



PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

**“SMART DEVICE APPLICATION AS TEACHING TOOL FOR
IMPROVING LISTENING SKILL TO STUDENTS OF SECOND
BACHILLERATO BGU AT UNIDAD EDUCATIVA LICEO
CRISTIANO PENINSULAR. LA LIBERTAD, PROVINCE OF
SANTA ELENA, SCHOOL YEAR 2015-2016.”**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

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ADVISOR: ING. XAVIER ALMEIDA BRIONES MSc.

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**

**“SMART DEVICE APPLICATION AS TEACHING TOOL FOR
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BACHILLERATO BGU AT UNIDAD EDUCATIVA LICEO
CRISTIANO PENINSULAR. LA LIBERTAD, PROVINCE OF
SANTA ELENA, SCHOOL YEAR 2015-2016.”**

TRABAJO DE TITULACIÓN

Previa la obtención del título de:

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La Libertad March 7th , 2017

ADVISOR’S APPROVAL

In my role as Advisor of the research paper under the title paper “SMART DEVICE APPLICATION AS TEACHING TOOL FOR IMPROVING LISTENING SKILL TO STUDENTS OF SECOND BACHILLERATO BGU AT UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR. LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016.” prepared by Crithian Joel Lucas Soledispa undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the Board of Examiners.

Sincerely,

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“I have fought the good fight, I have finished the race, I have kept the faith”.

2 Timothy 4:7

I dedicate this work in first place to God. The Holy Bible says that He is the only one who allows everything to happen and, I am completely convinced that He was supporting me all over the career.

To my wife, a lovely and wonderful woman who gave me all her support day by day and when I wanted to give up she pushed me on the run.

To my mother, the first person who believed in me and through her prays and advice cheered me up to achieve my goal.

To my pastors, boss, colleagues and all of my friends, who in one way or another, gave me the motivation to arrive here.

Cristhian

ACKNOWLEDGMENT

“I always thank my God for you and for the gracious gifts he has given you, now that you belong to Christ Jesus”.

1 Corinthians 1:4

To my leader, MSc. Jannet Moreno de Guamán, not only for supporting and allowing me to develop my research at the establishment that she leads, but for becoming a mentor to me and an example to follow.

To my tutor, who I consider not only a very strict, supportive and motivator professor but, I can call him a “Friend”.

To my professor during the career I will get them on my heart. Especially MSc. Kleber Loor to whom I have a sincere admiration and affection.

Sincerely,

Cristhian

D E C L A R A C I Ó N

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD; LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD PENINSULA DE SANTA ELENA.

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CRISTHIAN JOEL LUCAS SOLEDISPA

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ADVISOR: ING. XAVIER ALMEIDA, MSc.

ABSTRACT

The present work is an investigation which objective was to establish the use of WhatsApp as a teaching tool to improve the listening skills on 15 students from second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular, in Santa Elena Province, Ecuador. The investigational group was allowed to use WhatsApp Cross Mobile Application in a smart device, whose principal characteristics are the usefulness of audio message sending and video sharing that allowed enhancing the listening skills on students through the practice of songs, video clips, lectures and podcast. For the development of this research it was required to apply the qualitative method by implementing techniques such as: Focus group, observation and interviews. The results of these analysis demonstrated that the application of mobile learning technique in a smart device (WhatsApp), generate significant effects on listening skills of students such as the improvement of listening skill among 12% and 20% where students passed from A2.1 to A2.2 level in listening skills according to Common European Framework Reference since the encouragement and confidence that scholars feel while they use a social network properly. These outcomes suggest that teachers should start changing traditional ways of teaching English specifically in the listening training sessions and explore new methods to improve production on students.

Key words: Smart device, Applications, Mobile Learning, WhatsApp, Listening Skills, Technology, Improvement.

INTRODUCTION

English as a Second language (L2) teaching activity has almost always focused mostly on reading, writing, and speaking as the necessary skills in language achievement. Since the 1970's, listening was only perceived as a receptive skill in language knowledge where students just had to listen and repeat in order to improve pronunciation.

According to Mendelsohn, D. (1984), this can be explained because of the typical teaching theories though students would get their listening skill by "osmosis" it means that the more students repeat what they listen, the more they can understand by listening.

The importance of listening skill development was not taken as an important part until the 70`s decade where researchers such as Asher, J. (1977), Postovsky, V. (1981), Winitz, H. (1981), and later Krashen, S. D. (1981) focused their attention on the main role that listening skill plays as key factor in facilitating language learning.

Listening has a vital role in communication getting approximately 40- 50% of the total time spent in communicating. It is the principal key for daily survival and the first linguistic skill we learn. It is probably the most important skill for second

language learning since it simplifies the understanding of the instructions of the language that is being acquired.

Despite the fact that 21st century students are becoming mobile people, e-learning only remains related to the use of Personal Computer (PC) to get or access to any site to learn. Nowadays, more and more, students use mobile devices frequently for personal communication, entertainment, and also, learning.

Considering this, mobile learning has to find its place within the Education process; it is necessary to expand the concept of e-learning that has recently transmuted the old-style school, and move on the way to different structure of learning that puts the preponderance of teaching/learning responsibility on students, who are able to access learning bits outside the school.

Additionally, the extraordinary advancement in portable technology as smart devices, promotes the fast and easy access to information and learning process. For that reason it is necessary that new ways of teaching and training be used in schools to promote noticeable improvement in students 'skills.

This research presents the study and application of a new trend in teaching with the mobile learning method or m-learning based on the use of an App (Mobile Application) and a Smart device as a vehicle to activate the goodness of this App, which, for this study purpose, is WhatsApp.

In order to provide an overall explanation about what this research paper was based on, the following paragraphs explain their content.

First, Chapter I refers to the main problem “Low Listening Comprehension Development” which was detected on students of Second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular as well as its causes.

Then, on Chapter II, theoretical framework presents enough support to the investigation with previous studies about mobile learning models, bibliographies, references, points of view from different researchers and the explanation about how two variables control the study.

After that, Chapter III, exposes the methodology, techniques and tools used to apply this research explaining in details how some data collection activities were conducted, such as: focus group and interviews with specialists who gave clear and valuable contributions.

Finally, Chapter IV presents the proposal as well as the beneficiary target of this research. Additionally, the design, application and results obtained through the implementation of an App in a Smart device with a bunch of activities such as: songs, lectures, video clips and podcasting that were used to promote a remarkable advance in listening comprehension skill development.

CHAPTER I

THE PROBLEM

1.1 PROBLEM STATEMENT

English may not be the first spoken language around the world, but it is the official language in a large number of countries. It is considered that there are two billion people in the world using English as a tool to communicate on a regular way. It means that this language has become the principal form to connect people in some areas such as: business, medicine, construction, international relationships and, also, in education.

In Latin America, which is considered in large part as countries in process of development, this language has been gaining space in almost all aspects of each country, since the population understands that if they can use this instrument, they can change their status.

According to Education First (EF) - English Proficiency Index EF EPI, (2014) from United Kingdom, in its recent report about the world's largest ranking of English skills, Ecuador is # 35 out of 63 countries, ranked # 4 of 14 in Latin America with a score about EF EPI: 51.05 which means low proficiency.

The National Curriculum guidelines designed by The Ecuadorian Ministry of Education MINEDUC (2014) related to the teaching English activity in both Educación General Básica (EGB) and Bachillerato General Unificado (BGU) levels. It has been built in the teaching of output languages, whose aim is that students can use the language in different circumstances since learners will have to reach exit profiles in listening, speaking, reading and writing according to the Common European Framework of Reference (CEFR) in everyday context.

But, in the real context, English is considered as a foreign language; as a result, it is not commonly used outside the classrooms by students who usually communicate in their native language.

Currently, the information and communication technologies (ICT) have become powerful tools that allow people to communicate immediately or in seconds. Those tools have been incoming indirectly into the educative systems where a big number of students have at least one device with internet connection. The problem is that teachers do not know how to face it when it becomes a problem instead of a tool in their teaching –learning process.

Teachers still teach in a traditional way especially in listening simply using the computers, speakers or CD-players. Most of the teachers do not take the benefit of technological advances as smart device application or web 2.0 tools to modernize their teaching process in classrooms. With this background, web tools and Smart

Device Applications, that we currently use such as Google Apps, Skype Facebook, Twitter, What`s App, Line and others are offering to educators a great deal of supporting and operational ways to create and to apply activities with and without any cost. These apps include sub-tools such as instant text messaging, voice messaging, picture-file sharing and close or open collaborative groups.

Considering all those advantages, there is no limitation to an educative institution that decides to start using these tools for Education, and the teachers can use these applications for the betterment of the four skills in order to change their traditional teaching, at the same time that they really develop the students' knowledge level.

1.2 CONTEXT OF THE PROBLEM

In the Province of Santa Elena, there is the Unidad Educativa Liceo Cristiano Peninsular which was founded in September, 1996 by Dr. Alejandro Mora Briones. Starting only with the primary section, at the present time, has elementary, basic, intermediate and Bachillerato.

The English teaching staff is formed by seven teachers. The students of second year of Bachillerato BGU have a lower level of listening skill; they cannot complete correctly a listening activity.

The English teaching area is facing issues such as: Receiving lot of students from different public schools every year where level is lower in comparison with this

institution and that is why, in general, the students show an unsatisfactory proficiency. This is the main reason why it is necessary to apply the new ICT's in order to better this situation as strategy to improve the listening skill in students of second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular, La Libertad, Province of Santa Elena, School year 2015-2016.

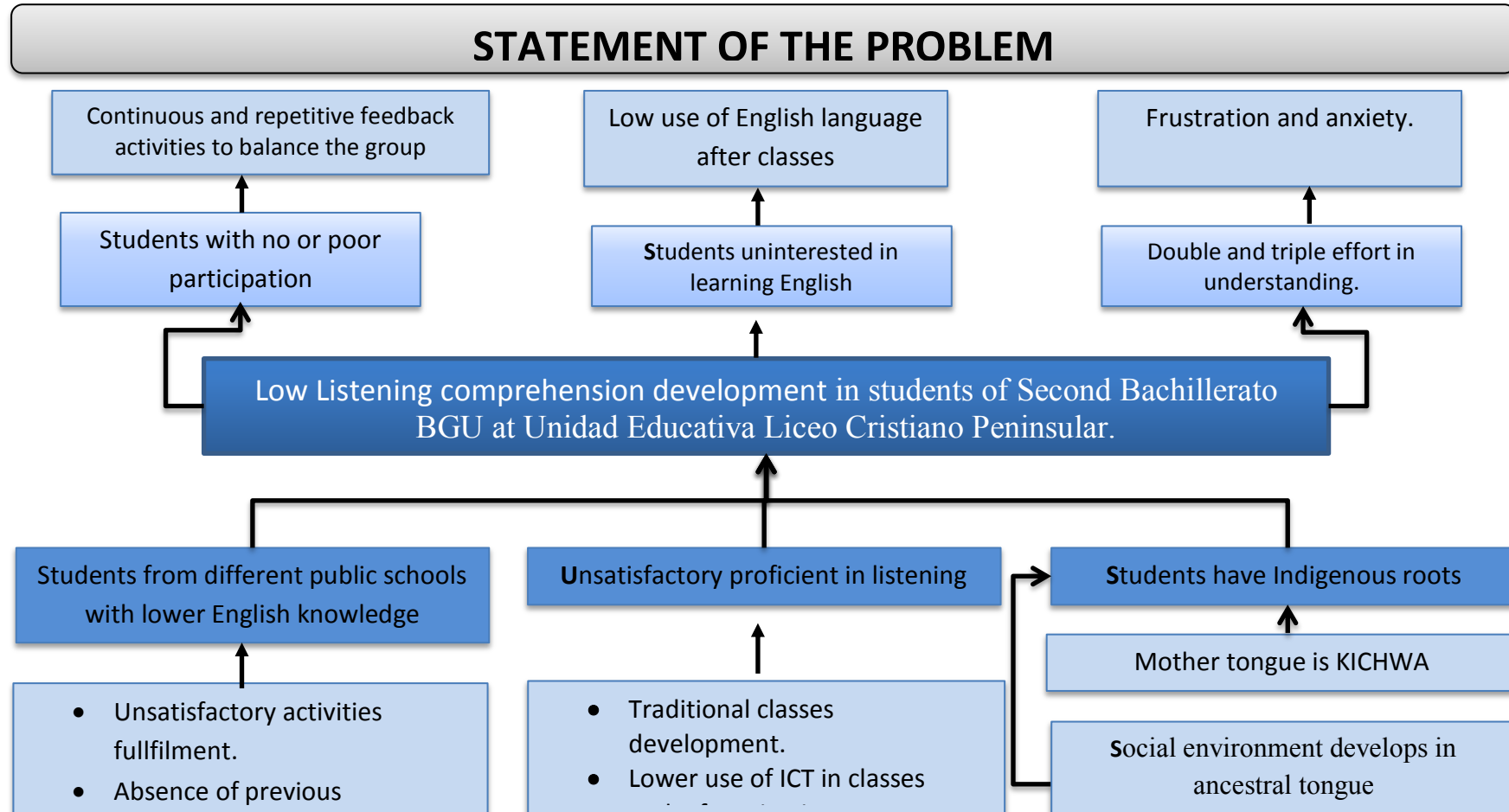
The students at Unidad Educativa Liceo Cristiano Peninsular are facing some problems in their English skills development, which is caused by different situations that surround them, such as their precedence.

A big number of students have indigenous roots and their real social environment develops in an ancestral tongue as KICHWA; this means that this group faces double linguistic problem since, firstly, they have to speak in Spanish and also try to learn a foreign language as English.

Secondly, at the end of periods of evaluations a low level of English is evidenced. They cannot complete an activity such as listening correctly. This is due to the number of students arriving from different institutions who bring their problems and teachers have to stop and reduce the level in order to balance the group at least in the bases.

1.2.1 Analysis of the problem

Illustration # 1 Problem Tree



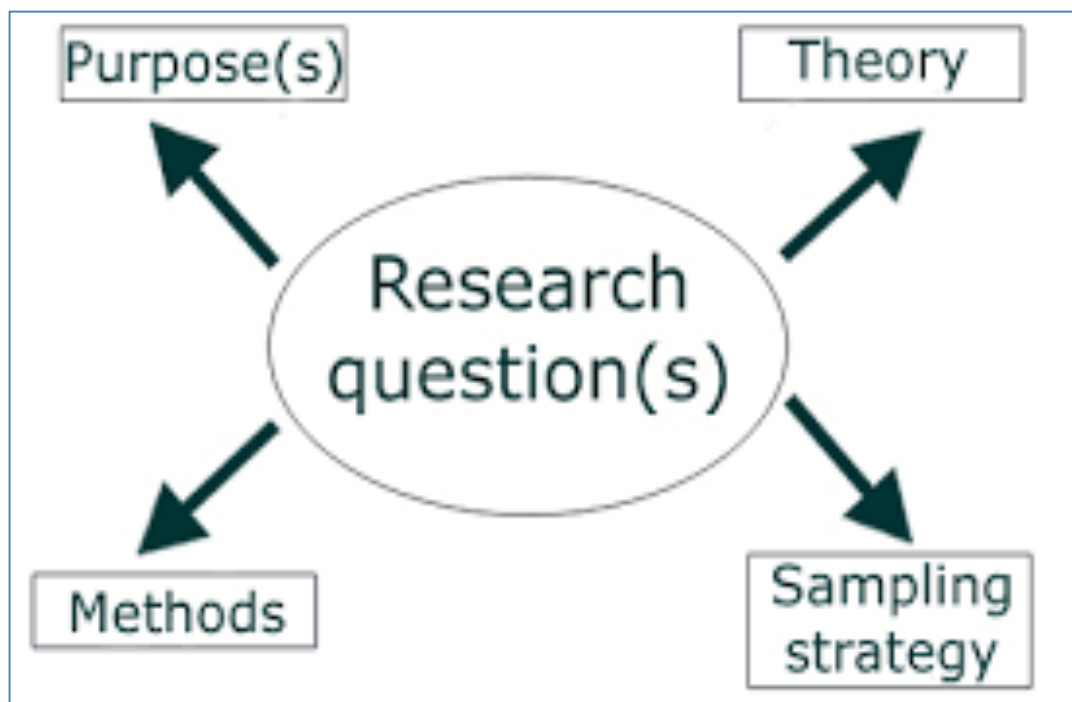
Source: “Unidad Educativa Liceo Cristiano Peninsular” Private School

Author: Crsthian Joel Lucas Soledispa

1.3 RESEARCH QUESTIONS

1. What is the main problem that student's from Second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular are facing to improve their listening comprehension skill?
2. What kind of methodology and technological sources does the English teacher apply for improving listening skill?
3. Is there any substantial relationship between the implementation of WhatsApp as a teaching tool in the improvement of the listening skill proficient?

Illustration # 2: Research Questions



Source: <https://www.dreamstime.com>

Author: Robson (2000)

1.3.1 SCIENTIFIC PROBLEM

How to improve the listening skill to students of Second Bachillerato General Unificado at Unidad Educativa Liceo Cristiano Peninsular, La Libertad, Province of Santa Elena, School year 2015-2016?

1.4 RATIONALE

Nowadays, technology is the best tool for teaching, learning and sharing a lot of information. The Social networks such as Google Apps, Facebook, Twitter, WhatsApp, Line and others are nowadays considered in almost all aspects of our lives as important methods of get in touch with the society, but we must consider the fact that they can be use also as a kind of “Tool” to improve the learning process.

Teachers have to change their minds and reflect in the benefits about allow students to work in a confidence environment for them such as Facebook, Twitter and What`s App, and how well these applications could improve their production.

According to McLoughlin, Lee (2008), the networking spaces are considered educational implements where students can get social and communicative contact while they research and search for information.

It is really common to get into social space and find there any educational establishment and look for information about their activities, goals and achievements. This fact gives us clear evidence that social networks have become a powerful tool.

The students of second year Bachillerato BGU have a low reception in listening ability and some of them are really frustrated because of their grades, they cannot complete a listening comprehension activity.

This is the essential reason why it is necessary to apply web tools 2.0 and social networking such as Facebook, Twitter and What's App which will permit learners to catch a place where they can feel confident working in funny and innovative activities and, as a result, they can develop their listening skill turning this activity in part of their daily routines achieving in this way what the national curriculum of MINEDUC to international standards ask for.

Through this research the investigator will apply methods, techniques and instruments such as observation, surveys and interviews for applying the most appropriate listening smart device application tool as a teaching strategy for improving the listening skill.

The application of this project will develop the production of the students of second year Bachillerato BGU of Unidad Educativa Liceo Cristiano Peninsular

and, as a result, the rest of the areas will consider using this kind of tools in order to get a notorious progress in their classes by applying this innovative way of teaching.

1.4.1 FIELD OF ACTION

The improvement of listening skill on students of second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular.

1.5 RESEARCH OBJECT

To analyze the mobile learning methodology strategies based on the use of Cross-Mobile WhatsApp platform for smart devices and the implementation of this App as a teaching tool in order to improve the listening skills in students for the Second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular.

1.6 IDEA TO DEFEND

A smart device application as a teaching tool will improve the listening skill in students of Second Bachillerato General Unificado at Unidad Educativa Liceo Cristiano Peninsular.

1.7 SCIENTIFIC TASKS

1. Establishment of the theoretical framework to implement a Smart device application for improving the listening skills.
2. Identification of methodological process to identify the current problems that students are facing in their listening skill development at second BACHILLERATO BGU at Unidad Educativa Liceo Cristiano Peninsular.
3. The implementation of WhatsApp for improving listening skill in students of second BACHILLERATO BGU at Unidad Educativa Liceo Cristiano Peninsular.

Illustration # 3: Scientific Task



Source: <http://www.iconshock.com>

Autor: Robson (2000)

CHAPTER II

THEORETICAL BASIS

2.1 DEFINITION OF KEY TERMS

- a. **Smart Device:** According to Technopedia (2015), Smart devices are interactive electronic gadgets that understand simple commands sent by users and help in daily activities.

- b. **Apps:** What Is (2010) states, the term **app** is a shorter form of **application program**. An application program is a program designed to perform a specific function directly for the user or, in some cases, for another application program.

- c. **Mobile Learning:** Winters, N. (2006) states that is the capability to seamlessly deliver a wide array of knowledge and performance improvement resources to users—anyplace, on any platform, on demand, and at the moment of need.

- d. **WhatsApp:** According to Learning Solutions (2014), it is a cross-platform instant messaging application that allows smartphone users to exchange text, image, video and audio messages for free.

- e. **Listening Skills:** Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. (Willis, J., 1981).

- f. **Technology:** According to dictionary.com, it is the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.

2.2 PREVIOUS RESEARCH

Around the world, researchers and teachers at all levels of education are developing new methods and techniques to develop the way how to teach English and improve the skills on students who are acquiring a second language. These new techniques encourage the following of those examples in order to guarantee an excellent process in our local environment.

The new tendencies are moving the classical ways for teaching into modern ones such as virtual sites, virtual classrooms and among others where it is “easier to get into and learn”.

On the internet, it can be seen that there are thousands of web sites that allow, help, and facility tools that, well used, could easily improve the language skills

(listening, speaking, reading and writing). Also, the current mobile technology offers almost the same applications for learning and acquiring a second language.

Those skills are largely recognized as the keys to knowing and using a second language. But, unlikely, listening is probably the least understood and researched and even the least valued in relation to the others. Despite the fact that listening is the principal skill since children in their first years listen and respond almost automatically, yet they do not know how to write or speak well.

Several cross-platforms of Instant Messaging (IM) known as Mobile learning or (m-learning) are currently used in different educational levels which allow teachers to have informal communications with students outside the classroom which turns teachers in to 24- hour trainers or supporters.

2.2.1 A Study of Students' Experiences of Mobile Learning (Tulika Bansal & Dr. Dhananjay Joshi 2014

Where the research had tried to find the perception and attitude of students concerning on cross-platforms used for m-learning by creating well knowledge environment, the results indicate that students catch m-learning as a global aspect which is interesting and educationally beneficial for them. Additionally, they also find cooperative learning experience and supportive in increasing their community interactivity with peers and teachers.

In fact, this research also demonstrates that students enjoy dealing with technology and they have positive attitudes concerning the use of m learning because they feel more confident working with their peers and the cooperation and team work is more evident than in the common and traditional classroom.

2.2.2 Apps for mobile language learning (Sonia Vandepitte 2013)

This study claims that mobile devices with superior capabilities offer new learning potentials which deal with needs and requirements of the 21st century.

The incidence of mobile technology in current society and the trend of technological innovations announcer a “mobile learning evolution” in which students can “exploit their task-on-task wherever and whenever there is time and opportunity to learn”, (Steel, H, 2013)

Since a blended learning opinion, mobile devices were created to provide a “efficient alternative” to common e-learning tools, such as desktop workrooms and shucks of laptops, as they are suitable “more powerful, portable, affordable and accessible” (Churches et all, 2011)

For learners, the affluence of mobile devices, e-Textbooks, cloud-based documents and teaching apps raises “greater personalization, collaboration,

creativity and engagement in the learning process” (Knight, L. & Steed, M., 2013).

As most investigators make emphasis on such a learner-centered perspective on m-learning, this study adopted a similar learner-centered method that realizes m-learning as a combined activity, cheering students to “learn in naturalistic, informal settings” (Looi, C., 2010).

2.2.3 Digital Divide 2.0: “Generation M” from Computers and Composition 25 (2008)

This commentary tries to describe some of the pedagogical effects of paying attention to Generation M’s use of social networking sites, which are among the further standard spaces that trust heavily on media conjunction.

It first describes Generation M students as a crowd. Next, it analyzes various meanings of technological literacy to setting the argument that we must begin paying attention to them as academic tools. Finally, it discusses the extending division among Generation M students and arrangement teachers.

Hart-Davidson, B. (2005) claims that, even those students who choose not to participate in online social networking sites are aware of the profound implications they hold for our ways of communicating and socializing.

2.2.4 Mobile pedagogy for English language teaching (Kukulska-Hulme, Agnes; Norris, Lucy and Donohue, Jim, 2015)

Mobile pedagogy for ELT purposes to improve the mobile knowledge for learners and their teachers, specifically UK based settlers who essentially need to increase their English in order to be effective in obtaining or keeping a job, and global students demanding to increase their English for entrance to study at UK colleges, and those who teach or care them.

This is a guide that shares information and highpoints some appropriate pedagogical approaches with educators and support workforce so that mobile devices can be used more successfully in teaching and learning English.

The implementation of mobile devices has theoretically far-reaching significance for learners, learning strategy and how learning is sustained by teachers and counselors. Learners, educators and support team took part in studies based on current language learning and teaching performance with mobile devices.

2.2.5 WhatsApp Goes to School: Mobile Instant Messaging between Teachers and Students from Bouhnik, D., & Deshen, M. (2014)

WhatsApp empowers simple and speedy transference of study materials like some other technologies that are not frequently used after school.

Sending study materials through WhatsApp teachers guarantee that everybody gets the message, the material and so on. As an example, it could be a video proposed for an activity after school.

The high accessibility of educators to the alternates' inquiries can possibly upgrade the learning procedure. WhatsApp empowers adapting past the classroom's environment. As a rule, a dialog appears about the homework appointed or a report that is expected.

2.3 PHILOSOPHICAL BASIS

There have been too many ways of conceiving and interpreting the educational philosophy along history. Among others, we can find and understand it as the philosophical thinking in a general educational context or as the theoretical context where an educational system works. It is the discipline that offers a guidance to develop education based on: morality, critical thinking, objective justification, policies, among others.

For example, currently there are positions showing that philosophy is not only a simple reflection about education. Follari, R. (1996); claims, "The philosophy examines the conceptual tool used by teachers in order to discover the exact meaning of the educational language".

Moore, M. (1998), says: "The philosophy of education today is a hybrid of educational philosophies and those theories that argue that philosophy and theory cannot and will not be separated".

Burbules, N. (2002) holds, "Philosophy is a way of looking, thinking, perceiving and acting in and about the world". Beyer, L. (2003) assumes that this discipline is also the theoretical guidance which offers "Unity of thought that has given coherence to the different answers offered to all areas of the educational process".

The importance of educational philosophical foundation can be seen clearly by using the significance of the demonstration, it is understood as the capacity to assume conscious attitude, based on understanding and argument, explanation, or a position as a result of the same.

From here, the significance of recognizing and putting in practice the requirement that education must consider more important than the description and transmission of theoretical information and practical demonstration of the contents.

The accurate learning includes, first of all, learning how to demonstrate, which is needed to implement a system of educational activities that promote ability training and demonstration; and also, the importance of the creation freedom environment to facilitate and encourage the work.

Finally, the sociological foundations of the educational activity are referred as the philosophical plane to those more general resources that frame education as a human and social phenomenon.

2.3.1 Pedagogical Foundations

The activity about teaching a foreign language is a practical action and that is why it implies a scientist and ideological point of view. Although the rest of the curricular designs focus attention on the educational science, teaching English is almost exclusive of linguistics appliances.

If the main point of the education activity is the development of an individual, it is necessary to know in what level the education contributes to this purpose.

Intentionally, the educative process goal is to connect the individuals with their environment by using their cognitive codes. The learning adaptation strategies process promotes the use of the acquired knowledge.

Dewey, J. (1916) affirms that, the main problem in education is related to the selection of activities that foment experience in the learning process. It means that the problem lies in the wrong activities that do not encourage interest for the acquisition of new knowledge.

Guilford, J.P. (1950); describes the creativity as the fundamental support in the learning of a second language such as the capacity to create, invent, design, compose, and plan, a tutoring activity. Furthermore, Getzels, J. W. & Jackson, P. J. ((1962) add that it is risk-taking to create new ways of teaching.

Bruner, J. (1995); proposes the Process Model. It emphasizes the way in which the content is learned and what kind of content is relevant for students. All knowledge must be dynamic and integrated in order to understand the world representation; from here, the selection of the methodological process is crucial and the teacher is considered as a facilitator.

Piaget, J. (1983); proposes four factors that contribute to the acquisition of new knowledge, which are: Maturation, Social environment, Experiences and Specific operations. The mix of those factors produces what Piaget calls structures that help students get significance about new knowledge.

Krashen, S. (1982); formulates the input hypothesis also known as the monitor model which is a group of five hypotheses related to the acquisition of a second language. He describes the acquisition as an intuitive process nearly like the one used in first language acquisition.

It involves the representational development of language proficiency through appreciative language and through using language for meaningful communication.

Richards, J.C., & Rodgers, T.S. (2001), summarize all kinds of methods used since the last century to conclude in:

- a. The grammar-translation method
- b. The direct method
- c. The natural method
- d. Total physical response method
- e. Silent way method
- f. Audio-lingual method
- g. Situational method
- h. Communicative approach method

These theories of language acquisition have converged with the appearance of functional linguistics, to focus on the use of the foreign language by the learners, in order to achieve a real and meaningful interaction and for self-expression. Since then, techniques have been developed to promote the use of communicative approach in classrooms such as, activities to promote the real exchange of meaning.

Chomsky, N. (1975); affirms that languages are not learnt, but in contrast they must be acquired because the communication is a natural need concerning to human beings, Vygotsky L. (1986); holds that language and thinking are separated from each other and they are different environments until two years of

age, that's why, children do not think about representation, but only acquired them.

Piaget, J. (1983) claims that language is seen as an instrument for the individual's cognitive and emotional capacity, which indicates that the linguistic knowledge that child has depends on their knowledge of the world.

2.4 EDUCATIONAL BASIS

2.4.1. English teaching

Language teaching is possibly more complex than several other teaching activities. Language is nearest to communication; after all, and possibly, this is why philosophies and techniques for learning languages tend to improve and amend in harmony with the societies which give growth to them. Teaching and learning are very anthropological activities; they are both social and linguistic.

According to Wilkins, D. (1976), learning a foreign language is reflected as knowledge of a language different from the mother tongue of a student (L1), and it is commonly not used in the daily life of the students.

Thus, backgrounds in learning a foreign languages are very different from learning a second language (L2), second language learning is often used by the

student in its wider social context. However, only recently, the importance of understanding the socio-cultural, socio-political and socio-economic situation about learning a second language has acquired an important role.

Throughout history, English as Second Language learning (ESL), has had many methodological approaches based on different pedagogical schools. The Grammar-translation method and the Audio Lingual method based on behaviorism had been dedicated to teaching grammar and translation in isolated way.

The Cognitivist, another modern methodological strategy based and included in what has been called the Communicative language teaching, has focused on communication as the end of the learning a language, as well as in the development of communicative competence in learners as a second language (Alcon, 2004).

To achieve this communicative competence it is necessary to use a number of teaching-learning strategies which, according to Richards J. C. (2001), are unlimited. These strategies include accomplishments that require sharing information, negotiate meanings and interact in the foreign language.

Activities inside and outside classrooms are focused on completing tasks using the foreign language. Most of them are developed through providing certain

information to students in order to be shared among them, the interaction occurs when one of them tries to discover the information unknown.

Thus, the exchange or interaction focuses on transmission of information and not only in isolated language elements as structural grammar and translation approaches such in the Audio Lingual method.

Alcon, E. (2004), considers that the success of the teaching-learning process depends on the level of interaction during the learning process. On the other hand, Littlewoods, who is quoted by Richards and Rodgers (2001), distinguishes two types of activities or communication strategies: functional and social.

Although there is vast number of students who are learning English in elementary and high school classrooms everywhere the world, they are not learning it voluntarily, since English is included in their curricular system. Also if it is considered that the traditional way to teach and learn is based on use of classical whiteboards, markers and textbooks and in better cases some implements such as computers and projectors (IT), it does not mean that students are encouraged to acquire a second language.

Harmer, J. (2010), states, “The learning purposes of students will have an effect on what they want and need to learn”, which means that real learning conditions occur when students are concentrated in a specific purpose for using the second

language. Furthermore, Harmer claims that “English is learnt and taught in many different contexts, and in many different class arrangements. Such differences will have a considerable effect on how and what it is we teach”.

Harmer, J. (2010); claims, “The traditional language learning process involves a teacher and a student or students in the same physical space. However, the development of high-speed Internet access has helped to bring about new virtual learning environments in which students can learn even when they are literally thousands of miles away from a teacher or other classmates”.

It means that today it is not strictly necessary being at the same physical place to consider that a learning process is occurring, since both students and teachers could be even in different part of the world and the results inclusive might be better that in traditional way.

In this context, it is necessary to mention the importance of the Information and Communication Technologies (ICT) and Computer Assisted Language Learning (CALL) which actually plays as hard role in the learning process of teaching English.

Dudeny, G., & Hockly, N. (2007), in their publication “How to teach English with technology”, state, “Computers and language teaching have walked hand to

hand for a long time and contributed as teaching tools in the language and second language classroom”.

Innovation in classrooms, manage the significance of incorporating ICT in the language educational modules. As per the authors before mentioned, ICT has components that make its utilization an important source of information, even though some educators may doubt innovation or simply be hesitant to incorporate technology in their classrooms. In other words, the use of ICT in learning nowadays is completely necessary.

This criterion is based on Chomsky, N. (1957), who defends the idea that people could learn through common habits. At the same time Krashen, S. (1982), states that “Languages are acquired when people understand a message (by listening) which he calls comprehensive input”. The methodology of Krashen gives origin to The Natural Approach, which places listening at the center of the learning process in second language acquisition.

Listening usually requires a considerable concentration to be effective. Listening exercises are sometimes too long and excessive that is why students can rapidly get bored and frustrated. In this manner, teachers have to change exercises to maintain student`s attention.

According to Wilson, J. (2008), “When students start to listen, teachers help them to concentrate on the listening and use various listening strategies to understand the message. More precisely, the while-listening activities should help students focus on the listening content and elaborate their comprehension”

Teaching listening skill can be quite different depending on the methodology used by teachers. Therefore, teachers must build listening activities to provide a good learning environment.

2.4.1 Importance

English is currently used by a large number of speakers for various informative capacities all over the world. It has turned into the principal language in various ambits like global business. Over and over it is additionally the language decided for scholastic discourse as most researchers face the need to peruse and distribute in English for worldwide dispersion.

English is likewise specifically impacting other dialects at diverse levels however it is particularly evident in the field of specialized terms lexical borrowings are regularly presented in numerous dialects without the smallest adjustment. English appears to have been embraced as the dialect of globalization nowadays as the dialect of worldwide society and universal economy (Graddol, 1997:4).

Learning a second language has become a tool to consolidate the process of globalization, as a result, said learning has become increasingly more indispensable the Latin American society.

The role of language is currently attached to the fact that creates networks of communication between communities, however, the language can be used in different connotations and it can become an instrument to promote economic and social perspectives.

According to Molina E, (2012) " Learning English as a second language is similar to receive a key to a second culture. This second key comes with a number of benefits; first, and perhaps most important, we have the chance to communicate with people from other cultures".

For countries in developing process, the bilingualism process has been gaining space due to the wide range of opportunities. In Latin America, young professionals have oriented their academic training with a second language (specifically in English) as a strategy to improve their professional development opportunities.

In this process there have been other important changes in the society, highlighted in the homogenization of life-styles. This has happened not only in Latin America

but also in other countries of the world. This component raises the question about the influence of the models of bilingual education.

According to Matear, A. (2008) “English in Latin America has reflected existing political and economic power structures; It has remained the preserve of the elite with access to private education, and it demarcates and divides social groups by reinforcing an unequal distribution of wealth, resources, and knowledge”.

Joya, M., & Cerón, A. (2013) claim, “Education can be understood as a process that involves the transmission of culture, knowledge, manners and values; meanwhile, globalization implies an evolving process of constructing a global system of languages”.

It is not rare to think on the relationship, economy, production and employment and the role that education with all of them.

The constant use of English in the classroom is widely regarded as an opportunity to improve the students learning process. From a social perspective, language learning is vital to expand the criterion of training students to face the challenges that new demands presented every day.

2.4.2 English teaching at Bachillerato General Unificado (BGU)

Currently, English is the number one world lingua franca. Not just is quite a bit of our mechanical, exploratory, scholarly, and social data written in English, additionally learning and talking more than one outside dialect is crucial to connect and convey in the globalized world.

In this way, up-to-date education has the obligation of contribute with the advancement of understudies' abilities to develop themselves respectively in their nearby groups, and to take a more proactive role as world citizen.

In concordance with Richards and Rodgers (2001), the MinEduc perceives that the primary goal of the present English educational programs outline is to offer understudies some assistance with developing their open dialect aptitudes through the thought of the accompanying standards:

- a. Language is a framework for the expression and transport of significance.
- b. The essential capacity of dialect is association and correspondence.
- c. The structure of dialect mirrors its useful and informative employments.

The essential units of dialect are not just its linguistic and basic elements, but rather additionally classifications of expository, utilitarian, and open significance as exemplified in talk. In this way, the accompanying English educational modules rules are formed by the CEFR and their fundamental rationality is the

Communicative Language Teaching approach whose syllabus is composed as far as the distinctive dialect functions the learners need to express or comprehend effectively.

The methodology proposed for the English educational programs for Bachillerato, is portrayed by two principle highlights:

1. Concentrate on genuine connections: Because students will use the dialect usefully and responsively outside the classroom, classroom accomplishments exercises must furnish alternates with the essential abilities for correspondence in regular settings.
2. Relationship of dialect structures such as linguistic use, vocabulary, and articulation, and capacity: According to Brown, D. (2007), Dialect strategies are intended to draw in learners in the genuine, useful utilization of dialect for significant purposes supported by information of the dialect structures.

As a consequence, English language teaching and learning, is a process that Ecuadorian population must follow as an instructive framework that will have the capacity to accomplish important targets, such as: getting data given in English in distinctive fields such science, trade, innovation and getting to more work and expert advancement opportunities either inside of Ecuador or abroad and

additionally understanding different culturally diverse qualities from other individuals (Ovesdotter C. , 2003).

2.4.3 What is the CEFR?

The CEFR is a guide that offers direction for educators, inspectors, course reading authors, instructor, mentors, furthermore, instructive heads. It additionally assumes the leading part in language and teaching strategy.

In fact that it completely describes what language learners ought to have as capacity to do at distinctive phases of the learning procedure and what learning and aptitudes they have to create to convey adequately in the objective dialect (Committee of Europe, 2003).

The CEFR essentially proposes six language capability levels that go from A1, which makes reference to individuals who are at a starting stage, to C2, for the individuals who can use the language at large amounts of talk.

Therefore, the CEFR allows teachers and educational organizations to think about these capabilities effortlessly and how they identify with both privately custom-made and global exams.

At last, and with a specific end goal to give a shared principle to language taking in, the CEFR gives evaluation indicators for every language abilities (listening, speaking, reading and writing).

2.4.4 CEFR Common Reference Levels

The six levels proposed by the CEFR have been described as follows: A1-A2: basic users of the language; B1-B2: independent users of the language; and, C1-C2: proficient users of the language.

Level A1. When language learners are fit for comprehension and use regular expressions that are used as often as possible to fulfill prompt needs. At this level, for instance, learners are ready to present themselves and present others and give individual information.

Level A2. When language learners are able to use phrases in ranges in which they are educated, for example, fundamental information about themselves and their families. At this level, they are ready to impart all together to execute basic accomplishments and routine exercises that do not require too much verbal connection.

Level B1. When the language learners are able to comprehend the principle focused readings written in clear, commonplace, standard dialect. These readings can be identified with work, individual life, and recreation exercises. Moreover, at

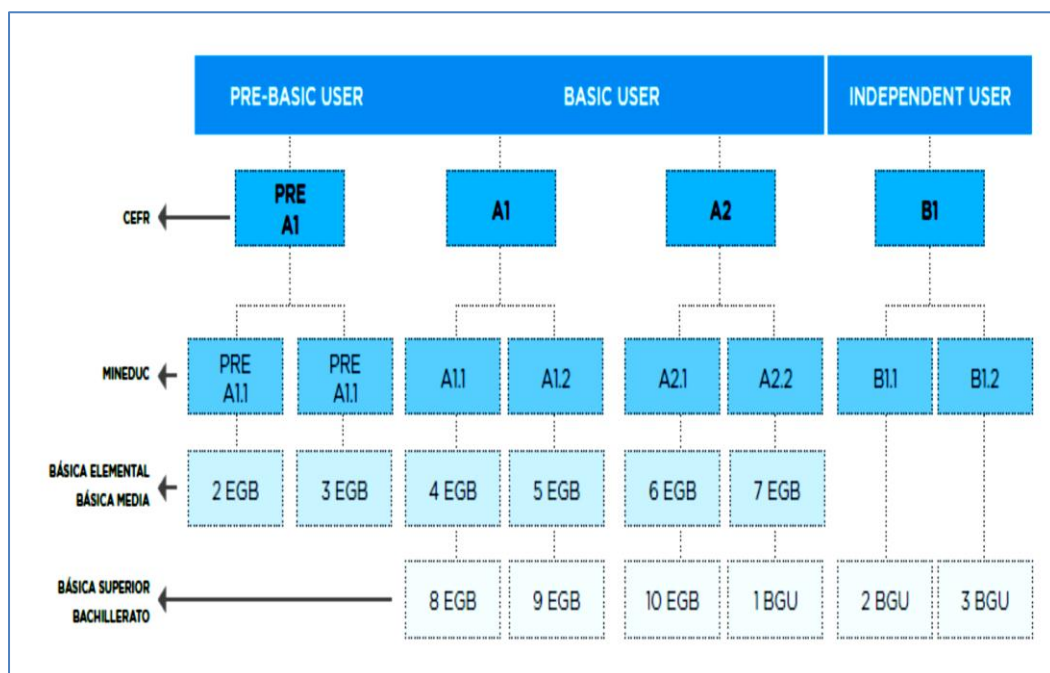
this level, learners can relate effectively with people from countries that use the target language. Taken of (National curriculum guidelines EFL Min.Edu, 2014, p.6, 7).

CEFR Common Reference Levels in the Ecuadorian Educational System

The CEFR builds up cut-off focuses between levels adaptably, permitting scaling the levels and their descriptors.

2.4.5 Levels of Proficiency:

Illustration # 4: Branching approach



Source: National curriculum guidelines EFL

Author: Min.Edu, 2014, p.10

English in the second year of Bachillerato General Unificado

To show articulation and progression, the objectives for listening and speaking have been articulated by considering four main domains of interest for the aim group (Trim., 2009).

Even though the domains mentioned, in real life, students have already been able to use the language in all four in previous years the first two will continue to be addressed in level B1.1 and the third and fourth in level B1.2.

Regarding reading and writing, the specific aims have been founded for students to face different kind of text they may meet when they read English (Brown, 2007).

Moreover, since students should already be familiar with some examples of four specific text types (transactional, expository, procedural, and narrative), not only with more complex examples are presented within those genres, but students will also be exposed to a new text type such persuasive. (*National curriculum guidelines EFL Min.Edu, 2014, p.22, 23*)

It is supposed to students at the end of this level would be able to achieve the next communicative competences in fields such

Linguistic Components

- a. To have plenty and adequate vocabulary to communicate with some wavering and circumlocutions on themes, for example, family, distractions and intrigues, work, travel and current occasions.

Sociolinguistic Component

- a. To know about social traditions of the distant culture and act appropriately.

Pragmatic Component

- a. To use in simple way as much they know about their environment and foreign cultures which English is spoken.

2.4.6 Listening Skills

“We learn to listen and listen to learn”. (Wilson, J., 2008). Listening is a psychosomatic phenomenon, which occurs in a cognitive level inside people’s heads, as a social phenomenon. It develops interaction among people and the environment around them.

Bueno, A, D. Madrid & N. McLaren (2006); states that “Listening as an intricate process, which needs to be understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking”.

A listening is conceived as an action where students are paying attention to a recording track and solving any kind of task, they listen to other people talking each other and then react to that conversation.

This kind of task is important because it allows teachers to separate student responses and to measure the progress they are making on listening skills. But, “One thing we need to remember is that language students, like the rest of us are rarely good listeners”, (Mendelsohn D. J., 1995:132-150).

Programs that focus exclusively on listening skills developing can be relatively effective, and some of them have a curriculum that pair at the same time speaking improvement. That is also proper because much of the time when we use language indeed, we use listening and speaking intrinsically.

This means teachers may encourage students frequently time speaking to each other which if notice is the same listening process because of one of them is speaking while others are listening.

Morley, H. J., & Lawrence, M. S. (1972); states “Perhaps the hypothesis that listening is a reflex, a little like breathing - listening infrequently receives explicit teaching attention in one’s native language – has marked the importance and complexity of listening with understanding in a nonnative language”.

Differing to what everybody thinks about foreign language learning, listening ability is wider than the speaking competence. This is the reason why it is necessary to mention the different types of listening and how they work in specific situations of learning.

2.4.7 TYPES OF LISTENING

2.4.7.1 Informative Listening

According to Field, J. (2010), Informative listening is the name given to the situation where the listener is concerned to understand the message. Listeners are successful in so far as the meaning they assign to messages is as close as possible to that the speaker intended.

Informative listening, or listening to understand, is found in all areas of our lives. Much of our learning comes from informative listening. For example, to listen lectures or instructions from teachers and what is learnt depends on how well we listen.

2.4.7.2 Relationship Listening

Relationship listening is a helpful listening sort, in light of the fact that a definitive objective of the audience is to be a thoughtful ear, without requiring itemized verbal reactions. The best sample is offering a companion some assistance with talking through an issue, and is basic as a base for building solid interpersonal connections.

Relationship listening requires to listen to the data; the center you need is on just comprehension the speaker. (Ramsey, 1997)

2.4.7.3 Comprehensive Listening

Nunan, D. (2003), claims that the objective of listening is to comprehend the message that the speaker is imparting.

The issue is that numerous individuals regularly translate the same discussion in diverse courses, contingent upon their individual and social foundations.

This listening sort is found in almost all parts of our life, and is one of the essential ways that we learn. In college we listen to addresses from the teacher, and what we learn depends on how well we can tune in.

The same applies to your work, as you listen to new systems, guidelines, briefings and reports, how well you can carry out your employment is specifically identified with understanding what you're being told (Maxwell AFB, Ala.: Air University Press, 1989)

2.4.7.4 Critical Listening

Critical listening is a type of listening that includes investigation, basic deduction and judgment. Making judgments during listening is regularly considered as a hindrance to comprehend the world.

Viking P. (1992); claims that effective critical listening depends on the listener keeping all three elements of the message in the analysis and in perspective: ethos, or source credibility; logos, or logical argument; and pathos, or psychological appeals.

Discriminative listening

Worthington, D. & Fitch-Hauser, M. (2011), said discriminative listening is the most fundamental type of listening and does not include the comprehension of the importance of words or expressions however, simply the distinctive sounds that are created. Discriminative listening forms through adolescence and into adulthood.

As we become more seasoned and create and acquire background, our capacity to recognize distinctive sounds is made strides, we perceive diverse voices, as well as add to the capacity to perceive inconspicuous contrasts in the way that sounds are made this is major to at last understanding what these sounds mean.

2.4.8 ICT (Information and Communication Technologies)

The previous couple of years, the limits among information technology (IT) which alludes to equipment and programming used to store, recover, and handle information and communication technology (ICT) which incorporates electronic frameworks used for communication among people on the other hand gatherings have turned out to be progressively indistinct.

Technology and innovation is a font of apprehensions for educators all over the place on the planet. The most recent advances include, for example, specific sites, web journals, wikis, and language showing technique, diaries, and smart device apps, among others.

Several nations have done institutional accomplishments to modernize their hardware spending huge quantities of sources in innovation in order to demonstrate the benefit outcomes of incorporating technology in learning, (Tsou, W., Wang, W., & Tzeng, Y., 2006).

Moreover, institutional associations, region and national instructive sheets, and even distributors are doing vital institutional endeavors to reinforce the vicinity and development of separation and online training.

Hendrickson, W. et al (2006), claim “As a result, technology ought to never again be somewhat more than an approach to typewrite, send messages and, when fortunate, to skim out for data on the net”. Along these lines, one noteworthy worry that is regularly appeared by both instructors and training areas is the means by which to rouse and educate educators to incorporate technology and ICT into their classes.

ICT can increase access to teaching language programs and enhance the nature of the teaching-learning process. The World Wide Web opens the classroom connection and gives fast access to current information, up and coming materials from the nation or nations of the objective language, offering learners and instructors a plenty of materials in diverse modes, bringing the outside society and language to life and making it more substantial.

Andreas Lund's article emphases that there is a solid convention of Computer Assisted Language Learning (CALL) tending to materials, programming bundles and innovations that guide and advance psychological improvement and etymological execution, however accentuates that we must give careful

consideration to how advances are inserted in the society and social practices for them to be really viable.

The expert disengagement of instructors may well be consigned to the history books, on the off chance that they figure out how to use the potential for systems administration, which ICT offer. ICT is seen as intercessor of our open accomplishments, whether it is as a phone, an electronic bilingual lexicon, or a Learning Management System (LMS or stage).

In conclusion, ICT convey measurements that are both conventional and future arranged. They serve as a social, comprehensive memory and also new open doors for communication.

2.4.9 Mobile Learning

Mobile learning (M-learning) has turned into a fascinating examination field in instruction, the inquiry emerges how and to what degree cell phones, and tablet gadgets may reinforce learning and showing practices in education. With a specific end goal to recognize the part m-learning plays in advanced education establishments today.

The introduction of new innovation into schools has decided changes in instructional method where educators are receiving new techniques for showing

encouraged by the new innovation. It offers capable learning and instructing devices that request new aptitudes and understandings both from learners and instructors.

M-learning is regularly connected with electronic learning (e-learning) and computer assisted language learning (CALL), which rose in the late 80's and in the 90's. From that point forward, the expanding accessibility of versatile and remote gadgets have been changing the scene of innovation bolstered learning (Hashemi et al, 2011:2477).

M-learning can be seen as an augmentation of e-learning. For instance, as per Hashemi et al (2011:2477), m-learning can be characterized as "Abusing universal handheld advancements, together with remote and cellular telephone systems, to encourage, bolster, upgrade and broaden the compass of showing and learning". Sharma, S. & Kitchens, F. (2004), further brings up that e-learning for the most part happens in classroom.

Taylor, J. (2006), includes, the "General connection of contemporary society" which he describes as "A versatile age". Moreover, Vavoula, G., Sharples, & M. Taylor, J. (2005) feels m-learning fits with "The special work style necessities of the versatile workforce". Park, H. (2009), trusts that "Versatile learning is about changing the way we educate with the student's way". It can be translated such a better way to teach and best learning.

From the pedagogical perspective, Hutchison, M. (2008) affirms that is intended to provide resources learners needs who are constantly moving, and Patokorpi, E. (2007) sees m-learning as a supplement for e-learning as far as "Conveying yet another measurement to innovation upgraded instruction by giving learners practical, prompt, reusable, relentless, customized and arranged learning encounters moored in their genuine surroundings".

M-Learning alludes to the procurement of instruction and preparing including cell phones, for example, Smartphone's, Tablets, Personal Digital Assistants (PDA's), palmtop's, I pod's, I, pad`s, digital cameras, pocket PC's, mobile phone's among others.

2.4.10 Smart Devices

Those are electronic gadgets, for the most part joined with different gadgets or systems by means of diverse conventions, for example, Bluetooth, NFC, WiFi, 3G, 4G, and so forth., that can work to some degree intuitively and self-sufficiently.

Among the principal kind of smart devices can be mentioned:

- Smart phones (including I-phones)
- Tablet Pc's (including IPads)
- PDAs

2.4.10.1 Smartphones

Smart phones are cellular telephones with a working framework. Smart phones commonly incorporate the elements of a telephone with those of another well-known buyer gadget, for example, an individual advanced partner, a computerized camera, a media player or a GPS route unit.

A smart phone has a touchscreen access to the web and a working framework to run applications on. It packs an entire flatboat of elements such as a still and camcorder, an adding machine, a watch, a mp3 player, and gaming office that are heading to finish particular gadgets that used to run these elements alone.

2.4.10.2 Tablet PCs

A tablet is a remote compact PC with a touch screen interface. The tablet structure element is commonly littler than a note pad PC yet bigger than a cell phone. Since their presentation to the registering scene in 1989, tablet PCs have made some amazing progress on account of mechanical rises forward particularly in better touch based composition.

The relationship between tablet Pc's and the human working way, offer to users assistance taking advantage of time and dealing with practical activities that make the work easy and funny.

2.4.10.3 A personal digital assistant (PDA)

The term advanced from Personal Desktop Assistant, a product term for an application that prompts or goads the client of a PC with proposals or gives fast reference to contacts and different records. PDAs were generally ended in the mid-2010s after the across the board reception of very competent, specifically iOS and Android-based, cell phones.

The revolution around Smart Devices (telephones and tables) getting more well-known. Customers everywhere throughout the world pick which brilliant gadget to purchase and use. On the other side every smart gadgets producer expresses its own particular client interface models and improvement dialects which makes application advancement for keen gadgets much all the more difficult.

2.4.11 Operative Systems (OS)

There are numerous Operating Systems for advanced mobile phones. The primary portable Operative System (OS) utilized by present day advanced cells such as:

- Google's Android
- Apple's iOS
- Nokia's Symbian
- Microsoft's Windows Phone

Different telephone models and ordinarily every gadget can get various OS programming redesigns over its lifetime. Android from Google and IOS from Apple gives working framework as well as give a versatile advancement stage on the grounds that the two are confronting extreme competition against one another.

2.4.12 Android vs. Apple IOs

2.4.12.1 Android

Android is an open source working framework generally utilized on cell phones and tablets. Android has been accessible under a free and open source programming permit from October 21, 2008 and until March 2011.

Google distributed the whole source code under an Apache License, and keeps the surveyed issues list freely open for anybody to see and remark.

Google obtained the introductory designer of the product, Android Inc., in 2005. The disclosing of the Android dispersion on November 5, 2007 was reported with the establishing of the Open Handset Partnership, a consortium of 84 equipment, programming, and telecom organizations gave to propelling open gauges for cell phones.

Google discharged the greater part of the Android code under an Apache License, a free programming permit. The Android Open Source Project is tasked with the upkeep and further advancement of Android. ``There are at present more than 200,000 applications accessible for Android.

Applications can be downloaded from third part destinations or through online stores, for example, Android Market.

The Android OS was recorded as the top of the line cell phone stage worldwide in 2010 with more than 190 million Android gadgets being used by October 2011``. Computer Science Engineering & its Applications (CSEA), Vol. 1, No. 4, September-October 2013)

2.4.12.2 Apple iOS

Apple iOS was initially created for the iPhone, it has following been stretched out to bolster other Apple gadgets, for example, the iPod touch, iPad and Apple TV. Apple does not permit iOS for establishment on outsider equipment.

As of December 2011, Apple is promoting more than 500,000 iOS applications, which have all things considered been downloaded more than 18 billion times.

The client interface of iOS depends on the idea of direct control, utilizing multi-touch signals. Interface control components comprise of sliders, switches, and catches. The reaction to client information is quick and gives a fluid interface.

2.4.13 Apps

Among the principal Apps considered such cross platform mobile applications into the m-learning process can be mentioned:

1. Skype
2. Twitter
3. Facebook
4. WhatsApp

2.4.13.1 Skype

Skype™ is a free PC program you can use to make phone brings over the web and that you can likewise utilize it to make telephone calls and video calls, to visit, and to exchange records. Besides, Dammond H. (2007) states that “Skype™ can significantly adjust how you trade data, how you meet new individuals, and how you collaborate with companions, family, and partners”.

Chang, Y. (2008) also, claims that Skype™ offers one of the most well-known voice-over web convention administrations and with a PC, a web association, also, a couple of straightforward steps, outside dialect speakers also, learners can interface with and call each other crosswise over time zones.

2.4.13.2 Twitter

Twitter is a person to person communication webpage and App smart device that offers smaller scale blogging administrations to interface by mini posts called tweets, on Smartphones, tablets, iPods, and any gadgets with Internet access. In the previous couple of years, specialists have essentially contemplated online informal communication locales to analyze the relationship between instructive results and person to person communication.

Twitter, as a rising online networking, has been hardly utilized as a part of school classrooms crosswise over orders. Instructors and professionals do not perceive its worth as far as a showing and learning device.

Instructors have explored different possibilities regarding using Twitter as a part of showing an assortment of courses counting history, geology, business and dialect learning. For example, Gao, Y., & Kosuri, S. (2012) used Twitter English composing and reading in a Taiwanese school.

In another blended strategy studied, Luttrell, R. (2012) analyzed the adequacy of Twitter and other social average in perception and use of open connection course material among college substitutes.

2.4.13.3 Facebook

Facebook is an informal community referred to for scholarly engagement potential, a presumable situation for understudies' association in useful learning Susilo, A. (2008)

Despite worries over intrusion of security and self-divulgence issues, in this manner, contending against utilizing Facebook as a scholarly device Rubrico, J. (2011), this scholastic engagement potential has been investigated by instructors who discover Facebook a helpful interface encouraging intelligent trades which prompt more profound calculated comprehension

Consequently, Davies, J. (2012) considers that people do on Facebook to be social proficiency and dialect praxes. Moreover, Facebook is viewed as the new classroom where individuals stay joined, Schwartz, H. (2009) and as a group model which cultivates learner engagement, connections, and coordinated efforts Muñoz, C. L., & Towner, T. L. (2009)

2.4.13.4 WhatsApp

WhatsApp is a Smartphone application that works on almost all present sorts of gadgets and working frameworks. This application was created and designed by Jan Koum who born in the Ukraine and migrate to California when he was 16. He worked at Yahoo as a security and groundwork engineer for nine years but, two years later he stops working and started to develop WhatsApp.

The application has been available since 2010, later; this mobile messaging application was acquired by Facebook Inc. In February 2014 for about US\$19 Billion, now the world's biggest mobile messaging service has more than 700 million users around the world.

As a method for sending and receiving messages to and from people or gatherings, WhatsApp incorporates an assortment of capacities, for example, instant messages, attached pictures, sound documents, video records, and connections to web addresses and currently video calling conferences.

Throughout the most recent two years, the application has turned out to be extremely mainstream, increasing more than 350 million clients and is appraised the most downloaded application in 127 nations (Cohavi, 2013); ordinary a normal of 31 billion messages are sent daily (Tzuk, 2013). In fact, WhatsApp can be seen as an interpersonal organization that allows people to get a lot of data quickly. WhatsApp is nowadays considering a new instrument in the educational

process, it allows similar constructive features as previous technological tools that were applied in the last decade. It is because of WhatsApp provides new characteristics that incite teacher and learners to use it to enhance the development of learning.

Since the technology support high influence in education, social networks app's such WhatsApp provides a new way to get pedagogical experiences by exploring and developing potentialities in learners achieving more and better results.

Roby W.B. (2004) states, "The transmitting of audio and video in new technologies such smart devices and Apps presents a new perspective to the Language teaching-learning process".

2.5 LEGAL BASIS

The legal bases of this research paper are:

2.5.1 Constitution of Ecuador (2008)

The constitution of Ecuador among its articles claims that Education is a privilege of individuals for along their life and an inevitable and unavoidable obligation of the State.

It constitutes a need range of open strategy and State venture, insurance of correspondence and social consideration and a crucial condition for the great life.

Education will be participatory, obligatory, intercultural, comprehensive, quality and warmth. Values, equity, solidarity and peace; It will empower the basic sense, workmanship and physical society, individual and group activity, and the improvement of aptitudes and capacities to make and work.

The government will protect the privileges of young ladies and youngsters, and will advance their compelling activity through approaches and projects, organizations and assets that guarantee and keep up for all time its cooperation and consideration at all levels, specifically in the spaces of open force.

2.5.2 The LOEI (Ley Orgánica de Educación Intercultural)

On April 17, 2014, by means of agreement Ministerial 70-14, issued the regulation for the use of mobile phones in educational institutions, with the aim to promote the critical consumption of new technologies of communication and information within the classrooms.

The agreement provides the opportunity according to the educational level and sings to the teacher as responsible for authorizing the use of the cell phone, in activities designed to effect and allow its use meets a pedagogical objective.

Such use will be exclusively for students from 8. °, 9. ° and 10. ° degrees of Basic General Education (EGB) and 1. °, 2, and 3. ° High school courses.

This law states that cell phones as well as other technological resources for information and communication can be employed as tools of learning inside and outside of the classroom.

2.5.3 The Childhood and Adolescence Code

This code expresses that kids and young people have the privilege to a quality education. This right requests of an instructive framework that guarantee the entrance and permanent quality of all young men and young ladies to fundamental training, and in addition the youngster until secondary school or its similar regard the way of life and particular attributes of every area. Kids and teenagers, with need for the individuals who have handicaps, working or living a circumstance requiring more prominent chances to learn.

The Government will guarantee schools to offer administrations with value, quality and auspiciousness and additionally ensure the privilege of folks to pick the education that suits their children and their little girls. It is the obligation of the State to joining the advances of data and correspondence in the instructive process and support the showing connection with the profitable and social exercises.

CHAPTER III

RESEARCH METHODS

3.1 RESEARCH DESIGN

The scheme of this investigation was grounded on qualitative methodology. Qualitative method was originated in the social and behavioral sciences: sociology, anthropology and psychology.

Today, qualitative method is applied in the educational field. Research include in-depth meetings with individuals, group consultations (from two to ten participants typically). Meetings are directed in person, by a moderator.

This method permitted to achieve specific results about the improvement of the listening skill of students from Second Bachillerato General Unificado at Unidad Educativa Liceo Cristiano Peninsular, La Libertad, Province of Santa Elena, School year 2015-2016.

3.1.1 Qualitative Method

This research used the qualitative method, in order to collect data about the use of a smart device application (Mobile Learning Modality), the investigator

interviewed a number of professionals and specialists: the principal of the school, professors of the English area, and students.

3.1.2 Scientific Method

This method allowed presenting the existent improvement of listening skill of students from Second Bachillerato General Unificado at Unidad Educativa Liceo Cristiano Peninsular by using a smart device application as a learning tool.

3.1.3 Observation Method

Observational method is a kind of correlational research in which an investigator perceives constant behavior. There are diverse of these types of research, each of which has both assets and limitations.

This procedure contributed to find out in depth data about causes and consequences of the issue related to the use of a smart device application of a smart device application (Mobile Learning Modality) to improve the listening skill of students from Second Bachillerato General Unificado at Unidad Educativa Liceo Cristiano Peninsular by using a smart device application as a learning tool.

3.1.4 LEVEL OR TYPE OF RESEARCH

3.1.4.1 Field Research

It was significant and mandatory to get rationalized evidence on the current status Unidad Educativa Liceo Cristiano Peninsular, specifically at the English Language Teaching process concerning the implementation of a smart device application (M- Learning Modality) through listening activities development, it was useful in the background of second-year students meanwhile it is the object people implicated in the issue.

3.1.4.2 Bibliographic Research

In order to develop the present research, it was necessary to find information to set the scientific-theoretical establishments investigation, as well as to select the most appropriated elements and activities to consolidate the hypothetical statement.

Finally, this method provided complete evidence about the functional and useful application of an App as a teaching tool to improve the listening skill in students of Second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular.

3.1.4.3 Applied Research

This research is centered in the scientific, qualitative and observational methods through it the researcher discovered the main problems in the improvements of the listening skill in learning process.

Those problems were established both in the attitude and behavior of students that are the focus of the investigation.

Additionally, the research process was based on the application of surveys and interviews applied to those actors involved in this investigation on the study such as students, teachers, principal, and specialist in the listening teaching area.

This process was made to validate the importance of M- Learning Modality as tool to enhance the ability of second Bachillerato BGU at Unidad Educativa Liceo Cristiano peninsular.

3.2 POPULATION AND SAMPLE

The population taken for this research consists in a number of 87 students from the second Bachillerato BGU, the principal of this institution, the English area teachers and two Teaching Language Experts at Unidad Educativa Liceo Cristiano.

Chart # 1: Population

Nº	Descripción	Name	Quantity
01	Principal of Unidad Educativa Liceo Cristiano Peninsular	Lcda. Jannet Moreno de Guamán, MSc.	1
02	English Area Teachers	Lcda. Isabel Bermudez	7
		Lcdo. Ronald Nuñez	
		Lcdo. Willy Rios	
		Prof. Sara José	
		Prof. Julio Roca	
03	Teaching Language Experts	Prof. Cristhian Lucas	2
		Prof. Cristhian Vallejo	
		J. J. Wilson MSc.	
04	Second year BGU students from Unidad Educativa Liceo Cristiano Peninsular	Lcdo. Tito Hidalgo MSc.	15
TOTAL			25

Source: Secretaria Unidad Educativa Liceo Cristiano Peninsular

Author: Cristhian Joel Lucas Soledispa

3.2.1 VARIABLES OPERATIONALIZATION

3.2.2 Independent Variable: The use of an App as Teaching Tool (M-Learning Modality).

Chart # 2 : Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	TEMS	TECHNIQUES AND INSTRUMENTS
The use of an App as Teaching Tool (M-Learning Modality). Which is nothing else that e-learning via mobile communication devices? M-Learning is an experience combined on four main axes, which are: mobility of the technology, personal interest, mobility in the social space and learning in a variety of experiences in formal and informal contexts.	ICT M - Learning Modality Social networks WhatsApp	Skills Methodological Strategies Tools Technology Audio Video App Listening course	Are students allowed to improve their skills and strengths? Does the teacher apply the right and appropriate teaching methodology in the classroom? Are the teachers able to use technological resources in the classroom? Will the use of technological resources improve the independent of the third year students?	Lesson Plans Observation Sheet Interview Focus Group Smart Device Students Registration

Source: Unidad Educativa Liceo Cristiano Peninsular

Author: Cristhian Joel Lucas Soledispa

3.2.3 Dependent Variable: Listening skill improvement

Chart # 3: Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Listening skill improvement. Listening can be characterized as an intuitive procedure of significance development that hand-off on all the while top-down and base up preparing of talked dialect. Listening shifts as indicated by the connection of communication.</p>	<p>Teaching learning process</p> <p>Kind of listening</p> <p>Kind of activities</p>	<p>Methodology strategies</p> <p>Formative and Summative assessments</p> <p>Encouragement</p> <p>WhatsApp as a teaching tool</p> <p>Collaborative learning</p>	<p>Do you consider social networks and mobile device applications could enhance the educational process?</p> <p>What are two main problems that students face in the teaching-learning process of the English Language?</p> <p>Do you consider the use of mobile device applications could contribute to the improvement of the English skills in students?</p>	<p>Observation</p> <p>Focus group</p> <p>Interview</p> <p>Smart device (Camera and video camera)</p> <p>Questionary</p>

Source: Unidad Educativa Liceo Cristiano Peninsular

Author: Crithian Joel Lucas Soledispa

3.3 DATA COLLECTION

3.3.1 Techniques

The next techniques were applied in order to develop the present research:

3.3.2 Observation

It was applied in a straight line to students in second year at Unidad Educativa Liceo Cristiano Peninsular, this technique allowed among other things to observe carefully the strategies and methodologies used in the development of the activities of listening.

3.3.3 Interview

This technique was applied to find direct evidence from the Principal of Unidad Educativa Liceo Cristiano Peninsular and Trainers experts.

From the first interviewed it was identified the existence and use of Technologies (ICT) at Unidad Educativa Liceo Cristiano Peninsular and from the trainers experts it was confirmed the potential use of a smart device application among other modalities in order to improve the listening skill on students.

3.3.4 Focus Group

This technique was used to accumulate precise data through direct questions relating to the problem and the suggested solutions; it permitted to get outcomes about the advantages and disadvantages of the implementation of smart device application in the listening activities development from students of second year Bachillerato BGU at Unidad Educativa Liceo Cristiano peninsular.

3.3.5 Instruments

3.3.5.1 Smart device (recording voice, video recording, camera)

Currently the use of a smart device such smartphone or tablets is common in researchers due to its easy use and management, its great saving information capacity and its everywhere internet connection. This device allowed collecting the data in pictures, audios and videos record about the process pre, during and after work sessions in order to get a bunch of evidence to support the research done.

At the same time, it allowed independence while the researchers need to check the material taken from interviews to analyze it without computer connections or another different devise.

3.3.5.2 Notebook

This stuff was used for taking notes about some specific and important aspects of the diverse accomplishments improve throughout this investigation. The same notes can reinforce some important aspects of the research.

3.3.5.3 Questionnaire

This instrument contains a list of questions which were used in order to find out the main information taken from the fonts such authorities, specialists, teachers, and students. Those questions were built with the intention to get the specific point of views of people interviewed.

Illustration # 5: Techniques and Instruments for investigation



Source: <https://www.dreamstime.com>

Autor: Robson (2000)

3.3.6 DATA COLLECTION PLAN

The data collection plan was developed by observation sections, interviews instruments in order to present this research paper.

Chart # 4: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve the Listening Skills
2. From which people or subjects?	Students of second BGU from Unidad Educativa Liceo Cristiano Peninsular
3. About what aspects?	Use of Whatsapp voice mailing
4. Who?	Undergraduated (Cristhian Lucas)
5. To Whom?	Students, Teachers, Principal and Professionals in teaching English and technology.
6. When?	2015 - 2016.
7. Where?	Unidad Educativa Liceo Cristiano Peninsular
8. How many times?	Two times a week during two months in the second term school year 2015 - 2016.
9. How?	Individually
10. What data collection techniques?	Interviews, focus group and Observation
11. With what?	Questionnaires and smart device

Source: "Unidad Educativa Liceo Cristiano Peninsular" Private School

Author: Cristhian Joel Lucas Soledispa

3.3.7 DATA PROCESSING PLAN

Chart # 5: Data Processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The poor grades obtained while listening practice and the lack of use of technology was resolute through observation to Second Bachillerato BGU Students from Unidad Educativa Liceo Cristiano Peninsular.</p>	<p>When the issue was established the researcher started finding out clear and close knowledge at: articles, books, internet, scientific publications, journals among others. Also, interviews with the principal of Unidad Educativa Liceo Cristiano Peninsular and specialists were done.</p>	<p>After the issue was long-established at Unidad Educativa Liceo Cristiano Peninsular, focus group and interviews were done (focus group for students and interviews for principal, English teachers, and specialists), those were after analyzed.</p>	<p>By using data provided from secretary of this institution where is evident the low grades in listening practice of Second Bachillerato BGU Students from Unidad Educativa Liceo Cristiano Peninsular, it was essential to engage the principal and English teachers in the use of new methods.</p>	<p>Applying a WhatsApp group with Students from Second Bachillerato BGU Students from Unidad Educativa Liceo Cristiano Peninsular will betterment their listening skills.</p>

Source: “Unidad Educativa Liceo Cristiano Peninsular” Private School

Author: Crithian Joel Lucas Soledispa

3.4 DATA ANALYSIS

3.4.1 TEACHER OBSERVATION

Observer: Cristhian Lucas Soledispa **School:** Liceo Cristiano Peninsular

Teacher: Mr. Ronal Nunez **Course:** Second Bachillerato BGU

Observation date: October 19th, 2015

Chart # 6: Rubric of the observation

Not applicable or not observed	0
Never	1
Almost never	2
Sometimes	3
All time	4

Chart # 7 :Observation sheet

	Aspects observed	0	1	2	3	4
1	Students are passive or inattentive				X	
2	Students are participating superficially in tasks that are related to the lesson.			X		
3	Students are participating in learning tasks focused on basic procedures with little or no attention.				X	
4	Students are engaged in learning tasks that develop deep understandings.			X		
5	Students are engaged in differentiated learning tasks that extend understandings the lesson.			X		
6	Teacher does most of the talking and students provide few responses.				X	
7	Teacher helps student about confusion or misunderstandings.				X	
8	Teacher primarily checks previous knowledge and evaluates student responses as correct or incorrect.			X		
9	Teacher stimulates student responses that require and promote conceptual and/or skills development.			X		

10	Teacher stimulates and builds on students 'responses to promote conceptual and/or skills development.			X		
11	Teacher controls respectful and/or disruptive behavior that interferes with student learning.				X	
12	Teacher provides a learning environment that controls student behavior and does not challenge students academically.				X	
13	Teacher demonstrates affinity with and respect for students in a positive and challenging learning environment.				X	
14	Teacher uses instructional strategies in ways that help students understand and/or apply relevant concepts or skills.				X	
15	Teacher focuses on facts with opportunities for student application or practice.			X		

Source: Board of Trustees of the Leland Stanford Junior University

Adapted by: Cristhian Joel Lucas Soledispa

3.4.2 Interpretation of the observation

In order to develop the observational method, the researcher went to Unidad Educativa Liceo Cristiano Peninsular on October 19th, 2015 at the third class hour (from 08:35 to 09:15). There was observed the behavior of the students and the teacher class management process during a period of forty-five minutes where was perceived the following aspects.

First of all, the teachers went into the classroom greeting to everybody what students answered with a kind of pray. Second, the teacher made a warm up activity were students supposed to get a message whispering in the ears to their classmates, it took several minutes.

After that, teachers showed some vocabulary on the board and asked students for finding the meaning by using dictionaries.

Then, the teacher gave them the order to make small groups (4 students) in order to develop a grammar activity on textbook to reinforce the words that they check before. Immediately, teacher set the speakers and gave the instructions (It was not clear) to start with a listening activity.

The teacher played the audio track for three times and students supposed to get the information but by the end of the third time less than the half of the group completed the activity. It was hard to see sad and angry faces asking each other if they finished it.

Then, the teachers started with another activity where exactly the same occurred. Finally, the teacher writes an order on the board which was the homework. It was evidenced that teacher seemed like desperate to complete the content for the day and was not important if students understand or not.

Additionally, just speakers were used as technology but anything else. By the last minutes of the class students preferred check tasks from other classes.

3.4.3 Interview directed to Lcda. Jannet Moreno de Guamán Msc Principal at Unidad Educativa Liceo Cristiano Peninsular

Question 1: What is your criterion about the Education system in Ecuador?

Interpretation: The authority of this institution said that entire system is projected to make improvements, but the application is where the flaws are evident. Unfortunately, recent changes, for example the Bachillerato General Unificado (BGU) has not been very successful. Education is not fully integrated as it is offered. Something laudable is the emphasis the Government regarding the departure of students to go to other countries to prepare.

Question 2: What is your appreciation about the importance of English Learning in the Education system in Ecuador?

Interpretation: The principal perceived as the world is globalized; therefore it is necessary to implement the trends from the outside inward.

However, the boys do not assume the importance of the acquisition of another language and see it only as a subject that must be approved without taking care that it opens up many doors, visions and expectations.

Question 3: In your criteria, what are the principal problems that students face in the teaching-learning process?

Interpretation: The principal stated that there are some specific situations that students face in this process such: lack of interest, students who come from institutions with lower knowledge level. Last produce in students a kind of anxiety which drift in lack of motivation.

Question 4: In your point of view, what is the importance of implementing Information and Communication Technologies (ICT) in the teaching – learning process?

Interpretation: She said that not only in English but in all areas are today indispensable. Nowadays everything is linked to the use of the technology and almost all is connected to internet therefore is essential that handling the technology as a support to the teaching-learning process.

Question 5: Do the policies of this institution consider the use of ICT in teaching developing process?

Interpretation: Is absolutely evident, for that reason this institution has been concerned by the acquisition of technology that enables secure and promote the

students' knowledge and at the same time empowering the teaching staff to be engaged with the technological trends.

Question 6: Do you know about any application which could be used to improve the teaching-learning process?

Interpretation: She believed that there are many applications that can help the learning process and that these are on the web or also have been created by several teachers.

Question 7: Have you ever used any application such as Facebook, YouTube, Twitter, Skype or WhatsApp in academic context?

Interpretation: She had used and thinks that it is a potential and interesting tool since it was observed that the students feel more confident with the management of information in an area which for them is common and every day, but, unfortunately it has not been properly used.

She personally conducted an exercise using a social network where observed that the performance of the students improved significantly and they were more apt to learning.

Question 8: Would you support the use of WhatsApp as teaching tool to improve the teaching-learning process?

Interpretation: She believed that all of these resources can definitely improve learning and if someone takes the initiative to implement and encourage students to use this social network for learning purposes, would have my complete support since it would not only give a different teaching perspective but encourages the cognitive development of the students.

3.4.4 Interview directed to specialists number one

Mr. Tito Hidalgo – Consultant and teachers’ trainer - Copol English Institute (COPEI) – Guayaquil – Ecuador

Question 1: What is your criteria about the Education system in Ecuador?

Interpretation: Mr. Hidalgo stated that by looking around we can conclude that our Educational System is trying to lead our country to the area of academic and occupational excellence. Better Schools not everywhere but it's a start, teachers teaching requirements have been raised, Teachers`Salary, Access to teachers and professionals to get scholarships to study at elite universities around the world, Academic programs revisions, among others.

Question 2: What is your appreciation of the importance of English Learning in the Education system in Ecuador?

Interpretation: He thought that as being a lingua-franca English learning has demonstrated to benefit other areas such as: critical thinking, understanding of our own language, understanding about other cultures, among others.

Question 3: In your opinion, what are the two main problems that students face in the teaching-learning process of the English Language?

Interpretation: Mr. Hidalgo said “Here are two areas students complain about being a problem”. Listening and speaking. However, He believes the problem the face is not knowing how to learn or develop those two areas.

Question 4: In your point of view, what is the importance of the Information and Communication Technologies (ICT) in the teaching – learning process?

Interpretation.- He considered that life outside is full of ICT nowadays. Therefore, we must prepare our students for life, in our case language, using all those gadgets, devices people use every day especially smart ones. Because these gadgets are authentic part of life, and if teachers figure out how to make of them instruments for language learning that makes it very important. He says “We learn better using real everyday things”.

Question 5: Do you consider social networks and mobile device applications could enhance the educational process?

Interpretation.- He believed it has already enhanced many educational systems. In our case, our system is trying to adopt it, and adapt them. He explains “I can send all my students a Ted talk speech to a group in facebook or WhatsApp for them to watch it and react to it - make a comment”.

However, not in every education institution allow the use of mobiles, nor have wifi internet service. Or even if they do, they do not allow teachers to used them.

Question 6: What are the advantages of using social networks and mobile device applications educational process?

Interpretation.- He explained that advantages are visible in all English Learning skills. He told an anecdote where a teacher gave internet access to his 16 students mobile devices in a classroom, then they all got into this online application and they played a sentence completion game.

Later when the teacher evaluated the students during interaction they did well. Also he explains he has sent English motivational videos via facebook messages to students, they write back what they liked about it.

Question 7: Do you think that the use of mobile device applications could contribute to the improvement of the English skills in students?

Interpretation.- He stated contundently yes, all the skills, and grammar and vocabulary knowledge. Nowadays you find many free and paid English learning applications for any mobile OS.

Many English Learning Textbooks now come with mobile applications for learners to practice everywhere. Students practice Listening, vocabulary games, reaiding, etc.

Question 8: Have you ever had any experience using mobile device applications in order to improve the English teaching process?

Interpretation.- In his experience, he had played activities such as: students show a picture from their mobiles to others and talk about where they were, what they did, etc. They also play, a sort of game where a classmate tries to describe what they did before they took the picture.

He has also had students teach other classmates, why they choose the phone they have, what are the features, and how to use them.

Question 9: Have you ever had any experience using WhatsApp as a teaching tool to improve the English skills?

Interpretation.- By supporting an example he said yes, Students sent a short video about them (no more than 1 minute). Then, they asked each other questions which were responded by texting.

Question 10: In your opinion, can WhatsApp improve the listening skill?

Interpretation.- Mr. Hidalgo claimed definitely yes. Nowadays, whatsApp features include audio video sending options. Audios and videos are te most helpful tools for listening improvement.

Question 11: In your experience, what are the advantages of using WhatsApp to improve the listening skill?

Interpretation.- He explained that one advantage is that we may talk for more than a minutes and transmit whatever message to the recipient.

We may use short videos, you may record a short teacher explanation on a topic, etc, those elementns become in powerful stuff to develop all four skills in students independently in what level they are.

Question 12: What suggestions would you give to teachers that want to implement WhatsApp in the English teaching learning process?

Interpretation.- Mr. Hidalgo believed that planning is critical, otherwise, learners easily get distracted and drift off the task. Set clear objectives and make sure you evaluate the benefit of its implementation. The most important is to improve it every time.

Question 13: What suggestions would you give to students who use WhatsApp in the classroom to improve the English teaching learning process?

Interpretation.- He advised that students to be focused while they are using a mobile to learn or improve their English.

For example, when we are practicing and receive any messages from facebook, whatsapp, etc, we just ignore them and continue until we finish every session or stage of the exercise.

Students have to be constant, and celebrate every achievement no matter how small or big it might be.

3.4.5 Interview directed to specialists number two

Mr. J.J. Wilson - Writer-in-residence-Western New Mexico University – USA
(via e-mail)

Question 1: In your point of view, what is the importance of the Information and Communication Technologies (ICT) in the teaching – learning process?

Interpretation: Mr. Wilson stated that ICT is extremely useful in that it allows teachers great opportunities for professional development. In the past, teachers needed to take courses, which meant travelling to specific places, enrolling, paying large amounts of money, and taking time away from work.

Nowadays, through ICT teachers can learn a lot, flexibly. For students, ICT has meant they have greater opportunities to see real, authentic English in numerous formats: YouTube videos, blogs, Facebook posts, streamed films, etc. This increased exposure has enormous benefits for anyone wanting to learn a language.

Question 2: Do you consider social networks and mobile device applications could enhance the educational process?

Interpretation: Mr. Wilson answered that anything that provides more exposure to authentic language enhances the educational process, including social networks

and mobile device applications. If the students enjoy the use of technology, apps and social networks can help motivate them.

Question 3: What are the advantages of using social networks and mobile device applications educational process?

Interpretation: Mr. Wilson said that they are flexible and personalized. The student chooses the content he or she is interested in. This is vital for motivation. Also, mobile device applications mean the student can learn any time anywhere, and is not confined to learning in a classroom.

Question 4: Do you think that the use of mobile device applications could contribute to the improvement of the English skills in students?

Interpretation: As he said before, any exposure to authentic English will help students improve their skills, particularly if the student enjoys using apps. The student will see how English is really spoken and written by real users of the language. This is a great supplement to course books and classroom learning.

Question 5: In your opinion, can WhatsApp improve the listening skill?

Interpretation: He said yes. Any app that offers a chance of real-time two-way communication or in other words sending and receiving information is completely useful and definitely it can improve the listening skill.

Question 6: What suggestions would you give to teachers that want to implement WhatsApp in the English teaching learning process?

Interpretation: Mr. Wilson suggested trying to match students to some high-level speakers or native speakers of English. Get them to do a cultural exchange via WhatsApp. Prepare the students carefully so that they start well.

A bad start often leads to students giving up on real time conversations.

Question 7: What suggestions would you give to students who use WhatsApp in the classroom to improve the English teaching learning process?

Interpretation: Mr. Wilson encourages preparing what you are going to say to begin the conversation or video. Perhaps even write notes.

Then once you have started, try to have a normal discussion using conversational strategies such as asking for repetition and asking for clarification.

3.4.6 Interview directed to teachers

Mrs. Isabel Bermudez - Bachelor in English Teaching – Area Director

Mr. Ronald Nunez- Bachelor in Social Communication

Question 1: What are your criteria about the Education system in Ecuador?

Interpretation: Both, Miss Bermudez and Mr. Nuñez agreed that the educational system in Ecuador is in a developing process in comparison with years before where was common to see old school techniques and methods for teaching and learning.

Also, they consider that one important fact for this change is the globalization because it promotes that people have more interest for other cultures.

Question 2: What is your appreciation about the importance of English Learning in the Education system in Ecuador?

Interpretation: They considered that English Learning in Ecuadorian system is not only important but, is almost an obligation since the point of view that someone who speaks English has more value in professional areas. It means that someone who manages the language has more opportunities to grow up and develop in the society.

This point of view obeys that as they mention before globalization promote that all information runs in English Language but both agree that in not currently occurring or not as fast as it supposed to happen.

Question 3: In your criteria, what are the principal problems that students face in the teaching-learning process the English Language?

Interpretation: Both teachers agreed that the principal problem is that students only conceive English as a subject into schools but, not as an important part in their daily life. They only have contact with English Language in classes but, when they get home they forget what they learnt.

Aside, Mrs. Bermudez considered that the cultural environment is another hard problem because students do not have real contact as for example with in other countries where we can find government buildings, shopping centers and so on with information in English Language. As a consequence, students assume that English is not important and nor necessary for their life style.

Question 4: In your point of view, what is the importance of the Information and Communication Technologies (ICT) in the teaching – learning process?

Interpretation: Teachers stated that technology is useful and necessary for the developing of teaching-learning process.

The important of the use of those elements is that we are in a technological era where students know and many times manage them better than teachers. For that reason we have to take advantage of it to improve our students' knowledge.

Question 5: How often do you use ICT in your English classes?

Interpretation: Easily answered almost every day (4 days a week) and mention that the use of it is a kind of policy in the educative establishment but some of the technological stuff there, are in no good working conditions, which is why some time to prepare a technological class is not available. The internet connection is hardly ever complicated.

Question 6: What suggestions would you give to students that use ICT in the classroom?

Interpretation: They suggested that students have to keep in learning more about how to use technology to get better results in learning not only in English but in the rest of subjects that they have. The most important thing is focus in learning.

Question 7: Do you think that social networks and mobile applications could enhance the English skills?

Interpretation: Both teachers agreed that by using social networks and mobile applications the English Learning process is possible to enhance because of that

reasons, first, social networks and Apps run with daily technology that learners have in their hands everyday everywhere and second if we consider the instantaneous internet connections it means that they can get information quickly and easily.

Question 8: Have you ever used any social network or mobile application to improve the English teaching process?

Interpretation: Teachers mentioned that they had experiment by themselves with those social networks and Apps and they state that by using they had had good results.

Mr. Nunez shares an example “when a student has to participate orally he fell scare about of their classmates but, by using an App or social network he feels more confidence”. Mrs. Bermudez said “Students become in leaders and guide who had less level”.

Question 9: Have you ever considered using WhatsApp to improve the English teaching process?

Interpretation: Both mentioned that WhatsApp is a great tool because allow practicing the all skills in English but, it has to be managed carefully by teachers because it would become in a distraction for students.

Question 10: Would you support the implementation of WhatsApp to improve the listening skill?

Interpretation: They mentioned that while a program established with clear parameters and objectives of course yes they are ready to support it. Also they mention that a good way to use it is by managing small groups in order to take control on them avoiding distractions and misunderstandings in the activity.

3.4.7 Focus group directed to students of Second Bachillerato BGU

3.4.7.1 List of students

Institution: Unidad Educativa Liceo Cristiano Peninsular

Moderator: Teacher Cristhian Joel Lucas Soledispa

Chart # 8 : Students of the focus group

N.-	STUDENTS OF SECOND BACHILLERATO BGU
1	ARAUZ MAGALLAN BRYAN STEVEN
2	CASTILLO ARMIJO DENNIS OMayRA
3	CRUZ CHELE DANIELA DAYANA
4	DELGADO ASQUI SANDRA GABRIELA
5	ESPINOZA TORRES DIEGO ALEXANDER
6	GONZALEZ ARTEAGA JEAN CARLOS
7	LAINIZ MORENO CHRISTOPHER MICHAEL
8	LINO PANIMBOZA JENNIFER ANDREA

9	MACIAS LAINEZ JENNIFER ESTEFANIA
10	MALAVE TOMALA CECILIA NOEMI
11	MENDEZ TOMALA ANA BELEN
12	PERERO MALAVE BRYAN FABRICIO
13	QUIMI BERNABE FRANK KENNETH
14	QUIMI TEJADA NOELIA JAMILEX
15	SALCEDO SANTOS NATALIA TAMARA

Source: Unidad Educativa Liceo Cristiano Peninsular

Author: Crithian Joel Lucas Soledispa

3.4.8 Focus group interpretation

Chart # 9 : Interpretation of focus group

Moderator	Question 1: Do you like English?
Diego Espinoza	“Yes, because this is a kind of language that allows us to know more about other cultures such England or United States”.
Cecilia Malave	“I like it but, I do not understand. It makes me feel bored and anxious”.
Bryan Arauz	“Is interesting to know that by Learning English we can comprehend other cultures but, it is complicated to learn”.
Analysis Of result	“Students in this group accept the importance of learning English but, they have lack of encouragement in learning”.
Moderator	Question 2: How do you consider the English classes?
Diego Espinoza	“I consider that all classes are different but one important thing is that when we have confidence with one teacher, we learn easy”.
Dayana Cruz	“We had had three different teachers and every one of them has different techniques”.
Analysis Of result	Based on their answer I can conclude that some students feel comfort with kind of teachers that are active and cheerful to present the class. It allows them an excellent environment to learn.
Moderator	Question 3: Does your teacher use the

	technology in your English classes?
Denisse Castillo	“Actually, my current teacher not uses enough. Just speakers and sometimes PowerPoint’s”.
Anita Mendez	“That is totally true. We love technology and use always except in English”.
Analysis Of result	Students feel that laptops, speakers and projector are not enough to learn. They want to use current technology.
Moderator	Question 4: How often do you use social network to support your English Teaching Learning process?
Noelia Quimi	“Honestly, almost all time I only use them to play or post something and sometimes to share information with my classmates”.
Frank quimi	“Not usually. But I do it. For example when I do not understand a word”.
Sandra Delgado	“Just for using a translator”.
Analysis Of result	Yet, student steel using technology just for fun not for studying and nor English. Sadly, they only use tools for translating which proboque every time that they not learn really.
Moderator	Question 5: Do you consider the use of social networks helpful in the English Learning Process?
Tamara Salcedo	“I consider yes, for example in an App I can chat with someone from another country”.
Bryan Arauz	“There are Apps where you say a word and it correct you”.
Analysis Of result	Students have the positive idea that they can use the technology but they have never used to learn English but just for fun and play.
Diego Espinoza	Question 6: Which social network do you use more to complement your English Teaching Learning process?
Cecilia Malave	“Facebook and Duolingo”
Bryan Arauz	“Google translator and Duolingo”
Jean Carlos Gonzalez	“Google translator and YouTube”
Frank Quimi	“Facebook”
Analysis Of result	Students are not taking advantages for the technology and as a result they only use it to solve a problem how they conceive but not how is needed.
Moderator	Question 7: Do you consider that the use of WhatsApp could contribute you to enhance your listening skills?
Anita Mendez	“I am not sure. I only use WhatsApp to write and

	“speak in Spanish”.
Jeniffer Lino	“Maybe yes. If I can write in Spanish I suppose I can in English too”.
Analysis Of result	Since, WhatsApp allows them to be connected each other, they do not know how to use it in English learning.
Moderator	Question 8: Have you ever used WhatsApp to improve your listening skills?
Cecilia Malave	“Yes. I have family in United states and my cousins send me voice mailing. I do not understand because they speak too fast but, it is funny”.
Sandra Delgado	“No, I have never in English, just in Spanish”.
Analysis Of result	Students in any form had tried. It was clear to understand that the principal motivation is a real use of English in one way but, at the same time students only use technology in their mother tongue.
Moderator	Question 9: Do you consider that WhatsApp could contribute to enhance your listening skills?
Cecilia Malave	“I consider yes. If I can receive voice message in my cellphone it is no necessary to have a class, I can practice all time”.
Anita Mendez	“Maybe yes, because it is an easy tool that I know how to use. I mean how to text, send pictures and voice messages”.
Analysis of result	Students seem to assume that the possible use of WhatsApp could enhance their ability to understand listening and obviously to improve their skills.
Moderator	Question 10: Do you agree to use WhatsApp to improve your listening skills?
Cecilia Malave	“Why not. The worst thing is do not try”.
Bryan Arauz	“Yes. I think it will be funny”.
Diego Espinoza	“Maybe if I listen someone that I know and no only the Cd from book I could understand what it says”.
Analysis Of result	Almost all students agreed to participate in this kind of activity. Students are aware that WhatsApp could improve listening. This innovative use of an App is exciting, and makes the students more autonomous. All of them determined that it will help not only in listening but in the speaking too because is directly connecting.

Source: Unidad Educativa Liceo Cristiano Peninsular

Author: Cristhian Joel Lucas Soledispa

3.5 RESULTS AND DISCUSSION

3.5.1 Principal of Unidad Educativa Liceo Cristiano Peninsular

MSc. Jannet Moreno de Guaman, who is the principal of this prestigious institution hardly, stated that the use of technology is one of the most important part in the Teaching – Learning process. Based on her own experiences in classrooms, she considers that social networks such as WhatsApp can be successfully used because it one confident way for students to get information and be communicated each other as inside as outside class. For this reason, she gently allowed and supported the initiative to implement the use of WhatsApp into the learning process and she expects that the result of this application will be considered acceptable.

3.5.2 Specialists

Mr. J. J. Wilson and Mr. Tito Hidalgo who were the specialists consulted for the development of this research, have great expectation and feel confidence with the results because they had already known the extraordinary improvement that learners show while they are working in this App. Mr. J.J. Wilson, who is an specialist in listening teaching and who published “HOW TO TEACH LISTENING WITH TECHNOLOGY” steams that with the correct applications of activities and the correct encouragement, students can improve their skills.

Mr. Tito Hidalgo shared the same criteria based on his own experience and recognized that now a day is really easy to improve all the skills by working with technology such as smart devices and the use of Apps such WhatsApp is really appropriated for the developing of learners.

3.5.3 Teachers from Unidad Educativa Liceo Cristiano Peninsular

As a result of the interview with teachers from this institution it was established that both are completely agree about the necessity of use technology as teaching tools for improving the whole English learning skills but, just one of them are closely related with Apps and Mobile technology.

This situation gave an important starting point which is the need of teachers to manage the currently technology. As a positive fact, both are open to the possibility to participate in a kind of instruction about how to develop technological classes.

3.5.4 CONCLUSIONS AND RECOMMENDATIONS

3.5.4.1 Conclusions

1. The use of technology through Mobile Learning promotes an active way to learn and acquire a second language in this case English.

2. Students feel more confidence with technology that they commonly use and assume that they are tools but, need guidance to use it as a learning tool.
3. WhatsApp could permit the development of the four skills becoming an attractive way for being used as a teaching tool.

3.5.4.2 Recommendations

1. Teachers should improve their technology knowledge in order to provide students fresh and attractive classes.
2. It is recommended that students understand that the learning process do not stop when class ends but, continues all time and by using the technology, students can improve their skills.
3. Both, teachers and students should start using Applications such WhatsApp to improve their process and acquire the English language faster, easier and funny.

CHAPTER IV

THE PROPOSAL

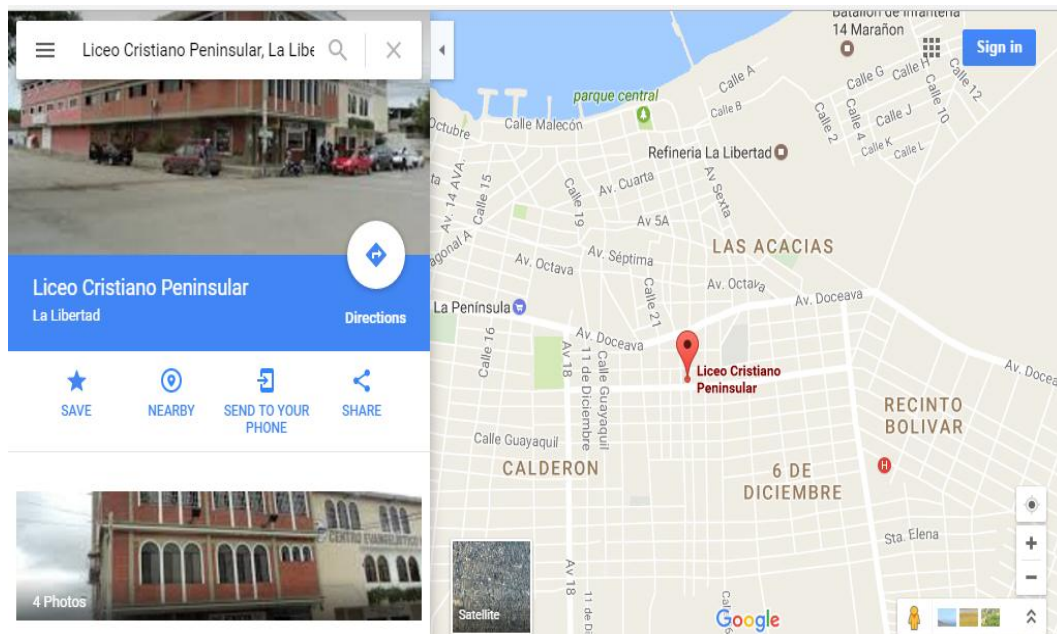
4.1 NAME OF TE PROPOSAL

“IMPLEMENTATION OF WHATSAPP AS TEACHING TOOL FOR IMPROVING LISTENING SKILL TO STUDENTS OF SECOND BACHILLERATO BGU AT UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR. LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016.”.

4.2 DESCRIPTION

4.2.1 Information Data

Illustration # 6: Unidad Educativa Liceo Cristiano Peninsular



Source: <https://www.google.com.ec/maps/place/Liceo+Cristiano+Peninsular>

Executing Institution: Unidad Educativa Liceo Cristiano Peninsular

Country: Ecuador

Province: Santa Elena

City: La Libertad

Beneficiaries: Second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular

Section: Morning

Genre: Male and Female

Characteristic of the community: Middle class

Estimated time of execution: 2 Months.

Responsables:

Author: Cristhian Joel Lucas Soledispa

Advisor: Ing. Xavier Almeida Briones Msc.

Staff of the Institution:

Lcda. Jannet Moreno de Guamán Msc. Principal

Lcda. Yalena Pillasagua Vice Principal

Lcda. Isabel Bermudez English Area Coordinator

Chart # 10: Beneficiaries

SCHOOL	BENEFICIARIES	TOTAL
UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR	SECOND BGU BACHILLETARO STUDENTS	15
	TEACHERS	2
	PRINCIPAL	1
TOTAL		18

Source: “Unidad Educativa Liceo Cristiano Peninsular” Private School

Author: Crithian Joel Lucas Soledispa

4.2.2 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The implementation of WhatsApp is a significant tool in the skill’s improvement of students from Second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular, city of La Libertad, academic year 2015-2016, this project will support students to increase their listening skill.

4.2.3 OBJECTIVES

4.2.3.1 General Objective

To improve the listening skills based on instant messaging applications WhatsApp, exclusively for smart devices (Mobile Learning) for students of the Second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular.

4.2.3.2 Specific Objectives

1. To design supportive activities through Mobile Learning Methodology in order to improve the listening skill on students of Second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular.
2. To implement Cross-mobile platform WhatsApp activities as teaching tools.
3. To evaluate the improvement of listening skill on students of Second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular

4.2.4 PROPOSAL BACKGROUND

This proposal is the result of the four year experience as an English teacher, during this period it was observed that the listening skill was one of the most serious problems that affect students' development.

Within the high influence of new information technologies in almost all aspects of society, the emergence about managing any mobile media had transformed and impacted almost all phases in the daily life; especially within the teaching and learning process at different educational institutions.

These innovative tools are providing new ways for learning, such as mobile devices and their use as teaching resources, to such an extent that it has transformed a new educational paradigm called Mobile Learning or M - Learning, which aims to show how to integrate different types of devices, especially mobile phone, as educational tools inside and outside the classroom.

The use of technology (smartphone) and an application that is in the daily life of learners, who use it all the time in their personal life outside of the classroom, could result for them surprising at the same time interesting and motivating. To develop novel processes of learning to motivate the participation of their students in their strategies and experiences promoted by Apps.

The teacher can evaluate student's contributions dedicating a percentage of the grade at the end of the course. Educational uses of those tools are suggested for people from the age of 16. From then on students begin to have enough maturity to be able to explore all the features. Using a tool that is in their daily life, students can do self-assessment in a novelty way of learning.

4.2.4.1 What is WHATSAPP?

According to the official site, WhatsApp is a cross-platform application that allows to send and to receive text messages, pictures, audio files, video files and Pdf documents free. Messages are exchanged using an internet data plan or via

Wi-Fi connection, which means that it does not represent an extra expense for users.

The application also allows forming groups which means that it is possible to get the same message by more than one user at the same time; for this reason, collaborative learning is promoted.

Since it is a worldwide service, multimedia sharing can be done in real time with anyone, anywhere on the planet that has the application.

Illustration # 7 : WhatsApp logo

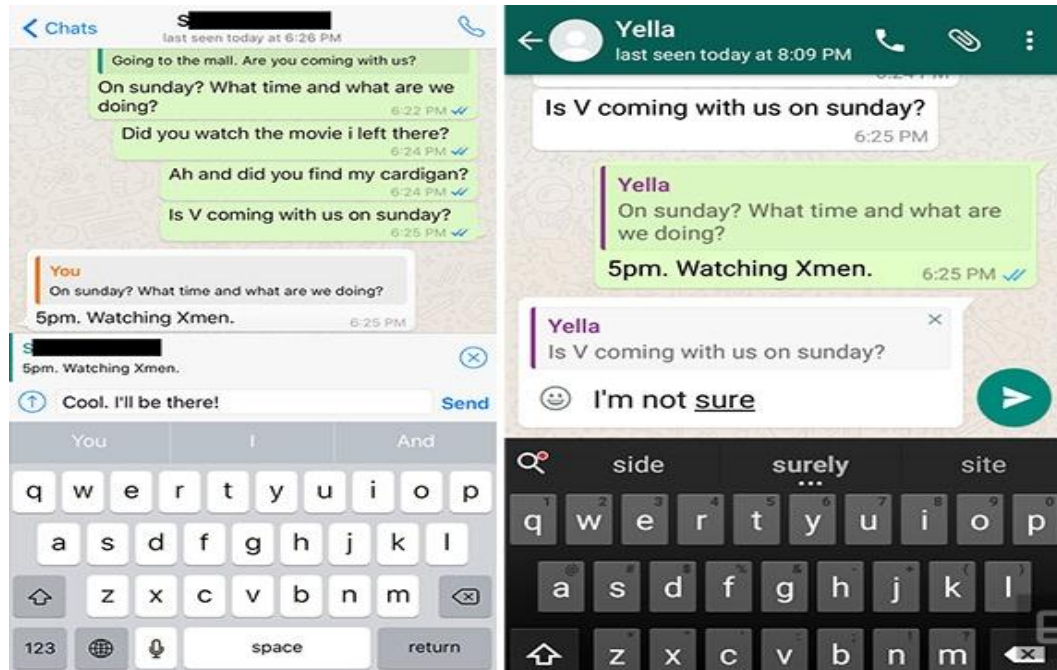


WhatsApp

Source: <https://web.whatsapp.com>

4.2.4.2 WHATSAPP PRINCIPAL FUNCTIONS

Illustration # 8 : Send text messages function



Source: <http://sobreandroid.com/las-funciones-clave-de-whatsapp/>

Send text messages

To send messages free to your friends and family. WhatsApp uses the connection to internet from your phone mobile to send messages and thus avoid charges of SMS.

Undoubtedly the top messaging platform, WhatsApp today has more than a billion users who are actively sending messages and communicating over voice around the globe.

Illustration # 9 : Video Calling function



Source: <http://sobreandroid.com/las-funciones-clave-de-whatsapp/>

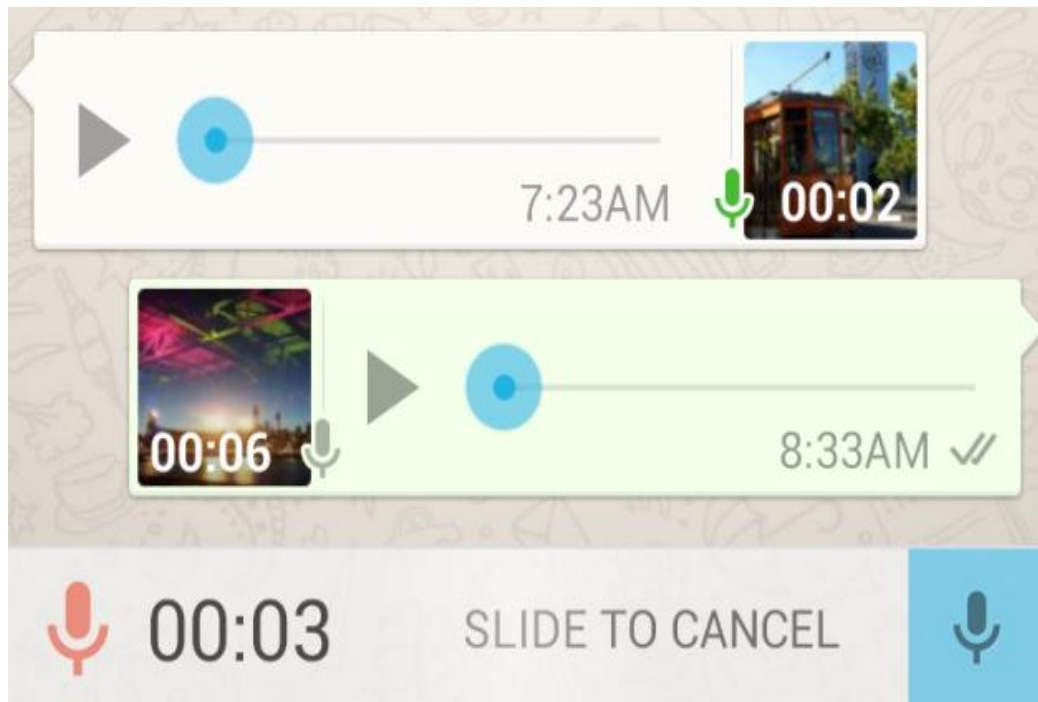
Voice calls

Users can talk to friends and family for free, even if they are in another country.

Users can have conversations face-to-face when the voice or a text is not sufficient.

WhatsApp calls of voice and video calls using the internet connection of your phone, rather than the voice of your mobile phone plan, so users don't have to worry about expensive call charges.

Illustration # 10: Messaging voice function



Source: <http://sobreandroid.com/las-funciones-clave-de-whatsapp/>

Messaging voice function

The messaging voice function allows users to communicate instantly with a contact or a chat's group. This function enriches the experience of messaging, and users can count on this function to deliver important and urgent messages. By that, the messages of voice are downloaded from automatic form.

WhatsApp can help to send a voice message around the world—with other WhatsApp users. Simply pull up the contact and hit the icon to create a voice note. The voice message is absolutely free of cost, but you will spend on internet data—mobile or Wi-Fi.

Illustration # 11 : Sending pictures function



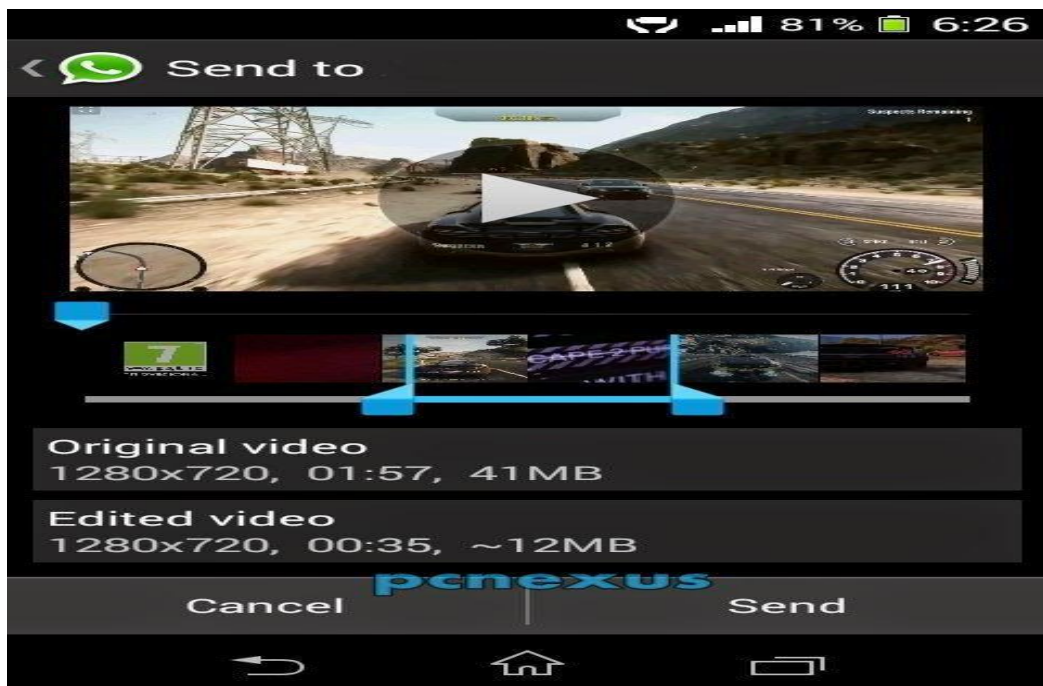
Source: <http://sobreandroid.com/las-funciones-clave-de-whatsapp/>

Sending pictures function

The sending pictures function allows users to send and receive immediately pictures. This function is useful to users who want to describe or share important detail that are not easy to say only with words.

The photos selected are copied in Whatsapp file folder, then, Whatsapp lower down the quality of image by compressing it. The result of this process is a kind of file easy and low tho share by internet conection.

Illustration # 12: Video Sending function



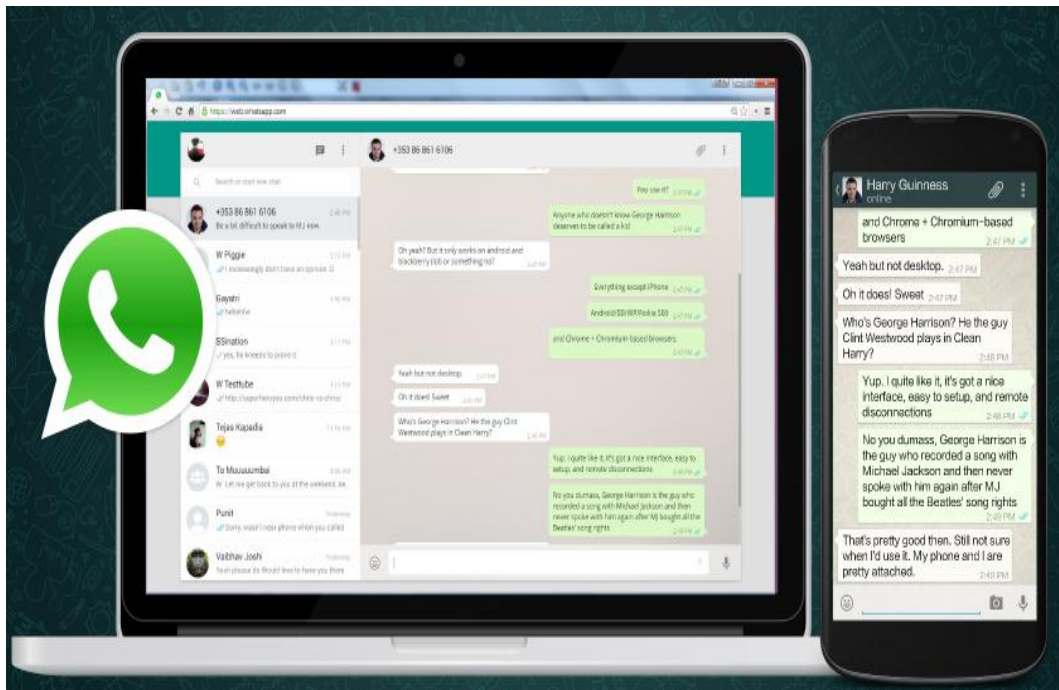
Source: <http://sobreandroid.com/las-funciones-clave-de-whatsapp/>

Short videos sending function

This function allows users to send short videos between 90 seconds until 3 minutes or 16 megabytes weight. It is more used when the video calling function is in not working conditions.

This utility encourages users to send a real time o recent event to share funny, interesting or curious situations which is considered an extremely important allowance since it takes users almost in different places as witness.

Illustration # 13: WhatsApp Web function



Source: <http://sobreandroid.com/las-funciones-clave-de-whatsapp/>

WhatsApp Web

WhatsApp Web is a function that allows to users access from any computer using the browser (preferably Chrome, Firefox, Opera or Safari). It is a reflection of the talks and messages have on the phone and everything done on it.

This functions enriches to WhatsApp since is more versatile when users wanted to take some information from their computers without the need to connect their smart devices to the computers.

4.2.4.3 Recommendations and important facts about App

When a teacher uses any kind of technology in a wrong way and without pedagogical foundations, it produces in the student a learning passive giving as possible result frustration and apathy. Portable devices combined with a good strategy of M-Learning can contribute to a meaningful learning in students through the implementation of appropriate methods of learning to the context.

In recent years it has generated an interest in investigating the benefits of mobile learning or M-Learning and possible strategies and activities that could be applied inside or outside the classroom on students who are learning English as a second language.

4.2.4.4 SIGNIFICANCE

This App is used for several common purposes such chatting, sending and receiving pictures among others but, in this case one of those uses is that students reward outstanding scores in their learning English process.

This proposal has a substantial significance in education about the use of WhatsApp to improve the listening skill in students. This project presents a solution about the lower production that learners have in the listening skill once

they start using WhatsApp as a tool as a result show an improvement on skill mentioned by developing kind of activities such, audios, videos, songs and lyrics.

In order to develop this proposal, Second Bachillerato BGU students will work with smart devices (Smartphones or tablets) during classes. According to Article 347 of the Organic Law of Intercultural Education (LOEI), teachers should incorporate ICT in the educational process, the author of this projects takes base on this article to execute it.

4.2.5. “IMPROVING MY LISTENING” WHATSAPP GROUP

The WhatsApp group called “**IMPROVING MY LISTENING**” was prepared by the Author of this proposal. In the main group was sharing some contents divided in four sections: Songs & Lyrics, Video Clips, Audio Lectures and Interviews & Self Audio Records where the students can listen to music, watch videos and listen short lectures to develop activities such as:

1. Predicting contents
2. Looking for key words
3. Listening for a general gist
4. Associating ideas with the main topic
5. Answering questions
6. Completing tables and tasks

Every section is divided in: Pre, while and post activity and they had been designed to provide students with fun and catchy activities to promote on them the improvement of their listening skills and get proficiency through situations where real language is used.

Pre-Activity

The purpose of this part is to generate previous expectations, anticipate contents and focus students 'attention on the situation presented. The type of activity carried out were based on the main ideas of the videos, songs and lectures and student had to match, listen and get the description of pictures, associate meanings, completing among others.

While-Activity

Since the listening activities were taken on smart devices, students were independent each one to get as many times they need to solve the exercise. By developing while-listening activities, it is significant to consider the following points:

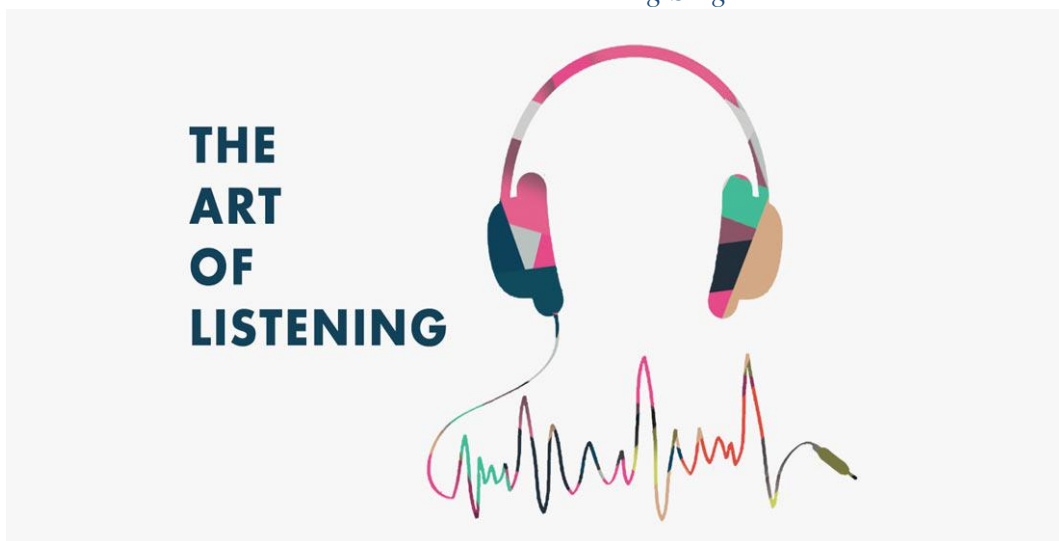
- a. It Allows students to listen two or three times as a whole before going to intensive listening.

- b. It cheers student to focus on general meaning first and do not present questions that ask them for specific details after the first listen.
- c. It encourages students to assume after the first listen and confirm them after the second listen.

Post-Activity

It would always be follow-up after listening, not automatically to check comprehension, but to give the learners the pleasure of knowing that they can put on practice what they have heard and learned on their life. The post listening activities are often based on something from prelistening or while-listening activities. Post listening must not be considered as a test. It is simply for checking if the students understood the track and are able to use what they heard.

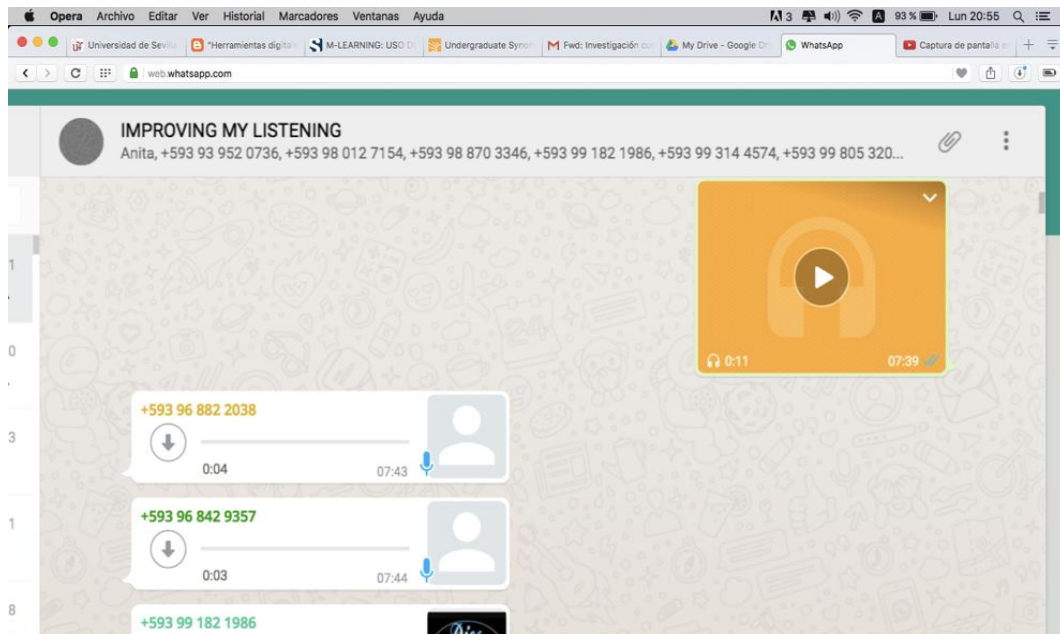
Illustration # 14: Listening Stages



Source: <http://www.drewlepp.com/>
Author: Robson (2000)

IMPROVING MY LISTENING

*Illustration # 15: Creation of the group “IMPROVING MY LISTENING”
WhatsApp Group*



Source: <https://web.whatsapp.com>

Illustration # 16: Process to create a group



Source: <https://web.whatsapp.com>

4.2.6 DESCRIPTION OF “IMPROVING MY LISTENING”

4.2.6.1 WhatsApp Group

Once the “IMPROVING MY LISTENING” WhatsApp Group was created, the author proceeds to define the principal criteria:

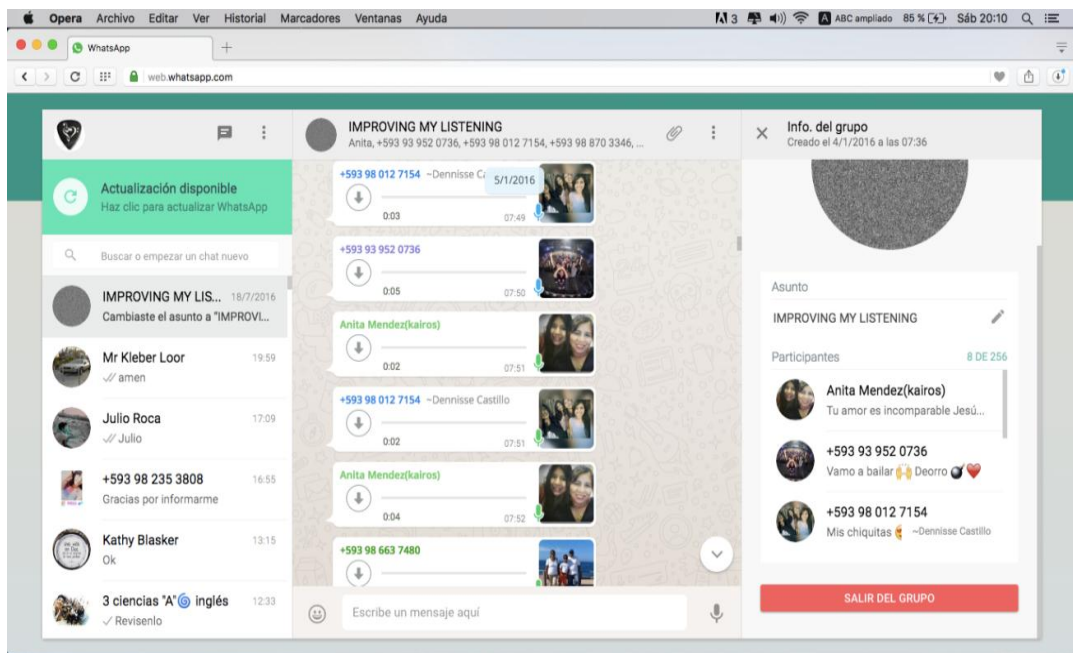
1. Members
2. Contents
 - a. Songs and Lyrics
 - b. Video Clips
 - c. Audio Lectures
 - d. Interviews & Podcast
3. Rubrics for grading

The next pages describe every section’s contents in order to specify what kind of activity was developed to get the objective proposed.

All those sections and activities were taken from numerous of texts, web pages and some others were created by the author of this research. The level applied was A 2.1 at the beginning to get students to A 2.2 according to CEFR.

4.2.6.2 MEMBERS

Illustration # 17: Members of the “IMPROVING MY LISTENING” WhatsApp Group



Author: Cristhian Joel Lucas Soledispa

Source: <https://web.whatsapp.com>

In this part the teacher adds to students who are involved in the proposal into the group. To do that the teacher needs to ask them for their personal cellphone number. It is easy and takes few minutes.

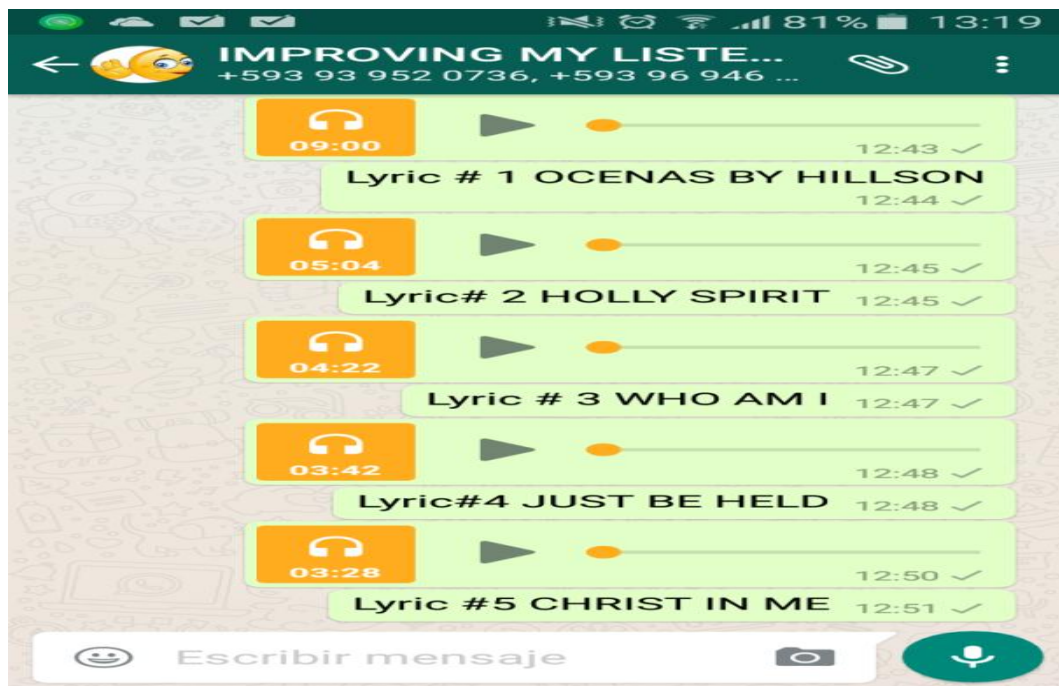
When students receive the notification they have to answer with a recording voice.

The previous image shows a capture of this part in the WhatsApp web mode.

4.2.6.3 CONTENTS

SONGS AND LYRICS

Illustration # 18: “IMPROVING MY LISTENING” WhatsApp Group (Songs & Lyrics)



Author: Cristhian Joel Lucas Soledispa

Source: Author' Smartdevice Screenshot

In this section, there are five songs where students have to practice their basic listening skills. Students into the WhatsApp group receive the song in Mp3 file format; also they receive a worksheet with short and clear instructions in order to develop the exercise. Teacher guides student to read the instructions and confirm that the orders are understood. Here students have to apply new vocabulary they had acquired.

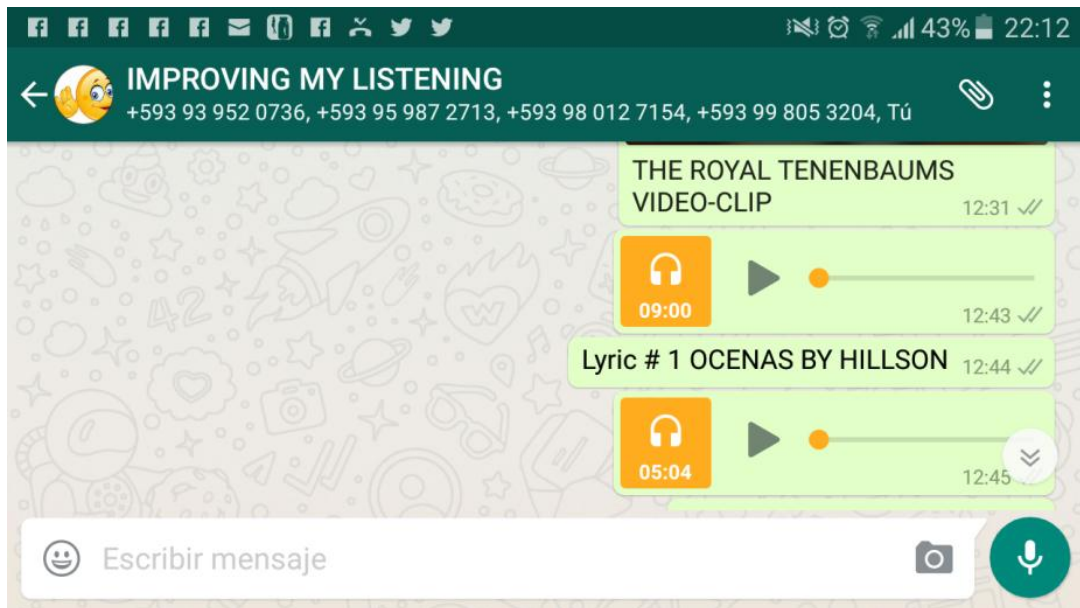
ACTIVITIES

ACTIVITY # 1

SONGS & LYRICS

MUSIC: Oceans By: Hillsong UNITED

Objective: To recognize and use Adjectives and Prepositions.



Activity: Fill the gaps

Time: 30 minutes

Students: Second BGU

Instructions:

- Have students discuss the name of the song and what is it about
- Ask students about their favorite kind of music and singer
- Ask students to play the song one time and just listen to
- Encourage students to play the song as many times they need to complete the instructions on worksheet

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

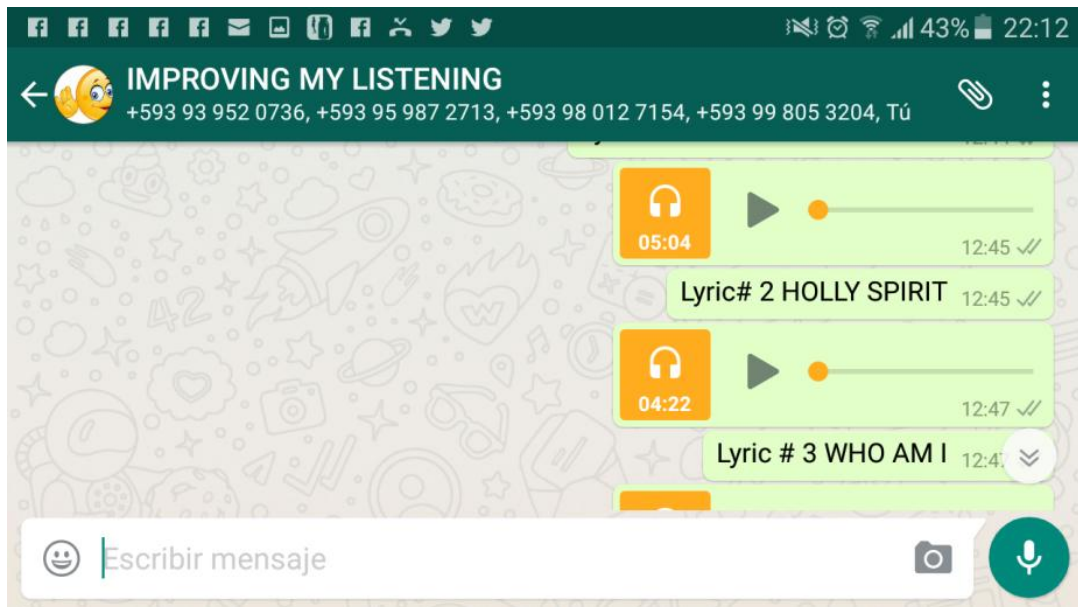
- Predicting
- Recognizing word-order patterns
- Check comprehension while listening

ACTIVITY # 2

SONGS AND LYRICS

MUSIC: "Holy Spirit" By FRANCESCA BATTISTELLI

Objective: To distinguish pronunciation..



Activity: Fill the gaps

Time: 30 minutes

Students: Second BGU

Instructions:

- Encourage students to describe the title of the song
- Put on the board some pictures to identify the song
- Ask students to play the song one time and just listen to
- Encourage students to play the song as many times they need to complete the instructions on worksheet

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

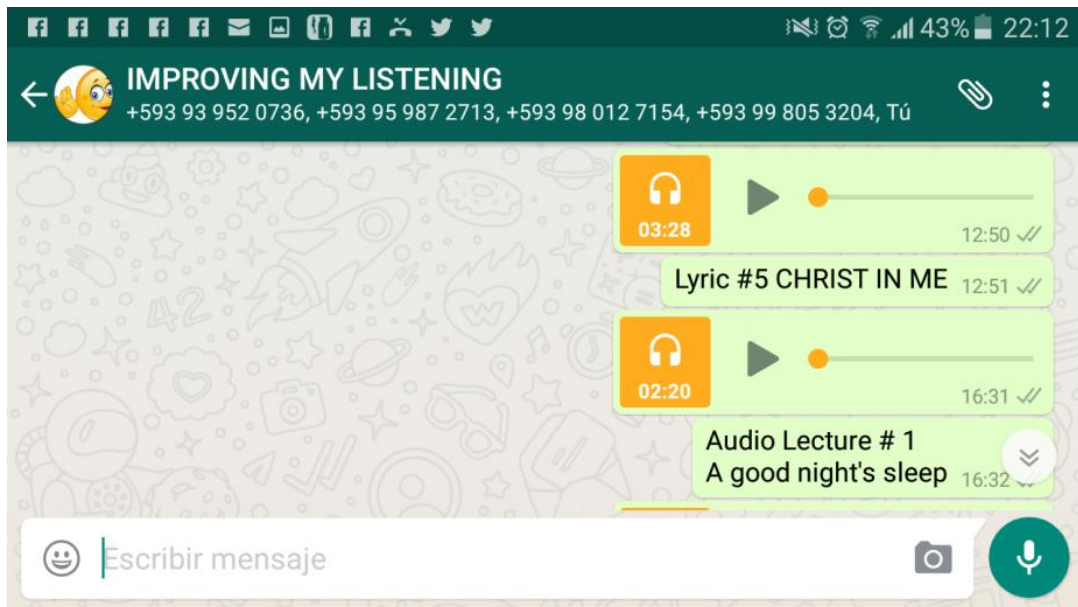
- Dictation
- Recognizing word
- Check comprehension while listening

ACTIVITY # 3

SONGS AND LYRICS

MUSIC: Christ in Me - By Jeremy Camp

Objective: To use Synonyms.



Activity: Identification

Time: 30 minutes

Students: Second BGU

Instructions:

- Encourage students to interpret the title of the song
- Put on the board some pictures to identify the song
- Ask students to play the song one time and just listen to
- Encourage students to play the song as many times they need to complete the instructions on worksheet

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

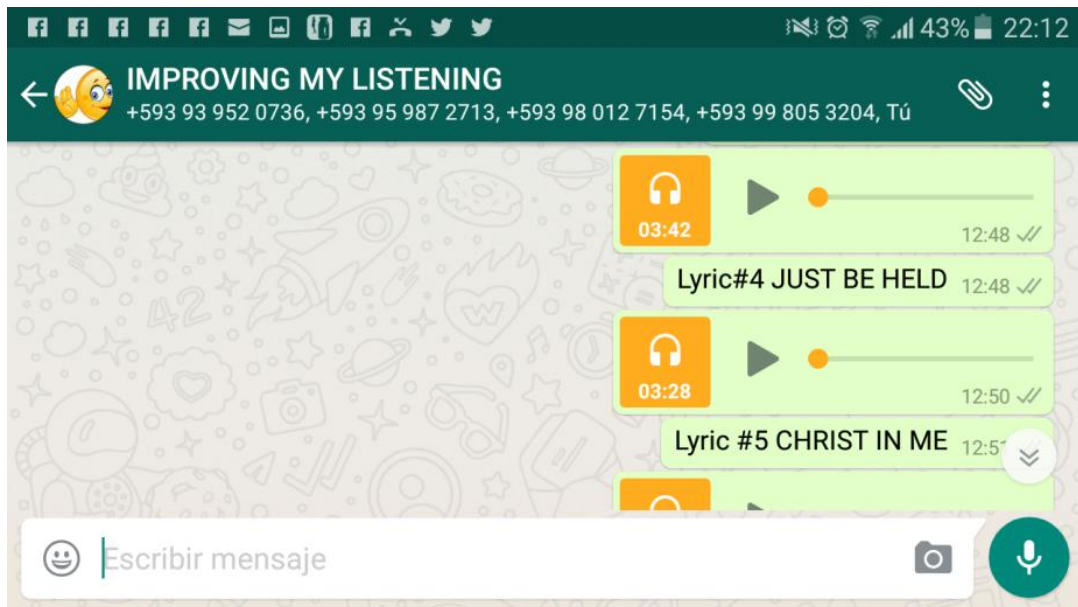
- Monitoring comprehension
- Recognizing word
- Check comprehension

ACTIVITY # 4

SONGS AND LYRICS

MUSIC: Just Be Held - By Casting Crowns

Objective: To use Antonyms.



Activity: Identification

Time: 30 minutes

Students: Second BGU

Instructions:

- Encourage students discuss the title of the song
- Have students bring a photo about a spiritual moment
- Ask students to play the song one time and just listen to
- Encourage students to play the song as many times they need to complete the instructions on worksheet

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

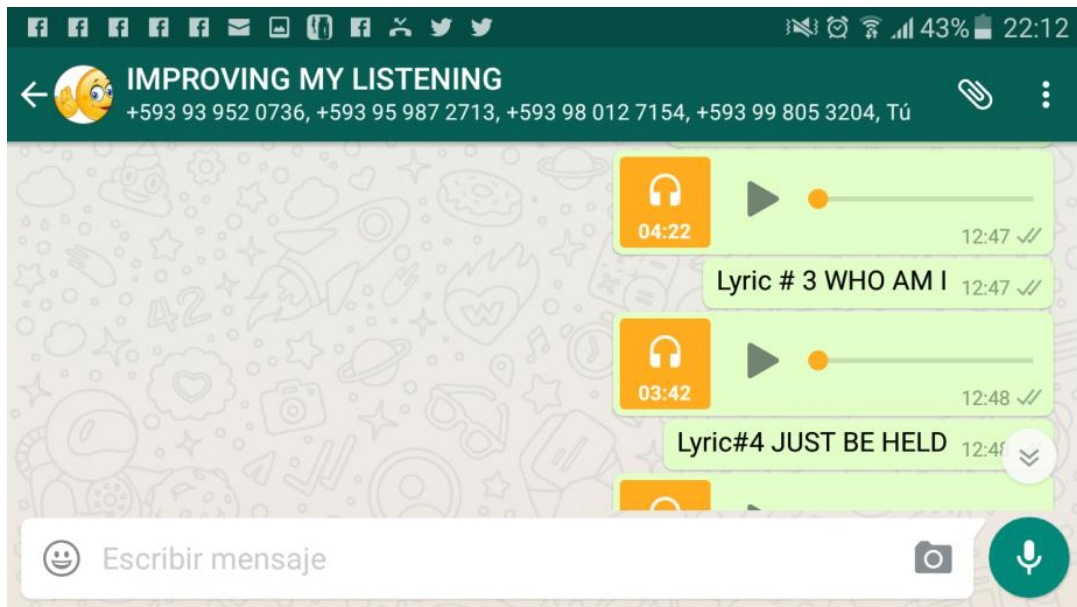
- Monitoring comprehension
- Recognizing word
- Check comprehension

ACTIVITY # 5

SONGS AND LYRICS

MUSIC: Who Am I - By Casting Crowns

Objective: To classify kind of words.



Activity: Discrimination

Time: 30 minutes

Students: Second BGU

Instructions:

- Encourage students to describe themselves about personality
- Have a discussion about personalities
- Ask students to play the song one time and just listen to
- Encourage students to play the song as many times they need to complete the instructions on worksheet

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

- Monitoring comprehension
- Recognizing word
- Reproducing the message orally

VIDEO CLIPS

In this section, there are eight video clips from movies where students have to increase their skills completing the practice. Students receive one video clip into the WhatsApp group and also get a worksheet with clear instructions. All those exercises count with three sections.

Teacher's role is to help students to comprehend the orders and guide them to complete the activity as far as they understand the content of the video.

Illustration # 19: "IMPROVING MY LISTENING" WhatsApp Group (Sending video activities)



Author: Cristhian Joel Lucas Soledispa

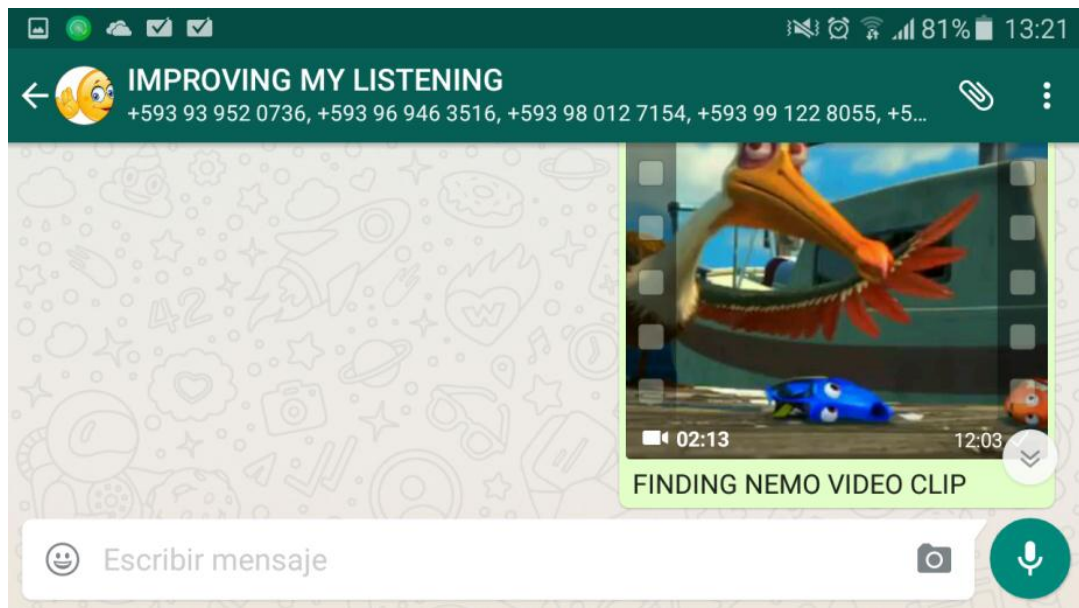
Source: Author' Smartdevice Screenshot

ACTIVITY # 6

VIDEO CLIP LISTENING CONPREHENSION

CLIP: FINDING NEMO

Objective: To scan for specific gist.



Activity: Scanning

Time: 30 minutes

Students: Second BGU

Instructions:

- Encourage students to describe favorite kind of movies
- Have a discussion about cartoon movies
- Ask students to play the video one time and try to recognize some words
- Encourage students to play the video as many times they need to complete the instructions on worksheet

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

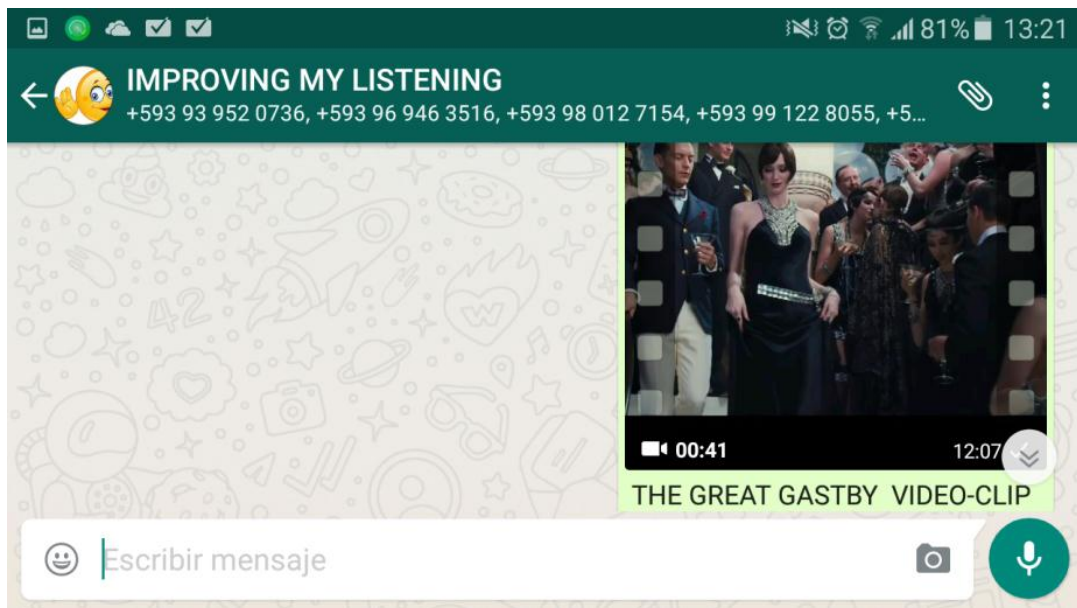
- Monitoring comprehension
- searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 7

VIDEO CLIP LISTENING CONPREHENSION

CLIP: THE GREAT GATSBY

Objective: To scan for specific gist.



Activity: Scanning

Time: 30 minutes

Students: Second BGU

Instructions:

- Have a discussion about movies and characters for the 80's
- Show to students some pictures about famous 80's characters
- Ask students to play the video one time and describe character's outfits
- Encourage students to play the video as many times they need to complete the instructions on worksheet

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

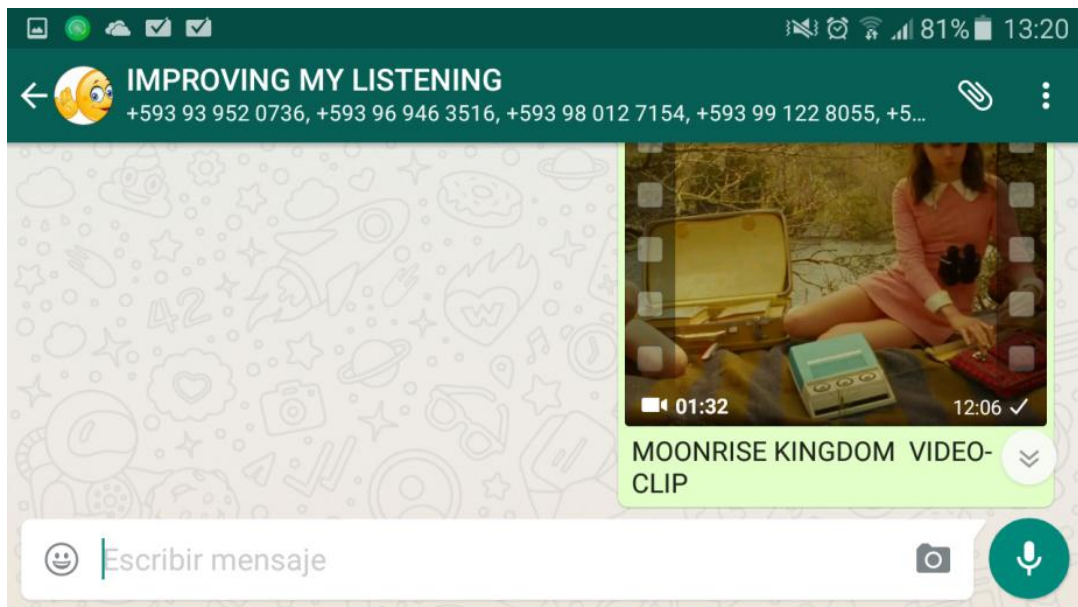
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 8

VIDEO CLIP LISTENING CONPREHENSION

CLIP: MOONRISE KINGDOM - "DO YOU STEAL"

Objective: To scan for specific gist.



Activity: Scanning

Time: 30 minutes

Students: Second BGU

Instructions:

- Have a discussion about movies and characters for the 80's
- Show to students some pictures about famous 80's characters
- Ask students to play the video one time and describe characters outfits
- Encourage students to play the video as many times they need to complete the instructions on worksheet

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

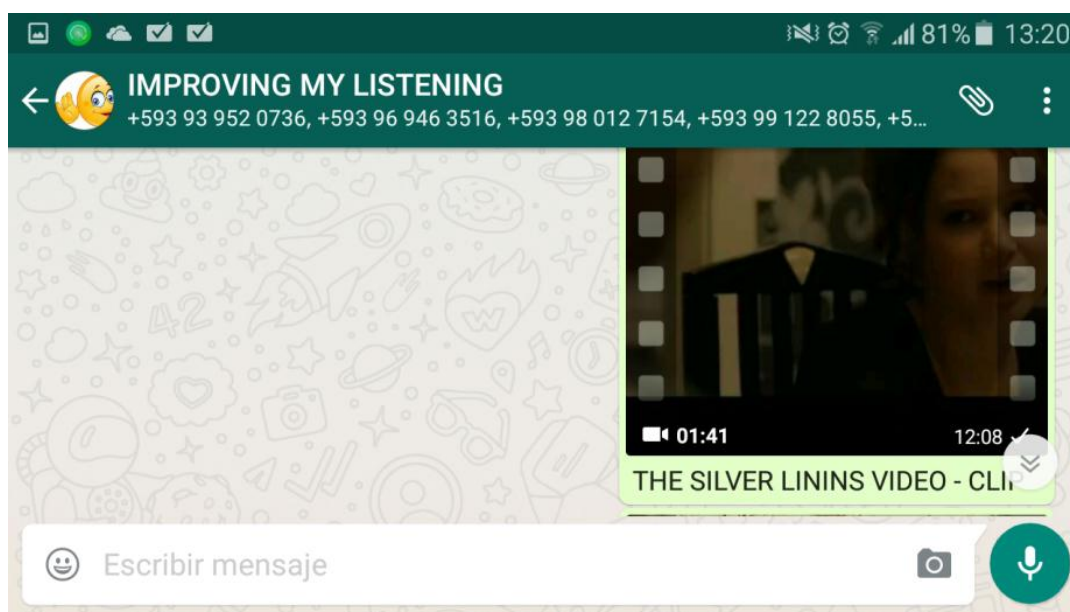
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 9

VIDEO CLIP LISTENING CONPREHENSION

CLIP: THE SILVER LININGS PLAYBOOK

Objective: To recognize and describe personalities.



Activity: Scanning for specific gist.

Time: 30 minutes

Students: Second BGU

Instructions:

- Ask students to translate the title of the clip
- Allow students to use their internet connection to find the movie script
- Ask students to play the video one time and describe characters personalities
- Encourage students to play the video as many times they need to complete the instructions on worksheet

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

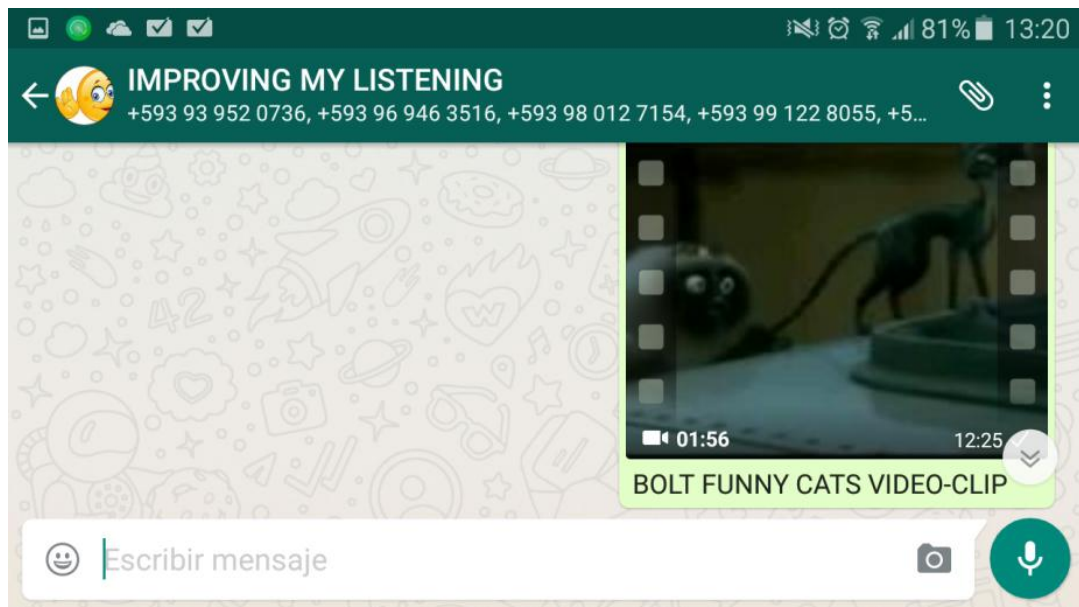
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 10

VIDEO CLIP LISTENING CONPREHENSION

CLIP: BOLT FUNNY CATS

Objective: To discriminate colloquial expressions.



Activity: Scanning for specific gist

Time: 30 minutes

Students: Second BGU

Instructions:

- Ask students if they have seen the movie in Spanish
- Encourage students to describe principal characters
- Ask students to play the video one time and remember the name of characters
- Encourage students to play the video as many times they need to complete the instructions on worksheet

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

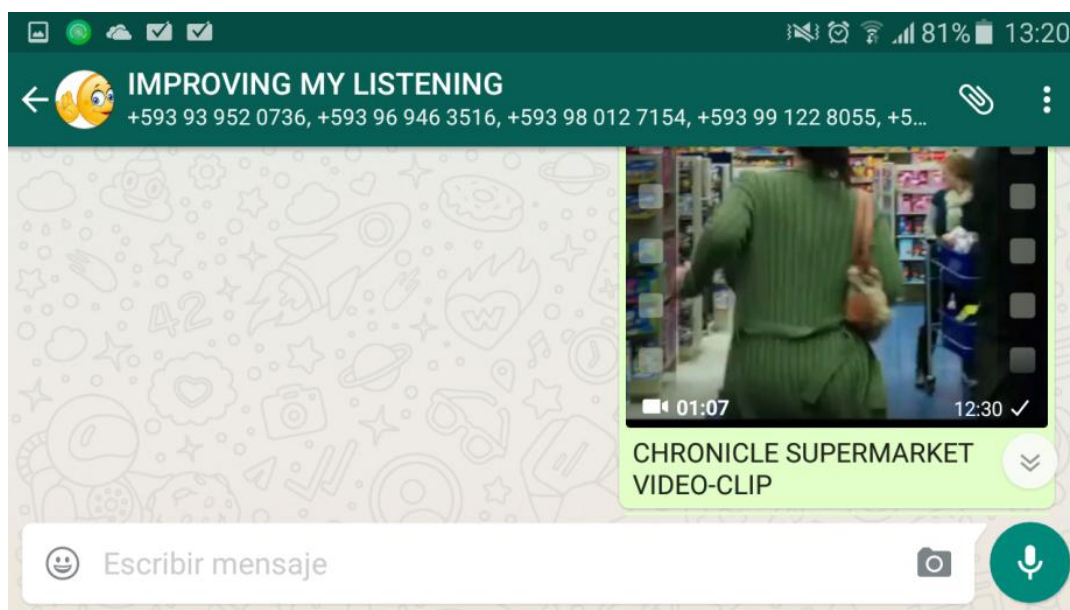
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 11

VIDEO CLIP LISTENING CONPREHENSION

CLIP: SUPERMARKET

Objective: To recognizing specific aspects of the clip.



Activity: Scanning

Time: 30 minutes

Students: Second BGU

Instructions:

- Ask students to describe their routine in a supermarket
- Encourage students to tell an funny anecdote occurred in a supermarket
- Have students to play the video one time and remember as much detail they remember such: How many people there was? Etc.
- Encourage students to play the video as many times they need to complete the instructions on worksheet

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

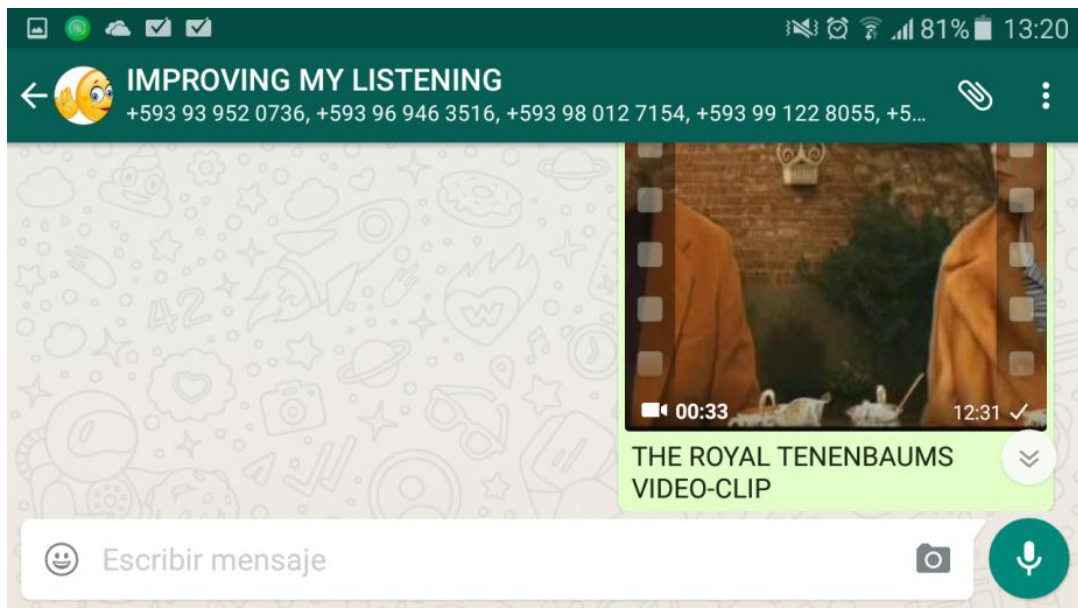
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 12

VIDEO CLIP LISTENING CONPREHENSION

CLIP: THE ROYAL TENENBAUMS

Objective: To recognizing specific aspects of the clip.



Activity: Scanning

Time: 30 minutes

Students: Second BGU

Instructions:

- Ask students to describe what they know about Royalty
- Encourage students to tell the names of famous Kings or Queens they know
- Have students to play the video one time and describe the location.
- Encourage students to play the video as many times they need to complete the instructions on worksheet

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

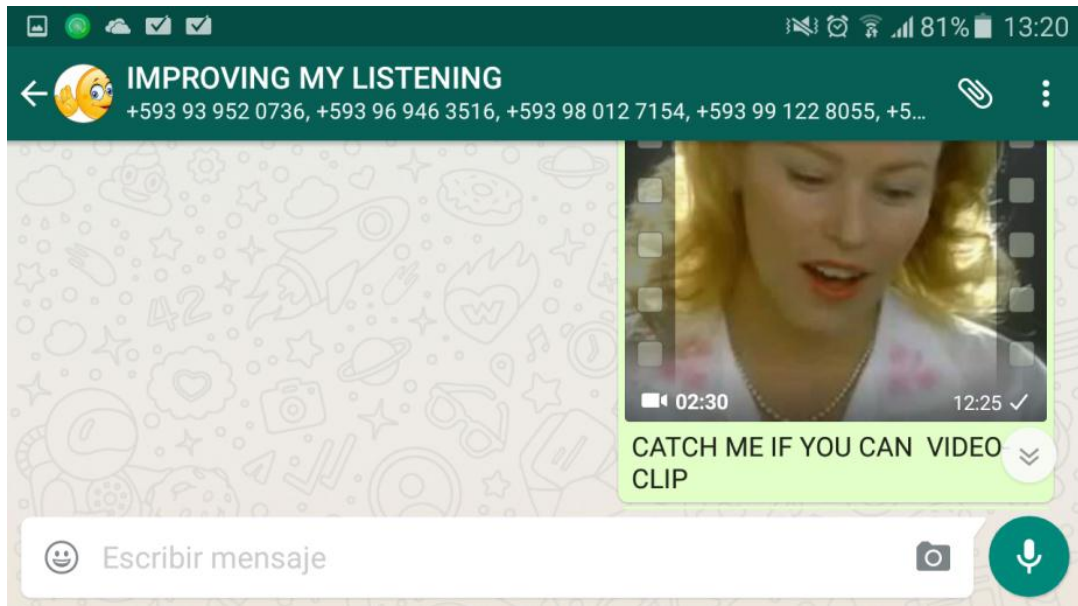
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 13

VIDEO CLIP LISTENING CONPREHENSION

CLIP: CATCH ME IF YOU CAN

Objective: To recognizing specific aspects of the clip.



Activity: Scanning

Time: 30 minutes

Students: Second BGU

Instructions:

- Have students to play the video one time and tell the characters names
- Encourage students to tell what they know about Tom Hanks and Leonardo D' Capprio (Movies, awards, etc)
- Encourage students to play the video as many times they need to complete the instructions on worksheet
- Ask students to play once again the video to confirm their answers

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

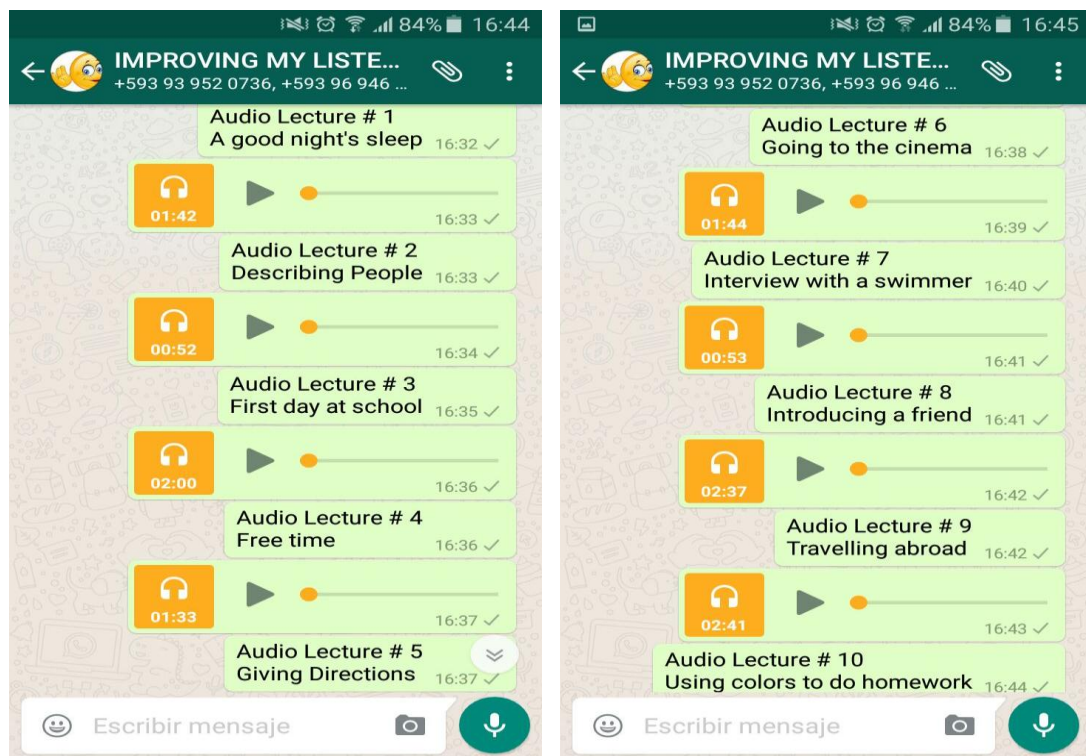
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

AUDIO LECTURES

In this section, there are seven audios from interviews and lectures where students have to increase their skills completing the practice. Students receive one video clip into the WhatsApp group and also get a worksheet with clear instructions.

All those exercises count with three sections:

Illustration # 20: "IMPROVING MY LISTENING" WhatsApp Group (Sending audio lectures)



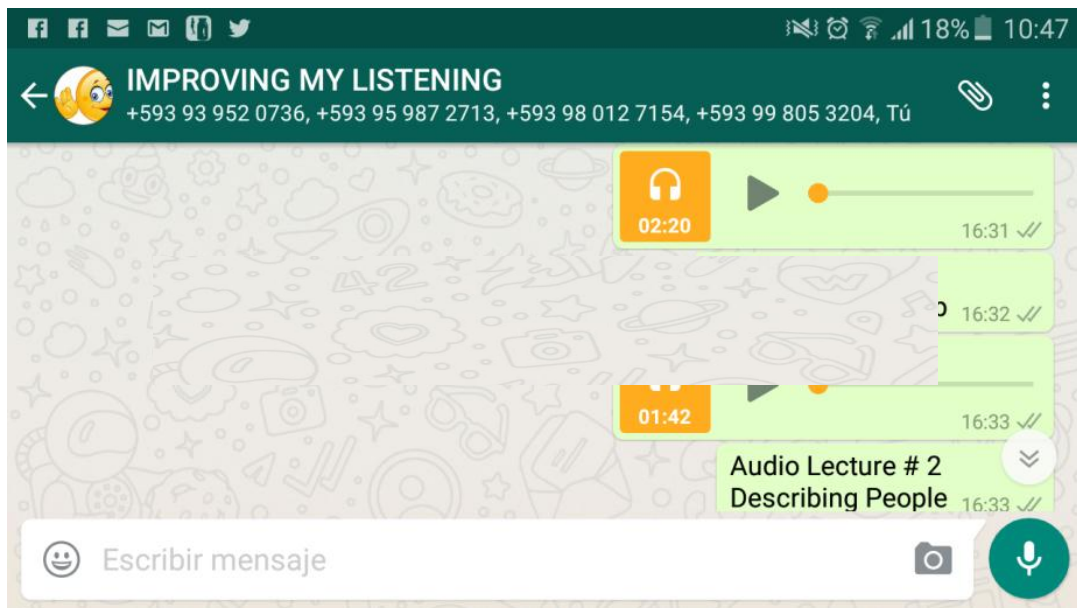
Author: Cristhian Joel Lucas Soledispa
Source: Author' Smartdevice Screenshot

ACTIVITY # 14

AUDIO LECTURE

TOPIC: A GOOD NIGHT'S SLEEP

Objective: To listen and set a routine for going to bed.



Activity: Recognizing or discriminating specific aspects of the message

Time: 30 minutes

Students: Second BGU

Instructions:

- Discuss with students the following questions:
 - What do you do before go to bed?
 - Can you sleep easily?
 - Have you ever had a nightmare?
- Encourage students to play the audio as many times they need to complete the instructions on worksheet
- Ask students to play once again the audio to confirm their answers
- Encourage students to record their answers and send them to WhatsApp group

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

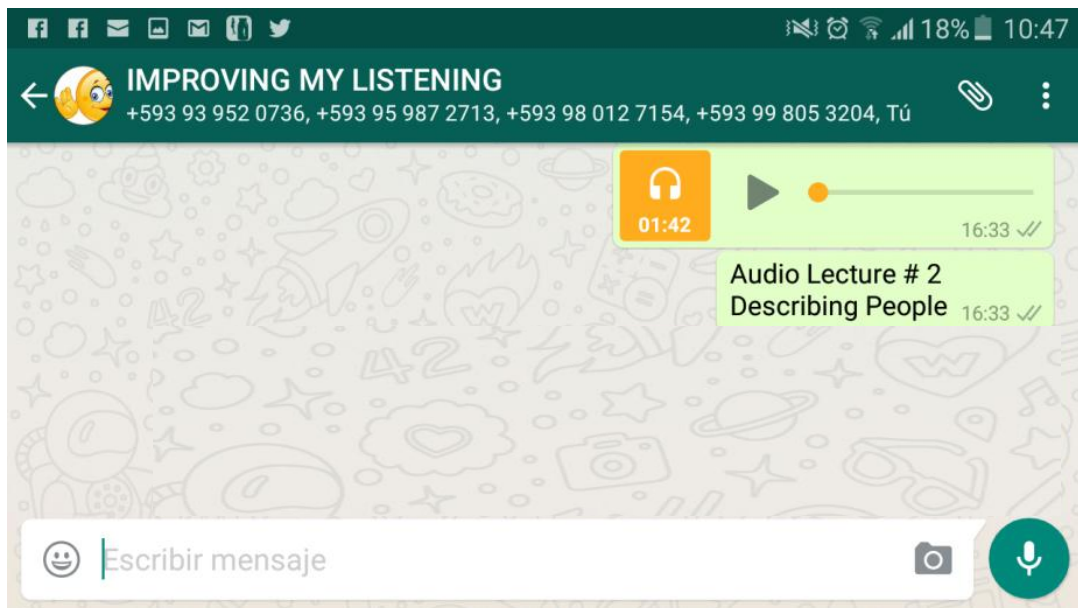
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 15

AUDIO LECTURE

TOPIC: DESCRIBING PEOPLE

Objective: To describe people physical appearance.



Activity: Recognizing or discriminating specific aspects of the message

Time: 30 minutes

Students: Second BGU

Instructions:

- Have students to discuss about their physical appearance
- Ask students the following questions
 - What kind of hair do you like?
 - What eyes color you have?
- Encourage students to play the audio as many times they need to complete the instructions on worksheet
- Ask students to play once again the audio to confirm their answers
- Encourage students to record their answers and send them to WhatsApp group

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

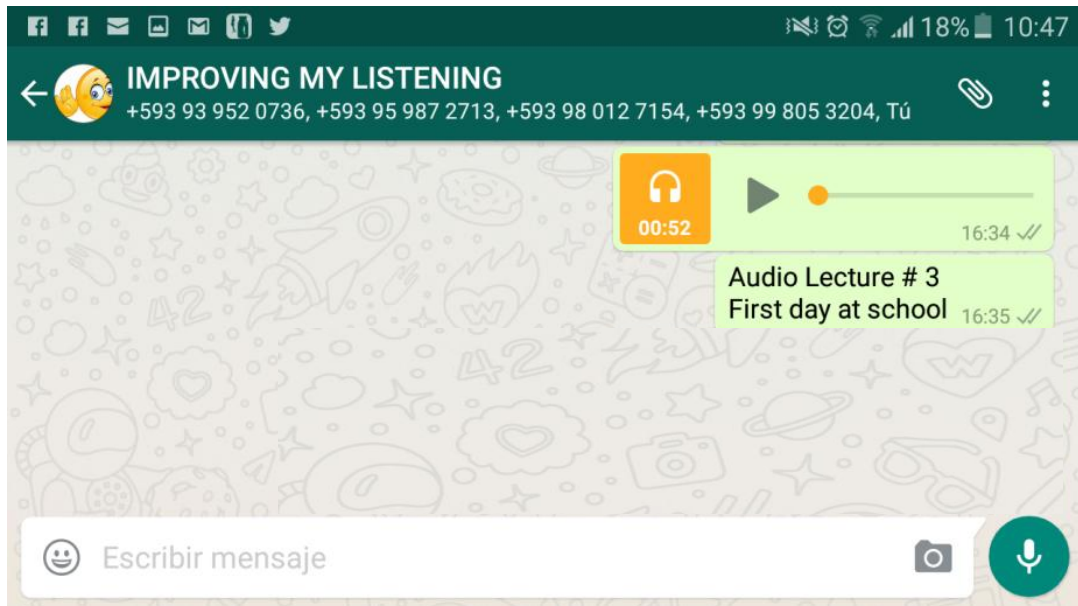
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 17

AUDIO LECTURE

TOPIC: FIRST DAY AT SCHOOL

Objective: To narrate the experiences at first day school.



Activity: Recognizing or discriminating specific aspects of the message

Time: 30 minutes

Students: Second BGU

Instructions:

- Ask students the following questions
 - Do you remember your first day at school?
 - Can you share an anecdote about it?
- Encourage students to play the audio as many times they need to complete the instructions on worksheet
- Ask students to play once again the audio to confirm their answers
- Encourage students to record their answers and send them to WhatsApp group

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

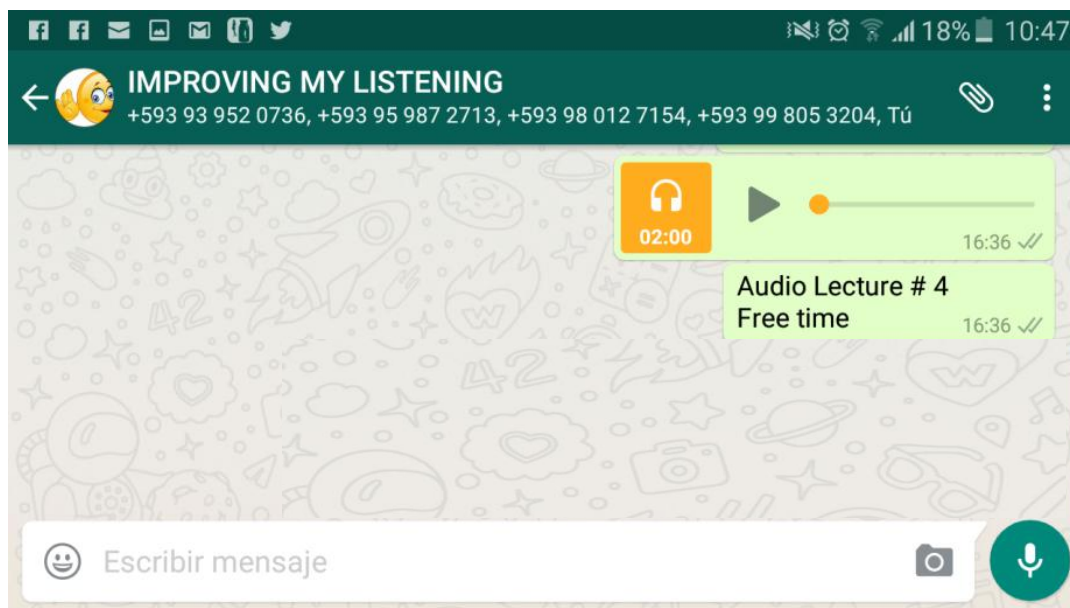
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 18

AUDIO LECTURE

TOPIC: FREE TIME

Objective: To describe common activities on free time.



Activity: Recognizing or discriminating specific aspects of the message

Time: 30 minutes

Students: Second BGU

Instructions:

- Show students some pictures about free time activities and ask them to name them and answer the following questions
 - What is your favorite free time activity?
 - Are you a member of any sports clubs?
 - What sports do you play?
- Encourage students to play the audio as many times they need to complete the instructions on worksheet
- Ask students to play once again the audio to confirm their answers
- Encourage students to record their answers and send them to WhatsApp group

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

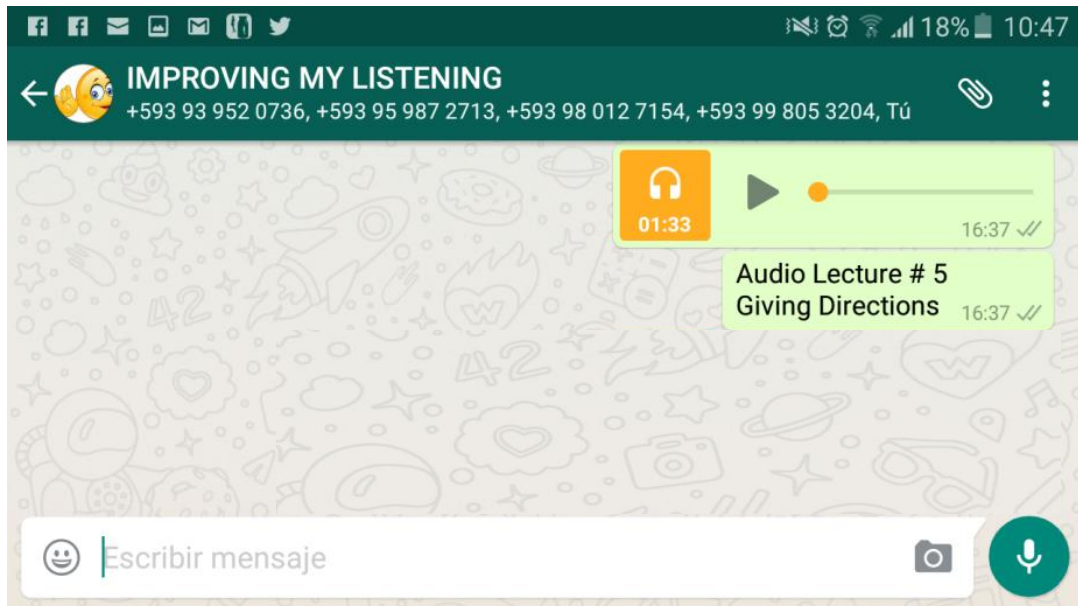
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 19

AUDIO LECTURE

TOPIC: GIVING DIRECTIONS

Objective: To follow and ask for directions using a map.



Activity: Following and giving directions

Time: 30 minutes

Students: Second BGU

Instructions:

- Show students a map about school's neighborhood and ask them to name the near buildings
- Make students the following question and encourage them to share their answers
 - What do you do when you get lost in a town or city?
- Encourage students to play the audio as many times they need to complete the instructions on worksheet
- Ask students to play once again the audio to confirm their answers
- Encourage students to record their answers and send them to WhatsApp group

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

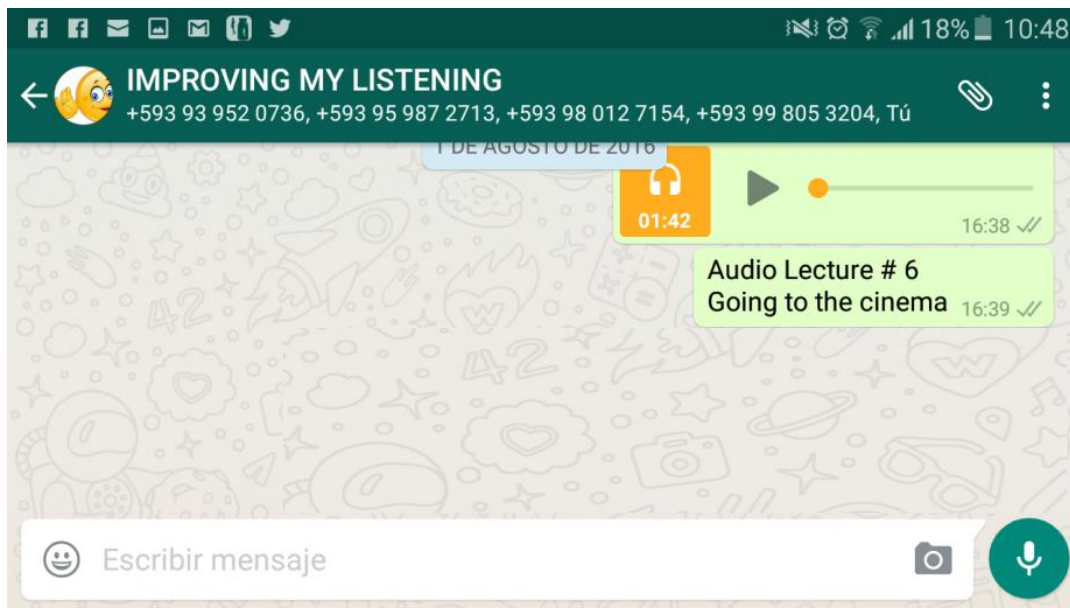
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 20

AUDIO LECTURE

TOPIC: GOING TO THE CINEMA

Objective: To narrate stories from movies.



Activity: Narrating a movie

Time: 30 minutes

Students: Second BGU

Instructions:

- Make students the following question and encourage them to share their answers
 - What type of films do you like?
 - What was the last film you saw at the cinema?
- Encourage students to play the audio as many times they need to complete the instructions on worksheet
- Ask students to play once again the audio to confirm their answers
- Encourage students to record their answers and send them to WhatsApp group

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

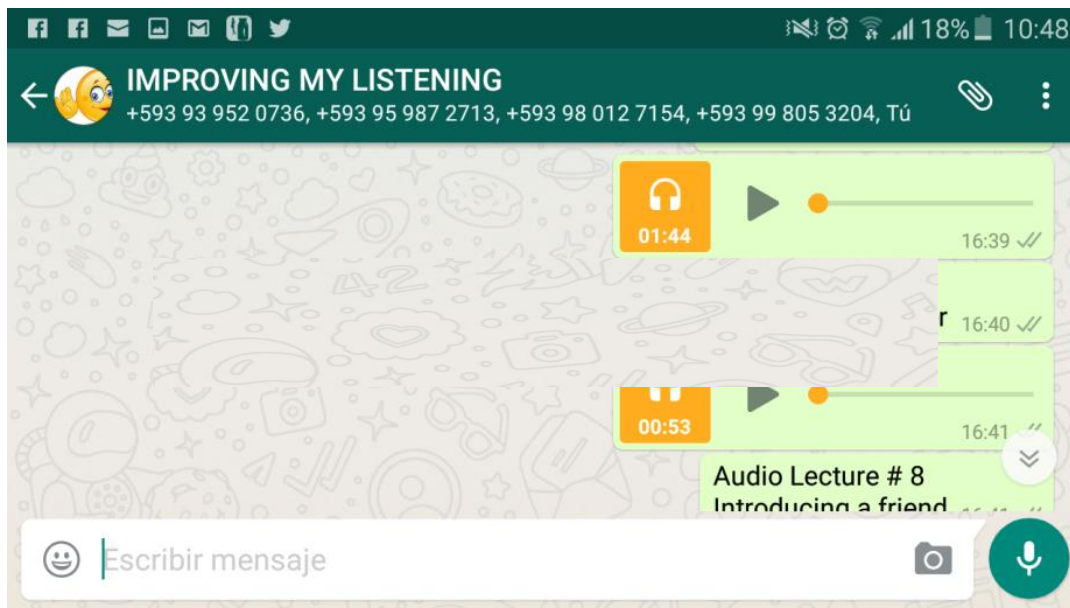
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 21

AUDIO LECTURE

TOPIC: INTERVIEW WITH A SWIMMER

Objective: To talk about important aspects you should consider in a pool



Activity: Following an interview to an specialist in swimming

Time: 30 minutes

Students: Second BGU

Instructions:

- Make students the following question and encourage them to share their answers
 - Have you ever been in an interview?
 - How should one dress to an interview?
- Encourage students to play the audio as many times they need to complete the instructions on worksheet
- Ask students to play once again the audio to confirm their answers
- Encourage students to record their answers and send them to WhatsApp group

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

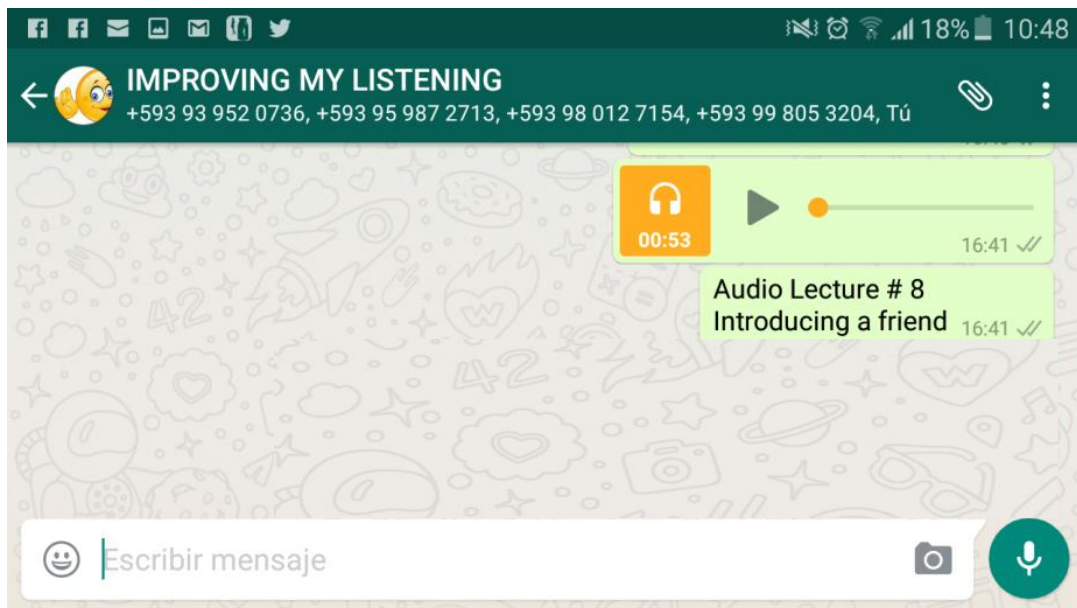
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 22

AUDIO LECTURE

TOPIC: INTRODUCING A FRIEND

Objective: To talk about how to introduce to a friend in a conversation



Activity: Sharing personal information in an introductive situation

Time: 30 minutes

Students: Second BGU

Instructions:

- Make students the following question and encourage them to share their answers
 - What questions do you like to ask when you meet new people?
 - Have you ever had the freshman in a place/ school or town?
 - How did you feel?
- Encourage students to play the audio as many times they need to complete the instructions on worksheet
- Ask students to play once again the audio to confirm their answers
- Encourage students to record their answers and send them to WhatsApp group

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

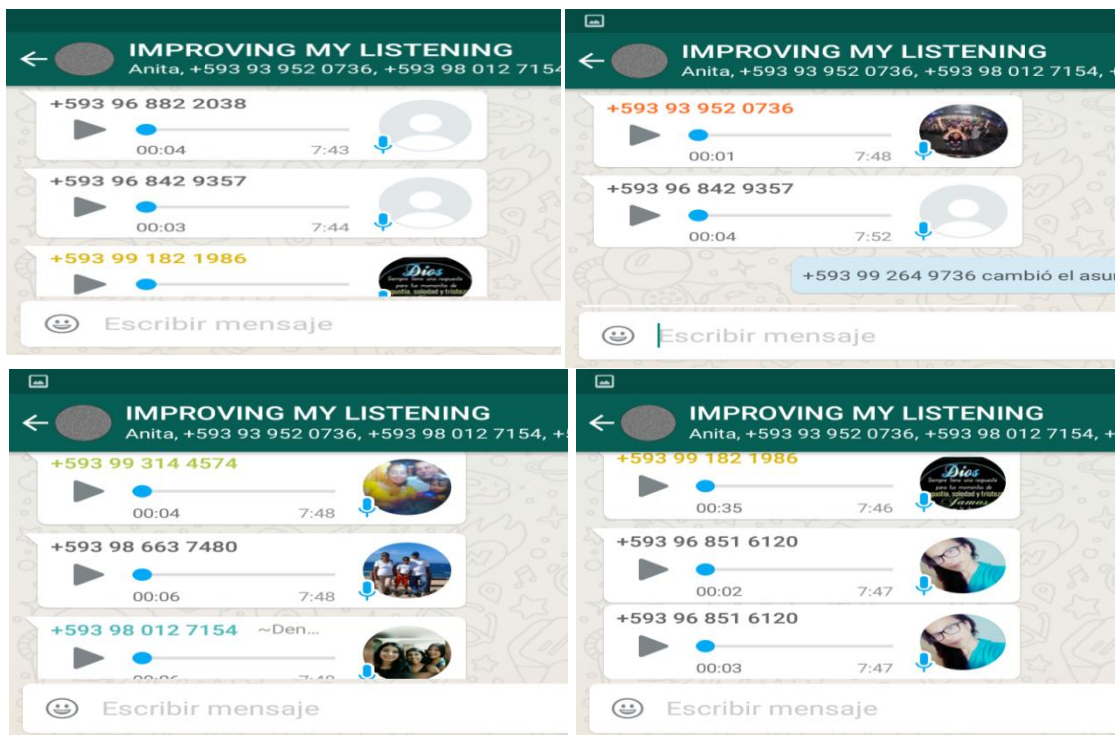
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

INTERVIEWS & PODCAST

In this section, students have to choose audios from Audio Lectures activities in Post-Listening discussion part, they have to listen to classmates' answers and take notes on every question. Then, they have to compare with classmate's author of the answer chosen in order to conform if the notes taken are right or wrong.

Teachers have to monitor students to develop those activities in the correct way avoiding to cheat themselves.

Illustration # 21: "IMPROVING MY LISTENING" WhatsApp Group (Interviews & Podcast)



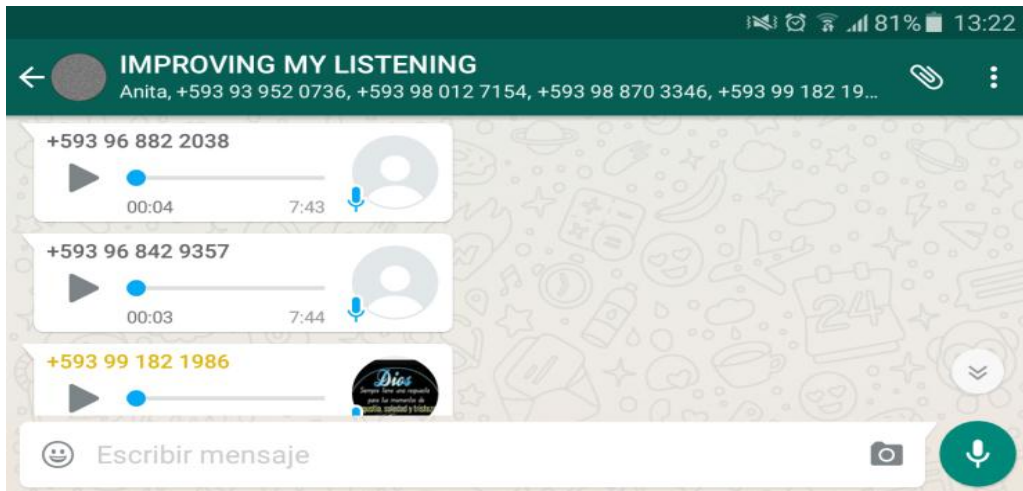
Author: Cristhian Joel Lucas Soledispa
Source: Author' Smartdevice Screenshot

ACTIVITY # 23

INTERVIEWS & PODCAST

TOPIC: A GOOD NIGHT'S SLEEP

Objective: To listen and check responses



Classmate's name

Do you sleep well?

How many hours do you sleep a night?

Activity: Recognizing or discriminating specific answers

Time: 10 minutes
Students: Second BGU

Instructions:

- Have students to select 2 or 3 classmate's responses and take note
- Ask students to find to classmates selected to check their understanding
- Encourage student to feedback each other in pronunciation

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

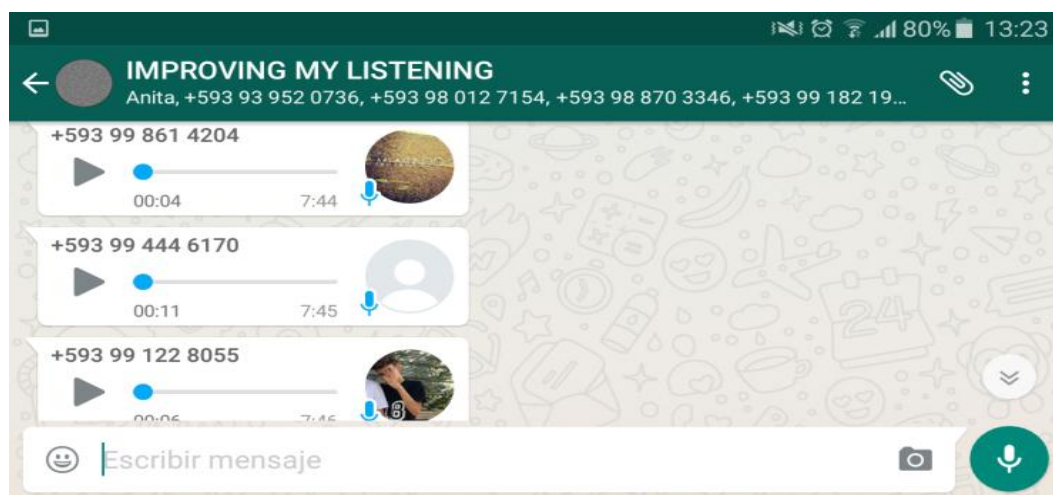
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 24

INTERVIEWS & PODCAST

TOPIC: DESCRIBING PEOPLE

Objective: To listen and check responses.



Classmate's name

What do you look like?

What kind of hair have you got?

What colour eyes have you got?

Are you happy with your appearance? Why? Why not?

Activity: Recognizing or discriminating specific answers

Time: 30 minutes

Students: Second BGU

Instructions:

- Have students to select 2 or 3 classmate's responses and take note
- Ask students to find to classmates selected to check their understanding
- Encourage student to feedback each other in pronunciation

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

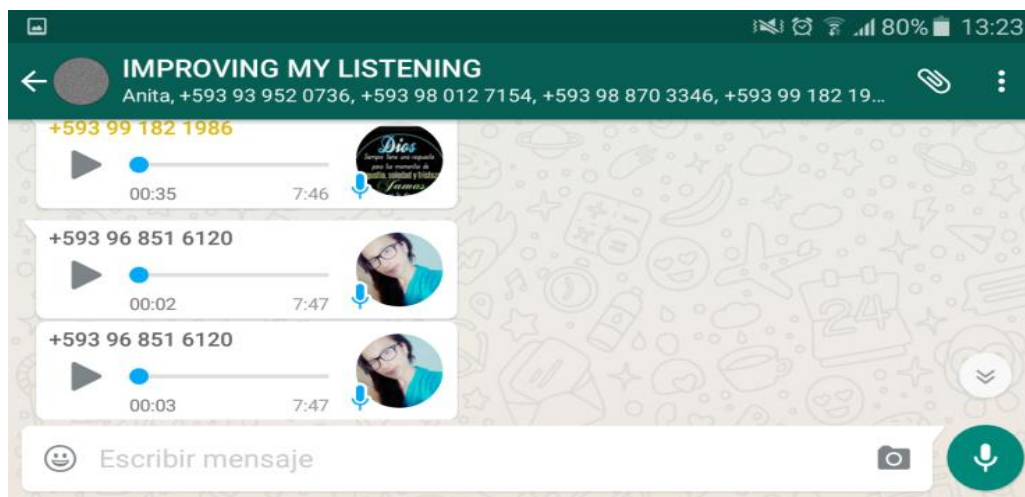
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 25

INTERVIEWS & PODCAST

TOPIC: FIRST DAY AT SCHOOL

Objective: To listen and check responses.



Classmate's name

Do you like school?

Why or why not?

Activity: Recognizing or discriminating specific answers

Time: 20 minutes

Students: Second BGU

Instructions:

- Have students to select 2 or 3 classmate's responses and take note
- Ask students to find to classmates selected to check their understanding
- Encourage student to feedback each other in pronunciation

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

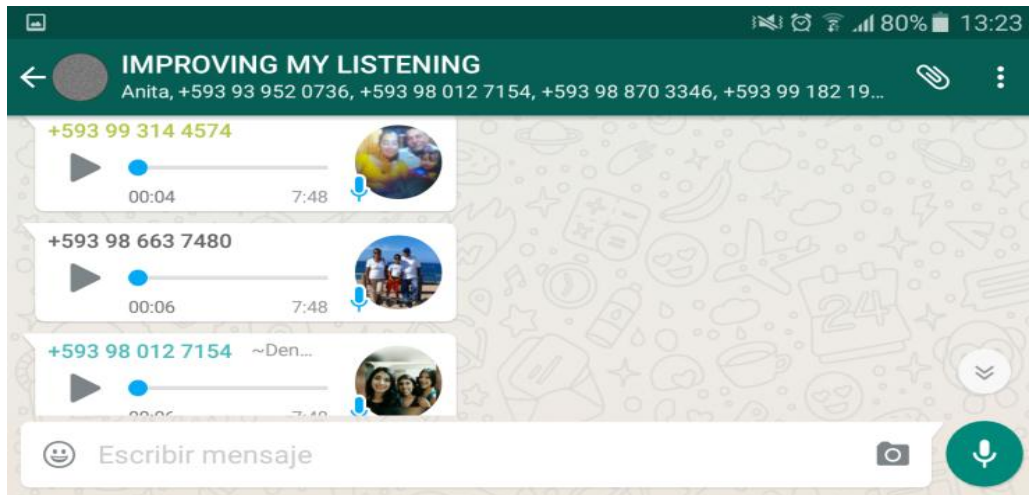
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 26

INTERVIEWS & PODCAST

TOPIC: FREE TIME

Objective: To listen and check responses



Classmate's name
Are you a member of any sports clubs?
What sports do you play?
Do you like watching sport?

Activity: Recognizing or discriminating specific answers

Time: 30 minutes
Students: Second BGU

Instructions:

- Have students to select 2 or 3 classmate's responses and take note
- Ask students to find to classmates selected to check their understanding
- Encourage student to feedback each other in pronunciation

<http://crstianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

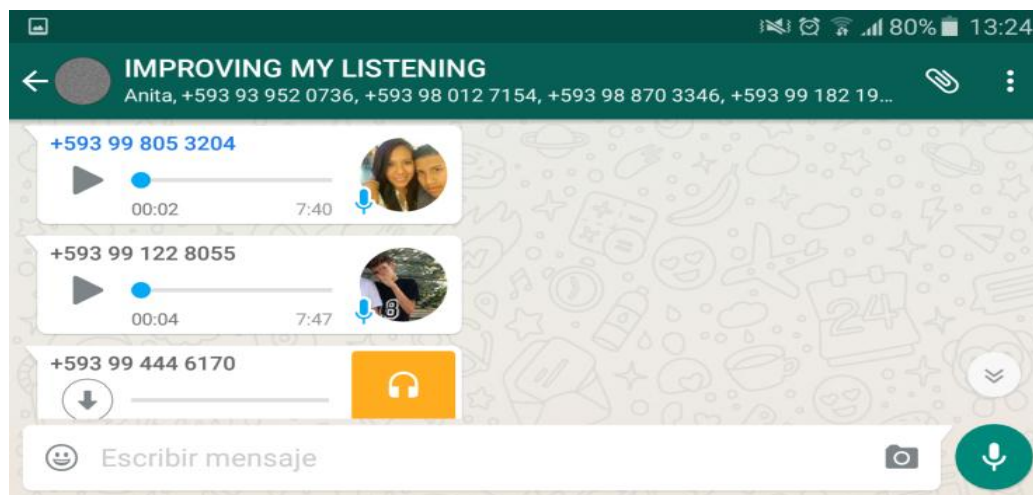
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 27

INTERVIEWS & PODCAST

TOPIC: GIVING DIRECTIONS

Objective: To listen and check responses



Classmate's name
Have you ever get lost?
What do you do when you get lost in a town or city?

Activity: Recognizing or discriminating specific answers

Time: 20 minutes
Students: Second BGU

Instructions:

- Have students to select 2 or 3 classmate's responses and take note
- Ask students to find to classmates selected to check their understanding
- Encourage student to feedback each other in pronunciation

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

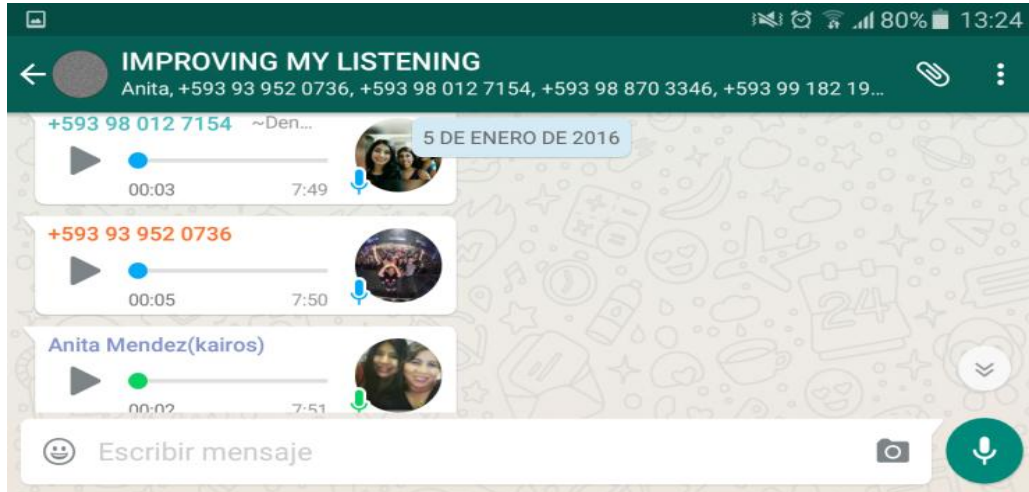
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 28

INTERVIEWS & PODCAST

TOPIC: GOING TO THE CINEMA

Objective: To listen and check responses



Classmate's name

What type of films do you like?

What was the last film you saw at the cinema?

Activity: Recognizing or discriminating specific answers

Time: 20 minutes

Students: Second BGU

Instructions:

- Have students to select 2 or 3 classmate's responses and take note
- Ask students to find to classmates selected to check their understanding
- Encourage student to feedback each other in pronunciation

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

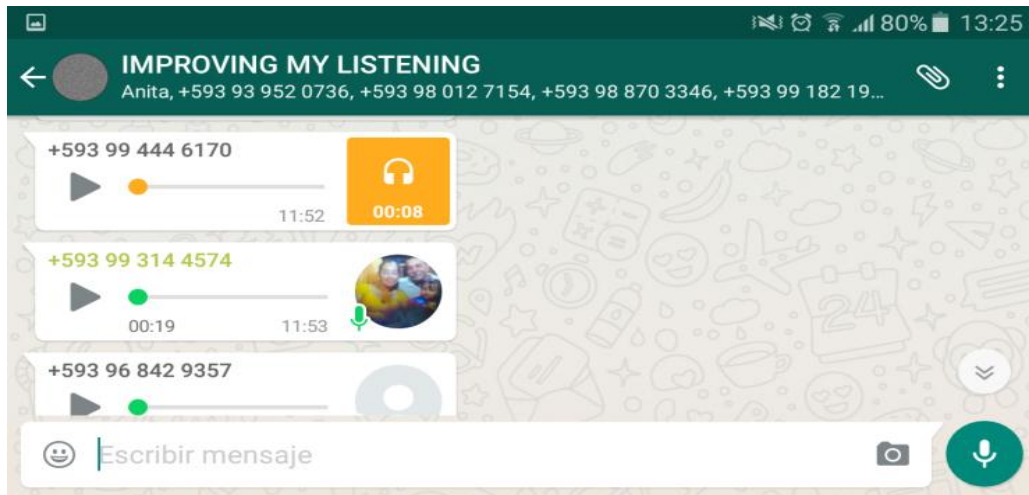
Strategy to Evaluate:

- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 29

INTERVIEWS & PODCAST
TOPIC: INTERVIEW WITH A SWIMMER

Objective: To listen and check responses



Classmate's name
What time do you get up?
What time do you start and finish school?
What time do you go to bed?

Activity: Recognizing or discriminating specific answers

Time: 30 minutes
Students: Second BGU

Instructions:

- Have students to select 2 or 3 classmate's responses and take note
- Ask students to find to classmates selected to check their understanding
- Encourage student to feedback each other in pronunciation

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

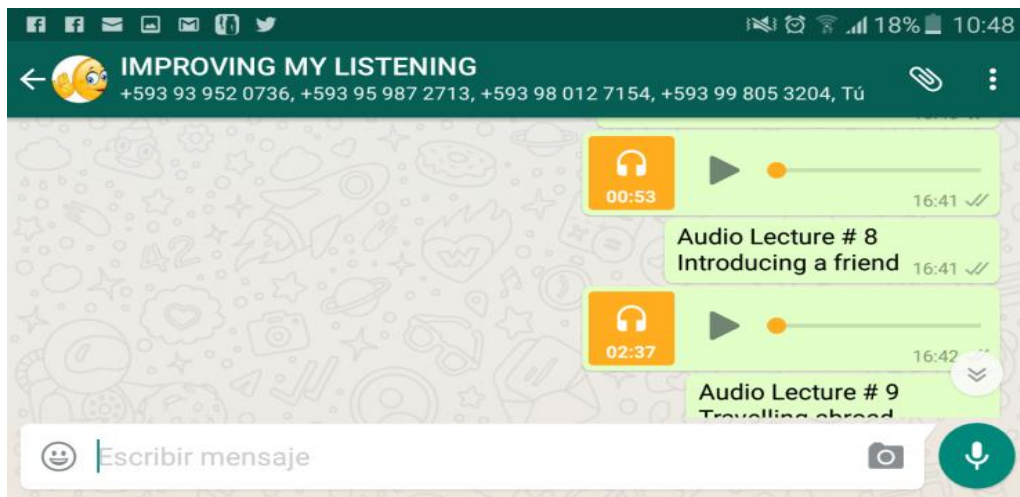
- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

ACTIVITY # 30

INTERVIEWS & PODCAST

TOPIC: INTRODUCING A FRIEND

Objective: To listen and check responses



Classmate's name

What questions do you like to ask when you meet new people?

Activity: Recognizing or discriminating specific answers

Time: 20 minutes

Students: Second BGU

Instructions:

- Have students to select 2 or 3 classmate's responses and take note
- Ask students to find to classmates selected to check their understanding
- Encourage student to feedback each other in pronunciation

<http://cristhianlucas795.wixsite.com/improvingmylistening>

Resources:

- Smart Device
- Headphones
- Worksheet
- Track sent by WhatsApp

Strategy to Evaluate:

- Monitoring comprehension
- Searching for specific clues to meaning
- Reproducing the message orally

4.2.7 RUBRIC

GENERAL RUBRIC OF LISTENING/VIEWING AND INTERVIEWING ACTIVITIES

Chart # 11: General Rubric of Listening/Viewing and Interviewing Activities

Student's Name: _____ **Date of Assessment:** _____

ASPECTS	DESCRIPTION	SCORE
Exemplary	The student demonstrated an excellent understanding of the information presented as reflected by his/her comments.	4
Accomplished	The student demonstrated a good understanding of the information presented as reflected in his/her comments	3
Developing	The student demonstrated somewhat of an understanding of the information presented as reflected in his/her comments.	2
Beginning	The student demonstrated poor or no understanding of the information presented as reflected in his/her comments.	1
Not Able to be Assessed	The student did not participate in class.	0

Source: www.learnnc.org/lp/media/lessons/.../General_Rubric_of_Listening

Adapted by: Cristhian Joel Lucas Soledispa

The main purpose of rubrics is to assess performances. Some performances observe the student in the process of developing a skill or solve an issue. Other performances observe the product that is the result of the student's work, like a finished finish or complete an activity. By matching the observations of a student's work to the descriptions in the rubric averts the rush to judgment that can occur in classroom evaluation situations. Instead of judging the performance, the rubric describes the performance.

4.3 ACHIEVEMENT AND EXPECTED RESULTS

4.3.1 PRE-TEST RESULTS

Chart # 12: Pre-test Results

No.-	STUDENT LIST	SCORE
1	ARAUZ MAGALLAN BRYAN STEVEN	7,60
2	CASTILLO ARMIJO DENNIS OMayRA	6,80
3	CRUZ CHELE DANIELA DAYANA	7,20
4	DELGADO ASQUI SANDRA GABRIELA	6,40
5	ESPINOZA TORRES DIEGO ALEXANDER	6,00
6	GONZALEZ ARTEAGA JEAN CARLOS	6,80
7	LAINIZ MORENO CHRISTOPHER MICHAEL	6,40
8	LINO PANIMBOZA JENNIFER ANDREA	6,80
9	MACIAS LAINIZ JENNIFER ESTEFANIA	6,40
10	MALAVE TOMALA CECILIA NOEMI	7,20
11	MENDEZ TOMALA ANA BELEN	6,80
12	PERERO MALAVE BRYAN FABRICIO	5,20
13	QUIMI BERNABE FRANK KENNETH	5,60
14	QUIMI TEJADA NOELIA JAMILEX	5,20
15	SALCEDO SANTOS NATALIA TAMARA	6,80

Source: Unidad Educativa Liceo Cristiano Peninsular

Author: Cristhian Joel Lucas Soledispa

4.3.2 WHATSAPP GROUP ACTIVITY RESULTS

Chart # 13: Songs and Lyrics Activities Results

No.-

SONGS AND LYRICS		Bryan Arauz	Dennis Castillo	Daniela Cruz	Sandra Delgado	Diego Espinoza	Jean Gonzalez	Christofer Lainez	Jennifer Lino	Jennifer Macias	Cecilia Malave	Ana Mendez	Bryan Perero	Frank Quimi	Noelia quimi	Tamara Salcedo
1	Oceans By: Hillsong United	8.1	7.9	8.6	9	8.7	8.3	9.2	8,8	9	8	9.3	8.6	9	9.4	9.6
2	"Holy Spirit" By Francesca Battistelli	9.2	9.4	9.2	9	9	9.2	9.4	9.2	9.2	9	9	9	9.2	9.4	9.4
3	Christ In Me - By Jeremy Camp	9.8	9.6	9.6	9.6	9.8	10	10	10	9.4	9.6	9	9	9.8	9.8	9
4	Just Be Held - By Casting Crowns	9.2	8.8	9	9	9.2	9.6	9.6	9	9	9.8	9.8	9.2	9.2	9.8	10
5	Who Am I - By Casting Crowns	10	10	9.8	9.8	10	10	9.6	9.8	10	10	10	9.6	9.6	10	9.8

Source: Unidad Educativa Liceo Cristiano Peninsular

Author: Cristhian Joel Lucas Soledispa

Chart # 14: VIDEO-CLIPS ACTIVITIES RESULTS

No.-

	VIDEO-CLIPS	Bryan Arauz	Dennis Castillo	Daniela Cruz	Sandra Delgado	Diego Espinoza	Jean Gonzalez	Christofer Lainez	Jennifer Lino	Jennifer Macias	Cecilia Malave	Ana Mendez	Bryan Perero	Frank Quimi	Noelia quimi	Tamara Salcedo
1	Finding Nemo	9.2	8	10	9	9.6	10	9.6	9.6	9.2	10	10	9.8	8.8	10	10
2	The Great Gatsby	9.6	8.2	9.8	8.6	8.6	9.4	9.2	8	8.2	8.6	8.6	8	7.8	9.2	9
3	Moonrise Kingdom -	8	8.2	8	8.2	8.8	9	8.8	8.2	7.8	9	8.8	8	8	9.4	9.2
4	The Silver Linings	8.4	8.6	8.8	8.8	8.2	9.2	8.4	7.8	8.6	8.8	8.2	8.2	8.6	9	8.8
5	Bolt Funny Cats	9.6	9	10	9.6	10	10	9.8	9.8	9.8	10	9.8	10	9.2	10	10
6	Chronicle' Clip: 'Supermarket'	8	9.2	8.4	8	7.8	8.2	7.8	8.2	8.4	9	8	8.4	8.2	8.2	8.4
7	The Royal Tenenbaums -	8.2	8	8.6	8.2	8.2	9	8.2	8.6	8	8.8	8	8.8	8.6	8.8	8.8
8	Catch Me If You Can	8	7.8	9	7.8	8.8	9.2	7.8	9.2	8.8	9.2	8.8	9.2	8.8	9.2	9.2

Source: Unidad Educativa Liceo Cristiano Peninsular

Author: Crithian Joel Lucas Soledispa

Chart # 15: AUDIO-LECTURES ACTIVITIES RESULTS

No.-

AUDIO-LECTURES		Bryan Arauz	Dennis Castillo	Daniela Cruz	Sandra Delgado	Diego Espinoza	Jean Gonzalez	Christofer Lainez	Jennifer Lino	Jennifer Macias	Cecilia Malave	Ana Mendez	Bryan Perero	Frank Quimi	Noelia quimi	Tamara Salcedo
1	A good night's sleep	10	10	10	9.8	10	9.8	10	10	10	9.8	9.8	10	10	10	10
2	Describing people	9.4	9	9	9.6	9.6	9	10	10	8.2	9.8	9.2	9	8.8	9	10
3	First day at school	9.8	10	10	10	10	9.8	10	10	10	9	10	10	10	9.8	10
4	Free time	9.2	9.8	9.8	9.6	10	10	10	9.8	9.8	9.8	10	10	9.8	9.8	9.8
5	Giving directions	8.8	8.8	9	9	9	9.6	9.8	10	8.8	8.8	9.8	8.8	8.2	9	10
6	Going to the cinema	10	10	10	10	9.8	9.8	9.2	9.2	9.8	9.6	9.8	10	9.8	9.6	10
7	Interview with a swimmer	9.8	9.4	9.8	10	8.8	9.2	9.2	9.4	9.2	10	9.8	9	9	9.2	9.8
8	Introducing a friend	10	10	10	10	9.8	9.8	10	9.8	10	10	10	10	9.8	9.2	10

Source: Unidad Educativa Liceo Cristiano Peninsular

Author: Cristhian Joel Lucas Soledispa

Chart # 16: INTERVIEWS & PODCAST ACTIVITIES RESULTS

No.

INTERVIEWS & PODCAST		Bryan Arauz	Dennis Castillo	Daniela Cruz	Sandra Delgado	Diego Espinoza	Jean Gonzalez	Christofer Lainez	Jennifer Lino	Jennifer Macias	Cecilia Malave	Ana Mendez	Bryan Perero	Frank Quimi	Noelia quimi	Tamara Salcedo
1	A good night's sleep	10	9.6	9.6	10	10	10	9.8	9.8	9.8	9.6	9.8	10	10	9.9	10
2	Describing people	8.8	8.8	9	8.6	8.8	9.6	10	10	9.6	9.8	8.8	9.2	9.6	9	9.6
3	First day at school	8.2	9.2	9.6	8	9.2	9.8	8.8	8.2	8.6	9.2	9	9	8.2	9.2	9.8
4	Free time	10	8.8	9.6	9.8	10	10	10	9.8	9.2	8.8	9.6	9	10	9.6	8.8
5	Giving directions	8	8.2	8.6	8	8	8.2	9	9.2	9	9	8.2	8.4	8	8	9
6	Going to the cinema	9	9.6	9.6	9	9	10	8.8	9.4	9.2	8.8	10	9	9	8.8	9.8
7	Interview with a swimmer	10	9.6	9.6	10	10	10	9.8	9.8	9.8	9.6	9.8	10	10	9.9	10
8	Introducing a friend	8.8	8.8	9	8.6	8.8	9.6	10	10	9.6	9.8	8.8	9.2	9.6	9	9.6

Source: Unidad Educativa Liceo Cristiano Peninsular

Author: Cristhian Joel Lucas Soledispa

4.3.3 GLOBAL SCORES PER ACTIVITY

Chart # 17: GLOBAL SCORES PER ACTIVITY

No.-	SONGS & LYRICS	SCORE	VIDEO CLIPS	SCORE	AUDIO LECTURES	SCORE	INTERVIEWS	SCORE
1	Oceans	8.76	Finding Nemo	9.63	A good night's sleep	10	A good night's sleep	9.86
2	"Holy Spirit"	9	The Great Gatsby	8.33	Describing people	9.4	Describing people	9.28
3	Christ In Me	9.5	Moonrise Kingdom	8.35	First day at school	9.92	First day at school	8.93
4	Just Be Held	9.2	The Silver Linings	9	Free time	9.86	Free time	9.53
5	Who Am I	10	Bolt Funny Cats	9.88	Giving directions	9.86	Giving directions	8.45
6			Chronicle' Clip: 'Supermarket'	8.25	Going to the cinema	9.4	Going to the cinema	9.27
7			The Royal Tenenbaums -	8.30	Interview with a swimmer	9.6	Interview with a swimmer	9.86
8			Catch Me If You Can	8.50	Introducing a friend	9.54	Introducing a friend	9.35

Source: Unidad Educativa Liceo Cristiano Peninsular

Author: Cristhian Joel Lucas Soledispa

4.3.4 COMPARISON AMONG PRE-TEST AND POST-TEST

Chart # 18: COMPARISON BETWEEN THE PRE-TEST AND POST-TEST

N°	NAMES	PRE-TEST SCORES	POST-TEST	PERCENTAGE
1	Arauz Magallan Bryan Steven	7,60	9,20	16 %
2	Castillo Armijo Dennis Omayra	6,80	8,00	12 %
3	Cruz Chele Daniela Dayana	7,20	8,40	12 %
4	Delgado Asqui Sandra Gabriela	6,40	7,60	12 %
5	Espinoza Torres Diego Alexander	6,00	7,60	16 %
6	Gonzalez Arteaga Jean Carlos	6,80	8,40	16 %
7	Lainez Moreno Christopher Michael	6,40	7,60	12 %
8	Lino Panimboza Jennifer Andrea	6,80	8,00	12 %
9	Macias Lainez Jennifer Estefania	6,40	8,00	16 %
10	Malave Tomala Cecilia Noemi	7,20	8,80	16 %
11	Mendez Tomala Ana Belen	6,80	8,20	14 %
12	Perero Malave Bryan Fabricio	5,20	7,20	20 %
13	Quimi Bernabe Frank Kenneth	5,60	8,00	14 %
14	Quimi Tejada Noelia Jamilex	5,20	7,60	24 %
15	Salcedo Santos Natalia Tamara	6,80	8,80	20 %
	Average	6,48	8,40	16 %

Source: Unidad Educativa Liceo Cristiano Peninsular

Author: Cristhian Joel Lucas Soledispa

Chart # 19: EVIDENCE OF IMPROVEMENT

PRE-TEST AVERAGE	POST-TEST AVERAGE	IMPROVEMENT
6.48/10	8.40/10	16%

Source: Unidad Educativa Liceo Cristiano Peninsular

Author: Cristhian Joel Lucas Soledispa

4.3.5 STRATEGIES OF IMPROVEMENT

Chart # 20: STRATEGIES OF IMPROVEMENT

BEFORE THE PROPOSAL

AFTER THE PROPOSAL

- | | |
|---|--|
| <ul style="list-style-type: none">• Classes without or not enough technological resources.• Traditional listening exercises.• Low level of listening improvement. | <ul style="list-style-type: none">• Students acquire acknowledgment on the use of technological smart devices and Apps such as WhatsApp.• Innovative English classes using smart devices and Apps such as WhatsApp.• Improvement of level in listening activities. |
|---|--|

Author: Crithian Joel Lucas Soledispa

4.4 CONCLUSIONS AND RECOMMENDATIONS

4.4.1 CONCLUSIONS

1. The implementation of supportive activities through Mobile Learning Methodology demonstrated that technology is invaluable source that allow students to get higher performance during their preparation process.

2. The use of Cross-mobile platform WhatsApp activities as teaching tools improved the listening skill among 12% and 20% on students of Second Bachillerato BGU at Unidad Educativa Liceo Cristiano Peninsular.
3. The application of WhatsApp activities contributed that students of Second Bachillerato passed from A2.1 to A2.2 level in listening skills according to Common European Framework Reference (CEFR).

4.4.2 RECOMMENDATIONS

1. It should be considered that teachers take training about how to design supportive activities through mobile learning methodology in order to provide their students with a more up dated didactic teaching-learning resources.
2. It is recommended that teachers and students use Cross-mobile platform WhatsApp platform not only as a social network but, as a pedagogical tool in order to improve the listening skills.
3. It is suggested that the English teachers always use the CEFR document as an assessment tool to measure the linguistic progress of their learners.

4.5 TIMETABLE

Nº	ACTIVITIES	2015-2017																																							
		NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				AUGUST				SEPTEMBER				NOVEMBER				APRIL				MAY			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Socialización with thesis advisor.		X																																						
2.	Thesis Desinging.		X	X	X																																				
3.	Elaboration Chapter I.				X	X																																			
4.	Chapter I Progress.					X	X																																		
5.	Elaboration Chapter II.						X	X	X	X	X	X																													
6.	Field Research at "Institution".						X																																		
7.	Focuss group Implementation.						X																																		
8.	Analysis and interpretation of results								X	X	X	X																													
9.	Elaboration Chapter III.											X	X	X	X	X	X	X	X																						
10.	Chapter III Progress.													X	X	X	X	X	X	X	X																				
11.	Elaboration Chapter IV																									X	X	X	X	X	X	X	X	X							
12.	Implementation of activities.																											X	X	X	X										
13.	Review of Thesis draft.																																		X	X	X				
14.	Delivery of final work																																				X				
15.	Pre defense of thesis																																			X					
16.	Defense of Thesis at Acadmeic Conseil.																																				X	X			
17.	Graduation day.																																					X			

Author: Cristhian Joel Lucas Soledispa

4.6 RESOURCES

4.6.1 Institutional

“Unidad Educativa Liceo Cristiano Peninsular”

4.6.2 Human Sources

- ✓ Author of the research paper
- ✓ Students
- ✓ Student researcher
- ✓ Guide of the research paper: Tutor
- ✓ Principal of the institutions
- ✓ Area teachers

4.6.3 Materials

- ✓ Smartphone or smart devices
- ✓ Computers
- ✓ Printer machine
- ✓ Internet connection
- ✓ Diagnostics papers
- ✓ Interview and focus group sheets
- ✓ Worksheets

4.6.4 Economic Resource

Chart # 21: Equipment Budget

EQUIPMENT

<i>No</i>	Item	PRICE	TOTAL
<i>1</i>	Computer	950.00	950.00
<i>1</i>	Printer	280,00	280,00
<i>1</i>	Pen drive	15,00	15,00
<i>1</i>	Smart Device	300.00	300.00
	TOTAL		1450.00

FINANCES

<i>Nº</i>	Item	Price	Total
<i>5</i>	Internet service (month)	35.00	210.00
<i>5</i>	Transport (month)	30.00	180.00
<i>1</i>	Others	50.00	50.00
	TOTAL		325.00

MATERIALS

<i>No.-</i>	ITEM	PRICE	TOTAL
<i>4</i>	Paper (block)	3.80	15.20
<i>315</i>	Photocopies	0,02	6.30
<i>3</i>	Folder	1.50	4.50
<i>2</i>	Pen	0.50	1.00
<i>2</i>	Pencil	0.25	0.50
<i>1</i>	Notebook	1.00	1.00
	TOTAL		28.50

ITEM	PRICE
<i>EQUIPMENTS</i>	1450.00
<i>FINANCES</i>	325.00
<i>MATERIAL</i>	28.50
TOTAL	1803.50

Author: Cristhian Joel Lucas Soledispa

4.7 REFERENCES

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APPENDIX

A. Anti-plagiarism report

URKUND

Documento	CRISTHIAN LUCAS CHAPTER urkund.docx (D16649171)
Presentado	2015-12-09 15:20 (-05:00)
Presentado por	crsthianlucas79@gmail.com
Recibido	xalmeida.upse@analysis.orkund.com
Mensaje	CRISTHIAN LUCAS CHAPTER I Mostrar el mensaje completo

0% de esta aprox. 3 páginas de documentos largos se componen de texto presente en 0 fuentes.

URKUND

Documento	CRISTHIAN LUCAS CHAPTER II.docx (D21471616)
Presentado	2016-08-22 22:27 (-05:00)
Presentado por	crsthianlucas79@gmail.com
Recibido	xalmeida.upse@analysis.orkund.com
Mensaje	CRISTHIAN LUCAS CHAPTER II Mostrar el mensaje completo

3% de esta aprox. 20 páginas de documentos largos se componen de texto presente en 3 fuentes.

URKUND

Documento	CRISTHIAN LUCAS CHAPTER IV.docx (D24556824)
Presentado	2016-12-21 10:02 (-05:00)
Presentado por	crsthianlucas79@gmail.com
Recibido	xalmeida.upse@analysis.orkund.com
Mensaje	CRISTHIAN LUCAS CHAPTER 4 Mostrar el mensaje completo

0% de esta aprox. 17 páginas de documentos largos se componen de texto presente en 0 fuentes.

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS



La Libertad, 07 de Marzo del 2017

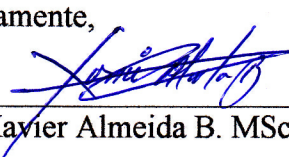
CERTIFICADO ANTIPLAGIO

011-TUTOR XAAB (XAVIER ANTONIO ALMEIDA BRIONES) 2017

En calidad de tutor del trabajo de titulación **“SMART DEVICE APPLICATION AS TEACHING TOOL FOR IMPROVING LISTENING SKILL TO STUDENTS OF SECOND BACHILLERATO BGU AT UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR.LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016.”**, elaborado por el estudiante LUCAS SOLEDISPA, CHRISTIAN JOEL egresado de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 3 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,


Ing. Xavier Almeida B. MSc.

C.I.:0913534749
DOCENTE TUTOR

B. Institution's consent letter



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
 Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS



Oficio n.º: CLI -2015-312-OF
 La Libertad, 15 Diciembre de 2015

Magister,
 Jannet Moreno de Guamán
RECTORA UNIDAD EDUCATIVA "LICEO CRISTIANO PENINSULAR"
 En su despacho.

De mis consideraciones:

El Sr. CRISTHIAN JOEL LUCAS SOLEDISPA, con C. I # 0919793075, estudiante de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciado en Idioma Inglés de acuerdo a la información que se detalla a continuación:

TRABAJO DE TITULACIÓN	TUTOR ASIGNADO	RESOLUCIÓN
SMART DEVICE APPLICATION FOR IMPROVING THE LISTENING SKILL TO STUDENTS OF SECOND BACHILLERATO AT BGU LICEO CRISTIANO PENINSULAR, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016.	MSc. Xavier Almeida Briones.	RCA-024-2015 DEL 10/11/2015

Solicito a usted se le dé las facilidades para realizar la investigación de campo y otras actividades pertinentes.

Gracias por su atención.

Atentamente,



Glenda Pinoargote Parra, MA. Ed.
DIRECTORA CARRERA LICENCIATURA EN INGLÉS

C.c Archivo

UNIDAD EDUCATIVA
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 Fecha: *15/12/15*
 Hora: *10:30*

C. Institution's certificate of completion research



UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR

"EDUCAMOS PARA SERVIR - EDUCAMOS CON PROPÓSITO"

La Libertad 15 de mayo de 2016

MSC. Glenda Pinoargote Parra
DIRECTORA DE LA CARRERA DE LICENCIATURA EN INGLÉS

En su despacho.

Reciba cordiales saludos y más sinceros deseos que las bendiciones de nuestro Señor estén siendo derramadas sobre su vida familiar y laboral.

Por medio de la presente me dirijo a Ud. para **CERTIFICAR** que el Sr. Cristhian Joel Lucas Soledispa, aplicó su propuesta de tesis "SMART DEVICE APPLICATION AS TEACHING TOOL FOR IMPROVING LISTENING SKILL TO STUDENTS OF SECOND BACHILLERATO BGU AT UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR. LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016." Desde el 7 de diciembre de 2015 hasta el 19 de febrero de 2016. Durante el tiempo de aplicación de la propuesta se evidenció responsabilidad y excelente desempeño por parte del docente así como motivación por parte de los estudiantes.

Es todo cuanto puedo certificar en honor a la verdad quedando el portador de este documento en libertad de hacer uso de él para los fines pertinentes.

Atentamente,

Leda Jannet Moreno de Guaman
Rectora U E Liceo Cristiano Peninsular



Barrio La Esperanza - Avenida 15 y calle 24 esquina - Telefax 2782816 / 542
La Libertad - Santa Elena - Ecuador

www.liceocristianopeninsular.edu.ec - liceo@icesiacepad.org - Casilla De Correo # 7140



FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS

Memorando nº: UPSE-FCEI-2015-1082-M

La Libertad, noviembre 12 de 2015

PARA: LUCAS SOLEDISPA CRISTHIAN JOEL
ESTUDIANTE DE LA CARRERA DE LICENCIATURA EN INGLÉS

Asunto: Asignación de Tutor

En cumplimiento al Reglamento de Graduación y Titulación, Art. 9 y analizada la solicitud presentada en Consejo Académico RCA-024-2015 en sesión extraordinaria del 10 de noviembre del año en curso, RESUELVE designar como **TUTOR** del Trabajo de Titulación SMART DEVICE APPLICATION FOR IMPROVING THE LISTENING SKILL TO STUDENTS OF SECOND BACHILLERATO AT BGU LICEO CRISTIANO PENINSULAR. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016, al **MSC. XAVIER ALMEIDA BRIONES**.

Atentamente,


Dra. Nelly Pachiana Rodríguez

DECANA



NPR/lq


RECIBIDO

APELLIDOS Y NOMBRES:

Lucas Soledispa Cristhian Joel

FECHA: 16/11/2015

HORA: 18:35


FIRMA

Other

Picture # 1: Interview with Msc. Jannet Moreno de Guamán. Principal of Unidad Educativa Liceo Cristiano Peninsular



Picture # 2: Interview with Mr. Tito Hidalgo - COPEI (via Hang Out)



Picture # 3: Interview with Teachers Staff of U E Liceo Cristiano Peninsular



Picture # 4: Focus Group with students of Second Bachillerato BGU- U E Liceo Cristiano Peninsular



Picture # 5: Students Solving a Podcast Activity



Picture # 6: Student developing a Song & Lyric Activity



Picture # 7: Student solving a Lecture Activity



Illustration # 22: Interview with Mr. J.J. Wilson- Writer in residence, Western New Mexico University (Via e-mail)

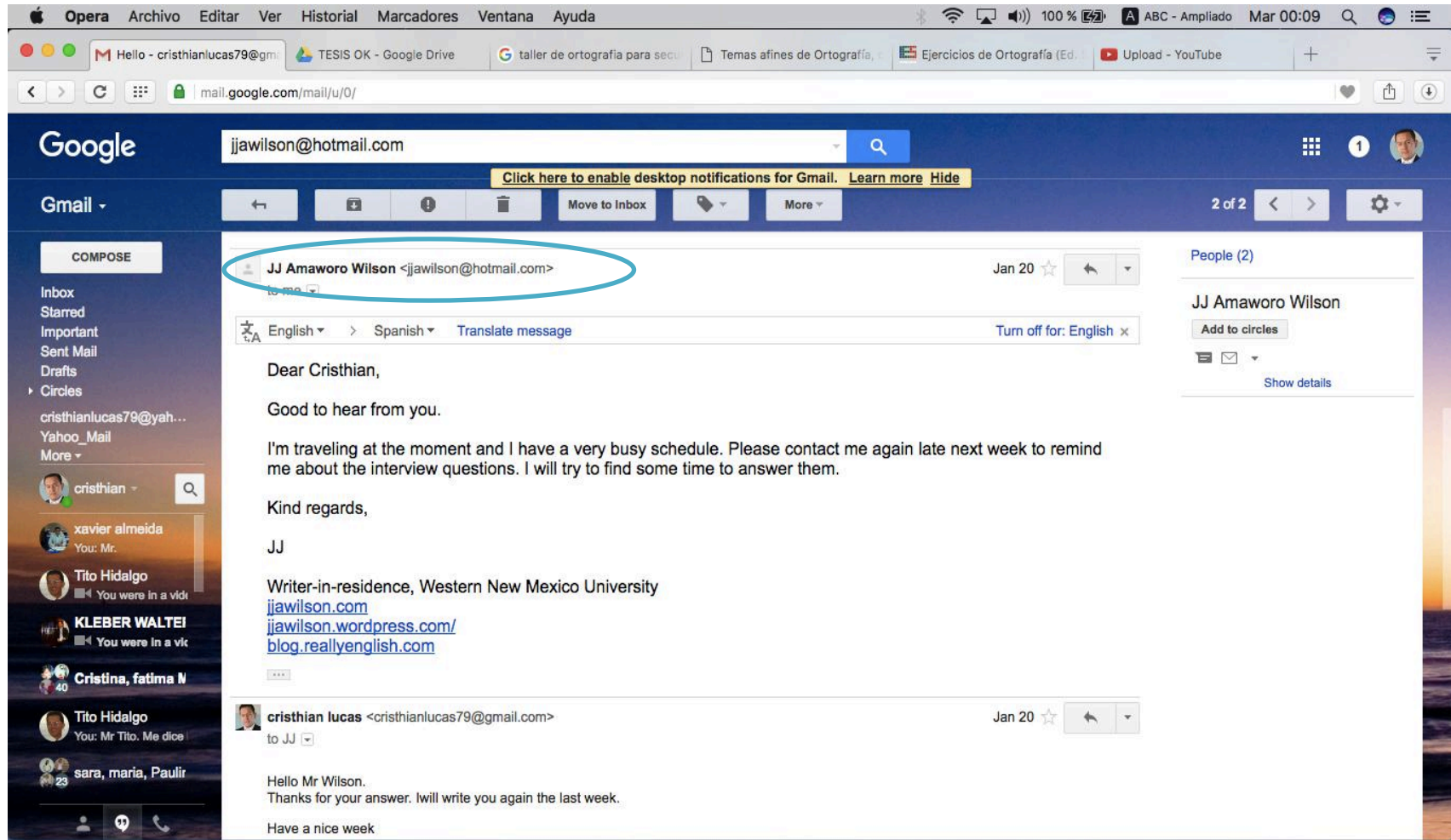


Illustration # 23: Pre-Test page









 UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR La Libertad – 2 782 816	ASIGNATURA: ENGLISH						
	DOCENTE: Mr. CRISTHIAN LUCAS S.		AÑO LECTIVO 2015 - 2016				
	ESTUDIANTE:						
	FECHA:						
CURSO: 2nd BGU		JORNADA: MATUTINA		CALIFICACIÓN: ____/10			
INSTRUMENTO DE EVALUACIÓN							
Marque con una X el tipo de evaluación	QUIMESTRE:			TIPO DE EVALUACIÓN:			
	Primero	Segundo	x Parcial	Quimestral	Supletorio	Remedial	Gracia
INSTRUCCIONES DEL EXAMEN:							
1. El tiempo estimado para resolver este examen es de <u>40</u> minutos							
2. No se permite consultas entre compañeros, ni sacar medios escritos, equipos de música y celulares en el transcurso de la realización de la evaluación.							
3. El examen debe realizarse con estero de color negro o azul							
4. Evite los tachones y borradores, analice antes de contestar cada pregunta							
IMPROVING MY LISTENING PROGRAM							
PRE-TEST							
1. <u>Listen and number the themes 1-7 to match what the speakers are talking about.</u>							
a. A canal boat trip	.....	e. A theater	.....			
b. A commercial	.....	f. The subway	.....			
c. A museum	.....	g. A zoo	.....			
d. A perfect vacation	.....					
2. <u>Listen and number the themes 1-6.</u>							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
							
3. <u>Circle the best way to end the sentence. Then listen and check.</u>							
a. I don't eat meat, so I won't have any ham / onion.							
b. I don't eat dairy products. So I won't have any olive / cheese.							
c. Which do you prefer, green or red pineapple / peppers.							
d. I'm starving, I'm going to have two fried eggs / ham.							
e. Just fruit for me, please. I'd like some pineapple / spinach.							
f. What are those black things on your pizza? Are they olives / milk?							
g. I love vegetables! I could eat a whole plate of spinach / cheese.							
4. <u>Read the clues and circle the correct word. Then listen and check.</u>							
a. A lot of men wear one to work.		Tie / Earrings					
b. It means "full of people"		crowded / empty					
c. It's warm. Sweaters are often made of it		cotton / wool					
d. The top part of your arms		fingers / shoulders					
e. You can wear one in bad weather to keep dry		socks / raincoat					
..... Student's Signature		(25 X 0.40 = 10 marks)					
APROBACIÓN DEL EXAMEN							
DOCENTE DE LA MATERIA	COMISIÓN TÉCNICO PEDAGÓGICA			COORDINACIÓN/VICERRECTORADO			

Illustration # 24: POST-TEST

 UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR La Libertad – 2 782 816	ASIGNATURA: ENGLISH		AÑO LECTIVO 2015 - 2016
	DOCENTE: Mr. CRISTHIAN LUCAS S.		
	ESTUDIANTE:		CALIFICACIÓN: ____/10
	FECHA:	CURSO: 2nd BGU		JORNADA: MATUTINA

INSTRUMENTO DE EVALUACIÓN							
Marque con una X el tipo de evaluación	QUIMESTRE:			TIPO DE EVALUACIÓN:			
	Primero	Segundo	x	Parcial	Quimestral	Supletorio	Remedial	Gracia
INSTRUCCIONES DEL EXAMEN: 1. El tiempo estimado para resolver este examen es de <u>45</u> minutos. 2. No se permite consultas entre compañeros, ni sacar medios escritos, equipos de música y celulares en el transcurso de la realización de la evaluación. 3. El examen debe realizarse con efere de color negro o azul. 4. Evite los tachones y borradores, así como antes de contestar cada pregunta.							

**IMPROVING MY LISTENING PROGRAM
POST-TEST**

1. Listen a group of friend having a conversation. Then choose the best option

- a. They are going to make a TV program.
 a. Yes, they are b. No, they aren't c. Don't know
- b. All of the group have to go to the studio
 a. Yes, they do b. No, they don't c. Don't know
- c. Carol has to buy some presents
 a. Yes, she does b. No, she doesn't c. Don't know
- d. Ben has to go shopping with Carol
 a. Yes, he does b. No, he doesn't c. Don't know
- e. Carol says it's Ok for her to go by herself.
 a. Yes, she does b. No, she doesn't c. Don't know



2. Listen to Paula talking about the rules for the next TV contest. Check (✓) the things you have to do and (X) things you don't have to do.

- a. Answer three questions about New York
()
- b. Write a sentence saying why TV2DAY is the greatest
()
- c. Pay \$10.00 to enter the contest
()
- d. Send a photograph with your answer
()
- e. Send in your answer by September 1st
()
- f. Buy TV2DAY magazine
()
- g. Know New York very well
()
- h. Writing clearly using a black pen
()



3. Listen and complete the following lecture about some advices to travel abroad. Use the word bank.

- You (1)..... always watch your bags, especially in airports and bus stations where there are lots of people around. And you must watch out for (2).....
- Always carry some money, but you mustn't carry (3)..... much! It's best to keep your money and (4)..... in a money belt. And it's good idea to put them in a plastic bag so they don't get (5).....
- Dress properly. In some countries you mustn't (5).....shorts, and in some places you mustn't take off your (7).....before you go into a church or temple.
- You must always ask before a (8)of a person.
- Always be (9)and friendly to local people.
- You (10) Drop litter.
- Drink bottled (11)and have drinks without ice. In some restaurants the ice is made from tap water.
- Eat food that is well-cooked, and you must be careful with (12)and vegetables. Have a safe and happy trip!!

- | |
|------------|
| Fruit |
| Must |
| Mustn't |
| Passport |
| Pickpocket |
| Picture |
| Polite |
| Shoes |
| Too |
| Water |
| Wear |
| Wet |

(25 X 0.40 = 10 marks)

Illustration # 25: wixsite.com/improvingmylistening/song&lyrics

IMPROVING MY LISTENING
WITH WHATSAPP AS A TEACHING TOOL

By: Cristhian Lucas - English Teacher

START BACKGROUND INVESTIGATION & METHODOLOGY THE PROPOSAL ACTIVITIES More

ACTIVITY # 1

MUSIC: Oceans By: Hillsong UNITED
Source: www.metrolyrics.com

Objective: To recognize and use Adjectives and Prepositions.

Pre-listening:
Dictation: Listen and classify the words you hear.

Adjectives	Preposition

For
deepest
deep
above
stronger
great
upon
in

While listening fill the gaps with words from word bank.

You call me outthe waters
Theunknown where feet may fail
And there I find Youthe mystery
In oceans
My faith will stand

And I will call upon Your name
And keep my eyesthe waves
When oceans rise

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Source: <http://cristhianlucas795.wixsite.com/improvingmylistening>

Author: Cristhian Joel Lucas Soledispa

Illustration # 26: wixsite.com/improvingmylistening/interviews

The screenshot shows a web browser window displaying a Wix website. The browser's address bar shows the URL cristhianlucas795.wixsite.com/improvingmylistening/interviews. The website's main heading is "IMPROVING MY LISTENING" in large green letters, with the subtitle "WITH WHATSAPP AS A TEACHING TOOL" below it. A navigation menu includes "START", "BACKGROUND", "INVESTIGATION & METHODOLOGY", "THE PROPOSAL", "ACTIVITIES", and "More". The author is identified as "By: Cristhian Lucas - English Teacher". The main content area features a video player with a play button, showing an interview with Lcda. Jannet Moreno de Guaman MSc., Principal at U E LICEO CRISTIANO PENINSULAR. The video title is "3.4.3 Interview directed to Lcda. Jannet Moreno de Guamán Msc Principal at Unidad Educativa Liceo Cristiano Peninsular". The video content includes the question: "Question 1: What is your criterion about the Education system in Ecuador?" and the interpretation: "Interpretation: The authority of this institution said that entire system is projected to make improvements, but the application is where the flaws are evident. Unfortunately, recent changes, for example the Bachillerato General". A Wix watermark is visible at the bottom of the page.

Source: <http://cristhianlucas795.wixsite.com/improvingmylistening>

Author: Cristhian Joel Lucas Soledispa

Illustration # 27: wixsite.com/improvingmylistening/start



Source: <http://cristhianlucas795.wixsite.com/improvingmylistening>

Author: Cristhian Joel Lucas Soledispa