk1kgTWn5V2xRMTg?e=6LcBeV • Each slide contains 3 statements. • Students have to read the statements and say which one they think is a false statement. <ul style="list-style-type: none"> • Start using the app “BBC Learning English”. <ul style="list-style-type: none"> • Play the audio through the application and send the students the link of the google form for the listening comprehension activity. Link: https://forms.gle/XU8EX1Q1Guza1vwp8 • After listening the audio, check the answers and correct any doubt. • Ask students about what they think about COVID-19 pandemic. 	<p>5 minutes</p> <p>10 minutes</p>

<p>Wrap-up. Chatstorm</p> <ul style="list-style-type: none"> - Students write what they learned through the chat. - Then each student reads another answer and reads it aloud. - Finally comment and talk about it. <p style="text-align: center;"><i>Give quick feedback after each response.</i></p> <p>Asynchronous class</p> <ul style="list-style-type: none"> • Explain to the students to listen the episode “<i>Frontliner</i>” and “<i>Vibe</i>”. • Then, send the link to develop a listening comprehension activity. <p style="margin-left: 40px;">Link:</p> <p style="margin-left: 40px;">Frontliner: https://forms.gle/R8YyGJYQVB4xTL9Q6</p> <p style="margin-left: 40px;">Vibe: https://forms.gle/MFn2yigvV34EjUmu8</p>	<p>5 minutes</p>
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Annex 5: Urkund report



Document Information

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