



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL**

**OFFICE OF GRADUATE STUDIES
MASTER'S DEGREE PROGRAM IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

TITLE:

**Use of Technological Resources in the Development of
Listening and Speaking Skills of EFL Learners in the Third
Baccalaureate – Computer Science, at Amarilis Fuentes
Alcivar High School**

AUTHOR:

Ortiz David, Mónica Ruth

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degree of:**

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PROJECT ADVISOR:

Hoyos Hernández David Eduardo

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**OFFICE OF GRADUATE STUDIES
MASTER'S DEGREE PROGRAM IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE
CERTIFICATION**

We certify that this research Project was presented by Ortiz David, Mónica Ruth as partial fulfillment for the requirements for the **Degree of Master in Teaching English as a Foreign Language.**

PROJECT ADVISOR

Hoyos Hernández David Eduardo, MSc.

DIRECTOR OF ACADEMIC PROGRAM

John Stanley González Ubilla, M. Ed.
Guayaquil, in the 4th day of November of 2020



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STATEMENT OF RESPONSIBILITY**

**I, Ortiz David, Mónica Ruth
HEREBY DECLARE THAT:**

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AUTHORIZATION

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DEDICATION

This work is dedicated to my husband and my children with all my love.

Monica



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Hoyos Hernández David Eduardo, MSc.

PROJECT ADVISOR

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ABSTRACT

This study was conducted to examine Third Baccalaureate - Computer Science - English as a Foreign Language (EFL) students' academic performance in listening and speaking, with the purpose of establishing what activities were encouraging or preventing the development of their listening and speaking skills. A mixed approach was used for collecting data; the application of official listening and speaking tests, two surveys, a rubric, and a classroom observation tool, helped obtain results to address the purpose of this investigation, and to write a plan of action to contribute in the progression of both skills. The tests results showed that most of the students have difficulty in discriminative listening, listening comprehension, oral production and oral interaction. Additionally, classes are mostly teacher-centered, and the activities practiced in class seem to be too difficult to accomplish, or the students have not reached the expected English proficiency level prior to graduation, B1. Students believe the use of technology will be of great help and motivation, although they approve the use of traditional teaching techniques of watching videos, practicing interviews, etc. Teachers also concur on the need of using platforms and applications to teach listening and speaking. Therefore, both teachers and students are aware of the factors that hinder students' performance of listening and speaking skills, and on the ones that could improve it. The design of a syllabus that includes the use of technological resources in listening and speaking classes is included in this research project to address the problem of investigation.

Keywords: *Performance, listening, speaking, technology, syllabus*

INTRODUCTION

English is the international language of communication. Through English, people socialize and have access to education and to scientific and business world information. The traditional language-focused instruction, where the emphasis is on form and the study of grammar, vocabulary, spelling, discourse, is mainly the methodology that has been used with the sample of investigation. Newton and Nation (2008, p.7) describe typical activities of this strand: “pronunciation practice, using substitution tables and drills, learning vocabulary from word cards, intensive reading, translation, memorizing dialogues, getting feedback about writing, and the deliberate learning of strategies such as guessing from context or dictionary use. Although these activities can work with students when teaching English, it would be best if they were not the only approach used with them.

The sample of investigation showed a poor performance when tests of listening and speaking performance were given. It was difficult for learners to understand the listening exercises, and their speaking presentations were limited. The Common European Framework of Reference (2001) describes what learners should be able to do at the different proficiency levels; unfortunately, the sample of investigation does not align with the B1 proficiency level they are supposed to have in third baccalaureate.

To motivate students, they need to be engaged in successful language opportunities that simulate real-life scenarios, having in mind that the purpose of language teaching is to have proficient speakers of the target language. Learning objectives have been set following the National Curriculum Guidelines, which have become the official document to use when planning lessons in every public school; nevertheless, there seems to be a gap between how students are expected to perform and their real language production.

The guidelines highlight the importance of the English language and publishes that the communicative approach is the path to follow since it embraces the principles of language learning and teaching. Learners see some listening and speaking classes as positive and necessary to learn English; nevertheless, they are aware of the rapid growth of learning technology and the possibility of using electronic learning to improve their performance.

CHAPTER I

THE PROBLEM

1.1. Statement of the problem

EFL students of third Baccalaureate-Computer Science have difficulties when working on their speaking and listening skills. After observing students' performance, it was established they lack the necessary abilities for discriminative listening, listening comprehension, oral production and interaction.

It was also noted that classes are mainly teacher-centered, and that strategies, implements and resources teachers used to put their lesson plans into action hardly included any use of technological tools. These features probably have an influence on the poor development of the language skills.

It became evident that students need to work in more active listening and speaking activities where they are taught how to pay attention to structure, listen to key words, phrases or markers to understand meaning and to be able to communicate. Instructions are probably not explicit enough, models of correct production are presumably not given to the students; maybe teachers talk most of the class instruction time and students do not have sufficient opportunities to express their opinions, ask questions, give presentations, play drama activities, etc.

The limited use of communicative activities prevents students' participation, and instructors' attitudes towards technology may also deter teachers from integrating technology in their lessons.

1.2. Justification

The purpose of this project was to examine performance of third Baccalaureate-Computer Science EFL students on their speaking and listening skills; results of tests given to students showed poor exhibition of those skills. Additionally, there was a need of investigating what strategies were used for teaching language and which ones could be put into action to improve performance. Furthermore, it was necessary to give a theoretical frame of reference on the best way of approaching the teaching of listening and speaking. Finally, results collected with the instruments of investigation

gave valuable information that was used to set a possible plan of action to solve the problem of investigation in the benefit of learners.

1.3. Research Question

What factors promote or inhibit the development of listening and speaking performance skills in Third Baccalaureate – Computer Science EFL students at Amarilis Fuentes Alcivar high school in Guayaquil, Ecuador, academic year 2018-2019?

1.4. Objectives

1.4.1. General Objective

To analyze the listening and speaking performance of Third Baccalaureate - Computer Science EFL students at Amarilis Fuentes Alcivar High School in Guayaquil, Ecuador, scholastic year 2018-2019, to determine the factors that promote or inhibit the development of both skills through dedicated language activities.

1.4.2. Specific Objectives

- To diagnose listening and speaking performance of Third Baccalaureate - Computer Science EFL students at Amarilis Fuentes Alcivar High School in Guayaquil, Ecuador, scholastic year 2018-2019 through the use of official listening and speaking tests provided by the Ministry of Education and a rubric.
- To retrieve information from the sample of investigation on the type of listening and speaking exercises that have an influence on the development of listening and speaking skills with a survey.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. The importance of listening and speaking skills

Listening is considered the most significant part of communication as it provides a significant and considerable response. This skill is important for learning a language and achieving success in the teaching-learning process. Tyagi (2013) mentions that good listening skills make workers more productive. The development of these skills allows people to:

- Understand assignments in a better way and find what is expected from students.
- Build rapport with co-workers, bosses, and clients.
- Show support.
- Work better in a team-based environment.
- Resolve problems with customers, co-workers, and bosses.
- Answer questions.
- Find underlying meaning in what others say.

Language is a tool for communication. We communicate with other people to share ideas, express our feelings, ask something and for some other different reasons. One of the ways to communicate with others is by speaking. Speaking is an important language skill for EFL learners. Hosseini, Nasri & Afghari (2017) mention that speaking plays a significant part in foreign/second language; this skill is situated in a meaningful place in the language-teaching process. Although this skill is important, it has not been valued; it is in the last twenty years that the skill of speaking has been accepted as an independent part of teaching.

2.2. Macro strategies for language learning and teaching

Some macro strategies proposed by Kumaravadivelu (2006) related to L2 learning and teaching are:

1. Maximize learning opportunities

This principle presents teaching as a process of creating new opportunities of learning. For example, when students ask the meaning of any word or phrase, teachers should not give the answer immediately, but they should encourage

learners to infer the meaning; teachers could also give students a clear explanation through examples to help them understand meaning.

2. Minimize perceptual mismatches

This principle implies perceptual mismatches that sometimes appear between what the teacher wants to teach and what learners understand. Each learner can understand the same activity in different ways. This is, when teachers ask learners to infer the meaning of a word from a text, it is possible that students have different perceptions and infer a different meaning from what the instructor is intending to teach.

For example:

Read the text and label the pictures. Use the poem *A Dream Within a Dream* by Edgar Allan Poe to infer the meanings of the words.


1.	2.	3.	4.	5.
				
_____	_____	_____	_____	_____
grasp	dream	night	kiss	day

Figure 1 Reading and vocabulary activity.

3. Facilitate negotiated interaction

This principle allows learners to start the conversation in a natural way. Therefore, the teachers should encourage learners to feel free to be part of the conversation. For instance, if teachers start a conversation talking about their favorite place for visiting, they should not mention the place; learners could get the answer by participating in the conversation and asking questions.

4. Promote learner autonomy

This principle allows students to learn how to learn. For example, in a reading class the teachers present a text and then ask students to choose new words to form their own list of unknown vocabulary per class. Therefore, when the course finishes, learners have had developed strategies to learn vocabulary in an effective way.

5. Foster language awareness

This principle promotes learning. For instance, when checking essays, if teachers only write initials or symbols for correction, it is possible that some students do not feel interested in correcting the mistakes. It is necessary that instructors also explain learners how to correct the mistakes through examples; this strategy will increase students' language awareness.

6. Active intuitive heuristics

This principle presents the importance of giving learners useful textual data to improve understanding of the rules; this is, teachers should teach through poems, songs, stories to get learners' attention.

7. Contextualized linguistic input

This principle allows the combination of syntactic, semantic, pragmatic and discourse aspects of the language; the use of poems or verses allows students to focus on the forms, meaning, practice and discourse.

8. Integrate language skills

This principle offers learners the opportunity to combine skills. For example, when teachers ask questions related to the topic of a lesson, and learners discuss the answers in pairs or in groups, listening and speaking skills work together; likewise, when learners read a text and work on reading activities, reading and writing skills are combined.

9. Raise cultural consciousness

This principle allows learners to have knowledge and culture empathy; comparing their own culture with the foreign language culture raises cultural consciousness. For instance, if the topic of the class is nature, the teacher can ask students to compare ways of taking care of the environment among people from their country with people from an English-speaking country.

10. Ensure social relevance

This principle relates to teachers being sensitive to their students' environment. For example, if the topic of the lesson is customs and traditions, teachers can ask learners questions and present activities that encourage

learners to use their background knowledge. Pre-reading: Brainstorming: What do you know about traditions around the world? Are they similar or different from the ones in your country?

Summary of Kumaravadivelu's macro strategies:

Strategy	Definition	Intended Result
Maximize learning opportunities	Create new opportunities of learning.	Students infer meaning and/or get it through examples.
Minimize perceptual mismatches	Avoid gaps between what the teacher says and what students understand.	Explanations facilitate learning.
Facilitate negotiated interaction	Participation in interactional and collaborative activities.	Students feel free to ask questions and participate in conversations.
Promote learner autonomy	This principle allows students to develop self-learning skills.	Students are more independent and discover their own learning style.
Foster language awareness	This principle promotes learning.	Development of awareness of the functions of language.
Active intuitive heuristics	Self-discover process.	Students understand rules through activities that get their attention.
Contextualized linguistic input	Putting language items into a meaningful and real context rather than being treated as isolated items of language.	Focus is on form, meaning practice and discourse.
Integrate language skills	Tasks combine the four skills of language.	Students develop language skills in a natural way.
Raise cultural consciousness	Development of culture empathy.	Successful achievement of cultural awareness.
Ensure social relevance	Sensitivity of students' environments and needs.	Students use their background knowledge to work on class activities.

Table 1 Summary of Kumaravadivelu's macro strategies (2006)

2.3. Listening in EFL

Several authors define listening. For example, Newton & Nation (2008) state that "Listening is the way of learning the language. It gives the learner information to build up the knowledge necessary for using a language. When

this knowledge is built up, the learner can begin to speak” (p. 38). Nichols (2009) states, “listening is to attach meaning to the aural symbols perceived” (p. 1). In the words of Purdy (1997), “We cannot receive another’s words unless we understand them, and we cannot understand them without listening” (p. 8). Additionally, he estimates that “listening is also our primary means of growth and intellectual development. We impart knowledge when we speak; we learn when we listen” (p.10).

For Baranova and Sirotkina (2017) listening plays a very important role when learning a new language and it is essential for communicating with others. While listening learners improve pronunciation, recognize word stress and identify vocabulary and grammar.

Hyslop & Tone (1988) assert that listening represents a dynamic procedure demanding identical skills of forecast, hypothesizing, analyzing, reviewing and generalizing that writing and reading skills demand. It includes a dynamic process of reception and construction of meaning and it replies to verbal and/or non-verbal communication. Listening skills allow students not only to understand what the speaker says, but also anticipate responding the message. It shows why children need to listen first to learn to speak by repeating what they have heard before.

Furthermore, Newton & Nation (2008) state:

Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills. (p. 38)

Listening skills allow learners to increase their knowledge for responding to spoken messages. Learners need to develop and increase their listening skills to produce language. Pre-listening activities should be practiced in class to encourage students to use their prior knowledge about the topic of a lesson.

Practice is important to develop skills. Lynch and Mendelsohn (2002) suggest the following goals for practicing listening: a) Differentiate similar sounds, b) Cope with and processes fast speech, c) Process stress and intonation differences, d) Process communicative functions and the non-one-to-one equivalence between form and function.

Purdy (1997) proposes seven components of effective listening that are essential in the lively process of listening:

- 1) Want to listen
- 2) Focus your attention
- 3) Be aware (perceptive) as you listen
- 4) Keep in mind that the listening process involves interpretation (including both verbal and nonverbal cues)
- 5) Consciously work to remember what you hear
- 6) Make a habit of responding with feedback
- 7) Care about the relationship as you listen (p. 8-9).

2.4. Stages of Listening

Nunan (1989) states that listening is a six-staged process: hearing, attending, understanding, remembering, evaluating, and responding.

The first stage: Hearing is the reception of sound, but it is not necessarily paying attention, you must hear to listen, but you need not listen to hear.

The second stage: Attending refers to a selection that our brain focuses on; it screens stimuli and permits only a few to come into focus.

The third stage: Understanding consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. Symbolic stimuli are not only words, but they can also be sounds like applause or even sights, like a blue uniform that has symbolic meanings as well. To analyze the stimuli, we have perceived, we have to stay in the right context and understand the aimed meaning. The meaning attached to symbols is a function of our past associations and of the context in which the symbols occur for successful

interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender.

The fourth stage: Remembering is an important listening process since an individual, in addition to receiving and interpreting a message, has also added it to the mind's storage bank to remember it later. However, just as attention is selective, so it is memory; input could be recalled differently.

The fifth stage: Evaluating is the process when the listener assesses the message received. It is at this point when active listeners distinguish evidence from opinion and determine the presence or absence of bias or prejudice in a message.

The sixth stage: Responding is the stage where the speaker checks if the message has been received properly. This stage requires feedback in order to conclude if the message has been received. Therefore, it is complicated as we sometimes do not have the opportunity to go back and check comprehension.

Summary of Nunan's stages of listening

Stages	Definition
1. Hearing	It refers to the faculty of perceiving sounds.
2. Attending	Not all stimuli enter the brain; it focuses attention on what is relevant.
3. Understanding	It refers to the study of meaning of words, sounds or symbols we see or hear.
4. Remembering	It is focused on the process of listening. When people listen to something they do not only receive and understand the message, but it is also kept in mind to be remembered later.
5. Evaluating	In this stage, the person who listens to a message evaluates it, differentiates fact from opinion, and identifies if there is a preconceived opinion in a message.
6. Responding	In this stage the person who speaks checks if the message has been admitted in an appropriate way.

Table 2 Summary of Nunan's stages of listening (1989)

2.5. Phases of listening

Richards (2015) talks about three main phases, the pre-listening phase, the while-listening phase and the post-listening phase.

The author suggests spending about five minutes in the pre-listening phase for learning words that cannot be easily inferred from context, for providing

background to give important information for the understanding of the task, and for realizing what the best strategy for facing the task is. Some examples of pre-listening activities are brainstorming, predicting, picture description, questioning, and story building.

The while-listening phase is the most important of the process. Here, the students focus on the purpose of the activity; they also find strategies to deal with the activities such as guessing meaning of new word, understanding main ideas, etc. Teachers are responsible for presenting to students' activities which do not distract listening attention with too much reading or writing; besides, the difficulty of the tasks depend on the English proficiency level of the learners. Richards (2015, p. 95) gives examples of tasks that are appropriate for this phase: sequencing, true-false, matching, key words, gap-fill (cloze) dialogue, check predictions, chart filling.

The post-listening phase mentioned by the author, is the time when teachers check comprehension, explore difficulties, and offer solutions. For example, if the task is one that contains characteristics of spoken production such as blends, ellipsis, etc., it is necessary to help the learners in recognizing them. Furthermore, listening as the other language skills is a source of language, and it may become necessary to check and reinforce structure, syntax, grammar, vocabulary, etc. Thus, the activities proposed by Richards (2015, p. 396) for this phase are: analyze problems, extension activities, language study, read and compare, vocabulary development, summary.

Comparative table of Richards' phases of listening

	Pre-listening	While listening	Post-listening
Focus on	Providing background to give useful information for the comprehension of the assignments.	Applying strategies to achieve success in learning process.	Checking listening understanding, discovering obstacles, and providing problem-solving strategies to reinforce what is learned.
Examples	Brainstorming, expecting, describing pictures, asking questions, building stories.	Sequencing, answering true or false, joining with lines, identifying key words, filling in the blanks, etc.	Identifying problems, comparing answers, practicing vocabulary, making summaries, etc.

Table 3. Comparison of Richards' phases of listening (2015)

Other activities to develop listening skills are proposed by Lund (1990):

- a) Doing: Total Physical Response is the approach to check comprehension.
- b) Choosing: the listener chooses photos, passages, or activities.
- c) Transferring: listeners transform the information received; they can create a map or complete a chart.
- d) Answering: the listener answers questions from listening input.
- e) Condensing: the listener writes ideas or makes a drawing.
- f) Extending: the listener finishes a story or solves a problem.
- g) Duplicating: listeners repeat a message and translate it to their mother tongue.
- h) Modeling: the listener models a similar response.
- i) Conversing: the listener participates in a conversation.

Teachers' role in listening activities

According to Harmer (1983) there are eight main teachers' roles in listening activities:

a. Teacher as an organizer

Teachers give clear instructions and useful feedback. They also prepare the listening lesson and give clear instructions to their learners.

b. Teacher as a controller

This type of teacher performs the whole lesson. They decide what students do and what they listen, when they should speak, and what language they should use.

c. Teacher as an evaluator

Teachers evaluate their students and give them appropriate feedback. This role is important to monitor the learning process of students and provide them constructive feedback that encourages them to continue learning.

d. Teacher as a resource

In this role, teachers provide students useful resources to help them to solve learning difficulties. This role is focused on helping students to develop skills and understand what they are learning.

e. Teacher as a tutor

Teachers act as coaches, as resources and help their learners to develop ideas. Teachers assist their learners in every learning stage and help them towards predicting missing information.

f. Teacher as an investigator

In this role teachers are in a constant state of investigation of new techniques, strategies and methods which allow them to be better professionals. This role provides learners a quality education since the teachers are trained to apply appropriate resources in the classroom.

g. Teacher as a prompter

Teachers encourage students to be active learning and participate in class. They also support students during listening activities. This role motivates students to feel like an important part of the learning process.

h. Teacher as a participant

Teachers take part in the listening activities so they can lead their students in the process. They can improve the classroom atmosphere. They can also participate in pre and post listening activities. This role improves the atmosphere in the class because students see the teacher as another student.

Summary of Harmer' s teachers' role in listening activities

Teachers' role	Definition	Intended Result
Teacher as organizer	Teacher builds on strengths students and gives them appropriate feedback.	Organization helps improve students' abilities for active learning.
Teachers as a controller	Teacher maintains control of the activities and the classroom environment.	Control allows to create an organized classroom environment which helps to achieve success in learning.
Teacher as an evaluator	Teacher evaluates the students' learning process	Students feel free to ask teachers when they have questions about the class.

	and guides them overcome weaknesses.	
Teacher as a resource	Teacher uses effective resources according to the needs of students	Appropriate resources encourage students to work on class activities.
Teacher as a tutor	Teacher guides and supports students during the learning process.	This role offers students some guidance and support which allow students to feel comfortable while they are working.
Teacher as investigator	Teacher always investigates and updates his/her knowledge to achieve success in the teaching-learning process.	Students improve their learning because teachers are trained to offer a quality education.
Teacher as a prompter	Teacher motivates learners to be dynamic and participate in class activities.	Learners feel encouraged to work on class activities.
Teacher as a participant	Teacher shows students that he/she is also a participant in class.	The class atmosphere is positive, and students feel more confident working with their teacher.

Table 4. Teachers' roles in listening activities. Harmer (1983)

2.6. Principles for developing listening ability

According to Rost (1991) there are four principles for developing listening:

- Listening ability develops through face-to-face interaction. When students interact in English, they have the opportunity for new language input, and they can get to know how the listening abilities are developing.
- Listening ability develops based on meaning with the objective to learn useful content in the target language. When learners are concentrated on meaning and are interested on listening in English, they can relate linguistic and non-linguistic abilities to know what other people are saying.
- Listening ability develops through work on comprehension activities. When students are focused on specific goals when they are practicing listening, they can assess their listening abilities. Furthermore, when learners have a good understanding of the activities, they can verify if they have achieved their goals.

- Listening ability develops through analysis of form. By perceiving sounds and words to understand meaning in listening, learners can evaluate their own progress. Moreover, learners can feel confident to use listening to understand meaning.

Because of aspects like dialects and intonation, learners need practice to develop listening skills. However, with the application of some strategies, teachers can create activities according to the learners' level of English to develop their listening skills and to increase students understanding.

Furthermore, Nunan (2003) proposes five principles for teaching listening:

The first principle is about exposing students to different ways of processing information: bottom-up vs. top-down. This is, students start with words, phrases, sentences, thus, comprehension is achieved by understanding specific pieces of information (bottom-up processing); furthermore, learners can also use background knowledge to be able to work properly with an specific task teachers are providing (top-down).

The second principle concerns the exposure of students to different types of listening. Nunan mentions: a) listening for specific information, which is probably the most common type of task in books, where students have to catch specific information while listening such as names, the name of a street, a problem, the weather forecast, etc. b) listening for gist, where learners listen for giving account of main ideas, sequence of events and the like. c) Inference, where students will have to report about information that may not be directly expressed in the listening task but that they can infer.

The third principle proposed by Nunan (2003) demands teaching a variety of tasks like following instructions, drawing pictures, checking boxes, numbering the pictures, choosing a summary from two or three choices, etc.

The fourth principle deals with considering text, difficulty, and authenticity when teaching listening. The degree of difficulty and the different type of activities that learners can do will depend on learners' proficiency and learning style. Activities can vary from pausing a spoken input to ordering events, making different inferences, giving an opinion about a stand, etc.

The fifth and final principle reported by Nunan (2003), is related to the use of strategies such as predicting, inferring, monitoring, clarifying, responding and evaluating.

Other authors talk of some different types of listening. Wolvin (2009) for instance, mentions there are two types of listening so learners could recognize words to identify a main idea; they are discriminative and comprehensive listening.

Discriminative listening requires careful concentration on, and sensitivity to, the various stimuli to differentiate between/among them accurately. Effective discriminative listening demands sensitivity to the verbal and nonverbal cues offered by the communicator and a concerted effort to identify the auditory and the visual messages.

Listening for comprehension extends from the discrimination of the stimulus to an understanding of the message. Comprehensive listeners listen to lectures, briefings, reports, conferences, television and film documentaries, telephone messages, traffic alerts in order to comprehend the information presented (p.142).

On the other hand, Kline (1996) states there are five types of listening: informative listening, relationship listening, appreciative listening and discriminative listening. Finally, teachers must consider that there are certain factors that can affect students' comprehension and the development of the listening skill. Bingol, Celik, Yildiz & Mart (2014) mention: "1) audio material quality, 2) cultural differences, 3) accent, 4) unfamiliar vocabulary, 5) length and speed of the listening, 6) physical conditions, 7) lack of contradictions".

Other authors also report on difficulties present on the development of listening skills. Hasan (2000) mentions that predicting of what the talker says about, trying to guess new words or phrasing, identifying important ideas or arguments can be some difficulties to develop listening skills. Nguyen (2012) acknowledges that unknown topics, different intonation, real language or

reliable resources, verbal characteristics, unknown structure and the duration of the listening activities.

2.7. Useful strategies to develop listening skills

According to Newton & Nation (2008) there are two types of listening strategies: communication and learning strategies. Communication strategies allow to assist comprehension, for example making predictions before listening, listening selectively, etc. While, learning strategies are for noticing language forms in the input in their independent listening, for example negotiating, listening for patterns, focused listening.

The correct use of strategies allows learners to gain comprehension and use the English language for different purposes.

According to Buck (2001, p. 104) the strategies in listening are:

1. Cognitive strategies

Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval

- Comprehension processes
- Storing and memory process
- Using and retrieval processes

2. Metacognitive strategies

Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies

- Assessing the situation
- Monitoring
- Self-evaluating
- Self-testing

Strategies in listening should be applied to develop communicative competences and interact with others using new information. Cognitive strategies give learners the opportunity to practice mental activities that help them in the development of listening comprehension. On the other hand, metacognitive is the strategy that EFL learners use for managing and controlling learning activities.

Characteristics of real-life listening situations

1. Informal spoken discourse

Most of the spoken language we listen to is informal and result of a sudden impulse. People who speak use words to express their ideas while they go along, instead of reading or repeating something from memory. Ur (2008) declares informal spoken discourse has some important characteristics:

Brevity of chunks. It is generally separated into short pieces. In a dialogue, for example, people follow an order to speak; generally, each person takes short periods on each one.

Pronunciation. The pronunciation of words is sometimes poorly articulated and is given differently from the standard pronunciation given in dictionaries.

Vocabulary. The vocabulary is frequently informal.

Grammar. Informal speech is usually inaccurate and imprecise; grammatical mistakes are present; incomplete clauses are frequently found.

Noise. Noise will appear when words are not pronounced correctly, when people who hear them do not know their meaning, or when the receiver is not paying attention, among other reasons. According to Ur (2008), we usually do not understand everything we hear; we recover missing information through deduction.

Redundancy. People usually say one idea more than it is needed to communicate with others. Redundancy is the state of words being useless or unnecessary; for example, the use of fillers such as *Hmm, you see, you know.*

Non-repetition. Discourse is usually presented once; however, listeners may ask for repetition of what has already been said or explained.

2. Listener expectation and purpose

Most of the time listeners understand the topic of conversation or of what is going to be said; therefore, people usually have aims for listening farther than comprehending what they listen.

3. Looking at as well as listening

Generally, people connect what they look at with what is being said. There are other events that provoke a reaction to look at something, for example a picture, a graph, or any other visual stimuli that draw attention.

4. Ongoing, purposeful listener response

Listeners' responses are generally related to replying at intervals as the conversation unfolds. It is not common that people only listen and express their opinions only at the end of the conversation. Answers are commonly connected to the listening intention and are sometimes a proof of what something has been understood.

5. Speaker attention

The speaker regularly focusses his or her speech on the listener. The responds of speakers are sometimes focused on people's reactions; it can be made using verbal or non-verbal communication, or by varying or adjusting speech.

Listening comprehension

Listening comprehension plays a significant part in language learning. It also allows the development of other skills. Therefore, it is necessary to apply strategies that help learners to succeed in language acquisition.

According to Vandergrift (1999), listening comprehension is an active process where learners must identify the different sounds, vocabulary and grammar comprehension, and recognize the stress and intonation.

Vandergrift (1999, p. 167) claims:

Listening comprehension is a highly integrative skill. It plays an important role in the process of language learning/acquisition, facilitating the emergence of other language skills. For these reasons, an awareness and deployment of effective listening comprehension strategies can help students on the language input they are receiving.

Furthermore, Berne (1998) talks about some facts related to listening comprehension:

- Familiarize with the text makes easier (Second Language) L2 listening comprehension.
- Lower-proficiency L2 listeners are present to phonological or semantic -cues.
- The effectiveness of different types of speech or aids let learners see changes depending on the level of proficiency of the foreign language.
- Repetition of texts facilitates learners the listening, understanding better than other types of changes.
- The use of pre-listening activities allows learners listening comprehension.
- The use of videotapes, helps learners listening comprehension.
- The use of original listening passages allows learners to improve listening comprehension.
- Training in the use of listening strategies permits learners to develop listening comprehension.
- Listening comprehension is developed with the use of different types of listening passages, and with the use of different resources as videotapes, or audiotapes (pp. 169-170).

Considering all these factors and adapting the ones that are likely to work with our students' needs will facilitate listening comprehension; learners will feel confident to practice the language in real situations.

Stages of second language acquisition

It is important that teachers implement instructions that help learners to acquire the language in a natural way. According to Herrera (2015.) the stages of second language acquisition are:

Preproduction. - Although this is the first stage of second language acquisition, learners relate to different sounds, structure of the English language. Moreover, learners answer questions by extending one finger, making gestures, or drawing pictures.

Early production. - In this stage, learners use very few simple words. Moreover, they can recognize people, locations, and things. They also start relating between the letter and sound.

Speech emergency. - In this is stage learners feel more confident while reading due to the improvement in oral production.

Intermediate fluency. - Learners use new words, wider phrases and concepts related to the content area. Furthermore, learners write and read with better understanding.

Advanced fluency. - In this stage learners use language by applying advanced grammar and vocabulary; learners build different assumptions and opinions-

2.8. Speaking skills

The need of finding a methodology that would work for helping students to speak fluently and accurately has had an impact on formulating the most effective ways for communicating for social purposes, for studying abroad, for getting a better job, etc. There have been several approaches used over the years, from grammar-based methods where students would know and repeat the language in mechanical ways, to communicative approaches where the goal is form and meaning and producing effective oral interaction.

According to Celce-Murcia, Brinton & Snow (2014) speaking skills could be classified in: a) phonological, related to the production of correct sounds; b) speech function, the use of oral communication and verbal function; c) interaction management, where people share ideas, talk about different topics, etc.; d) extended discourse organization which involves coherent and cohesive oral communication.

Speech is the most effective way to communicate with others. Richards (2015, p. 407-408) highlights features that are the result of research for teaching speaking using authentic spoken interaction:

*The clausal nature of spoken language, with clauses linked together through simple coordination, rather than the use of complex sentence constructions, as are common in written English.

*The use of incomplete sentences, such as Saw a great movie last night.

*The use of chunks or multi-word units, such as its almost as if and what I am thinking is.

*The use of fixed utterances or routines, such as Nice to meet you. How have you been? and Talk to you later.

*The use of idioms and colloquial expressions, such as make a move, pig out, and send someone up.

*The use of discourse markers, such as the thing is, by the way, and another thing.

*The interactive and negotiated nature of oral interaction, involving such processes as turn-taking, feedback and topic management.

*The differences between different genres of spoken English, such as small talk, conversations and transactions.

*The difference between formal and casual speech.

*The difference between written grammar and spoken grammar.

The ability to speak English well will open doors to students. They will have better opportunities in their careers and their social life. The more accurate and the more fluent students are in English, the more exciting conversations they can have; they will have more chances to communicate with foreign people.

2.9. Importance of Speaking

Kayi (2012) reports the words of Chaney (1988, p. 13): “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. The author also comments about how speaking is an important part in the process of learning and teaching process, and how, despite its importance, teaching speaking has not been given the value it has.

During the last decades, the English language has become an international language. Qureshi (2007) states “English is playing a major role in many

sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism, etc.” (p.2).

Different authors give their insights about the importance of the speaking skill. Qureshi (2007) for example, states that language is a way of communication with other people with whom thoughts and opinions are shared. Oral communication occurs where speech is present; without speech, oral communication is almost impossible. Zaremba (2006) adds that, of all language skills, speaking appears to be the most significant, necessary to communicate with others. Efficient speaking skills give excellent results in oral activities, conversations asking for jobs, instructions for a new job, and other reasons engaged in commerce. Moreover, Goh (2007) thinks that developing the speaking skill contributes positively to language acquisition and development.

Boonkit (2010) states “speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue” (p.1305). As English is an international language, effective strategies should be applied to allow students to develop not only speaking skills but also all the skills to enhance communication achievement.

Boonkit (2010) also states “Confidence and competence usually lead to strengths of English-speaking skills” (p.1306). Confidence is an important factor that allows students to develop skills, since it helps students to increase self-esteem and speak in a natural way without worrying about their mistakes. The development of speaking is important to have an effective communication. Communication is not only asking and getting information from others but also keeping the information in the same content and context. Training (2012) states “Communication is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas” (p.10). Communication is the skill needed to generate and share thoughts or opinions. The success of the communication depends on the quality of thoughts or opinions.

Another author that comments about the effectiveness of communication is Ahmad (2016):

Communication becomes effective when a communicator is effective enough to communicate competently, simply, clearly sincerely and dynamically. Communication is essential for close sympathetic relationships in a society and for transformation of men, material and thoughts from one place to another. This process involves initiation reception and response that serve as feedback. Hence, communication is interactive by nature (p. 478).

Therefore, speaking is the most important language skill. In order to communicate in a world where English is widely spoken, teachers should provide students with the ability to connect confidently with other people through language, so they can develop stronger relationships with their peers. The success of the communication depends on the richness and clearness of the ideas that people share with others.

Issues related to the development of speaking skills in EFL

It is not easy to speak English for all EFL students. They feel different emotions at the moment of speaking. Padmadewi (2016) made a study to report about students' anxiety in speaking classes; the data collection of the case study showed that observation, individual demonstration, and control of time are some of the factors that provoke students' anxiety.

Another difficulty present in EFL learners according to Littlewood (1984) is the lack of motivation at times of performing a speaking task; this is, the desire that defines whether learners are able to do an activity, how encouraged they are, and how long they keep the same attitude.

Other factors related to speaking that cause problems to EFL learners are the ones mentioned by Ur (2008): a) Inhibition: students are afraid of making mistakes. They are also worried about criticism, or they are shy. b) Nothing to say: learners do not feel encouraged of speaking in the foreign language. c) Low or uneven participation: only one learner can participate at a time in speaking classes; thus, in big classes sometimes only a few students

participate. d) Mother-tongue use: learners who speak the same native language usually use it because they feel more comfortable and less exposed.

Yet some other issues that have a negative impact on the development of the speaking skill are the strategies used by teachers, the educational programs used at schools and environmental conditions (Rabab'ah, 2005). It is in the teachers' hands to seek for the best strategies and the most appropriate curriculum to satisfy students' needs and learning styles.

2.10. Principles for teaching speaking

Nunan (2003) proposes five principles for teaching speaking. The first principle is related to the need of differentiating foreign language (FL) context and second language (SL) context. The major challenge is for people who are learning a language that is not the language of communication in their society (FL). For this group of learners, it gets complicated to use what they learn in class with the people outside the classroom who do not know or use the foreign language in question. Whereas second language learners (SL), being in a country where the language is spoken by the people outside the classroom, have handful of opportunities to make use of what they learn in real communication.

The second principle consists of giving students practice with both fluency and accuracy. Nunan (2003, p. 55) clarifies the difference between both:

Accuracy is the extent to which students' speech matches what people say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

The third principle relates to the opportunity students should be given for talking in pairs or in groups. When learners have the possibility of taking on varied speaking roles while in pair or group work, they can experiment what real communication is. If teachers are only instructors, they will do most of the talking in classroom.

The fourth principle relates to planning tasks that involve negotiation for meaning. "By asking for clarification, repetition, or explanations during

conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand” (Nunan, 2003, p. 55).

The fifth principle bases its importance in designing classroom activities that involve guidance and practice in both transactional and interactional speaking.

Activities to promote speaking

Tasks practiced in class should go in accordance to learners’ proficiency level; activities should encourage students’ use of the English language in real-life communication. Kayi (2012) mentions some activities to promote speaking:

1. Discussion

Listening and speaking are the skills that need to be developed by students to communicate with others in an effective way. Menggo (2016) argues that discussions offer learners to develop their critical thinking while teachers become guides and who stimulate their students.

2. Role play activities

Teaching English language with role-play is significant to encourage learners to use the language and develop speaking competences. Learners can integrate the language skills in a natural way; role-play activities motivate learners to participate even if they have limited vocabulary. Blank (1985) mentions that role-plays involve students in physical participation of activities where they act or imitate behavior of someone who is different from themselves; this type of task addresses the kinesthetic learning style.

3. Simulations

Simulations are useful resources that allow learners to develop speaking skills. In simulations, learners are placed in a reality with which students interact. Jones (2013) thinks that an important reason for the application of stimulations is that students learn from their mistakes and feel motivated to participate in future simulations.

4. Information Gap

Jondeya (2011) declares that an information gap activity is a valuable and significant technique that offers learners the opportunity to communicate with

others. In information gap activities learners share information that they have previously collected from their peers, which motivates them to negotiate meaning.

5. Brainstorming

Ghaemi & Hassannejad (2015) place brainstorming as a pre-speaking activity that encourages learners to produce thoughts in a faster and more effective way. In brainstorming, learners speak freely without regard to grammar, spelling, pronunciation, etc., because the focus is on the generation of ideas.

6. Digital Storytelling

Digital storytelling is a significant technology resource in education that connects technology and the art of telling stories using the voice of learners. Jianing (2007) states that the application of storytelling in English classroom is a meaningful activity to motivate learners to use the language in a natural way. Furthermore, Ohler (2006) highlights digital storytelling as a new technological activity useful to gather, generate, investigate and connect visual images with oral production.

7. Oral Report

Oral report technique provides a solution to encourage learners to participate in activities where they communicate with their peers in a natural way. If used properly, oral presentations give students different and fun learning experiences as they interact with their classmates and teachers. For Marzuki (2017), the application of the oral report technique allows the improvement of speaking skills.

8. Picture description

Picture description is an effective interactional speaking strategy where students give a vivid or graphic description of an object or a scenario from a book or from any visual or aural material. Trabasso & Nickels (1992) mention that in picture description learners can say as many sentences as possible about a picture. This activity encourages the use of the imagination or original ideas.

Teachers' role in speaking activities

Harmer (2007) shares that a teacher is like a grower who observes the seeds grow. Learners are the farmland and teachers give the seeds. Teachers as growers take care of the seeds and water them while they are growing.

Teachers are part of students' lives not only because they instruct them, but also because they are their role models as professionals and as human beings. Teachers should encourage students to practice the language in a natural way. Furthermore, managerial and instructional functions should be carried out together to succeed in the language learning.

Koran (2015) states: "organizer is one of the most important roles of teachers during speaking activities. This is more than just explaining or doing some oral exercises. Teachers should know what kind of activity to use at first or what to do after that" (p.404). The activities used by teachers in speaking classes should be in accordance with learners' age and their English proficiency. Moreover, teachers should encourage learners to practice the language outside the classroom.

Harden & Crosby (2000) state: "The changing role of the teachers may cause unease among those entrenched in traditional approaches to education" (p.334). Teachers' role in speaking activities could encourage or discourage learners to practice the language; it depends on the kind of activities used in class.

Harmer (1983) mentions three roles teachers play to help their learners develop speaking skills. The prompter provides clear instructions that allow learners to feel confident when working on the speaking activity. The participant gets involved at a certain degree with the speaking tasks, and the feedback provider gives feedback to learners and encourage them to speak.

CHAPTER III

METHODOLOGY

3.1. Context

This chapter is focused on providing details regarding the methodology used for confirming and measuring the scope of the influence that technological tools have on the development of listening and speaking skills of students from third year baccalaureate - Computer Science at Amarilis Fuentes Alcivar High School in Guayaquil, Ecuador. In this study, a listening and speaking test was given to the students to report on their performance of those skills; a rubric was used to evaluate speaking skills. Additionally, a survey was applied to the sample population, and a class observation tool was used with teachers.

3.2. Research Methods

The research methods used in this study were quantitative and qualitative for gathering data and interpreting the information collected through the instruments described in this chapter. Some of the characteristics of qualitative research are:

- The nature of data collection is based on words, images, surveys, participant observation, field notes, and open-ended questions.
- Data analysis uses descriptive data, search for patterns, holistic features and appreciate variations.
- Results are according to particularistic findings.
- Final report is informal narrative report (Antwi & Hamza, 2015, p. 222).

In terms of qualitative research, the author states instruments used are applied to improve comprehension of ideas, arguments, and opinions. This research also allows the use of specific results and understanding characteristics.

According to Martin & Bridgmon (2012) some of the basic characteristics of quantitative research among others are.

- The association of research with experiments.
- The use of questionnaires.
- The quantitation of relations and features.
- The collection, presentation, and quantitative data.

In terms of quantitative research, the author mentions that investigation is related to experiments and it is possible the use of numerical instruments for gathering information and collecting numerical data.

DeFranzo (2011) also states quantitative research is used for quantifying the problem by generating numerical data. It is also used for quantifying attitudes, opinions, behaviors, and other defined variables and generalizing results from a larger population.

This study is also descriptive. Its features did not aim at forming hypotheses or development of theory. It was objective and neutral. It also described how reality is. This descriptive research was not focused on making assumptions, it was realistic and impartial. It explained the features of the population and was not based on the subject but not on the reason of the investigation.

Two types of descriptive methods used were the survey and the observational method. Surveys were used for collecting information from students. They are effective instruments for collecting data since they allow researchers the possibility of gathering information in a short period of time, they are relatively cheap, and they can be administered without difficulty. Surveys involve the analysis of documents that allow to discover facts that have happened in a field of study and follow the necessary steps to improve them.

Mathers, Fox, & Hunn (2007) state that surveys are effective because they can use an unplanned sample procedure to recruit members. Additionally, classroom observations were used to witness teachers' performance and students' participation. Class observations are given different names like walkthroughs and learning walks. They provide teachers productive feedback to enhance their classroom management and improve teaching practice.

3.3. Participants

Eleven English teachers who work at Amarilis Fuentes Alcivar High School, two men and nine women, participated in this research. Six of them have bachelor's degrees in arts and 5 of them have a master's degree in education. All of them have more than five years of experience in teaching English in private and public schools. Additionally, ninety-eight third year baccalaureate

–Computer Science EFL students (24 men and 74 women) participated in the study. The sample represents all the students in third year baccalaureate.

3.4. Instruments for data collection

The instruments for data collection used for this study were: five tests retrieved from the English Book of the Ministry of Education (2012) B1.2 level to measure listening and speaking skills, an evaluation rubric, a survey apply to students and a class observation tool.

The five official tests selected for this study, provided by the Ministry of Education, had the objective of assessing students speaking and listening skills. Test 1: Listening Test. Discriminative listening; Test 2: Listening Test. Listening comprehension. Test 3: Speaking test. Oral production test (individual). Test 4: Speaking test. Oral interaction test (two students). Test 5: Speaking test. Oral interaction test (group of three students) (Appendix 1).

Discriminative listening test number one consists of five sentences related to environmental issues. Students were asked to listen to some facts about environmental issues and mark true or false. Furthermore, students had to correct the false statements. They spent one hour working on the test. The sentences were:

1. The application of many environmental groups has been approved by organic pesticides.
2. Many Australian farmers had been killed by Tasmanian Tigers before they became extinct.
3. Recycling has been used by many countries to lower human waste.
4. Hopefully new laws and legislations will protect endangered species.
5. Reforestation has been conserved through many animals' natural habitats.
6. Sea levels will be increased by global warming.

Listening comprehension test number two consisted of six questions related to an interview using sentences in reported speech. First, students had to listen to an interview, and then they were asked to use reported speech to answer the questions. The students were given one hour for answering the following questions:

1. What did Josh say he loved?
2. Why did Josh say he loved scuba diving?
3. What did Josh say about life under the water?
4. What is the second sport Joseph enjoys?
5. When will Josh be participating in a competition?
6. When did he start training?

Test 3. Speaking test. Oral production test (individual)

In the oral production test (individual) number three, students were required to talk about their favorite movies for about one or one and a half minute, including the following information:

1. The reasons why they prefer movies.
2. How often they watch movies
3. What kind of movies they prefer.

In oral interaction test number four, pairs of students were asked to discuss endangered species. Moreover, students were required to talk about the reasons they think those species are endangered and the possible solutions to avoid harming them.

In oral interaction test number five, students worked in groups of three. They were required to discuss an answer to the question “Do you prefer to stay home or go out with your family or friends when you have vacation?”

The Speaking Rubric for Fluency activities 2005 from Pearson Education was adapted to assess students’ speaking skills (Appendix 2). The features of vocabulary, accuracy, fluency, interaction and pronunciation were used to determine performance.

The survey used with students had the objective of collecting information on the type of listening and speaking exercises and teaching tools used in class and asking students on different options to develop both skills. The survey was adapted from one used by Brunfaut & Green (2017) to report on the assessment of listening and speaking skills in Bangladesh Higher Secondary Schools (Appendix 3).

Additionally, a class observation instrument was applied to the two teachers who teach English in third baccalaureate (Appendix 4). The instrument was also adapted from the study of Brunfaut & Green (2017, pp.102-103). The purpose of using this tool was to understand the methodology used by teachers in their listening and speaking classes. The items included in the class observation format were:

1. General information about the teachers
2. Classroom activities observed
3. Language and nature of interaction
4. Assessment observed
5. Teacher's English ability level

Each item mentioned above has sub-items which were detailed according to the observer's opinion. The checklist used by Brunfaut & Green (2017) in her thesis "English Listening and Speaking Assessment in Bangladesh Higher Secondary Schools" was used. Teachers were observed on October 8th, and October 11th. One hour was used for classroom observations of Teacher A, and Teacher B. Participants received a sheet with the indicators that were going to be used in the observations some days prior to the event.

3.5. Results of students' listening and speaking tests

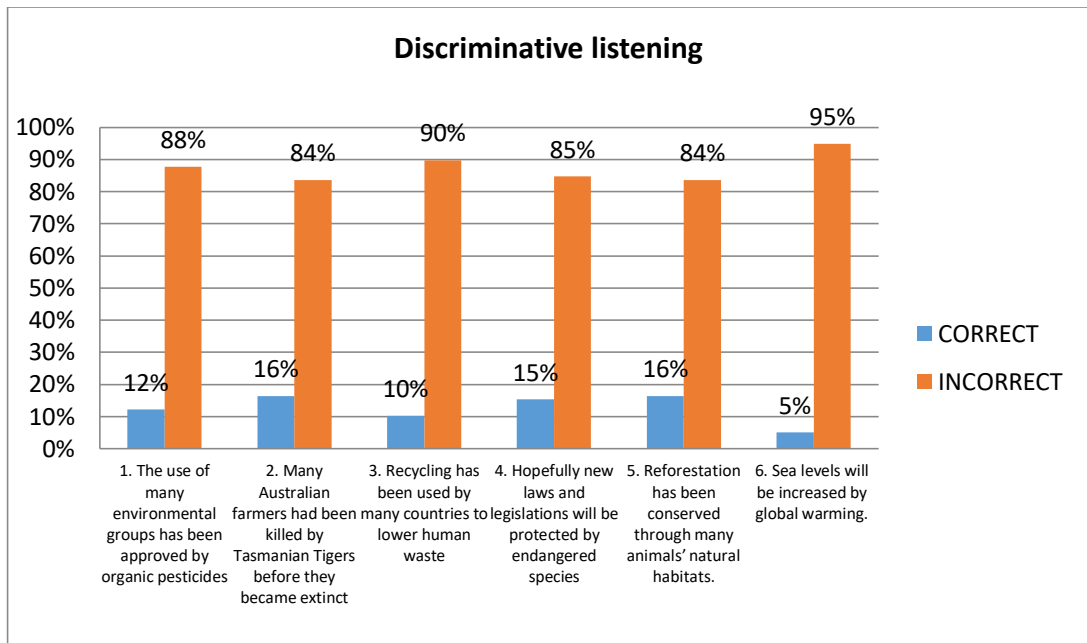


Figure 2. Test 1: Discriminative Listening

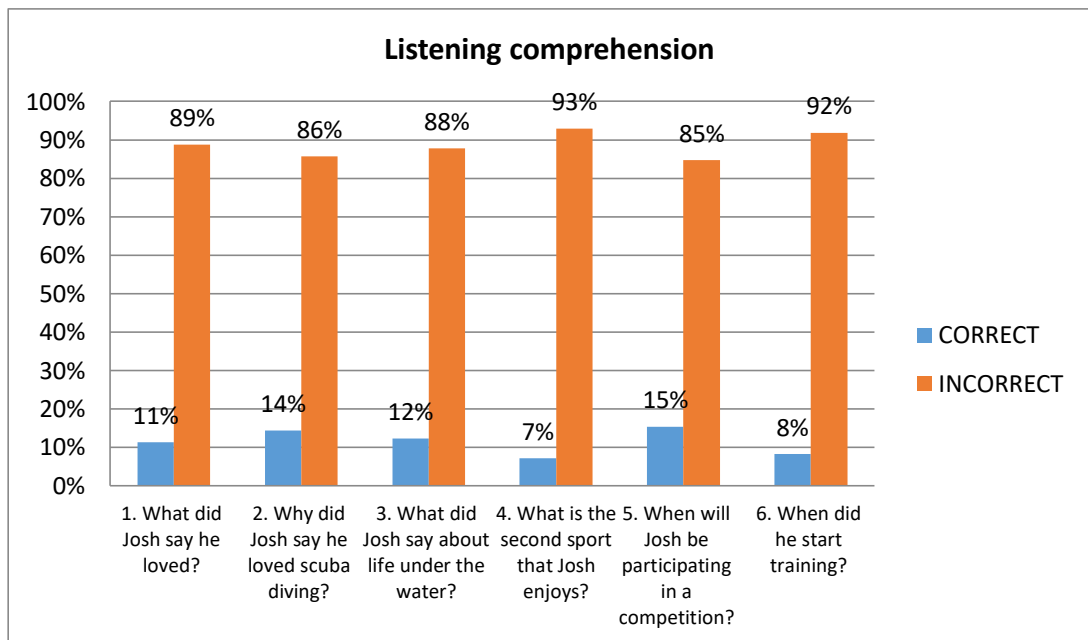


Figure 3. Test 2: Listening comprehension

Discriminative listening test (figure 2) shows that an average of 88% of responses were incorrect. A similar scenario is repeated in figure 3 where an average of 89% of the answers given by the students were incorrect.

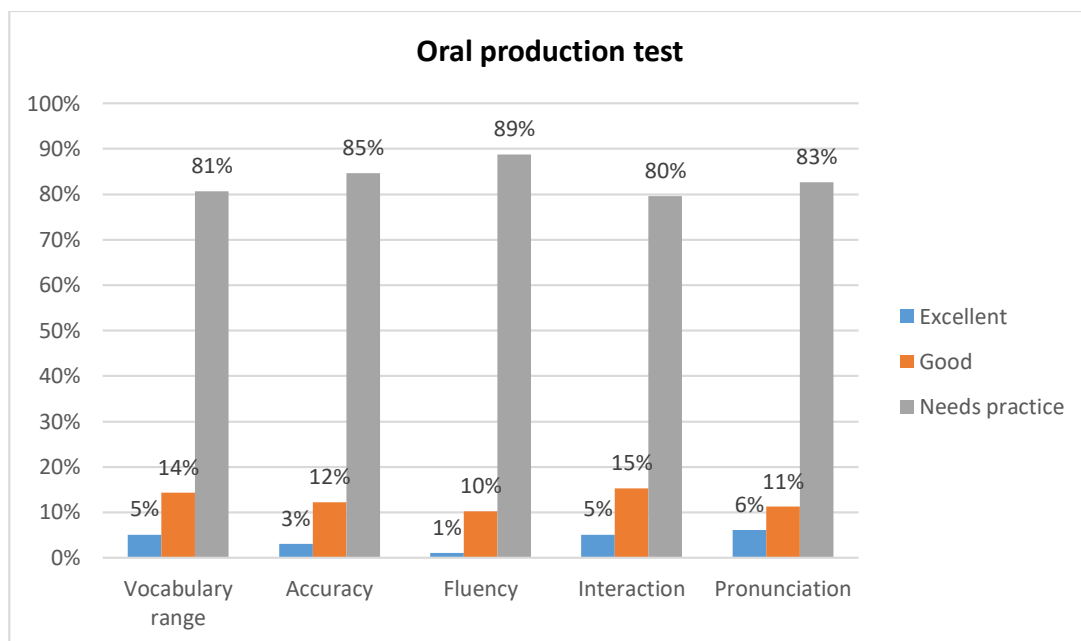


Figure 4 Test 3: Speaking test. Oral production

The oral production test (individual) in figure 4 shows that an average of 4% of students' speaking performance was excellent, and 13% of them were good; meanwhile, most of the answers (an average of 84%) showed that students need to practice oral production.

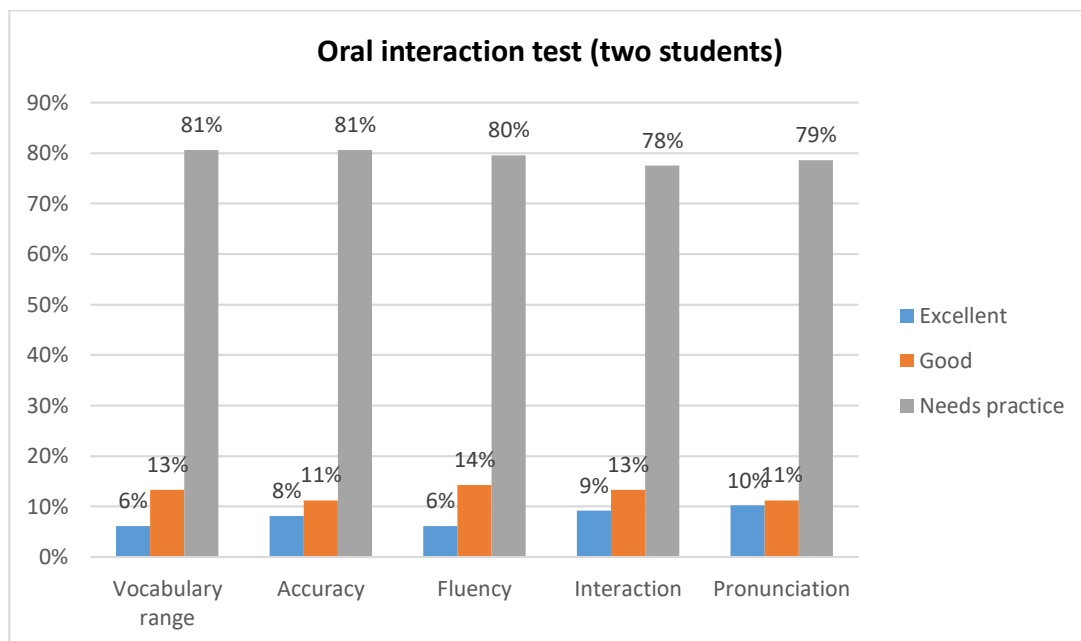


Figure 5 Test 4: Speaking test. Oral interaction test

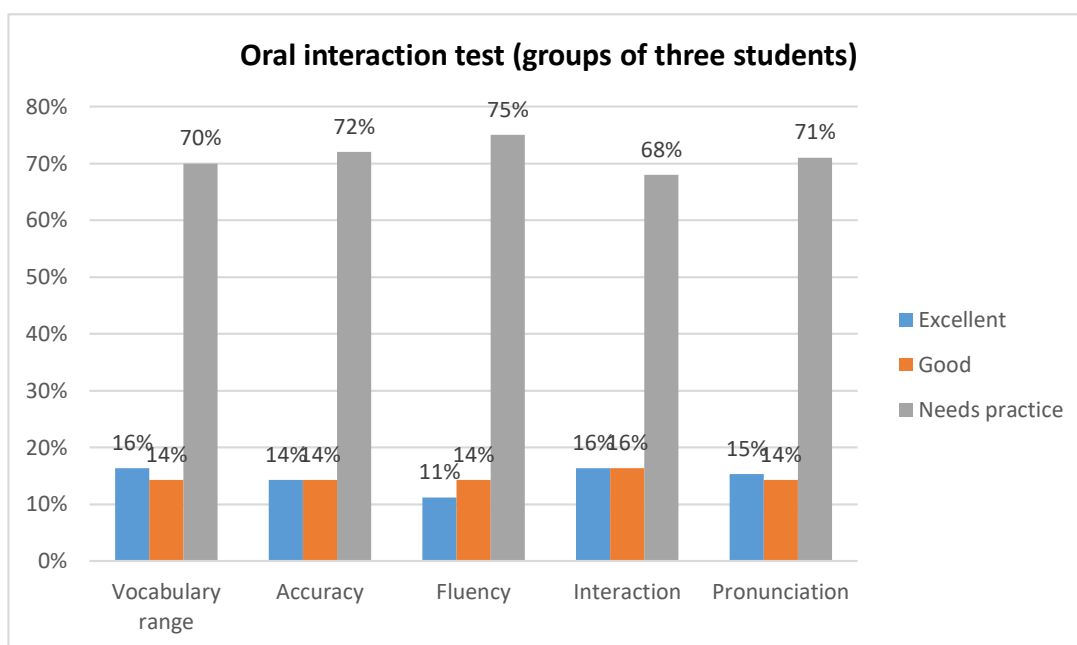


Figure 6 Test 5: Speaking test. Oral interaction test

Figure 5 and figure 6 show that in the oral production test in pairs and groups of three, most of the students need practice on vocabulary range, accuracy, fluency, interaction and pronunciation.

3.6. Analysis of students' listening and speaking tests

The results gotten from the tests applied to students demonstrated that most of them had difficulties in discriminative listening, listening comprehension, oral production and oral interaction. Most of them had a hard time understanding what they heard to complete class activities, and the oral production and oral interaction represented a challenge for them.

The information gotten from the tests are not in accordance with the proficiency level the sample is supposed to have. The book imposed by the Ministry of Education to third baccalaureate students is directed to learners who have a B1.2 English proficiency level; nevertheless, the sample could hardly understand the main points of standard speech, even though the delivery was clear and given to the learners for 2 times in a row.

It was difficult for the sample to interact in conversations of everyday life because their vocabulary range was limited; moreover, they could hardly give opinions or describe their points of view accurately, fluently or with a good

pronunciation. This shows how difficult it is for the teachers and students to get to a certain level of competence that permits communication.

Several factors could be affecting listening comprehension: quality of recorded materials, cultural differences, accent, unfamiliar vocabulary and the length and speed of the listening material. Teachers are responsible of giving background knowledge on those aspects to their students so they can successfully complete their listening tasks. Additionally, it seems necessary that teachers plan lessons based on their students' needs.

Moreover, it looks like it is important to provide learners with different kinds of input like videos, radio, news, films, everyday conversation, etc. It is also possible that students are not familiarized with the rules of pronunciation and the different accents of native speakers.

Group work can be a motivating method that could boost participation, communication, and improve critical thinking; nevertheless, it can discourage students if done without careful planning. Group work should have a balance of needs, productivity and participation. It seems possible that, when working in groups performance is affected because learners do not trust each other.

Furthermore, English phonology, syntax, vocabulary, semantics and personality can also affect speaking production. English phonology is a difficult aspect on which students need guidance.

Finally, giving feedback on students' performance is probably something that teachers need to do more often. Feedback encourages students to reflect on their performance.

3.7. Results of survey applied to students

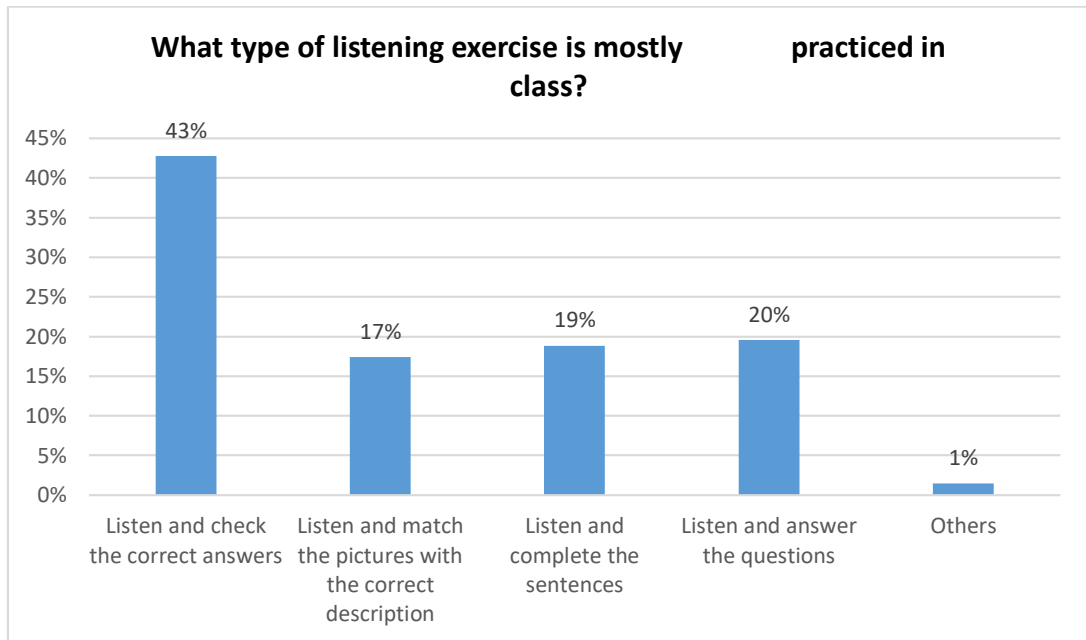


Figure 7 Types of listening exercises teachers use in class

Figure 7 shows that 43% of the students acknowledged mostly working on listening and checking the correct answers exercises. Similar percentages of students, 17%, 19% and 20%, believed they mostly practice exercises related to listening and matching the pictures with the correct description, listening and completing the sentences, and listening and answering questions.

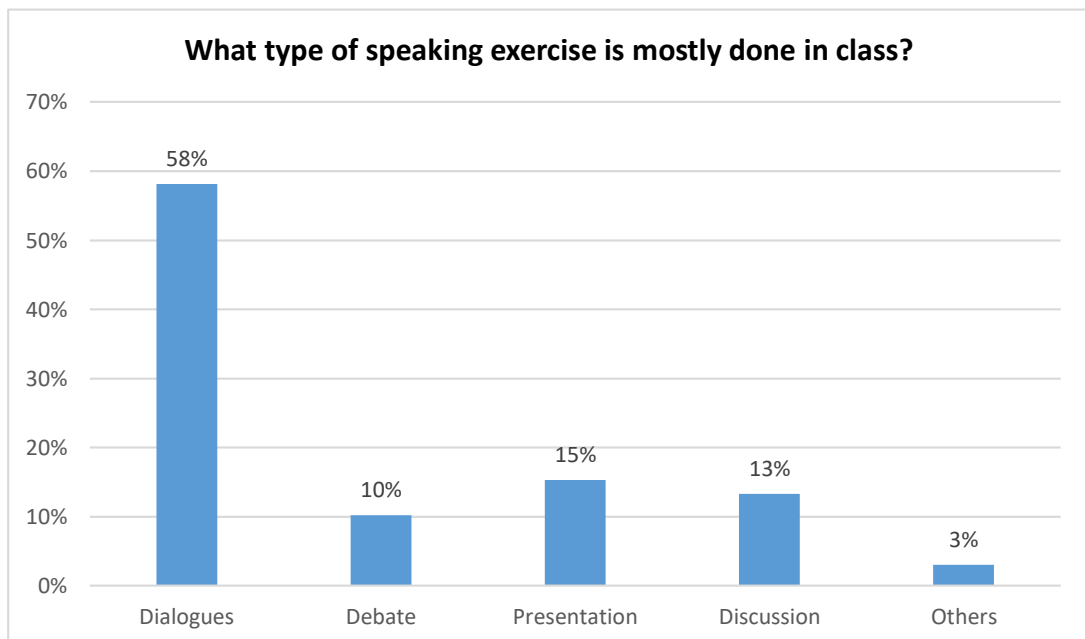


Figure 8 Types of speaking exercises done in class

The results of figure 8 highlight that 58% of the participants believed the type of speaking exercises mostly done in class are dialogues; 10% replied it is debate, 15% marked presentation and 13% responded it is discussion.

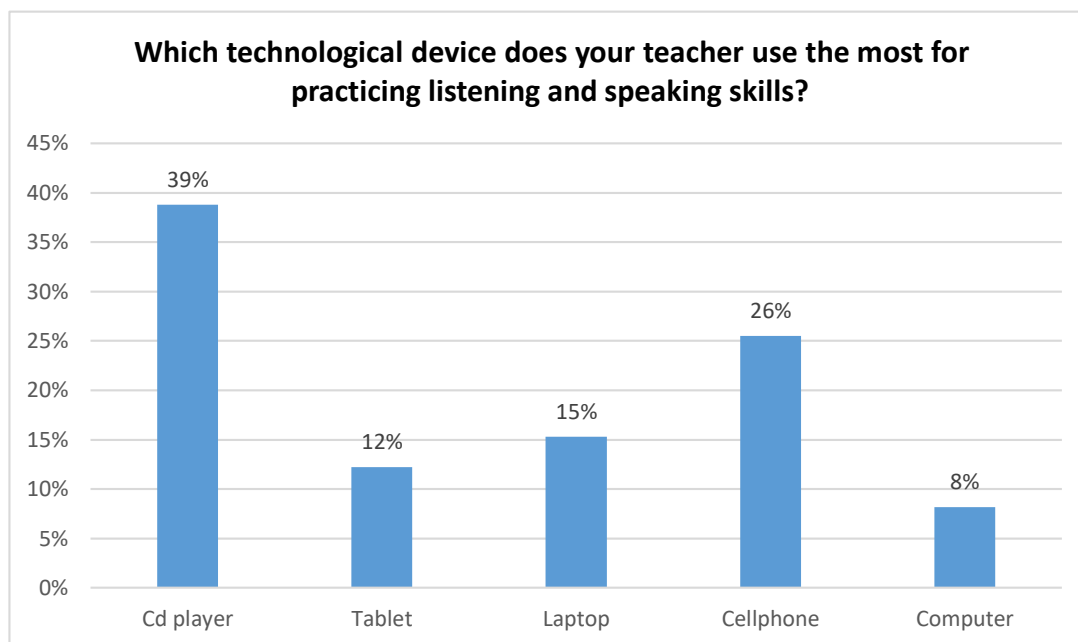


Figure 9 Types of technological devices used by for listening and speaking skills

The results from figure 9 on the use of technological devices mostly employed in class shows that 39% of the participants answered it is CD players; 12% said it is tablets, 15% reported it is laptops, 26% replied cellphones, and 8% said it is computers.

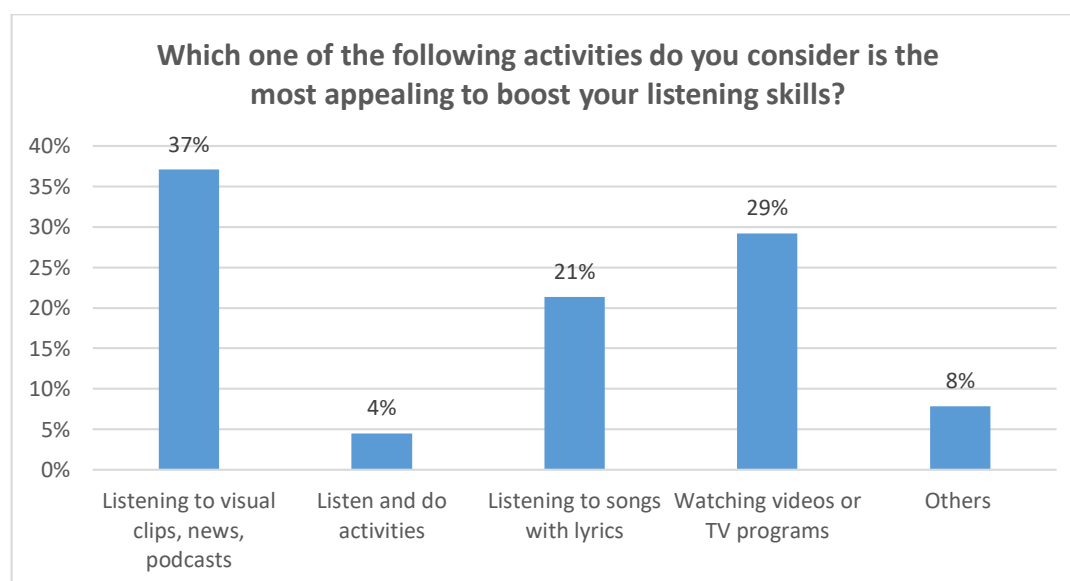


Figure 10 Activities for developing listening skills

The results of figure 10 show that 37% of the students would like to listen to visual clips, news and podcasts and 4% would prefer to work on listen and do activities. 21% of the participants would like to listen to songs with lyrics, and 29% prefer to watch videos or TV programs.

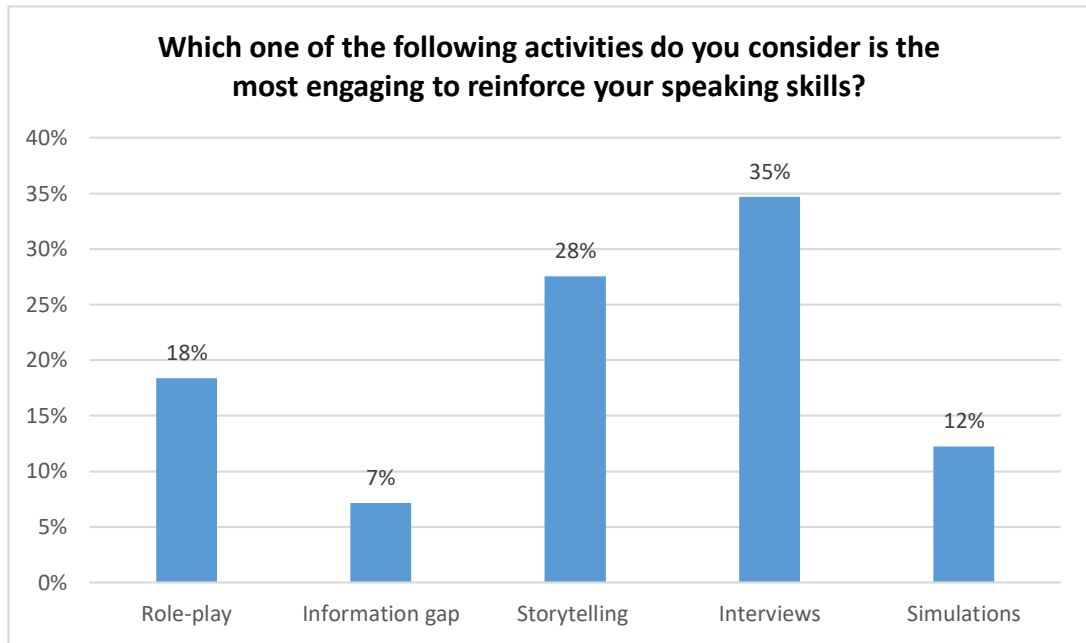


Figure 11 Activities for reinforcing speaking skills

Figure 11 shows that 18% of the sample population thought that role-play is the most engaging activity to reinforce speaking skills, and 7% believed it is information gap; 28% chose storytelling and 35% estimated interviews. 12% responded simulations are good for reinforcing speaking skills.

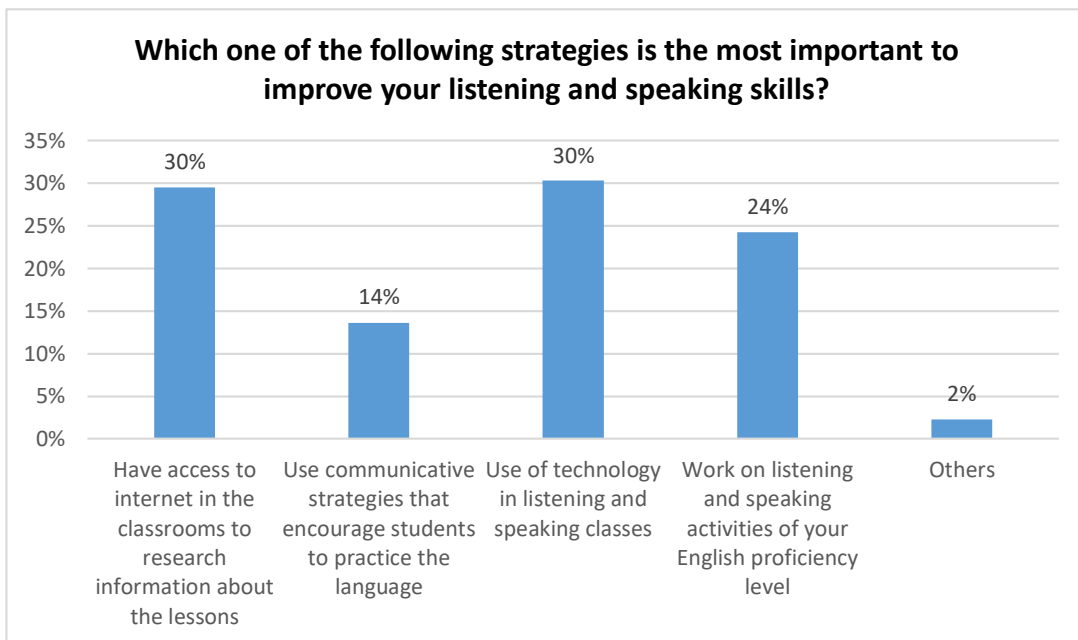


Figure 12 Strategies to improve listening and speaking skills

Figure 12 shows that 30% of the students estimated the most important strategy to improve listening and speaking skills is having open access to internet; 14% replied it is the use of communicative strategies to encourage the practice of the language; 30% acknowledged the most important strategy is the use of technology in listening and speaking classes. Finally, 24% want to work on activities of their English proficiency level.

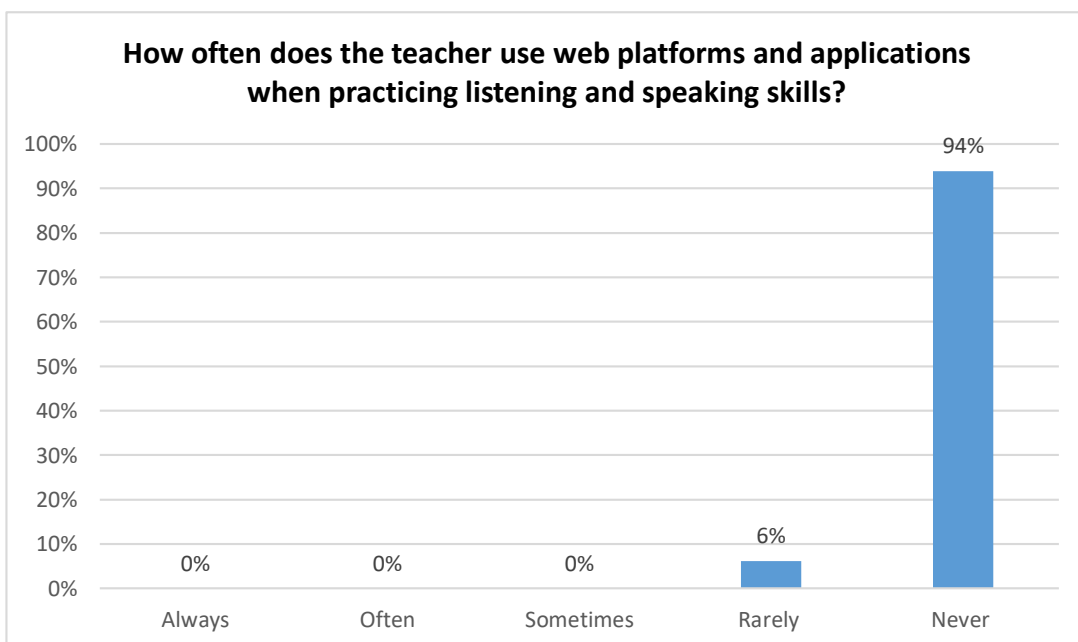


Figure 13 The use of platforms and applications

Figure 13 shows that 94% of the students think their teachers never use platforms and applications on the development of their listening and speaking skills. 6% replied teachers rarely use them.

3.8. Analysis of survey applied to students

The information gotten from the survey applied to students shows that the most common activity used when practicing listening is listen and check answers; nevertheless, students would like to listen to visual clips, news, post casts, songs, videos, and TV programs. Moreover, they believed that when they are working on speaking activities they mainly work on dialogues, but also on presentations and debates; however, they would like to work with interviews, storytelling, role-play, information gap and simulations.

Learners acknowledge that teachers mostly use CD players in class when practicing listening and speaking skills; nevertheless, more interactive and interesting activities could be done if teachers embraced the use of technological devices to teach English.

Although average public schools still have limited use of computers, cellphones with internet connection emerge as the tool that teachers and students could use to consult web pages, look up words in online dictionaries, listen to post casts, create presentations, etc. Therefore, it becomes evident that students are eager to use technology to learn English.

It seems teachers are only providing their students with grammar and vocabulary and neglecting the development of language skills necessary to play a meaningful role in society. The main objective should be communication, and the connection of students with different cultures and global perspectives.

Listening and speaking are of primary importance because through both skills learners can learn from other people around the world and develop strong interpersonal skills as they communicate with an international community.

3.9. Class observation

Teacher A

The first observation was made on October 8th from 7:00 to 8:00 am. The topic of the lesson was "The Forecast". The class lasted 40 minutes.

1. Listening activities

The teacher encouraged students to listen to and complete the extracts from a newspaper with words from word banks. Word bank 1: *beating, issued, predicted, and rocked*. Word bank 2: *earthquake, official statement, forecast, and recession*. Instructions were given in English and Spanish because most of the students did not know what to do. Then, teachers gave them some minutes to compare the answers in pairs.

2. Speaking activities

The teacher motivated students to work in pairs to interview a partner and then report the answers. Instructions were provided in English and Spanish. Two of the questions used in this interview were the following:

- a. Do you prefer to read the newspaper or watch the news on TV?
- b. When did you last read or watch the news?

3. Nature of other activities

The listening and speaking activities mentioned above included grammar activities. The grammar topic was "Reported Speech". The students were motivated to use the grammar point in the activities.

4. Percent conducted in English

The class was given partly in Spanish but partly in English, whereas students used little English in their interaction with their peers.

5. Students' English proficiency level

The level of English indicated by the book of the Ministry of Education of Ecuador (2018) is B1.2; nevertheless, during the observation it was noticed that students could hardly communicate using the English language, which indicates that they probably have a lower level of proficiency.

6. Nature of teacher talk vs. student talk

The teacher explained the tasks for as many times as were necessary for students to understand what they had to do; the instructor also checked students' comprehension. In listening activities, the teachers asked students to listen and complete some extracts from a newspaper. In speaking activities, the students were motivated to work in pairs and interviewed a partner; then, they read the sentences in reported speech. The teacher talked for 28 minutes, whereas the students only talked in groups for 12 minutes. Out of 45 students, only ten to twelve participated orally answering questions.

7. Use of activities/materials

The teacher used poster papers, pictures, a CD player and worksheets.]

8. Assessment

The teacher used some expressions to acknowledge correct answers: *Good answer. Your answer is correct. Yes. That is right.* For the listening assessment students were asked to listen to a conversation and complete some sentences using the words given in a word bank. For the speaking assessment the teacher asked the students to interview some partners and report their answers using reported speech.

9. Feedback

Teacher A used the elicitation strategy to give feedback. Students were asked to repeat utterances that were not correct.

10. Teacher's English proficiency level

According to the descriptors of the Common European Framework of Reference for languages (CEFR, 2001, p. 26) on spoken interaction and spoken production, teacher A has a B1 English proficiency level. The document describes these abilities as:

Spoken interaction: I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Spoken production: I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

In the listening skill, teacher A also showed a B1 English proficiency level.

The CEFR (2001, p.26) publishes:

I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

Teacher B

The second observation was made on October 11th from 9:00 to 10:00 am. The topic of the lesson was "Making Headlines". The class lasted 40 minutes.

1. Listening activities

The teacher asked students to listen and complete newspaper headlines using a word bank. The words to select from were: *clone*, *sentences*, *rescues*, *arrest*, *crashes* and *threatens*. Afterward, the teachers encouraged students to discuss their answers with their peers in pairs.

2. Speaking activities

Pair work. The teacher motivated students to work on a role-play activity about the weather. Students had a role, one of them was the news presenter or interviewer and the other one was the interviewee. Students were given five minutes for this activity.

3. Nature of other activities

The nature of other activities in this class observation included grammar activities. The grammar topic was "Reported Speech". The students were

encouraged to write a piece of advice or a request for a partner. Then they exchanged their sentences with their partners.

4. Percent conducted in English

The teacher gave the lesson entirely in English; nevertheless, half of the time students spoke in English and half of the time in Spanish.

5. Students' English proficiency level

The level of English indicated by the book of the Ministry of Education of Ecuador (2018) is B1.2; however, students seem to have a lower English proficiency level since they could hardly understand the teacher's instructions.

6. Nature of teacher talk vs. student talk

The teacher explained the tasks to the students for as many times as students needed to get their understanding. Moreover, the teacher checked comprehension before beginning the activity. The teacher talked for 24 minutes, and the students worked in their activities for 10 minutes. After that, twelve students participated sharing answers for a total of 6 minutes.

7. Use of activities/materials

Teacher B used flash cards, photos and a CD player.

8. Assessment

Some expressions used by the teacher in the class observation were: *Your idea is excellent. Yes, you are right.*

9. Feedback

The way teacher B gave feedback to his/her students was using the repetition strategy where the instructor raised intonation when checking incorrect answers or emphasized what needed correction.

10. Teacher's English proficiency level

Teacher B reflects a B2 English proficiency level. According to the descriptors of the Common European Framework of Reference for languages (CEFR, 2001, p. 27) on spoken interaction and spoken production, a person with a B2 English proficiency level should possess the following abilities:

Spoken interaction: I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

Spoken production: I can present clear, detailed descriptions of a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

In the listening skill, teacher B also showed a B2 English proficiency level. The CEFR (2001, p.27) publishes B2 abilities in listening:

I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand most films in standard dialect.

3.10. Analysis of the results from class observation

A large percent of the lesson given by teacher A was carried out in Spanish; nevertheless, teacher B gave the class entirely in English. In both classes students showed little command of English, and although their teachers tried to communicate using the foreign language, activities could not be developed correctly because learners did not understand and could not manage to communicate in English; this required translation to Spanish.

Even though students should have a B1 English proficiency level, the way they performed in class did not match the descriptors of B1 learners of the CEFR. The only tool used in the listening class by both teachers was a CD player. Teacher B also used flashcards and some pictures, but no use of technological devices and applications was present during class observation. Both classes were merely teacher-centered since the teacher did most of the talking. Discipline was not an issue, but it was noticed that students were distracted by noise or conversation.

Although the whole class was involved in working in their listening and speaking activities, the fact that only two or three students participated proves that their learning needs have not been met and they have not had the opportunity to be part of a class with varied styles of learning that promote some kind of participation. Additionally, the teachers did not use intonation patterns or sentence stress when practicing speaking.

It is possible that students' proficiency level has not developed properly in previous courses, probably because they are not motivated or because students have not been involved in real-life communication. Neither simulations nor information gap activities took place in the observed class, except for few role-play events. Additionally, it was observed that technology integration in the classroom did not take place; this is probably one of the reasons why learners were not engaged and hardly participated in class.

CONCLUSIONS

This paper reports on the performance of listening and speaking skills of students of Third Baccalaureate - Computer Science EFL learners at Amarilis Fuentes Alcivar High School, as well as on students' perceptions on what factors boost or hinder the development of the listening and speaking skills.

The listening and speaking learning outcomes from the tests given to the sample of investigation proved they have not properly developed their competences in listening and speaking skills. The results showed a poor performance in discriminative listening, listening comprehension, oral production and oral interaction.

One of the reasons for poor performance is that activities were either too difficult, or the students did not have the proficiency level intended by the textbook proposed by the Ministry of Education (B1). A course book has specific objectives and contents suitable to learners' level and learners' age. Therefore, engaging students in activities that are too complex or using a book that does not match their knowledge could certainly inhibit the development of language skills.

Another factor that could affect students' performance is the English proficiency level of instructors. Teacher A does not have a B2 command of language, the minimum for teachers, since he could not manage to perform according to the descriptors of the CEFR for a B2 speaker. Even though teacher B portrayed a B2 level of English according to the descriptors of the CEFR, her students had the same problems of performance as the students of teacher A. Not having a good command of English and not teaching using a communicative methodology are both factors that definitely inhibit the development of language skills.

Another factor that constraints the development of language skills is the fact that the classes observed were mostly teacher centered and the exercises applied in class do not allow the development of listening and speaking skills. This type of methodology puts the teacher as the only authority in the classroom, and students merely listen and follow instructions. When students are left to work alone, they are not able to perform properly. Teacher-centered instruction is boring and students are distracted easily. In teacher-centered

instruction students' learning styles are not considered, and learners are not allowed to express themselves.

Students are willing to participate in activities where they listen to visual clips, news, post casts, songs, watch videos; they also wish to participate in role-plays, interviews, simulations. Therefore, using only traditional teaching methods, and not teaching using non-traditional methods, also known as innovative, modern, blended, that involve the use of technology to deliver content, is a factor that definitely hinders the development of the listening and speaking skills.

Students believe that the use of technology and access to internet could improve their listening and speaking skills. Using technology in class is a factor that could promote the development of both skills.

RECOMMENDATIONS

Ecuadorian English curriculum proposes the use of the communicative-functional approach, and the aim is the focus on real-world contexts where students are able to use the language productively. It is evident that for the accomplishment of this goal, teachers need to engage students in communicative activities. For effective communication, it is imperative to create a safe environment, do more team activities, implement a student-centered instruction, engage students in active listening and speaking, and give positive feedback to students.

It was perceived from classroom observations that teachers need constant training. It is recommended they receive ongoing professional development and be instructed on new pedagogies and tools so they can improve knowledge and use more effective teaching-learning strategies. Teachers' training is as necessary as students' development of English language skills. It is suggested that teachers use English as the main language of communication with their students. Sometimes the teacher is the only chance students have to be exposed to the language; although teachers could sometimes codeswitch, it is essential they help students increase their English proficiency by teaching using the foreign language.

It is suggested that teachers combine face-to-face instruction with technology-assisted instruction so students collaborate more, and teachers can address different learning styles and interests. Instructors should use videos, digital games, free platforms and applications; these digital tools can be integrated to help students learn better and faster.

It is indispensable students are empowered to become active learners. Teachers could guide students to participate more in class, collaborate with each other, and participate in debates and class discussions. Independent critical thinking will be developed by using active learning techniques. This could be accomplished by introducing technology in the classroom. Technology literacy is one of the 21st century skills; students who know how to use technology are able to use digital devices to communicate and solve academic and non-academic problems. The incorporation of a new class syllabus that incorporates blended learning is recommended.

CHAPTER IV

PROPOSAL

4.1. Justification of the proposal

Mobile learning allows some benefits that influence in the EFL classroom. One of the benefits of mobile learning is that it makes interaction with other people possible. The use of platforms and applications are the future of EFL teaching and learning because almost everything can be done online through their use. Using technology will enhance students' language skills, and will make them feel more motivated since they use technology in every other aspect of their lives, for playing games, for searching products and services, etc. Besides, English is the universal language for the web and improving performance is a step into searching for varied and exciting jobs and study opportunities. Technological tools can replace old fashion techniques and methods that have positioned as a key tool for successful communication. This proposal suggests designing a course syllabus to implement the use of various platforms and applications to apply a new modern innovative approach that aims at the improvement of students' listening and speaking performance.

4.2. Objectives

4.2.1. General Objective of the Proposal

- To design a course syllabus that includes the use of technological tools for the development of the listening and speaking skills of Third Baccalaureate - Computer Science EFL students at Amarilis Fuentes Alcivar High School.

4.2.2. Specific Objectives of the Proposal

- To describe platforms and applications that can be implemented in the class syllabus.
- To establish justification for the use of the technological tools to develop listening and speaking skills.
- To include activities in the course syllabus that allow the development of listening and speaking skills using technology.

4.3. Importance of the proposal

In the case of EFL learners in Amarilis Fuentes Alcivar High School, the analysis of results demonstrated most of the students have difficulties for

understanding what they hear. Moreover, they have problems in oral production and interaction. For this reason, it is crucial that technological activities are used in class to allow students develop their listening and speaking skills.

4.4. English classes and technology

Constructivism is a theory about knowledge and learning. This theory states that learning happens when people feel encouraged to communicate and share ideas or opinions with others (Elliott et al., 2000). Nowadays technology connects people in ways never seen before in human society. An example of this could be the case of mobile technologies that offer learning experiences and engage people to use them dynamically in different settings like education. Curricular benefits include what a student can do with a device eliminating distractions and improving motivation, productivity, and participation in their English classes.

Afshari, Bakar, Luan, Samah & Fooi (2009) conducted a study on the factors affecting teacher's use of information and communication technology. They comment that teachers have their own personal background influence on the usage of technological devices in their daily practice; additionally, they found out that some professionals may not be so keen on using it. Depending on the context, mobile devices can be profitable; regarding the students, the integration of technology in the classroom can produce higher levels of achievement.

Bonnet L. & Bonnet B. (2015) suggest educators should address students not just as consumers but also as providers of important information. The author adds that technology must be proficient about organization and effective contributors. Herold (2016) believes that technological devices provide unbelievable choices for modifying education according to specific learners' educational strengths and weaknesses, something that draws the attention, individual preferences, and the best rhythm of learning.

The National Institute of Statistics and Censuses (2011) reports that in Ecuador, the employment of technology in English classes has increased in the last decade. Shyamlee & Phil (2012), on their study of the use of technology in English language teaching and learning comment that learners

use it for searching information related to class activities or hold conversations with teachers or classmates in a clear attempt to improve their listening and speaking practice. Additionally, students can support their communication with a mobile device, for finding the meaning of unfamiliar words and phrases. Furthermore, authors agree on the fact that technology has an impact on students' learning attitudes and performance. Undoubtedly, technology supports academic performance since it helps to distribute assignments, manage schedules, organize activities, modify situations, promote communication and track student progress.

A brief review of Ministry mandate and technological application in EFL classrooms of public schools in Ecuador

The incorporation of technology has improved the quality of education around the world; nevertheless, some Ecuadorian teachers still face some obstacles when trying to integrate technology into the curricula. Previous governments made changes in the Ecuadorian education system. One of these changes, according to the Ministry of Education (2012), was the implementation of the "Ecuadorian in Service English Teachers Standards", which are organized in five domains: language culture, curriculum development, assessment and professionalism, and ethical commitment.

The third domain *Curriculum Development* is related to the integration of technology into the curricula, and covers: a) planning for standards-based English and content instruction b) implementing and managing English and content instruction and c) integrating technology and content instruction. This standard has four specific standards: 1) Choose, adjust, and apply materials that are sensitive in a cultural way, according to the age of the students and materials that are related to language or linguistics. 2) Choose extra resources that are suitable to enhance the improvement of students' learning and content-area competences, adding adequate use of the English language. 3) Apply different resources that allow students to improve their language learning, using books, images, and real resources including the course books. 4) Employ accessible technological tools to improve the language learning and the knowledge of the academic program.

Technology presents some benefits that have a positive impact on the EFL classroom. One of them is that, “by integrating technology into the classroom, teachers are changing the way they used to teach (lectures six hours a day) and providing students with the tools that will take them into the 21st century” (Cox, 2010, p.1). Another benefit of the use of technology according to Riasati, Allahyar & Tan (2012) is the application of technology in education that allows learners to evaluate their work in a significant way.

On the other hand, technology also has limitations; one of them according to Coughlan (2014) is the lack of internet connection that represents a disadvantage for some schools. The use of technology in classroom encourages learners to participate in class and share ideas or suggestions about the topic of the lesson.

In addition, Ramírez et al (2016), in their study on the acceptance and use of the e-learning systems among university teachers in Ecuador, posted that some teachers do not have positive attitudes towards using technology, but many others portray a high level of acceptancy on e-learning. Teachers should be aware that technology plays an important role in the learning process since its use encourages learners to practice the language and improve their English level. Furthermore, Lynch & Campos (2014) comment that computers are the principal technological devices students use for language learning; they can play games, do crosswords, watch videos, listen to music and dialogues, etc.

4.5. Mobile Learning for the Development of Listening and Speaking Skills

4.5.1. Definition of mobile learning

According to Shepherd (2001), one of the characteristics of mobile learning is that it gives students the opportunity to continue learning outside the classroom. Seppälä & Alamäki (2003) claim: “A distinctive feature of mobile learning is that it enables learners to enter an information network at the precise moment when necessary by using a portable learning device and a wireless network” (p. 330); besides, the use of mobile learning integrates what people study in a classroom with what takes place anywhere around.

Another concept of mobile learning is one given by Quinn (2000) who asserts that mobile learning is the way of leaning through mobile tools. Mobile Assisted

Language Learning (MALL) currently offers the use and preservation of new skills to learn a language, and it provides important resources to be applied with EFL learners. Sharples (2007) states that mobile learning is the process of learning using technological tools. The use of technological tools allows the practice of the language through practicing different activities that gives learners the opportunities to interact with peers even if they are not in class.

On the other hand, Colazzo, Ronchetti, Trifonova, and Molinari (2003) claim: "A mobile learning educational process can be considered like any learning and teaching activities that are possible through mobile tools or in settings where mobile equipment is available" (p. 2097). These authors agree on the importance of using mobile devices as part of the learning process because they are great tools to increase efficiency in the teaching and learning experience. In addition, students relate to their mobile devices finding anything they want to find, at the time they need it in a faster way.

4.5.2. Characteristics of Mobile Learning

Mobile learning has various characteristics that are the core of the learning process. Some of them are:

a) Usability

Usability is a measure on how well learners, in a specific context, can use mobile devices for learning. In the words of Koole, (2009): "usability relates to the ease of using mobile devices for learning purposes regard to screen size, battery life, size, weight, memory, processing power, compatible applications and user interface" (p. 25).

b) Spontaneous

Spontaneity is probably the most defining characteristic of mobile learning. Students can learn everywhere, thanks to wireless technologies like laptop computers and palmtop computers (Ozdamli & Cavus, 2011). This meaningful aspect has changed the traditional method of teaching, since students can learn anywhere and anytime, they want.

c) Collaborative

Mobile learning permits communication between learners and instructors, so they can work in collaborative learning tasks. Lee (2011) defines that this type of pedagogical learning method offers different options as giving people who work in the same or different place the opportunity to reach their objectives by using technological tools. Furthermore, technology allows students the opportunities to learn the English language in a different form by using mobile learning that encourages learners to interact with classmates and teachers.

Furthermore, Crescente & Lee (2011, p. 111) present some benefits of mobile learning:

1. Relatively inexpensive opportunities, as the cost of mobile devices are significantly less than PCs and laptops.
2. Multimedia content delivery and creation options.
3. Continuous and situated learning support.
4. Decrease in training costs.
5. Potentially a more rewarding learning experience.
6. Improving levels of literacy, numeracy and participation in education among young adults.
7. Using the communication features of a mobile phone as part of a larger learning activity, e.g., sending media or texts into a central portfolio, or exporting audio files from a learning platform to your phone.

Mobile learning and its pedagogical implications

The application of technological strategies in education has created new methodologies that have improved performance. These methodologies allow learners to develop language skills. Different scientific disciplines, including pedagogy, appreciate the huge learning possibilities that technology and internet offer to students (Ozdamli & Cavus, 2011). Mobile learning demands the implementation of a new methodology to work on varied activities, create new educational materials, etc.

Kadirire (2009) exposes how m-Learning is related to the Behaviorist and Constructivist paradigms:

Behaviorist: Within this paradigm, there would be activities as the delivery of content through the application of text messages or stimuli-response based activities in which a reinforcement message is sent by the system after the student sends his answer. Constructivist: In this paradigm, the students become builders of their own knowledge through the active participation and the collaboration through their mobile devices and the communication support tools that they offer. The best example of this type of activities is the participative simulations, activities in which a group of students simultaneously participates in a learning simulation (p.28).

Applefield (2000) quotes: "Constructivism proposes that learner conceptions of knowledge are derived from a meaning-making search in which learners engage in a process of constructing individual interpretations of their experiences" (p.6). Despite mobile learning in related to both constructivism and behaviorism, constructivism is the most suitable theory since it guides learners to construct their own learning.

Amineh & Asl (2015) state that despite constructivism is a conception that has been included in the recent past, a variety of professionals in sociology, psychology, linguistic, and teachers have different description of this concept. Moreover, the philosophers such as Piaget, Vygotsky and Perkins propose that constructivism and social constructivism intend to solve the problems that the traditional teaching and learning face.

4.6. Technological strategies to develop listening and speaking skills

Some technological strategies can help the development of listening and speaking skills in EFL students: Web-based learning, Multimedia, On-line discussions.

a) Web-based learning

According to Bartos (2009), "Podcasting is a new way of distributing audio files that allows users to be subscribed and thus receive up-to-date audio files as soon as they are posted" (p.3). Podcasts are effective resources for a better understanding of the activities worked in class; students can interact with other learners using technology.

b) Multimedia presentations

Meskill (1996) states that "as multimedia technology becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a practical option" (p.179). Multimedia is a useful technological resource that facilitates the learning process since learners can practice different activities to develop language skills and to improve their academic level in a L2 acquisition.

c) Online Discussion

Bakar, Latiff & Hamat (2013) state of online discussion "...not only motivates learners to speak, but also encourages those who are shy and withdrawn to be more courageous and willing to participate" (p.225). Online discussion is an interactive communication resource that allows learners to communicate with their partners and teachers in spite of not being in the classroom.

4.7. Technological resources to develop listening and speaking skills of EFL learners

The constant change of the use of technology during the current century needs teachers to apply new teaching methods to train learners for new different ways of learning. The use of technological resources provides different ways for teaching and learning a language and encourages learners to practice the language (Halverson & Collins, 2009). Several resources are at the disposal of teachers to use with their students for the development of language skills. Some of the most useful and convenient for the sample under investigation are presented in this study.

4.7.1. VoiceThread

Authors like Wood, Stover, & Kissel (2013) comment that VoiceThread is a technological resource used to promote discussion since it allows learners to

record their voices and share their opinions, ideas or comments with others who are connected to internet. Moreover, VoiceThread can be used to upload pictures, graphs or images and write texts to describe a chosen topic. It is easy to surf the internet, thus, learners and teachers have the opportunity to use the language in different ways. VoiceThread encourages learners to have discussions within an online environment, a common practice in this century.

Brunvand & Byrd (2011) remark that teachers believe students' learning ability can motivate dynamic contribution in the schooling process. Furthermore, this technological resource promotes the collaborative development of listening and speaking skills since VoiceThread makes students active, motivated and collaborative.

Educause (2009) reports on the advantages and disadvantages of using VoiceThread. One of the advantages is that because the application is web based, it does not need software; therefore, students will have accessibility to online classes. Another advantage is that VoiceThread supports pdf, images, videos, etc.; additionally, students can create audio files, make presentations and transfer them into a power point presentation to later share it online and receive audio comments inserted by their peers and teachers. Next positive thing is that users can voice record by computer microphone, telephone, uploading audio files from MP3 or WAV format, web camera and typing text. Finally, tutorial programs and easy-to-read instructions help users in learning how to use the application.

In terms of disadvantages, one of them is that the application does not allow simultaneous access capability to the same account; therefore, participants cannot edit or delete information without approval. Two other downsides of the application is that the upload of various images and videos is slow and that storage space for free accounts is of only 2GB; additionally, free accounts have restrictions like the limits on the editing and viewing capabilities.



Figure 14 VoiceThread. Retrieved from Google Images

4.7.2. Canva

Canva is a technological tool that involves students to a positive learning environment. Yundayani (2019) Canva is a graphic designer device that provides users to generate social media visuals or illustrations, graphics, photographs, files and other visual resources. It is available unlimited number of photographs, free symbols and a diversity of characters.

The platform publishes more than twenty features that make this application very beneficial for users. Some of those characteristics are:

- Layouts for every occasion
- Stock images and illustrations
- Social media graphics
- Library on fonts
- Drag and drop editor
- Photo editing
- Resize designs
- Share photo folders
- Upload fonts
- Transparent backgrounds
- Photo filters
- Presentations
- Graphs, mind maps, charts and diagrams
- Collaborate with partners

- Blog and website posts
- Cards and invitations
- Business cards
- Publish for web and print

Kapadia, Frey, Shoulson, Sumner, & Gross (2016) comment that Canva is a platform that mechanically recognizes and completes stories by adding new story elements to provoke a sound, constant, and follow up of a story, without changing the main purpose of the author. Canva uses storytelling as an original graphic metaphor to allow available prototyping and interactive examination of new stories.

The Canva learning platform admits that it permits teachers to create the technological learning environment that encourages students to improve their learning and overcome obstacles that sometimes are faced in schools. Moreover, Canva promotes easy learning and understanding. The application permits learners to practice the language in real situations. Therefore, Canva aims to immerse teachers and students in a communicative environment.

Reviewers of Canva comment on the pros and cons of the application. Some of the pros are:

- It is user friendly.
- It is easy to navigate.
- It is easy to design pages.
- Products can be downloaded and saved as pdfs.
- It offers pre-made templates.
- Flyers, magazines, certificates, etc. can be designed.
- Gifs can be created.
- They offer many free fonts.
- It is intuitive.
- People can do photo editing.
- People can create beautiful social media assets and templates.
- The paid version is not expensive.

Some of the cons are:

- It has limited free asset options.

- Some pre-set images are too large.
- The mobile app does not have the same functions as the desktop version.
- It does not allow collaboration with others from within.
- Graphics library could be expanded.
- It offers no search function for templates.
- Canva does not send periodic email updates on new features, products or services.



Figure 15 Retrieved from Google Images

4.7.3. Flipgrid

Flipgrid is a website designed to allow learners to involve in conversations which can be recorded. Green & Green (2018) define that for the use of Flipgrid there are two terms: grid and topic. A grid is what allows teachers to generate for their class. For example: the topic of the lesson. Each grid is like a panel where teachers have the option to upload questions to students' post videos with their answers. With the Flipgrid account there is the possibility to create one grid with the topics that we want because the number of topics is unlimited and students the numbers of responses that students can hold is also unlimited.

The period of the videos by Flipgrid can be fifteen seconds to five minutes but if the responses last more than fifteen minutes the time can be set. Teachers can motivate their learners to record their responses to their classmate's ideas. This tool is integrated with Google Classroom and it is used for sharing a topic

of discussion with a learning community. Students can record and share short videos with their teachers and classmates.

The Flipgrid platform publishes four easy steps to get started. First users have to sign up for a free educator or parent account; next they will create a Grid for their learning community; after that they can add a discussion prompt Topic template from the Disco Library; finally, they can share their Grid's unique link or code with their learners. The platform also explains that the Disco Library is filled with ready-to-use discussion prompts that users have access to by simply clicking the link within a particular activity; learners can then add the topic template to their personal Grid.

Nieves (2020) reports of nine ways to use Flipgrid in the classroom published by Edutopia, a website by the George Lucas Educational Foundation:

- a) Sharing book reviews: With Flipgrid, students share book reviews with their classmates and teachers.
- b) Practicing world language skills: Flipgrid creates opportunities for learners to develop speaking skills. With this tool, learners can use the language they are learning in class to post videos that can be seen by people around the world.
- c) Increasing accessibility for all students: Flipgrid has expanded its access so all students can participate in the activities using Flipgrid.
- d) Inviting outside speakers: With the use of Guest Mode, teachers can invite their students to participate in classroom discussions.
- e) Building student portfolios: Flipgrid allows teachers to post videos to describe tasks to their students, who will share their work and watch their classmates work too.
- f) Adding annotations: When learners record a video, they have the opportunity to add annotations about the video they are watching.
- g) Building a mixtape: The mixtape is a way to organize videos of different topics. Teachers can choose the videos they want to add to the mixtape and share it with the whole class.
- h) Sharing and celebrating work: Flipgrid celebrates completed projects or finished homework; with the use of a learner-learner replies option, the

learners can watch their classmates' videos and provide feedback on the completed assignments.

i) Supporting absent students: Flipgrid is an option for students who cannot attend face-to-face classes. If a student cannot attend class, he/she will still have access to what was done in class and to assignments, since classes are recorded and posted.

Whittet of the University of Southern Mississippi-IT 648 (2018) published several pros and cons of the platform.

Some of the pros:

- Free! If you want to upgrade, the price is reasonable.
- Presented in a visually appealing, organized grid
- Easy to navigate
- Simple to embed Grids or topics on any website or LMS
- Great for parent involvement and communication
- Works for any and every subject!
- Gives shy students a voice!
- Students can access Flipgrid from anywhere through any device with internet connection.
- Styled to embody popular social media sites, which appeals to students
- Collaborate across the world
- Build student's speaking and listening skills

Some of the cons:

- Students can only reply in a comment section if the teacher has the upgraded version.
- Teachers must upgrade if they want detailed rubrics.
- Without the paid version, teachers only get one grid. Having multiple grids allows the teacher to organize topics more efficiently.
- Students could play around using the technology and possibly waste class time if the teacher does not pay close attention.
- Students could possibly be inappropriate in video responses.



Figure 16 Flipgrid. Retrieved from Google Images

4.7.4. Google Classroom

Google Classroom is a free web service that permits to share files between teachers and students. Google classroom incorporates documents that teachers and students can share to have a good communication in the teaching-learning process. Al-Marouf & Al-Emran (2018) define Google Classroom as a resource that allows the development of teaching and learning process.

The way to manage Google Classroom is by adding students directly or sharing a code or link so the whole class can join. It is described that in minutes, teachers can set up a class and create classwork that appear on students' calendars. Through the platform, teachers can easily communicate with guardians and automatically send them updates. Additionally, Edu.google.com advises on how to measure progress. They quote that teachers can store frequently used feedback in their comment bank, they can grade consistently and transparently with rubrics integrated into student work, and they can create reports to let students scan their own work for potential plagiarism.

The platform is so friendly that permits connection with students from anywhere in virtual classes and allows face-to-face communication through Google Meet built into Classroom. Google classroom also makes easier teachers' job because they can track their sections, see the students' grades, and check tasks when they want since it is not necessary to carry papers to check them after class.

Iftakhar (2016), in his article about what works and how with google classroom, defines a virtual classroom as “an online classroom that allows participants to communicate with one another, view presentations or videos, interact with other participants, and engage with resources in work groups” (p. 12). The findings of his study clarify that teachers find it useful because they have better interaction with the learners, it is helpful to complete the assigned syllabus, it is useful to upload assignments, and it promotes collaborative learning. Students on the other hand agree they can upload several files at a time and join a class using a code. Students also think it should be mandatory for teachers to use this tool in class.

Google classroom offers different features that are essential resources to use in the classroom. Janzen (2014) (as reported by Iftakhar, 2016) mentions some benefits of google classroom.

a) It is easy to use

b) Cloud-based: It is considered an important portion of cloud-based creativity tool to communicate with others using the technology.

c) Flexible: Google classroom is practical and available for teachers and learners in both face-to-face and virtual classes. This tool allows teachers to use flipped classroom scenario; this is, learners watch videos at home and are prepared for class. Participation is more effective since students have some background knowledge.

d) Free: Google classroom is free for personal use; neither teachers nor students pay a fee to use it. Nevertheless, licenses for all faculty and staff that include new add-on tools come at a price.

e) Mobile friendly: This tool is considered easy to use on any technological device. Furthermore, the tool offers mobile access to resources that are convenient for education.

Pappas (2015) published in the eLearning Industry webpage some of the cons of using google classroom:

- It does not allow access from multiple domains. This means that users cannot log in with their personal Gmail, but they need to be logged in Google Apps for Education; therefore, if they want to share a document from their Gmail to Google Classroom they have to save it separately

in their computer's hard drive, and then log in in Google Classroom to share it.

- It has limited integration options. For example, it has not integrated with Google Calendar or any other calendar.
- Features of Google Classroom may be confusing to users who are not Google users. For example, to share word documents they have to be converted to a Google Doc.
- There are no automated updates.
- Learners cannot share their work with their peers, unless they become “owners of a document”.
- When assignments are created and distributed to learners, they become “owners” of the assignments and they can delete parts of the assignment even if that happens accidentally.
- It does not provide automated quizzes and tests for the learners, that is why Google Classroom is more suitable for blended learning rather than for an online program.
- Google Classroom becomes an impersonal tool because communication is done only through Google documents; there are no online discussions since they do not have a live chat.

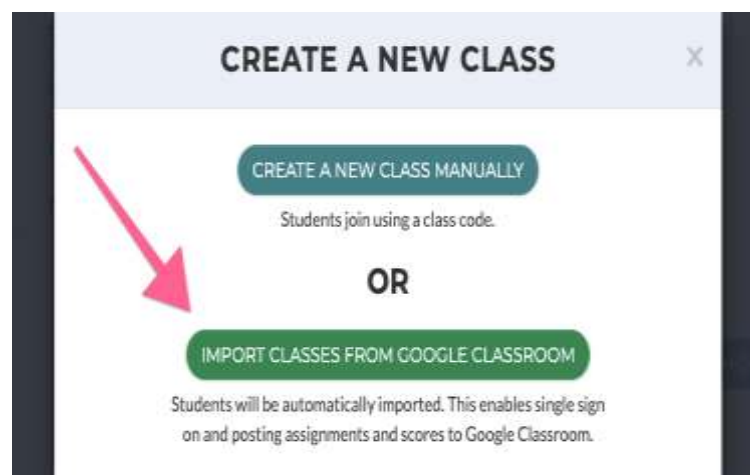


Figure 17 Google Classroom. Retrieved from Google Images

4.7.5. Podcasts

BBC sounds defines a podcast as an edited piece of content which can be a complete radio program, an edited extract or highlights from a program, or

completely unique content with a particular theme made to be subscribed and listened to as a series.

The tool has been designed specially to learn English listening and speaking with conversations about topics that occur in a normal day. Teachers can create lesson plans using the podcasts published by BBC and practice on listening, speaking, pronunciation and vocabulary.

Kavaliauskienė (2008) mentions some of the pros:

1. The learners can profit from the variety of lessons that podcast offers.
2. The learners will keep in contact with the new language.
3. The learners will listen a variety of voices with different intonation.

Scutter, Stupans Sawyer & King (2010) mention that podcasting is an easy and manageable technological tool that provides different resources that involve students in a successful learning process. Additionally, podcasts do not have expiration dates and they can be permanently achieved.

Some of the cons:

Stolen (2007) podcasting is not designed to interact reciprocally among students and teachers because when students listen to questions, they need to stop the audio to answer them while they are listening to podcasts. Another disadvantage of podcasts according to Palmer & Devitt (2007) podcasting is also debated to guide unmotivated learning since students are concentrated in the audio facility instead of having a motivated learning.



Figure 18 BBC Podcast. Retrieved from Google Images

4.7.6. Voki

The Voki website defines Voki as a free Web 2.0 technological tool that allows learners to create talking characters to develop speaking competences.

Learners can customize characters chosen from the Voki web to make them like alive characters. They can also record their own voices and upload audio files to share with their classmates and teachers via social media, email or by using a code.

Voki also gives learners the opportunity to create their performances of famous characters. The Voki presenters save their presentation sending it to the cloud and assigning a URL to allow learners view their presentations when and where they want. Voki applications are designed to be spontaneous; they are easy to use; no experience is necessary to use it. Moreover, Voki does not use any software; the only thing that Voki needs is the internet (Aikina & Zubkova, 2015).

There are seven steps to follow to use Voki in education:

1. Sign up to Voki and create an account.
2. Choose an avatar from the menu.
3. Choose the options to adapt Voki.
4. Record your voice or text to speech.
5. Publish your job.
6. Present you Voki to your teacher using the bottom “send to a friend”, but if you want to add your work to your site use the code.

Voki provides a variety of opportunities for teachers who teach languages to improve their learners’ speaking competences far from the traditional way, where teachers ask learners to speak about any topic. Furthermore, the learners can type the text. Therefore, Voki not only develop speaking but also other skills.

The play.google.com store talks about some of the educational benefits of using Voki:

- Increased student retention, engagement and comprehension
- Great for developing student speaking skills and abilities
- Great way for students to develop confidence in public speaking and presenting
- Powerful student and teacher tool for students with disabilities
- Incredible tool for foreign language learning (over 25 languages supported)

- Great for teacher lessons, presentations, assessments and more
- Creative way to foster student introductions and bios
- Convenient tool for stay at home educators and homeschool parents

Some of the downsides mentioned by Common Sense Education are:

- The process for creating assignments could be a little confusing.
- Voki's text limits pose a challenge. Teachers can include a field for students to contribute written content in each assignment, but it must be 500 words or less.
- Reviews can only be 100 characters, which is just a sentence or two.
- Use is not intuitive
- Customization of characters is limited.
- Audio time is limited to 60 seconds
- To use it as an educational tool, it is necessary to subscribe to Voki Classroom.
- The characters' speech patterns are not realistic, as they do not move their lips accurately when voice is added to them. Some of the more realistic characters are not free.



Figure 19 Voki. Retrieved from Google Images.

Framework for the Rational Analysis of Mobile Education (FRAME)

Koole (2009) states mobile learning is meaningful for conducting the progress of coming mobile tools, the growth of learning resources, and the form of teaching and learning strategies for the technological education because it

states mobile learning as result of the concurrence of technological devices, people's learning abilities, and communication with the society.

With mobile devices, people can acquire learning experiences related to the growing information in the world. A person who studies English has different resources available for grammar, vocabulary, and idioms; these resources are precise and suitable. Prepared with a mobile device, the learner can access a web page, upload and download audio or video tutorials, send messages to a family or a friend.

According to Koole & Ally (2006) "The Framework for the Rational Analysis Education (FRAME) model describes a mode of learning in which learners may participate and interact with each other although physically and temporally separated" (p.216). The FRAME model allows the connection between people by using the technology.

However, it presents difficulties in learning when the application of mobile learning does not match the real situations of learners. This model also indicates how learners may transfer inside different physical and virtual places participating with other people through technology.

4.8. Teachers' perception regarding the use of platforms and applications in the teaching of listening and speaking skills

The survey applied to the English teachers was an important tool used to report their views on the use of technological devices in the teaching of listening and speaking skills. The survey was adapted from one used in a study made by Idir & Iskounen (2018) on the impact of using mobile technology for the improvement of EFL students' performance (Appendix 4).

The first part of the survey showed that all the instructors have teaching degrees and more than five years of experience. The second part was used to get information from teachers about the use of technology in the classroom.

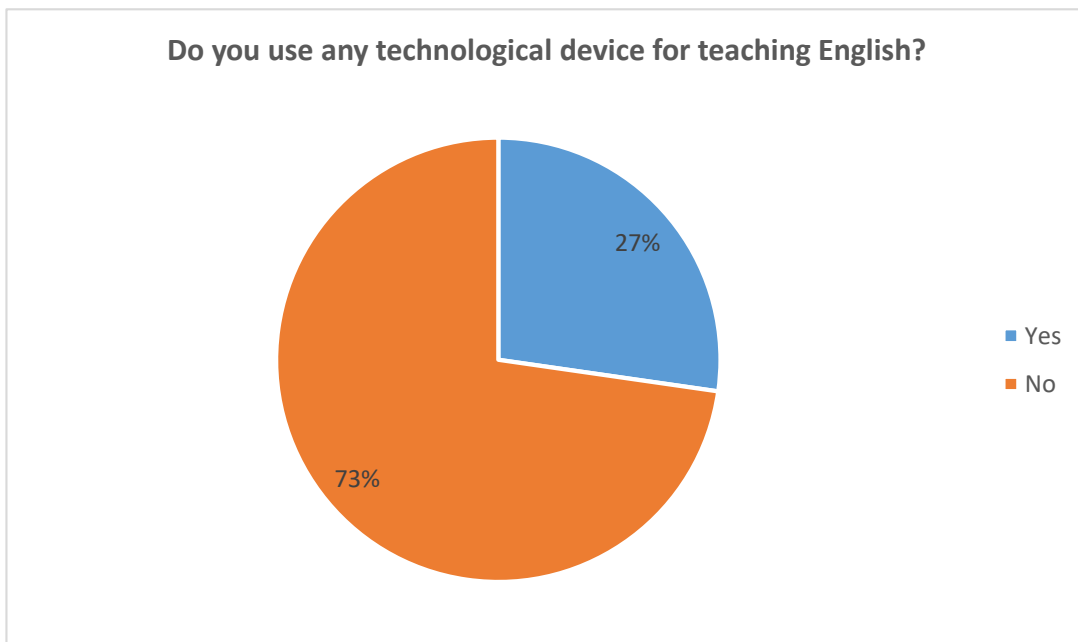


Figure 20 The use of technological devices.

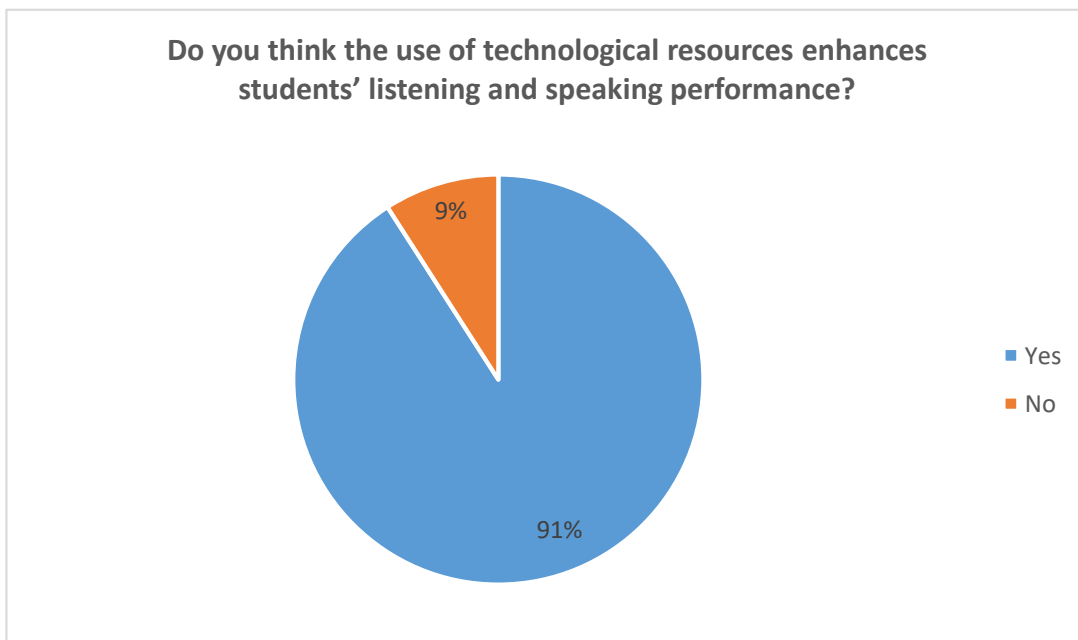


Figure 21 The use of technological devices in the enhancement of skills

Figure 20 reveals that 73% of the teachers use technological devices for teaching, and figure 21 highlights that 91% all of the interviewees think the use of technological resources enhances students' listening and speaking performance.

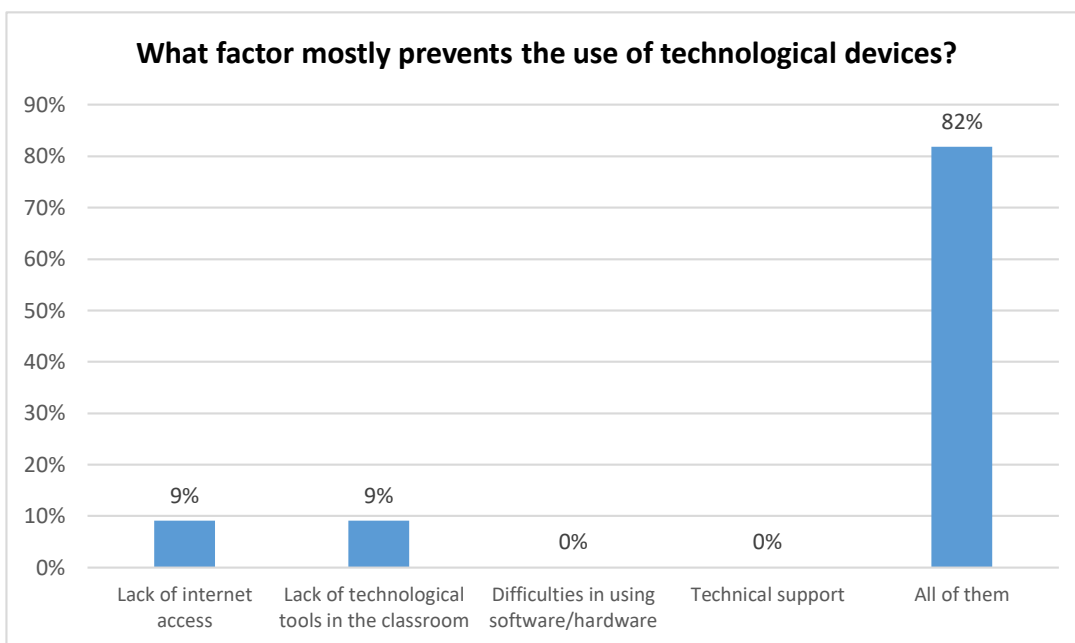


Figure 22 Factors that prevent the use of technological devices

82% of the teachers believe lack of internet access, lack of technological tools, difficulties in using software and hardware, and technical support all prevent the use of technological devices, as shown in figure 22.

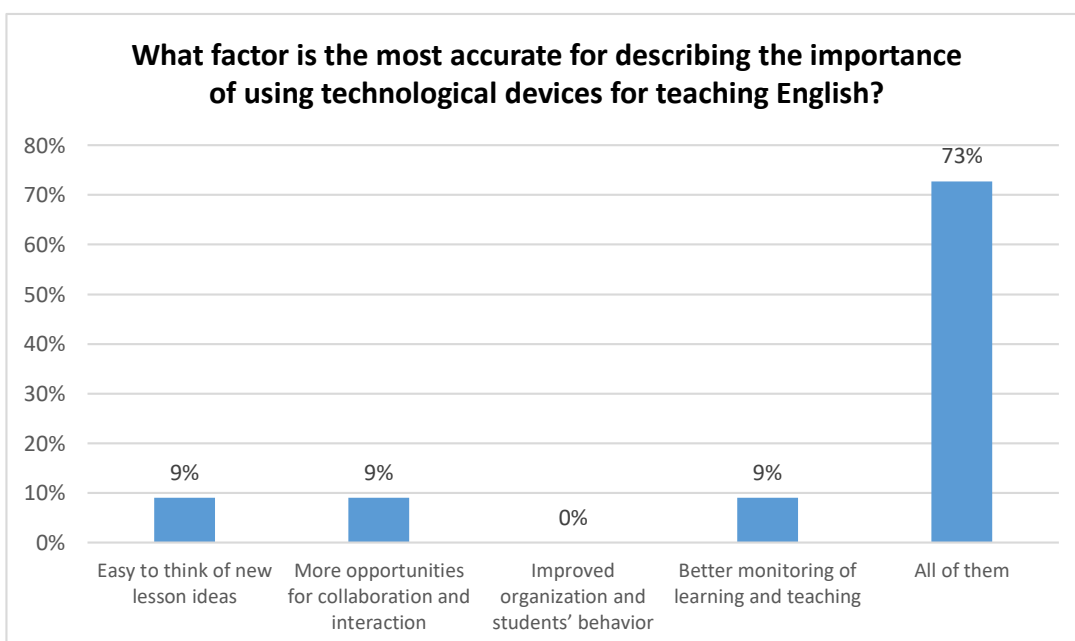


Figure 23 Factors that are positive in the use of technological devices

Figure 23 demonstrates that 73% of the instructors consider the use of technological devices is positive because it is easy to think of new lesson ideas, there are more opportunities for collaboration and interaction, organization and students' behavior is improved, and there is better monitoring of learning and teaching.

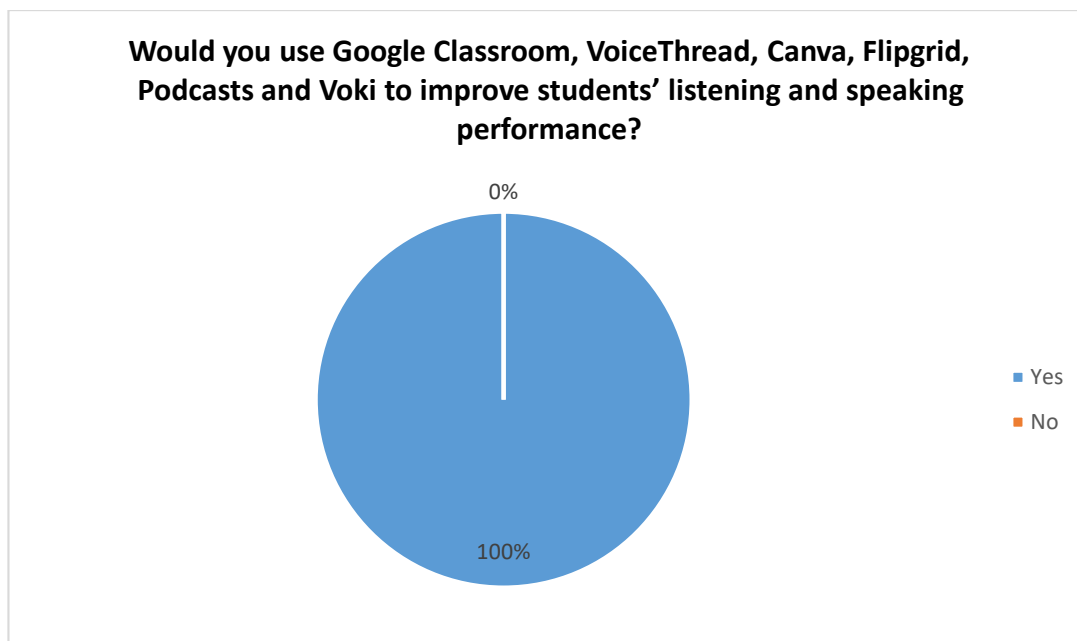


Figure 24 The use of platforms and applications to improve students' listening

This figure shows that all the teachers would use Google Classroom, VoiceThread, Canva, Flipgrid, podcasts and Voki to improve students' listening and speaking performance.

4.9. Analysis of survey applied to teachers

The survey revealed that most teachers admitted they use technological devices for teaching English and that they believe technological resources enhance students' listening and speaking performance. Nevertheless, when asked what factors prevent the use of technological devices, they responded it is the lack of internet access, the lack of technological tools in the classroom, difficulties in using software/hardware, and technical support. It seems that when teachers acknowledge using technology, they were thinking of CD players mostly; although they are electronic devices, their technology is almost no longer used anywhere.

The survey also revealed that teachers are aware of the importance of using technology for teaching English. They believe it is beneficial because they can

use it for getting new lesson ideas, for having more opportunities for collaboration and interaction, for improving organization and students' behavior, and for better monitoring of learning and teaching.

Unfortunately, there are several issues in the implementation of technology. One of them is the major financial investment that implies providing schools with laptops and tablets that could be of great use to have access to technology. Another problem is the lack of adequate professional development for teachers who are willing to integrate technologies in their classrooms.

One more obstacle is the resistance to change. Either teachers are in their comfort zone, teaching with their classic methodology that does not give good results, or they are afraid of integrating new technologies because they feel unprepared or unable to understand new technologies.

Even though the use of interactive teaching methods should not replace or interfere with the basic teaching processes that take place inside the classroom, technology gives people access to thousands of applications that could enhance comprehension. Teachers could find varied and interesting materials and activities to complement what students do in class and could give them the opportunity to know what is happening in other parts of the world and even interact with students of other countries.

In the twenty first century almost every museum, every newspaper, every store is open for virtual visits; the internet is full of resources that could be easily incorporated in the classroom to make the teaching-learning process more interesting and to give to students the opportunity to participate in real communication. Luckily, teachers want to have access to what technology could bring to their students, and this is one positive point to highlight.

4.10. The course syllabus

4.10.1. Basic information

High School: Amarilis Fuentes Alcivar

Subject: English

Teacher: Mónica Ruth Ortiz David

Email address: monikortiz21@hotmail.com

Area: Foreign Language

Number of periods per week: 3 hours

Course Length schedule: 12 Weeks

Proficiency Level: Intermediated level

Teacher: MSc. Monica Ortiz David

Prerequisites: A 2

Main textbook: English B1.2

4.10.2. Learning outcomes

Upon successful completion of this course, students can:

- Ask and answer questions about daily routines, hobbies, favorite actors, etc.
- Have conversations about a person they admire, their best trip, personality traits, etc.
- Report what other people say.
- Tell personal stories according to their own experiences.
- Narrate moments that caused happiness or sadness in their lives.
- Ask and answer questions in a restaurant, store, museum, etc.
- Describe details of their embarrassing moments.
- Present their wishes.
- Make request, promises, and offers.
- Discuss ways to use the technology.
- Express opinions about the weather, seasons and temperature.
- Describe the effects of global warming.
- Describe imaginary situations.
- Summarize facts about inventions.

Unit 1: Let's talk movies

Objective	Grammar	Vocabulary	Activities	Assessment
<ul style="list-style-type: none"> •Students will describe mini biographies. •They will ask and answer questions about daily routines. 	<ul style="list-style-type: none"> •Simple Present •Simple Past •Present Perfect •Past progressive •Time clauses • Adverbs of frequency 	<ul style="list-style-type: none"> •Words related to movie production and the people involved •Idioms and colloquial expressions: To pull off By heart To come up with In a nutshell Few and far between To go overboard It's worth it A must see •Key expressions: It's worth it A must see •Synonyms and antonyms 	<p>Listening</p> <ul style="list-style-type: none"> •Teacher publishes on Google classroom the video of the movies <i>The daily routine of the Queen</i> and asks students to watch the video before listening class. •In class, students watch the video one more time and then they answer some listening comprehension questions •In pairs, students comment on their daily routines. •Students upload the answers to Google classroom •Teacher encourages students to reply to at least three of their classmates' answers posted in Google Classroom. <p>Speaking</p> <ul style="list-style-type: none"> •Teacher publishes on Google Classroom a file with an interview about a family member's daily routine. •In class, teacher asks students some comprehension questions about the interview. •Students then interview a classmate about his/her daily routine. •Students report the information orally using adverbs of frequency. •They publish an audio of the interview on Google Classroom. 	<p>Listening</p> <ul style="list-style-type: none"> •Teacher plays a short part of the listening exercise and students complete a cloze task. <p>Speaking</p> <ul style="list-style-type: none"> •Student A receives pictures of some daily routine activities, and student B receives some others. •In pairs, they ask each other questions to complete this information gap activity and then publish their answers on Google Classroom.

Justification for the use of Google Classroom: With Google Classroom everything is timestamped; teachers can easily identify which students have posted homework or not. Besides, with Google classroom it is possible the application of flipped classroom where teachers ask students to watch videos or listen to audios at home to have knowledge of the lesson before going to school since they can use their prior knowledge for the discussion in class.

Unit 2: Professions

Objective	Grammar	Vocabulary	Activities	Assessment
<ul style="list-style-type: none"> •Students will describe and differentiate professions. •They will talk about different personality types, professions, and university degrees. 	<ul style="list-style-type: none"> •Gerunds and infinitives •Verbs and adjectives followed by prepositions. •Connectors of contrast •Suffixes •Prepositions 	<ul style="list-style-type: none"> •Words related to personality types, professions and university degrees •Idioms and colloquial expressions: Cut out for Go on Drop out Fall behind Pass with flying colors Take advantage of •Key expressions: To suit (someone/something) Go on Take advantage of 	<p>Listening</p> <ul style="list-style-type: none"> •Teacher shows some pictures and asks students to match them with different professions. •Students listen to the TV <i>program Personality types and professions</i> from st-andrews.ec.uk and complete an exercise where they have to fill in the blanks with different personality types and professions they hear. •Teacher and students check answers orally. <p>Speaking</p> <ul style="list-style-type: none"> •Teacher asks questions about students' relatives, friends, and their occupations. •Students watch a video of <i>Professions around the world</i>. •In pairs, students describe professions. •Students create characters that describe a family member or a friend using Voki. 	<p>Listening</p> <ul style="list-style-type: none"> •Teacher writes the names and descriptions of the characters of the audio and plays it again. •Students write down the name of the characters that match the descriptions. <p>Speaking</p> <ul style="list-style-type: none"> •Student A thinks of a person he/she knows well and tells a partner about him/her. Student B fills in a chart. •Student B describes his/her person to student A, who fills in a chart. •Students decide if the people they described would be a good match and record their responses on Voki.

Justification for the use of Voki: It allows users to design talking characters for their presentations adding their own voice; this activity enhances the development of speaking skills. Besides, Voki is a different way of teaching and learning from the traditional way; because some students dislike talking in front of others, they will feel more comfortable practicing the English language using this technological tool.

Unit 3: Environmentally friendly

Objectives	Grammar	Vocabulary	Activities	Assessment
<ul style="list-style-type: none"> •Students will describe the effects of global warning. •They will refer to different green products and talk about their advantages and disadvantages. 	<ul style="list-style-type: none"> •Relative clauses: •Prefixes, suffixes, and roots. •Passive voice 	<ul style="list-style-type: none"> •Words related to environmental issues such as global warming and ways of confronting these issues •Environmental adjectives: innovate, less toxic, natural, organic, pure, recyclable, etc. •Adjectives for going green: natural, beneficial, durable, earth-friendly, etc. •Idioms and colloquial expressions: Day in and day out In the long run Not believe one's eyes Pay through the nose Run out •Key expressions: Tune up To handle 	<p>Listening</p> <ul style="list-style-type: none"> •Teacher shows students some pictures with vocabulary related to environmental issues and green products and elicits their prior knowledge about the topic. •Teacher plays the introduction of a podcast <i>Global warming collocation</i> from ieltspath.com twice and elicits answers from the students to say what is the main global issue being described. •Students listen again and answer some listening comprehension questions. •Teacher and students check comprehension. <p>Speaking</p> <ul style="list-style-type: none"> •Students watch a video about environmental issues. •Students create a small questionnaire to interview a classmate on his/her use of green products. •They recommend one and say why. •Students use a template from Canva to report what their classmates said in the interview. •Students present their work orally. 	<p>Listening</p> <ul style="list-style-type: none"> •Teacher gives students a list of events and they put them in order as they listen to the video <i>5 Incredible eco-friendly innovations to save the Earth</i>. <p>Speaking</p> <ul style="list-style-type: none"> •Students work on an information gap activity where they complete part of a crossword using names of green products. •Students choose one template from Canva and create their own posters about green products. •Students record their voice describing their posters and upload the audios on Google classroom.

Justification for the use of Canva: A technological tool to create vivid and fun posters, layouts, cards, invitations, etc. Canva enhances students learning since they can be creative, communicative, do photo editing, and what is more, download their products or use them on social media.

Unit 4: Imagine that!

Objective	Grammar	Vocabulary	Activities	Assessment
<ul style="list-style-type: none"> •Students will identify synonyms in listening activities. •Students will describe imaginary situations and express wishes. 	<ul style="list-style-type: none"> •Second conditional •Modal verbs 	<ul style="list-style-type: none"> •Words associated with imaginary situations •Idioms and colloquial expressions: Fed up For the time being Kick the habit Light at the end of the tunnel •Key expressions Cold turkey Fidgeting Do the trick •Synonyms 	<p>Listening</p> <ul style="list-style-type: none"> •Teacher presents some words with their synonyms. •The teacher plays the song <i>Synonyms</i> by Ron Brown, and students sing the song following the lyrics that have some underlined words. •Students write down synonyms, that they will choose from a word bank, for the underlined words. •In pairs, learners compare the answers, and after that, teacher provides the correct answers. •Students write one sentence for each word and upload them in Google classroom. <p>Speaking</p> <ul style="list-style-type: none"> •Teacher shows students several sets of pictures of imaginary situations. •Teacher reads mistaken sentences about those pictures. •Students take notes and correct the sentences using second conditional. •They check answers with the teacher. •In pairs, students talk about their wishes for when they graduate. •At home, they make a video about those wishes and upload it on VoiceThread. •Students write at least two comments to their classmates' videos. 	<p>Listening</p> <ul style="list-style-type: none"> •Students listen to the song <i>All I have</i> by Jennifer Lopez. •The song has some words that do not belong. •Students substitute those words with their synonyms. <p>Speaking</p> <ul style="list-style-type: none"> •Teacher gives students three adjectives. •Students talk about imaginary situations using those adjectives and upload their responses on VoiceThread.
<p>Justification for the use of Voice threat: VoiceThread allows learners to upload videos and interact with their classmates by giving comments. This tool allows the use of scaffolding; teachers give learners time to interact with their classmates for a few days. Then they ask and answers questions to become an active role in learning. Finally, when they become independent content designer, they make their own VoiceThread.</p>				

Unit 5: In the news!

Objective	Grammar	Vocabulary	Activities	Assessment
<ul style="list-style-type: none"> •They will construct meaning from context. •Students will report what was stated in newspapers, on the radio or television. 	<ul style="list-style-type: none"> •Reported speech-statements and requests •Demonstrative pronouns. •Making predictions 	<p>Words related to world news, local news, business, sports, weather</p> <p>Idioms and colloquial expressions:</p> <ul style="list-style-type: none"> •Barely scratch the surface •Bottom line •Go to great lengths •Turn a blind eye <p>Key expressions:</p> <ul style="list-style-type: none"> •To fire •Biased <ul style="list-style-type: none"> •Time expressions 	<p>Listening</p> <ul style="list-style-type: none"> •Teacher gives students a list of words and their meanings to introduce new vocabulary related to local news. •Students match both lists. •They listen to the audio of BBC news. •Students work on multiple choice questions and answers. •Before checking answers with the whole class, students check answers in pairs. <p>Speaking</p> <ul style="list-style-type: none"> •Teacher submits a video on Flipgrid of an interviewer reporting about an accident; students can listen to it for as many times as they want. •In class, the teacher writes some complementary questions on the board to help pairs of students' reports what happened. •At home, students upload their videos on Flipgrid reporting the events. •Teacher provides private feedback to each student. 	<p>Listening</p> <ul style="list-style-type: none"> •Students listen to a small audio called <i>Peter Pan</i> from English club. com. •From a list of sentences, students choose which ones are true or false. <p>Speaking</p> <ul style="list-style-type: none"> •Teacher presents pictures of events mentioned by a President in a message to the country. •Students report what the President said and record their responses on Flipgrid.

Justification for the use of Flipgrid: Flipgrid allows users to post videos. Students can see at home what teachers have published and answer some questions in class. With Flipgrid, teachers can monitor the learning process since students have to upload their answers to the platform. Teacher can make a mixed tape of students' answers, which can be useful for assessment.

Unit 6 Going back in time!

Objective	Grammar	Vocabulary	Activities	Assessment
<ul style="list-style-type: none"> •Students will summarize facts about inventions and important events from the past. •They will discuss what would have happened if things had been different in the past. 	<ul style="list-style-type: none"> •Phrasal verbs •Third conditional •Time expressions for the past. 	<ul style="list-style-type: none"> •Words associated with historical events and inventions •Idioms and colloquial expressions: To be fed up To iron out Pave the way See eye to eye •Key expressions: Rest assured Up-to-date Rule of thumb 	<p>Listening</p> <ul style="list-style-type: none"> •Teacher shows students pictures about important events and students participate making comments. •Students check a list of words given by the teacher that are essential to understand the listening exercise. •Students listen to the podcast <i>The past lives</i> by Simon Bown. •Teacher asks students to complete the sentences in simple past and plays the audio for as many times as necessary. •Teacher plays the podcast of a person describing some hypothetical or unreal situations in the past and how they would affect him/her and asks students to complete the sentences. •Students are put into pairs to compare answers before checking the answers with the teacher. <p>Speaking:</p> <ul style="list-style-type: none"> •Students get in pairs to write some sentences about a trip that went terribly. •Student A says what could have been done to make things better for student B and vice versa. •At home, each student publishes a short video on Flipgrid talking about their terrible trips. •Each student posts at least two comments to two different classmates using third conditional to say what could have been done to improve their trips. 	<p>Listening</p> <ul style="list-style-type: none"> •Teacher checks listening comprehension by asking questions about the podcast <i>Important event in my past life</i> and students put in order the events. •Teacher plays an audio with <i>I would have ...</i> sentences, and students complete them with <i>if I had....</i> <p>Speaking:</p> <ul style="list-style-type: none"> •Students listen to the song <i>If it hadn't been for love</i> from Adele and follow the lyrics. •They underline the sentences in third conditional on the listening activities. •They work in pairs and discuss their answers.

Justification for the use of podcasts: Podcasts published by podcasts.inenglish.com come with transcripts; this facilitates comprehension. Moreover, worksheets with pre-listening activities and appealing tasks for during and after listening can be found on the site. Each worksheet has its answers key.

Table 5. Units of the textbook English B1. 2. Adapted from the work of Ministry of Education of Ecuador (2015)

4.10.3. Resources

Human resources

Teachers and students

Material resources

Worksheets

Students' book

Teachers' guide

Videos

Virtual magazines

Websites

Computer

Cell phones

Tablets

4.10.4. Classrooms procedures

This course requires six hours of class per week. Each lesson will start with warm up activities. This course will have also provided pairs and groups activities. The activities and assignments will allow students to develop listening and speaking skills, which will help them to improve the learning of the language. Besides, the assessment from this course will consist of different activities designed to evaluate the process of students' learning mainly in listening and speaking fields. Some assessments will be formative and other assessments will be summative.

4.10.5. Grading procedures

This course will have 12 weeks. Each week will have six classes. The students will be assessed through quizzes and a partial test.

Quizzes. They will be graded out of 10 points each; they will be given at the end of each partial. They will have different items evaluated through multiple-choice activities, listen and complete conversations, fill in the blanks, ask and answer questions, discuss topics. The students cannot use any technological devices during the quizzes.

Tests. They will be graded out of 10 points; they represent 20% of the grade of the term. To calculate the final grade of the term, first an average of the

2	October 15 th -19 th	Unit 1: Let's talk movies	<ul style="list-style-type: none"> •Simple Present •Time clauses • Adverbs of frequency 	<p>least three of their classmates' answers posted in Google Classroom.</p> <p>Speaking</p> <ul style="list-style-type: none"> •Teacher publishes on Google Classroom a file with an interview about a family member's daily routine. •In class, teacher asks students some comprehension questions about the interview. •Students then interview a classmate about his/her daily routine. •Students report the information orally using adverbs of frequency. •They publish an audio of the interview on Google Classroom.
Week	Date	Unit	Grammar	Activities
3	October 22 nd -26 th	Unit 2: Professions	<ul style="list-style-type: none"> •Gerunds and infinitives •Verbs and adjectives followed by prepositions. 	<p>Listening</p> <ul style="list-style-type: none"> •Teacher shows some pictures and asks students to match them with different professions. •Students listen to the TV <i>program Personality types and professions</i> from st-andrews.ec.uk and complete an exercise where they have to fill in the blanks with different personality types and professions they hear. •Teacher and students check answers orally.
4	October 29 th -1 st	Unit 2: Professions	<ul style="list-style-type: none"> •Connectors of contrast •Suffixes •Prepositions 	<p>Speaking</p> <ul style="list-style-type: none"> •Teacher asks questions about students' relatives,

5	November 5 th -9 th	Unit 3: Environmentally friendly	Relative clauses: •Prefixes, suffixes, and roots.	<p>friends, and their occupations.</p> <ul style="list-style-type: none"> •Students watch a video of <i>Professions around the world</i>. •In pairs, students describe professions. •Students create characters that describe a family member or a friend using Voki. <p>Listening</p> <ul style="list-style-type: none"> •Teacher shows students some pictures with vocabulary related to environmental issues and green products and elicits their prior knowledge about the topic. •Teacher plays the introduction of a podcast <i>Global warming collocation</i> from ieltspath.com twice and elicits answers from the students to say what is the main global issue being described. •Students listen again and answer some listening comprehension questions. •Teacher and students check comprehension. <p>Speaking</p> <ul style="list-style-type: none"> •Students watch a video about environmental issues. •Students create a small questionnaire to interview a classmate on his/her use of green products. •They recommend one and say why.
6	November 12 ^h -16 th	Unit 3: Environmentally friendly	•Passive voice	

7	November 19 th -23 rd	Unit 4: Imagine that!	•Modal verbs	<ul style="list-style-type: none"> •Students use a template from Canva to report what their classmates said in the interview. •Students present their work orally. <p>Listening</p> <ul style="list-style-type: none"> •Teacher presents some words with their synonyms. •The teacher plays the song <i>Synonyms by Ron Brown</i>, and students sing the song following the lyrics that have some underlined words. •Students write down synonyms, that they will choose from a word bank, for the underlined words. •In pairs, learners compare the answers, and after that, teacher provides the correct answers. •Students write one sentence for each word and upload them in Google classroom.
8	November 26 th -30 th	Unit 4: Imagine that!	•Second conditional •Modal verbs	<p>Speaking</p> <ul style="list-style-type: none"> •Teacher shows students several sets of pictures of imaginary situations. •Teacher reads mistaken sentences about those pictures. •Students take notes and correct the sentences using second conditional. •They check answers with the teacher. •In pairs, students talk about their wishes for when they graduate. •At home, they make a video about those wishes and upload it on VoiceThread.

9	December 3 rd - 7 th	Units 5: In the news!	<ul style="list-style-type: none"> •Demonstrative pronouns. •Making predictions 	<ul style="list-style-type: none"> •Students write at least two comments to their classmates' videos. <p>Listening</p> <ul style="list-style-type: none"> •Teacher gives students a list of words and their meanings to introduce new vocabulary related to local news. •Students match both lists. •They listen to the audio of BBC news. •Students work on multiple choice questions and answers. •Before checking answers with the whole class, students check answers in pairs
10	December 10 th -14 th	Units 5: In the news!	<ul style="list-style-type: none"> • Reported speech-statements and requests 	<p>Speaking</p> <ul style="list-style-type: none"> •Teacher submits a video on Flipgrid of an interviewer reporting about an accident; students can listen to it for as many times as they want. •In class, the teacher writes some complementary questions on the board to help pairs of students' reports what happened. •At home, students upload their videos on Flipgrid reporting the events. •Teacher provides private feedback to each student.
11	December 17 th -21 st	Unit 6: Going back in time!	<ul style="list-style-type: none"> •Phrasal verbs •Third conditional •Time expressions for the past. 	<p>Listening</p> <ul style="list-style-type: none"> •Teacher shows students pictures about important events and students participate making comments.

				<ul style="list-style-type: none"> •Students check a list of words given by the teacher that are essential to understand the listening exercise. •Students listen to the podcast <i>The past lives</i> by Simon Bown. •Teacher asks students to complete the sentences in simple past and plays the audio for as many times as necessary. •Teacher plays the podcast of a person describing some hypothetical or unreal situations in the past and how they would affect him/her and asks students to complete the sentences.
12	January 2 nd – 9 th	Unit 6: Going back in time!	<ul style="list-style-type: none"> •Third conditional •Time expressions for the past. 	<p>Speaking:</p> <ul style="list-style-type: none"> •Students get in pairs to write some sentences about a trip that went terribly. •Student A says what could have been done to make things better for student B and vice versa. •At home, each student publishes a short video on Flipgrid talking about their terrible trips. •Each student posts at least two comments to two different classmates using third conditional to say what could have been done to improve their trips.

Table 7. Syllabus calendar

Note. Adapted from the work of Ministry of Education of Ecuador (2015)

CONCLUSIONS AND RECOMMENDATIONS

The design of this course syllabus demanded revisitation of the course, review of theories, delineation of course content and organization, etc.

This course syllabus reflects how the course fits into students' educational plans, communicates the teacher's expectations, and establishes class policies, assignments and deadlines.

This report also serves as a contract between the teacher and the students and contains useful information for evaluation of instructors, courses and programs.

Having included in the syllabus the use of technology to learn, collaborate, solve problems, and work on fun activities will prepare students for their careers. The use of technology in class helps reduce the anxiety and strengthen relationships with teachers and classmates.

It would be desirable that teachers of other courses also implement a new course syllabus that incorporates the use of technology, not only in the development of listening and speaking skills, but also on the improvement of reading and writing.

It is essential to organize workshops to instruct teachers on how to use the technological tools described in this study.

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APPENDICES

Appendix 1

Listening Test. Discriminative Listening

Listen to some facts about environmental issues and mark True or False.

1. The use of many environmental groups has been approved by organic pesticides.
2. Many Australian farmers had been killed by Tasmanian Tigers before they became extinct.
3. Recycling has been used by many countries to lower human waste.
4. Hopefully new laws and legislations will be protected by endangered species.
5. Reforestation has been conserved through many animals' natural habitats.
6. Sea levels will be increased by global warming.

NAME:

CLASS:

TOPIC:

Statement 1. The application of ...

Statement 2: Many Australian...

Statement 3: Recycling has been ...

Statement 4: Hopefully new laws ...

Statement 5: Reforestation has ...

Statement 6: Sea levels will ...

Listening Test. Listening comprehension

Listen to the interview and use reported speech to answer the questions:

1. What did Josh say he loved?
2. Why did Josh say he loved scuba diving?
3. What did Josh say about life under the water?
4. What is the second sport Joseph enjoys?
5. When will Josh be participating in a competition?
6. When did he start training?

NAME:

CLASS:

TOPIC:

Question 1. What did Josh say...?

Question 2: Why did Josh say...?

Question 3: What did Josh say ...?

Question 4: What is the sport ...?

Question 5: When will Josh ...?

Question 6: When did he start...?

Speaking test. Oral production test (individual). In this test the students were required to talk about their favorite movies for about one or one and a half minute. Students also had to include the following information: The reasons why they prefer movies. How often they watch movies. What kind of movies they prefer?

NAME:

CLASS:

TOPIC:

Vocabulary

Accuracy

Fluency

Interaction

Pronunciation

Speaking test. Oral interaction test (two students). In this test the students were asked to have a discussion in pairs. The topic was: Endangered Species. Moreover, students were required to talk about the reasons they think those species are endangered and which would be the possible solutions to avoid it.

NAME:

CLASS:

TOPIC:

Vocabulary

Accuracy

Fluency

Interaction

Pronunciation

Speaking test. Oral interaction test (group of three students). In this test the students worked in groups of three. They were required to discuss the answer of the question "Do you prefer to stay home or go out with your family or friends when you have vacation? "

NAME:

CLASS:

TOPIC:

Vocabulary

Accuracy

Fluency

Interaction

Pronunciation

Note: Official listening and speaking tests of Ministry and Education

Appendix 2

Rubric to assess speaking

Feature	Excellent	Good	Needs Practice
Vocabulary	Uses a variety of vocabulary and expressions.	Uses a variety of vocabulary and expressions but makes some errors in word choice.	Uses only basic vocabulary and expressions.
Accuracy	Uses a variety of grammatical structures and sentences patterns in his/her level.	Uses a variety of grammatical structures and sentence patterns in his/her level but make some errors.	Uses basic structures, makes frequent errors.
Fluency	Speaks smoothly. With little hesitation, according to his/her level, which does not interfere with communication.	Speaks with some hesitation, according to his/her level, but it does not usually interfere with communication.	Hesitates too often when speaking, which offer interferes with communication.
Interaction	Stays on task and communicate effectively, almost always responds appropriately and always tries to develop the interaction.	Stays on task most of the time and communicate; generally, responds appropriately and keeps trying to develop the interaction.	Tries to communicate, but sometimes does not respond appropriately or clearly.
Pronunciation	Pronunciation and intonation are almost always very clear/accurate according to her/his level.	Pronunciation and intonation are usually clear/accurate with a few problems.	Frequent problems with pronunciation and intonation.

Table 8. Rubric to assess speaking

Note. Adapted from Speaking Rubric for Fluency activities 2005. Pearson Education: Longman

Appendix 3

Students' survey

1. What type of listening exercise is mostly practiced in class?

- Listen and check the correct answer
- Listen and match the pictures with the correct description
- Listen and complete the sentences
- Listen and answer the questions
- Others

2. What type of speaking exercise is mostly done in class?

- Dialogues
- Debate
- Presentation
- Discussion
- Other

3. What technological device does your English teacher use the most for practicing listening and speaking skills?

- CD player
- Tablet
- Laptop
- Cellphone
- Computer

4. Which one of the following activities do you consider is the most appealing to boost your listening skills?

- Listening to visual clips, news, post casts
- Listen and do activities
- Listening to songs with lyrics
- Watching videos or TV programs
- Others

5. Which one of the following activities do you consider is the most engaging to reinforce your speaking skills?

- Role-play
- Information gap
- Storytelling
- Interviews
- Simulations

6. Which one of the following strategies is the most important to improve your listening and speaking skills?

- Have access to internet in the classrooms to research information about the lessons
- Use communicative strategies that encourage students to practice the language
- Use of technology in listening and speaking classes
- Work on listening and speaking activities of your English proficiency level
- Others

7. How often does the teacher use web platforms and applications on the development of your listening and speaking skills?

- Always
- Often
- Sometimes
- Rarely
- Never

Note: Students' survey, adapted from English listening and speaking assessment in Bangladesh Higher Secondary Schools, Brunfaut & Green (2017)

Appendix 4

Classroom observation

School:	Teacher:	Gender:
No. of students:	Year:	Date:
Times of class:		
Photograph	Classroom	Teacher
		Resources

Classroom activities observed Details including time/ frequently etc.

1 Type of listening activity

2 Type of speaking activity

3 Nature of other activities e.g.
grammar, writing, reading...

4	Language and nature of interaction Percent conducted in English (%):	Details Wholly – partly but mostly – half/half – partly but little – not
---	---	--

5	Students' English proficiency level: Indicated by (textbook) / estimated difficulty level for students.	Above – at – below level
---	--	--------------------------

6	Nature of teacher talk vs. student talk	Teacher talk: % Nature teacher talk: Students talk: % Nature student talk: e.g. individual / groups / pairs % in English
---	--	---

7	Use of activities/materials Individual students producing meaningful (i.e. unpredictable) utterances Sustained teacher / student interactions Across whole class or parts? Use of activities or materials.
---	--

8	Assessment observed Type of judgments the teacher makes e.g. “yes that’s right”, “I didn’t know that”	Details
---	---	----------------

9 Ways teacher gives **feedback** on errors.
Evidence of individual student assessment
by teacher.

10	Teacher's English proficiency level Teacher's English language ability (CEFR) - listening	Estimate A1 - A2 - B1 - B2 - C1 - C2
	Teacher's English language ability (CEFR) - speaking	A1 - A2 - B1 - B2 - C1 - C2

Note. Adapted from English listening and speaking assessment in Bangladesh Higher Secondary Schools, Brunfaut & Green (2017)

Appendix 5

Teachers' survey

Section One: General Information

➤ **Degree(s) Held**

B.A.

M.A.

➤ **How many years of experiences do you have in teaching English?**

Between 5 and 10 years

More than 10 years

Section Two: Please answer the following questions.

1. Do you use any technological device for teaching English?

Yes

No

2. Do you think the use of technological resources enhances students' listening and speaking performance?

Yes

No

3. What factor mostly prevents the use of technological devices?

- Lack of internet access
- Lack of technological tools in the classroom
- Difficulties in using software/hardware
- Technical support
- All of them

4. What factor is the most accurate for describing the importance of using technological devices for teaching English?

- Easy to think of new lesson ideas
- More opportunities for collaboration and interaction
- Improved organization and students' behavior
- Better monitoring of learning and teaching
- All of them

5. Would you use Google Classroom, VoiceThread, Canva, Flipgrid, Podcasts and Voki to improve students' listening and speaking performance?

Yes

No

Note: Teachers' interview, adapted from Investigating the Impact of Using Mobile Technology on Improving EFL Students' Learning Achievement, Idir & Iskounen (2018).



DECLARACIÓN Y AUTORIZACIÓN

Yo, **ORTIZ DAVID MONICA RUTH**, con C.C: **0910878842** autora del trabajo de titulación: **Use of Technological Resources in the Development of Listening and Speaking Skills of EFL Learners in the Third Baccalaureate – Computer Science at Amarilis Fuentes Alcivar High School**, previo a la obtención del título de **Máster en Enseñanza del Inglés como Lengua Extranjera** en la Universidad Católica de Santiago de Guayaquil.

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C.C: **0910878842**



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AUTOR(ES)	Ortiz David Mónica Ruth		
REVISOR(ES)/TUTOR(ES)	Hoyos Hernández David Eduardo		
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PALABRAS CLAVES/ KEYWORDS:	Performance, listening, speaking, technology, syllabus		
RESUMEN/ABSTRACT (150-250 palabras): This study was conducted to examine Third Baccalaureate - Computer Science EFL students' academic performance in listening and speaking, with the purpose of establishing what activities were encouraging or preventing the development of their listening and speaking skills. A mixed approach was used for collecting data; the application of official listening and speaking tests, two surveys, a rubric, and a classroom observation tool, helped obtained results to address the purpose of this investigation, and to write a plan of action to contribute in the progression of both skills. The tests results showed that most of the students have difficulty in discriminative listening, listening comprehension, oral production and oral interaction. Additionally, classes are mostly teacher-centered, and the activities practiced in class seem to be too difficult to accomplish, or the students have not reached the expected English proficiency level prior to graduation, B1. Students believe the use of technology will be of great help and motivation, although they approve the use of traditional teaching techniques of watching videos, practicing interviews, etc. Teachers also concur on the need of using platforms and applications to teach listening and speaking. Therefore, both teachers and students are aware of the factors that hinder students' performance of listening and speaking skills, and on the ones that could improve it. The design of a syllabus that includes the use of technological resources in listening and speaking classes is included in this research project to address the problem of investigation.			
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CONTACTO CON AUTOR/ES:	Teléfono: 593-9-79185346	E-mail: monikortiz2107@gmail.com
CONTACTO CON LA INSTITUCIÓN (C00RDINADOR DEL PROCESO UTE)::	Nombre: Stanley González Ubilla. MSc.	
	Teléfono: +593-4-3804600	
	E-mail: stanley.gonzalez@cu.ucsg.edu.ec	
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