



PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

“ONLINE APPLICATION FOR THE IMPROVEMENT OF THE LISTENING SKILL IN STUDENTS OF EIGHTH GRADE BASIC YEAR AT ESCUELA DE EDUCACION BASICA VEINTICUATRO DE JULIO SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017”

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH

AUTHOR:

LUCAS DANNY GONZABAY BORBOR

ADVISOR:

MSc. KLEBER WALTER LOOR ZAMBRANO

LA LIBERTAD – ECUADOR

2017



**UNIVERSIDAD ESTATAL PENINSULA OF SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS**

“ONLINE APPLICATION FOR THE IMPROVEMENT OF THE LISTENING SKILL IN STUDENTS OF EIGHTH GRADE BASIC YEAR AT ESCUELA DE EDUCACION BASICA VEINTICUATRO DE JULIO SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017”

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La Libertad, February 6th, 2017

ADVISOR'S APPROVAL

In my role as Adviser of the research paper under the title “Online Application for the Improvement of the listening skill in students of Eighth grade basic year at Escuela de educacion basica Veinticuatro de Julio Santa Elena, Province of Santa Elena in school year 2016-2017.” prepared by Lucas Danny Gonzabay Borbor undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the Board of Examiners.

Sincerely,

MSc. KLEBER WALTER LOOR ZAMBRANO
ADVISOR

La Libertad, February 7th, 2017

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DEDICATION

First of all To God for giving me the family I have and to manage my studies during all this five years

I want to dedicate my work to my sister Fatima, who is my inspiration, thanks for being the motivation of all my life.

To my father, he was the person that gave me the opportunity to get my secondary studies

Lucas Danny

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First of all, I would like to state my thankfulness and the best feelings to God, who allows showing up here, expressing all this to you.

To all my professors, they were my principal reason to get it

To my adviser MSc. Kleber Walter Llor Zambrano for his knowledge and expert supervision shared with me.

To all my classmates for being very patient and good friends during all these years with me.

To the English director for giving me the opportunity to get my goal as English degree. .

My family played an important role to my parents to my sisters, so that achieve my goals, in this important way to a professional field.

Lucas Danny

DECLARACIÓN

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

Lucas Danny Gonzabay Borbor
AUTOR

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERISTY.

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AUTHOR

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**PENINSULA OF SANTA ELENA STATE
UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE TEACHING CAREER**

RESEARCH PAPER

“ONLINE APPLICATION FOR THE IMPROVEMENT OF THE LISTENING SKILL IN STUDENTS OF EIGHT GRADE BASIC YEAR AT ESCUELA DE EDUCACION BASICA VEINTICUATRO DE JULIO SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017”

AUTHOR: LUCAS DANNY GONZABAY BORBOR.

ADVISOR: MSc. KLEBER WALTER LOOR ZANBRANO

ABSTRACT

With the objective of improving listening skill comprehension applying , online application for the improvement of the listening skill of eight grade basic year at Escuela de Educacion Basica Veinticuatro de Julio ” here in Santa Elena Province, Ecuador. For the total development, the methodology used here were focus group, surveys, interviews, recording activities and finally the online application. The reason of this application is benefit as an effective tool for improving listening English comprehension appropriately, developing the student’s ability to listen; in a way that students can use electronic strategies, and an interesting website that works as a hunter of interest for English language learners, involving them in this new technological time, creating a agreeable environment when they are learning. Later the application, students improved their behaviors of learning English process, This investigation paper has as conclusion the improving than expected, the comprehension was improved as well as exactitude, working with the same tool next year the students will increase radically comprehension and the others fragments of listening skill.

Key words: online application, comprehension, listening skill, technology, tool, Educational Websites.

INTRODUCTION

For a long time, English was more difficult to learn than the other subjects, predominantly in the first stage of education: the primary school, when teachers didn't allow students to develop listening comprehension to many aspects as the difficulty to learn for schoolchildren to listen audio.

Fluency is essentially related with listening skill, then associated with constant activities which involve listening, with the purpose of keeping students using the language internally. (Keith, 2010) .

Listening fluently involves some characteristics like correct listening, evading unnecessary pauses, producing a correct and exact message for an audience, avoiding hesitations (Goldman, 2006), whole negative consequence is the obstruction of the message and confusion for the listeners.

Therefore, for those people or students to whom English language is likely to be their lifelong optional carrier, a respectable listening competence is indispensable. (Wang Z. , 2014).

A new system for teaching English into this technological era was implemented at 24 de Julio School, which consists in preparing students for listening activities by online application with specific vocabulary, with the aim of enhancing their accuracy, fluency and vocabulary in listening skill.

Listening as an important skill, in order to demonstrate the professional level of a person, and the most important fact: to communicate socially.

In order to give a general description about what this research paper is based on, the following paragraphs explain their content.

Chapter I is where the located problem “online application to improve the listening skill”, research object, action research, and the general objective is established.

The theoretical framework, it is the place where the references, bibliographies, opinions of the other authors, the explanation of the two very important variables, the categorization of the same are situated and fine explained.

The Chapter three is found, and there by, the applied methodology, the instruments, techniques of data collection use during the process, in the same way the focus group, surveys and interviews to place.

All those are samples of the previous work, working as an evidence of what the teacher did pedagogically Finally, comes Chapter IV, where the beneficiaries are exposed, the importance of solving a problem is explained, listening activities are presented, the platform that students used during the whole practice is explained carefully, an important part: technique is evidenced and clarified; and finally, developments are displayed with samples taken from the categorization of the two variables using the before and after.

CHAPTER I

THE PROBLEM

1.1. TITLE

“ONLINE APPLICATION FOR THE IMPROVEMENT OF THE LISTENING SKILL IN STUDENTS OF EIGHT GRADE BASIC YEAR AT ESCUELA DE EDUCACION BASICA VEINTICUATRO DE JULIO SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017.”

1.2. STATEMENT OF THE PROBLEM

1.2.1 CONTEXTUALIZATION

English is a world language, there are three hundred seventy five millions of people who speak it as a first language and seventy_hundred_and_fifty_millions of other ones that use it as a second language around the world and it possess different skills that people are studying such as listening, reading, speaking and writing, each one is important in the life and the development as professionals , but in the case of the listening skill there is a significant role to communicate, since the listening is an interactive skill for the development or building interactive communication that includes constructing, receiving, and processing information. The listening ability is really important to develop the knowledge, if students listen in a better way they can learn many things and express their ideas, feelings and communicate with other people.

In Ecuador there are many difficulties to learn English, most people, including students are very careful when they acquire this new language since they could be

making terrible mistakes with their pronunciation. The reason is that they do not provide the basic information, therefore, English teachers must be very prepared to teach the language, making English seminars or doing the TOEFL (test of English as a foreign language , this last one is an international exam which allows teacher to demonstrate their proficiency of English language.

1.2.2 CONTEX OF THE PROBLEM

Some Schools in Ecuador do not offer the English Subject in their curriculum, as a result students who go from Primary school to Secondary school, misses significant years .When students start the high school they have serious difficulties to understand English language since they do not possess the basis of knowledge, so it becomes in a difficult situation.

In Santa Elena At Escuela de Educacion Basica Veinticuatro de Julio , there are numerous problems with the listening skill in students, they face deficit with their learning process , they do not want to talk as one of the mistakes and even though teachers motivated them, they felt scared to talk with someone and they feel uncomfortable about English, and it is not easy to develop the listening skill, they only practice at the classes that lasts forty minutes each day, they do not find enough opportunities to practice the language, that is the reason where the students will allow to introduce in this platform English to practice English in a better way and permit to enjoy, play and learn at the same time using the different activities.

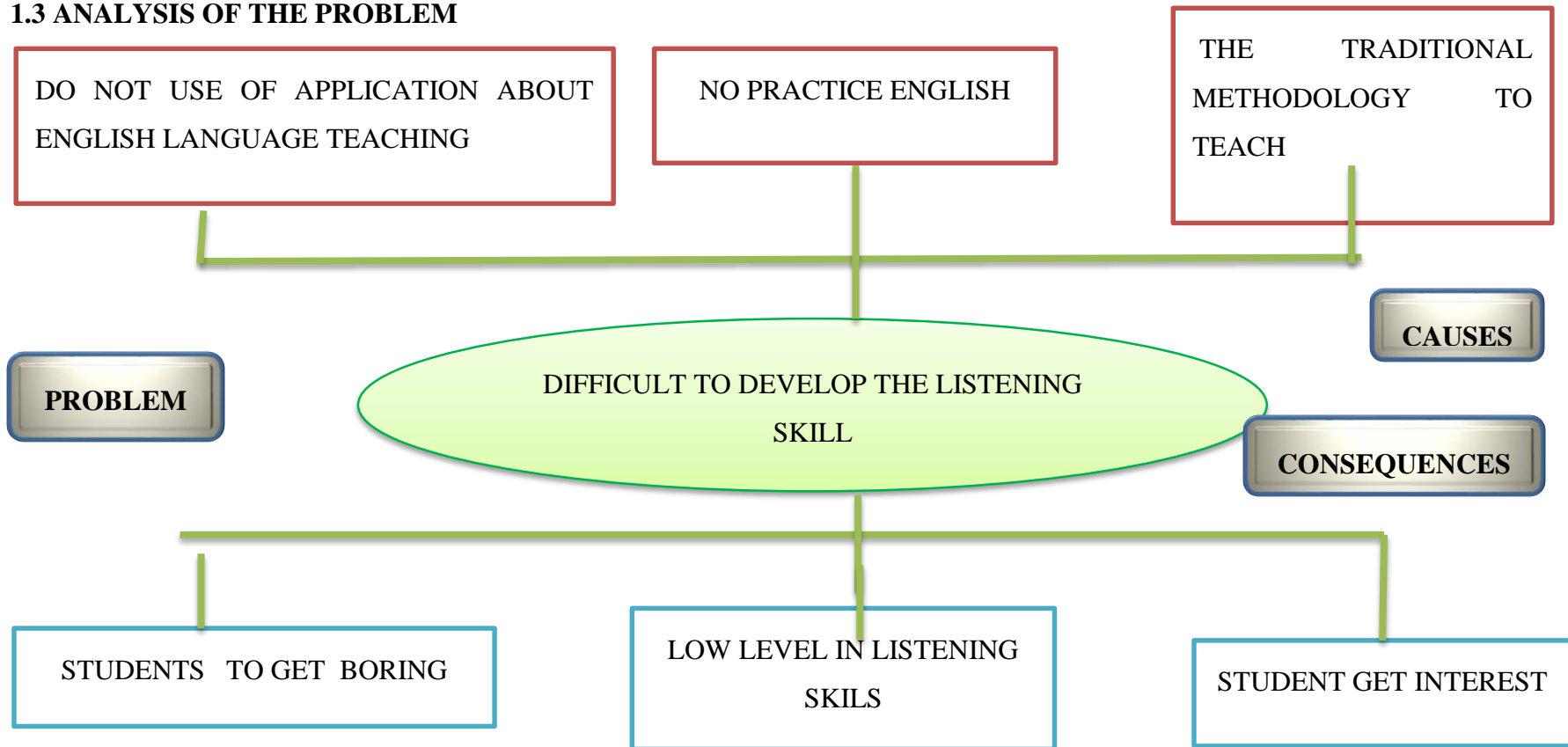
The principal mistake for the improvement of the listening skill at Veinticuatro De Julio School is that the teachers use the traditional way to teach this language where the students get interest by other subject and have more interested to do the different activities.

Other of the mistake is that the students not practice the English language into the classroom and not use speakers and technology but, it is a way that the students have low level in all skill.

An Inappropriate way and bad to use of the teaching methodology into the classroom where the teacher has the principal activity to teach the English language and it is important to point out that motivational strategies will offer a more meaningful way to learn English.

To understand the causes and consequences of the investigation problem, a problem tree is showed.

1.3 ANALYSIS OF THE PROBLEM



Picture #1: Analysis of the Problem

Author: Lucas Danny Gonzabay Borbor.

Source: EIGHT B EEB

1.3.1 SCIENTIFIC PROBLEM.

How could listening skill be improved in students of Eight Grade Basic Year at Escuela de Educación Básica Veinticuatro de Julio?

1.3.2 RESEARCH OBJECT.

The implementation of an Online Application for Listening Skill in Students of Eight Grade Basic Year at Escuela de Educación Básica Veinticuatro de Julio.

1.3.3 ACTION RESEARCH.

The improvement of Listening Skill in Students of Eight Grade Basic Year at Escuela de Educacion Basica Veinticuatro de Julio.

1.3.4 RATIONALE

The objective of English is to be a tool for the achievement of each person, so the communication in this language is significant for this skill, an efficient dialogue; as speaking is connected with the other skills, its development results in the progress of the others. One of the main benefits in the ability is the resulting trade, Education and opportunities; it is always an advantage to be able to communicate with other people.

The purpose of this investigation is to improve the listening skill in Students of Eight Basic Year at Escuela de Educacion Basica Veinticuatro de Julio through an Online Application in order to enhance their communicative abilities and increase their knowledge.

The listening ability is indispensable for students in their studies to communicate, they can increase their overall knowledge through pictures and vocabulary that

engage their attention and encourage them to listen and their own security to listen, and therefore it is going to allow them to learn many interesting things that open their mind.

It is common that students do not enjoy listening each other to exchange information as they count with internet and all the social networks that are useful for people especially teenagers and it influences directly in the listening ability that the students need to improve and expand their awareness. While it is important to know the ways in which the functions of listening are the same in every group and for every personality, so it is extremely important to point out that the online application will offer an alternative method for students who wish to continue learning.

The researcher will apply a communicative approach for the enhancement of listening skills of students in the class. The researcher focuses on the processes involved in the listening interaction of students, thereby conducting such activities in the class which enable the students to be able to use the language appropriate to given social context, being capable to listen English will demonstrate a level of students to others, and improve the student knowledge for that reason is so important to be able to develop listening ability, since it should motivate to do the best of the abilities.

1.4 GENERAL OBJECTIVE.

To analyze an Online Application based on Wlingua for the improvement of the Listening Skill in Students of Eight Grade Basic Year at Escuela de Educacion Basica Veinticuatro de Julio.

1.4.1 IDEA TO DEFEND

An Online Application with pedagogical sources and accomplishments will improve the Listening comprehension Skill in Students of Eight Grade Basic Year at Escuela de Educacion Basica Veinticuatro de Julio.

1.4.2 SCIENTIFIC TASKS.

- To establish the most important academic literature review and online applications for the improvement of Listening Skill.

- To define the best methodological design focused on the Listening skill in Students of Eight Grade Basic Year at Escuela de Educacion Basica Veinticuatro de Julio.

- To design a proposal as online application to improve the Listening Skill in Students of Eight Grade Basic Year at Escuela de Educacion Basica Veinticuatro de Julio

CHAPTER II

THEORETICAL BASIS

2.1 Previous research

Nowadays, there are a lot of creations of inventions or gadgets that contribute the develop the life of human being, and of course it depends of the use or necessity that people give to them, it could be concerning on medicine, journalism, tourism, transportation or education where the technology has contributed a lot for improving it.

The Educative institutions around the world are equipping their classrooms with technological devices to improve the education, some examples of these devices are tablets, computers, overhead projectors, mobile devices and the most important implement, the internet that is used for investigation online which students are identified. Consequently, it is confirmed that all those institutions have included the usage of technological tools as indispensable elements for education since educators are aware of the need of using them.

According to (Motteram, 2013) states that this is just the beginning-since as technologies have started to modify the way that English is studied in the classroom, even bigger modifications seem to be winning place outside it. In detail, the digital revolution in learning now intimidates to destabilize the classroom completely as a place of study. Learning English throughout online applications, mobile devices or any technological tools gain credibility every day.

In Brazil, Ana Maria Menzes is an English teacher, a teacher trainer and the principal of the Edutech Department at Cultura Inglesa. She is an educator who teaches classes to teenagers. Ana is committed and convinced of the significance of the web or online applications with their students in particular, and considers that

one of the profits is providing extra abilities practice for the beginners or learners to do at home. She trusts that though a lot of teachers have implemented technology for learning the language at home, she desires her students to work with technology. Her students said they like better this kind of homework. (Dudeny, 2007).

According to (Jewell, 2006) states that a lot of on line applications can be used successfully by learners to improve their language skills throughout investigation and by involvement their answers in their presentations that offer real-world setting and technological skills and empower students to cultivate confidence in their language aptitudes. Therefore, it is confirmed that the technology with its components are very useful at the time to teach English in personal interest or in the educative system

Through English is not the language with the most prevalent amount of native language, most people consider it as the language for excellence or a lingua franca. A lingua franca is a language usually accepted for communication between people whose native language is different from their country, where speakers are using it as a secondary language. For instance, many people who live in European Union, operate in English as well as their own language. In addition, in other countries English is accepted by its important usage in different fields.

Therefore, English teaching is an instrument around the world that allows people communicate as a main purpose, in order to augment the professional growth simplifying the interaction, and as activity, it is spoken in different environment and context such as education, which it has included it in its teaching-learning process in the world over for achievement the programmed goals.

There are a lot of people who learn English language, since they want to travel to another country where the language is spoken as the first language, it is English as a Foreign Language (EFL), since English is not at present spoken in their countries. Therefore, people who learn the language dispose the opportunity to use it in their own country since English is being used or spoken as a secondary language, this is English as a Second Language (ESL).

According to (Harmer, 2008) states that whatever the way how English is used, it is applied for Interaction and communication, but there is another term that is used for referring to both, it is English for Speakers of Other Language (ESOL).

Therefore, ESOL is used for communication and interaction in countries where it is spoken for non-nationals such as Australia, The United Kingdom, The United States, England, Canada, and other countries. In addition, in each country named early, English is used for Education in their Educative institution, some instances are school, centers, institutes, academies and universities.

Importance

When people around the world want to travel or move from their country to another one, English contributes to do it in a better way, since it is used wherever they go, and Ecuador is a country where Spanish is used for communication and English is spoken as a foreign language. In this country, English teaching is very significant due to three basic aspects: The first one is that English is used to promote the tourism, there is a big project named “All you need is Ecuador” in which English is the principal instrument for its development as the official language.

The second aspect is that Ecuador maintains big business with powerful countries such as Australia, The United States or The United Kingdom and the unique instrument for communication with these countries is English. The third aspect is based on the development of Education since to get a scholarship from the Ministry of Education and go to study abroad our country, English is the basic communication tool. On the other hand, when Ecuadorian people emigrate and get a successful life is since they could communicate in English, so it is requirement.

English teaching at general basic education

At present, there are a lot of information written in English, some instances are social, technological, scientific and academic information. As a result, Education must face the contribution concerning on the expansion of the skills of students in

general, becoming in well-prepared citizens to take a more positive role in their local societies.

For this reason, The Ministry of Education of Ecuador and according to the curriculum guidelines, considers three key issues: The necessity to arrange the English curriculum to standards like the Common European Framework of Reference (CEFR), this is a standard acknowledged internationally that offers a collective basis to elaborate syllabus and the appropriate language curriculum guidelines; the communicative methodology is the most accepted in Ecuador according to the teaching-learning process, since it involves an academic well-read set of values concerning on the environment of language; and the importance of considering English as a tool to make people understand about the cultures beyond dialectology and geographic limitations.

According to (National curriculum guidelines EFL, 2014) states that the principal objective of the current English curriculum is to contribute to students in general the development of their language skill since it is an arrangement for the countenance of meaning, and of course, it is confirmed that the principal role of the language is the interaction and the communication between people; and the purposeful and talkative uses is replicated in the structure of the language.

Common European Framework of References

According to (Council of Europe, 2003) states that the Common European Framework of References is a scheduling tool that contributes the appropriate direction for the mediators of educations, as teachers must be considered, in this case for teacher trainers, text book writers, educational administrators and teachers in general. The CEFR describes the educational policy international that language learners must be capable to work in the different steps or stages of the learning process and to know what kind of skill they are going and need to develop for an operational communication in the implicit role.

Therefore, the Common European Framework of References contributes to give solutions and comparisons of qualifications to their levels of knowledge as international examination, and as a last resource, it provides evaluation pointers for the four language skills: listening, reading, speaking and writing.

1.8 CEFR Common Reference Levels

The Common European Framework of References describes six levels of language proficiency:

A1-A2: It is for basic users of the language, it is the beginning.

B1-B2: It is for learners who use the language in an independent way.

C1-C2: It is for people who are proficient users of the language.

The A1 level of proficiency achieves that learners reach the capability of understanding and applying expressions that are used in the daily routine for satisfy necessities. In this level or stage, learners are able to give an introduction about them, hence other people too, they can give information about their families or things that they own speaking slowly and clearly.

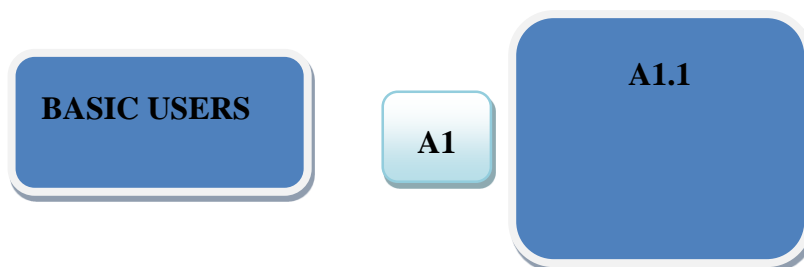
The A2 level of proficiency considers that at this level, learners must be capable to comprehend habitually used expressions according to the different areas which they are well-informed in, such as basic information, about shopping and interesting places they like. They are able to speak about daily routine activities and tasks since in these fields it is not much required the verbal interaction expressing in simple terms their immediate necessities or their past activities.

2.3 CEFR Common Reference Levels in the Ecuadorian Educational System

The Common European Framework Reference affirms suppleness with their stages or levels of proficiency; it also contributes aid to achieve the implicit goals in

relationships with the specific necessities or common scheme, with the information obtained through this system, the three language of proficiency mentioned will be valid in the Ecuadorian Educational System.

Levels of proficiency: branching approach.



(National curriculum guidelines EFL Min.Edu)

2.3.1 English in the eighth grade of general basic education

At eighth grade of general basic education, the level of proficiency must be at A1, so the specific goals for listening skill have been programmed according to the three main fields of awareness like educational, personal and public. At A1 level of proficiency, students must be capable to use and comprehend routinely expressions according to reassure necessities. Learners or students that are in the process of study can introduce themselves; they can give information about home or things that belongs to anyone. At this level, the interlocutor is able to communicate gradually and clearly

Listening skill is the ability or talent to accurately understand and receive messages in the communication procedure; it is the door to go into all successful communication and interaction, without the capability of listening efficiently, messages are misunderstood losing its significance.

2.3.2 Types of listening

Appreciative listening

This kind of listening allows learners to listen to music in a satisfaction way or pleasure. In kind of listening there is three factors: Perception, presentation and previous experience (Coakely, 1996).

Discriminative listening

It consists of changes that engage the speaker highlighting and emphasis. There are three issues to reflect on: Awareness of sound structure, hearing ability and integration of non-verbal hints (Coakely, 1996).

Relationship listening

It is useful to increase the relationship among people and disposes of three aspects: Empathizing, supporting and attending (Coakely, 1996).

Informative listening

This kind of listening allows people to listen to instruction, speeches or reports; it is the most common of kind of listening. It includes three issues like Memory, vocabulary and concentration (Coakely, 1996).

Critical listening

This kind of listening is the most used for politicians, salesmen or the media. It involves three aspects like logical arguments, speaker credibility and psychological appeals (Coakely, 1996).

2.3.3 Online Application

An online application or web app is a software program that works on a web server. Different from conventional desktop apps, which are open by the operating method, on line applications must be admitted or accessed through a network browser. (teachterms, 2016).

Online applications contribute with a lot of benefits and a more reliable user interface across manifold stages or platform since the form is reliant on the browser moderately that the working system. In addition, the information that user enter into an online application is processed and kept remotely. This contributes that user can access to this information from any other devices. Some examples are Apple iWork; intuit turbo tax, Microsoft office and others (teachterms, 2016).

The internet has a lot of online applications which are available for teachers and students for improving the education; they give to user specific instructions for doing exercises according to the necessities of the study. Therefore, educators must be updated with these resources at the time to give their classes, becoming them more attractive involving the technology (teachterms, 2016).

2.3.4 Wlingua

It is a online application focused and sustained by a basis of open information on the internet that disposes an extensive set of investigation scientific works. In wlingua users can enjoy for digital listening exercises.

This online application , user can do their studies inside a big numbers of lesson like developed studies by specialists, article sources such as listening activities , also contributes to find the most relevant vocabulary inside the world of online application. Web tools are revolutionary new ways of dividing up, collaborating, and user-generated topic, they contribute the capacity of creating and editing documents, information, articles online. If users are researching any topic of their interest, it is not necessary to download them, since they can work with them online, so the technology is available and it has never been complex, it is more reachable for users.

2.3.5 Philosophical basis

According to (Mansfield, 2003) states that allowing English language users onto the internet is similar to let them fall in an oceanic word of concepts, tenses, genres even other languages. It means that the internet and its components are similar to a big ocean full of words where learners can surf; they can obtain the information that is required for any specific topic, even if they users need to do it in other language or in other content.

According to (McPherson, 2004) states that the internet disposes the potential of authenticity. It offers learners with unrestricted prospects for admittance authentic language. Users can find a place or site with language supplementary than their contemporary linguistic competence. Therefore, learners can obtain a lot of information on the different web pages that at the same time they can understand as knowledge without limits for education.

According to (Edgar, 2003) states that the principal objective of each teacher inside the classroom, is not to be only a teacher, he must be a mediator, an organizer and a supervisor of learning actions that learners increase or develop with technology. The teacher must not only transmit knowledge instead of living the study. Lots of platforms like online application can be used for the teaching-learning process, so teachers must handle them in order to achieve the objectives according to curriculum guidelines.

Online application is a web implement that can be used in the educative system according to the needs of teachers and students, with an unlock version for the improvement the classes, principally in English language development. With this online application, teachers and students can do homework in self-sufficient way wherever place that they dispose of internet, developing the implicit skill, the listening ability.

According to (Sharpe, 2001). That listening is the approachable employ of language, and since the objective is to make logic or sense of the speech, the center

is on connotation rather than language, so it is the ability to appreciate what others are saying.

According to (Sharpe, 2001), states that the promotion of listening skill lies at the heart of helpful learning in all topics of the most important curriculum, therefore, educators and teachers in general must develop the listening skill in students as a principal key teaching and supply them with the best strategies for successful listening, as a introduction to the development of the other skills. So, if students develop first this skill, they will be better guided to the other ones, it is the door to a better skilled.

Listening is considered a very mistaken segment to learning English, since it allows expanding the vocabulary and acknowledge and through reading, learners can accomplish a complete and featured comprehension, from the effortless to the most difficult text. By the way, it is so essential that educators keep a pleasant environment inside the classroom and stimulate students to learn English.

According to (Harmer, 2012) states that there is a huge expansion in English process teaching that has been in the area of production, since students recognize a necessity for the type of language which will contribute them manage in the world of English-medium commerce, therefore, they have seen the necessity of studying the language for developing other fields, they make a relationship between learning English and commerce, giving a big significance around the world, only by fact that English is essential to get a work since the communication is, in the big business, the principal element to do it.

According to (Richard, 2009)states that the educational system is the process of attaining wide-ranging knowledge; it contributes the control to achieve the best one self-preparation for facing the future. In addition, education is changing every time and its development contributes that people and students get better conditions, and English provides them the accurate information, that in many times, it supplies to solve problems.

Agreeing to (Jacks, 2009) states that listening as comprehension is the conventional or traditional way of opinion of the environment of listening. He states that this sort of listening is based on the assumption, that the principal purpose of listening in second language learning is to make possible the perceptive and understanding of spoken communication. In addition, the understanding for learners at the time to listen any audio, conference, the listening section of the textbook or any other exercise which includes audio must be clearly by assumption of the matter. Therefore, learners must comprehend the context about what they are listening in the aspect mentioned before

According to (Vandergrift, 1999) that listening comprehension is a compound process in which listeners participate an active function in discerning between sounds, appreciative vocabulary and grammatical structures, interpreting modulation or intonation and stress, and lastly making employ of all the abilities mentioned interpreting the statement within the socio-cultural framework. Describing it in this way, listeners think that listening is the ability they consider most perturbed and frustrated with, but with current sounds where the tongue and speech is well modulated in, they will obtain a good interpretation of the speech.

According to (Wei, 2001) that for improving the listening skill of the students, they need to increase their listening vocabulary, they must be familiarized themselves with English rhythm and intonation. So, teachers must encourage in not to give up when students cannot understand, they must give a lot of opportunities to their learners in order to augment their listening vocabulary as often as possible with the appropriate strategies.

2.4 Legal Basis

This research is based on the following legal basis:

According to The Constitution of Ecuador.-

Article 347: States that the Information and Communication Technologies must be included in the teaching-learning process, to establish a connection between the educative system and public activities. Consequently, if ICTs are involved in it, teachers and students will accomplish with the curriculum guidelines of education in Ecuador.

According to the Law of Intercultural Education:

Article 160: States that the universities and schools will create the necessary objectives and advances to find out the resolutions to the problems of the society; supporting discussion world and national cultures. It also includes that the values in Ecuadorian society such scientific, technical and professional training of investigators, students and teachers.

According to the Childhood and adolescence code:

Article 19: establishes that education must be considered as flexible to accomplish the necessities of the children and adolescents providing them a special deliberation, consideration with the same opportunities.

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

This analysis or research was basically centered on the qualitative method with very significant results and necessary information for the improvement of the listening skills in students of the eight grade basic year at Escuela de Educación Básica Vienticuatro de Julio.

3.1.1 Qualitative method

In this part of the research and using this method was very significant to achieve information that contributes to define the problem by compiling and analyzing the interviews and the observations. The research was centered on the problem in this case the improvement of the listening skill. All the interviews and observation were made in personal using different kind of document like survey notes and questionnaires, besides camera and video camera and online application tool.

For example:

By using the qualitative method, it was very capable to obtain the necessary information on the online application, constructing significant references, getting information from the principal and specialist interviews.

3.1.2 Inductive-deductive Method

The deductive method in all the cases goes from the general to the specific and the inductive method goes on the contrary, it means that it goes from the particular to the general.

For example.

In this revision both inductive and deductive methods were used for the deductive method all essential information is collected about the online application, it was considered with the inductive process begin in small understandings, recording the confirmations and exploration of the observed gaining specific information in students.

3.2 Scientific Method

The scientific method is a word or term commonly used in the field of investigation, and these are explicated by the fact carrying out tests, construction, analysis and alteration of suppositions that has been investigated.

For example:

This method certified to illustrate the actual independent improvement of the listening skills in students.

3.2.1 INSTRUMENTS AND TECHNIQUES

3.2.2 TECHNIQUES

The following techniques were applied during this investigation: Observation, interviews and surveys.

3.2.3 OBSERVATION METHOD

Observation can be indirect or direct and in this enquiry were used in cooperation, and it was substantial to perceive the interface, performances and progressions as they occur in the direct observation. All the outcomes of the indirect observation were exposed of the course or process stated above.

INTERVIEW

This enquiry was tentative since the consultation was revealed to the principal of Escuela de Educacion Basica Veinticuatro de Julio. Moreover, students who study in the School donated with the enquiry process delivered substantial information.

3.2.5 SURVEY

It is a notable system that gives to attain to an essential fact when the data or information was booked so to the objective of this assignment. It was directed to the important measure of the investigation in this case the students who contributed to the researcher to simplify and illuminate a measurement of the problem in study through a request way.

3.3 LEVEL OR TYPE OF RESEARCH

Field Research

The field research was complaisant since it donates substantial information attained through the assortment of data. In addition, it donated to describe and comprehend the cause-effect since the field investigation uses observation, interviews and surveys that are vital devices to attain the relevant evidence.

Applied research

The investigation results obtained was directly used to determinate and solve the problem in students. It means that the actual information and procedure that contribute students to become competent.

Bibliographic research

It permitted to settled the research and choice the scientific-theoretical source on the topic of investigation, the basic matter detailed within the hypothetical framework associated to the usage of ICTs and learning organization system in education were recognized using the this level of research.

Correlational Research

Correlational research is a vital mode of didactic research. Some of the correlational method practices a very imperative part for leading research. The resolution of this investigation is to define the various multiple of the correlation between two or more variables, including numerical methods for data analysis research, Lomax (2013).

3.4 POPULATION AND SAMPLE

3.4.1 POPULATION

The population who took measure of the study was the staff from the Escuela de Educacion Basica Veinticuatro de Julio which consists of 39 people that are detailed by the Principal, English coordinator, one English teacher, and 36 students, all of them are the population in study.

Chart # 1 Population

N°	Description	Quantity	%
01	Principal	1	1%
02	English coordinator	1	1%
03	Teachers	1	1%
04	Students	36	97%
Total		39	100%

Source: school secretary 24 de julio

Author: Lucas Danny Gonzabay Borbor

3.4.2 SAMPLE

The process for the sample was not developed due to the Population was too short. Therefore, the investigation was done with all the staff; it meant the 100% of the population.

3.5 INSTRUMENTS

3.5.1 Camera, Video Camera

This device was used to capture pictures and video recorder in order to reproduce them far ahead and to attain a validation of the improvement of listening skill using an Online Application

3.5.2 Notebook

This tool was used to take notes of the various activities and events settled during this investigation.

3.5.3 Questionnaire

It is a document or a system of question which was particularized to acquire information about the detailed problem.

3.6 DATA COLLECTION PLAN

The data collection plan was done agreeing to the surveys and interviews, accurate calculations and statistical charts were prepared in order to present this research paper.

Chart # 2: Data collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	For the improvement of listening skills
2. From which people or objects?	English Career
3. About what aspects?	Online Aplication
4. Who?	Author: Danny Gonzabay
5. To Whom?	School students of 8 th grade
6. When?	2016 - 2017.
7. Where?	Escuela Veinticuatro de Julio
8. How many times?	Two month during the year 2016 - 2017.
9. How?	Individually
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	Lists, questionnaires and cameras.

Source: 24 de Julio school

Author: Danny Gonzabay

3.7 Survey directed to the Principal of Escuela de Educación Básica

Veinticuatro de Julio.

Question 1: How important do you think that the information and communication technologies are in the teaching-learning process?

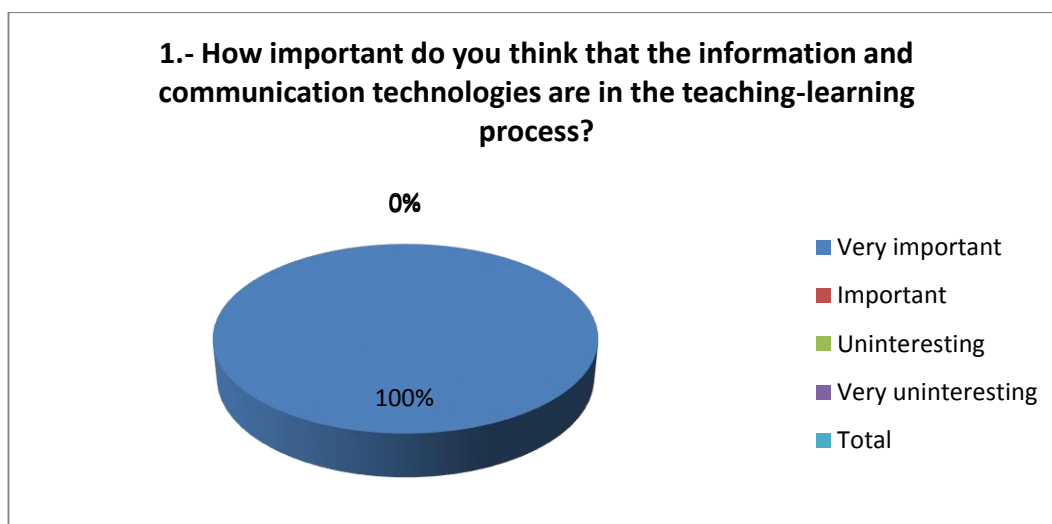
Chart # 3: Importance of icts

How important do you think that the information and communication technologies are in the teaching-learning process?		Question 1
Option	Frequency	%
Very important	1	100%
Important	0	0%
Uninteresting	0	0%
Very uninteresting	0	0%
Total		100%

Source: 24 de julio school

Author: Lucas Danny Gonzabay Borbor

Graphic # 1: Importance of icts



Source: 24 De Julio School

Author: Lucas Danny Gonzabay Borbor

Interpretation: The principal consider very important the use of ICTs in Education.

Question 2: Does the mission of Escuela de Educación Básica Veinticuatro de Julio takes in count the use of ICTs?

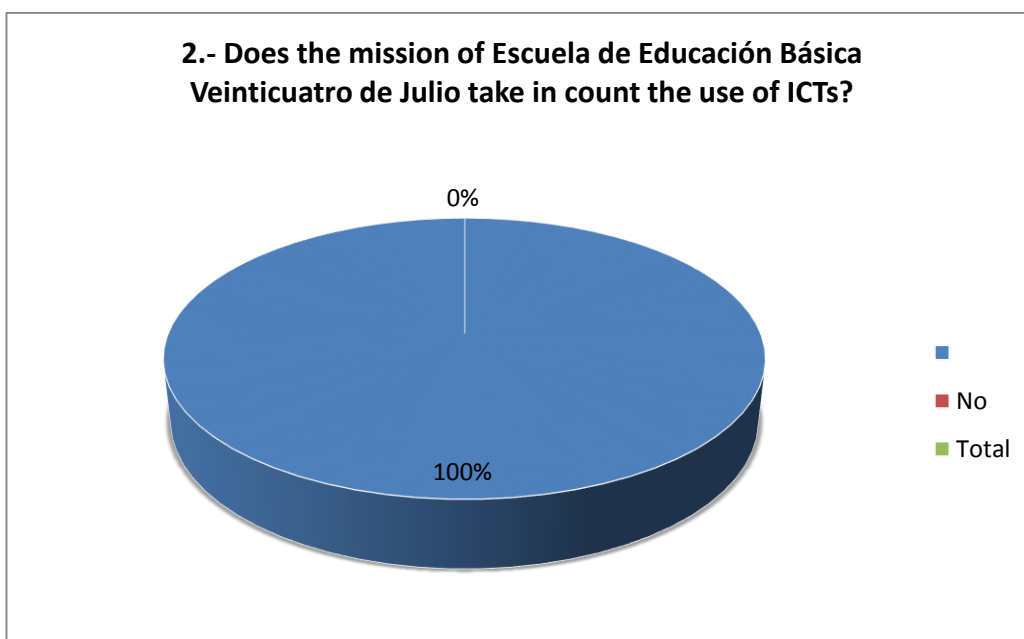
Chart # 4: Inclusion of icts in the mission of scholl

Does the mission of Escuela de Educación Básica Veinticuatro de Julio take in count the use of ICTs?		Question 3
Option	Frequency	%
Yes	1	100%
No	0	0%
Total		100%

Source: 24 De Julio School

Author: Lucas Danny Gonzabay Borbor

Graphic # 2: Inclusion of icts in the mission of scholl



Source: 24 De Julio School

Author: Lucas Danny Gonzabay Borbor

Interpretation: According to the result, the mission of the Escuela de Educacion Básica Veinticuatro de Julio includes the use of ICTs.

Question 3: Have your Educative system used an Online Application in order to improve the listening skills of your students?

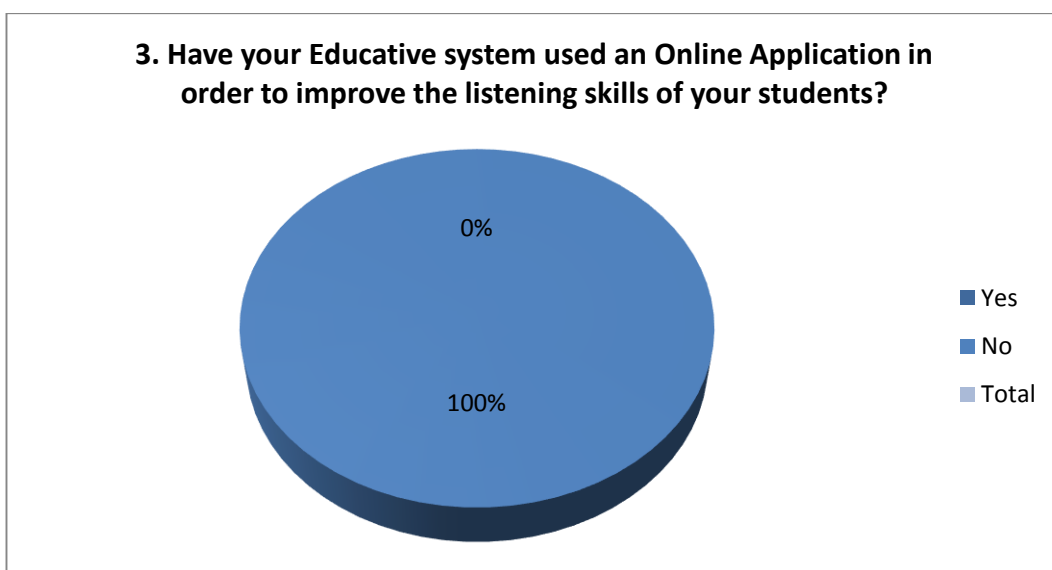
Chart # 5: Online application in order to improve the listening skills of your students

Have your Educative system used an Online Application in order to improve the listening skills of your students?		Question 4
Option	Frequency	%
Yes	0	0%
No	1	100%
Total		100%

Source: 24 de Julio school

Author: Lucas Danny Gonzabay Borbor

Graphic # 3: Online application in order to improve the listening skills of your students



Source: 24 de Julio school

Author: Lucas Danny Gonzabay Borbor

Interpretation: In this result, the principal has not used any Online Application to improve listening skills in the students

Question 4: How important do you consider that an Online Application can improve the listening skills of students of eight grade basic year of your Educative Institution?

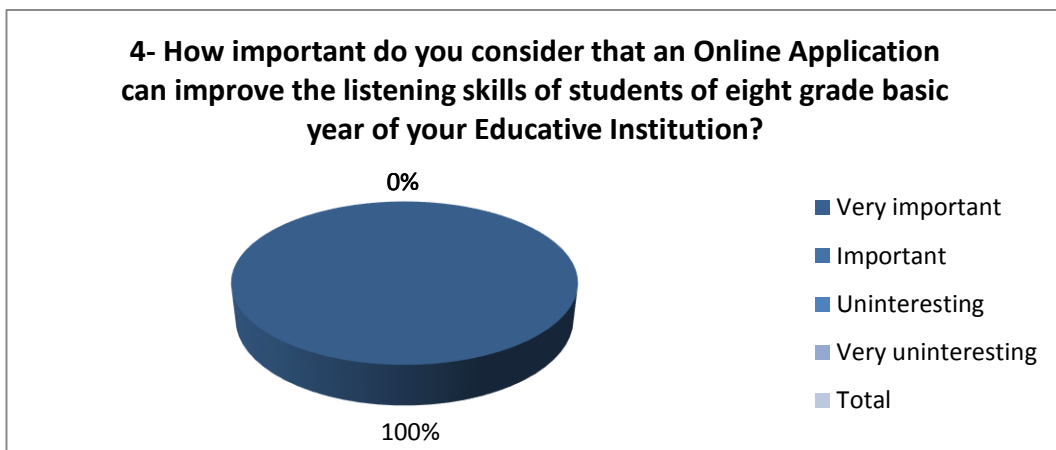
Chart # 6: Consideration of online application

How important do you consider that an Online Application can improve the listening skills of students of eight grade basic year of your Educative Institution?		Question 5
Option	Frequency	%
Very important	1	100%
Important	0	0%
Uninteresting	0	0%
Very uninteresting	0	0%
Total		100%

Source: 24 De Julio School

Author: Lucas Danny Gonzabay Borbor

Graphic # 4: Consideration of online application



Source: 24 De Julio School

Author: Lucas Danny Gonzabay Borbor

Interpretation: The principal consider very important the use of Online application that can improve the listening skills.

Question 5: Would you support the usage and the implementation of an Online Application in order to improve the listening skills in students of eight grade basic year of your Educative Institution?

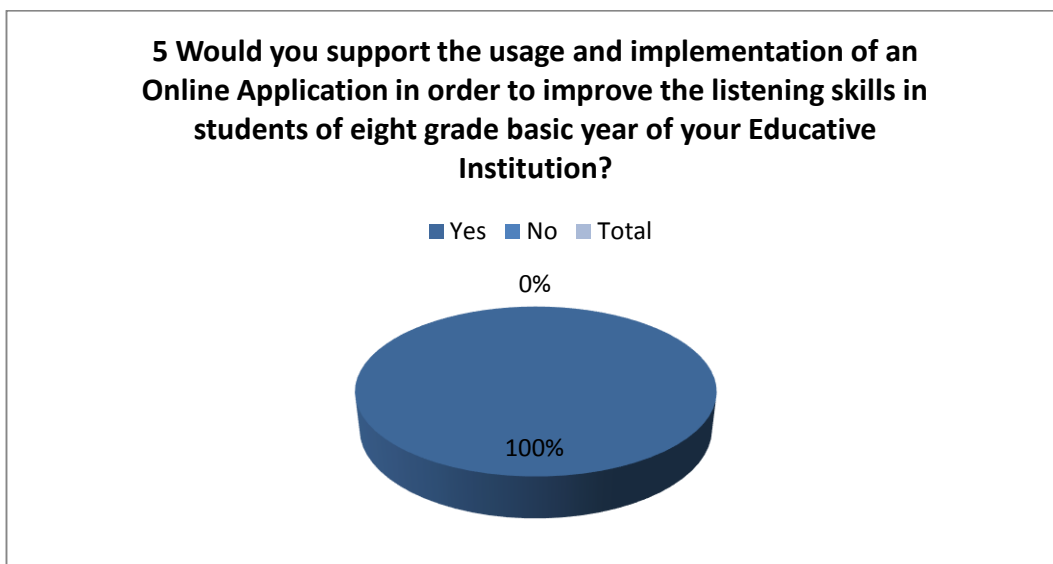
Chart # 7: The support to implement an Online Application

Would you support the usage and the implementation of an Online Application in order to improve the listening skills in students of eight grade basic year of your Educative Institution?		Question 6
Option	Frequency	%
Yes	1	100%
No	0	0%
Total		100%

Source: 24 de julio school

Author: Lucas Danny Gonzabay Borbor

Graphic # 5: The support to implement an Online Application



Source: 24 De Julio School

Author: Lucas Danny Gonzabay Borbor

Interepretation:The principal is totally agree in using and implementation Online application to improve the listening skill in the students

3.7.2 SURVEY DIRECTED TO SPECIALIST

Question 1: How important do you consider that the information and communication technologies are in the teaching-learning process?

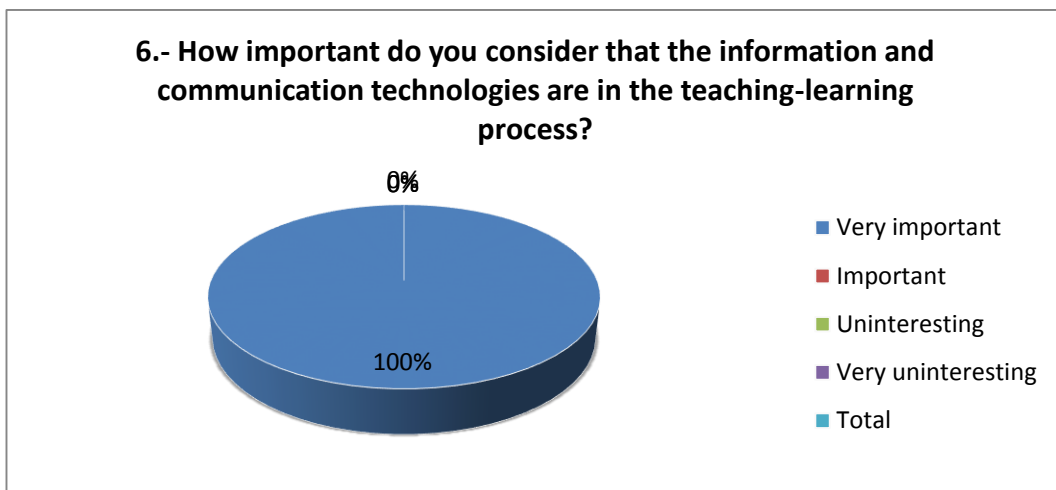
Chart # 8: The importance of ICTs in Education

How important do you consider that the information and communication technologies are in the teaching-learning process?		Question 1
Option	Frequency	%
Very important	1	100%
Important	0	0%
Uninteresting	0	0%
Very uninteresting	0	0%
Total		100%

Source: Miss Maritza Olvera Murillo

Author: Lucas Danny Gonzabay Borbor

Graphic # 6: The importance of ICTs in Education



Source: Miss Maritza Olvera Murillo

Author: Lucas Danny Gonzabay Borbor

Interpretation The specialists considers that is totally important to use ICTs in Education

Question 2: In your opinion, do you believe that the usage of ICTs can improve the English Abilities in students?

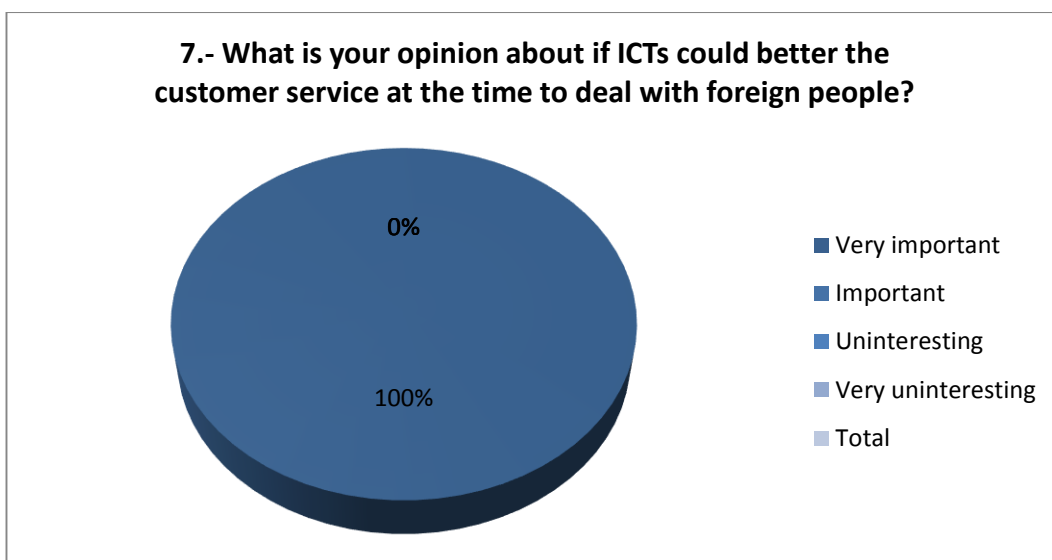
Chart # 9: The opinion of using ICTs can improve the English abilities.

What is your opinion about if ICTs could better the customer service at the time to deal with foreign people?		Question 3
Option	Frequency	%
Very important	1	100%
Important	0	0%
Uninteresting	0	0%
Very uninteresting	0	0%
Total		100%

Source:Miss Maritza Olvera Murillo

Author: Lucas Danny Gonzabay Borbor

Graphic # 7: The opinion of using ICTs can improve the English abilities



Source:Miss Maritza Olvera Murillo

Author: Lucas Danny Gonzabay Borbor

Interpretation This research in this question shows the real importance of using ICTs at the time to give English classes, it is said by a specialists.

Question 3 Are you told about if any Online Application is used to improve the listening skills?

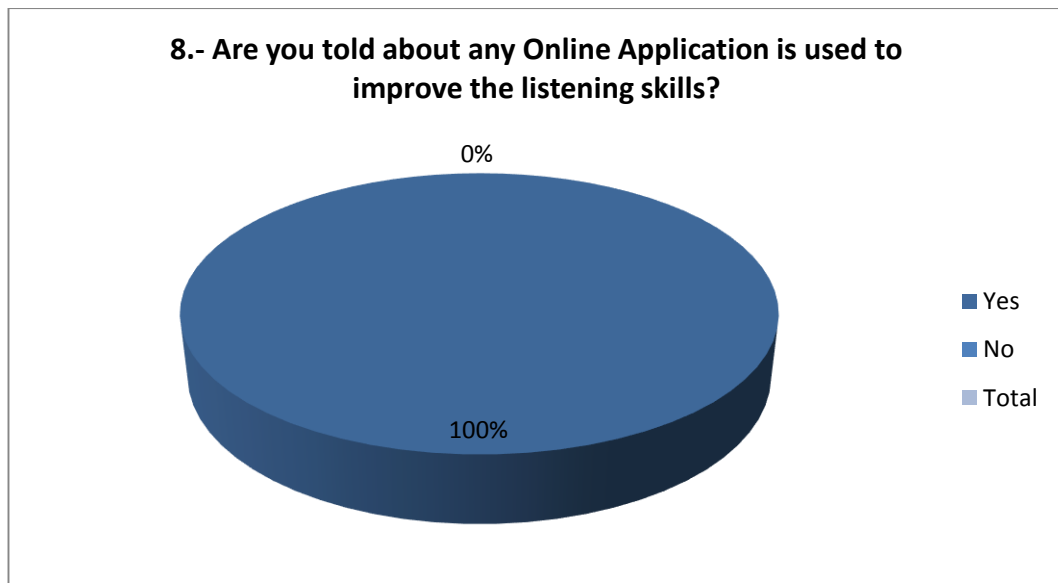
Chart # 10: The knowledge of any Online Application to improve the listening skills

Are you told about if any Online Application is used to improve the listening skills?		Question 6
Option	Frequency	%
Yes	1	100%
No	0	0%
Total		100%

Source: Miss Maritza Olvera Murillo

Author: Lucas Danny Gonzabay Borbor

Graphic # 8: The knowledge of any Online Application to improve the listening skills



Source: Miss Maritza Olvera Murillo

Author: Lucas Danny Gonzabay Borbor

Interepretation The specialists is told about Online applications since they are veru useful to learn English.

3.7.3 SURVEY DIRECTED TO STUDENTS

Question 1: Do you like English?

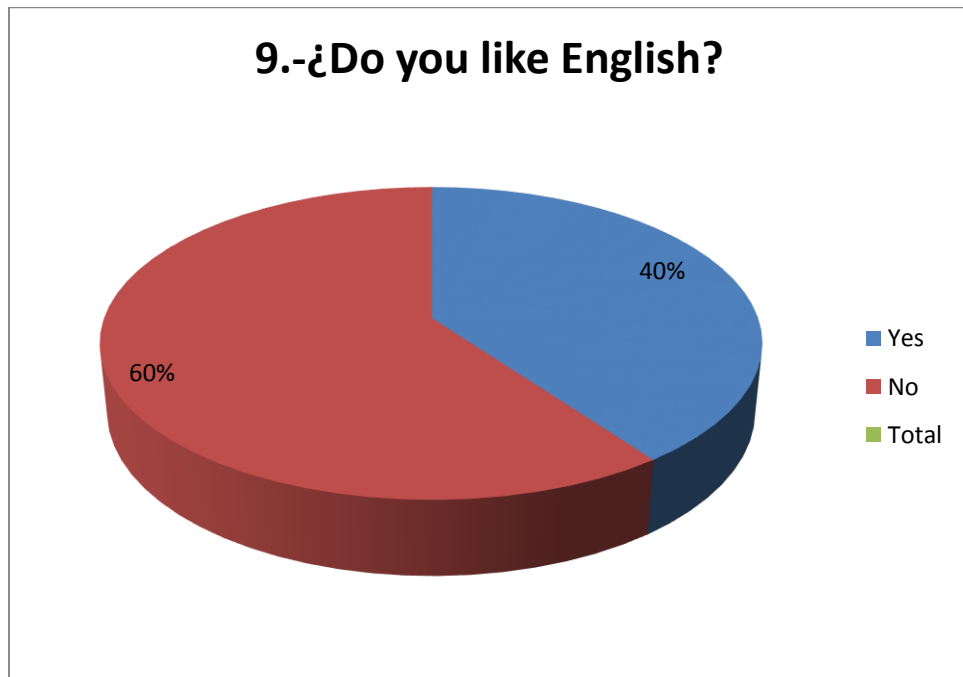
Chart # 11: The interest of English

Do you like English?		Question 1
Option	Frequency	%
Yes	12	40%
No	18	60%
Total		100%

Source: 24 de Julio School

Author: Lucas Danny Gonzabay Borbor

Graphic # 9: The interest of English



Source: Miss Maritza Olvera Murillo

Author: Lucas Danny Gonzabay Borbor

Interpretation The results say that according to this question the 40% of the students like English while the 60% do not like it.

Question 2: How interesting do you consider that English classes are?

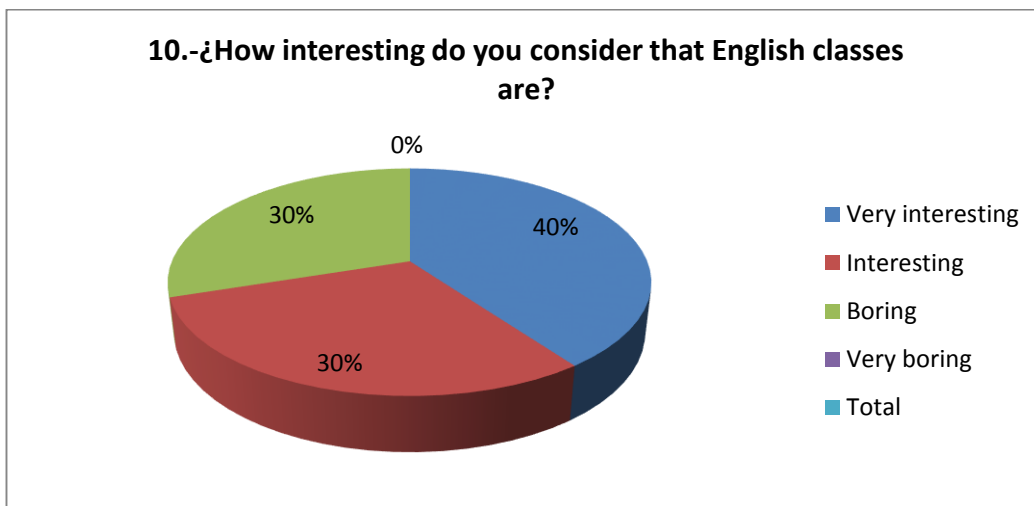
Chart # 12: The interest of English Classes

How interesting do you consider that English classes are?		Question 2
Option	Frequency	%
Very interesting	12	40%
Interesting	9	30%
Boring	9	30%
Very boring	0	0%
Total		100%

Source: 24 De Julio school

Author: Lucas Danny Gonzabay Borbor

Graphic # 10: The interest of English Classes



Source: Miss Maritza Olvera Murillo

Author: Lucas Danny Gonzabay Borbor

Interpretation The results show that the 40 % of the students are very interested in English, the 30% are interested, but the other 30% consider that English is boring

Question 3: Do you use internet to study English

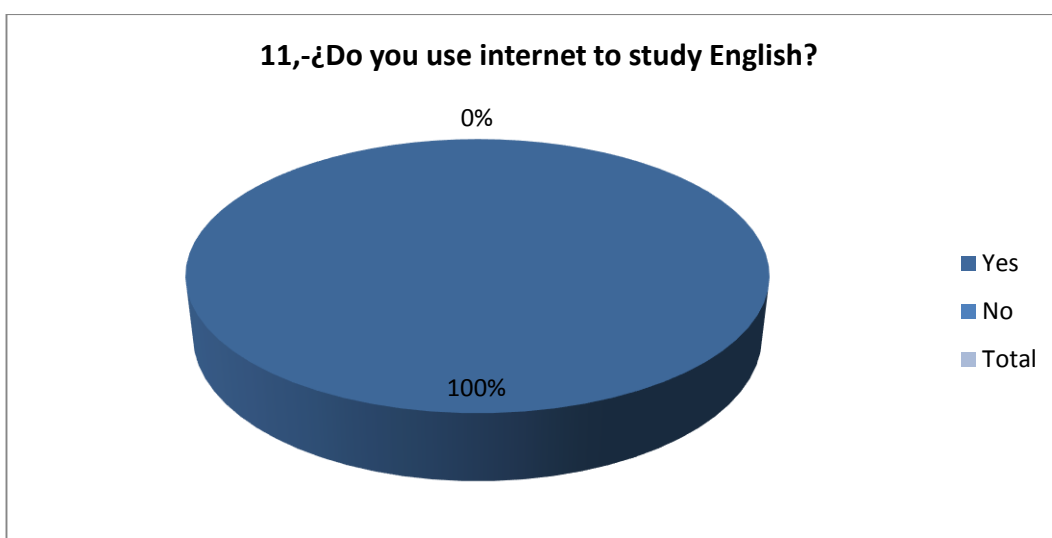
Chart # 13: The use of internet to study English

Do you use internet to study English?			Question 3
Option	Frequency		%
Yes	30		100%
No	0		0%
Total			100%

Source: 24 de Julio school

Author: Lucas Danny Gonzabay Borbor

Graphic # 11: The use of internet to study English



Source: 24 de Julio school

Author: Lucas Danny Gonzabay Borbor

Interpretation When students are listening to English teacher in classroom they use internet to study it, instead of some of them do not like it.

Question 4: How often does your teacher use internet in the teaching-learning process?

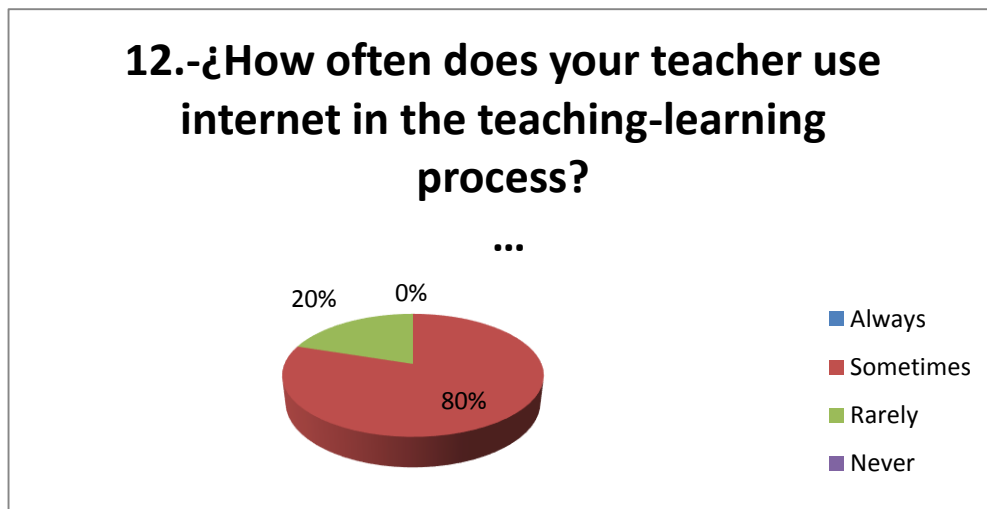
Chart # 14: The use of Internet by the English teacher

How often does your teacher use internet in the teaching-learning process?		Question 4
Option	Frequency	%
Always	0	0%
Sometimes	24	80%
Rarely	6	20%
Never	0	0%
Total		100%

Source:24 de Julio School

Author: Lucas Danny Gonzabay Borbor

Graphic # 12: The use of Internet by the English teacher



Source:24 de Julio School

Author: Lucas Danny Gonzabay Borbor

Interpretation The 80% of the students affirmed that their teacher uses the internet in the teaching-learning process, while the 20% said rarely.

Question 5: Is it important for you to use internet in the classroom?

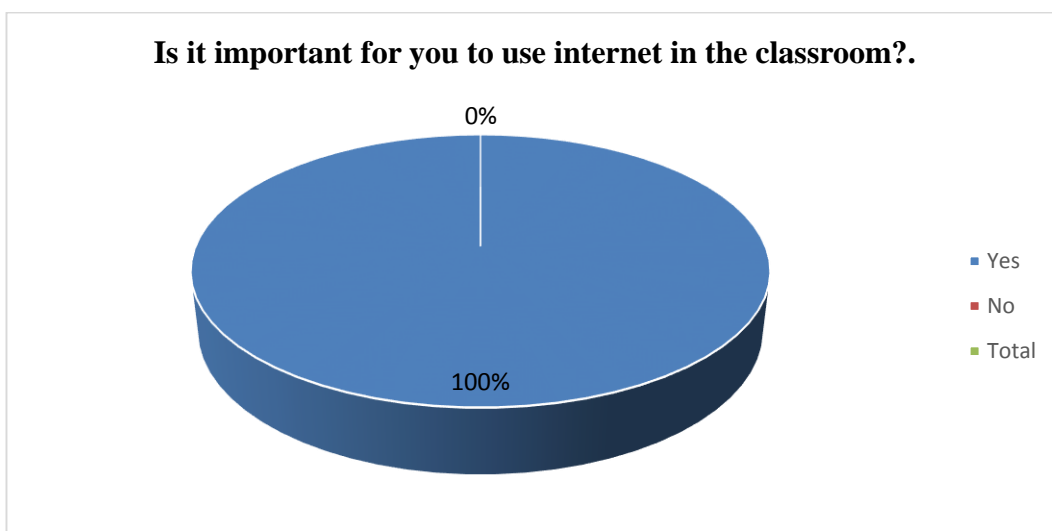
Chart # 15: The importance of using internet in classroom

Is it important for you to use internet in the classroom?		Question 5
Option	Frequency	%
Yes	30	100%
No	0	0%
Total		100%

Source: 24 de Julio School

Author: Lucas Danny Gonzabay Borbor

Graphic # 13: The importance of using internet in classroom



Source: 24 de Julio School

Author: Lucas Danny Gonzabay Borbor

InterepretationThe results said that all of students are agree that is important to use internet since they can develop the teaching-learning process

Question 6: Do you consider that using internet could increase your listening skills?

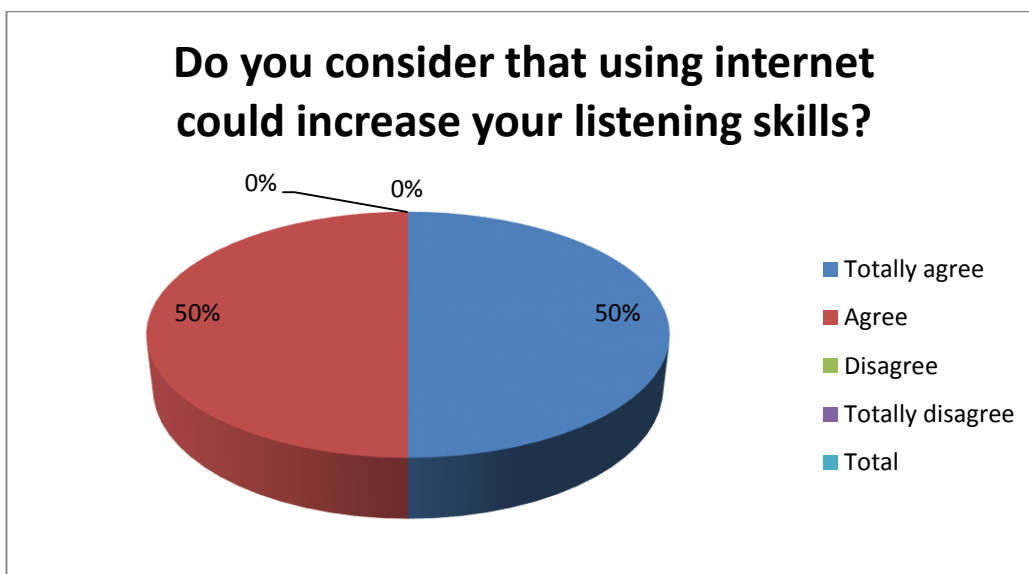
Chart # 16: The agreement in that internet can increase listening skills.

Do you consider that using internet could increase your listening skills?		Question 6
Option	Frequency	%
Totally agree	15	50%
Agree	15	50%
Disagree	0	0%
Totally disagree	0	0%
Total		100%

Source: 24 de julio school

Author: Lucas Danny Gonzabay Borbor

Graphic # 14: The agreement in that internet can increase listening skills



Source: 24 de julio school

Author: Lucas Danny Gonzabay Borbor

Intererpretation The results show that the 50% are totally agree that internet could increase the listening skills and the other 50% are agree, the most important is that all of the students are agree

Question 7: Which devices do you use to study surfing on the internet?

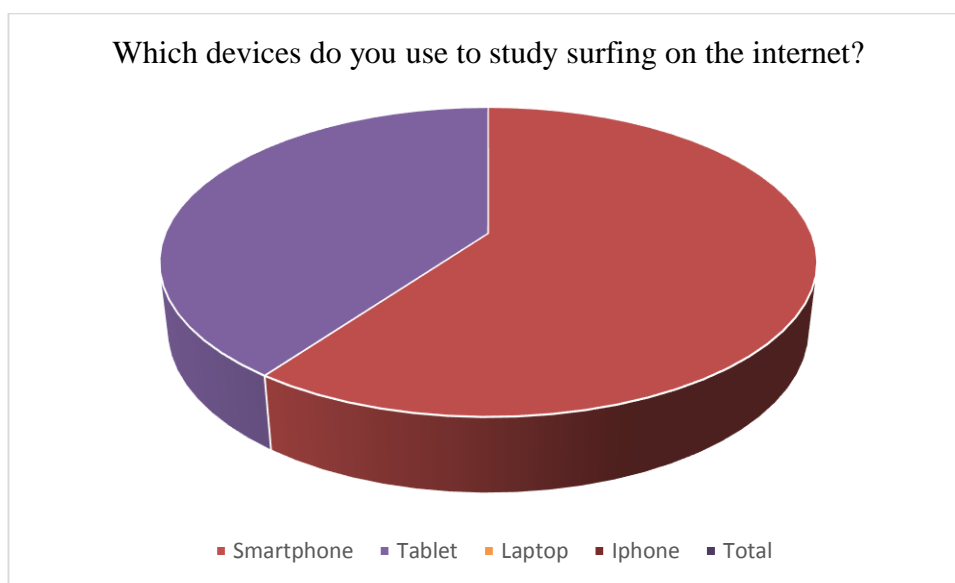
Chart # 17: The devices to surf on the internet

Which devices do you use to study surfing on the internet?		Question 7
Option	Frequency	%
Smartphone	18	74%
Tablet	12	26%
Laptop	0	0%
Iphone	0	0%
Total		100%

Source: 24 de julio school

Author: Lucas Danny Gonzabay Borbor

Graphic # 15: The devices to surf on the internet



Source: 24 de julio school

Author: Lucas Danny Gonzabay Borbor

Interepretation The seventy four of the students use smartphones to surf on the internet to study and the 26 of them use tablet, it is evident that these devices are useful if students use them in a correct way

Question 8: Have you ever used an online application with activities and exercises to improve your listening skills?

Chart # 18: The use of online application to improve listening skill

Have you ever used an online application with activities and exercises to improve your listening skills?		Question 8
Option	Frequency	%
Yes	0	0%
No	30	100%
Total		100%

Source: 24 de julio school

Author: Lucas Danny Gonzabay Borbor

Graphic # 16: The use of online application to improve listening skill



Source: 24 de julio school

Author: Lucas Danny Gonzabay Borbor

Interepretation All of the students have never use any online application with activities to improve their listening skill

Question 9: Are you agree that an online application with activities contribute to improve your listening skills?

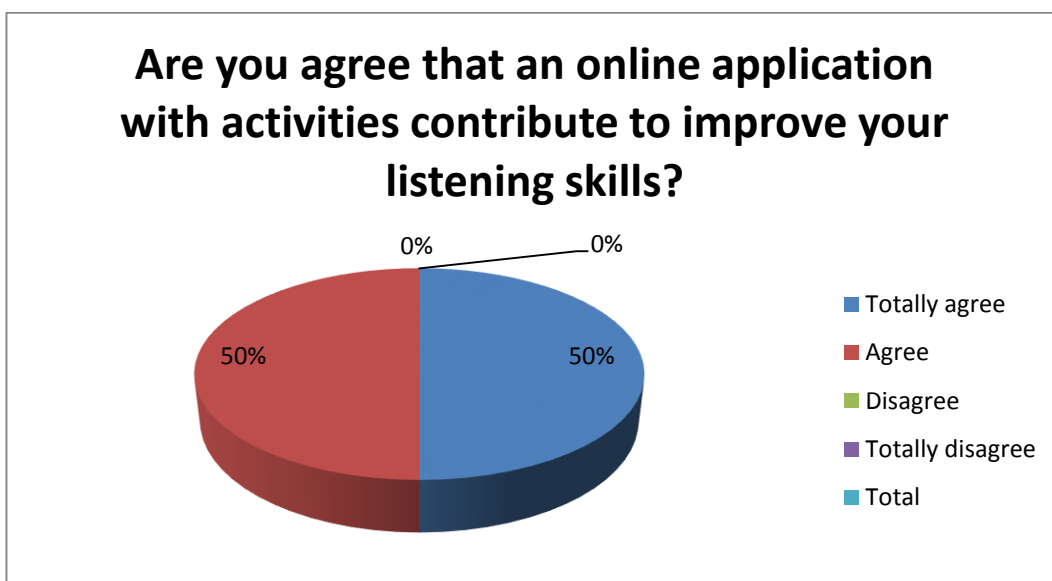
Chart # 19: The agreement to use online application

Are you agree that an online application with activities contribute to improve your listening skills?		Question 9
Option	Frequency	%
Totally agree	15	50%
Agree	15	50%
Disagree	0	0%
Totally disagree	0	0%
Total		100%

Source: 24 de julio school

Author: Lucas Danny Gonzabay Borbor

Graphic # 17: The agreement to use online application



Source: 24 de julio school

Author: Lucas Danny Gonzabay Borbor

Interpretation The results show that the 50% of students are totally agree to use online application and the other 50% is agree, those are good results

Question 10: Would you use an online application in order to improve your listening skills?

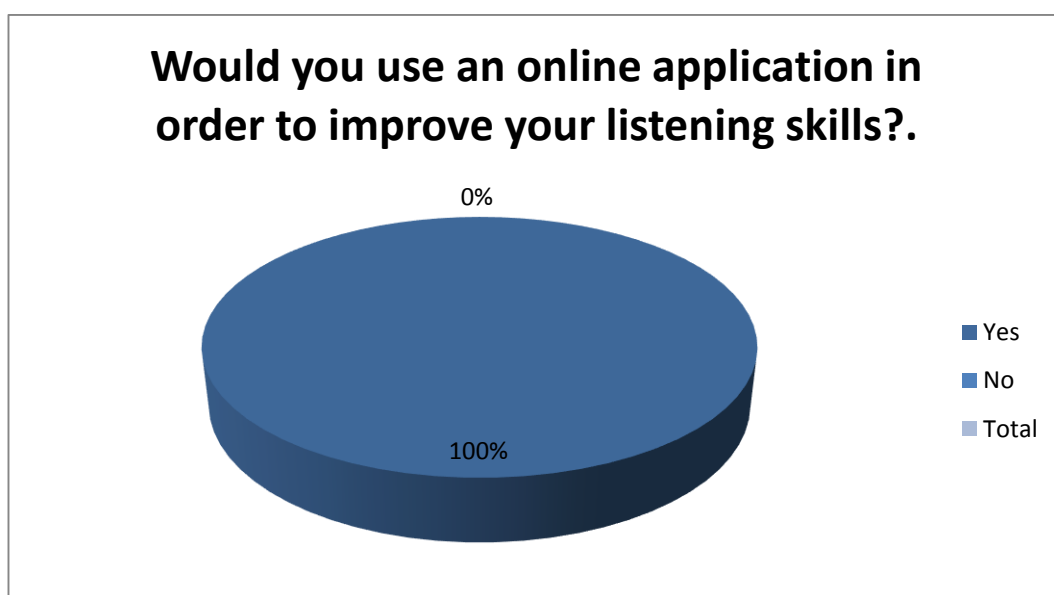
Chart # 20: The decision of using online application to improve listening skills

Would you use an online application in order to improve your listening skills?		Question 10
Option	Frequency	%
Yes	30	100%
No	0	0%
Total		100%

Source: 24 de julio school

Author: Lucas Danny Gonzabay Borbor

Graphic # 18: The decision of using online application to improve listening skills



Source: 24 de julio school

Author: Lucas Danny Gonzabay Borbor

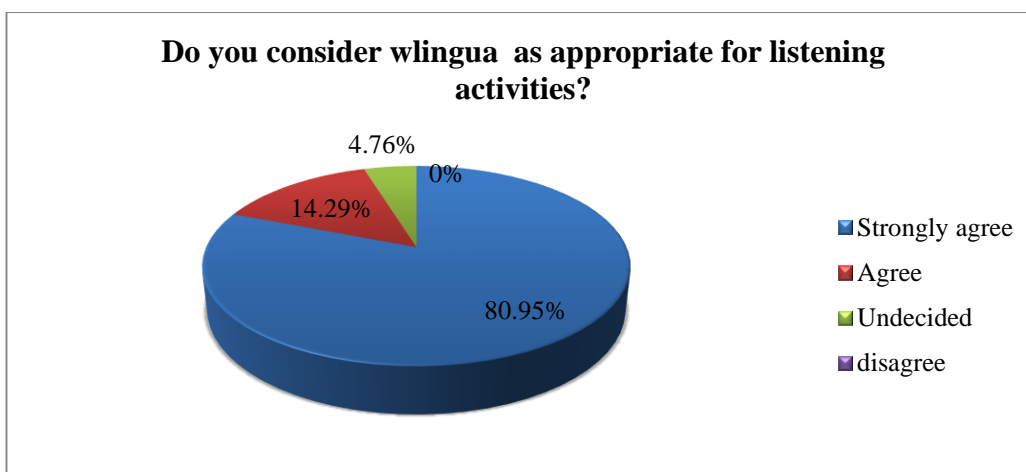
Interpretation Students are totally agree in using an online application in order to improve their listening skill.

Analysis and Interpretation

Chart # 21 Question N° 1: Do you consider Wlingua as appropriate for listening activities?

Do you consider wlingua as appropriate for listening activities?		
ALTERNATIVES	FREQUENCY	PERCENTAGES
Strongly agree	17	80.95%
Agree	3	14.29%
Undecided	1	4.76%
Disagree	0	0%
Total	21	100%

Graphic # 19: Appropriate for listening activities



Author: Lucas Danny Gonzabay Borbor

Source: U.E. 24 de julio school

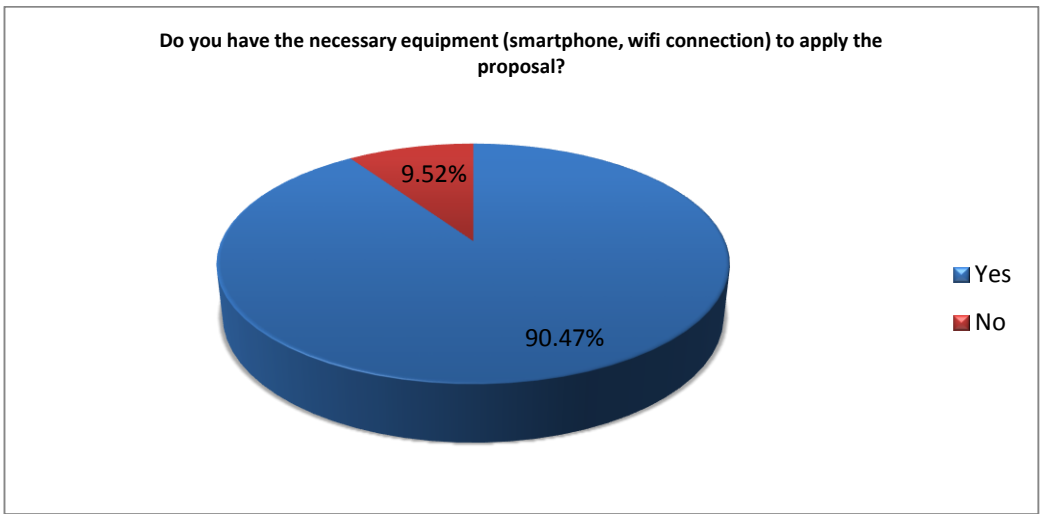
Interpretation: wlingua is a well-accepted virtual tool at 24 de Julio school , 80.95% of the students were agree with it, while the 14.29% was agree. One student 4.76% is not decided yet. No one was disagreeing with the instrument.

Chart # 22 Question N° 2: Do you have the necessary equipment (smartphone, wifi connection) to apply the proposal?

Do you have the necessary equipment (smartphone, wifi connection) to apply the proposal?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Yes	19	90.47%
No	2	9.52%
Total	21	100%

Graphic # 20 : Necessary equipment for the implementation



Author: Lucas Danny Gonzabay Borbor

Source: 24 de Julio school

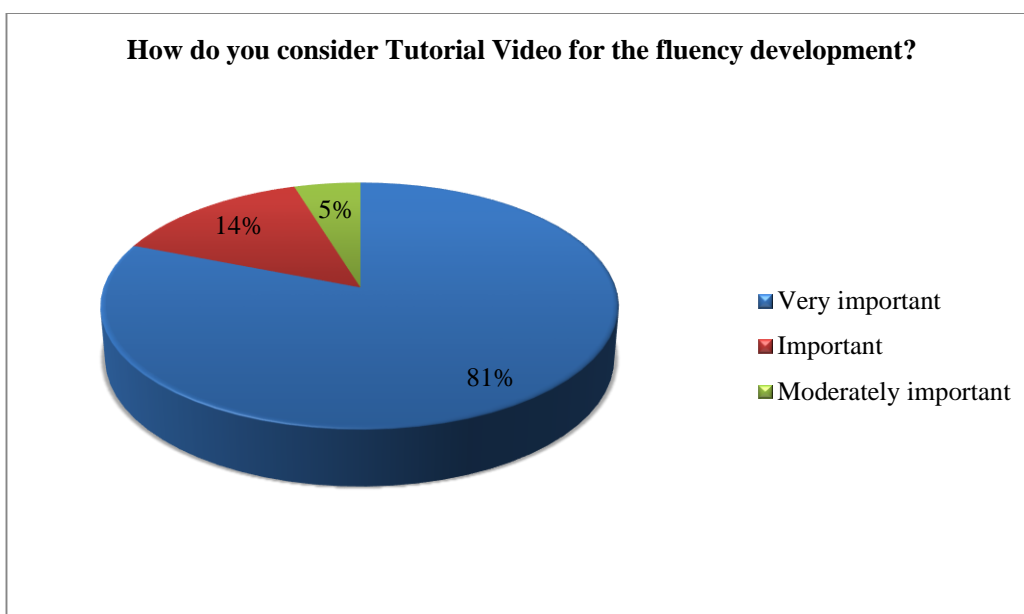
Interpretation: The 90.47% of the population had internet connection and smartphones; this fact which was made the development viable and acceptable for the institute and for the researcher. Only two students 9.52% had smartphones without wifi, but at home they do.

Chart # 23 Question N° 3: How do you consider online application for the improvement listening development?

How do you consider online Application for the fluency development?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Very important	17	80.95%
Important	3	14.28%
Moderately important	1	4.76%
Unimportant	0	0%
Total	21	100%

Graphic # 21 : Importance of Tutorial Videos to develop fluency



Author: Lucas Danny Gonzabay Bobor . 2016.

Source: 24 DE JULIO SCHHOL

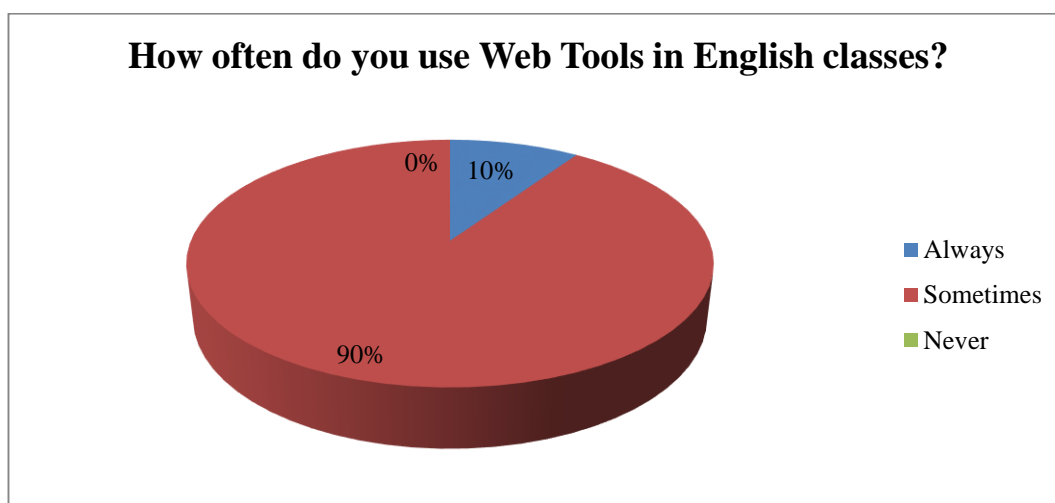
Interpretation: For students of First BGU the use of tutorial videos is important, so 81% of pupils chose as very important the tool, 14% consider it important and the rest selected moderately important using tutorial videos.

Chart # 24 Question N° 4: How often do you use Web Tools in English classes?

How often do you use Web Tools in English classes?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Always	2	9.52%
Sometimes	19	90.47%
Never	0	0%
Total	21	100%

Graphic # 22 Frequency of using web tools in English classes



Author: Lucas Danny Gonzabay Borbor 2016.

Source: 24 de Julio school

Interpretation: -the use of technology in English classes even when technical advances remain frequently, it is not applied totally. 90% of students chose occasionally, while just two students 10% selected always.

Conclusion: This technological proposal in the institution is feasible, due to three important factors 1: there is not overpopulation inside classroom, 2: learners have the necessary tools to develop their listening. Being this group manageable listening activities, and conversation can be implemented easily obtaining good results, 3: The English teacher has been kept her students expert and used to practice listening activities.

3.8 INTERVIEW DIRECTED TO ENGLISH TEACHER

Question 1: How important is for you to use ICTs in the teaching learning process?

Interpretation If ICTs are not used to develop English classes, the educative system will go back to the traditional method of teaching, so they are very significant since students in general are involved in the technology.

Question 2: Do you use ICTs when you give classes?

Interpretation They are the principal tools at the time to give classes

Question 3: Have you ever used an online application to develop English Skills?

Interpretation, it is not missing a lot of them to improve them, the online applications are not useful but everyday students want to see something new or more attractive for learning.

Question 4: What is your opinion about using online application could contribute to improve English Skills?

Interpretation Every day the educational system need to well prepare by the teacher so it is very important to be updated with the different online application to better the skills of student and it is confirmed that they are useful.

Question 5: Which advices would you say to teachers who implement ICTs in their classes?

Interpretation The unique advice suggested is that teachers in general every day must prepare their classes using ICTs, if they do that, their students are going to be more comfortable in English classes.

Question 6: Which advices would you say to students who use ICTs for learning English?

Interpretation They must use ICTs for their studies instead of using for chatting or doing another thing, no one says that ICTs only are for wasting time, they can be used in the teaching-learning process.

3.8.1 Analysis of results-students

Results demonstrate that students recognize that is imperative for them the improvement of listening skills through online Application, so they are agrees to take this English course.

3.8.2 CONCLUSIONS AND RECOMMENDATIONS

3.8.3 CONCLUSIONS

- English teacher do not use motivational online application to improve listening skills in the teaching learning process.
- Many students of eight grade have not developed their listening skill properly
- The use of ICTs has become in an essential instrument for developing listening skill, since students are involved with technology.

3.8.4 Recommendations

- It is recommended the teachers use of motivational strategies to improve the listening skill on students of eighth year of basic education at Escuela de educacion Basica 24 de Julio.

- It is recommended to the students for the improvement their listening skill in order to reach a high level of English.

- English teachers must be centered in their students, they must not think in themselves at the time to prepare classes, their objective must be the good knowledge of their learners.

CHAPTER IV

PROPOSAL

4.1 INFORMATIVE DATA

4.1.1 Title of proposal

“ONLINE APPLICATION FOR THE IMPROVEMENT OF THE LISTENING SKILL IN STUDENTS OF EIGHT GRADE BASIC YEAR AT ESCUELA DE EDUCACION BASICA VEINTICUATRO DE JULIO SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017”

4.1.2 DESCRIPTION

4.1.3 Information Data

- Educative Institution:

24 de Julio School. Santa Elena Province, Galápagos neighborhood.

- Beneficiaries:

Students of the Eighth EEB course at 24 de Julio School in Santa Elena province.

- Responsible of research:

Author: Lucas Danny Gonzabay Borbor

Advisor: MSc. Kleber Walter Loor Zambrano



Picture # 2: 24 de Julio school

Source: Google Map

4.2 PROPOSAL BACKGROUND

Around the world education is becoming more based on technology since students' knowledge inclines to increase and their skill levels also improve. (Arroyo, 2010), a member of the National Council of teachers of English and the Assembly on Literature for adolescents, said "Technology integration has become a focus in education. It is a positive thing because teachers have more resources available that go far beyond the traditional textbook". Technology makes the education more dynamic because there are more resources which give more chances and opportunities for learning a language.

The use of educational websites for teaching a language is useful because of the impact of technology in education. The Ecuadorian government is supporting the use of technology in the classrooms and teachers are acquiring more technological knowledge to apply in their classes. Students and teachers benefit with the use of technology because classes are more interactive, using different resources which help students to have interest to learn.

For eighth grade students from Public School "24 DE JULIO", this application will help them to increase their knowledge. Students showed during the investigation of this proposal that they prefer to work with technology because they feel more motivated to learn. The English class will be more interesting because they are afforded more practice which allows them to learn new words. The lack of vocabulary from these students is a key problem and it originates in the fact that they did not receive English at school therefore their proficiency is not at a level according to their academic grade. The main reason for implement is that after students learn the theory, they can begin practicing with different listening activities.

4.3 SIGNIFICANCE

The goal of this proposal of eight grade students from Public School "24 DE JULIO" to increase their vocabulary, applying an online application where they can practice with different listening exercises. Currently learning a language is very important because of globalization. This is especially true for the English language since it plays a big role

around the world helping people to communicate. Knowing vocabulary from this language will give people the opportunity to understand the phrases most commonly used.

In education this language is important because students will be ready to travel around the world for business or to pursue academic studies and have good communication with people from other countries. Learning new words every day will be significant for these students since it will facilitate their academic improvement. They will be able to understand what the English teacher is saying in the class and as a result their completion of assignments will become easier. With an online application, students can practice at home facilitating their learning process. Furthermore, teachers will be able to apply different strategies for getting and maintaining students` attention.

4.4 OBJECTIVES

4.4.1 General:

To Improve the listening skill implementing an online application for eighth grade students from Public School “24 DE JULIO”, Santa Elena, province of Santa Elena. 2016-2017

4.4.2 Specifics:

- To determine the importance of use an online Application for improving students listening comprehension.

- To establish the benefits of the application of the listening activities

- To analyze the importance of using online Application
- To implement the online application in eighth grade students from Public School “24 DE JULIO”.

4.4.3 Beneficiaries:

24 De Julio School, applying the proposal it has fluently students whom can represent it appropriately in academics competition. Additionally, learners increase up their confidence and their listening comprehension levels, involving the other three skills in the process as reading, speaking, and writing.

The school for being the developer applying a new methodological process, which increases the institutional level in comparison with others schools in Santa Elena city.

4.5 DESIGNS AND DEVELOPMENT OF THE PROPOSAL

The performance of online application for the improvement of the listening skill with eighth EEB at 24 De Julio School resulted as a stimulating and productive tool in order to develop listen comprehension. A wonderful and specific platform was considered with the intention of take as advantage the technology students’ passion, on line platform is interactive and communicable, real contexts are the font for homework creation, those are easier to do it. In fact, homework are not viewed as obligations at all.

To begin with the application was essential having arranged the computer lab, as well as cameras, materials and instruments for the pre-recording activities. In the same way was a request for students having their signed permissions before the implementation starting. Educationally there were an all-time supervised control from authorities, equally activities and lesson plans were analyzed before in order to avoid future setbacks with the proposal.

A North American company created Google seventeen years ago with the objective of sharing and obtaining information from the internet in any part of the world. There are many uses as: Duolingo, Voxi Busuu platform and the tool that is going to be used in this research for the online application: *wlingua*. The readers of this paper will have the



opportunity to see its uses on chapter four.

The most essential characteristic is simplicity to find material; users only have to listen what they need to search on a long white space and in matter of seconds their information will appear. In education has had relevant information, because it has the biggest contribution storage around world and is totally free!

if used properly can be a useful tool for both the trainees and the trainer as far as accessing information and using its tools. Valuable information related to projects, education and English can be found at Academic Google, which stores a wide range of important digital material instead of students degenerative their time on social sites that provide no academic content.

4.5.1 WLINGUA

It is another of those apps focused on learning the English language. It does not matter if you already have a basic, intermediate or advanced level of English, through this online course you will join other 3 million users who have already tried and contribute their experiences. The app has 600 lessons of English from the beginner to intermediate level, which will allow you a simple and guided learning process. Unlike other English applications, you can learn British and American English locutions according to your interests. You can learn by practicing vocabulary and phrases, grammar and pronunciation exercises. The complete course has 2 types of account: "Basic", the course is free, but with some limitations and "Premium", with which you have access to all the contents and activities of the course.

4.5.2 Components of Wlingua

- Principal page

This is the principal page where the user can find the principal website and can start to use this tool, the difference is that this on line application allow to the user enjoy and play at the same time while they are learning a new language as English

Picture # 3: Principal Page



Here users on its two blanks have to fill the name of the user and his email writes a brief description about it. After filling those two spaces give enter When the lesson appear , a black screen appears where users will find some professional, useful, attractive and funny options to add on their lesson such as: Learn more than 7,000 words in English: Vocabulary is a fundamental part of the language. In this course we teach you more than 7,000 words, apart from its meaning, you will learn its pronunciation and use.

Picture # 4: Email the User



Listen correctly.

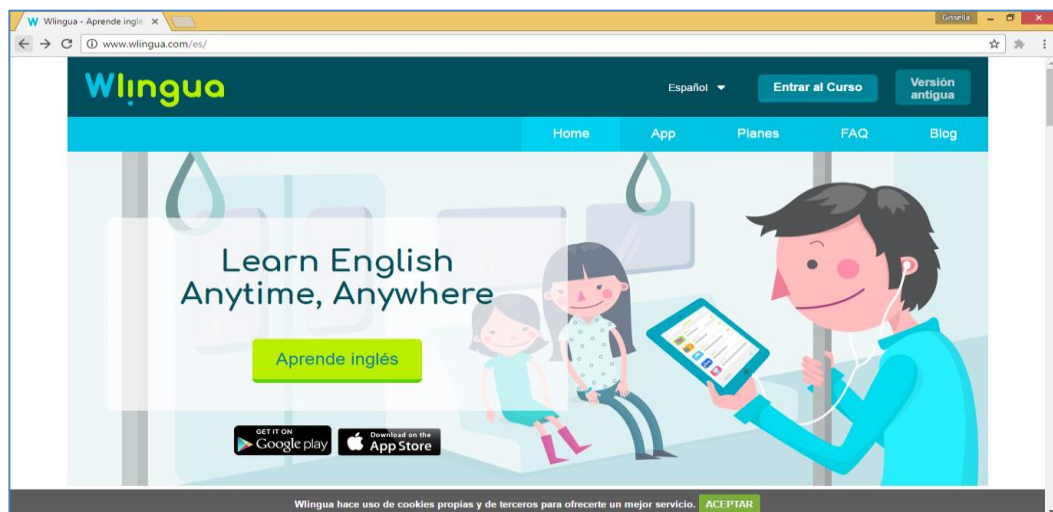
In English, a good listening is vital to be understood. Learn to pronounce correctly thanks to native audios.

Understand listen English

Learning process makes no sense if you do not use it in context. The Wlingua we offer you written in each lesson so that you see the real use of the language. As you use, expressions, vocabulary, phrasal

Possibly the most complicated part of English, understand English. In the English course of Wlingua, from the beginning you are in contact with the real English, thanks to the audio of the phrases and exercises.

Picture # 5: Platform Cover.



<http://curso.wlingua.com/1.75/>

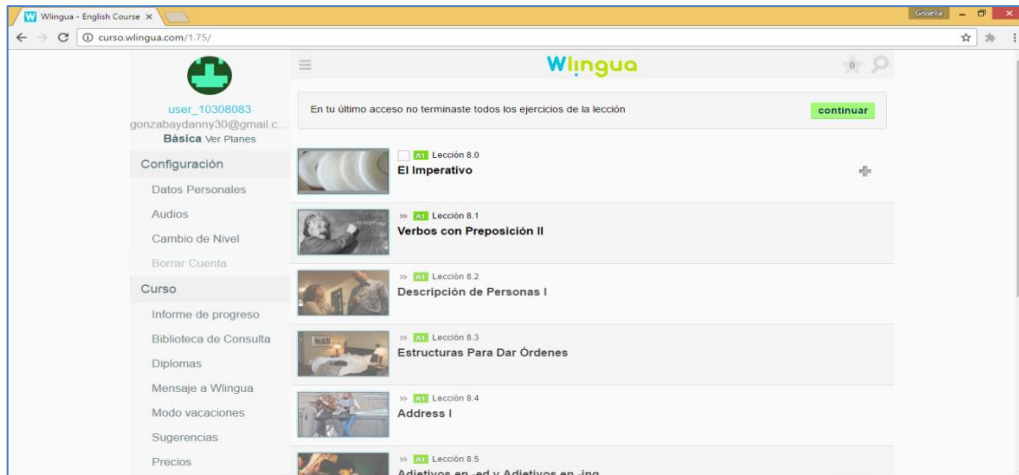
4.5.3 Wlingua Platform description

At this part, users have the opportunity for study different lesson just making a click in each one and to do different activities in order to motivate them for learning the idiom, also are specified.

4.6 Chart of Content

Students have enough information about their lesson grammar topics and their activities divided into in a lot of lesson

Picture # 6: Activities



Source <http://curso.wlingua.com/1.75/>

4.6.1 Description of the listening Activities

Listening activities were distributed in some topics, and divided in four segment activities. It was practical starting with listening activities technique, which consists in the listening repetition and memorization activities for first stages, having as a purpose the students' confidence and responsibility enhancement, with the wlingua platform.



Picture # 7: First stage listening Technique Application

Source students 8 grade E.E.E. 24 de Julio

In the first explained stage was necessary the listening dialogues and creation by themselves, using what was explained in English classes. At this time, students did not record anything; they just repetition and learn their lines working in front of the class individually and continue without memorizing, they just prepare their materials and

instruments and after they present individually, independently and naturally. It is important to mention that in this whole period students spend about two weeks.

Finally technique application: it was shorter than the rest, because the listening skill was gradually developed; this technique got able to present themselves in front of the class without nervous, with the help of the technique they got used to make presentations avoiding “tricks”

4.6.2 LESSON ACTIVITIES

Temporary for a previous exercise, using listening technique, students were ready for practice in wlingua platform. The events consisted in diferentes lesson in order to improve their listening and accuracy; at the same time, to develop their listening skill, and especially their fluency with vocabulary followed with common and very useful phrases.

The units are divided into these different lesson , but it is important to mention that those lesson are desing with the purpose of offering a guide for their own listening activities. Students’ topics were according to their preferences.

- The imperatives
- Verbs with preposition
- People Description
- Order
- Address I
- Adjectives
- Present perfect
- Adverbs
- Irregular verbs

4.7 DESCRIPTION OF THE LISTENING ACTIVITIES.

4.7.1 listening Activity # 1: THE IMPERATIVES

Objective: To introduce basic grammar and vocabulary for describing normal

Imperatives with smoothly and accuracy.

Picture # 8: The imperative listening Activity



<http://curso.wlingua.com/1.75/>

Ilustration # 1 : The Imperative

STUDENTS ACTIVITY	MATERIALS	EVALUATION
<p>Watch your teacher tutorial .</p> <p>Make a list of the activities, those can be in their last week/month/year</p> <p>Create a dialogue using the previous information.</p>	<p>Photos</p> <p>Dialogues/ paragraphs.</p> <p>Extra materials (optional)</p> <p>Computer</p> <p>Internet</p>	<p>Fluently listening</p> <p>Circumventing unnecessary pauses.</p> <p>Naturally.</p>

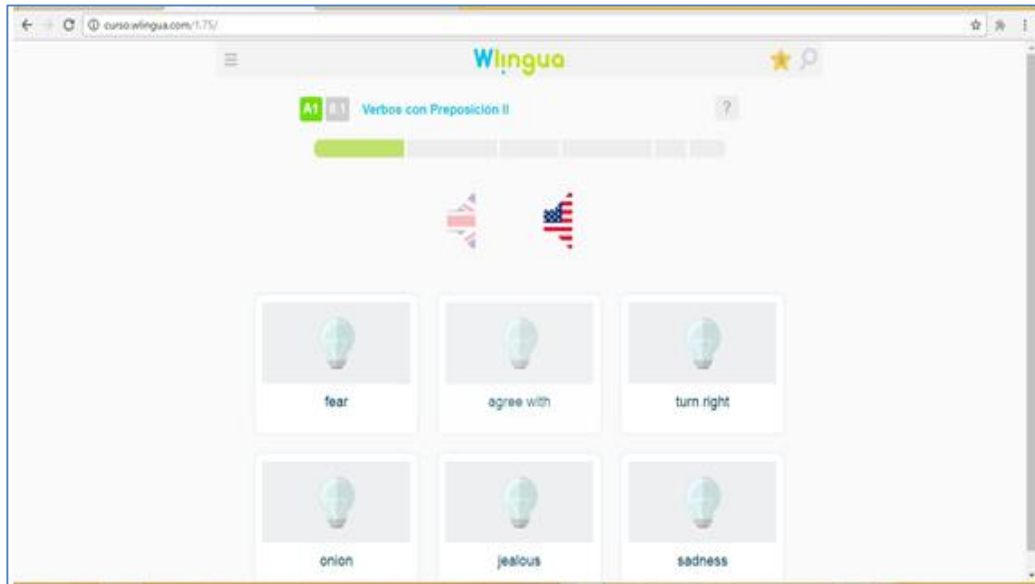
Source: implementation of the proposal

Author: Lucas Danny Gonzabay Borbor

4.7.2 Listening Activity # 2: Preposition

Objective: To use future grammar rich of verbs with preposition performance, for memorizing verbs in an interactive way.

Picture # 9: Listening activities Activity.



<http://curso.wlingua.com/1.75/>

Illustration # 2: Listening activities Activity

STUDENTS ACTIVITY	MATERIALS	VALUATION
Watch teacher Tutorial explication Prepare customs related with witches. Memorize any information, just act naturally, using all knowledge related with verbs.	Computer Internet Speaker	Spontaneity Logically Use the appropriate vocabulary and grammar structure for Future activities or forecasts.

Source implementation of the proposal

Author: Lucas Danny Gonzabay Borbor

4.7.3 listening Activity # 3: personal description

Objective: To include all possible grammar into natural listening using basic questions.

Illustration # 3: Listening activities Activity



<http://curso.wlingua.com/1.75/>

Ilustration # 4: Personal description listening Activity.

STUDENTS ACTIVITY	Materials	Assessment
<p>naturally answering your teacher interrogations.</p> <p>Express yourself in a comfortable context.</p>	<p>Computer</p> <p>Interent</p> <p>Speakers</p>	<p>Originally.</p> <p>Capability for answer questions quickly and avoiding pauses</p>

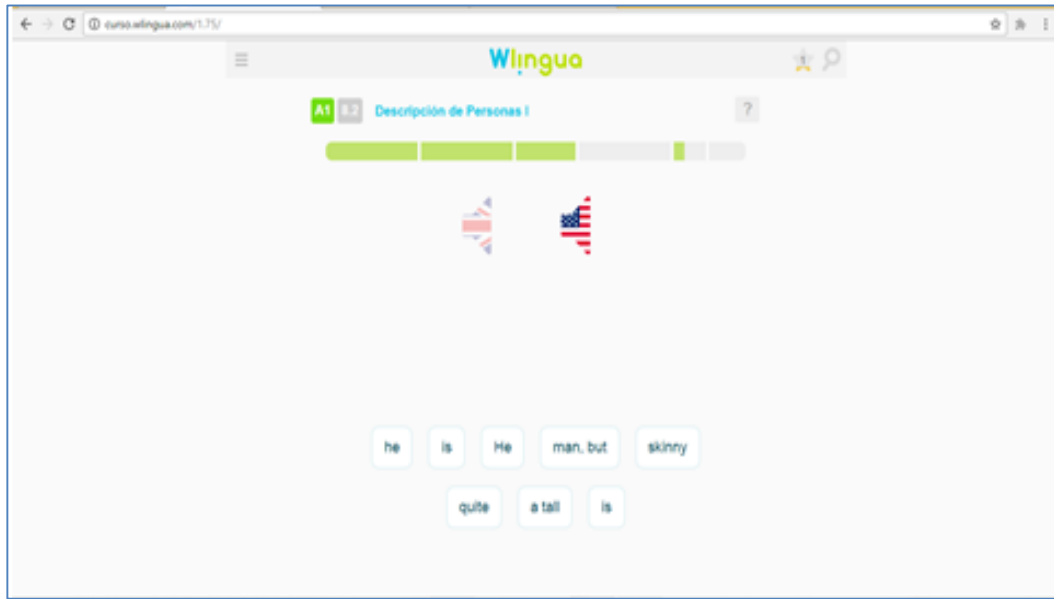
Source implementation of the proposal

Author Lucas Danny Gonzabay Borbor

4.7.4 listening Activity # 4 Order

Objective: To include all possible natural listening to form sentences

Picture # 10: Order



<http://curso.wlingua.com/1.75/>

Illustration # 5: Order

STUDENTS ACTIVITY	Materials	Assessment
naturally answering your teacher interrogations. Express yourself in a comfortable comprehension	Computer Interent Speakers	Originally. ability for order sentences quickly and avoiding pauses

Source implementation of the proposal

Author Lucas Danny Gonzabay Borbor

4.7.5 Listening Activity # 5

Objective: To include all possible natural listening to form sentences

Picture # 11: Adress



<http://curso.wlingua.com/1.75/>

Illustration # 6: Address

STUDENTS ACTIVITY	Materials	Assessment
naturally answering and interrogations. Express yourself in a comfortable comprehension address	Computer Interent Speakers	Originally. ability for order about address quickly and avoiding

Source implementation of the proposal

Author Lucas Danny Gonzabay Borbor

4.7.6 Listening Activity # 6 Adjectives

Objective: To include all possible natural listening to form sentences

Picture # 12: Adjectives



<http://curso.wlingua.com/1.75/>

Illustration # 7: Adjectives

STUDENTS ACTIVITY	Materials	Assessment
naturally answering and listening Express yourself in a comfortable comprehension adress	Computer Interent Speakers	Originally. ability for order about adjectives quickly and avoiding

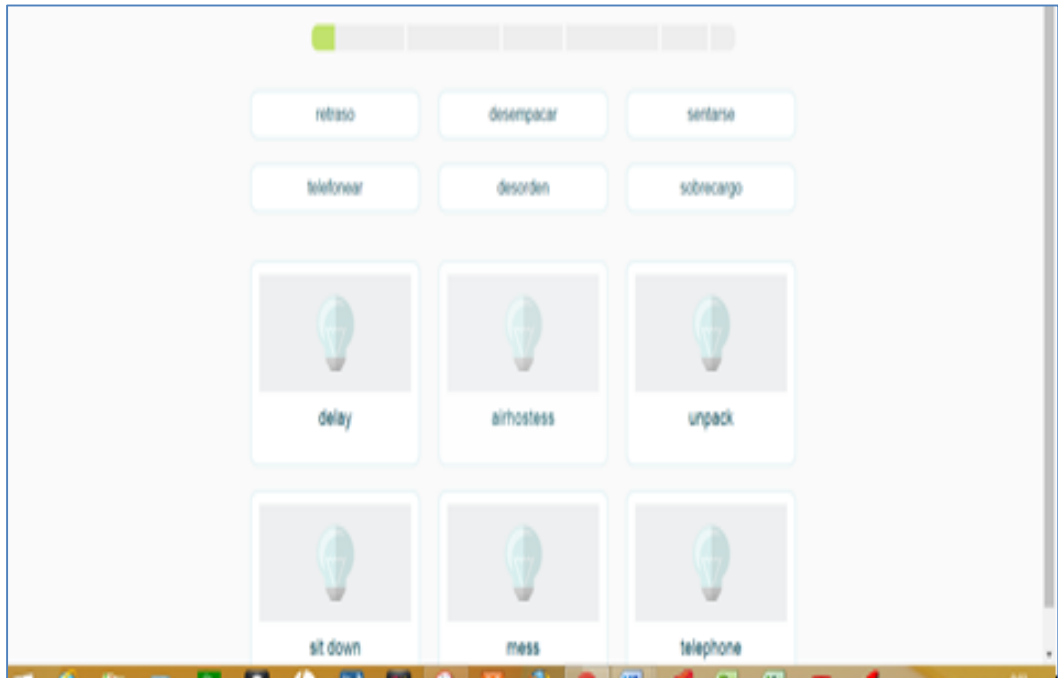
Source implementation of the proposal

Author Lucas Danny Gonzabay Borbor

4.7.7 Listening Activity # 6 present perfect

Objective: To include all possible natural listening to form sentences

Picture # 13: Present Perfect



<http://curso.wlingua.com/1.75/>

Illustration # 8: Present Perfect

STUDENTS ACTIVITY	Materials	Assessment
<p>naturally doing and listening words</p> <p>Express yourself in a comfortable comprehension</p>	<p>Computer</p> <p>Interent</p> <p>Speakers</p>	<p>Originally.</p> <p>ability for order about present perfect quickly and avoiding</p>

Source implementation of the proposal

Author Lucas Danny Gonzabay Borbor

4.7.8 Listening Activity # 7adverbs

Objective: To include all possible natural listening to form sentences

Picture # 14: Adverbs



<http://curso.wlingua.com/1.75/>

Illustration # 9: Adverbs

STUDENTS ACTIVITY	Materials	Assessment
naturally doing and listening adverbs Express yourself in a comfortable comprehension	Computer Interent Speakers	Originally. ability for order about adverbs quickly and avoiding

Source implementation of the proposal

Author Lucas Danny Gonzabay Borbor

4.7.9 listening Activity # 8 irregular verbs

Objective: To include all possible natural listening to form sentences

Picture # 15 Irregular verbs



<http://curso.wlingua.com/1.75/>

Illustration # 10: Irregular verbs

STUDENTS ACTIVITY	Materials	Assessment
naturally doing and listening irregular verbs Express yourself in a comfortable comprehension	Computer Interent Speakers	Originally. ability for order about irregular verbs quickly and avoiding

Source implementation of the proposal

Author Lucas Danny Gonzabay Borbor

4.8 4.2.8 Diagnostic Tests

Diagnostic

Primarily, it was relevant for this objective research; if learners suffered of stammering through a simple diagnostic in their first short Audios It was realized with a test starting.

Order	Name	Accuracy			Fluency			Speed		
		*E.	*V.G	*G	E.	V.G.	G.	E.	V.G.	G.
1	Borbor Pedro		X				X			X
2	Campos maría	x	X	X			X			X
3	Cochea José		xX			X			X	
4	Figuroa Edwin	X	X	X			X			X
5	Limonos Steven		X		X			X		
6	Lucas Peter			X			X			X
7	Pallasco Silvana			Xx			X			X
8	Pozo Steven		X		x		x			X
9	Saltos Ariana	X			X			X		
10	Saltos Carlos		X		X				X	

I

Illustration # 11: Diagnostic Test

*E (EXCELLENT); *VG (VERY GOOD); *G (GOOD)

Author: Lucas Danny Gonzabay Borbor

4.8.1 Determination of the Listening Proficient:

Applying the next diagnostic in this research project was intended “words per minute” and “words correct per minute” in a range of 100 % easily. The results were lower at the

beginning, but weekly the average increased in higher percentages, captivating into account their first minor level.

Chart # 25 Fluency Determination.

Order	Name	WXM	WCXM	AVG. WEEKLY
				IMPROVEMENT
1	Borbor Pedro	87	78	0.7
2	Campos María	76	69	1.0
3	Cochea José	59	57	0.9
4	Figueroa Edwin	63	62	1.2
5	Limones Steven	120	110	0.6
6	Lucas Peter	90	86	0.3
7	Pallasco Silvana	100	95	1.0
8	Pozo Steven	98	86	0.4
9	Saltos Ariana	130	127	0.7
10	Saltos Carlos	67	60	0.5

Illustration # 12 Determination of the Listening Proficient:

Author: Lucas Danny Gonzabay Borbor

4.8.2 ACHIEVEMENTS

It is pertinent to indicate that the achievements were addressed to some heirs; the same who won a lot in an independent and group manner, always keeping the same basic focus “the teaching”.

The first receivers were students, because online application project allow students to receive knowledge avoiding afraid, bulling, or disgrace; factors that made possible to create a important learning.

Nowadays, scholars have an upper level for the rest of the class in their ninth EEB, once they have developed successfully fluency in one the most important skill: listening .

Also they with their A2 level in listening skill, they are prepared for unwrapping in translations, holding chats with foreign relatives, and the most important achievement for

a student: they could participate for a studentship inside or outside of Ecuador, because it is true that the idiom is stronger every day.

Secondly, the English teacher because was the person in charge of apply and implement a new project never used before in this school . It turned out a new experience for both, the teacher and students, but now the teacher is well organized and prepared for developing the project and increasing the percentages of results and even for implementing it to another skill: reading.

Thus, as a teacher of 24 de Julio school , the project itself with her direction gave an important improvement for the public school, people will know that in the institution is being applied a nontraditional system for teaching English, on the different, the system is interactive, fashion and updated.

The institution, for having an efficient and unknown process working only on its students, but with the objective of share it with other public schools, were the English language teaching was overlooking a very important part: effortlessness in one of the most used skill: listening

Not individual for 24 de Julio school, but also for institutions wanting to implement online application for developing in listening , project that will be deliver through a computer , instructions and the corresponding patent. Improvement the name and the prestige of the institution.

Finally, the Peninsula of Santa Elena, because in a approximately future, it could count one with excellent translators in this very touristic part of Ecuador. Adolescents that will love English and will be anxious for enter into the English career.

At the end of the project and the scholar year, emotional situation of the students were tasted. Requests about how looks the project, solve some questions like could you achieve your wanted necessities? Was enjoyable the experience?. Those types of questions were satisfactory solved with a short and brief interview to the ten sample students, grading their answers into a measurable way.

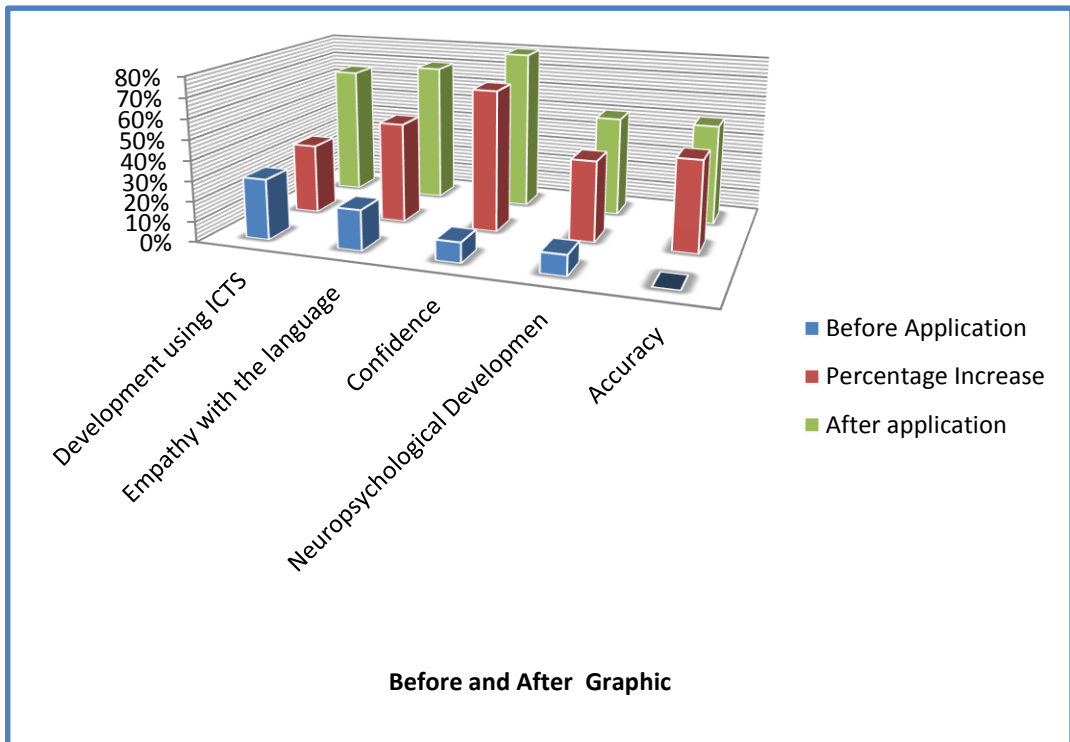
Chart # 26: Students rubric

Name	Increase of your listen skills			Security for listen in English			Improveme nt of accuracy			Confidence in listen		
	EX	G	N	E	G	N	E	G	N	E	G	N
				X			X			X		
Borbor Pedro	X				X			X		X		
Campos María	Xx	X			X						X	
Cochea José		X		X				X			X	
Figuroa Edwin	X			X				X				
Limones Steven		X			X			X			X	
Lucas Peter		X				X			X			X
Pallasco Silvana	X				X			X			X	
Pozo Steven		X			X			X			X	
Saltos Ariana		X			X			X				X
Saltos Carlos	X			X				X				

4.8.3 RESULTS: BEFORE AND AFTER

It is the moment to establish graphically and into a chart, the scholars' listening proficient develops into the same variables categorizations that are well explained in the next chart.

Graphic # 23 Before and After



*INDICATORS	BEFORE	AFTER
Development using ICTS.	Students ignore the correct use of web tools.	Students use consciously the tools of internet.
Empathy with the language	Students present antipathy for the idiom and all related with homework, lesson and activities inside classroom.	Students like doing homework; they do not memorize English lessons, on the contrary they just practice their daily tasks.
Confidence	Students never wanted to participate in classes at all.	Students are the focus of the English classes, they love recording themselves and the topics are chose by them.
Neuropsychological development.	They did not connect ideas, as result they could not construct	They got smarter using their creativity, ingenuity. They can present a good speech of one or two minutes.
Accuracy	Their listening and dialogues did not have sense.	Their , conversations, presentations have sense and even they add humor in their activities.
A1 listening level	Students just use English for request and use basic structures.	Students use a 40% of Spanish in classes, they got use to use medium expression and that can hold basic conversations.
*The evaluation was appreciate in based on the indicators exposed in the operationalization of each variable.		

Chart # 27: Before and After

Author: Lucas Danny Gonzabay Borbor

Source: 24 de julio school

4.8.4 Accuracy and Fluency after the Application.

In the following next chart is exposed the obtained results, after the application of tutorial videos in a quantitative manner, the ranges for grade have remained, being those: fluency, accuracy, confidence and the use of web tools. It is important to mention that at the beginning of the application the ranges were actually lower compared with the last fluency evaluation.

Chart # 28: Accuracy and fluency rubrics.

Students	ACCURACY			COMPREHENSION			ACCURACY		
	E	VG	G	E	VG	G	E	VG	G
Borbor Pedro		X				X			X
Campos María	X				X			X	
Cochea José		X			X			X	
Figueroa Edwin	X			X			X		
Limonés Steven			X		X				X
Lucas Peter		X				X		X	
Pallasco Silvana			X					X	
Pozo Steven			X		X				
Saltos Ariana			X				X		
Saltos Carlos	X			X			X		
Salinas José					X				X
Saltos Jesús	X			X					X

Author : Lucas Danny Gonzabay Borbor 2016.

Source: EIGHTH EEB students.

4.8.5 CONCLUSIONS AND RECOMMENDATIONS

4.8.6 Conclusions

- English teaching language result easier, it is only a matter of implementing catching strategies as online application.
- Learner's educational process is a good idea in order to control errands inside-outside home, and the overemployment of knowledge.
- Because this proposal was implemented one grade of 24 de Julio school, it was concluded that online application to improve listening is not viable for institutions which population exceed 32 students per class, due to overpopulation, most of the time in state schools learners get unfocused.

4.8.7 Recommendations

- Continue implementing new and creative strategies in order to avoid all of those traditional techniques for teaching English.
- Parents game and teenagers' development. The socialization must include them before, after and while application.
- Preferably, implement online application to improve Fluency in particular schools with wieldy groups.

4.9 RESOURCES

4.9.1 Institucional

24 de julio school

4.6.2 Human Sources.

Author of the research paper

Students

Student researcher

Guide of the research paper: Tutor

Principal of the institutions

English Area director

4.9.2 Materials.

Digital camera

Smartphones

Computers

Internet connection

Diagnostics papers

Interview and survey sheets

Worksheets

Dialogues sheets

4.9.2 SOURCE MATERIALS

TIMETABLE

Chart # 29 **Timetable**

Author: Lucas Danny Gonzabay Borbor

N°	Months	2016-2017																											
		september				October				november				december				january				february				march			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Socialización with thesis advisor.																												
2	Thesis Designing.																												
3	Elaboration Chapter I.																												
4	Chapter I Progress.																												
5	Elaboration Chapter II.																												
6	Field Research at "Institution".																												
7	Survey Implementation.																												
8	Analysis and interpretation of results																												
9	Elaboration Chapter III.																												
10	Chapter III Progress.																												
11	Elaboration Chapter IV																												
12	Implementation of activities.																												
13	Review of Thesis draft.																												
14	Delivery of final work																												
15	Pre-defense of thesis																												
16	Defense of Thesis at Academic Counsel.																												
17	Graduation day.																												

4.9.3 Economic Resources

Graphic # 24: Equipment Budget:

EQUIPMENT			
No	Item	PRICE	TOTAL
1	Computer	700.00	700.00
1	Printer	100,00	100,00
1	Pen drive	17,00	17,00
	TOTAL		817.00

FINANCES			
N°	Item	Price	Total
5	Internet service(month)	25.00	125.00
5	Transport (month)	30.00	150.00
1	Others	50.00	50.00
	TOTAL		325.00

ITEMS		PRICE
Equipment		817.00
Finances		325.00
Materials		50.6°
TOTAL		1,192,60

MATERIALS			
NO	ITEMS	PRICE	TOTAL
1	Book	\$27,00	27,00
7	Paper (block)	\$ 4,20	9,40
200	Photocopies	\$ 0,02	4,00
5	Folder	\$ 1.00	5,00
6	Pen	\$ 0.45	2,70
3	Pencil	\$ 0,50	1,50
1	Notebook	\$ 1.00	1,00

		TOTAL	50.60
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APPENDIX

Picture # 16: interview to the principal

Msc, Daniela Garcia Garcia



Picture # 17: interview to specialist

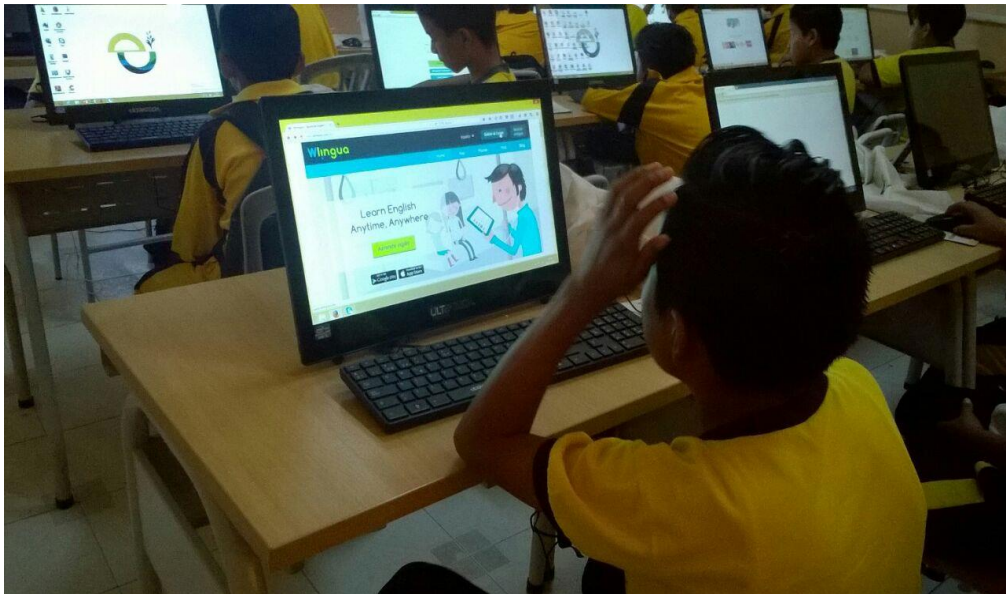
Miss Maritza Olvera Murillo



Picture # 18: students practicing in the computers



Picture # 19: students applying their knowledge



Picture # 20: explaining to the students about online application



Picture # 21: developing the activities in the laboratory



Picture # 22: following the activities in each student



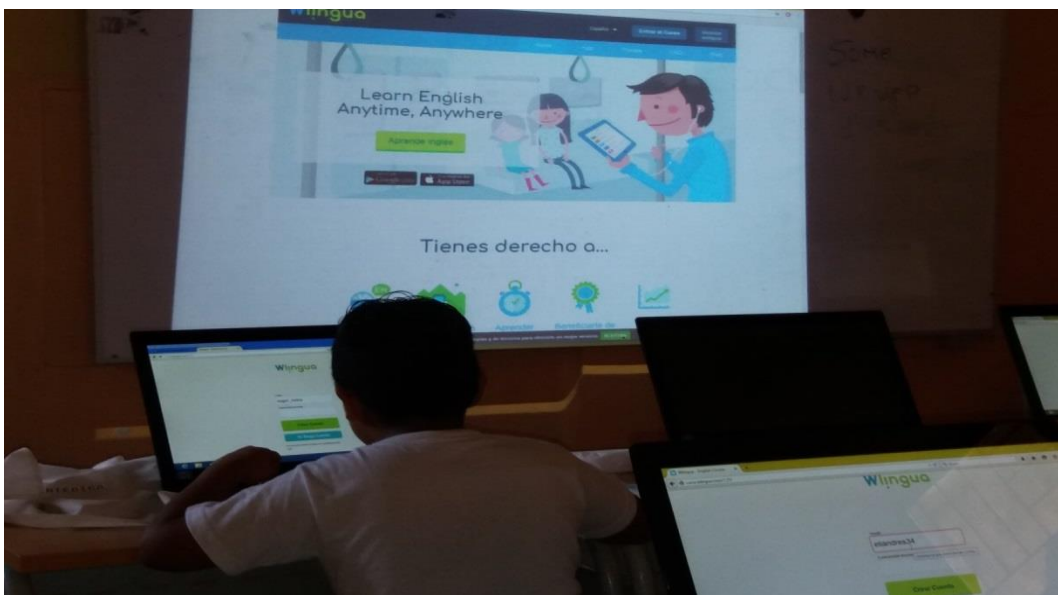
Picture # 23: students working in activities listening



Picture # 24: students observing the cover of the online application



Picture # 25: explain the activities using a infocus



Picture # 26: students doing activities

