



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“EXPLORING THE ADVANTAGES AND
DISADVANTAGES OF MOBILE APPLICATIONS ON THE
DEVELOPMENT OF LISTENING SKILLS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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La Libertad – Ecuador

2024

La Libertad, June 21st, 2024

ADVISOR'S APPROVAL

In my role as Advisor of the research paper entitled **“EXPLORING THE ADVANTAGES AND DISADVANTAGES OF MOBILE APPLICATIONS ON THE DEVELOPMENT OF LISTENING SKILLS”** prepared by Farias Matias Jessedy Anahi and Orrala Figueroa Nathaly Michelle undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

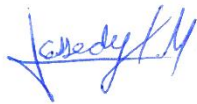
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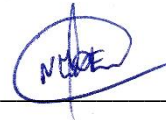
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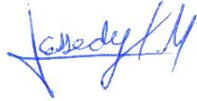
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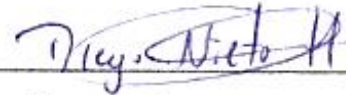
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Acknowledgment I

First of all, I want to thank God, without God nothing could be possible. In second place thank to my parents Jessica Matias and Edison Farias, who are the most important people in my life, who through their understanding, love and support made this possible. To my brother for all his support and funny moments. I thank to my friends Nathaly and Ruth who made these years in college memorable and fun. I thank to my couple who has always been in worst and better moments, and finally thanks to my classmate and thesis partner Michelle your patience and support made this possible.

Acknowledgement II

Firstly, I would like to thank God because I know he never left me alone. To my mother, Flor Figueroa, because she always supported me in different ways. To my sisters, Geomayra, and Mariuxi, because they care about me all the time. I thank to my nieces and nephews, because they are my motivation in life and never give up. I am so grateful with my romantic partner, for his support day and night, and for his sincere love. I thank to my father, Enrique Orrala, and my brothers in law, Miguel Reyes, and Luis Cochea, for protecting me and being like my real brothers. I am grateful with Freddy Orrala Briones, for being a best friend for me and my family. I would like to thank to my friends as well, Irving, Melanie, and Freddy, for all the memories we made together. And finally, to my friend and thesis partner Jessedy, for her effort.

Dedication I

I dedicate this project to my dear father Edison, for being best father I could have had. For always demonstrate his love in different ways, for teaching me to have strength and perseverance, for all values that you instilled in me, none of this would be possible without you.

To my mom Jessica, thanks to the advices she gave me and all values that she instilled in me I became the person I am now.

With love, Farias Matias Jessedy Anahi.

Dedication II

I dedicate this project specially to my mother, Flor Margarita, for being a present mother, for always taking care of me and for provide her love to me. She is my biggest inspiration in life.

Forever grateful, Orrala Figueroa Nathaly Michelle.

Abstract

The use of mobile applications in the educational environment presents significant advantages, as students can improve various skills, in this case, their listening skills in English. This project aimed to evaluate the advantages and disadvantages of using mobile applications and their impact on the development of English listening skills, specifically among fourth-semester university students in the PINE major, as well as among teachers who have the opportunity to use mobile applications to enhance the learning and development process of listening skills. The main objectives of the study are to evaluate the advantages and disadvantages of mobile applications in the development of listening skills, to identify perceptions of teachers and students about the use of mobile applications, and to provide recommendations for the effective integration of mobile applications. The methodology of this project included qualitative research, which provided clear results through open-ended interviews with both students and university teachers. The main findings of the research revealed that students prefer to combine traditional teaching methods with the use of mobile applications to improve their English listening skills, as this way they interact better both in the classroom and with their peers, and feel that learning is more enhancing and productive. This study concludes that while mobile applications can be a valuable tool for improving listening skills, it is crucial to integrate them in a balanced way with other pedagogical methods and to consider the individual needs and preferences of the students. Educators are recommended to adopt an integrated approach that combines the use of technology with traditional teaching techniques to maximize the benefits of listening skill development.

Keywords: Applications, skill, listening, advantages, disadvantages.

Resumen

El uso de aplicaciones móviles en el entorno educativo presenta ventajas significativas, ya que los estudiantes pueden mejorar diversas habilidades, en este caso, sus habilidades de escucha en inglés. Este proyecto tuvo como objetivo evaluar las ventajas y desventajas del uso de aplicaciones móviles y su impacto, específicamente entre los estudiantes universitarios de cuarto semestre de la carrera PINE, así como entre los profesores que tienen la oportunidad de usar aplicaciones móviles para mejorar el proceso de aprendizaje y desarrollo de las habilidades de escucha. Los principales objetivos del estudio son evaluar las ventajas y desventajas de las aplicaciones móviles en el desarrollo de las habilidades de escucha, identificar las percepciones de los profesores y estudiantes sobre el uso de las aplicaciones móviles, y proporcionar recomendaciones para la integración efectiva de las aplicaciones móviles. La metodología de este proyecto incluyó investigación cualitativa, que proporcionó resultados claros a través de entrevistas abiertas tanto a estudiantes como a profesores universitarios. Los principales hallazgos de la investigación revelaron que los estudiantes prefieren combinar métodos de enseñanza tradicionales con el uso de aplicaciones móviles para mejorar sus habilidades de escucha en inglés, ya que de esta manera interactúan mejor tanto en el aula como con sus compañeros, y sienten que el aprendizaje es más enriquecedor y productivo. Este estudio concluye que, si bien las aplicaciones móviles pueden ser una herramienta valiosa para mejorar las habilidades de escucha, es crucial integrarlas de manera equilibrada con otros métodos pedagógicos y considerar las necesidades y preferencias individuales de los estudiantes. Se recomienda a los educadores adoptar un enfoque integrado que combine el uso de tecnología con técnicas de enseñanza tradicionales para maximizar los beneficios del desarrollo de las habilidades de escucha.

Palabras claves: Aplicaciones, habilidades, comprensión auditiva, ventajas, desventajas.

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Introduction

In the recent digital era, the language learning has evolved in very big steps significantly driven by the advancement of information and communication technologies. Among these innovations, mobile applications have emerged as popular and accessible tools for students around the world. The ability to listen, known as listening skill, is one of the most crucial linguistic skills, as it allows effective understanding of the spoken language and facilitates fluent communication.

The development of this skill is essential for the acquisition of a new language, since listening comprehension precedes and facilitates other linguistic skills. Despite its importance, many students face difficulties in improving their listening skills due to a lack of exposure to native speakers and the need for more dynamic and authentic practices. Is for that reason this research focusses on the integration of mobile apps in language learning and overall, on the development of listening skills, because both of them could create a good classroom environment, if the use of mobile.

Mobile language learning apps promise a variety of benefits, such as flexibility, interactivity, and access to a wide range of listening resources. Among the most notable advantages are flexibility in study schedules, the possibility of accessing a wide range of listening resources at any time and place, and the ability to interact with multimedia content that can make learning more attractive and effective.

However, they also pose challenges that can impact the effectiveness of listening skill development, such as quality of content, lack of personalized feedback and different types of accents to which students are not familiar with. Furthermore, student motivation and self-discipline play a crucial role in taking advantage of these tools, and not all students maintain constant and effective use of the applications.

This research aims to explore in detail the advantages and disadvantages of mobile applications on the development of listening skills. Through an exhaustive analysis of the findings, different interviews and investigation of different researchers about this the aim is to provide a comprehensive perspective of both, students and teachers, of how these technological tools can optimize or limit auditory learning. In this way, we seek to contribute to the understanding of the factors that must be considered when integrating mobile applications in language learning.

Chapter I: The Problem

Research Topic:

Information technology and listening skill

Title of Project:

The advantages and disadvantages of mobile applications on the development of listening skills.

Problem statement

Nowadays, in this globalized world talking and understanding English is a vital skill to develop, Beta (2023) mentions that English is the main language of international communication, business, and diplomacy, making it essential know this language. English is not only important to have better job and academic opportunities but also necessary to people daily lives. The first thing that comes to students minds when listening "learn English" is just speaking but significant communication when speaking a second language also includes listening skills, without listening it cannot have good communication. According to Nichols (1957), "The most basic of all human needs is the need to understand and be understood. The best way to understand them is listening". This support the information provide before about listening is one of the most important skills to develop and when acquire a second language is not the exception.

Worldwide, Ameri (2020) emphasizes the growing significance of mobile technologies and applications in the realm of education, particularly in the domain of foreign language learning. According to current research in mobile learning, cell phones, and their associated applications remain invaluable tools for acquiring proficiency in foreign languages. The unique attributes of mobile technology, such as interactivity, ubiquity, and portability, contribute significantly to their efficacy in facilitating learning. Furthermore, the active involvement and feedback provided by educators further enhance the educational benefits derived from mobile learning.

On another hand, according to Valladares (2021) in Ecuador, the English language continues to be referenced at a low level. One of the reasons for this is that students in colleges and universities demonstrate a range of difficulties in their learning process across various English language skills, particularly in oral comprehension. In numerous instances, teachers employ techniques that are deemed inadequate or less efficient, failing to fulfill their mission, which is to integrate student learning and foster increased interest in English.

Subsequently, in a study within Santa Elena, Panimboza (2022) mentions that some students present some difficulties to develop listening skills. They face deficits in

their learning process, they do not want to speak as one of the mistakes, and even though teachers motivate them, they feel scared to speak with someone and feel uncomfortable with English. It is not easy to develop listening skills; they only practice in classes that last forty minutes each day. They do not find enough opportunities to practice the language, which is the reason why students will practice English in a better way and enjoy, play, and learn at the same time using different activities.

In the canton of La Libertad, province of Santa Elena, at the Peninsula Santa Elena State University, there is a need to evaluate the advantages and disadvantages of the use of mobile applications in the development of listening skills in English. As mobile technology becomes increasingly integrated into education, the question arises as to the actual impact of these tools on the language learning process. While mobile apps offer the promise of personalized and accessible practice, they also pose potential challenges, such as lack of personalized feedback and variable content quality. This study seeks to better understand how these apps can be optimized to maximize their effectiveness and thus contribute to more meaningful English language learning in the university setting.

Justification

The main reason for conducting this research project is to explore, recognize, and comprehend in depth the process of learning listening skills through mobile applications such as YouTube, TED, Duolingo, and FluentU in the classroom. These technological tools have become essential components in modern education, providing students with innovative and accessible resources that facilitate the development of listening skills in a more interactive and personalized way.

Nowadays, recognizing the advantages and disadvantages of mobile applications for developing listening skills is essential because it helps to understand why professors include technology in the time to develop listening skills. It also contributes to seeing if students consider mobile apps a good tool to improve their listening skills or if there are problems using them.

This research has vital information about the experiences and opinions of students and teachers because they differ on this topic. Some might find the apps easy to use and helpful, while others might have trouble with them. Understanding these different perspectives can also help to choose better apps that work well for most of them.

Currently, using applications for English language learning plays a vital role in promoting significant listening skills learning. These kinds of apps develop autonomy in

the student in improving this skill. Through mobile devices as educational tools that allow the learning of a second language, the aim is to establish a better relationship of motivation and commitment between the user and the applications, with a fundamental interest in acquiring skills to improve listening.

That is why the information provided in this thesis is essential to contributing to a different perspective on the use of technology and the overall use of mobile apps in the classroom and when students practice English autonomously. In conclusion, this research could serve as a future guide to other kinds of research about mobile apps or listening skills.

Problem questions

General questions

What are the advantages and disadvantages of using mobile applications in the development of listening skills, and how can these tools effectively influence the language learning process?

Specifics questions

- ✓ What functionalities do these apps offer to improve listening comprehension in English?
- ✓ What do learners think about the effectiveness of mobile apps compared to other methods of teaching listening skills?
- ✓ What obstacles may arise when integrating these apps into the language learning process, and how can they be overcome?

Objectives

General objective

To evaluate the advantages and disadvantages of the use of mobile applications, understand their impact on the development of listening skills, as well as their effectiveness and optimal uses in the learning process.

Specifics objective

- ✓ To identify the features and functionalities of mobile applications for English listening development.
- ✓ To explore students' perceptions of the effectiveness of mobile applications in improving their listening comprehension in English.
- ✓ To analyze the challenges and obstacles faced by students in using mobile applications to improve their listening in English.

Chapter II: Theoretical Framework

Background

Globally, Maulina et al. (2021) conducted a study in Indonesia entitled 'Technology Based Media Used in Teaching Listening Skills', which examined the effectiveness of technology-based media in improving listening skills in teaching English as a second language. The study highlighted the growing interest of both students and teachers in the effectiveness of these media, especially in settings where English as a second language is taught. The results showed that, despite the availability of other teaching materials, students face difficulties in mastering the language. In response to this issue, technology-based media were introduced for students and teachers, which proved to have a significant impact on the development of listening skills. Among the aforementioned media are mobile devices, multimedia technology, radio news, podcast applications and audiobooks accessible from mobile devices.

Similarly, in their study 'Improving Students' Listening Comprehension with Mobile App English Listening Test', Eka and Izzah (2020) investigated the impact of the Mobile English Listening Test app on Android smartphones on English language learners' listening comprehension. They found that participants who used the app showed significantly better listening comprehension test scores compared to the control group. These findings suggest that the app contributed to improving students' listening skills, which may be beneficial for their English language learning.

On the other hand, at the meso level, Faria and Elizondo (2024), in their thesis 'The use of songs as a pedagogical strategy to improve listening skills in A1 level students', developed a didactic guide with songs to improve listening skills in eighth grade students in the province of Guayaquil, Ecuador. The methodology employed was descriptive and quantitative, using surveys and questionnaires. The resulting guide was validated and ready to be implemented, promoting more effective English learning.

Additionally, Reyes (2024) study, entitled 'Enhancing listening skills through multimedia content in 10th-grade students with A2 level', conducted in the province of Guayaquil, examined the role of multimedia content in the development of listening skills in 10th grade students with an A2 level of English at the Escuela de Educación Básica Particular 'Lev Vygotski'. The research adopted a qualitative approach, using surveys distributed to the students and an interview with their English teacher. The objective was to understand the students' perspectives on how multimedia content such as videos, songs and animations could improve listening comprehension and engagement. The interview gathered the teacher's views on multimedia integration,

observed benefits, and challenges faced. The study sought to analyze the factors that influence the development of listening skills and contribute to the creation of new materials or tools to improve comprehension.

At the micro level, Arias (2022) study entitled 'Ted Talks to Enhance Listening Skills for Teenagers', conducted in the province of St. Helena, examined the use of TED talks to enhance listening skills in adolescents. Linguistic and cultural components were found in the talks, which served as the basis for creating learning activities aimed at assessing listening comprehension sub-skills. An improvement in these sub-skills was observed in the study groups (control and experimental) compared to the pretest. However, those who attended the TED talks showed an improvement not only compared to the pretest, but also compared to the results of the control and experimental groups, with the latter showing better performance. The use of TED Talks and similar resources along with the study of subskills to improve listening skills in students at any level is suggested.

To conclude, González and Quimi (2023) emphasized that proficient listening skills were an imperative goal in education, which prompted an exploration of the impact of cooperative learning on students' listening skills. This project investigated the relationship between cooperative learning practices and the development of listening skills, evaluating their influence on the learning outcomes of the seventh semester in the PINE program at UPSE. By interacting with students, the study provided an understanding of the role of cooperative learning in the development of listening skills and sought to reveal the connections between this approach and increased motivation. Additionally, it identified challenges and facilitators in the implementation of cooperative learning, highlighting factors that empower it as a tool to nurture listening skills.

Dependent Variable

Listening Skill

To begin with, Nordquist (2019) highlights that listening involves actively receiving and interpreting spoken or sometimes implicit messages, making it a crucial aspect studied within language arts and conversation analysis. This skill encompasses not only hearing words but also understanding their meaning, tone, and context, facilitating effective communication and comprehension in various contexts and disciplines.

Next, the language, as stated by the Real Academia de la Lengua (2023), is defined as "the system of verbal and written communication specific to a linguistic

community, consisting of a set of signs and rules that allow expression and understanding among its members." This definition complements the previous perspective by emphasizing the importance of both the oral and written aspects of language, as well as its essential role in interaction within a linguistic community. Together, these perspectives underscore the complexity and significance of language as a fundamental tool for human expression and meaning construction.

Finally, Thi Hue (2019), listening skills play a crucial role in the process of learning the English language. Despite its importance, teaching this skill can be challenging for some teachers. Previous research has highlighted the difficulties that both teachers and students face when practicing English listening. Therefore, it is crucial to examine and implement effective strategies to improve the teaching of this skill and foster students' motivation in language learning.

Importance of listening skill

Initially, Aminur (2023) emphasized the pivotal role of listening in effective communication, often overlooked. It entails comprehending perspectives and responding with consideration. Beyond mere auditory reception, it entails discerning underlying messages and emotions. Effective listening cultivates empathy and rapport, establishing trust and openness. In today's frenetic world, it counteracts distractions, providing mindfulness and presence. Cultural sensitivity in listening is essential for fostering inclusivity. This blog will delve into the significance of listening skills and provide strategies for enhancement.

Finally, Zulhairah et al. (2023), listening holds significant importance due to its role as the cornerstone of effective communication, being deemed the most critical aspect thereof. Additionally, it is underscored that listening is not only pivotal for fostering productive collaboration but also essential for facilitating effective learning processes. These assertions emphasize the multifaceted significance of attentive listening in various aspects of interpersonal interaction and knowledge acquisition.

Listening Comprehension

Listening comprehension is a complex process that involves multiple cognitive and linguistic skills. According to Nadig (2019), listening comprehension not only requires the ability to identify sounds and words, but also to understand the syntactic structure of sentences and the overall meaning of discourse. This process involves skills such as working memory, inference ability, and monitoring comprehension. Liu (2019) highlights that listening comprehension is essential in foreign language learning, as it allows students to develop better linguistic competence by exposing themselves to

various forms of speech and accents. Furthermore, listening comprehension is closely related to other language skills, such as reading and writing, and its development can significantly improve overall language proficiency. This approach not only contributes to language proficiency, but also strengthens the confidence and communicative competence of language learners.

Independent Variable

Mobile apps

Mobile applications in the educational field have become essential tools that offer multiple benefits for both students and educators. These applications facilitate access to learning materials anytime, anywhere, promoting continuous and personalized learning. According to Klimova (2019), the use of mobile applications for language learning can significantly improve student performance by allowing constant access to content tailored to their specific needs. Furthermore, mobile applications support the development of essential language skills through a combination of interactive media and real-time feedback, which is especially effective in higher education contexts.

Likewise, according to Cárdenas and Cáceres (2019), mobile applications have transformed the way we use computers and mobile devices, especially smartphones. These applications have the ability to keep users connected to the virtual world, foster creativity, streamline tasks, facilitate communication, provide entertainment, and, most importantly, simplify access to information.

Mobile apps for listening skill

For Mendoza et al. (2020), mobile applications for listening skill development are tools specifically designed to enhance users' listening comprehension abilities through mobile devices such as smartphones or tablets. These applications offer a variety of resources and activities focused on practicing and improving listening skills in various language contexts. Their main objective is to provide students with an interactive and personalized experience that helps them enhance their ability to understand and process spoken language in English or other languages.

Similarly, Hasan and Shafiqul (2020) noted that the use of mobile technology in English learning and teaching has significantly increased worldwide over the past few decades, gaining considerable attention and importance from academics. Consequently, numerous experimental studies have been conducted to investigate the use and effectiveness of mobile phones in the teaching and learning process.

Finally, Nabilou et al. (2021), points out that listening is something with which humans are involved everywhere and at all times; therefore, improving this skill also

requires a tool that can be taken everywhere at any time. Many studies have investigated the usefulness of using mobile phones in language learning, and numerous theories support this idea.

Applications

Youtube

YouTube functions as a social media platform that enables users to upload and share videos they have created. Moreover, the YouTube mobile app allows users to access content anytime, anywhere, making it easier to practice listening skills in various contexts and situations.

As Hussaeni et al. (2020) highlighted that YouTube is not merely a platform for sharing and commenting on videos; it also plays a crucial role in enhancing the educational process, particularly in language teaching. They emphasized that YouTube achieves this through the exploration of various theoretical frameworks and the use of multimedia. Its capability to capture students' attention, stimulate creativity, and enhance engagement positions it as an indispensable tool in educational settings. Their perspective underscores how YouTube not only improves the educational environment by making learning materials more appealing but also enriches the learning process itself, thereby increasing its effectiveness.

Ted

TED is a global platform that offers inspiring talks on a variety of topics, from technology to art and science. To enhance listening skills, TED provides diverse and stimulating audio content that addresses interesting and relevant topics, helping students practice listening comprehension in an authentic and meaningful environment.

Duolingo

Duolingo is a language-learning platform that immerses learners in interactive exercises and lessons spanning multiple languages. With a focus on improving listening skills, Duolingo offers audio components featuring conversations, pronunciations, and listening exercises in a playful, gamified format. This approach allows users to practice understanding language in authentic contexts while receiving immediate feedback, thereby honing their listening comprehension skills effectively.

FluentU

FluentU is an immersive language-learning app designed to enhance listening skills through real-world videos. By offering captivating content such as movie trailers, music videos, and news clips, accompanied by interactive subtitles and quizzes, exposes learners to authentic spoken language in context. Through this engaging and relevant

approach, FluentU facilitates the development of listening comprehension skills, empowering users to understand and engage with language effectively.

Pedagogical basis

There are numerous pedagogical theories related to language learning and education. The theories mentioned in this research contribute to understanding the advantages and disadvantages of mobile apps in developing listening skills. Additionally, these pedagogical theories help to understand the different types of student learning and enrich the knowledge about language acquisition.

Constructivism

One of the most useful theories in language learning is the constructivism theory which was developed by the psychologist Jean Piaget. In short words, constructivism emphasizes the autonomous learning, all the knowledge we acquire through our lives depends only on each student or person. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. This learning theory focuses primarily on the active and autonomous role of the student to acquire knowledge and is for that reason this contributes to the research about listening skills. It is known that listening is in most of the time an active skill and using mobile apps or technology also is an autonomous way of acquiring knowledge.

Also it is important to mention behaviorism theory significantly contributes to learning by focusing on shaping desired behavior through reinforcement and eliminating undesirable behavior through punishment. This research also mentions other teaching perspectives such as: language-centered, learner-centered, learning-centered that through the utilization of materials and technology; the nuanced assignment of meanings and forms of listening within early education contexts; and the incorporation of interactive elements such as backchannels and response tokens helps to develop listening skill. Each of these methods plays a crucial role in shaping the multifaceted landscape of listening skill acquisition, underscoring the importance of adopting a comprehensive pedagogical approach to enhance listening proficiency.

On the other hand, according to De La Cruz (2022), constructivism, which focuses on understanding the process of human learning, acknowledges that this process occurs both at an individual level, through interaction with other individuals, and at a social level, influenced by the surrounding environment and culture. In social constructivism, the aim is to understand how human knowledge is formed through these interactions with the environment and other individuals. This perspective not only

emphasizes the acquisition of information but also its critical analysis and interpretation to generate meaningful learning. Therefore, social constructivism provides a valuable theoretical framework for facilitating the understanding and analysis of new information for educational purposes.

CLT approach

The communicative approach (CLT) is an innovative method to improve listening skills in foreign language learning. This approach focuses on interaction and effective communication, allowing students to develop listening skills significantly. According to several studies, using CLT can improve listening skills by 12% in writing and 10% in speaking skills, as shown in a study published in the *International Journal of Linguistics* in 2019. This approach is based on the idea that communication is at the heart of learning, and that students must be able to interact effectively with their peers and teachers to develop strong language skills.

In the context of developing listening skills, CLT focuses on the practice of oral and written communication. Students work in groups to discuss topics and solve problems, allowing them to develop listening skills by listening to and understanding their peers. In addition, CLT includes the use of multimedia resources and mobile applications to improve listening comprehension. Jordán et al. (2023) in their study about the use of the Edpuzzle platform to improve listening comprehension in English learners found that using this tool significantly improved listening skills and students' perceptions of its use.

In summary, the communicative approach is an effective strategy to improve listening skills in foreign language learning, and its integration with mobile technologies can be especially beneficial. By focusing on interaction and effective communication, CLT allows students to develop listening skills significantly, which is crucial for success in the teaching-learning process.

Web-based learning

In recent years technology is a common thing in our lives, everything around us is technology, is for that reason that include it in education is normal and vital. As mentioned before there are learning perspectives that sustain this research, in this case web-based learning or also known as e-learning is strongly related with the mobile apps and listening skill. Rosenberg and Sanderson (2002). defines e-learning as "the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance". The use of technology not only enhance knowledge but also is a very interesting and funny way to practice listening skill through E-learning platforms we

have access to a wide range of authentic listening materials such as podcasts, videos, online lectures, and audio recordings. have these materials allows students to engage with different accents, speech patterns, and contexts, thereby enhancing their listening comprehension skills.

Legal Basis

Constitución de la República del Ecuador

In the Constitution of the Republic of Ecuador, specifically in section 5: Education, there are several articles that constitute the legal basis of the national education system. These articles highlight the importance of providing a quality and inclusive education. This is reflected in the following provisions:

Art. 26.- La educación es un derecho de las personas a lo largo de sus vidas y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de política pública e inversión estatal, una garantía de igualdad e inclusión social y una condición indispensable para una buena vida. Individuos, familias y sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo. (pág. 16)

Art. 27.- La educación estará centrada en el ser humano y garantizará su desarrollo integral, en el marco del respeto de los derechos humanos, el medio ambiente sostenible y la democracia; será participativa, obligatoria, intercultural, democrática, inclusiva y diversa, de calidad y calidez; promoverá la equidad de género, la justicia, la solidaridad y la paz; estimulará un sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano y constituye un eje estratégico para el desarrollo nacional. (pág. 16)

Ministerio de Educación

The Ministry of Education, through the Ministerial Agreement "Regulations for the Implementation and Instrumentation of the Transitional Provision Contained in Ministerial Agreement No. 041.142," has established several provisions regarding English teaching.

Art. 3.- DISPONER que para la implementación de la asignatura de inglés las instituciones educativas públicas incorporen a su planta docente, personal con calificación mínima de B2 de acuerdo con la escala del Marco Común europeo de Referencia para las Lenguas, y pongan a disposición de los estudiantes los recursos pedagógicos necesarios para garantizar el adecuado aprendizaje de la lengua extranjera. Al inicio de da año lectivo la institución educativa deberá remitir a la respectiva Dirección Distrital un informe con el detalle de los grados que han sido incorporados a la enseñanza del idioma inglés. (pág. 3)

Art. 4.- DISPONER que el Viceministerio de Educación coordine con el Instituto Nacional de Evaluación Educativa, la evaluación anual de los resultados del aprendizaje del idioma inglés en las instituciones educativas públicas, fiscomisionales y particulares, y que la Subsecretaría de Fundamentos Educativos establezca los estándares mínimos que deberán alcanzar los estudiantes, a partir del año lectivo 2016-2017, régimen Sierra. (págs. 3 - 4)

Chapter III: Methodological Framework

Definition

Methodological framework is one of the most important parts of study research. According to McMeekin et al. (2022) this part helps like a guidance or a tool to the researcher to follow steps in order with scientific methods to make the study in a better and structured way. Is for that reason that this is very useful to define and give more information about the different techniques to carry out this research.

Research Method

Another vital part of the methodological framework is the research method. This supports the research by providing information about how and in which way the details are collected to carry out the respective research. Research methods are a range of tools that are used for different types of inquiries, just as a variety of tools are used for doing different practical jobs, for example, a pick for breaking up the ground or a rake for clearing leaves. In simple words, the research methods support, in a scientific way, all the data information of a qualitative research.

Qualitative Research

As Hossein (2020) defined qualitative research as a type of naturalistic inquiry that deals with non-numerical data. This form of research seeks to understand and explore rather than to explain and manipulate variables. Additionally, it is contextualized and interpretive, emphasizing the process or patterns of development rather than the product or outcome of the research.

Therefore, to address the issue and achieve the goals, a qualitative approach focused on the experiences and perceptions of university students was adopted. Interviews were conducted to delve into how students had engaged with mobile applications designed for the development of listening skills in English. Through the qualitative analysis of the data obtained, common trends and recurring aspects were identified, thus deepening the understanding of the effectiveness and challenges associated with the use of these applications in the university context.

Type of Research

Phenomenological Method

Alhazmi and Kaufmann (2022) underscore the significance of employing the qualitative method of phenomenology within the realm of educational research. They argue that phenomenology provides researchers with a robust theoretical framework that allows for flexible exploration and interpretation of complex phenomena. By delving into various dimensions of human social experience, this approach facilitates a nuanced

understanding of the intricate dynamics at play. Through its adaptable nature, phenomenology empowers researchers to delve deeply into the multifaceted aspects of educational phenomena, thereby enriching the scholarly discourse and contributing to the advancement of educational theory and practice.

Consequently, with the phenomenological approach, the subjective experiences of university students regarding the use of mobile applications for the development of listening skills in English were explored in depth. This approach allowed capturing the essence and meaning of students' experiences, as well as understanding how they perceived and experienced the learning process through these technological tools. Through in-depth interviews and reflexive analysis, efforts were made to identify patterns and shared meanings in participants' experiences, providing a richer and more comprehensive understanding of their interaction with mobile applications and their impact on the development of listening skills in English.

Population and Sample

The population of a research is defined as the entire group of people you choose to focus on your research. It is important to mention that not always population refers to people; according to the type of research, the population could be objects, organizations, or even countries. The population of a research most of the time shares many characteristics; in the case of this research, they search the characteristic of being English students.

On the other hand, the sample is a smaller group of individuals studied with specific necessary characteristics to collect precise data. It is selected from the total population and should represent its characteristics and diversity. The sample must be representative to ensure the generalization of results to the entire target population, avoiding biases and ensuring the validity of the research.

Population and Sample

Description

University students and teachers from Universidad Estatal Peninsula de Santa Elena.

Number of students

10 students and 5 teachers

Percentage

100%

Data collection techniques and instruments

Data collection is one of the most common techniques in qualitative research.

“Qualitative data collection is gathering non-numerical information, such as words, images, and observations, to understand individuals’ attitudes, behaviors, beliefs, and motivations in a specific context” (Bhat, 2023). Through data collection a lot of information about a specific group of people could be recollected according to their experiences with any kind of things.

Data collection Techniques

To collect data for this research, interviews were selected as the sole method of data collection. Interviews were conducted to gain a detailed understanding of university students' experiences and perceptions regarding the use of mobile applications to enhance their listening skills in English. This approach allowed for an in-depth exploration of how students used these applications, the benefits they perceived, and the obstacles they encountered in the language learning process. The interviews provided valuable insights into how mobile applications influenced their daily practice, the type of feedback they received, and how these factors impacted their progress and motivation. Additionally, the interviews revealed specific aspects that students found useful or problematic, offering a comprehensive view of the effectiveness of these technological tools in the university educational context.

Interviews

According to Díaz et al. (2024), the interview is considered a valuable technique in qualitative research for gathering data. It is defined as a conversation with a specific purpose, distinct from merely conversing. It is a technical instrument that takes the form of an informal dialogue. It is argued that the interview is more effective than the questionnaire, as it allows for obtaining more comprehensive and profound information, as well as providing the opportunity to clarify doubts during the process, ensuring more useful responses.

Type of Questions

The interview consisted of 20 questions designed to gather information from both teachers and students about the integration of mobile applications to improve listening skills in English. This structured approach aimed to capture a nuanced understanding of their experiences with these tools. Open-ended questions provided participants the opportunity to express their perspectives extensively and narrate their encounters with the applications in their own terms. By employing only open-ended questions, the interview facilitated a thorough examination of the advantages, obstacles, and perceptions associated with the adoption of mobile applications, thus providing a holistic perspective on their impact within the language learning environment.

After collecting the information, various tools were employed to analyze the data and other pertinent factors. This analytical process allowed for a thorough examination of the gathered data, enabling researchers to identify patterns, trends, and correlations within the dataset. Additionally, it facilitated the extraction of valuable insights and conclusions, which were instrumental in achieving the research objectives and providing meaningful contributions to the field.

Chapter IV: Analysis of findings

Introduction

This section of the research is dedicated to analyze and recognize all different perspectives of the interviewees about the advantages and disadvantages of mobile applications for listening skills, the following analyses were carried out with interviews to 4th semester university students and English teachers considering open-ended questions in order to obtain and analyze information to contribute to the central research.

Interpretation of data from the interview or focus group

Interview of Teachers

Question 1. What is your general opinion on incorporating mobile applications into English teaching?

Keywords: Practice, improvement, tools, personalized, digital era, adaptation, resources, global connection, enrichment, acquisition, strategies, challenges.

Interpretation: The interviewed teachers generally view the use of mobile applications in English language teaching as a modern and effective strategy that can complement and enrich traditional methods. These tools allow students to practice and improve skills such as listening in an interactive and personalized manner, which is especially beneficial in environments where classroom time is limited. The flexibility offered by mobile applications, enabling students to access a variety of resources and exercises outside the traditional classroom setting, is highlighted as a significant advantage. Furthermore, these tools' ability to provide immediate feedback helps students identify and correct errors continuously, promoting more effective learning.

However, some challenges are also noted. One of the main concerns is potential distraction, as students may be tempted to use their devices for activities unrelated to learning. Additionally, there is concern about unequal access to technology among students, which could exacerbate educational disparities. To address these issues, adequate training for both teachers and students on the effective use of these tools is emphasized. Such training can help mitigate the risks of distraction and maximize the educational benefits of mobile applications in the English classroom, ensuring that all students have equitable opportunities to enhance their language skills.

Question 2. How have students reacted to the use of mobile applications to improve their listening skills?

Keywords: Collaboration, motivation, engagement, reactions, restrictions.

Interpretation: Teachers have observed a widespread positive response among students when using mobile applications to enhance their listening skills in English. Many students show a notable increase in motivation and participation compared to traditional teaching methods, largely due to the interactive and gamified nature of many applications, which make the learning process more engaging and enjoyable. It is noted that "students feel more motivated when using mobile apps because they can see their immediate progress and receive virtual rewards for their achievements." This gamification not only keeps students interested but also promotes regular and sustained practice, which is crucial for the development of language skills.

However, reactions vary among students. Some may easily get distracted by other apps and social media on their devices, which can negatively affect their concentration and performance. Additionally, mobile applications appear to be more effective in a face-to-face classroom environment where teachers can monitor and guide their usage, compared to fully virtual settings.

Question 5. What are the main challenges you have faced when integrating mobile applications into your teaching methodology?

Keywords: Student distraction, permissions management, connectivity, pandemic impact, educational focus

Interpretation: Integrating mobile applications into English teaching presents several significant challenges that teachers must overcome to fully leverage these tools. One of the main obstacles is institutional restriction, as many schools and universities have strict policies regarding the use of mobile devices in the classroom, which can limit teachers' ability to effectively implement these applications. It is mentioned that "although mobile applications can be very useful, our school policies limit their use in class, making it difficult to integrate them into the curriculum." This institutional restriction requires administrators and educators to collaborate in developing policies that allow controlled and educational use of mobile devices.

Another major challenge is distraction, as students can easily be tempted to use their devices for non-learning activities, such as social media and games. This can reduce the effectiveness of mobile applications as educational tools. It is suggested to establish clear rules and closely monitor the use of mobile devices in the classroom to minimize these distractions. Additionally, managing permissions and irregular connectivity represent further barriers. During the pandemic, many students and

teachers experienced internet connectivity issues, affecting their ability to access and use mobile applications effectively. These challenges highlight the importance of selecting applications that work well in a variety of technological environments and providing adequate technical support to both students and teachers.

Question 6. What type of feedback do you receive from students about the use of these applications?

Keywords: Feedback, positive perceptions, impact, recommendations, implementation, challenges.

Interpretation: Students' feedback on the use of mobile applications in English language teaching is predominantly positive, as reported by teachers. These tools are seen as motivating and beneficial for enhancing various language skills, such as grammar and vocabulary. Mobile applications also offer flexibility and accessibility, allowing students to practice at their own pace and anytime. It is noted that "students appreciate being able to practice English anywhere and anytime, which gives them greater control over their learning." This flexibility is especially beneficial for those with busy schedules or who need more time to grasp specific concepts.

However, there are significant challenges that students face. Unequal access to technology is a recurring concern, as not everyone has access to suitable mobile devices or reliable Internet connection, potentially widening the digital divide and impacting learning equity. Additionally, distractions within the classroom are a constant concern, and teachers must balance the use of mobile applications as educational tools with effectively managing potential distractions. Feedback also indicates that students value applications that provide an interactive and personalized learning experience, with immediate feedback tailored to their individual skill levels. This underscores the importance of selecting high-quality mobile applications that are suitable for specific educational objectives and students' particular needs.

Question 10. What recommendations would you give to other teachers who are considering integrating mobile applications into their English classes?

Keywords: Attention, collaboration, motivation, engagement, diverse.

Interpretation: Teachers strongly recommend integrating mobile applications into English classes, highlighting their numerous benefits for interactive and personalized learning. They suggest starting with well-known and tested applications like Duolingo and YouTube, which offer a wide variety of exercises and activities that

can be adapted to different skill levels. It is crucial for teachers to familiarize themselves with these applications before implementing them in the classroom, spending time exploring their functionalities, testing various exercises, and understanding how to effectively integrate them into the existing curriculum.

Additionally, teachers emphasize the importance of establishing clear and structured rules for the use of mobile devices in the classroom to minimize distractions. They recommend combining the use of mobile applications with traditional teaching methods to provide a balanced learning experience. For instance, they might use a mobile app for listening practice and then discuss the results and challenges in face-to-face sessions. Furthermore, they suggest conducting regular surveys among students to assess the effectiveness of the applications used and make necessary adjustments. This continuous feedback allows teachers to adapt their teaching strategies and select the most suitable applications for their students.

Interview of Students

Question 2. What types of exercises or activities in mobile applications do you find most useful for improving your listening comprehension?

Keywords: Activities, interactive, native language, correction, boring.

Interpretation: Students find interactive exercises and activities that provide immediate feedback particularly useful for improving their listening comprehension. Activities such as listening exercises with instant feedback and practicing listening to dialogues in everyday situations are highly valued. These activities allow students to correct mistakes immediately and learn from them on the spot, facilitating continuous and effective improvement in their listening skills.

Additionally, students mention that activities simulating real-life situations are especially beneficial because they help them better understand how English is used in authentic contexts. This approach not only enhances their listening comprehension but also boosts their confidence when engaging in real English conversations, better preparing them to interact in practical and communicative situations.

Question 3. How much time do you spend practicing with mobile applications each week?

Keywords: Leisure, free time, information.

Interpretation: The time students dedicate to practicing with mobile applications varies considerably, but many report investing a significant number of hours weekly in these activities. Some mention spending between 1 to 3 hours per week, while others allocate up to 5 hours, depending on their schedules and academic responsibilities.

This commitment to using mobile applications to enhance their listening skills in English reflects students' strong desire to advance in their language learning. Regular practice is crucial for the effective development of these skills, as continuous exposure to different accents, vocabulary, and grammatical structures facilitates familiarity and gradual improvement in English listening proficiency.

Question 5. What aspects of mobile applications do you find most challenging or difficult to use?

Keywords: Accent, British, American, connection, accessibility, poor of knowledge, time.

Interpretation: Some students mention significant challenges when using mobile applications to improve their English, particularly in adapting to different accents present in listening activities. The transition between British and American accents can be confusing and hinder listening comprehension, especially when contrasted with the predominantly American accent used by their teachers in class. Additionally, they highlight time management and personal discipline as additional challenges, as it is easy to get distracted by other apps or digital activities during study sessions. Technical issues such as limited internet connectivity can also impede their learning experience, affecting the availability and downloading of necessary content for their language progress.

Question 6. Do you prefer using mobile applications to study English over more traditional methods? Why?

Keywords: Face to face, communication, teacher methodology, concepts.

Interpretation: While students value the direct interaction and immediate feedback of traditional classes, they prefer mobile applications for their flexibility and accessibility, allowing them to learn at their own pace and explore specific interests. They view apps as complementary to in-person instruction, benefiting from the ability to review and practice outside of class hours, which strengthens language comprehension and boosts confidence in oral and written communication. Emphasizing a balanced approach, they believe integrating both methods is crucial for holistic development of English language and cultural skills.

Question 7. How do you integrate the use of mobile applications into your daily or weekly study routine?

Keywords: daily life, routines, hobbies, study, auto-education, free time.

Interpretation: Students use various strategies to effectively integrate mobile applications into their daily study routine. They take advantage of free moments between activities or during travels to engage in listening exercises or review vocabulary. Some prefer to dedicate time at the end of the day to reinforce what they have learned while doing household chores or routine activities. This strategic integration not only maximizes their study time but also allows them to apply English learning in practical, everyday contexts, thereby strengthening their listening skills and language fluency continuously and effectively.

Table 1

Answers of teachers about the Advantages and Disadvantages of Mobile Applications.

Questions	What is your overall opinion on incorporating mobile applications in teaching English?	What main challenges have you faced when integrating mobile applications into your teaching methodology?
Answers	The reviewed literature supports the idea that mobile applications offer a valuable tool for enhancing listening skills in English teaching.	Reviewed research suggests that while mobile applications can be effective in improving listening skills in English teaching, they can also pose challenges for teachers.
Authors	Technological applications, including those based on mobile devices, have the potential to significantly improve listening skills in English learners. (Maulina, 2021)	The use of mobile applications significantly improved students' listening skills, teachers may face difficulties in selecting and evaluating applications that are suitable for their teaching objectives and the linguistic competence level of their students. (Eka & Izzah, 2020)

Table 2

Answers of students about the Advantages and Disadvantages of Mobile Applications.

Questions	How much time do you spend practicing with mobile applications each week?	How do you integrate the use of mobile applications into your daily or weekly study routine?
Answers	The time spent practicing with mobile applications may vary among students, but the reviewed literature suggests that regular practice can lead to significant improvements in English listening skills.	Integrating the use of mobile applications into daily or weekly study routines can help students effectively improve their English listening skills. For example, engaging in short listening practice sessions with mobile apps during breaks between classes or before bedtime can help reinforce learning and facilitate information retention.
Authors	Students who used an English listening test app on their smartphones experienced improvements in their listening skills after a period of consistent practice. (Eka & Izzah, 2020)	The time spent practicing with mobile apps may vary among students, but regular practice can lead to significant improvements in English listening skills. (Eka & Izzah, 2020)

Bibliographic review analysis

1. Interview Question for Teachers: **"What is your overall opinion on incorporating mobile applications in teaching English?"**

The reviewed literature supports the idea that mobile applications offer a valuable tool for enhancing listening skills in English teaching. For example, Maulina (2021) point out that technological applications, including those based on mobile devices, have the potential to significantly improve listening skills in English learners. This suggests that integrating mobile applications in English teaching can benefit students by providing them access to a variety of interactive and multimedia resources that complement their classroom learning.

2. Interview Question for Teachers: **"What main challenges have you faced when integrating mobile applications into your teaching methodology?"**

Reviewed research suggests that while mobile applications can be effective in improving listening skills in English teaching, they can also pose challenges for teachers. For example, Eka and Izzah (2020) found that although the use of mobile applications significantly improved students' listening skills, teachers may face difficulties in selecting and evaluating applications that are suitable for their teaching objectives and the linguistic competence level of their students.

3. Interview Question for Teachers: **"What kind of feedback do you receive from students about the use of these applications?"**

The reviewed literature indicates that students may have a positive reception towards using mobile applications to enhance their English listening skills. For example, Mendoza (2020) mentions that some teachers have observed increased active participation and greater confidence among students when using strategies and methodologies that align with their skills and learning preferences.

4. Interview Question for Students: **"What types of exercises or activities in mobile applications do you find most useful for improving your listening comprehension?"**

Interactive activities such as listening exercises with immediate feedback and practicing listening to dialogues in everyday situations can be particularly useful for improving students' listening comprehension. Research such as Maulina (2021) supports the effectiveness of this approach by finding significant improvements in the listening skills of English learners using mobile applications.

5. Interview Question for Students: **"How much time do you spend practicing with mobile applications each week?"**

The time spent practicing with mobile applications may vary among students, but the reviewed literature suggests that regular practice can lead to significant improvements in English listening skills. For example, Eka and Izzah (2020) found that students who used an English listening test app on their smartphones experienced improvements in their listening skills after a period of consistent practice.

6. Interview Question for Students: **"What aspects of mobile applications do you find most challenging or difficult to use?"**

Some students may encounter challenges when using mobile applications to improve their English listening skills, such as difficulty in finding apps suitable for their linguistic competence level or lack of motivation to practice consistently. It's important to address these challenges by selecting apps that are appropriate for students' individual needs and providing them with the necessary support and guidance to use the apps effectively. As mentioned by Mendoza (2020), some teachers have observed increased active participation and greater confidence among students when using strategies and methodologies that align with their skills and learning preferences.

7. Interview Question for Students: **"How do you integrate the use of mobile applications into your daily or weekly study routine?"**

Integrating the use of mobile applications into daily or weekly study routines can help students effectively improve their English listening skills. For example, engaging in short listening practice sessions with mobile apps during breaks between classes or before bedtime can help reinforce learning and facilitate information retention. Additionally, setting clear and specific goals for using mobile applications can help maintain long-term motivation and commitment. According to Eka and Izzah (2020), the time spent practicing with mobile apps may vary among students, but regular practice can lead to significant improvements in English listening skills.

Chapter V: Conclusions and Recommendations

Conclusions

The main purpose of this research was to explore the advantages and disadvantages of mobile apps on the development of listening skills.

The research recollected data emphasizing the perception of university students and teachers about the mobile apps in the development of listening skills. After an ample information recollected through a variety of resources such as interviewees and following the principal objectives of the research some key findings are provided:

The findings reveal that the most common mobile app used to learn English among university students is Duolingo and the most common to develop listening skill is YouTube. Students consider both apps very interactive, easy and funny to use it. University teachers agree with this and consider mobile apps as a very useful methodology to integrate in the classroom, according to some of them, students have very positive reactions when they include it.

The study also reveals students have noticed a big improvement in their listening skills when they put effort using mobile apps to learn English, when they listen to conversations of native people in these apps, they can understand and reproduce in the correct way the different words. Teachers also noticed a big difference in listening skill between students who use mobile apps and students who do not use, and this is evident in some lessons and quizzes they take in the classrooms.

Despite of students consider mobile apps such as a useful tool, they find some challenging features when they use them. The main feature is the British accent, an accent that they find overly difficult to understand and to reproduce. Some teachers also mention the accent as an important thing to take into account when they want to integrate this, they remark to choose an easy to understand and familiar accent.

For teachers the main challenging is not related with the features of the apps, all rest with students' attention and teachers' management classes, because when students use mobile phone, they get distracted. But they do not consider this such as big problem because they can manage this.

In general, the findings suggest for both groups mobile apps represent a very good tool on the development of listening skills and in the process of learning English but there are some features they would like to change. Overall, they want to continue using it in their academic and professional way.

Recommendations

Based on the findings of this research, a series of comprehensive recommendations have been formulated to optimize the use of mobile applications in fostering the development of listening skills in English language learning contexts.

Firstly, it is crucial to expand the range of mobile applications available to students, ensuring they encompass a diverse array of regional accents and authentic communicative scenarios. This strategic diversification aims to address common challenges associated with specific accents, such as British English, thereby providing a more holistic and enriching exposure to the linguistic nuances of the English language.

Moreover, enhancing the customization capabilities within these applications is paramount. By enabling users to tailor the difficulty levels and content types according to their individual learning needs and preferences, these platforms can facilitate more personalized and effective learning experiences. Additionally, integrating robust feedback mechanisms that offer detailed, context-specific insights into listening comprehension errors can significantly enhance learning outcomes. Such features not only help students identify and rectify mistakes but also foster greater confidence in understanding and articulating vocabulary in real-world contexts.

Furthermore, educators are encouraged to incorporate structured, integrated learning sessions within the curriculum, where mobile applications complement traditional teaching methodologies. This dual approach not only leverages the interactive and engaging nature of mobile technology but also allows for seamless integration with classroom activities, thereby promoting continuity in learning objectives. Through systematic monitoring of student progress and targeted interventions, teachers can optimize the educational impact of mobile applications, ensuring they serve as effective tools for enhancing listening proficiency and overall language acquisition.

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Anexxes**Anexxe 1. Certified Anti-Plagiarism System**

La Libertad, 21 de Junio de 2024

CERTIFICACIÓN

En condición tutor del trabajo de tesis **EXPLORING THE ADVANTAGES AND DISADVANTAGES OF MOBILE APPLICATIONS ON THE DEVELOPMENT OF LISTENING SKILLS**, certifico que las señoritas **Orrala Figueroa Nathaly Michelle y Farias Matias Jessedy Anahi**, ha desarrollado su trabajo de acuerdo a los lineamientos dados, observando las disposiciones institucionales, metodológicas y técnicas, que regula esta actividad académica, luego de haber cumplido con 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,



Parraga Solorzano Rudy Jonathan, MSc.

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Depositante: RUDY JONATHAN PARRAGA SOLÓRZANO
Fecha de depósito: 20/05/2024
Tipo de carga: Interfaz
Fecha de fin de análisis: 20/05/2024

Número de palabras: 8036
Número de caracteres: 56.366

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Anexxe 2. Interview model

Interview of teachers



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Topic: The advantages and disadvantages of mobile applications on the development of listening skills.

- 1. What is your general opinion on incorporating mobile applications into English teaching?**
- 2. How have students reacted to the use of mobile applications to improve their listening skills?**
- 3. Which features of mobile applications do you believe are most effective for developing listening comprehension?**
- 4. Have you noticed a difference in the performance of students who regularly use mobile applications compared to those who do not?**
- 5. What are the main challenges you have faced when integrating mobile applications into your teaching methodology?**
- 6. What type of feedback do you receive from students about the use of these applications?**
- 7. How do you evaluate the quality of the content available in the mobile applications you have recommended to your students?**
- 8. Have you been involved in the selection of mobile applications for the classroom? If so, what criteria do you use to choose them?**
- 9. Do you think mobile applications can replace some traditional practices in English teaching? Why or why not?**
- 10. What recommendations would you give to other teachers who are considering integrating mobile applications into their English classes?**

Interview of Students

**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

Topic: The advantages and disadvantages of mobile applications on the development of listening skills.

- 1. What is your overall experience using mobile applications to learn English?**
- 2. What types of exercises or activities in mobile applications do you find most useful for improving your listening comprehension?**
- 3. How much time do you spend practicing with mobile applications each week?**
- 4. Have you found any mobile application that you consider particularly effective for improving your listening skills in English? Which one and why?**
- 5. What aspects of mobile applications do you find most challenging or difficult to use?**
- 6. Do you prefer using mobile applications to study English over more traditional methods? Why?**
- 7. How do you integrate the use of mobile applications into your daily or weekly study routine?**
- 8. Have you noticed improvements in your listening skills since you started using mobile applications? Can you give any specific examples?**
- 9. What motivates you to continue using mobile applications to improve your English?**
- 10. If you could change something in the mobile applications you use, what would it be and why?**

Anexxe 3. Evidences od interview

Evidences of interviews



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Topic: The advantages and disadvantages of mobile applications on the development of listening skills.

Interview of teachers via Zoom and Face-to-face

Interview of teachers

Interview 1

1. Actually, mobile applications into English teaching means using tools to enhance the learning experience making more interactive personalize and also it is a kind of modern way of teaching so in this era twenty first century digital era or students apply to these mobiles in every moment even though of the ages based on my opinion is an excellent resource for teaching.
2. Based on my personal experience I have used mobile applications years ago not now because I'm in a virtual system it's a little difficult to work with it's more attractive when we are in a face-to-face class and the student's reaction generally are positive because they love using mobile applications, they are connected with those resources this help them to improve and also encourage them to learn English using those tools
3. Well, the features based on mobile applications if we talk about effectively could be audios so students are able to hear native pronunciation and they also can have a big range of listening using accent intonations way of people speaking even if they are in China or England, Egypt or Africa the features of mobile applications that me as a teacher it's really effective it's based on help our students to have a real listening in order to identify talking about whatever around the world.
4. Actually, I think there is a big difference as I mentioned before students or who are connected with mobile applications in a class are really enhance students who do not complete the activity they need another kind of way of motivating to learn English so I think that the difference can be really mark in order to say they can do with or they don't do it how is your English classes students enjoy an English classes when they are using mobile resources or mobile applications and maybe students who are just simple listener of a teacher with any kind of Technology in that way.
5. So that answer is totally easy the challenges teachers uses when I was teaching teenagers parents most of the time don't want to their children use or authorities and in this situation the mobile Resources was banned so I need to ask permission I need to ask parents' permission so it was a limitation and the internet connection was excellent in the whole institution bat if I work in a

- institution with no internet connection the mobile application could be totally unusual so the challenge could be the chance to use it or approve of authorities or internet connection.
6. Students could express that they like when they were using it is supposed to be good feedback maybe I could think about the time when they are working in an activity maybe they can work faster my students Love when they hear sounds in the class and they enjoy.
 7. When I think teachers can evaluate the quality of mobile applications by considering factors such as the accuracy of that content for example there are songs that I use in class but that songs were grammatically wrong so as a teacher I need to be ready for identifying before asking my students working with that and even factors such as accuracy of the content I remember when I was working in a school many years ago when the internet appeared I had a Group of students that loved English and I ask them to memorize a song monthly I don't remember how many years pass from that experience but these group of students were fan of a music band named Linkin Park but this musical band had negative messages songs I struggle with different problems such as they want to sing that songs but the messages were like prostitution, suicide, drugs that was terrible I had to be really careful in order to evaluate the content of what they were using if you are working with teenagers the content is the most important part
 8. Basically, the curriculum give us the chance to use the mobile phones so we must review from other educators and how they teach or we can be involved in the selection of mobile applications for classroom the criteria could be based on what is your goal what is your purpose in your classroom if you have a clear goal, objective the criteria can be easy to follow in order to make a compact part of your listening skills with your students I think those are factors that help you think you are involved in selective resources for using mobile applications.
 9. Definitely not I don't think an application can replace our traditional way of teaching as you know is an application and you as a teacher you need to express to show your own way of teaching you can say in Spanish "tu toque personal" show that never could replace for any mobile application if we are talking about student from secondary elementary students if we are talking about the University or people who wants to learn English by their own could be a possibility I don't think that traditional methods can't be replaced by an application we must combined as a teacher keep in mind that you have to be connected always with a new Technology and we always have new Resources and we can adapt to our personal way of teaching is important interaction people to people students-students and students-teachers etcetera in order to make a real experience to learn a new language.
 10. Teachers can integrate mobile applications into their English classes they might want to start they can going to make bigger experiences by their students using one application by one application not all at the same time it's something that can be activated in our students motivation teachers must provide support to our students making them feel familiarize with applications and this take just time technology changes every second and maybe for me is a kind of new tool but for my students is a usual tool I recommended teacher trying to adapt to the new tools incorporated in the curriculum.

Interview 2

1. From my point of view I think it is really important this kind of apps basically I have never you use this kind of mobile applications in the class but I know that can be very meaningful for the students because is another way maybe they can practice not only at home it is like improving a fun way because nowadays mobile applications or devices are important for children we can take advantage from that it is something that they like students can practice listening skills based on mobile applications
2. Talking about High School maybe for me it's a little complicated because in schools, mobile applications or devices are forbidden but I consider that could be fine for another subject because it is obvious students like using mobile applications or devices during classes It would not be like a regular session so the reaction or perception could be positive because it is another way of learning and I consider they can do it in a fun way
3. I consider it has to be free it can be dynamic based on the exercises it is a good way students can handle and they understand what are they doing and I consider those applications has to have a variety of levels because you can verify how is your improvement in this language and if it became important like a challenge for them in another stage feeling if they are learning but enjoying at the same time but it could be good if they receive a kind of feedback on how they are improving this skill
4. The students who do not use applications cannot complete activities and their perception is going to change because of the mood, maybe they can feel angry maybe sometimes or in that case a low level of motivation and on the other hand maybe with the student that are using this can show different feelings like motivated they want to do it feel relax feel like they want to improve happiness in that moment they can laugh using that apps so in that way they can use a lot of information as I mention they are enjoying that moment and they are learning at the same time.
5. The first challenge as I mentioned is that the applications or technology Resources are forbidden in schools for example. There are some situations that as teacher I try to avoid. If it is allowed for academic purposes and according to that maybe another challenge could be only the students' distraction, they do not complete activities it is something like "Please, we are going to work, we are going to study" and it's important to consider that because there some students that want to take pictures or checking another platform like Facebook, Instagram, etc. Maybe I consider this are two challenges teachers face with.
6. They can use different apps from the internet maybe as I mentioned they like apps I heard some students when they told "Yeah, I like using this app" "I listen this" they felt like motivated when they are checking grammar tenses or vocabulary according to their feedbacks or perceptions based on that they use that applications and they had fun while they are completing activities. Feedbacks are positive they receive the information that they like enjoying and learning.
7. In this case the results that they can get if it is considered de are going to help students in a good process if I can analyze that the results are good from students at the end of every lesson so I consider that it has a high level of quality and at the end it helps improve their listening skills and if they can

manage in a good way the information. Maybe for me, those are the aspects to consider from apps and the quality.

8. I have been involved in this kind of selection maybe to using in the classroom as I mentioned because of this mayor but I heard the most common is Duolingo students mentioned to me that is really fun they like it because they approach high levels of knowledge could be like the aspects as I mentioned according to the perspective of that could be the interfacing I heard about British council and some that are common I choose one that offer me academic aspects because If I do not consider that they won't improve anything so It would be the first aspect that I could analyze for using in classroom and the second one would be interacting so they can enjoy in an academic way.
9. Well, I consider replace it not It could be like a complement because is necessary or technology because it helps a lot but not replace it because it is important some kind of interaction replace it could not be the same, we as teachers should use it like a complement to analyze a lot of aspects. So, I consider only using apps it's not a good way of learning.
10. First, they need to know about technology unfortunately there are some teachers that have no idea about technology or they do not like it so first maybe know about apps use the apps they have to practice with it. Have many alternatives apps and choose the best fits to their students related to their needs. Finally, being organize and plan once or twice a week. At the end I consider organization as a good way to manage a class.

Interview 3

1. Continue with the Trend of Technology teachers have to improve or have to learn how to use Technology in order to benefit English to students. When we talking about mobile Applications we are opening a big environment, a big World, a lot of materials a lot of applications that we can bring for the students, therefore my opinion is that we as teachers need to use more applications as Technologies advances.
2. Students are what they call "The New Generation of Technology". Therefore, every time that I bring any application to the classroom, they are more attentive to the class they are more collaborative, their participation is a lot better than when I use the traditional method therefore, I have incline myself to start using more applications day after day.
3. Mobile applications offer as a technology offers many different features in order to practice listening skills. One of the applications that I use the most about listening skills are lectures, academic lectures that I cand found in google or I cand found in YouTube another application that I use a lot in in order for the students to listen because is a very acceptable English, very receptable English for them to analyze and related to interact because of the application.
4. This is a very interesting question, and it is sad to say that yes students that uses mobile applications are tend to have a higher grade at the end of the semester compared to the students that do not use a mobile application and the reason is simple, Students that are learning with the traditional method which are books

paperworks and homeworks whereas the other groups of students that are tending to use mobile application they are learning more, their brain cells are more adaptive to the technology.

5. At the beginning they were some challenges, when I said at the beginning is that soon after the pandemic emergency that we have worldwide, everybody including teachers everybody including teachers needed to start using mobile applications. the first challenge was that many students were not used to use that, some other students that were used to use a mobile application did not use the application for academic purposes, therefore it was a little friction between teachers and students in order to guide them to go in the right path using up more mobile applications for academic purposes.
6. This is a very interesting question because we as teachers all we have to pay attention the students' suggestions, he students many times they suggest to bring an application and to practice with a particular application to learn English, to enhance listening skills and also if even to improve speaking therefore, every time that a student suggest to use a new application ,I am always welcome and I am always open to identify that application, to practice by myself with that application and then to bring it to the classroom.
7. There are different ways to evaluate the quality of the application, one of the ways that I normally use is about grades I suggest to use one application and then I test the students I evaluate the students to see how the receptive mechanism was and in this way I note what application is more academic than the other applications, therefore I use the one that is more academic.
8. Yes, we as teachers always have meetings about opinions, personal opinions about what application to use in a classroom and there are different criteria that we use, one of the criteria that I use the most is that It has to have the pronunciation clear for example, there are 2 or 3 different English accents that we need to use, the American pronunciation, the British pronunciation, and for example, the Canadian pronunciation or the Australian pronunciation. I always recommend the American pronunciation, is easier for the listening and it's also easier for the students to collect and reproduce.
9. Oh, Yes, every seems after the pandemic and in the academic world technology have replaced many traditional methodology that we use, that is something that is not even a question nowadays, teachers now have been able to adapt to use day after day not only technology not only applications, but also every single red

that we can find in the internet every single link that we can find in the internet, encourage the students to keep learning English.

10. One of the recommendations that we always do when teachers get together, and we talk about it using technology in the classroom and using different application in the classroom is that students always pay attention more when we bring different applications to the classrooms, that's number one. Every time that I see a teacher that is preparing some sort of technology to present a class, they are already eager to find out what kind of Technology we bring so I will recommend my fellow coworker, my fellow English teachers that we need to start implementing day after day more technology and more applications in order to teach English.

Interview 4

1. Ok, first of all I would like to say that mobile have become a part of our life, ok, everyday life, for many people, especially for young people, so that is the case for young people who depends from their mobile devices, they had become an essential need for connecting with others and also with the world in general so, we are part of this social environment, we can take advantages of this and we can enrich this through classroom activities with this resources, ok, through apps and online sites, so in my opinion I consider a good strategy, because this is a tool to acquire the different skills and we can take advantages of all this apps and also this online sites, that is my general opinion but also we have to consider also the disadvantages and the challenges we can faced using this mobile applications.
2. Well, you know that every student is a different world, they can react in different ways, the student's reaction can vary, many students find these mobile applications engaging, they seem this as a good way to keep motivated compared to the traditional method, you get it, this way of interaction this way of gamify the learning so and also this ability to access to this learning materials cause a good reaction in students, even though sometimes there are some students that are good to tend to be distracted but it can contribute to a different learning experience, but they react in different ways cause you know that everyone is different.
3. Well, we can mention different methods. Also, there is a variety of mobile applications that are effective for developing this listening comprehension, ok?

But for example, if an app has a feature which is related to podcast, ok? To news, so I consider this type of features on mobile applications.

4. Yes, of course, we note something differences from those students who use these apps because if they regularly use these applications, they can understand the listening activities and their performance are going to be better, so they can take advantages of this from anywhere and anytime according to their needs so, of course that we can see good results different from the others who don't use it correctly or don't take advantages of the apps.
5. One of the main I think that is the distraction, students get to the distraction, so they tend to do other things, they go out from the activities and that is the way that sometimes as teachers prefers to keep it and switch off, ok? Or at least don't use it in a class, so that is the main challenge the serious distraction that they tend to be part of, that is the big challenge using this apps.
6. Well, we can see different ways in students react, so I receive positive and also negative feedback, ok? Maybe, among the positive can see many educational serving functions, the interaction, the learning, the sharing all right? Also, another negative feedback is that not all of my students have the access to these advantages, ok? So not all of them have a cellphone so that could be part of the negative feedback and even there are also students that don't know how to use these apps, it happens ok?
7. Well, we consider or we have as teacher consider the performance of this, the usability and also the security, the functionality and mainly all of these resources have and educational purpose, ok? Educational purpose, also we take advantage to develop this different skill in this case listening skills, so i consider these qualities in the content.
8. As I mention before we have to check that, the portability, the educational purposes also the functionality of these, that is what I take in to consideration what I have to select any application for my classroom, because we can find a lot, so you have mention duolingo, you also have mention google they are also design for it, for example the podcast, I remember one that is VO app that we can listen to the news ok? So, I consider all of these criteria when I have to choose one.
9. Well, I don't think so I consider that we can adapt, ok? The use of these new trends because we know that the mobile learning is a new trend for acquiring the language, but we can adapt these into the traditional once because we also apply

the traditional once and we can adapt we can make some changes, we can mix also but I don't it can be replaced. The traditional method can't be replaced by these mobile applications as different methods that we know that have advantages and disadvantages so we just have to consider the application of any new trend based on our students need so I mention before not all of them have the access to these resources, it still happens, I have students that do not have cellphone, do not have tablet or do not have a computer so we have to consider this so I don't think it can replaced the traditional practices.

10. Ok, always we have to think about of our students needs all right? So, we consider all the situations and if we are able to apply these mobile applications, we have to set the rules from the beginning and set the guidelines if we have this setting for our students we can manage in a better way, especially once we have long group of students so we have large classes. The number of students also is important to consider so if we set the rules, we stablish the guidelines from the beginning and also, we consider our student needs of course we can use this as an important tool to develop any of the skills as listening as the speaking, ok? So, we consider this so that is my recommendation if we apply this method.

Interview of students via Zoom

Interview 1

1. I usually only use mobile applications to develop the skills in which I am having difficulty.
2. In this moment I have problems with my listening comprehension I'm trying to watch movies or videos on YouTube, and now I'm using an application called Busuu I have premium the levels are basic but I'm learning.
3. Maybe three or one hour per day.
4. Busuu because there are different situations
5. Here there are long videos and you are asked a questionnaire and sometimes they are difficult.
6. I prefer traditional methods because I can interact with teachers.
7. I use mobile applications when I have free time.
8. My listening skill is better now and these three months I could notice that. Actually, now I can understand some listening.
9. What motivates me using mobile applications is that those are fun.
10. For example, If I have doubts, I would like asking and get answers.

Interview 2

1. My experience was a little complicated but there are resources which can use to make the process fun.
2. For example, listening music, reading, and using online applications.
3. Once or twice per day.

4. Actually, I use Duolingo or sometimes I read Wattpad and I think those ones supported me.
5. Actually no, I chose Duolingo specifically because it starts teaching from zero.
6. Generally, I prefer traditional methods because I like to ask and interact in front of teachers.
7. Personally, it's part of my routine using mobile applications.
8. Yes, actually Duolingo helped me in my listening comprehension.
9. Something that motivates me to continue using mobile applications is that they are complements for my English learning.
10. I would like that my mobile application gets a little complicated.

Interview 3

1. At least for me they have helped me to develop not only listening skills but also other skills that are a little difficult for me.
2. I consider watching videos and audios are active activities to improve listening skill.
3. I spend ten or fifteen minutes per day and I think it's okay to avoid frustration.
4. Well, I consider YouTube as an application to improve listening because there is listening of different levels and we can find educational videos, and there is an application called CAKE that also offers you videos to practice.
5. Not really, all applications that I use are simple to use.
6. I prefer both, because they are like complements.
7. When I decide to listen to music also when I feel bored or when I would like to hear a podcast.
8. Yes, I do, I have become more familiar with certain words and when I listen to them sometimes, I know what the word is, that's why I say that I have improved.
9. I think it is because I like to listen to music in English which is related to the fact of continuing to learn the language.
10. If I could change anything in this case from YouTube which is the app I use to listen to music it would be the ads that are too close together because they interrupt.

Interview 4

1. I would like to say that the applications are good to improve my English. Personally, I watch YouTube videos and listen to music to improve my listening skill.
2. The activity I do the most is watching movies in English because I feel like you are part of the English world.
3. I do not have a specific time to practice but I do it the whole weekend.
4. I would like to say that the most application to improve listening is YouTube, I think.
5. The most challenging thing about the activity I do to improve my listening is watching movies without subtitles.
6. I think both are important as I mentioned you learn in a different way in class and with applications.
7. I integrate them in my daily hobbies or entertainments.
8. Yes, I do because I can recognize vocabulary now and even in my speaking.
9. The main goal is finishing my major.
10. Personally, I would not change anything because the application fits you in the levels you are.

Interview 5

1. Well, my experience with English was a little difficult because even though I had a little knowledge, being in a virtual way and then going back to the classroom was a mental shock.
2. Lyrics, karaoke, songs all this on YouTube.
3. Two or three hours per day.
4. As I mentioned before YouTube, you can also watch documentaries.
5. Sometime I do not understand what I'm learning and repeat and repeat again can frustrated me.
6. Both because one serves us as an autonomous learner and the other as a group learner.
7. For example, I usually practice English with my children, I give them a command and they understand it.
8. Yes, and I can see it reflected in the expositions and maybe I have some problems with the past tense verbs and their pronunciation but little by little it is getting better.
9. Before choosing the major I already liked the language I had studied and thought I had the ability to pursue a major in English.

Interview 6

1. Well, I don't have too much experience in mobile applications. One month before I started university I used Duolingo and this application was very useful for my listening skills because before I started university my level of English was very low. It helps me a lot and I use it 30 minutes per day in a very superficial way.
2. Well, I want to talk about YouTube because you can listen to and read the words at the same time through this app. You learn the word's use and the sound of each word because many times when we listen to English we need clarification on some words.
3. I don't use these apps a lot, perhaps one hour or half an hour per week
4. I consider Duolingo is a very effective app and in a personal appreciation is the app that I use the most, another app that I use a lot is YouTube but when I want to learn pretty English I use Duolingo because Duolingo not only teaches the 4 basic skills but also teach grammar and when I started the university I have some problems with the grammar part.
5. Talking about listening, I consider that it could be the accent, most of the time these kinds of apps have British accents and this accent for is very difficult to understand
6. For me fifty-fifty, because I prefer face-to-face classes, in which the teacher explains things with a book or with the whiteboard but many times the teacher doesn't achieve all my expectations and I need to use mobile apps.
7. Well, At this moment I only integrate these apps for certain things, for example for topics that are difficult for me I use them to learn them and understand them in a better way.

8. Yes, I noticed a lot of improvement, for example as I mentioned before I used these apps before I started the university and, in a month, I noticed a lot of improvement in my listening skills.
9. Well, the main reason is that I do not know everything about English, even my listening skills have improved a lot I also have some difficulties so, the auto-education and learning more English is the thing that motivates me a lot.
10. Well, the thing that I want to change is maybe the opportunity to change the accent, and also the speed of each listening because sometimes is difficult to understand because some people talk very fast and also integrate subtitles in each listening.

Interview 7

1. Well, I do not know a lot of English like the rest of my classmates, the level of my English was very low but, some time ago I installed the app Duolingo and with this app, I learned basic English.
2. Well I want to mention an app called lyrics training, that is an app that my cousin recommended to me and I really like this app because the exercises is to complete the lyrics of the song you choose and I think this is a very interesting activity.
3. Well, I don't practice a lot, I listen to music maximum 30 minutes per week
4. Well in that case I choose YouTube, because you have different options and adapts to you necessities
5. I consider is the accent, when the apps use the British accent.
6. It depends, depends on the teacher and how the teacher explains the topics, but most of the time I prefer the traditional method.
7. Well, I use it when I don't understand some topics in the class.
8. Well I read a lot, so maybe are the desire of learn more vocabulary.
9. Well, I want one app that have everything, from the most basic English to the most advanced and native English.

Interview 8

1. Ok, in my experience I use two apps and my experience was very useful and interesting, it was a very good experience for me.
2. Well, especially in Duolingo I practice grammar, listening, because I want to learn grammar.
3. Well, now I don't use it a lot but some time ago, I used it 1 or 2 hours per day and around 7 or 8 hours per week.
4. Well, I use the methodology of watch series in English so the app that I use for this is Netflix, I really love Netflix, it's my favorite right now
5. Well I mentioned to you Netflix but I don't found anything difficult or challenging in this app because we can adapt the accent according to our preferences, but in Duolingo I can not do that so I think it is the accent.
6. Well, I think that the technology is very useful but we can not compare it with the traditional method, because I like face to face, because when you talk with another person you have the communication or the connection I think.
7. Well, after my classes I dedicated myself to watch series and maybe you think that it is a hobby but that is a very useful thing to me to develop listening.
8. Yes, I improved my listening a lot, I understand a lot of different words that I didn't understand before I started to watch the series. One day a teacher used a word that anyone understood but I knew the meaning of that word because I heard it in a series and I realized that watching it helps me a lot.
9. Well, my main motivation is to have a conversation with a native someday, or at least with a teacher, but having a super fluid conversation, that is my greatest motivation.
10. Well talking about Netflix, I want that we can put the subtitles in both languages, English and Spanish.

Interview 9

1. Excellent, I use them daily. They are part of my routine
2. The activities that have been very helpful are watch series and listen to music.
3. I could say that it's part of my everyday life. There isn't a day that I don't use them
4. I think that watching movies and listening to music is the most effective way. That's where we truly understand the language and the apps that I use for it are YouTube, Spotify and also Netflix
5. None, I think it's easy. If we study, everything will be easy.
6. Both things will allow us to learn and develop our linguistic skills.
7. I always take a time, because it's my life goal, I integrate them in each part of my daily life.
8. Yes, it has been very useful. In these activities I listen to the native language. And when I arrive in the country or talk to natives, my trained ear will make it easier to recognize words.
9. As I mentioned before, this is my personal goal.
10. I wouldn't change anything. I think we just have to be responsible and put effort into it.

Interview 10

1. My general opinion about these apps is very good because through these apps I discovered my passion for English language, so that was very incredible and useful for what I want to study in my future.
2. Well in my case, the activity that I find most useful is when these apps put any listening and you need to correct certain phrases, that was a very funny and useful activity for me.
3. Well, I consider I must use more time these apps because the use of them is very useful. Now I use it for half an hour sometimes less than half an hour per day so practically 3 hours per week.
4. Well as most people around the world, I also use Duolingo. But I am trying to find another application and I found the app "Cake", this app helps me a lot to understand native English.
5. Well continuing with the app "cake" the most difficult thing in this app is the native expressions, most of the time I translate the words, and for native expressions that are wrong.
6. In my case, I prefer mobile apps because of the easiness that these apps offer, for example, any person who has a mobile phone can use it, anywhere anytime, and correctly using these apps can benefit our learning. On the other hand, the

traditional method is good but it depends on the student and also the teacher, every person is a world so the functionality depends on each person.

7. I integrate them through the daily activities that I need to do in my house, for example after I do the dishes I go to a mobile application, for example, google or YouTube and I search vocabulary related to the kitchen, or I listen to conversations that talk about activities that I do in my house daily
8. Yes, I noticed a very good and big result because I am a very technological person, and if I only learn through books maybe I can not see improvements in my performance, at least not in the same way if I use mobile apps.
9. Maybe the fact of wanting to learn more, not only learn what the teacher explains in class but also try to see beyond.
10. Well, it could be how the apps organize the routines of learning, for example, the length of some activities is very long and sometimes boring.