

**M-LEARNING METHODOLOGY ON THE DEVELOPMENT OF THE LISTENING  
SKILL**



**Presented by:**

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**Submitted to the School of Human Sciences**

**In fulfillment of the Requirements of the Degree of B.A. in English and French**

**Linguistics and Languages Department**

**English and French Program**

**University of Nariño**

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## **Resumen**

El uso de la tecnología móvil en el aprendizaje del inglés ha estado incrementando en los últimos años alrededor de todo el mundo. Sin embargo actualmente existe un pequeño número de estudios sobre el tema de la comprensión de escucha a través del aprendizaje móvil. El propósito de este estudio es conocer las percepciones de los estudiantes hacia la metodología del aprendizaje móvil para desarrollar las habilidades de escucha. El estudio que esta investigación seguirá es un estudio interpretativo básico. La investigación será llevada a cabo con estudiantes del grado noveno del colegio INEM (Institución Nacional de Educación Media). Como principal instrumento de recolección de información se usara una entrevista semi-estructurada, de igual manera se tomara en cuenta algunas observaciones y análisis de documentos. Los resultados esperados al final de esta investigación es que los estudiantes se den cuenta que ellos pueden continuar practicando su habilidad de escucha gracias a los dispositivos móviles y que ellos pueden hacerlo en cualquier momento, lugar y sin conexión a internet .De igual manera se espera que los estudiantes se sientan más motivados e interesados en el aprendizaje a través de los dispositivos móviles.

**Abstract**

The use of mobile technology in learning English has been increasing around the world over the past few years. However, there have been only a small number of studies on the topic of mobile-assisted listening comprehension. The purpose of this study is to know students' perceptions towards mobile learning methodology for developing listening abilities. The study method that this field research will follow is a basic interpretative study. The research will be applied with ninth graders of INEM (Institución Nacional de Educación Media) high school. As the main data collection instrument, it will be used a semi-structured interview, also it will be taking in to account some observations and document analysis. The expected results at the end of this research is that students realized that they can continue practicing their listening skill thanks to their mobile devices, and they can do it anytime, anywhere, and without internet connection. In the same way, it is expected that students feel more motivated and interested in learning through mobile devices.

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## INTRODUCTION

Technology has quickly become a part of everyday life, especially mobile devices since they have become very important in the way people communicate, work, have fun, educate, and so on. As evidenced by a survey by the Ministerio de Tecnologías de la Información y las Comunicaciones, 72% of Colombian households have access to a smart phone and only 38% to laptops and desktops. (translated from Hernández, 2017). From this, innovative methodologies for mobile learning have emerged, changing the way in which millions of people learn around the world (translated from UNESCO, 2013). Mobile Learning System is used in several countries to have continuous access to the learning process through diverse applications that generally are considered fun for the users. This kind of systems are changing the educational traditional process. So they can be used to reinforce the traditional educational methodologies in our regional educational system, given the fact that many students currently own a cell phone.

The usefulness of a qualitative work to establish the advantages of handling M-Learning methodologies rests on the fact that it will be possible to work with a group of students that have the same characteristics and use cell-phones on a daily basis, which will make it easier to know their perspectives about it. With this study the authors do not pretend to reach wide generalization but to analyze and to identify the benefits of that M-Learning could have in improving certain skills, particularly in learning foreign languages. With a qualitative study it will be possible to corroborate the effectiveness of applications, thanks to the possibility of interviewing each one of the participants in order to receive their direct impressions, to value their progress if they show any and to implement achievable suggestions the participants could have.

## **THE RESEARCH PROBLEM**

### **Problem Statement**

During the last 10 or 15 years the methods of teaching modern languages have been influenced by structural linguistics. (Sánchez, 2017 p.91). Leaving aside some skills such as listening and speaking, probably, since the ICFES state exam, mainly evaluates what it considers to be communicative competence, which is composed of reading, grammar and lexicon. (Icfes Interactivo, 2018). This allows to understand why the teaching of English bases most of its methods on the structural linguist in order to satisfy the parameters of the state examination, forgetting the importance of oral communication in which the participation of a sender and a receiver is necessary, it means, someone who speaks and someone who listens.

Based on the previous description, this research project focus on the listening skill since this ability is the most forgotten in the learning process by students and teachers in most schools in Colombia although it is essential for communication. However, the learning of this skill will be carried out without forgetting that no skill should be isolated from the others since they are all related and one skill reinforces all the others. (Sánchez, 2017)

Organizations such as UNESCO promote mobile learning as a tool to strengthen education through a series of documents published in 2012 aim to "achieve a greater understanding of how mobile technologies can be used to improve access, equity and quality of education around the world." (UNESCO, 2012)

Besides, conveniently students know and handle smartphones "it is clear that students are well equipped in using technology in formal environments and are already using these technologies in order to support their learning process" (Popovici, A. Mironov, C., 2015) which will allow the use of technology as smartphones without difficulties during this project.

In addition, several research projects were found to support this research. such as “M-Learning Methodology in the development of English listening skill in students from The Languages Center of Universidad Central del Ecuador in Quito”. (Translated from Leiva, 2015) “Emerging mobile apps to improve English listening skills”. (Kim, 2013). “Blended learning and strategic activities in the development of listening comprehension skills in students of English as a foreign language”. (Translated from Bedoya, 2016).

All the previous projects as well as the present study share the same problem, that is, difficulties in the development of the listening skill with traditional methods. Considering the problem mentioned above, this research project proposes using a methodology called M-learning for the learning of listening skills.

**General Question**

- What is students’ perception about M-Learning Methodology on the development of the listening skill?

**Sub-Questions**

- What are the experiences of the students who use M-learning to learn English listening skills?
- How do the participants interact with the educational application?
- What application can be used with students of the ninth grade to practice the listening skill?

## **OBJECTIVES**

### **General Objective**

To identify students' perceptions of M-learning methodology in the development of the English listening skill.

### **Specific Objectives**

- To collect the experiences that students had using M-learning as a methodology to learn English listening skills.
- To describe the interaction between students and educational applications.

## **JUSTIFICATION**

The importance of this research lies in three main reasons to mention. First, this research approaches a new issue to the educative community of Pasto because there is a very little information about M-learning, since this has not been applied in this city or even in this country; therefore, this research will contribute to promote new researches about M-learning and ICT, besides it will provide basis for similar and future researches.

Another important reason is that the current research is innovative. It is necessary to change the traditional classes because they have not made significant improvements in the teaching of English since the methods or strategies usually forget the listening skill, which is fundamental for a successful communication in English.

Finally, this research is directed to help students, in this case, ninth grade students from INEM high school; to develop the listening skill. It is important to emphasize that INEM is one

of the 8 places that have “Vive Digital” in Pasto. This strategy aims to enable new strategies that allow teaching-learning English, especially to strengthen listening skills. For all the above, this research wants to support the use of new innovative strategies in public institutions in the community, starting with the use of the methodology of Educative M-learning to strengthen the development of the listening skill, in an efficient and creative way.

## **LIMITATIONS**

The information will be collected in a qualitative way by means of interviews applied to thirty of the students of ninth grade of INEM high school. Due to the size of the sample and because not all the ninths can be involved, it is possible that the conclusions might not be generalized to all the population and only be elements of a general view of the use of m – learning methodology to develop the English listening skill.

## **LITERATURE REVIEW**

### **BACKGROUND**

It has been observed that many teachers at public schools in Pasto still carry on conducting English classes in the traditional way,” a transmissionist tendency of knowledge still predominates, which implies that in general, ICT has not fostered new didactics in the field of teaching of foreign languages” (translated from Rico, 2014,p.4) however technology around the world has been part of many methodologies for learning foreign languages

During the sixties and seventies of the last century, English language learning

laboratories were used in various educational institutions. The main advantage of this type of technology was that verbal behavior of students would help them to quickly learn the second language. Although the language laboratory was a positive step in linking technology and language education, this technique was actually tedious and boring for learners (Singhal, 1997).

Computer assisted language learning (CALL) software has provided another teaching tool for second language education. Currently, there are numerous software application programs available such as vocabulary, grammar and pronunciation programs, spelling check utilities, electronic workbooks, reading and writing programs, and different learning packages to assist instructors in creating tutorial exercises to enhance their English language courses. Nowadays, there are several companies offering online courses that users pay for learning at home. But these usually are expensive and students in public schools cannot afford them. Today, the Internet provides instant and unlimited access to a large amount of information and communication, thus, favoring collaboration, discussion, and the exchange of ideas. In this way, E-learning took advantage of this new tool and uses technology in favor of learning by developing online content of all kinds. Finally, currently cellphone companies offer applications, most known as apps, for many issues, including languages learning.

To uphold this research project, it is important to establish the new influence of technology in the Learning process, such as b-Learning, inside of which it is found a particular methodology called m-learning. M-learning is a very specific part of b-Learning, which stands for blended learning, a term increasingly used to describe the way e-learning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching technology. It represents a much greater change in basic technique than simply adding computers to classrooms; it represents in many cases a fundamental change in the way teachers and students

approach the learning experience. It has already produced an offshoot – the flipped classroom – that has quickly become a distinct approach of its own.

No single, reliable definition of blended learning exists, or even a universal agreement on the term itself. Many use terms like hybrid, mixed, or integrative to describe the same trend. But the trend is significant, in 2000 an estimated 45,000 k-12 students took an online course, but almost a decade later more than 3 million took courses that way, many of them using computers in the schools themselves.

Within the most influential theories and on which the theoretical sustenance of blended learning is supported are the following (Vera, 2008):

**Behaviorism:** it is reflected in the stimulation and feedback presented in the development of the activities and in the tutorial assistance that it provided in virtual ways.

**Constructivism:** it is observed through cooperative and individual developments that they give at the moment of inquiring and building knowledge through particular cases and exploration exercises.

**Cognitivism:** it refers to the strategies and means by which someone learns causally and investigates the surrounding phenomena.

**Humanism:** it refers to the motivation exercised by the tutor in the virtual media and to the subjective observation of the training group from the face to face classroom media. Likewise, it takes into account the incidence of learning styles and rhythms.

But there are two main theories that support completely the use of m- learning as a learning tool, these are activity theory and transactional distance theory.

**REFERENCE FRAMEWORK**

There is a lot of research about the use and the effectiveness of m- learning as a tool to learn a determined subject in many areas of education. In this study will be mention several of them, but focus on 2 which are more related to this project:

Kim, Hea-Suk (2013) Conducted an empirical study of m-learning for English listening skills and explored students' perceptions. The participants were 44 students of Korean literature, English Literature, Administration, Economics, Educational Psychology and Physical Education from the Seoul Women's University. The participants were divided into two groups, an experimental (20 students) and a control group (24 students).

The participants in the experimental group were asked to use the smartphone apps for English listening practice while those in the control group were not. The instrument to measure the listening skill was the TOEIC (Test of English for International Communication).

The procedure was the following: These two groups were instructed with "listening" and "reading" activities taken from the TOEIC textbook for 55 minutes, 2 times a week along one semester. The control group only received the activity in class while the experimental group had additional "listening" activity on his mobile device the experimental group had to practice additional reading and reading activities to prepare the TOEIC two times per week for 30 minutes and send a message of 1 or 2 lines to the instructor writing about what they were listening to.

All the students took a test before and after the course. After the participants took the course focusing on preparing for the TOEIC tests for one semester, all the students in both group improved their scores on listening, but the mean scores of the experimental group in the listening tests resulted in higher than those of the control group.

In conclusion, they realized that repeated listening practice with authentic and meaningful learning resources through the smartphone apps can be effective to improve listening skills. Finally, the results of this study were consistent with the previous studies (Huang & Sun, 2010; Kang & Kim, 2007; Kukulska-Hulme, 2009; O'Malley et al., 2003) that mobile device can develop students' language skills since they practice outside of the classroom

Leiva Yugsi, Angelica Raquel (2016) tried to determine the importance of using Mobile-Learning in the development of the ability to listen to the English language in the students of the University Language Center of the Central University of Ecuador in Quito, in 2015. In addition, tries to identify the advantages, disadvantages or limitations of the M-Learning application in the process of listening skills. To develop this research, it was necessary 345 Students of the language center of the Central University of Ecuador, the subjects were given a listening test.

The analysis and interpretation of the results revealed a low level of listening comprehension. Then the study recommended a solution to the problem through a learning guide which explains how to use the M-Learning methodology. Which is to use mobile applications to develop listening activities. These allow strengthening the listening skills of students with a variety of activities that promote meaningful, collaborative, autonomous, dynamic, interactive and cooperative learning. This study is important and relevant as it supports the process of

learning the English language, especially developing listening skills using mobile applications anytime, anywhere.

Other similar articles are:

Improving critical thinking skills in mobile learning (2009). Improving listening skills through mobile learning (International Conference) “ICT for language learning (2010). Strengthening of the second language ingles (Colombia) and Spanish (United States) through ICT (2010). Using mobile devices for listening and speaking practice on a French language program (2010). Mobile learning: improve your English anytime, anywhere (2014). Mobile Learning in the Foreign Language Classroom, (2015). The methodology of m- learning in the development of the English listening skill in the students of the language center university from la Universidad central del Ecuador (2016).

All these researches were made between 2009 -2016, so it can be notice that they are Current Articles and some of them are similar to our context. Also, they have as a common problem the low performance in the English listening skill, and the authors of each research tried to find a solution trough strategies related to ICT or through m- learning.

## **CONTEXTUAL FRAMEWORK**

This research project is thought to be developed in a public high school called INEM located in the south-east of Pasto city. INEM de Pasto is a municipal educational institution of official character that attends the levels of preschool, basic and diversified media (academic and technical); with the co-responsibility of the educational community, it focuses its work on the

integral formation of students, especially in the scientific, technological, humanistic, spiritual, cultural and sports dimensions (translated from INEM, 2018) The high school offers its educational services in two schedules: morning and afternoon. The number of students is approximately 3128, and the number of teachers is 125. Among its infrastructure, there are separate classroom blocks, green areas such as gardens and soccer fields, an auditorium, science and languages laboratories, computer rooms, video rooms, cafeterias and a building dedicated to the administrative department.

For making possible this research activity, students of I. E. M. INEM, who are attending the ninth grade, were chosen. They are male and female, between the ages of thirteen and fifteen years old with a basic and intermediate level of English and whose social economic status varies amid one and two. The main instrument of this research will be the interviews that will reveal the opinions, thoughts, and feelings about the implementation of this methodology and how it has helped their listening learning.

## **CONCEPTUAL AND THEORETICAL FRAMEWORK**

### **Activity Theory**

The Activity Theory is based on the research of the Russian psychologist Vygotsky and his students especially, Leontiev, in the 1920s. The theory of activity includes the psychological study of how people share with each other, and perform collective activities with the help of sophisticated tools (information systems) in organizational environments of constant movement (Waycott et al., 2005, Hasan, 1999). In the theory of activity, the core of an activity is formed from the relationship between the subject (human maker) and the object (what is done.) The

subject adds the motives of the subject and the object includes the focus and the purpose of the activity.

### **Transactional Distance Theory**

It is the first pedagogical theory specifically derived from the analysis of teaching and learning conducted through technology. This theory was developed by Dr. Michael G. Moore, Professor at the Pennsylvania State University in 1970. Transactional distance theory is defined by the fact that distance is considered as a pedagogical concept (Moore, 1997). As a result, the theory enables the inclusion of both types of education, that is, “a program in which the sole or principal form of communication is through technology” and where “technology-mediated communication is ancillary to the classroom” (Moore 2007, p. 91). Therefore, it is essential for mobile learning because students currently carry their mobile devices to school, either outside or inside the classroom and use their phones either as an element of entertainment, communication or even education. That is why the transactional distance theory due to its applicability and flexibility illustrates the important contribution to mobile learning.

### **Listening Skill**

“Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers” (Rebeccal, 1993). Colombia is a country that is highly interested in making English its second language, the last report showed that even though all secondary school graduates needed to be at B1 level; those from public schools could barely be at A1 level. This low English proficiency level is due to 1) the lack of resources, 2) the lack of qualified language teachers, and 3) the limited class time spent on English language instruction (British Council,

2015). Apart from these reasons, there is another issue responsible for the low English level of schoolers: the listening skill has been taken for granted. Surprisingly, many teachers excuse themselves saying that there are not enough resources in public schools (e.g. language labs, tape recorders) and that is why they do not teach nor assess listening comprehension in students. (Campo Porto, María Concepción, 2016).

To introduce what is listening, it is necessary to say that for being competent in any language, English in this case, it is essential to be trained in the four communicative competencies: listening, speaking, reading and writing. In this project, the focus will be the listening skill. The listening skill is indispensable for the communication and learning process. Also, if we have a good listening level, it means we have a good comprehension of the language; so the capacity for communication will also be good.

There are many authors with a lot of definitions about listening; some of these definitions are:

The oral comprehension presupposes the act that each person can visualize in his interlocutor and understand his actions, gestures, and tone of voice. Vygotsky (1964)

Listening means pay "auditory attention" to a determine process, while hearing is just "react to sound stimuli". (Paez, 1996, p.77)

Listening means to comprehend what is heard. It requires a cognitive process, allowing the listener to construct the meaning. It must exist an active, participatory and dynamic interaction between the emissary and the receptor to carry out the comprehension. (Malcuzyнки, 2001; maqueo, 2006; Chavez, 2007)

As we could observed after having read the last definitions, the listening skill is not just to hear something, it is necessary a comprehension of what we are listening, it implies expression, gesture, tone of voice analysis among others. In the listening process we can find different types of listening:

**Appreciative listening:** Is heard without paying attention, in a relaxed way, looking for pleasure or inspiration. Is heard for entertainment and not for understanding.

**Selective listening:** Is listened to by selecting the information that interests us. We listen some aspects of the message.

**Discerning listening:** The whole message is heard and the relevant details are determined.

**Analytical listening:** Is heard in the order and the sense of the information to understand the relation between ideas, reflecting on the message. Information is separated from the emotions.

**Synthesized listening:** the listening is directed to achieve some information or a desired behavior of our interlocutor. We make affirmations or directed questions to answer with our own ideas.

**Empathy listening:** Is heard with the intention of understanding the speaker's feelings.

**Active listening:** A mental physical effort is made to obtain the totality of the message, interpreting the meaning, through the verbal communication, tone of voice and body language, indicating to the speaker through feedback what we understood.

In spite of the importance of the listening skill for language learning, this skill has not been a priority for many teachers in the national o local context, reason why we have decided to

take it in to account for our research valuing its importance and contributing to the development of learning of English as a foreign language.

**Technology in the Classroom:**

Technology is the application of organized and scientific knowledge to solve practical problems. (Harold Stolovitch,2011). The use of technological aids like computers has become a significant feature in English Language Teaching (ELT) classrooms. Teaching aids such as tape recorders, VCRs, and projectors were used in the classroom for effective teaching until some time ago. There is no doubt that using the internet for language teaching will occupy the central role in ELT and learning for quite some time to come (Coiro, 2003).

**Educational Technology**

Inside technology it is finding, educational technology. Richey defined educational technology as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources”. The Association for Educational Communications and Technology (AECT) denoted instructional technology as “the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning.

Digitized communication and networking in education started in the mid-1980s. Educational institutions began to take advantage of the new medium by offering distance learning courses using computer networking for information. Early e-learning systems, based on

computer-based learning/training often replicated autocratic teaching styles whereby the role of the e-learning system was assumed to be for transferring knowledge

### **M- Learning**

The use of ICT (Information and communications technology) has allowed the creation of new strategies in the teaching and learning process and it has become an innovative tool used in all areas of education.

M-Learning is a specific methodology derived from ICT for the teaching and learning process of a second language. It uses some mobile devices such as mobile phones, tablets, laptops, iPod and any device able to connect to a wireless network to give place to learning and teaching processes. This strategy offers the learner a personalized learning at any moment and in any place with the possibility of learning according to the style of each student.

Some definitions of M learning are the following:

Mobile learning is a subset of learning in an Electronic way called e-learning (mobile learning online), it means that e-learning is the same that mobile learning but the last one is done by mobile devices (Quinn 2007).

".. Any kind of learning done without a specific or predetermined place, or learning done when the learner takes advantage of the opportunities of learning Offered by mobile technologies. (O'Malley et al. 2003)

It is a methodological process where it is taught through a Mobile Device (mobile phone, an iPod or any mobile device) with Wireless connection. (Eng. Carlos Mora, 2010)

**Types of M-Learning**

There are five types of M- Learning:

- a. “Super-clickers” Allowing multiple choice, as well as free response questions during class.
- b. Tool of communication and collaboration between students. e.g. (back channel discussion).
- c. Educational portals of the world, out of class. E.g. (google jockeys)
- d. Mobile platforms for delivering content (Conference notes, videos, texts, etc) from anywhere.
- e. Tools for the collection and analysis of data (Interviews, photos, scientific data, etc.), while they are outside.

Currently mobile devices are present in our daily life, they are indispensable and they offer many useful applications for learning. However, just a few teachers use this kind of tool to help their students in the learning process, including teachers of the second language. The research considers this new strategy as a tool in the second language learning process, overall in the practice and development of the English listening skill.

**Student’s Perceptions.**

In the world of teaching and learning, students’ perceptions are very crucial because teachers, lecturers and instructors need to take students’ preferences into consideration before they come up with teaching materials and lessons (Bulut & Üğüten, 2003).. Students have different perceptions when their instructors use different approaches and methods in classes (McKittrick, Mitchum, & Spangler, 2014). According to Hasan and Tan (2012), students enjoyed using podcast as their listening tools. This is because it was found that podcast enhanced students’ listening comprehension and at the same time it was something current. In other words,

students would prefer their instructors to use something different, authentic, and interesting in the class. Besides, the integration of technology would help instructors to gauge students' interest and it can also be applied in listening assessment. This claim is supported by Ismaili (2013) Studies by Mirvan (2013), Woottipong (2014) and Sarani, Behtash and Arani (2014) highlighted that students' perception on using video media was positive because by using video media, their listening comprehension became better and they were more interested to learn the skill and the language. This is due to the use of authentic language in the video.

## **METHODOLOGY**

### **Type of Study**

For this research, it will be used a qualitative approach, since its purpose is to "reconstruct" reality, as observed by the actors of a previously defined social system (translated from Hernandez, 2004, p.10) This type of research collects information based on the observation of natural behaviors to be interpreted and analyzed later. Besides, its qualitative methods allow the researcher to study selected issues in depth and detail without being constrained by pre-determined categories of analysis. Qualitative researchers use multiple systems of inquiry for the study of human phenomena including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory and phenomenology.

This approach has been chosen because it focuses on human behavior from a participant's point of view, and the purpose is to know the opinion of the study participants about the use and implementation of the methodology called M-learning in the process of learning listening skills.

**Design of the Research.**

For this research, Basic interpretative study has been chosen. According to Ary, Jacobs, Sorensen and Razavieh (2010) a Basic interpretative study seeks provide rich descriptive reports targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved. The central purpose of these studies is to understand the world or the experience of another. Merriam (2002) indicated that qualitative researchers make meaning of what people have constructed about their experiences. Merriam (2002) asserted that the product of qualitative inquiry is rich as the research attempts to understand the phenomenon from the perspective of participants. Stake (2010), established that a qualitative research draws on the interpretations of researchers, of the people they study. This research aims to know students perception about the m- learning methodology to develop their listening skill, it is necessary that they provide their honest opinion about how do they feel with this methodology, in this way students will provide important information about if this methodology could be applied in the future to develop their listening skill.

**Context of the Research**

This research project is thought to be developed in a public high school (a social institution with human, technological, methodological resources, administrative and financial materials, articulated to achieve the objectives of education). located in the south-east of Pasto. The high school offers its educational services in two schedules: morning and afternoon. The number of students is approximately 3128, and the number of teachers is 125. Among its infrastructure, there are separate classroom blocks, green areas such as gardens and soccer fields, an auditorium, science and languages laboratories, computer rooms, video rooms, cafeterias and

a building dedicated to the administrative department. Its mission is to attend the levels of preschool, basic and diversified media (academic and technical); with the co-responsibility of the educational community, it focuses its work on the integral formation of students, especially in the scientific, technological, humanistic, spiritual, cultural and sports dimensions, through training based on basic, citizenship, general and specific work competencies that they allow the development of positive relationships with themselves, with others and with the environment, serving their ethical project of life and the needs of the context, with the above the students are empowered to integrate into higher education, to link to the world of work and to contribute effectively to the development of your community and its vision is be recognized in 2019 as a leader among the official educational institutions of the department of Nariño, for having established processes of continuous improvement of quality and inter-institutional alliances to guarantee training chains towards technical, technological and professional education, enabling better opportunities for human development, academic development, job development and business creation for students.

### **Population and Sample**

#### **Population**

To carry out this research a group of approximately 30 students will be selected. They will participate voluntarily in this research .They are attending ninth grade, both male and female, between the ages of thirteen and fifteen years old with a basic and intermediate level of English and whose social economic status varies amid one and two. This number of participants is selected taking into account the number of people suggested for this kind of research by Roberto

Hernandez Sampieri in his book “Metodología de la Investigación”, also taking into account the available time and money and finally because it is very important the redundancy of information.

**Sample:**

In this research, 30 voluntarily students will take part in this research project. This sample will be a homogeneous sample, also called a quota sample because the purpose of this research is to gather data from a specific number of participants that meet certain characteristics that include things such as age, sex, class, social status, among others.

**Data Collection: Instruments and Techniques**

In qualitative studies, the human is the primary instrument for the gathering and analyzing of data, also the principal means of collecting data is through interviewing, observations and document analysis, avoiding the use of paper - and- pencil tests, checklists, mechanical instruments, and highly structured observational protocols. (Ary, et al., 2010)

Observations: Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. The goal is to understand complex interactions in natural settings. (Ary, et al., 2010). It provides the researcher with privileged access to research subjects in a social situation and captures the context of the social setting in which individuals function by recording subjective and objective human behavior (Gillis & Jackson, 2002, p.468). Its objective is to allow the observer to obtain information on how the different participants are behaving and interacting in the immediate reality. This technique is characterized by the following aspects: First of all, it helps the researcher have a better understanding of the context and phenomenon under study. Second, through observations, the researcher can discover

something new or verify hypothesis. Finally, information obtained through this technique is very accurate in nature and also very reliable.

Document analysis, Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term documents here refer to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos. Document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) or of non-written records (photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, virtual world settings, etc.). The analysis may be of existing artifacts or records, or in some cases the researcher may ask subjects to produce artifacts or documents, for example, asking participants to keep a journal about personal experiences, to write family stories, to draw pictures to express memories, or to explain thinking aloud as it is audiotaped. Documents can be classified into four categories: (1) public records, (2) personal documents, (3) physical materials, and (4) researcher-generated documents. (Ary, et al., 2010).

The principal mean of collecting data in this study will be interviewing. The interview obtains data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses (Ary, et al., 2010). Seidman (2006) declared that interviewing enables people to make meaning through language. Seidman explained that the goal

of an interview is the participant's reconstruction of experience within the topic in question.

This research will use a semi or partially structured interview. In this type of research the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interviewing process. One characteristic that all qualitative interview formats share is that questions are typically open ended (cannot answered with a yes or no or simple response) and the questions are designed to reveal what is important to understand about the phenomenon under the study (Ary, et al., 2010).

### **Data analysis and findings**

#### **Data analysis**

In qualitative research typically involves categorization and development of patterns or themes, interpreted by the researcher through his or her own disciplinary lens (Ary, et al., 2010). Also, all the qualitative analysis involves attempts to comprehend the phenomenon under study, synthesize information and explain relationships. Once the data are collected, they must be organized and managed. Qualitative data can be described on three stages: (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing (Ary, et al., 2010).

First of all, the transcription of the recorded interviews is mandatory, including notes that provide nonverbal information (e.g., laughter and hesitation) that can give added meaning, these files will be stored in digital format organized by the interviewee's name and date, or if the participant decides to remain anonymous only by date. Once the transcriptions have been completed, the researchers will continue to read and reread the data, and then the researcher will identify the preliminary main ideas within each interview and observation.

Second, the researcher will code and reduce the information. Here the researcher will identify categories and themes and their refinement, also if it is appropriate the researcher can nominalize them as they consider appropriate. Once coding of a transcript is completed and all items with a particular code are placed together, it is necessary consider whether the codes can be put together into larger categories. The categories developed from the coded data should be internally consistent and distinct from one another. Once all data are sorted into major and minor categories, it is necessary determine whether some fit together into themes.

The third and last step is interpreting and representing. The researcher will make generalizations based on the connections and common aspects among the categories and patterns; also, he will analyze critically the obtained data taking into account as many explanations for the occurrence of a phenomenon as possible. Finally, a written report will be used to present the findings that the researchers have come to during the whole process.

### **Analysis of Findings**

At the end of this research, the students will have contributed with their perceptions about the development of listening skills through the M-learning methodology. Their thoughts, feelings and experiences will be known through the final interviews, as well as how students interact with this type of technological tools. Which will allow us to approach the understanding of the influence of an innovative methodology such as M-learning in the development of listening skills. And what in turn could suggest changes in traditional learning, towards the use of technology as an alternative in the development of English classes.

**Researcher's Role**

In this qualitative study the researchers will not participate actively and will be complete observers. However, to be more ethical, participants will have knowledge of the study, its role in it and the objectives of it. In addition, they will be aware that the research will last for one school year, and at the end of this period they will have to respond honestly to interviews which aim to know their opinions, thoughts and feelings after the study. In order to have an idea of how students interact with these methodologies oriented to the development of listening skills.

**Conclusions and discussion**

The demand for using technology in English learning and the need of learners to use a foreign language through MALL (Mobile-assisted language learning) will inevitably increase. In other words, mobile technology makes learning possible in an easier and more convenient way without time and space limitations (Oxford & Oxford, 2009). Students can take the advantage of using mobiles in their free time to learn English when and where they want. L2 learners can listen to podcasts through apps on their mobile phones while walking on the street, which facilitates to incorporate foreign language exercise into real situations. In this way Mobiles, give us more listening opportunities outside of the classroom (Elkhafaifi, 2005; Hadley, 2001; Kao, 2006). The present study explored students' perceptions of M-learning on development of the English listening skill. The expected results at the end of this research is that students see in a positively way the use of mobiles for English listening practice. In the same way is expected that students realized that they can use their mobile as an effective way to learn a variety of English expressions and vocabulary, and self-study. In addition, it is expected that students feel more motivated and interested in learning through mobile devices .

Considering that there exists little research on mobile-based listening skills with the smart phone apps, the findings from the present study are to provide valuable insights into the area of foreign language listening research and practical implication for L2 listening classrooms.

### **Credibility**

Several strategies have been recognized to promote the credibility of a qualitative study.

A strategy that will be used in this study consisted in evidence based on referential or interpretive adequacy.

### **Evidence Based on Referential or Interpretive Adequacy.**

Referential or interpretive evidence of validity refers to “accurately portraying the meaning attached by participants to what is being studied by the researcher” and “the degree to which the participants’ viewpoints, thoughts, feelings, intentions, and experiences are accurately understood . . . and portrayed” (Johnson & Christensen, 2000, p. 209).

Two primary strategies are used to enhance referential adequacy: member checks and low-inference descriptors. Member checks (participant feedback) ask the question, “Do the people who were studied agree with what you have said about them?” At the end of the data collection period, the researcher may ask participants to review and critique field notes or tape recordings for accuracy and meaning. Or the researcher’s sharing his or her interpretations of the data with the participants can help clear up miscommunication, identify inaccuracies, and help obtain additional useful data. In member checks, the researcher solicits feedback from the participants about the study’s findings. Also, the researcher will demonstrate courtesy to the participants by letting them read what has been written about them. Using many low-inference

descriptors such as verbatim or direct quotations helps the reader experience the participants' world. Using tape recorders or video cameras enables the researcher to use these descriptors. Thick, rich description also helps the research convey an understanding of the study's context. These descriptions are very detailed, helping the reader "see" the setting, or if reporting themes from interviews, using the actual words of the respondents (Ary, et al., 2010).

**Ethical issues:**

For the development of this research project, a letter to the principal, teachers and parents stating the main characteristics and the process to be developed will be addressed, and a report will be filed in a meeting before implementing the project. Students will voluntarily accept if they want to be part of this research. Also, confidentially principles will be taken into account in order to protect participant's identity. Finally, the ethical aspects required for the advancement of the project, and the gratefulness, reciprocity, confidentiality and a final report of the research findings.

**Pedagogical Implications**

After the literature review, analysis of some related studies on the subject of this research, and the use of the app (LearnEnglishPodcasts- Free English listening) by the students, it can be determined that m-learning is a valid tool to enhance languages skills learning. In order to complement the results of this research, a useful pedagogical strategy based on the studies that have been analyzed will be suggested for people who are interested in the topic of this research. For example, teachers can adapt activities from the application in cell-phones, inside their classes, making students to use their cellphones in a more productive way.

**Pedagogical Recommendations**

This research has shown the use of a methodology that innovates and offers new learning strategies to develop listening skills, so it is necessary to make some recommendations if you want to apply it in an institution. In the first place, it is necessary to take into account for whom it is directed. So, students must have prior knowledge of the use of mobile devices, in addition to having the appropriate age in which they do not lose concentration easily and have total autonomy and responsibility. Second, it is very important to have the necessary resources such as mobile devices, internet connection, time, and place to carry out activities. Finally, it is essential that the teacher is trained in the use of technology, especially of these mobile devices and of all the applications that can be used for the development of English skills. In addition to having qualities such as organization, creativity, and leadership.

**4.2 Time Schedule and Budget**

*Chart 1 Time Schedule*

Research Activity	Time in months																
	2018					2019											
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Develop research proposal																	
Literature review																	
Prepare instruments																	
Pilot study																	
Data collection																	
Data analysis																	
Final conclusions																	

To begin, considering the process that is going to be developed in this investigation, it is necessary to create a Budget. It includes the monetary elements that will let us achieve the research objectives. First, the principal technique in this work is interviewing that is going to be applied to 30 students. Therefore, the next chart presents the materials and prices of the elements that will be used in the project. Finally, the total cost for the complete work will be 565000 Colombian pesos.

*Chart 2 Budget*

MATERIAL	COST	UNIT	TOTAL COST
PAPER	\$ 200	20	\$ 4000
LUNCH	\$8000	20	\$ 160.000
PENCILS AND PENS	\$1000	8	\$ 8000
TRANSPORT	\$1600	40	\$ 64000
VOICE RECORDER	\$77.000	1	\$ 77.000
VIDEO CAMARA	\$252.000	1	\$ 252.000

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**APPENDIX**

**Appendix A: Interview Questions**

Semi-Structured Interview Questions in Spanish and in English

Fecha: DD/MM/AA

**Introductory Question**

**1.** ¿Le gusta aprender inglés?

Do you like learning English?

**2.** ¿Qué piensa de la tecnología? ¿Le gusta?

What do you think about technology? Do you like it?

**3.** En su opinión, ¿la aplicación usada para la práctica y desarrollo de la habilidad de escucha en inglés, puede usarse como una alternativa a las formas tradicionales de aprendizaje del idioma?

In your opinion, the application "... " used for the practice and development of listening skills in English, can be used as an alternative to traditional forms of language learning?

**Main Question**

**4.** ¿Cuál es su percepción del uso de la metodología de M-learning para el desarrollo de la habilidad de escucha?

What is your perception about the use of M-learning methodologies for the development of listening skills?

**5.** Describa la diferencia entre la metodología tradicional y la metodología de M-learning usada para el aprendizaje del inglés

Describe the differences between traditional methodologies and M-learning methodology used to learn English.

**Supporting Question**

**6.** ¿Cree usted que la app usada fue efectiva para mejorar las habilidades auditivas?

¿Si es así, cómo?

Do you think that the used app was effective to improve listening skills? If so, how?

**7.** ¿Qué le gustó o no le gustó de la app móvil usada para desarrollar sus habilidades de escucha en inglés?

What did you like or dislike about the used app to develop your listening skills in English.?

**8.** ¿Qué tipo de problemas encontró usted cuando usaba la app?

What kind of problems did you come across when you used the app?

**9.** ¿Cree usted que es una buena idea usar aplicaciones móviles para el aprendizaje del inglés?

Do you think that it is a good idea to use mobile applications for learning English?

**Finishing Questions**

**10.** ¿Cuál cree usted es la característica más importante de esta metodología de M-learning?

What do you think is the most important characteristic of this M-learning methodology?

**11.** ¿Continuará usando la aplicación para desarrollar y mejorar sus habilidades de escucha?

o prefiere usar otros métodos? ¿Cuáles? ¿Por qué?

Will you continue using the application to develop and improve your listening skills? Or do you prefer to use other methods? Which? Why?