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"THE USE OF MOBILE-ASSISTED LANGUAGE LEARNING AS A SUPPLEMENTARY MATERIAL TO IMPROVE LISTENING SKILLS IN YOUNG LEARNERS AT CENTRO ECUATORIANO NORTEAMERICANO"

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AUTHOR:

SUSSY ANALIA NAVIA MOREIRA

TUTOR:

MSC. XAVIER TORRES FRERES

GUAYAQUIL – ECUADOR

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CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

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Yo, XAVIER HUMBERTO TORRES FRERES, certifico que el Proyecto de Investigación con el tema: "THE USE OF MOBILE-ASSISTED LANGUAGE LEARNING AS A SUPPLEMENTARY MATERIAL TO IMPROVE LISTENING SKILLS IN YOUNG LEARNERS AT CENTRO ECUATORIANO NORTEAMERICANO", bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

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FIRMA

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NOMBRE TUTOR

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ABSTRACT

This research project has as purpose to determine why students from "Tweens 6" at Centro Ecuatoriano Norteamericano (CEN) has a lack of motivation, and attention toward listening. Due to this their listening skills have been decreased.

A careful study was developed in order to find and analyze the causes of the problem. After reviewing several studies and articles published by professionals in listening as acquisition. The information was gathered by a research that includes surveys and classroom observation for students.

The outcomes of the investigation were carefully analyzed. Therefore, an effective interpretation of the results was done from the instrument used. This research project also proposed a solution to enhance student's motivation towards listening activities by using an approach called MALL (Mobile Assisted Language Learning).

At the end of the project, multiple conclusions were formulated as well as recommendations to reach the improvement of listening activities for students and teachers.

Key words: Listening skills, Mobile-Assisted Language Learning (MALL), Smartphone, Acquisition.

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Sussy Navia M.

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CHAPTER I

1. INTRODUCTION

A German student uses an English pronunciation application in his mobile phone to solve misunderstanding with his roommate. Other students around the world use this kind of apps in their phones to have a better understanding about a new language. So, what is going on with the Ecuadorian students and the use of their mobile phones?

The last several decades the use of smartphones has increased all around the world and also in Ecuador. This increase is due to social networks. This kind of applications is the favorite to use for Ecuadorian people; being Facebook the most downloaded app. According to "Tecnologias de la Informacion y Comunicacion" (INEC, 2012), 800 thousands of people have a Smartphone from which 600 thousands use the device just for social networks.

Every technology has tended to lead a new perspective. Nowadays, our Educational System bets on the capacitating of Computer Assisted Language Learning (CALL) rather than Mobile Assisted Language Learning (MALL). That happens because of Ecuadorian teachers and students still believe that the only motivation to use a mobile phone is for establishing social relationships and self-

acceptance. As technology has evolved, it is important for the teachers to center their classes taking into consideration the student's needs and the social technological demands. Changing trends and ongoing developments in mobile devices will inspire educator, scholar and investors to explore more possibilities in improving and getting positive reactions towards language teaching.

Centro Ecuatoriano Nortearmericano (CEN) is a bi-cultural institution, which enhance relationships between Ecuador and The United States of America. CEN, as a way to promote the bi-cultural environment, specializes in English as a Foreign Language Teaching to kids, teenagers, and adults, and it has a unique program for each stage and student's ages. Children from 8 to 11 years old are placed into the Kids English program. These courses focus their education on the second language with interactive activities and games according to their age. Teenagers from 11 to 13 years old are enrolled into the Tweens English program. The intensity in grammar and vocabulary are increased and games are not as frequent as the Kid program, but they are presented with meaningful results. Students from 14 years old are put into different adult categories.

The focus of the research is going to be developed with tweens. Tweens is the group which needs more attention in their listening skills because of the nature of the program. Tweens do not have enough days to practice the language. There is only one meeting day per week of classes, so listening practice is in its majority is absent in tweens program. Also some students attending public schools might not have the same resources in their primary school than students attending a private school. Private schools might provide

their students with recording or software computer aids to practice listening skills. In addition, students of that age are just getting involved with mobile smartphones. This might be a great age to introduce them to a new way of using this type of technology applying MALL.

1.1 BACKGROUND OF THE PROBLEM

Most of the teenagers always present problems in the acquisition of a second language. The students of elementary levels; they are able to develop many activities in an English as Foreign Language (EFL) environment, but it is difficult to them to get the idea by listening instructions. The major problem is how teachers know that they get the idea about what they must do in a task, if the students don't have good listening skills. Sometimes, teachers must mime until they understand the idea; also this can lead us to use the mother language to explain. Therefore, it would affect the main purpose of the lesson and the goals already established.

This weakness can be detected when a spontaneous reply is not getting from the students. The problem can also be presented: (1) Students are afraid of answering questions or summarizing ideas due to their bad pronunciation. (2) Students assume that listening acquisition comes automatically; it is not a matter of practicing. (3) Students don`t expose themselves to different accents and fields because they don't seem it is necessary.

The collection of all these factors inhibited the students to establish a normal process of communication in the classroom. It is because they had not developed listening skills in a catching and interesting way.

According to what have been analyzed previously, it can lead to other problems related to the main one. These problems are how MALL can be applied to improve the listening skills, what MALL implies as complementary resource in English Language Teaching (ELT), and what specific listening skill are prompt to be developed with MALL.

Considering all these aspects, it is necessary to develop a research project. This research project will demonstrate that the application of MALL as a supplementary material can improve the aural production in young learners in EFL centers.

1.2. STATEMENT OF THE PROBLEM.

The purpose of this research is to identify, how might MALL as a Supplementary Material in an educational setting improve the listening acquisition in young learners from Tweens Program at Centro Ecuatoriano Norteamericano de Guayaquil?

1.3. PURPOSE OF THE STUDY OR GENERAL OBJECTIVE AND SPECIFIC OBJECTIVES.

1.3.1. BROAD OBJECTIVE

To determine how MALL as a supplementary material helps the improvement of aural acquisition in elementary EFL students from Tweens Program at Centro Ecuatoriano Norteamericano in which can be performed into the educational settings.

1.3.2. SPECIFIC OBJECTIVES

1. To determine and identify the most appropriate MALL activities and apps are according to the student's level by using by applying the latest and most convenient apps available.

2. To apply MALL in the classroom environment to take advantages of the technology to get better listening skills from the students by picking out the easiest apps to manage so to as enhance comprehension performance from students.

3. To increase students' motivation towards learning a second language by integrating real life content through the application of technological tools within easy reach.

1.4. SIGNIFICANCE OF THE STUDY

Currently in our country, there is a big gap between technology and education, as many of the technological devices are seen as distractors. For this reason, this study will show a friendly way in which mobile devices are utilized by professors and students as an aid for the classroom to improve listening skills.

This project will also help teachers to create an attractive, dynamic, entertaining and edgy link, so that the students and educators can create a stable relationship with technology and education thus removing old paradigms and opening the doors to a world of knowledge that goes beyond the institutions through the global offering technology.

This research project will also benefit teachers and students equitably. It will be helpful for teachers because it will contribute to set up new and more attractive teaching and learning processes based on MALL approach. Also, it will contribute at institutional level with appropriate designs for learning that can cope with and work well for new generations. In addition, students will enhance autonomy taking advantage from online options to improve their aural skill acquisition. It will help them to interpret messages in the communication process and develop their ability to listen effectively. All of these will trigger off a positive attitude on the students and an increase of their interest towards second language learning.

1.5. SCOPE AND DELIMITATION OF THE STUDY

This research will apply MALL as a supplementary material to improve the listening skills in young learners from 11 to 13 years old. The research will be carried out at Centro Ecuatoriano Norteamericano in the city of Guayaquil. The application will be implemented during twelve weeks from June 6th to August 26th which will be the last term.

1.6. RESEARCH QUESTIONS

1. How Mobile-Assisted language learning will positively influence on the improvement of listening skills?
2. How will Mobile-Assisted language learning improve classroom environment to get better results from the students?
3. How will students' motivation be enhanced through Mobile-Assisted language learning?
4. What MALL activities and apps will the most appropriate?

1.7. VARIABLES AND INDICATORS

Variables	Definition	Indicators
Independent variable: The use of Mobile-Assisted Language Learning (MALL).	*MALL:* Mobile-Assisted Language Learning is an approach to learning language that enhances "anytime and anywhere" learning through using "mobile devices."	**Use of mobiles in class.** **Students' attitude towards EFL.**
Dependent variable: The Improvement of Listening Skills.	**Improvement**: An addition or change that makes something better or more valuable. **Listening Skills:** The ability of hearing attentively.	**Development of Listening Proficiency and Performance.**

Table 1

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. LITERATURE REVIEW

Technology appears to change life in many different ways.

First, it facilitates our work, communicates people through social media networks, cuts the distances between countries, and it is a good tool in education. The present research focuses on the use of technology in education, specifically on Mobile-Assisted Language Learning.

Since the rise of technology, education has changed incorporating new ways and methods in teaching. The interest in changing education taking it away from being limited to a certain time and place is a goal that humans have tried to reach since many generations ago.

2.1.1. HISTORY OF MALL

Previously, it had been achieved with documentation such as clay tablets, and printed books. Later, with the arrival of technology in the 1950's, humans started using computers as technological instructional tools giving place to e-learning.

According to Palalas (2012), "E-learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material". This method evolved rapidly even in an era where technology was not advancing as it is today. In 1959, teachers started

using CALL (Computer-Assisted Language Learning) and the University of Illinois created the first automated program for teaching languages, Programmed Logic for Automatic Teaching Operations (PLATO). Around the same time, Personal Computers (PC) arrived. Their facility and great accessibility took PCs to be the most used device in language teaching. The next step in the implementation of technology as instructional tools was the creation of internet and the World Wide Web (WWW). The Internet broke the barrier of space and time in education. Computerized learning and software access was no more limited to universities and computer labs. The facility provided by the internet motivated educators and gave place to the creation of several resources and material for language teaching.

It was not until the mid of the 1990's when new portable technology rose and gave place to a new method in education, m-learning. Nordin, Embi, & Yunus (2010) defines m-learning as any educational supply where handheld or palmtop devices is the predominant technology used. Humans challenged education again implementing this more accessible technology in education. Educators used devices such as mp3, PDAs (Personal Digital Assistant or Electronic Agendas) as assistants in the teaching process. MALL (Mobile-Assisted Language Learning) was born as a sub branch of m-learning. According to Pegrum, Oakley, and Faulkner (2013), MALL is the application of technological handheld devices to enhance language learning. However, early mobile learning was not effective because of the slow-running system of the devices. PDAs presented some issues impeding students to develop

because of low resolution, bad quality of audio, slow speed of navigation, poor internet connectivity, and limited storage/memory.

The arrival of IPhone in 2007 for Apple enhanced the functionality of these portable devices allowing a better use of those as instructional tools. The release of Apple's new phones made their competitors develop phones as functional as IPhones or better in order to compete. These devices solved many of the issues in previous tries of applying MALL; they have larger screens, stronger and powerful processors. Many of them have touch screens that facilitate the navigation through the internet and many other features that enhance the possibility of phones being used as language assistants. The same way, many developers started to create software or apps that fully utilized almost all features of these powerful smartphones. This capacity made MALL become an active tool used for language learning, and this is the most recent example of the evolution that technology and education have undergone.

2.1.2. CHARACTERISTICS OF MALL (MOBILE-ASSISTED LANGUAGE LEARNING)

According to Bidin and Ziden (2013), the following features characterize Mobile-Assisted Language Learning:

- *Permanency:* This means, learners cannot lose their progress unless they delete it by themselves.

- *Accessibility: All the progress is recorded continuously every day. MALL is* accessible because you can access it from anywhere. All their documents, videos, recordings, data is provided as the students request it.

- *Immediacy:* In other words, students have the possibility to solve the problems quickly or record the questions, so they can look for the answer in another moment.

- *Interactivity:* Communication with experts, professors, or peers can be done as a chat modality (real time) or via e-mail.

- *Situating of instructional activities:* Also, learning can be interrelated with the learner life. The content and knowledge are presented in their real form helping learners to realize the actions that are relevant.

2.1.3. MOBILE-PREVIOUS APPLICATIONS OF MALL

Although the time that MALL has been applied is short, there are approximately 575 works related to MALL from the first published application in 1994 to 2013.

A study held in Japan was one of the first investigations applying MALL in the classroom. They focused on L2 English university students using electronic dictionaries for the study of the foreign language. During, the first session, it showed that students looked up words 23% faster using electronic dictionaries than using regular printed dictionaries. Even though, this application revealed positive results, they mostly used them for reading rather

than listening. They did not take advantages of the word pronunciation feature provided by the devices (Dziemianko, 2010).

In 1996, Canadians used mobile phones to teach L2 English remedial grammar to adult students. The use of the mobile phones showed slight improvements and enthusiasm in using the mobile phone as an assistant in their English education. The participants in this study concluded that the content of the lessons were useful and they wanted to take more classes with this system (Ally, Tin, & Woodburn, 2011).

In 2010, a Korean study observed 20 university students using mobile phones with internet access. It was based on L2 English listening exercises. They referred to a new vocabulary and were able to discuss with their classmates on mobile discussion boards about topics. The students' attitude changed after using the site on the mobile device with internet access. Positive and negative attitudes decreased and neutral responses increased (Sheng, Nah, White, & Sussex, 2010).

In 2011, a Japanese study shows the improvement of L2 English listening comprehension using smartphones and a web server program. Thirty-nine volunteers used their own time for three weeks showing positive results. It enhanced learning motivation and improved listening comprehension (Yamada et al., 2011).

In 2012, a study held in Taiwan used PDAs to evaluate the effectiveness of a written transcript together with an L2 English listening comprehension

test for 87 students attending university. Unfortunately, the results were not positive in the enhancement of English listening comprehension skills, but it helped facilitating the acquisition of information in learners with lower English level (Chen, Chan, & Yen, 2012).

According to Winthrop and Smith (2012), the use of MALL facilitates and improves the skills in students around the world. A program called Mobilink-UNESCO helps to increase literacy skills among girls in Pakistan. This program facilitates the interaction between teachers and students by the use of cellphones in their free time inside and outside the school. For example, if the students have a doubt, they can use sms to ask their teacher for help.

Başoğlu and Akdemir (2010) showed the potential of mobile phone of improving EFL listening skills using Internet access and wireless application protocol (WAP) site. The study was held in a Korean University with a group of undergraduate students who were required an intermediate English level. A WAP site was the main instrument for the experiment, and students demonstrated a positive attitude towards the use of WAP sites improving listening skills of centered and collaborated students.

A similar study held by Azar and Nasiri (2014) attempted to show the impact and results of the use of MALL with smartphones and phone-audiobooks in the improvement of L2 listening comprehension. The statistical study was applied to students of a general conversation course in Zaban Amooz in Mahabad, Iran. The sample of 70 people was divided in two groups. A comparison group and an experimental group, each one formed by 35 five

people. Both groups were tested in their L2 listening comprehension by the Oxford Placement Test obtaining similar results with no significant difference in the participant ability as far their listening comprehension concerned. The study concludes with an improvement in the score of the experimental group in a second attempt of the Oxford Placement Test. In addition, eight participants were interview toward the use of smartphones and MALL system. The majority of the participants mentioned how useful the application of MALL in EFL students is because of the ease of access and compatibility.

2.2. THEORETICAL FOUNDATIONS

2.2.1. MOBILE-ASSISTED LANGUAGE LEARNING (MALL)

When mobile phones were created, nobody ever thought that someday they would become one of the most important parts in our daily lives. As time goes by, cell phones have covered many needs up to the point that they are crucial in fulfilling them, such as in language learning tasks.

At the beginning of the 2000s, a new field in language learning was created with the increase of mobile phone technology: Mobile-Assisted Language Learning (MALL). MALL approaches to language learning promoted learning using mobile devices anytime and anywhere. Among these devices, we have mobile phones, MP3/MP4 players, and smartphones. The most used one is smartphones because of their compact size and multiple features such as Internet access.

2.2.1.1. MALL AS A LEARNING THEORY

According to Mitchell, Myles, and Marsden (2013), "A theory is a more or less abstract set of claims about the entities which are significant within the phenomenon under study, the relationships which exist between them, and the processes which bring about change." Using MALL, English as second language can approach to different learning theories to reach the acquisition of the new language. Keskin (2011) defines that the theories mainly used in L2 English learners applying MALL are conversational and collaborative learning. However, there are also other theories like informal, constructivist, cognitivist, and situated learning.

Conversational learning consists in the communication between the student and different systems of knowledge. In MALL, those knowledge systems can be databases such as electronic dictionaries, instructional grammar apps, or chatting applications to set a group or net of communication with the instructor.

Collaborative learning is applied with the interaction and collaboration among students. Mobile phones play an important role in this learning theory because the principal use of mobile phones is communication. There are also applications to facilitate the communication of students as a group such as Whatsapp, Facebook messenger, forums, and many others. The communication between peers facilitate the solution of problems supporting each other, comparing answers, and better understanding of assignments.

Autonomous learning is informal learning. In other words, it is the learning held by the student himself without direction or highly directive curricula. Any Social Network or webpages such as Youtube or mobile forums promote this kind of learning. MALL facilitates the approach of a language through this theory.

Situated learning is the process of learning seeing as an acquisition through process of social participation and interaction. Forums, chats, and e-mails approach to the learning of the new language through social participation. Posting questions after a listening, or debates about a reading or topic enhance comprehension, vocabulary acquisition and gives practice in the target language.

Cognitivist learning is one of the most basic learning processes. It consists in the recognition and reorganization of the cognitive structures in which humans process and store information. The use of multimedia content such as texts, videos, recordings, images construct the L2 language in this cognitivist learning theory.

Constructive learning is the active process were a new idea is built onto an older idea. In other words, learners construct or learn the new material having as a base their previous knowledge or background. The constructive learning is in fact used for any type of language learning because there is always the existence of the native language of the learner, and this contains similitudes with the target language.

2.2.1.2. BENEFITS OF MALL

Pegrum et al. (2013) lists the benefits of using MALL. Actually, the number of people who owns a mobile phone is high. Studies in Japan and United States shown that almost the 82% of students own a cellphone. In the case of the people that did not own a cellphone, its acquisition is easier and less expensive than standard technology such as computers. According to INEC (Instituto de Nacional Estadistica y Censos) the percentage of people between 16 and 24 years old who possess a cellphone is 63.70%. Its portability is a great benefit too. The use of those can be done outside or inside the classroom, and students can manage big amounts of information anywhere and in their own time. Finally, the connectivity that those handheld devices possess to the internet increase the number of sources that students can access besides the ones provide by the instructor.

2.2.2. LISTENING ACQUISITION

2.2.2.1. INTRODUCTION

The investigation puts on research L2 listening skills, listening learning, and mobile learning. In addition, this chapter discusses the connection of these fields with the method MALL. Likewise, it discusses the learning theories, which can be applied or achieved by mobile learning in acquiring listening skills.

One of the main requisites to acquire a second language is listening. It is consider a primary channel for the learning of a second language (Ball, Kelly,

& Clegg, 2016; Gulbinskienė, 2012; Hye Won, SungHo, & Kwang Sik, 2014; Hlatshwayo & Mthethwa, 2016). Listening can be defined as the comprehension of spoken language. A cognitive process that includes receptive, constructive, and interpretive aspects is needed to a full understanding of any spoken language. Adult learners, with language habits already established, require a deeper intervention in their listening skills (Hlatshwayo & Mthethwa 2016). Listening is also viewed as the action of interpreting and constructing meaning (Siegel, 2013).

As mentioned before listening is not a simple process. For this reason, teaching listening skills must be approached through a systematic way. There are a lot of learning strategies to teach aural skills. Among those the strategies including real-time input which is the most recommended, such as shadowing, non-reciprocal authentic listening tasks, or note-taking (Hlatshwayo & Mthethwa 2016). In the other hand, Nation and Newton recommend meaning-focused listening and task focused interaction. These are known as one-way and two-way listening activities.

Other features of listening modify and help the aural task to listeners, and they should be included in the process of learning. Paralinguistic cues that are especially visual signals play a main role in oral language processing (Hlatshwayo & Mthethwa, 2016). In addition, Chang (2016) mentions four co-occurring factors required so comprehension can occur. Those are sufficient, language instances, whose meaning can be inferred by students, and who are paying attention.

2.2.2.2. SECOND LANGUAGE ACQUISITION

The acquisition of a second language is promoted by comprehensible input, in other words, language material is slightly beyond their actual competence level (Palalas, 2012). Palalas says, "To ensure acquisition, learners must actively obtain the raw linguistic data by engaging in social interaction through conversational repairs such as, comprehension checks, clarification, confirmation, and definition request". According to Schmitt (2013), learners must move from semantic to syntactic analysis of the second language material given. They must understand the meaning and then reproduce the meaning in an understandable way. These situations can be enhanced by real-world speech.

2.2.2.3 LISTENING ON DEVELOPING LISTENING THEORIES.

Listening is an active process. It means that listening plays an important and a constant role in learning a new language not only inside, but also outside the classroom. To communicate in the target language, it is important to improve the listening skills to receive a complete understanding about what is discussing. There are several components, which are part of listening skills. Rost (2014) lists the following components:

Listening can be simplify in basic activities such as, discrimination of sounds, recognizing words, identification of grammatical groups of words pragmatic units, connecting linguistic cues to paralinguistic and non-paralinguistic cues to build a meaning, and use of background knowledge. Those activities can be defined as component skills of listening, and listening

is a coordinated use of these components. A people applying all these perception, analysis, and synthesis skills is listening. Those components of listening skill mentioned by Rost are the same found with listening comprehension. (Rost, 2014).

According to Moghadan & Kowasary, "Listening comprehension is a complex, problem-solving skill." Speaking do not present the same obstacles that listening can. Learners are able to control the difficulty and level of vocabulary used in their speeches. However, listeners cannot control this difficulty and must prepare to decode the messages given. The complexity of listening can be graphically represented (see Figure.1) with all its components to achieve listening comprehension (Moghadan & Kowasary 2014).
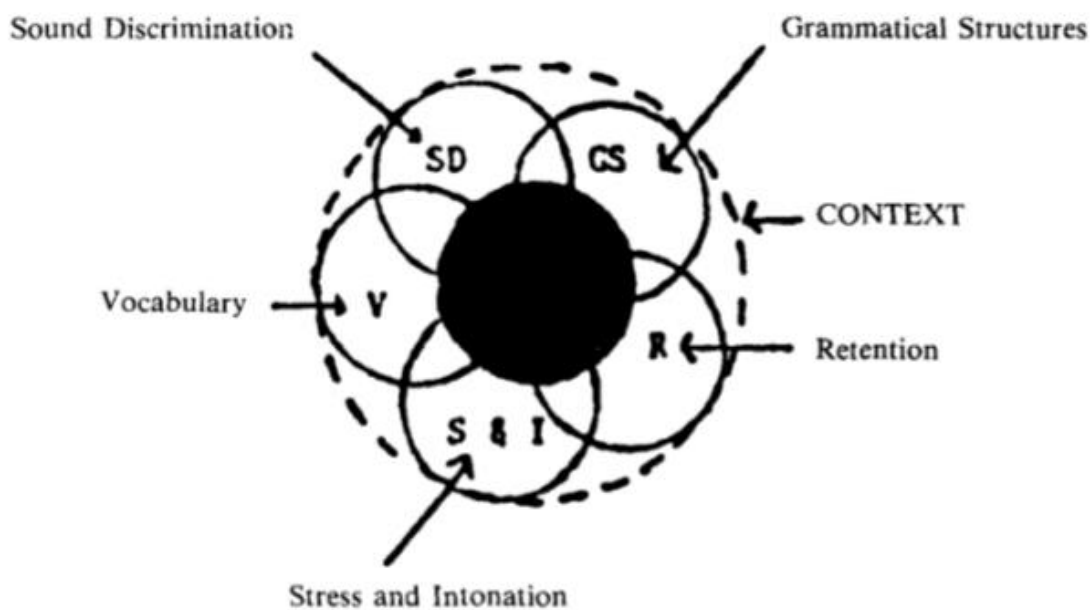

Figure 1. Components of Listening Comprehension. Strategies for Teaching Second Language Listening Comprehension. (2008, p. 345).

The components are all attached to the dark center. The outside dotted circle represent the total comprehension of the message. The dark area is

what was comprehended or the degree of mastery the components. The circle would look as a single circle completely darkened showing native ability or full comprehension (Moghadan & Kowasary, 2014).

The active process of listening comprehension makes individuals to concentrate on selected materials of the spoken message defining the meaning of the message relating it to previous knowledge. Gilakjani and Ahmadi (2011) says that the comprehension process follows a guide structure denominate Schemata. This schema is the listener's knowledge about all subjects. In a cognitive approach, this is the pre-set up structure used for the listener to make sense of the spoken message. Linguistic and situational cues are part of the tools used by the listener to practice the schemata. Once the schemata have been evoked, it becomes the roadway to comprehension. The new material must be compatible with the schema. If this is not compatible can lead to two outcomes. The listener will discard or modify the schema. There are two base modes of information processing, bottom-up and top-down processing. The intersection of these two processing modes develop into an interactive processing.

The bottom-up processing comes in play when new incoming data is present. The schemata's structure goes from the most specific to the most general. According to Gilakjani and Ahmadi (2011), "The schemata acknowledge that listening is a process of decoding the sounds from the smallest meaningful units to complete texts. Thus, phonemic units are

decoded and connected together to construct utterances and utterances are connected together to construct complete, meaningful text".

Top-down processing applies background knowledge in the comprehension task. The listener reconstruct meanings as new information clues is received. Gilakjani and Ahmadi (2011) points out that, "top-down processing makes general predictions based on a higher level, general schemata, and then searches the input for information to fit into these practically satisfied higher order schemata"

Moghada and Kowasary (2014) suggests in order to acquire a new language listening comprehension must be the focus of the methodology. She mentions that the goal of teaching listening is not listening to repeat or converse. It is listening to understand. In order to extract meaning from speeches or spoken material choose the correct listening activities and materials, and elicit awareness of the effects of the listeners' background knowledge and interest on the subject received aurally.

Listening skills share the same components as listening comprehension. Native or non-native speaker applies four basic steps and global cognitive strategies to understand aural inputs. Those steps are not necessary continuous. The listener can repeat any step as it is necessary for his or her listening comprehension. The listener:

- Sorts out what and why is he or she listening to, and what the listener needs to know from it. In short words the listener must have a reason to listen.

- Anticipates some of the information and identifies which information is new and familiar. This task reduce the listening task to some matching and finding discrepancies between the aural message and the background knowledge of the listener.

- Matches the reason to listen to the spoken message and decides the information that is relevant to the reason to listen the message. By doing this, the listener can ignore the information that is not needed and pay more attention to what is relevant.

- Completes the listening task by showing the understanding of the message by multiple tasks. This checking of understanding is done by asking or answering questions of importance of the message. The speaker might give real time feedback to the listener in how well the message was understood.

Hurier sets listening components in a different way, and those components fulfill four mains goals for listening comprehension.

1. To recognize the importance of the listening, so the listener is motivated to listen well.

2. To know the principles of effective listening to improve accuracy at listening and understanding.

3. To complete a good practice of listening behavior.

4. To analyze and choose the most adequate listening strategy to complete the purpose of the context or reason of the listening.
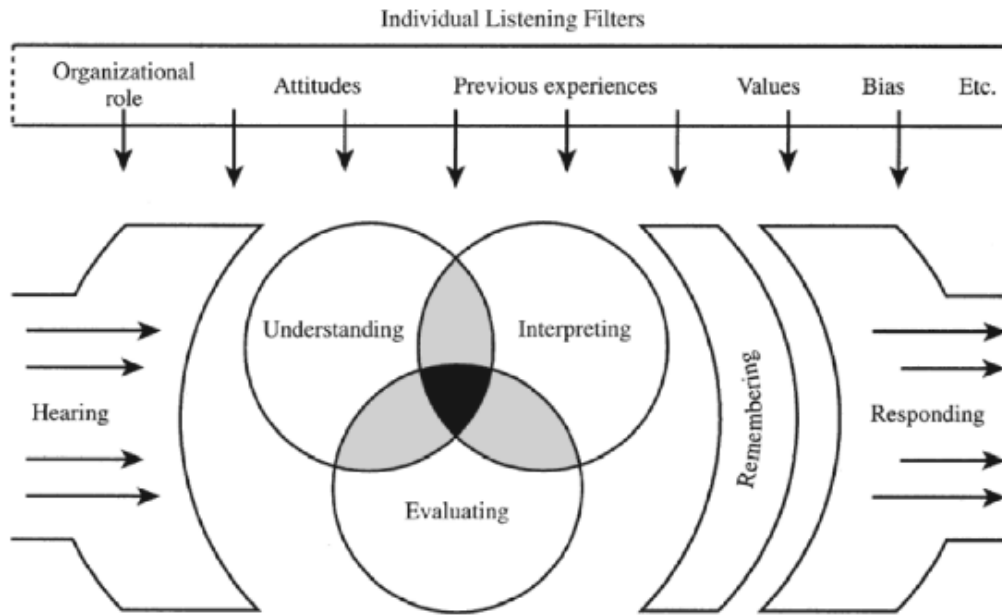
Figure 2. A Model of the Six-Components HURIER Listening Process. Listening Attitudes, Principles, and Skills (Fifth Edition). (2016, p. 12).

The Hurier's model works as a framework to enhance aural skills and comprehension, and it is composed for six components, which are, interrelated each other. Those components are hearing, understanding, remembering, interpreting, evaluating, and responding. Those components are related as a organize process and its functionality its expressed in the following diagram (Brownell, 2016)

The Hurier's model starts with the process of hearing. Hearing is the accurate reception of sounds that the speaker pronounce. In order to do this, the listener must be totally focus on the speaker and discriminate any sound that is not emitted by the speaker such as background sounds. Hearing is not exclusive to conversations or sounds emitted by a speaker. Hearing is applied

while the listener is alone too. Hearing to nature, music needs attention and ability to discriminate sounds. Then, the process is follow by the synchronization of the three following components understanding, interpreting, and evaluation. The listener must be able to understand what is heard. This is an intrapersonal process. In other words, a process involving the nature of the listener, inner speech, and knowledge. Remembering follows it to apply what is heard and use it in future occasions. Listener besides to understand the message heard must retain it and recall it whenever he or she needs it. After the message was understood and while the process of retaining the information, the listener have to find an interpretation of the message. There are two points to accurate interpret a message. Listener must take in account the main context of communication from the speaker's point of view and let the speaker knows that the message was completely understood by eye contact. After the mastering of the complementation of the three components understanding, interpreting, and remembering, Listener evaluates the information in a unique point of view. Listener pass the information understood through filters of background knowledge, personal attitudes, and values. At this point, listener might fail in understand the message if some different background knowledge exist from the speaker. Lastly, responding shows how good was mastered the message by the listener. This component suggest an analysis of the situation and purpose of the speech before choosing the right response from all alternatives (Brownell, 2016)

According to Brownell (2016), "Any model is useful to the extent that it helps to increase your understanding of the listening process and provides a strategy for improving your effectiveness."

2.2.2.4 DEVELOPING LISTENING SKILLS.

As have been said before, listening is the most important skills that we can have. Listening help us to obtain information, learn new things, and have a better understanding about what is talking. Listening Skills are conformed by several components, which form Listening Comprehension. Listening skills and listening comprehension are acquired by the passage of time. To master them, teaching methods have been developed to facilitate and improve students' expertise in the target language.

According to Gilakjani and Ahmadi (2011), some of the teaching methods are as follows:

A. Cultivating Students' Listening Skills.

Cultivating Students' Listening Skills is a challenging task for any ESL teacher. This is because listening skills can be obtained over time and with a lot of practice. Most of the time, students do not know how to develop listening tasks because there are not precise rules, as grammar has. Nevertheless, there are various ways in which listening can be improve, but it is difficult to quantify. Every language skills possess micro skills, which are things like grammar; vocabulary and pronunciation involved in all of them. Teachers are responsible to develop student's micro listening skills of listening

comprehension. According to Adetayo, Abiodun, and John (2016) seventeen micro listening skills have been identified. At elementary levels, the most important skill is the discrimination of English pronunciation, intonation, and language flow. They also have to acquire the skill of identifying the main information. When students get their basic discrimination ability, they are able to analyze the meaning of what they hear and understand the main ideas. During the teaching process, teachers should cultivate students' ability to select main information and figure the general meaning of the listening passage out. Predictive ability is also another important listening micro skill. In the normal process of communication, people always make predictions about what the speaker will say, and they are made based on their knowledge of the context. Predictive skill has many aspects. Before listening training, teacher might ask students questions related to the material that they are going to listen. It helps students to wake up their background knowledge and to recognize the goal of the material. The ability the meaning of words is another important listening micro skill. Listening comprehension is not based on understanding every single word, but there are some words, which play a crucial role in listening comprehension. It is normal not to know all the words. However, students may guess the meaning of the words, due to the previous discussion of the topic, some understanding of the linguistic items, the grammatical structure, and background knowledge of the topic.

B. Textbook-based Learning and Other Listening Contexts.

Listening lessons require students to be focused on the content and answer fast to what is heard. Most of the time, students are passive and anxious during listening training, they will probably feel nervous almost all the time. Teachers need to structure lessons in order to make them more different, interesting, and vivid. Therefore, teacher need to select a range of materials to increase the listening content besides using the textbook. It will help students to be aware of listening different levels of English, so they can be exposed to natural, lively, and rich language, such as listening English songs and seeing films with English text. These kind of activities will increase students' enthusiasm and cultivate their listening interest.

C. Passing on Cultural Knowledge in Language Teaching.

Understanding a language is controlled by cultural experience, so it is necessary for the language learners. If the cultural differences between the students' own culture and the language culture is excessive, students will feel apart from the target language in their effort to maintain the interest. Consequently, the operating processes of memory and input will certainly be limited. So, teachers need to break down the barrier and also the cultural teaching must be an important and a significant aspect of the process of teaching. The cultural knowledge transmission and the development and improvement in the listening development give the opportunity of changing students' thinking habits and getting better the application of foreign language expressions. Cultural teaching has influence in the process of communication.

When students obtain a range of cultural knowledge of the target language, they begin to understand how the language is used by their native speakers to reflect the thoughts, behavior, and customs of that society. In teaching English listening, teachers have to develop students' consciousness of intercultural communication. It can exposed by selecting material related to British and American cultural background knowledge, so it can allow students to develop sound discrimination between different accents and learn new idiomatic expressions such as idioms and slants.

D. Combining "Intensive Learning" and "Extensive Learning," Focusing   on Listening.

Intensive learning requires students to understand the meaning of every sentence or word. Intensive listening consist in listening a text several times, or divide the text in different paragraphs and sentences to understand each one: or by doing dictation word by word. On the other hand, extensive listening does not require students to understand every single every single word or sentence, instead, students are focused on getting the meaning of the whole passage. The main purpose of listening is to understand the content. The aim of intensive listening is to construct basic listening skills, while extensive is to strengthen the effectiveness of intensive listening to find out an overall meaning. In listening teaching, intensive and extensive listening should be combined to cultivate basic listening skills. In addition, teacher should push their students to use intensive listening in class to understand the meaning and be familiarized with the English pronunciation, intonation and the changes

in language flow. In activities outside the class, students need to use extensive listening because of the variety of language knowledge through TV programs, radio, the Internet and so on.

E. Combining Listening with Other Skills.

According to language acquisition theory, human ability to differentiate between language intention and language content is an important step in the process of leaning a foreign language. Listening comprehension plays an important role in the improvement of language skills. Therefore, in listening teaching, it is necessary to combine the development of listening skill and the development of other skill such as reading. In order to improve the listening ability through reading, it is essential to listen to listening frequently a teacher reading well, because it is difficult to get a high quality output without a good input. Students need to practice reading aloud among themselves, because this activity can combine the act of listening and reading at the same time. Similar to combine listening and reading, listening can be also worked hand by hand with writing. For example, students might answer questions teacher's questions in written English after listening in spoken English. Teachers should also combine speaking with listening in a way in which students can develop oral communication. Listening will lose their importance without speaking and speaking will lose its objective without listening. Both skills rely on each other, so it is important to strengthen listening skills through speaking skills and to improve speaking skills through listening. For instance, students need to retell and discuss the material that they just have heard in order to have a better

understanding. In this way, teacher / students, students / teacher, and students / students can exchange their opinions freely; it can consolidate the normal process of communication and strengthen their language skills.

2.2.2.5 LISTENING ACTIVITIES

According to Ferrari-Bridgers, Vogel and Lynch (2015), listening is a highly-complex solving activities in which listeners interact with a speaker to interpret the meaning. All the previous methods, which have been discussed, need to have a range of listening activities. Every listening activity has a purpose to interact and support the learner's interpretation about what is listening. Listening activities are usually subcategorized as pre-listening, while-listening, and post-listening skills.

A. Pre-Listening

The main purpose of Pre-Listening activities is to prepare the students for listening. In this kind of activities, teacher can choose certain words, difficult grammatical structures, and expressions to be explained through the discussion about the topic and ask the students to predict what speakers are going to say. Pre-Listening activities have two primary goals: (a) to activate students' background knowledge, and get students excited about what is coming. (b) to provide them with the necessary context to succeed in the task. Pre-Listening activities are divided into three parts: Think-About, which activate the students' prior knowledge, Vocabulary, which give student the words needed for the listening and Predicting, which help them to guess about the important parts. All of them have some sample of activities such as talking

about a map, chart, and photo (Think-About), matching words with pictures or definitions (Vocabulary) or predicting from the title what is going to say (Predicting).

B. While-Listening

Listeners who participate actively in the listening experience are more likely to construct clear meaning and interpret verbal and non-verbal messages. In this kind of activities, teacher might ask students to note down the key words and points of the text. Students also ask comprehension questions while listening to the text and select specific information to complete the material provided. While-Listening activities usually have different purposes: to focus students' comprehension on the speakers and the ideas: to focus students' attention on the organizational patterns: to encourage students' critical thinking about the speakers' ideas and interpretation of the language used. After that, an open-ended activity should be followed to allow students to have the freedom to practice listening comprehension and ask for farther information. While-Listening activities always seeks three choices: Listen to Main Idea, Listen to Specific Events, and Listen to Details. All of them can be achieved through many different activities such as drawing what is described in the passage (Listen to Main Idea), outlining a process (Listen to Specific Events), and completing a chart and graph (Listen to Details)

C. Post-Listening

Post-Listening activities are important to extend students' listening skills. Post-Listening activities should be some follow-up activities after the listening.

These activities allow students to connect what they have heard in the listening to their personal ideas or experiences. Most of the time, Post-Listening activities are based on Pre-Listening and While-Listening activities. The main goal of Post-Listening activities is not test the students. It is to check if the students understand the passage and the information that they heard can be used in the future, in other words, how it can be related to my life. Some sample activities which can be covered this need can be: imagining different endings to the listening passage, making a new tittle for the listening passage, making a story map of what took place and what would take place if the passage continued.

2.3. CONCEPTUAL FRAMEWORK

Computer-Assisted Language Learning (CALL) is succinctly defined as the search for and study of applications of the computer in language teaching and learning. It can also be defined as unmovable mainframe computers mainframe computers used as a technological tool in classrooms.

Listening is too make an effort to hear something or to pay attention; heed. It is the process of receiving, attending to, and assigning meaning to aural stimuli.

Effective Listening is to listen carefully and interpret the messages.

Comprehension is the ability to understand. It is the totally understanding to a context of a given discussion or topic.

Acquisition is the act of getting something, especially knowledge, a skill, etc.

Smartphone is a cell phone that includes features of a PDA, such as applications for reading and sending e-mail, maintaining a calendar, and browsing the web.

Wireless Application Protocol (WAP) is a global application that enables mobile-phone users to access the internet and other information services. Usually abbreviated to: WAP.

Audiobook is an audio recording consisting of a book or other material read aloud.

Mobile Assisted Language Learning (MALL) is a relatively new field in language learning, is an approach to language learning that enhance "anytime and anywhere" learning through the use of "mobile devices" such as mobile phones, PDAs, tablet PCs, Smartphones, laptop computers, and personal media players.

2.4. SUMMARY

Based on the previous points mentioned about Listening acquisition, it is possible to improve it by using portable technology. This methodology denominated MALL uses the features of smart cellphones to aid students at any moment. Students will find get help from their mobile devices using

software applications. These fully utilize phones capacities and add-ons such as camera, microphone, speakers, and web sites internet access.

MALL methodology will be apply in a group of 20 English as Second Language students of Tweens level from the institute Centro Ecuatoriano Norteamericano. This is going to be helpful for the students in not only the classroom but also their mobile devices will be their main aid in their homes and with their homework.

Listening is the last out of the four skill in being obtain when acquiring a new language. One of the main difficulties students find in developing listening is that they do not control the pass of the listening.

In class while listening an audio media material, Students might need more than two times in order to understand the words spoken. Also while listening a speech; Students are exposed to the level and vocabulary of the person giving the speech. If the speaker possesses a more extended vocabulary and knowledge of the language, the listeners will find difficulties to understand and decode the main message of the speech. These situations put learners in stress and demotivation that directly affects to their learning. MALL permits to the users to control the level of difficulty and pass of the audio media material.

CHAPTER III

3. RESEARCH METHODOLOGY.

3.1. METHODS AND TECHNIQUES.

Due to the nature of this project, the qualitative approach has been used. Most of the information obtained came from observations and questionnaires. This research project mainly includes different opinions and points of view from different students who study every Friday at "Centro Ecuatoriano Norteamericano de Guayaquil (CEN)".

After several classroom observations, a problem was found. The problem that students presented was lack of interest and low understanding while they are developing listening activities. Therefore, once the problem was detected, the research inquiries were formulated leading to the procedures of identifying the principal causes of the issue.

This research project is mainly focused on exploring and finding out if using Mobile-Assisted Language Learning (MALL) will positively influence on the improvement of student's attitudes and skills in the development of their aural skills.

The information gathered to prove the positive impact of MALL in students was collected qualitatively by the use of surveys applied to the students and classroom observations.

Observation research of the students with traditional listening activities were performed to detect how students reacted toward listening practice. It generated that students' motivation decreased considerably when this kind of exercises were applied.

Students were exposed to surveys in which they expressed their preferences in listening materials and activities. Moreover, they were asked about what cellphone applications have been already introduced to keep their learning style on track in order to collect relevant information to know what material works better with them.

Practice teaching was also part of this research project in which listening strategies were used with conversation audio files. These were selected by the students as one of their preferred options of listening materials.

3.2. RESEARCH POPULATION SAMPLE

The research project was done at Centro Ecuatoriano Norteamericano de Guayaquil, which has 360 students from eight to fourteen years old enrolled in its kids program on Fridays. Three courses with a size of twenty students were isolated and only one course was chosen to apply MALL approach in listening activities.

3.3. RESEARCH INSTRUMENTS

A. Survey

It was applied to 20 students of one course of 'Tweens 6' level to identify their previous knowledge and learning styles in the listening skill. They were inquired with 10 questions about students' class and preferences.

They results were tabulated and are presented in the next chapter.

B. Class Observations

They were made based on classroom observation charts, which are mainly focused on listening strategies, students' attitude, and performance. They helped to get to know how students are enthusiastic and motivated and if they were able to perform every stage in the listening class.

3.4. RESULTS/FINDINGS AND ANALYSIS

3.4.1. ANALYSIS OF THE CURRENT SITUATION

Even though MALL at CEN is partially used by some teachers and applied in some lessons, its purpose is not to enhance listening skills in students. MALL is used in teacher lessons as an aid in different interactive grammar and vocabulary activities only. For that reason, the research focal point is motivating students' attitudes and increasing their results in listening tasks.

3.4.2. COMPARATIVE ANALYSIS, TRENDS, AND OUTLOOKS

A. Survey Results

A total of 20 students participated in a survey which let us know their likes and dislikes towards the use of MALL in conjunction with listening fields. Unfortunately, the only requirement to answer the whole survey was to own a cellphone. Five students could not complete the survey because they did not fill the requirements. The students, which could complete the survey, answered how mobile technology was involved with their classes at CEN. Also, their interest in English listening activities, and which apps are already used by them. In the results, students showed that mobile phones were strongly involved in their classes, and the majority have a high interest in listening activities.

Students listed the cellphone application which they have used and been familiar with. "Duolingo" was the most chosen app because they worked with it in the last cycle. They stated that the listening material that they have used the most is "Music."

The results obtained from this research item were analyzed and are shown below:

Question 1. How old are you?

How old are you?		
8 years old	0	0%
9 years old	0	0%
10 years old	0	0%
11 years old	3	15%
12 years old	8	40%
13 years old	8	40%
14 years old	1	5%
Total	20	100%

Table 2
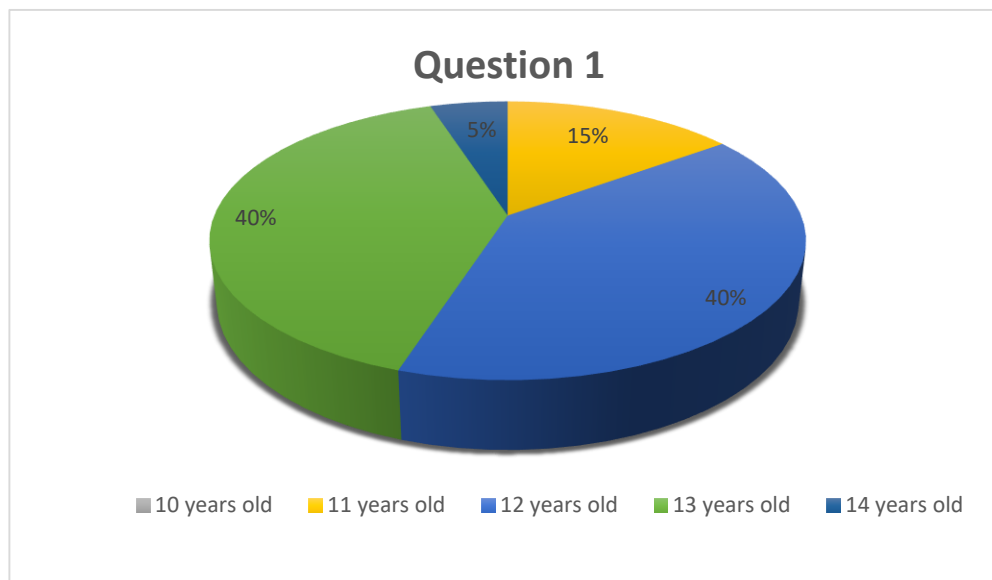
Figure 3

In question one, 0% of students are 8, 9, and 10 years old while 15% of students are 11 years old. 40% of students are 12 and 13 years old, and 5% of students are 14 years old.

Question 2. Do you have a cellphone?

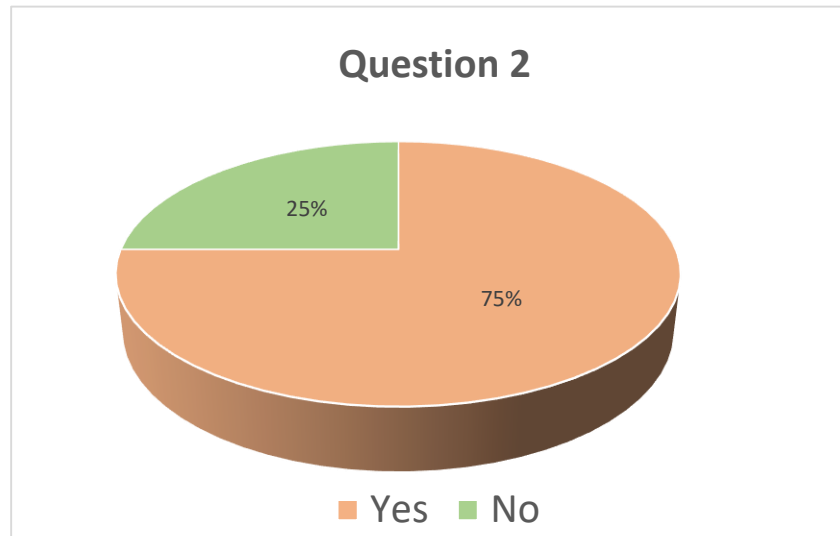| Do you have a cellphone?		
Yes	15	75%
No	5	25%
Total	20	100%

Table 3

Figure 4

In question two, 75% of students have a cellphone while 25% of students do not have a cellphone.

Question 3. Is it important for you to use the cellphone in class?

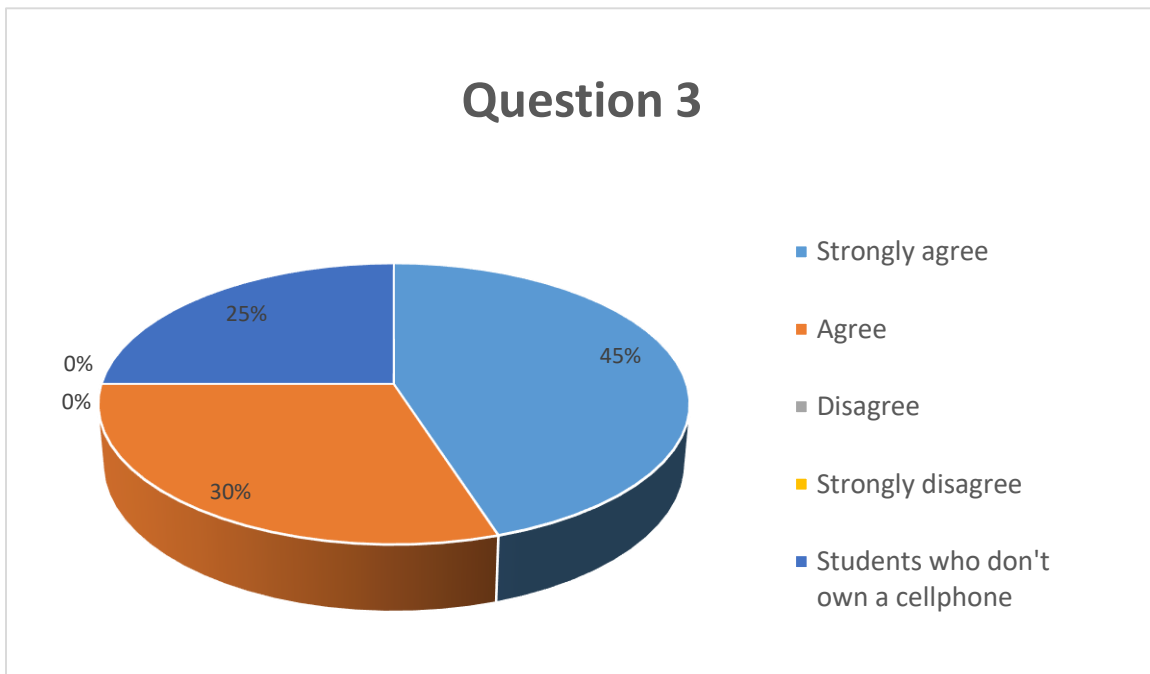| Is it important for you to use the cellphone in class?		
Strongly agree	9	45%
Agree	6	30%
Disagree	0	0%
Strongly disagree	0	0%
Students w/o a cellphone	5	25%
Total	20	100%

Table 4

Figure 5

In question three, 45% of students strongly agree that the use of cellphone in class is important, and 30% of students agree that the use of cellphone in class is important while 0% of students disagree and stronger disagree that the use of cellphone in class is important. In addition, 25% of students do not own a cellphone.

Question 4. Do you consider your device important to do activities in class?

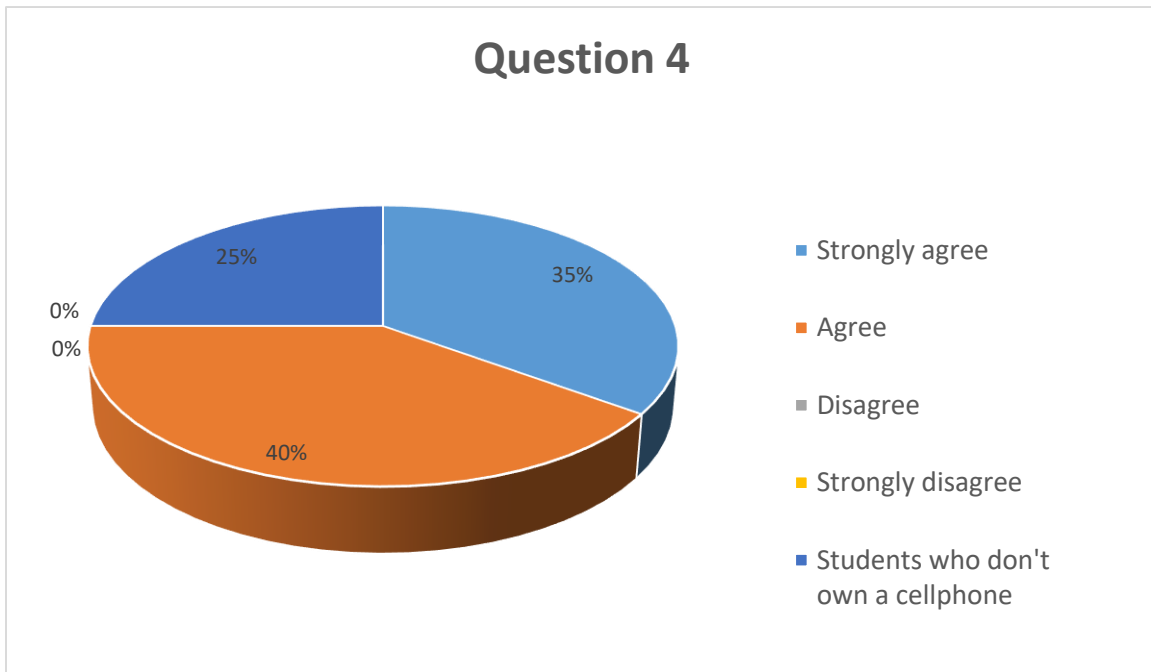| Do you consider your device important to do activities in class?		
Strongly agree	9	45%
Agree	6	30%
Disagree	0	0%
Strongly disagree	0	0%
Students w/o a cellphone	5	25%
Total	20	100%

Table 5

Figure 6

In question four, 45% of students strongly agree in considering their device important in class activities, and 30% of students agree in considering their device important in class activities while 0% of students disagree and stronger disagree in considering their device important in class activities. In addition, 25% of students do not own a cellphone.

Question 5. Is your learning attitude positive towards listening in English?

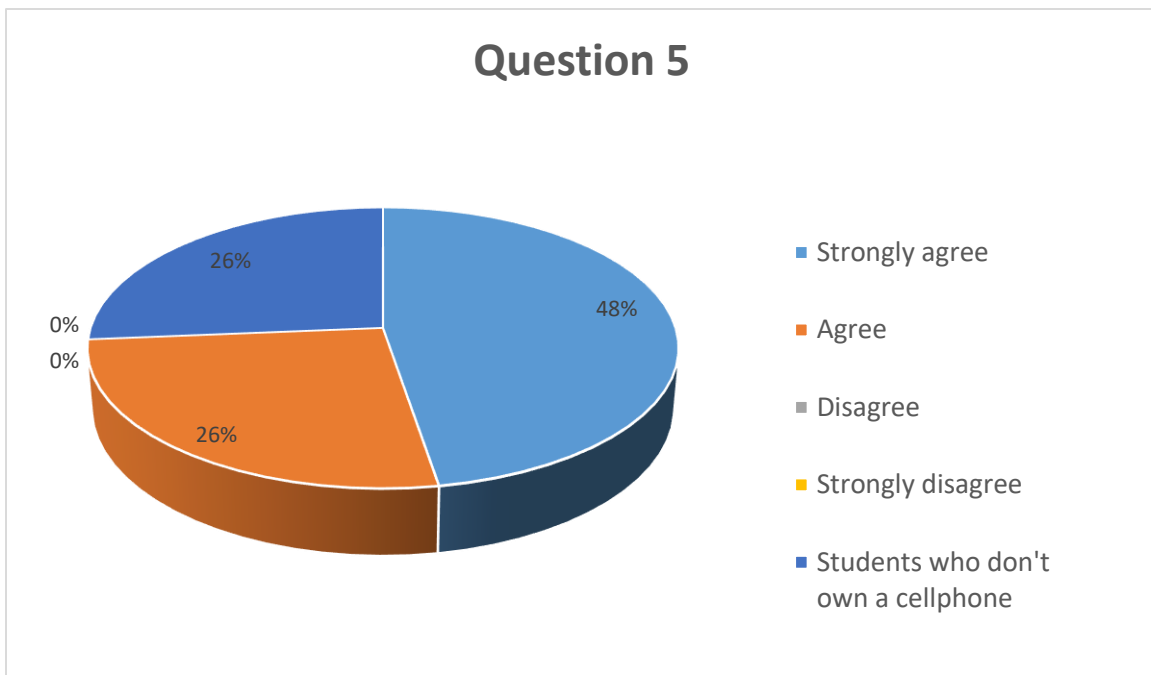| Is your learning attitude positive towards listening in English?		
Strongly agree	9	45%
Agree	5	25%
Disagree	1	5%
Strongly disagree	0	0%
Students w/o a cellphone	5	25%
Total	20	100%

Table 6

Figure 7

In question five, 45% of students strongly agree in having a positive learning attitude towards Listening in English, and 25% of students agree in having a positive learning attitude towards Listening in English while 5% of students disagree in having a positive learning attitude towards Listening in English. In addition, 25% of students do not own a cellphone.

Question 6. Do you consider yourself a good listener?

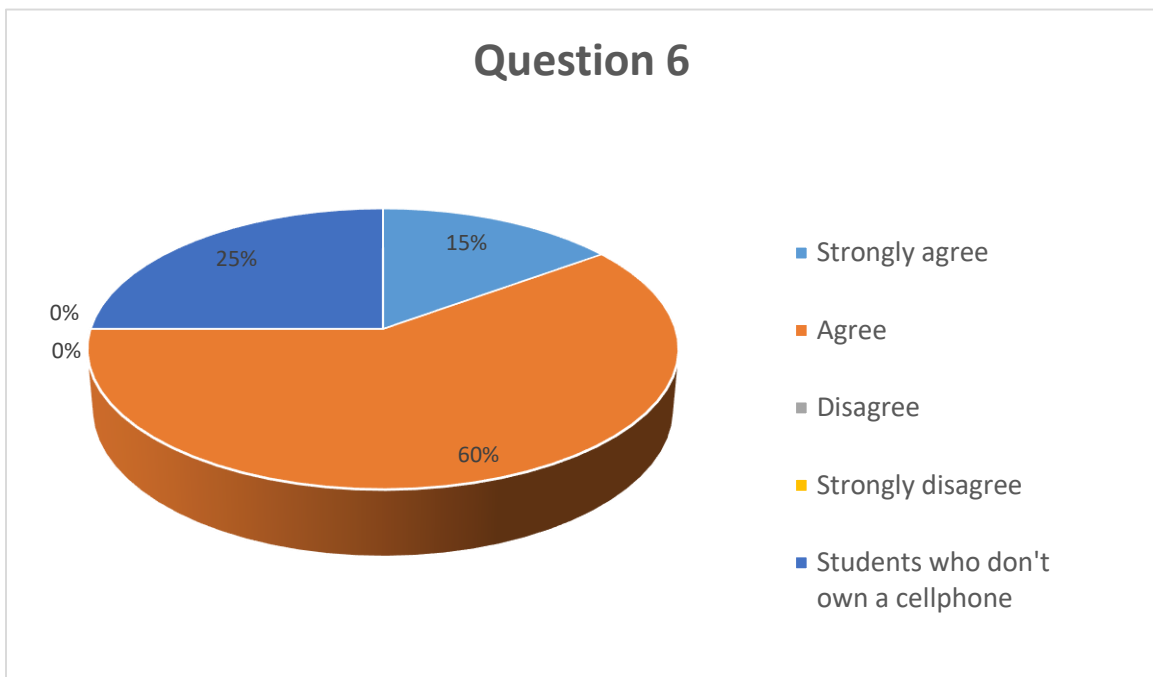| Do you consider yourself a good listener?		
Strongly agree	3	15%
Agree	12	60%
Disagree	0	0%
Strongly disagree	0	0%
Students w/o a cellphone	5	25%
Total	20	100%

Table 7

Figure 8

In question six, 15% of students strongly agree in considering themselves good listeners, and 60% of students agree in considering themselves good listeners while 0% of students disagree and strongly disagree in considering themselves good listeners. In addition, 25% of students do not own a cellphone.

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Question 7. Do you agree with the use of the typical material (Conversations, stories, music, articles, etc.) to practice listening?

* If your answer is AGREE or STRONGLY AGREE, answer question N. 10. Please.

Do you agree with the use of the typical material (Conversations, stories, music, articles, etc.) to practice listening?		
Strongly agree	12	60%
Agree	3	15%
Disagree	0	0%
Strongly disagree	0	0%
Students w/o a cellphone	5	25%
Total	20	100%

Table 8

Figure 9

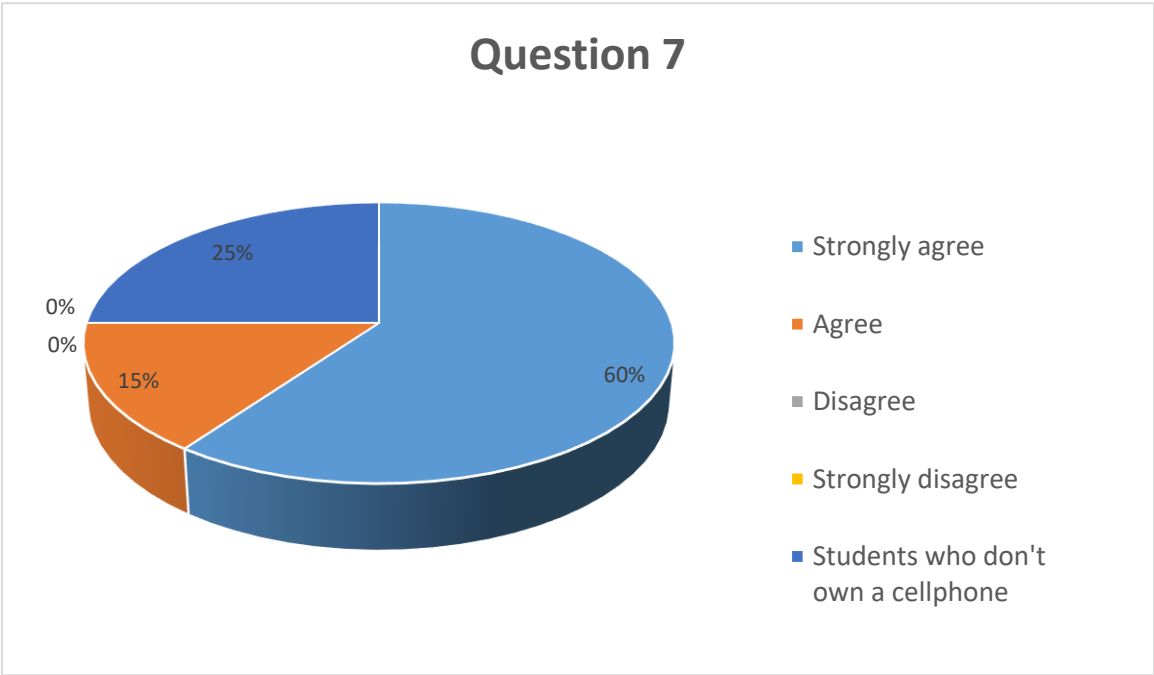In question seven, 60% of students strongly agree in the use of the typical material (Conversations, stories, music, articles, etc.) to practice listening, and 15% of students agree in the use of the typical material to practice listening while 0% of students disagree and strongly disagree in the use of the typical material to practice listening. In addition, 25% of students do not own a cellphone.

Question 8. Is it significant for you to use your cellphone to develop listening activities?

Is it significant for you to use your cellphone to develop listening activities?		
Strongly agree	0	0%
Agree	8	40%
Disagree	6	30%
Strongly disagree	1	5%
Students w/o a cellphone	5	25%
Total	20	100%

Table 9
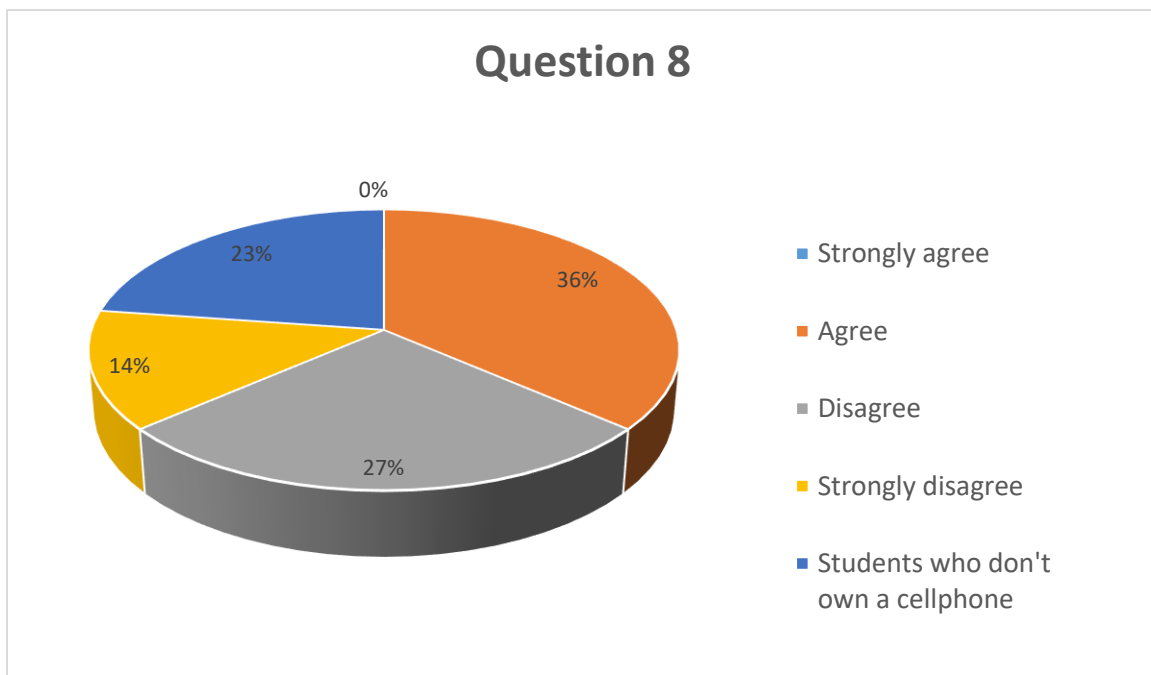
Figure 10

In question eight, 0% of students strongly agree that the use of cellphone is significant to develop listening activities, and 40% of students agree that the use of cellphone is significant to develop listening activities while 30% of students disagree that the use of cellphone is significant to develop listening activities and 5% strongly disagree that the use of cellphone is significant to develop listening activities. In addition, 25% of students do not own a cellphone.

Question 9. Which apps do you use to develop activities in the classroom?

Which apps do you use to develop activities in the classroom?		
Youtube	4	20%
Kahoot	4	20%
Charades	0	0%
Duolingo	7	35%
Students w/o a cellphone	5	25%
Total	15	75%

Table 10
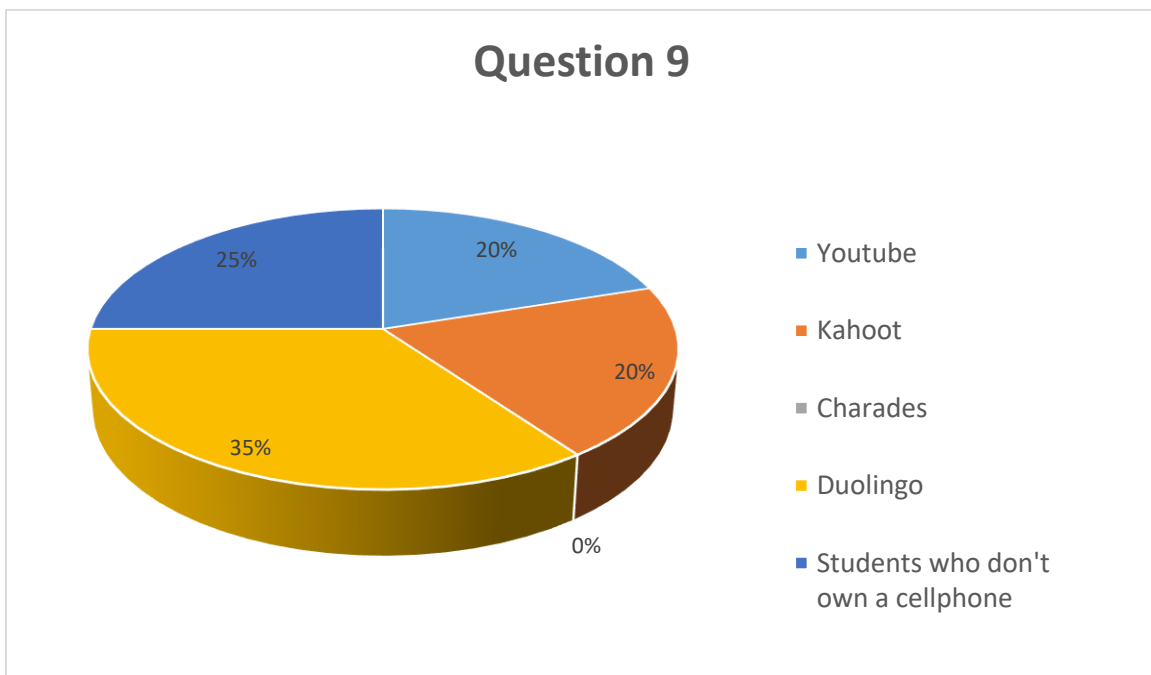
Figure 10

In question nine, 20% of students use "Youtube" and other 20% use "Kahoot" to develop activities in class. 0% of students use Charades to develop activities in class while 35% of students use "Duolingo" to develop activities in class. In addition, 25% of students do not own a cellphone.

Question 10. What material do you use the most in your Listening class?

What material do you use the most in your Listening class?		
Conversation	6	30%
Stories	2	10%
Music	7	35%
Articles	0	0%
Students w/o a cellphone	5	25%
Total	15	75%

Table 11
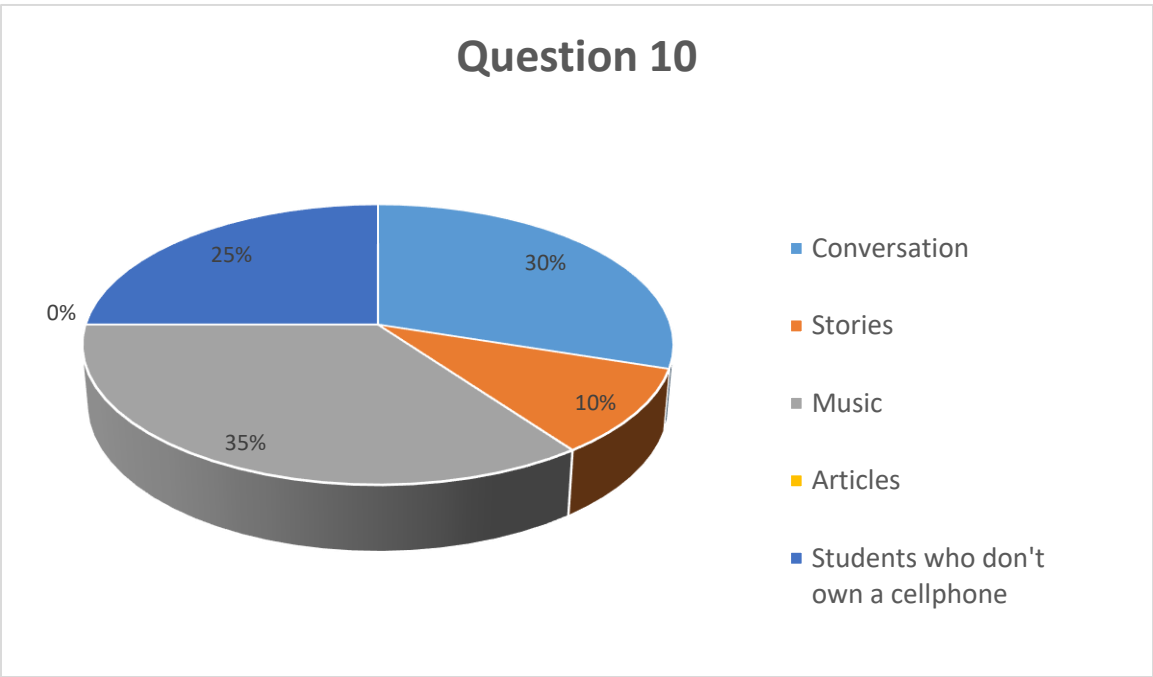
Figure 12

In question ten, 30% of students use conversation as material in listening class. 10% of students use stories as material in listening class. 35% of students use music as material in listening class while 0% of students use articles as material in listening class. In addition, 25% of students do not own a cellphone.

B. Classroom Observation Results

For the classroom observation, it was allowed the presence of the researcher in the classroom area to look at the students' reactions with regular materials in their listening activities. The students were observed while they were listening a conversation attentively. The problem was detected when the teacher asked for understanding about what they already heard. The instructor formulate different questions to the students, but they hesitated before replying their answers. Finally, the students' listening skills and interest were not enough to perform the different stages of a listening lesson.

As a result, the students' opinion about bored and repetitive listening activities changed. With the new implementation of MALL approach, students felt more motivated and interested towards listening activities. They looked more enthusiastic in working in this new way and completed the activities faster than they used to do. Also, teachers' directions where understood with few repetitions showing how much students were interested in working listening with MALL.

To get the information from the analysis of the subjects mentioned previously, the study was performed in a quantitative way to have reliable sources. The following actions were taken to gather the information:

- The approval of the director of CEN to interview the students and observe lessons was requested.

- The students attending to Tweens 6 on Fridays were asked to fill out a survey form.

- Several regular lesson classes regarding listening activities were observed. The teacher and class were asked to proceed as a normal lesson.

Lastly, the results obtained through this whole process was studied and analyzed creating a methodology to enhance listening skills acquisition by approaching MALL at CEN.

Observation Guide

The purpose of this observation is to identify how the students react to the application of MALL (Mobile-Assisted Language Learning) in listening activities. In addition, this observation wants to examine if all the stages of listening activities can be achieved through this learning approach and if the apps already chosen are the most suitable to reach the objective established

Students	*Excellent*	*Good*	*Needs Improvement*
1. Students pay attention, share knowledge, give their opinion about the topic before listening.			X
2. Students understand the use of the app to develop the listening activities.		X	
3. Students understand the tasks. (What they have to do before and after listening)		X	
4. Students ask the teacher for clarification, if necessary.			X
5. Students develop vocabulary activities before listening.			X
6. Students make predictions about what they are going to listen.		X	
7. Students are ready to pay attention and concentrate on what they are about to hear before listening.			X
8. Students pay attention while they are listening.		X	
9. Students use the noises, the tone of the voice, and other clues to help them guess the meaning of the words they do not know.			X
10. Students use their knowledge, key words, cognates, and word families to understand the test.	X		
11. Students are distracted while they are listening due to the mobile device.		X	
12. Students are focused on the incoming task after listening.		X	
13. Students achieve the listening comprehension task successfully.			X

Table 12

3.5 RESOURCES, TIMELINE, AND BUDGET
3.5.1 TIMELINE

Chapters	Activity	April Week 1	Week 2	Week 3	Week 4	May Week 5	Week 6	Week 7	Week 8	June Week 9	Week 10	Week 11	Week 12	July Week 13	Week 14	Week 15	Week 16	August Week 17	Week 18	Week 19	Week 20	September Week 21	Week 22	Week 23	Week 24	October Week 25	Week 26
Chapter1 Purpose of the Study	Background of the Problem	X	X																								
	Statement of the Problem	x	X																								
	General and Specific Objectives			X	x	x																					
	Scope and Delimitation of the Study			x	X	x																					
	Research Questions			x	x	X																					
Chapter 2 Literal Review	Theoretical Review					X	X	x	x	x	x	x	x	x	x	x	x										
	Conceptual Framework									x	x	x	x	x	x	x	x										
	Definition of Terms										x	x	x	x	x	x	x										
Chapter 3 Research Methodology	Methods and Techniques																	X									
	Research Population and Sample																		x								
	Research Instruments																			x	x						
	Data Analysis and Methods																					x	x				
	Resources, Timeline and Budget																							x	x		
Chapter 4 Final Outcomes	Results or finding and Analysis																									x	
	Proposed Plan for Solution																									x	
	Conclusions																										x
	Recommendations																										x

Table 13

3.5.2 Budget

Category	Activity	Total
1.Transportation Expenses		
Gas	To fill up the tanks of the cars used.	$30
Taxi	To move to the research place.	$30
2. Equipment		
Laptop	To administrate the project and display the slides during the class.	$300
Cellphone	To provide guide to the students with the listening apps.	$250
Printer	To print the surveys and the observation sheets.	$50
Headphones	To use with cellphones for a more personal use of the students.	$40
3. Material and Supplies		
Paper	To copies and prints of worksheets	$30
Markers	To prepare the material	$15
Total		**$700**

Table 14

CHAPTER IV

4. FINAL CONCLUSIONS

4.1 CONCLUSIONS

After previewing and analyzing all the information gathered from the classroom observation and the surveys applied to the students, it was found that students do not feel motivated to participate in listening activities and present some difficulties to follow them. This lack of participation and motivation at working on listening activities comes from several reasons.

Most of time, aural material for activities might contain parts of unknown vocabulary for students interrupting their concentration and continuity of the listening activity. Even though it might not occur in the whole activity, there could always be a couple or a single word that might confuse the students.

Another reason why aural skills might get complicated for students is the pace and tone of the speakers in the listening recorders. Although this is not true for all students, some of them state that the speed of the listening material tend to be faster that what they can comprehend.

Moreover, the material sometimes does not fit all students as equal because aural skills tend to improve with time and a lot of practice. Students attending CEN courses do not come from the same elementary schools and high schools, which means that some students might receive more intensive English lessons

than others might. In other words, students are going to have different English proficiency levels in the same classroom letting this problem develop and making the completion of these activities difficult for students who are not good at listening.

MALL approach is a possible solution to fulfil the gap of those students who are not at the listening level of the material given, or it may be of extra help to those who possess good aural skills.

Listening activities worked with MALL as complementary aid material have been worked in the following way:

- A diagram of the kinds of music were displayed on the board in which they pasted sticky notes about their favorite singers and bands to share their likes in music with the class. It helped them to wake up their interest and curiosity.

- Some specific vocabulary and expressions that students needed were introduced before they started to listen. They read the definitions and examples provided by the app. Then they generated more examples to check their understanding.

- Cellphones were used to develop the activity in the app. While they were listening, they were exposed to several questions to make sure if they comprehend.

- The app provided them with a variety of activities in which they can check up the use of the new vocabulary or expressions and their listening comprehension in general.

After a while using MALL, students seem more enthusiastic at working on the listening assignments in the classroom. They were less scared of being exposed to a conversation or any other listening material used. In addition, they are more focused and active in the pre and post listening activities. Students started getting more correct answers than wrong ones showing that they were effectively comprehending what they were listening.

It may be concluded that the use of MALL as material for assistance in listening activities for students is beneficial thus, leading to positive results.

Students felt motivated toward the class and confident working in their aural skills. However, teachers should not be neglected in the class because of the use of MALL. They should be the link between students and MALL giving harmony to avoid interruptions caused by the same use of technology. In addition, they must engage students into the activity and hook them up to the methodology applied.

4.2. PROBLEMS AND LIMITATIONS.

Normally, all new projects might present different kinds of difficulties and limitations. This research project is not an exception. At first, there were difficulties with the attitude of the students. Students were not motivated toward

listening and had a stereotyped idea of how listening activities are. For this reason, students felt discouraged getting to know the new method, and this created a challenge for teachers, which is to be able to change students' point of view about listening activities.

Another problematic limitation in the classroom is the different background of their students regarding their English proficiency level. Some students attending more prepared middle or high schools might have a better preparation in the target language, English. Students with better economic opportunities might be enrolled in a private school that could have better material and prepared instructors to give the lessons. Students who does not have high economic resources could be attending to a public school which sometimes does not count with the adequate material or their instructors might not be as well prepared as the teachers giving classes in a private school. Those students might show disadvantages towards the students enrolled in private schools.

Actually, cellphones have a bad image of being just access to communicate through social media networks. They are not seeing as complementary material in education. Teachers neglect cellphone features, which make them suitable to achieve a role as an aiding material in English learning. Besides, students have grown up with a wrong paradigm about what a cellphone is for, so it can complicate the implementation of MALL as a supplementary.

4.3. RECOMMENDATIONS

There are few recommendations that can facilitate the application of this approach. They would help it to increase the likelihood of enhancing students' listening skills.

These are some recommendations for teachers to do in order to improve the results in their listening lessons:

- Teachers should plan their listening activities taking into consideration that technology plays an important role in the class. Cell phone can provide the necessary facilities to develop listening and engage students' participation effectively.

- There are multiple cell phone applications with an educational purpose available in the different operative systems of actual phones. However, some of these applications are complicated to use or does not achieve their purposes. Teachers should pick out from the following applications: Listen English Full Audio, Listen English Conversation, Learn English by Listening, Listening English Courses and English Listening Practice. These mentioned apps are better, easier, and friendlier to use for teachers and students. They do not have a complicated interface and fulfill the different listening stages.

- Vocabulary comprehension can mean a significant difference between understanding and not understanding the message of what is listening. For this reason, teachers should reinforce vocabulary assessment in students. By doing this, students would be more prepared, and their attention to the listening would be higher.

- Teachers should review smartphones apps that are going to use with the students. Teachers should go through the different settings and features of the apps, and fully explain only those features, which will be used for the activities in order to get students familiarized with the material.

- Teacher must avoid the use of Spanish during class time even if the instructions of the class are hard to figure out. It is also beneficial not to use Spanish outside classrooms whenever it is possible. This will train students hearing in English. As a result, students would have the extra practice at hearing inside and outside the learning process leading to have so many chances to discriminate and compare different and alike sounds.

These are some recommendations for students to do in order to improve their listening skills:

- Most of the time, the classroom is the only place where students can practice having a personal conversation in English. Students should make an effort to speak English inside and outside the classroom whenever they want to speak to their classmates and teachers. It would enforce student's ability to listen different accents and expand their vocabulary.

- Students can take the listening practice outside the classroom to their homes. Students should encourage the listening of multimedia material in the target language. The variety of the speakers find in the Internet is big, but not everything is reliable. Students should listen to multimedia files from reliable sources or a list provided by their teachers in order to practice and train their hearing.

- Students should look for support besides the teacher and the cell phone app in the didactic material used in class. Dictionaries can be students' best friend at the time of looking up new words and identifying words how to use them. It can help them to expand their vocabulary acquisition; therefore, it is more likely for them to get better results at different listening fields.

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ANNEXES

Students' Survey

Dear Surveyed. Please take a moment to complete the survey to evaluate if the use of mobile devices could improve your Listening skills in Learning English as a foreign language.

Answer the following questions.

General Information: *Darken the circles.*

1. **How old are you?**

    ○　　○　　○　　○　　○　　○　　○
    8　　9　　10　　11　　12　　13　　14

2. **Do you have a cellphone?**

    ○　　　　　　　　○
    YES　　　　　　　NO

    *If the answer is NO, do not continue with the survey.

Specific Information: *Select one answer only and darken the circles.*	Strongly Agree	Agree	Disagree	Strongly Disagree
3. Is it important for you to use the cellphone in class?	○	○	○	○
4. Do you consider your device important to do activities in class? ** If your answer is AGREE or STRONGLY AGREE, answer question N. 9. Please.*	○	○	○	○
5. Is your learning attitude positive towards listening in English?	○	○	○	○
6. Do you consider yourself a good listener?	○	○	○	○
7. Do you agree with the use of the typical material *(Conversations, stories, music, articles, etc.)* to practice listening? ** If your answer is AGREE or STRONGLY AGREE, answer question N. 10. Please.*	○	○	○	○
8. Is it significant for you to use your cellphone to develop listening activities?	○	○	○	○

9. *Which apps do you use to develop activities in the classroom?*

    ◯   ◯   ◯   ◯

  YouTube   Kahoot   Charades   Duolingo

10. *What material do you use the most in your Listening class?*

    ◯   ◯   ◯   ◯

CONVERSATIONS   STORIES   MUSIC   ARTICLES

The purpose of this observation is to identify how the students react to the application of MALL (Mobile-Assisted Language Learning) in listening activities. In addition, this observation wants to examine if all the stages of listening activities can be achieved through this learning approach and if the apps already chosen are the most suitable to reach the objective established.

Observation Guide 1

Level observed: _____   *Date: _____*

Time: _____

Students	Excellent	Good	Needs Improvement
1. Students pay attention, share knowledge, give their opinion about the topic before listening.			
2. Students understand the use of the app to develop the listening activities.			
3. Students understand the tasks. (What they have to do before and after listening)			
4. Students ask the teacher for clarification, if necessary.			
5. Students develop vocabulary activities before listening.			
6. Students make predictions about what they are going to listen.			
7. Students are ready to pay attention and concentrate on what they are about to hear before listening.			
8. Students pay attention while they are listening.			
9. Students use the noises, the tone of the voice, and other clues to help them guess the meaning of the words they do not know.			
10. Students use their knowledge, key words, cognates, and word families to understand the test.			
11. Students are distracted while they are listening due to the mobile device.			
12. Students are focused on the incoming task after listening.			
13. Students achieve the listening comprehension task successfully.			

English Listening Practice

23 .Music and
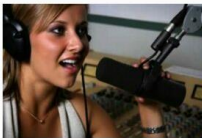audio: 5
question : 2
note : 5

24 .Nickname. David
audio: 5
question : 2
note : 5

25. Mr. Baseball. Kevin
audio: 5
question : 2
note : 5

26 .Radio Job. Annili
audio: 5
question : 2
note : 5

Menu of Learn English by Listening

Music and Such

Matt answers questions about music and talks about his singing ability.

Show Conversation

Show Note

The app provides the recordings

Hide Conversation

Todd:
OK. Matt, we're back. We're gonna talk about music. What is your favorite kind of music?

Matt:
My favorite kind of music is alternative music . But generally I like all types of music, apart from country music.

Todd:
I'm the same way. I hate country, except for Johny Cash

The app comes with the scripts

Hide Note

alternative music

My favorite kind of music is alternative music.
'Alternative music' first developed in the 1980s and became really popular in the 1990s. It is independent music that comes from punk rock. Notice the following:
She listens to nothing but alternative music.
He was in an alternative music band when he was twenty.

apart from

Generally, I like all music, apart from country music.
We use the phrase 'apart from'

Vocabulary required for the activity

alternative * apart from * in my head
long since * sings in

1. I have had that song_____all day.

2. She_____the car on the way to work.

3. They have great_____music at this bar.

4. I like all fruit_____blueberries.

1) What kind of music does he not like?

○ *a) Classical*

○ *b) Rap*

2) How much is a new CD?
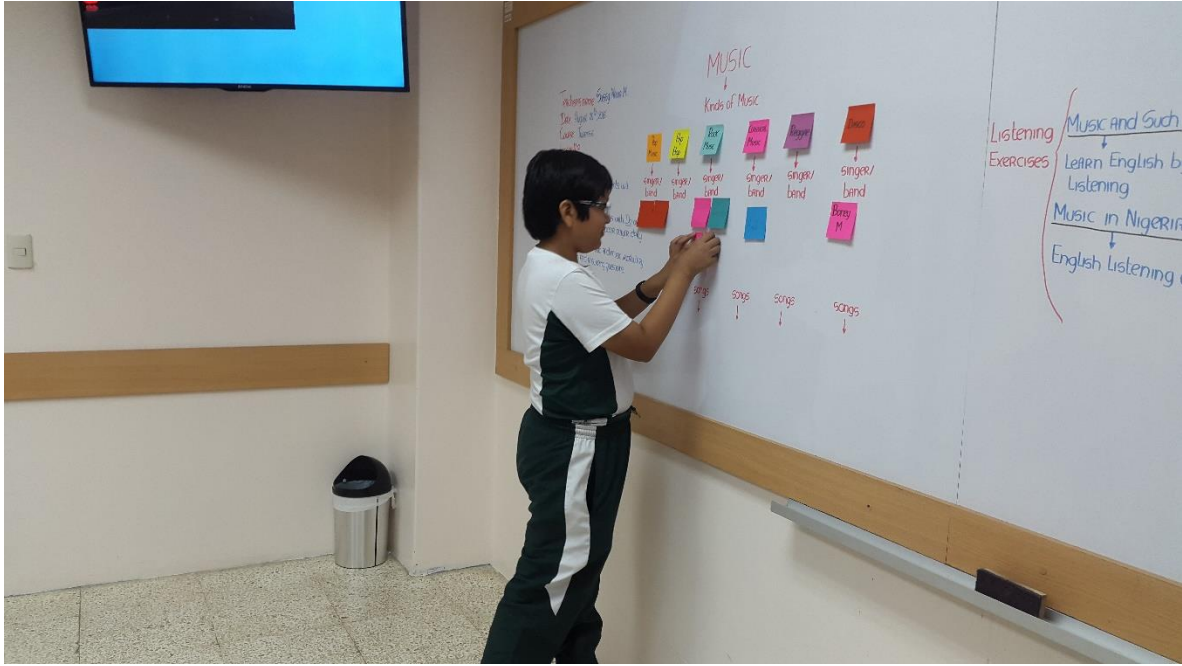
○ *a) 12 dollars*

○ *b) 22 dollars*

○ *c) 20 dollars*

3) How much is a used CD?

○ *a) Less than $4*

○ *b) More than $4*

Listening Comprehension Activity

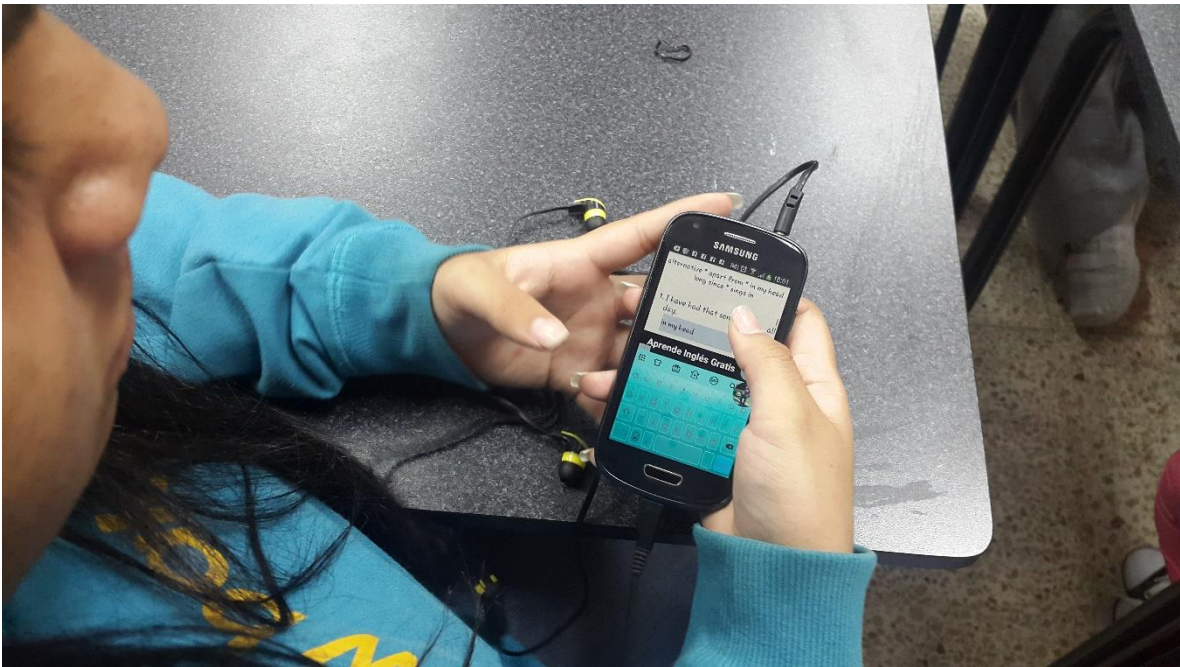**Explanation of the Pre-Listening Activity**

Students working on the Pre-Listening Activity

Results of Pre-Listening Activity

Students listening the recording

Students working on While-Listening and Post-Listening Activities

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: The Use of Mobile-Assisted Language Learning as a Supplementary Material to Improve Listening Skills in Young Learners at Centro Ecuatoriano Norteamericano

AUTOR/ES: Sussy Analia Navia Moreira.	TUTOR: Msc. Xavier Torres Freres.
	REVISORES: El encargado de revisa el borrador y los jurados de sustentación.
INSTITUCIÓN: Universidad Laica Vicente Rocafuerte.	FACULTAD: Ciencias De La Educación - Mención Inglés.

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TÍTULO OBTENIDO: Licenciado/a en Lengua Inglesa Mención en Enseñanza y Administración de Sistemas Educativos en TEFL.

ÁREAS TEMÁTICAS: Educación.

PALABRAS CLAVE: The Use Mobile-Assisted Language Learning to Improve Listening Skills.

RESUMEN: El objetivo principal de este proyecto de investigación es implementar el uso de celulares para mejorar el desempeño y las habilidades en la práctica de escuchar en el idioma Ingles en el Centro Ecuatoriano Norteamericano de Guayaquil.

Para alcanzar los resultados deseados, primero se establecieron un número determinado de objetivos para determinar de qué manera se podía implementar el uso de los celulares y que aplicaciones serían las más confiables para ayudar a estos adolescentes para mejorar sus capacidades auditivas and incrementar el interés en este idioma. Como parte del proceso, actividades como; observación de clases e encuestas fueron hechas. Luego de esto, se interpretó los resultados para determinar cuales el las debilidades y fortalezas de los estudiantes, esto nos permitiría planear, detectar cuáles son las herramientas que los celulares nos brindan, y también que aspectos de las clases que deberían ser cambiados. Después de trabajar con los estudiantes llegamos a crear altos niveles de interés hacia el uso de celulares para mejor sus capacidades al escuchar un segundo idioma como es el Inglés.

Finalmente, concluimos haciendo algunas recomendaciones para los maestros y estudiantes, de esta manera este tipo de herramientas puedan ser implementadas por las institución.

No. DE REGISTRO (en base de datos):	No. DE CLASIFICACIÓN:	
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	☐ SI	☐ NO
CONTACTO CON AUTOR/ES	Teléfono: 0980820978	E-mail: sussynavia@gmail.com
CONTACTO EN LA INSTITUCIÓN:	Nombre: Ab. Michelle Vargas Aguilar	
	Teléfono: 2596500 ext. 221	
	E-mail: mvargasa@ulvr.edu.ec	

URKUND

Urkund Analysis Result

Analysed Document: chapters only.docx (D22507693)
Submitted: 2016-10-19 06:02:00
Submitted By: sussynavia@gmail.com
Significance: 8 %

Sources included in the report:

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