Effects of Using ICTs on Foreign Language Learners' Listening skills in Students of Ninth-Grade from "Institución Educativa Sagrado Corazón de Jesús"

Diana L. Burbano Pupiales

And

César M. Santacruz Izquierdo

Universidad de Nariño

Linguistics and Languages Department

School of Human Sciences

San Juan de Pasto, 2022

Effects of Using ICTs on Foreign Language Learners' Listening skills in Students of Ninth-Grade from "Institución Educativa Sagrado Corazón de Jesús".

Diana L. Burbano Pupiales

and

César M. Santacruz Izquierdo

Nariño University

Department of Linguistics and languages

School of Human sciences

Readers:

Jorge E. Benavides., Ph.D.

Professor Juan E. López., R, BA

San Juan de Pasto, 2022

NOTA DE RESPONSABILIDAD:

Las ideas y conclusiones aportadas en el siguiente trabajo de grado son responsabilidad exclusiva del autor. Artículo 1° del acuerdo N° 324 de octubre 11 de 1966 emanado del Honorable Consejo Directivo de la Universidad de Nariño.

DISCLAIMER:

The ideas and conclusions given in this research paper are exclusive responsibility of the author. Article 1° of the agreement N° 324 of October 11, 1966 from the Honorable Board of Directors of the University of Nariño.

Nota de aceptación

_____

_____

_____

_____

_____

_____

_____

Firma del presidente del jurado

_____

Firma del jurado

_____

Firma del jurado

San Juan de Pasto, 23 de agosto de 2022

NOTA DE AGRADECIMIENTO

De manera especial agradezco a nuestro asesor, el Magister Mario Guerrero, a nuestros jurados: El Doctor Jorge Eliecer Benavides y el Profesor Juan Esteban López, por los consejos y sugerencias realizadas, las cuales contribuyeron al desarrollo y logro de éste trabajo de investigación. Igualmente, agradecemos a nuestros padres, cuyo apoyo fue determinante en la culminación de nuestros estudios. A Dios y a la vida por la oportunidad de escribir nuestra historia en los pasillos y espacios de nuestra Alma Máter.

RESUMEN

El presente trabajo de investigación se ha desarrollado con la intención de mostrar los Efectos del uso de las Tics en la Habilidad de Escucha del Aprendizaje del Inglés como Lengua Extranjera de los Estudiantes de Grado Noveno de la Institución Educativa Sagrado Corazón de Jesús. Dado que la habilidad de escucha es una de las menos estudiadas pero que posee una gran importancia en la adquisición de un nuevo idioma, decidimos investigar en qué medida la exposición de los estudiantes a algunas de las herramientas tecnológicas más accesibles para ellos afecta su habilidad de escucha en la adquisición de una nueva lengua. Para ésta investigación hemos tomado los estudiantes del grado noveno y los hemos expuesto a diversas actividades de mayor y menor complejidad, las cuales usan para su desarrollo alguna de las herramientas de las Tics, tales como: Aplicaciones, videos, audios y celulares, debido a que ellos son los que están más disponibles para los niños en el territorio colombiano. Hemos encontrado así que dicha habilidad en los estudiantes puede mejorar notablemente debido a que son actividades que los motivan y los invitan a prestar más atención, los mantiene expectantes sobre qué más pueden encontrar en este tipo de dinamismos y hacen que ellos las busquen también por su propia cuenta. Todo esto a su vez decrece su ansiedad en el aula de clases y hace que baje la barrera del aprendizaje, la causante de un bajo desempeño y dificultad al aprender. En el caso de los profesores, les brinda alternativas para mejorar el ambiente y el manejo de clases. De igual manera, les brinda la oportunidad de ampliar su portafolio de actividades de manera dinámica.

ABSTRACT

This research paper has been developed with the intention of showing the Effects of Using ICTs on Foreign Language Learners' Listening skills in Students of Ninth-Grade from "Institución Educativa Sagrado Corazón de Jesús". Due to the fact that listening is one of the less studied skills yet one of the most important regarding the acquisition of a new language, it has been decided to research how much the exposure of the students to some of the more accessible technological tools affects their foreign language learner´s listening skill. For these purposes students of ninth grade of the mentioned institution were taken as sample population and they have been exposed to diverse high and low complexity activities which use for its development some of the ICTs tools such as: Apps, videos, audios and cellphones as they are the most available ones for kids in the Colombian territory. It has been found that the ability in students can notoriously improve due to these are activities which motivate and invite students to pay more attention, creating as well, they keep them expectant about what else they can find related to this kind of dynamisms causing them to search for more. All of these, at the same time, decreases anxiety in the classroom and consequently the learning barrier, both causes of a low school performance and learning problems. In the other hand, regarding teachers, this kind of activities and tools give them the opportunity to enlarge their activities portfolio in a lively way.

1. Content

1. Content....8
2. Introduction....10
2.1. Problem....10
2.2. Purpose....14
2.3. Significance of the Study....14
3. Literature Review....16
3.1. English Language Learning and Teaching as a Second Language....16
3.2. Teaching Methods:....18
3.2.1. Audiolingual Method....18
3.2.2. Total Physical Response....19
3.3. Approaches:....19
3.3.1. Natural Approach....19
3.3.2. Task-based Language Teaching....20
3.3.3. Communicative Language Teaching....20
3.3.4. Suggestopedia....20
3.3.5. Multiple Intelligences....21
3.4. Listening....22
3.4.1. The Diagnostic Approach:....23
3.4.2. Syntactic Cues:....24
3.4.3. Subskills:....24
3.5. Authentic Materials:....26
3.6. Information and Communication Technology (ICT).....26
3.7. Technology....27
3.8. Computer Assisted Language Learning (C.A.L.L.)....28
3.9. Mobile Assisted Language Learning (M.A.L.L.)....29
3.10. Applications (Apps)....30
3.10.1. Soundter:....30
3.10.2. Ello English:....31
3.10.3. Oxford English Listening:....32
3.10.4. Learn English GREAT Videos....32
3.10.5. Learn English by Video....33

4. Discussion and Analysis 34
5. Conclusions and Suggestions 36
6. References 37

2. Introduction

The Teaching and learning process like any other discipline depends on several factors. In this case, those factors are the role of teachers, the methodology, the motivation and participation of students, and, of course, the resources, elements, or materials that support their development. Regarding this last point, ICTs take an important place in educational fields. "With the world moving rapidly into digital media and information, the role of ICTs in education is becoming more and more important and this importance will continue to grow and develop in the 21st century" (Amin, 2013). That is why this paper is focalized on showing what those effects are in foreign language learners, more specifically on listening skills. In this study, the elements to contextualize the problem will be shown, so the reader can picture a better image of the panorama when talking about English listening skills perceptions. This research is not focused on achieving any particular point but on registering the effects that technological elements such as cellphones, apps, videos, and audio have on the English listening skills of ninth-grade students from "Institución Educativa Sagrado Corazón de Jesús". For this, it is important to have a tour around the elements intervening in a process that goes further than merely perceiving sounds with an auditory organ, to understand the progression itself, and then to see how external elements affect this process in one way or another.

2.1. Problem

English as a communication tool has 4 skills (listening, reading, writing and speaking). According to (Howatt and Dakin, 1974, cited in Arif Saricoban, 1999) "Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is

capable of doing these four things simultaneously. (p,1)" Since we are born, we are exposed to an environment full of sounds, most of them are from our native language and we have access to that information through our parents or family conversations. As we grow up, we improve our listening abilities. According to (Renukadevi, 2014), "Listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch, and accent; and it is only possible when we listen. (p,60)" The more exposition we have to the sounds, the better chances we have to improve our listening abilities. Some of this can be seen in (Willis 1981:134 cited in Arif Saricoban, 1999) who lists a series of micro-skills of listening, which she calls enabling skills (predicting what people are going to talk about, guessing at unknown words or phrases without panic, using one's knowledge of the subject to help one understand, identifying relevant points; rejecting irrelevant information, retaining relevant points (note-taking, summarizing), recognizing discourse markers. Understanding different intonation patterns and uses of stress, etc., which give clues to meaning and social setting, understanding inferred information, e.g., speakers' attitude or intentions.) As it is seen, listening is more than just some sounds going through our ears. Bulletin (1952), recalls the vital importance that our pupils be taught to listen effectively and critically. For him, "listening to and understanding speech involves several basic processes, some depending upon linguistic competence, some depending upon previous knowledge that is not necessarily of a purely linguistic nature, and some depending upon psychological variables that affect the mobilization of these competencies and knowledge in the particular task situation. The listener must have a continuous set to listen and understand, and as he hears the utterance, he may be helped by some kind of set to process

and remember the information transmitted. His linguistic competence enables him, presumably, to recognize the formations of the heard utterance, i. e., to dissect out of the waveform of the morphemes, words, and other meaning-bearing elements of the utterance. (p,2)" It is, not every person has the same capacity to listen. Every person is a different world, every person has different previous knowledge and experiences. However, providing a constant exposition to the language will help the students to improve their capacities. For Rost (1994) "Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language (p. 141-142)". Here is where we as teachers have to evaluate and see what we are doing to provide accurate listening practices.

To achieve what has been proposed previously, some tools might improve learners' capacities. For instance, "ICT and Web 2.0 tools provide a variety of different approaches as well as learning styles that might reinforce the material delivered in other formats. Not to mention that enjoyment here might be an important part of effective learning, thereby captivating learners' interest, increasing personal discovery, generating enthusiasm and the desire to learn thereby instilling an interest from within to improve the learners' motivation" (McDougald, 2009 as cited by himself in 2013, p. 249). These tools anticipate a students' active role in the learning process when used correctly. "It has been demonstrated that the use of electronic devices in the classroom has increased participation from all students. Through the integration of devices, all students can participate; whether in an anonymous electronic poll using an application (for the quiet

student) or a small group creation of a mind map that encourages participation in a larger classroom. Through the integration of technology, all students can participate and they have reported that learning is more fun and engaging when interactive, experiential activities are incorporated" (Cain, Black, & Rohr, 2009; Samson, 2010). The world is moving into a new era with the use of technology in every aspect. What used to be an option is now a necessity. Most of the students are familiarized with the use of electronic devices and technological tools in their daily life. Although sometimes the use of technological devices at school can be a problem when talking about attention from students to the real content of the class, it can certainly be a great help if it is used correctly.

Vast research work has been done about this topic, here are two of those studies: The university VIT of India led a study with the students of the first year of engineering who were facing problems of anxiety when doing their lectures in English. "The study revealed that technology-based intervention for training students in listening competencies and reducing their anxiety when listening to lectures was successful. The post-test results reported that students had improved from pre-intermediate to low-advanced level skills in listening. As seen in the study, the use of technology in the classroom with the correct approach can have a positive effect in the way students perceive the information they receive". (Pasupathi, 2012).

On the other hand, teachers are an important part when integrating technology in the classroom and Colombian teachers are not the exception. McDougland, (2013) from the Universidad de la Sabana, led a study about the impact of the Masters in English language teaching with an emphasis on Autonomous learning environments. This study was done with

graduates from 12 cities from 9 departments throughout Colombia to see how they are using Information and Communication Technologies (ICT) for English language learning to promote autonomy, which revealed that teachers and students are nowadays more, and more comfortable using ICTs in their activities in the classroom. And the list can continue.

Although in Colombia and more specifically Nariño, some government plans to become people bilingual have been implemented, there are problems we continually face when trying to achieve the goals of those plans. Among the main problems we found that: There is a limited number of English teachers, there are too many students per classroom, most English classes are meant to teach grammar and vocabulary isolated from context, PRUEBAS SABER is only used to measure students' reading comprehension, there is not much technology access in schools, there are not enough English hours in the schools' schedules. Also, students are used to translating everything to Spanish, instead of thinking with the English structure. So, when they listen to something in English, they want to do the same, having something like a listening shock.

2.2. Purpose

The purpose of this study is to observe how using technology such as ICTs (Information and Communication Technologies) more specifically, M.A.L.L. (Mobile Assisted Language Learning) for instance: cellphones, tablets, and cell phone apps, podcasts, and videos affects the foreign language learners' listening skill in ninth-grade students from "Institución Educativa Sagrado Corazón de Jesús".

2.3. Significance of the Study

Technology is important because the world is changing and in constant evolution with

different and innovative inventions that can make our lives easier. The digital era is here, present in many fields from microbiology to engineering, marketing, construction, medicine, information and communication technologies, among others. So, why not to apply those inventions in our academic fields? Technology can be used also for learning at the same time that one is having a good experience. Moreover, "today's children use modern technical equipment from an early age" (Gutnik et al., 2011; Rideout 2011) so that teachers coming in with new educational technologies at school will not be a problem. Also, through technology implementation, students might find the subject more interesting and their learning processes could be more efficient. When teachers make a good implementation of technological tools it is easy to get better results in their classes. As Bill Gates says: "Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important." Therefore, we can conclude that it is not necessary to have many financial resources but to know how to use the ones that we already have in better ways.

The main beneficiaries are the ninth-grade students from "Institución Educativa Sagrado Corazón de Jesus" who will get the tools to improve their listening skills and to be encouraged to go further in their knowledge of a foreign language, in this case, English. Also, teachers will get advantages because their teaching process will be more effective and less traditional. In some cases, they have not noticed yet that their way of teaching needs a new perspective, a new way of seeing the education and through this research, they can discover some practical and effective ways of using technological tools.

This research project does not need very expensive or rare machines. It is possible to use accessible tools with more interesting approaches to create better educational environments. In

addition, it is viable because Colombia is going through a process of implementing technology in the classroom along with the government's interest of building a bilingual country as found in Law 1651 of July 12, 2013 from Education Ministry of Colombia. Besides, this kind of technology is available for school, the students, and their families. So, these tools can be used to develop this project more easily.

3. Literature Review

3.1. English Language Learning and Teaching as a Second Language

English language is according to the statista.com (2022)[1], the most spoken language worldwide for 2021, with more than 1.348 million of speakers. From them, 379 million are native speakers and the rest have English as a second or foreign language. The reasons for its use can be several and variated, but one thing is true; the ones with a different first language have had to learn it using different techniques and methods. It is here where teaching and learning English as a foreign language takes an important role.

In the first instance, it is important to have the concepts of first and foreign language clear. According to Leonard Bloomfield (1933:43): "The first language a human being learns to speak is his native language; he is a native speaker of this language". It is very clear that whichever language a person learns in his early years is going to be their native or first language. There are a few cases but still possible where the person has two or more first languages. It

[1] https://es.statista.com/estadisticas/635631/los-idiomas-mas-hablados-en-el-mundo/

occurs when the person is exposed to two or more languages since their first days of life; when they grow up in those conditions and speak different languages at the same time.

On the other hand, we have the foreign language, which as Aleidine Kramer Moeller and Theresa Catalano set:

"Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between 'foreign' and 'second' language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. In the area of research, the term second language acquisition (SLA) is a general term that embraces foreign language learning and investigates the human capacity to learn languages other than the first language once it has been acquired". (2015, p.327)

As Spanish is the official language in Colombia, for the effects of this study, English will be taken as a foreign language.

Having understood those concepts, it is necessary to talk about the role of teaching in this field. According to Richards (2002, p.1) "Second and foreign language teaching is a field that is constantly in a state of change. For example, the new curriculum frameworks currently being implemented in different parts of the world include *competency-based, genre-based,* and *content-based* models. In many countries, English is now being introduced at primary rather than secondary level necessitating considerable new investment in textbooks and training. And among the innovations that teachers are being asked to consider are *multiple intelligences, co-operative Learning, Task-Based Instruction,* and *Alternative assessment."* Accordingly, our role as teachers is led by the need to understand our environment and look for the best way of using the

tools we have, to provide a significant teaching experience so our students can have an effective learning process. The more emotive the teaching moment, the more effective the learning process will be. To achieve what is said above, there is something to have into account and this is the type of students we have in front of us. Not all people learn in the same way. We, as teachers need to choose the best method to make the teaching-learning process more meaningful. The best teacher is not the one who dictates more nor the one who gives more activities for his/her students to do but the one who effectively chooses the most suitable activities based on the students' likes or learning styles.

Unfortunately, for us as teachers it is not so easy to thrive with all the activities we would like to do. That is why we need to adapt ourselves and our activities to the limited resources we receive from an obsolete educative system. That is why creativity is a must in our classrooms. Here are some methods and approaches that can be used regarding the characteristics of the group we are going to teach to and the tools we have available:

3.2. Teaching Methods:

"The term **teaching method** refers to the general principles, pedagogy, and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement". (Teach.com powered by 2u, 2020). In brief, they are the different ways of teaching depending on elements and individuals implied in the process. According to it, the most suitable ones for this study's purposes are:

3.2.1. Audiolingual Method

Also known as 'Army Method' because, after the outbreak of World War II, the army

soldiers decided to be proficient in the languages of their enemies. Based on linguistic theory and behavioral psychology, the audiolingual method was widely used in the 1950s and 1960s with an emphasis on the acquisition of structures and patterns in common everyday dialogues (Richards and Rodgers, 2001).

The main objective of the audiolingual method is the teaching of oral skills with accurate pronunciation, grammar, and the ability to respond quickly and accurately. Reading and writing skills will be passively taught (Richard and Rodgers, 1986).

3.2.2. Total Physical Response

Developed by Professor James J. Asher in the late 1960s to help in learning second languages. This method is "based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf" (Asher, 1977 p.4). That process is recreated in a class. First, with some basic commands, after the student internalizes the language and the communication is more meaningful. It is most useful for beginners and students with dyslexia or related learning disabilities.

3.3. Approaches:

"An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learned. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn." Hoque, Md. (2016). In this case, approaches are the way of focusing the methods in a better and more assertive way to obtain the proposed objective.

3.3.1. Natural Approach

Proposed by Tracey Terrell in 1977 and was influenced by Stephen Krashen's theory of

language acquisition. It focuses on communication as the major function of the language. It means language is the vehicle for communication. This approach has to do with the functioning of acquisition of the first and second language in informal settings.

3.3.2. Task-based Language Teaching

This approach is guided by the view of tasks as a major unit in language learning. From this point, the learners are given a task to solve. They interact and communicate with others to solve that task. Here is where learning takes its meaning.

3.3.3. Communicative Language Teaching

The main goal of this approach is to place the students in a real-life situation setting, helping them to gain self-confidence so they can express their thoughts, opinions, and interests. Some common activities in this approach include debates, discussion, dialogues, and conversation activities, also role-plays so the students can be always engaged with the process. Because the communication is given in the target language, this kind of approach is more suitable for more advanced students who already know some previous structures. The teacher is just a guide and moderator. Students are responsible for their learning.

3.3.4. Suggestopedia

This method was developed by the Bulgarian psychiatrist educator Georgi Lozanov and is a set of learning recommendations derived from suggestology. They are nonrational and nonconscious influences present in daily life situations. This method is accompanied by music, rhythms, and games to help the student to feel more confident through simple and repetitive activities.

3.3.5. Multiple Intelligences

Based on the work of Howard Gardner in 1983, this method sets that all humans have different kinds of intelligence, but people differ in the strengths and combinations of intelligence. He believed that a lot of them can be enhanced through training and practice. "Learners are viewed as possessing individual learning styles, preferences, or intelligence." Gardner sets eight "native intelligence" which are:

1- Linguistic: The ability to use language in special and creative ways, which is something lawyers, writers, editors, and interpreters are strong in.

2- Logical/mathematical: The ability to think rationally, often found with doctors, engineers, programmers, and scientists.

3- Spatial: The ability to form mental models of the world, some architects, decorators, sculptors, and painters are good at it.

4- Musical: A good ear for music, as it is strong in singers and composers

5- Bodily/kinesthetic: Having a well-coordinated body, is something found in athletes and craftspeople.

6- Interpersonal: The ability to be able to work well with people, which is strong in salespeople, politicians, and teachers.

7- Intrapersonal: The ability to understand oneself and apply one's talent successfully, which leads to happy and well-adjusted people in all areas of life.

8- Naturalist: The ability to understand and organize the patterns of nature.

The role of the educator is to recognize these kinds of intelligence and enhance them through the right activities.

3.4. Listening

Some researchers as Morley (2001) have stated that listening was one of the most neglected skills in second and foreign language classrooms until the late 1960s, but they consider such skill has gained more attention through time in language teaching. Despite this, in Colombia, listening is still experienced as a relegated skill in most of the classrooms. Even though MEN (Ministerio de Educación Nacional de Colombia) has established some goals for students to achieve in this area, it has not had the importance and attention it deserves.

The importance of improving listening teaching conditions lies in that without the appropriate development of the skill, there would not be correct assimilation of the language and therefore a bad communication process. As Nunan (1998) says, most people think that being able to write and speak in a second language means that they know the language; however, if they do not have efficient listening skills, it is not possible to communicate effectively. That is, listening is the basic skill in language learning and over 50% of the time that students spend functioning in a foreign language will be devoted to listening. This position and the fact that most of the students consider the listening skill as the most difficult, encourage us to enhance the growth and improvement of this field.

For this reason, it is necessary to revise and re-evaluate the conditions in which this skill is being taught since it is more important than people think. According to Flowerdew and Miller (2005), all children are born with the ability to hear. Children first listen and then start to speak. They speak before they read, and finally, writing comes after reading. That is, among all the other language skills, listening is the first one to appear. In other words, listening is the first means through which we get information and the main source of input in learners.

But listening does not represent only sitting on a chair and perceiving words or sounds from the exterior, there is a big difference between hearing and listening. For (Kline 1996, p. 7) "Hearing is the reception of sound, listening is the attachment of meaning to the sound. Hearing is passive, listening is active". Consequently, we have to help students comprehend the difference between both concepts and support them to ensure they are giving meaning to what they hear.

Here, it is fundamental to know that for Halone, Cunconan, Coakley, & Wolvin, (1998) cited in Debra L. Worthington, Graham D. Bodie (2018) listening is recognized as a multidimensional construct that consists of complex (a) effective processes, such as being motivated to attend to others; (b) behavioral processes, such as responding with verbal and nonverbal feedback; and (c) cognitive processes, such as attending to, understanding, receiving, and interpreting content and relational messages. (p.3)

Hence, listening comprehends a series of processes that encompasses aural stimuli and lead to different mental and sometimes physical answers. In education and language teaching, it is important to make sure that listening comprehension of the spoken language in learners is successful.

Thus, here are some approaches that can be used in the classroom to offer a more effective listening environment:

3.4.1. The Diagnostic Approach:

It is important to establish a starting point in what is going to be done. At that extent, a review of the initial level of the students is necessary. According to Field, (1998 p.4-9) *"A diagnostic approach to listening involves revising the conventional lesson format adopted by*

many teachers and course books. Listening lessons are often top-heavy. They begin with an extended pre-listening period in which relevant language is revised or there is a discussion of the topic of the text. This is followed by the setting of a task and by a period (often quite short) of listening. Finally, in the last minutes of the lesson, answers are checked."

At this level, the motivation and the lesson context are established. This class mechanics can be repeated several times. "Finally, there would be an extended post-listening session (possibly in a subsequent lesson) in which gaps in learners' listening skills could be examined and redressed through short micro-listening exercises." (Field, 1998 p. 110) This kind of exercise creates a connection between students and teachers, giving the firsts the confidence to face the subsequent activities and the idea to the teacher about the starting point.

3.4.2. Syntactic Cues:

A major part of misunderstandings in a listening exercise occurs at the syntactic level. "when learners overlook in flexional signals or misinterpret structures. An enormous weight of meaning, for example, is carried by a single phoneme in I've lived there for 3 years as against I lived there for three years." (Field, 1998 p. 112)

3.4.3. Subskills:

"One perhaps has to be careful with the term 'subskill'. Even with reading, it has become rather a catch-all, and Richards' listening taxonomy is extremely diverse. For the sake of methodological clarity, a skills approach to listening needs to separate three target areas: namely, types of listening (listening for gist, listening for information, etc.), discourse features (reference, markers, etc.), and techniques (predicting, anticipating, recognizing intonational cues, etc.). Developed in parallel, these would provide the basis for a program which aimed to teach discrete

aspects of listening rather than simply testing a global skill." Listening exercises based on subskills are easy to design. Here are some examples:

3.4.3.1. Discrimination: Distinguishing minimally different words

* Ear training in minimal pairs.

* Teacher dictates minimal pairs.

3.4.3.2. Segmentation: Identifying words in continuous speech

* Teacher dictates sentences which include contractions, weak forms, elision, assimilation, and criticized items (drinka pinta milk).

* Learners transcribe a section of an authentic passage.

* Learners listen with transcript, paying attention to weakly stressed items.

3.4.3.3. Extrapolation: working out the spelling of unrecognized words

* Teacher dictates words in spelling groups (laugh, cough, enough).

* Learners guess the spellings of difficult-to-recognize cognates

* Matching names to words on a map.

3.4.3.4. Anticipation: working out what comes next

* Teacher plays half a sentence; learners complete or choose MCQ.

3.4.3.5. Reference - relating pronouns, etc. to the items they refer to

* Teacher pauses cassette after ambiguous referring expressions, learners say what they refer to.

* Teacher lists referring expressions / general nouns; learners listen for them and write down what they refer to.

3.4.3.6. Monitoring for information

* Learners monitor a long text for keywords.

3.4.3.7. Relevance: identifying important points made

* Slot-and-filler summaries.

* Filling in tables (specific/general).

* 'Find (four) points about...'

3.5. Authentic Materials:

Authentic materials are those which are designed with real pieces of language, such as songs, dialogs with real expressions, videos, movies, or podcasts with people showing real expressions, dialects, or slang. Not only the content should be real but the environment. Usually, a real conversation has some noise and some interferences around.

The student must integrate that as a normal situation in an authentic communication field. The main aim here is to adapt what is real in an L1 into an L2. Those approaches offer a better perspective of what a listening focused class can be. Also, it offers the teacher the possibility of monitoring the students' advance more efficiently.

3.6. Information and Communication Technology (ICT).

"It is defined as a range of technological tools and resources used to communicate, and to create, disseminate, store, and manage information" (Timio, 2003). Those uses well guided can be very useful in our field because through them we can create a better environment in which our students can learn more and more every day. "The previously dominant generic term for interactive electronic media, Information Technology (or simply IT) is now increasingly being replaced by Information and Communication Technologies" (Richards, 2000). Due to the

communication uses that ITs have nowadays, it is important to consider that the ICTs in the classroom are the future. Furthermore, this represents a new tool for teachers to share materials and increase the possibilities of a good quality teaching process. It is such the advance of new technologies currently that it has been developed a special field for language learning very useful for teachers and students in general.

3.7. Technology

Technology facilitates the life of people, offering new and better ways of doing their daily activities. Easier, faster, and more efficient. That is why nowadays, technology is essential in many fields. Ahmadi (2018, p.116) sets that "Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process." As every aspect in life is unified with technology or has it at least in a certain part of its development, education cannot be the exception. Educators all around the globe must be aware of the importance of knowing how to use that kind of resources and be willing to adapt them to optimize their classes and their results.

Moreover, Eaton (2010, p. 14) comments that "In addition to the technologies that demonstrate student learning, there are also the technologies that facilitate student learning. These technologies may be synchronous (done in real-time), such as Skype, Moodle, or virtual

live classes; or they may be asynchronous (not done in real-time) such as podcasts and blogs. Asynchronous technology will likely give way to synchronous technologies, as the latter become more sophisticated." Then, as far as the educators know what kinds of technology exist, how and when to use them, their experiences and their student´s will be improved. In that way, the learning will be more significant and outstanding.

3.8. Computer Assisted Language Learning (C.A.L.L.)

Effectiveness and innovation have played an important role within language learning, and nowadays, computers are the main tool for teachers to achieve those goals. New technologies not only can improve the characteristics already mentioned but also, it has been demonstrated that they can fulfill the hard task of keeping learners engaged and motivated. That's why teachers and researchers have put all their efforts into studying the technology-based discipline named Computer Assisted Language Learning (CALL).

For Levi, CALL is "the search for and study of applications of the computer in language teaching and learning" (1997, p.1). Beatty refers to CALL as "any process in which a learner uses a computer and, as a result, improves his or her language… [This] encompasses a broad spectrum of current practices in teaching and learning at the computer" (2003, p.7), whilst Egbert states that CALL is "learners learning a language in any context with, though, and around computer technologies" (2005, p. 4)

People have already been using computers and technology to do their homework or any other activity for a long time. The implementation of these tools in the classroom and language

learning ensures access to a wide variety of material which in most cases provides instruction and feedback facilitating the practice of learners and therefore their learning.

3.9. Mobile Assisted Language Learning (M.A.L.L.)

Miangah & Nezarat (2012) state that: Mobile-Assisted Language Learning (MALL) deals with the use of mobile technology in language learning. In contrast to classroom learning, in MALL there is no need for the learners to sit in a classroom or at a computer to get learning materials. MALL can be considered an ideal solution to language learning barriers in terms of time and place. (p. 309)

Mobile technology has arrived to stay. And with the new devices and different tools that are now available to everyone, education can give rise to a new learning revolution, and second language learning does not skip the trend. These days, it is very common to see people spending most of their time on a smartphone and the best way to do it is by taking advantage of all the resources that are available for everyone in the applications. Thus, many researchers have redefined learning styles to draw on all the material that currently is very popular among people. From the studies carried out in the area of Computer Assisted Language Learning (CALL), academics and researchers have introduced a new concept that looks for deepening in the new technology devices. Kukulska-Hulme and Shield (2008), differentiate this concept from the term "CALL" in "its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use" (p. 273). In that sense, Mobile Assisted Language Learning (MALL) focuses on improving language learning accessibility by incorporating characteristics and benefits applications bring, like podcasting, videos, audios, storytelling, tasks, and many more.

Innovation is crucial in language teaching because the world never remains the same, neither people do. That's why including mobile assisted learning in language education might offer the opportunity for learners to have access to all the material they want anytime, anywhere which represents a great chance to improve learning conditions and give major support to students and people, in general, to succeed in learning a second language.

3.10. Applications (Apps)

It is difficult to imagine life nowadays without using what is called an application on your cellphone. They are present from very basic aspects such as setting an alarm to their usage in educative purposes. According to Christenson, (2008):

"An application, or application program, is a software program that runs on your computer. Web browsers, e-mail programs, word processors, games, and utilities are all applications. The word "application" is used because each program has a specific application for the user. For example, a word processor can help a student create a research paper, while a video game can prevent the student from getting the paper done."

Here is a selection of the best apps for the aim of this work:

3.10.1. Soundter:

This is the perfect app to keep learners motivated and interested in learning English. With a catchy interface and an easy-to-use system, this app will manage to help students learn new vocabulary and grammar structures while listening to their favorite songs.

Among its features, it counts with a wide variety of songs, organized by genres, popularity, trends, recent and news which let users choose the song they want easily. Moreover, it allows you to select the level you feel confident to practice with (beginner, intermediate,

advanced, or expert)

Once the students pick their level, the song is played. As the song is being played, the lyrics appear below with words gaps and four options for the learners to choose among, one of the options should be chosen, so the application can tell you if your choice is right or wrong. It also offers a translation for the lyrics of the songs, in case people want to check its meaning in their native language. As an extra feature, it has a karaoke mode, so users can sing along after practicing which makes it a great option to start learning. But the app is not the only option available, you can also visit its website (https://sounter.com/es/learn) which provides the same features of the application so you can keep on learning anytime, anywhere.

3.10.2. Ello English:

A great variety of audio, videos, and quizzes make it one of the most complete apps on the internet. It is divided into five sections. The first one and most important brings a big advantage for teachers since it has its lessons and audios classified into levels considering the Common European Framework of Reference. Each level contains recordings organized according to the corresponding grammatical topics which will let students find the topic they want to study more easily.

Besides, it comes with topic-based audios for learners who want to practice considering their favorite themes. One-minute videos with people speaking from different places of the world. And one last section containing videos with images that accompany the audio.

Moreover, it has its website (www.elllo.org) with more material for advanced learners and printable questionnaires and resources for teachers.

3.10.3. Oxford English Listening:

An amazing app to help learners to practice not only listening but also useful to reinforce reading, pronunciation, speaking, grammar and vocabulary. Although it also supports the advanced learning process, its content is focused on basic and intermediate level learners.

Among its main characteristics, it features:

A) Fifteen topic-based units, with several related lessons. All of them provide students with three audios about the same theme and its importance lies in that each recording offers different expressions and ways of stating the same ideas. Additionally, it helps users to find a translation for the word they want by only tapping on it. B) Two sections with the best audiobooks and their corresponding transcription. C) English listening tests are classified into levels that offer people the opportunity to measure their comprehension. And sections dedicated to the topics mentioned at the beginning. A very helpful app for students to improve language learning.

Although Oxford counts with its website (https://www.oxfordonlineenglish.com/free-english-listening-lessons), the content is not the same as in the application. However, it also offers a great list of listening lessons and other alternatives, such as videos, for people who want to explore content related to other skills.

3.10.4. Learn English GREAT Videos

Great Videos by British Council is a high-quality and unique application with original content that is worth including in English teaching. With a good quantity of videos about UK culture, sports, literature, music, and many other interest topics it is a great tool for learners to get in contact not only with another culture but also a good way for students to discover that

there is diversity in English pronunciation, vocabulary, and accents. Every topic features a two-part video no longer than 3 minutes each part, which makes it bearable, fun, and interesting to watch. Each video contains an audio script and eight true or false questions to guarantee listening comprehension. It is known that audiovisual content makes listening an even more effective and appealing way of learning for people therefore the importance of this app in education.

For a broader experience, it is advisable that learners visit the British council website (https://learnenglish.britishcouncil.org/es/general-english/video-series/britain-is-great) where they can find not only the videos from the app, but also an exceptional collection of different videos and lessons that cover all skills to support your learning process and curses for your IELTS exam preparation.

3.10.5. Learn English by Video

What makes this app awesome and different from the others is that it offers an excellent compilation of short videos. Nowadays it is important to attract learners' attention, and this application allows students to choose their favorite topic to learn with. English by video platform provides users with videos and their audio script below for students to have a more guided learning. But it does not focus only on listening skills, besides, it also features content with tips and explanations for reading, writing, pronunciation, and grammar, which makes it a very complete app not only for basic and intermediate level learners but also for advanced students.

Although this app does not count with a website, its content can be more accessible for the ones who are starting to use this kind of tools, especially for the topics covered.

4. Discussion and Analysis

Throughout this paper, the reader has been guided through different and relevant concepts and strategies to improve English Listening Skills. All of that, through the use of technology. Which, for purposes of this study, will be taken as the action of applying scientific knowledge available on the internet and applications. Fortunately, nowadays access to this kind of technology is easier compared to some decades before. Every day, scientists and programmers work hard on creating new and more fun apps and programs to improve the language learning experience. Who does not enjoy a good video, a good song, or a fun app while learning something new in this era? Have not you found yourself even humming a catchy song while discovering that the more you listen, the more you identify the words that compound its lyrics? Or have you not repeated the iconic line "This is Sparta!" while watching "300" the movie? That is a very easy line to identify, right? They are pretty basic examples of how enjoying technology can serve to improve English Listening Skills. Now, think about how much better it can be in a well-guided environment. It will improve even the quality of the teacher's job environment, because teaching does not have to be a boring activity but fun and shared. Technology is improving and renewing every day, so teachers can learn while teaching.

Students' listening skills might improve notoriously with appropriate teacher's guided activities and the use of ICTs: videos, songs, podcasts, and apps such as Soundter, Ello English, Oxford English Listening, Learn English GREAT Videos, Learn English by Video among others. While taking students out of the routine and using something they are familiar with, teachers can notice how their students start improving their listening skills progressively.

Regarding our own experiences using technology in our classrooms, we should say they

were nice ones. You can see how students' listening skills improve class after class. It is, from our points of view like creating friendship ties between the teacher and the class. Because everyone is sharing something present in nowadays lifestyle. That makes it familiar for them, making learners feel more confident and decreasing their anxiety barrier. When this happens, students start to participate more actively in the class and the creation of new knowledge experiences by asking, answering, and offering alternatives for the different scenarios and situations presented in the activities. As time passes by, teachers start knowing better their students and also their likes. So, it is very useful when choosing the activities to do. Try to use engaging topics with trendy songs and videos.

Some students can be so interested in this kind of activities that they might ask for more to do at home. A good thing to have into account is having some extra activities or apps to recommend them so they can continue learning at home but still with effectiveness because it is guided by the teacher. Some others can be that shocked by the fun and innovation of the activities that might start asking many questions about the apps and webpages used by you. You better be prepared for that in the best sense. Even your popularity as a teacher could increase among students. Especially, because here the role of the teacher is not just to pour some knowledge into the empty brain of students but to be a guide and motivator while they create their own from their active role inside the class.

Finally, like every process, improvement comes progressively but, in the end, it will be completely worth it. Using the right content, guidance, and motivation along with the previously mention ICTs (videos, audios, web pages, and apps) you will have more engaged students with better listening skills, loving your classes, and learning more and more every day.

5. Conclusions and Suggestions

1- Using technology in the classroom offers a better experience for everyone when it has the right approach.

2- With the right guidance, activities, and motivation students might improve notoriously their listening skills.

3- Using the activities suggested in this work all the abilities might improve. However, due to this activities approach, listening skill is the one that can improve better.

4- After this study, it is possible to say that ICTs have a positive effect on English listening skills. The more exposure to them the better and there are plenty of activities that can be done based on technology.

5- At this point, it is important to know that using technology in English listening teaching should be guided by a teacher with knowledge about learning processes so they can choose the most accurate ones depending on the type of learners and on the kind of available resources they have.

6- Nowadays students are always happy to find new alternatives to learn. They are familiar with apps and games as well. So, use these ones to engage them with the class and the activities. They sometimes can provide you with good options for educational apps. Listen to them and their suggestions. Then, adapt them to your objectives. In this way, students will feel they are actively participating in classes which at the same time, will decrease their language barriers and help them to get the knowledge in a better way.

7- Healthy competition is a good tool in your classroom. Try to propitiate this kind of space in your classes, so students will feel the need to improve every day while having fun with

the activities. However, at this point, the teacher needs to be very cautious in the way of facing the results. The teacher needs to congratulate the ones with good results and at the same time encourage the ones with lower scores. The idea here is to make students want to improve not to quit.

8- As these kinds of activities are very attractive for students, it is recommendable to have two or three of the same activities in case they finish quickly and want more. This will help you to keep control and attention of the class.

6. References

1- Andy Kirkpatrick, *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge University Press, 2007 (p.43)

2- Ahmadi D M R. *The Use of Technology in English Language Learning: A Literature Review*. IJREE. 2018; 3 (2) URL: http://ijreeonline.com/article-1-120-en.html

3- Beatty, K. (2003). Teaching and researching computer-assisted language learning. *New York: Longman.*

4- Beatty, K. (2013). Teaching & researching: Computer-assisted language learning. *Routledge*.

5- Blackmore, P., Roach, M., & Dempster, J. (2002). The use of ICT in education for research and development. Educational development through information

and communications. *Technologies*, 133-140.

6- British Council. *Teaching English/ Approach.* *https://www.teachingenglish.org.uk/article/approach#:~:text=An%20approach%20is%20a% 20way,techniques%20to%20help%20learners%20learn*.

7- Brott, P. E., Myers, J. E., Brott, P. E., & Myers, J. E. (1999). Development of professional school counselor identity. *Development,* 9(7), 9.

8- Chacon, L.A. (2002). Causas y efectos de la escasez de material didáctico en la enseñanza aprendizaje del inglés. *Trabajo de grado (Licenciada en educación secundaria y media Inglés, Francés). Universidad de Nariño. Facultad de ciencias humanas.*

9- Christensson, P. (2008, October 12). Application Definition. Retrieved 2020, Jul 13, from https://techterms.com

10- Downs, L. J. (2008). Listening skills training. *American Society for Training and Development*. P, 1.

11- Elmo Classroom Solutions. (2012) *What is ICT in education*. Retrieved http://www.elmoglobal.com/en/html/ict/01.aspx

12- Eaton, S.E. (2010). Global Trends in Language Learning in the Twenty-first Century. Calgary: Onate Press.

13- Essays, UK. (November 2018). Methods And Approaches Of English Language Teaching. Retrieved from https://www.ukessays.com/essays/english-language/methods-and-approaches of-English-language-teaching-English-language-essay.php?vref=1

14- Field, John. (1998). Skills and strategies: Towards a new methodology for listening. ELT Journal. 52. 10.1093/elt/52.2.110. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.466.4552&rep=rep1&type=pdf

15- Gordon, Harper & Richards' Tactics for Listening. New York: Oxford University Press, 1997

16- *Finding the Best Online Education For You. (2020).* Teach.com Powered by 2u. https://teach.com/what/teachers-know/teaching-methods/#top

17- Frankel, Katherine & Becker, Bryce & Rowe, Marjorie & Pearson, P.. (2016). From "What is Reading?" to What is Literacy? Journal of Education. 196. 7-17.10.1177/002205741619600303.

18- Hoque, Md. (2016). Teaching Approaches, Methods, and Techniques- Enamul Hoque. 10.13140/RG.2.2.21377.66400.

19- Jung, S. H. (2009). A Reality Check on Students Preparedness for 21st Century CALL Activities. *Multimedia Assisted Language Learning, 12*(1), 35-57.

20- Ley 1651 de 2013. (2013, 12 de julio). Ministerio de Educación Nacional de Colombia. Diario Oficial No. 48849. https://www.mineducacion.gov.co/portal/normativa/Leyes/381602:Ley-1651-de-julio-12-de-2013

21- Moeller, Aleidine Kramer and Catalano, Theresa, "Foreign Language Teaching and Learning" (2015). Faculty Publications: Department of Teaching,

Learning and Teacher Education. 196. (p.327) http://digitalcommons.unl.edu/teachlearnfacpub/196

22- McDougald, S. Jermaine. (2013, Diciembre). The use of new technologies among in-service Colombian ELT teachers. Colombian Applied Linguistics Journal, 15(2), 247–264.

23- Ministerio de Educación Nacional de Colombia. (2006). Estandares Básicos de Competencias en Lenguas Extrangeras: Inglés. *Serie Guías n° 22.*

24- Noor-Ul-Amin, S. (2013). An effective use of ICT for education and learning by drawing on worldwide knowledge, research, and experience: ICT as a change agent for education. *Scholarly Journal of Education, 2(4), 38-45.*

25- Otto, S. E., & Pusack, J. P. (2009). Computer Assisted Language Learning Authoring Issues. *The Modern Language Journal*, *93*(s1), 784-801.

26- QCA Schemes of Work for ICT in Kent Country Council. 2004 Post, L., & Comment, L.LTT FINAL *ASSIGNMENT.*

27- RICHARDS, Cameron. Hypermedia, internet communication, and the challenge of redefining literacy in the electronic age. Language learning & technology, 2000, vol. 4, no 2, p. 54-71.

28- Richards, J. C. (2002). 30 Years of Tefl/Tesl: a Personal Reflection. RELC Journal, 33(2), 1– 35. https://doi.org/10.1177/003368820203300201

29- Saricoban, A. (1999). The Teaching of Listening [The Internet TESL Journal, Vol. V, No. 12, December 1999]. http://iteslj.org/

30- Smith, F. (1973). Understanding reading: A psycholinguistic analysis of

reading and learning to read. Holt, Rinehart & Winston.

31- Statista.com (2022). https://es.statista.com/estadisticas/635631/los-idiomas-mas-hablados-en-el-mundo/

32- Stošić, L. (2015). The importance of educational technology in teaching. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, 3(1), 111- 114.

33- Tinio, V.L. (2003). *ICT in Education. UNDP-APDIP UNESCO (2002). Information Communication Technology in Education.* A curriculum for Schools and Programme of Teacher development. France: UNESCO.

34- Wahyuni, A. (2016). *The Effectiveness of Short Movie for Teaching Speaking (A Pd. Degree requirement Thesis)*

35- (2013). *A didactic unit based on teaching for Understanding to promote priming for the learning of English in second graders.* Retrieved from: http://hdl.handle.net/10901/8518.

Effects of Using ICT's on Foreign Language Learners' Listening skills in Students of Ninth-Grade from "Institución Educativa Sagrado Corazón de Jesús"

Didactic Unit

Diana L. Burbano Pupiales

and

César M. Santacruz Izquierdo

Submitted to the Faculty of the School of Human Sciences

in partial fulfillment of the requirements for the

degree of Bachelor of Arts in the Linguistics

and Languages Department

Universidad de Nariño

Content

1. Didactic Unit 3
2. Introduction 4
   2.1. General Objective: 5
   2.2. Specific Objectives: 5
3. Dear Students: 6
4. Activities 7
5. Analysis and Discussion 37
6. References 39

1. Didactic Unit

Since every teacher and student faces new challenges every day in the classroom, it is necessary to have a guide that helps them to work in a better-organized way according to the objectives settled for the class. A guide where the students know what they have to do and the procedure they have to follow in order to fulfill the teacher's expectations there. As Escamilla (1993) cited in Gavilán and Romero (2015) states: "the didactic unit is a way of planning the teaching/learning process around an element of content that becomes an integration of meaningful process". And that is in fact, what this work intends, to serve as a guide for the purposes of the study.

2. Introduction

A didactic unit is similar to a lesson plan in a certain extent because it gives the guidelines about how the class is going to be developed or how it is going to be conducted. Also, it shows the contents that are going to be worked according to the planned objectives. This section then, serves as a guide and a tool to develop the ideas presented and discussed before about how the classes would be conducted in order to know what the influence of ICTs (Apps, videos y audios) in the listening skills of ninth-grade students from "Institución Educativa Sagrado Corazón de Jesús" is. This unit can also be useful for more teachers who want to carry out the same study in their classrooms or simply adapt some of the activities that are going to be shared here. It is important to set that these activities are developed together by the usage of some applications in order to implement ICTs as it is the aim of the study. The tool in mention will include a diagnosis activity, some activities serving as the body of the unit, and some others to test the final results. When using this Unit, teachers may expect a good way to introduce the ICTs in the classroom without big challenges neither for the teacher nor the students. Moreover, these activities are planned to be used in a basic educative environment, without great amounts of resources but with the tools that most of students are familiarized with. These activities were developed through the three months of a school term, applying one of them each week and a half. Considering that the time given for each class (45 minutes) is not enough to apply one complete activity in just one class. The activities were taken as part of the teacher´s class so the normal syllabus was not affected.

Effect of the Use of ICTs in Ninth-Graders from "Institución Educativa Sagrado Corazón de Jesús" in El Tambo – Nariño.

Didactic Unit

2.1. General Objective:

To design/adapt some activities and workshops using technology such as cellphones (apps), videos, and audios to observe the effect that their use has on ninth-grade students from "Institución Educativa Sagrado Corazón de Jesús" in El Tambo – Nariño.

2.2. Specific Objectives:

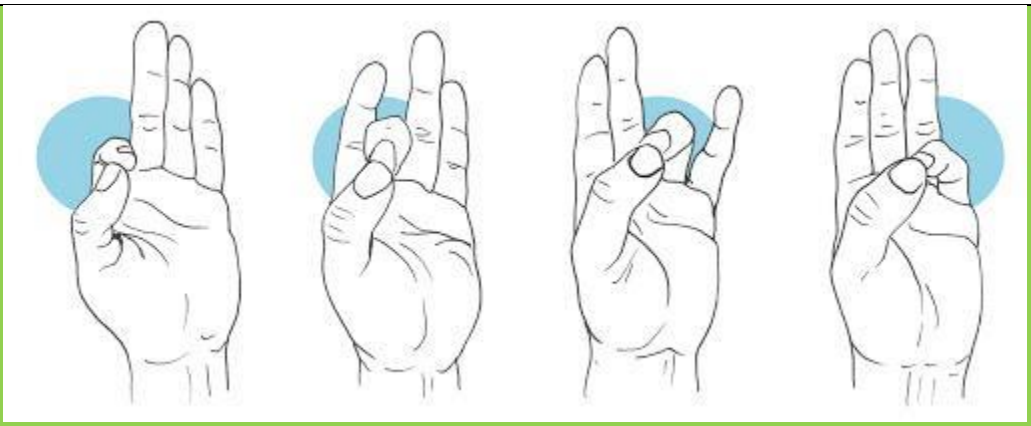
- To create and/or adapt activities based on the problem, grade and curriculum of the target population and focus on English listening skill and the use of cellphone apps such as videos and audios.
- To apply the created/adapted activities to the students in three stages: Diagnosis, Listening exposure and Results.
- To analyze the effects that the activities had on the students' English listening skills.

3. Dear Students:

In this section, you will find different activities that are going to help you practice your listening skills through some apps, videos, or audios. They are going to be fun and easy to work. In every section, you will find the explanation and material that you will need to fulfill the activity. Feel free to try as many times as possible in order to develop and understand the section. Do not feel afraid or ashamed if you fail in one of your tries, "Practice makes the master", just keep on trying and discovering new ways of learning and have fun.

4. Activities

Topic	**Adjectives, general notions.** **Synonyms and antonyms.** **Describing moods.** **Music.**
Activity name	**What do you listen to?**
Materials:	**Students: A cell phone per group and the application: "Sounter" installed.** **A pair of earphones if possible.** **Teacher: Tv, projector or speakers, pictures.**
Warm Up activity	The students take turns to spell five letters from the English alphabet while they touch their fingers in the following way: On one hand, they touch their thumb tip with the index tip while they touch their thumb tip with the little finger on the other. Then, they have to do the same but with the finger that is right next to the one they used previously. That is, the middle finger on one hand, and the ring finger on the other. They have to continue moving their fingers around while spelling the alphabet until their left hand fingers end up opposite to the right hand fingers.

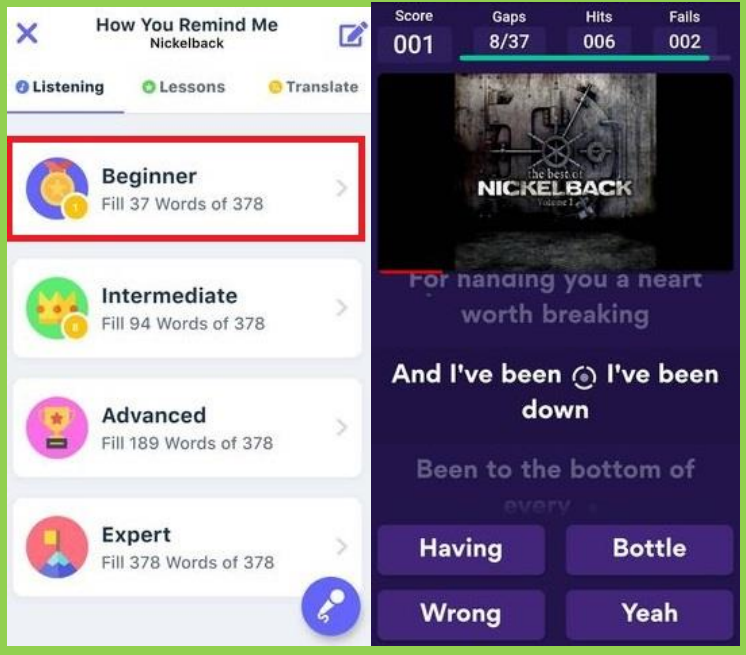
	 The exercise ends, when the alphabet has been spelled completely.
Procedure:	- Once the warm up has finished, the teacher asks the students some questions related to music. E.g. How often do you listen to music? What kind of music do you usually listen to? Who is your favorite artist? What songs do you listen to when you are sad, happy, angry, etc? - After hearing some opinions from the students, the teacher plays the video of the song: "How you remind me" by Nickelback if there is availability of resources like projectors or tv, otherwise only the song is played.

- At the end of the song, the teacher asks the students some questions like: Which words or phrases could you hear in the song? What feeling does the song represent for you? What words describe best the moods or emotions that the people in the video reflected? And, according to the video, what do you think the meaning of the song is?

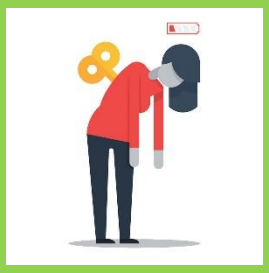
- When some students have answered the questions, the teacher makes them notice that a description cannot be done without adjectives, and explains their kinds and position in a sentence.

- Afterwards, the teacher provides key vocabulary for the learners to understand the meaning of the song played previously.

	- Next, the learners are organized into groups of two people and proceed to open the app "Sounter" whose use has already been explained in the previous session by the teacher. - Once there, they select the option beginner, they can start listening to the song again while playing the game of filling in the blanks in the lyrics with the possible answers provided by the app.



	- The students have only two chances to try to get a good score in the game. When they have finished, the score is sent to the teacher's email. Only good results are taken into account. - Then, the students are told to see the lyrics while they listen to the song by tapping on the microphone icon in the app. They are asked to take notes of all the adjectives in the lyrics. - When they have finished, the adjectives collected from the lyrics are shared with the class. As the students share the adjectives, the teacher shows everybody a picture that represents them and sticks them in the middle of the board, and makes a column on one side titled: Antonyms and another on the other side titled Synonyms. The teacher doesn't write any words for the pictures, so the learners are encouraged to remember the adjective that each image represents. - Next, each group is handed out a picture. Each image represents a synonym or antonym for the pictures stuck on the board. So, the learners are given one or two minutes to decide which picture from the board matches the one they have been given and on which side to stick it.

	Synonyms	**Adjectives**	**Antonyms**
			

	Synonyms	Adjectives	Antonyms

I'm
ILL!

- After the two minutes, the groups proceed to place the image they have on the correct side of the board, next to the picture it matches.

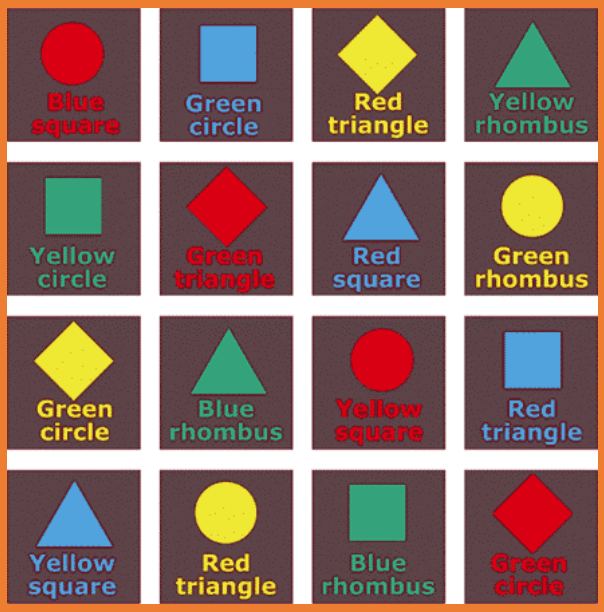
- When the activity is over, the teacher gives the groups that put their pictures on the wrong place an opportunity to correct their mistakes. And then, asks the class for the name of the original adjectives from the lyrics of the song whose images were stuck on the board from the beginning. The person who thinks he/she remembers the word for the pictures, writes it on the board below the corresponding image.

- While the teacher writes the adjective that corresponds to the images placed by the students on the board (synonyms and antonyms), he explains the importance of using synonyms and antonyms and asks the students to make some sentences with the words written on the board.

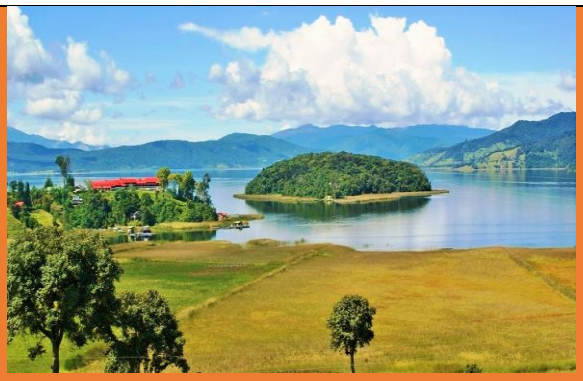
	- Once the students have given some examples, the class discusses the real meaning of the song and the teacher plays the song aloud for everyone to sing along. - Finally, ask for some feedback to your teacher.

Topic	**Comparative form of adjectives.** **Places to go.**
Activity name	**The best place to visit.**
Materials:	**Students: A cell phone per group and the application: "Ello English" installed.** **A pair of earphones if possible.** **Teacher: Speakers and pictures.**
Warm up activity	The teacher shows the following picture to the students and explains that the exercise consists on saying the color not the word. The first time, the exercise is done by the teacher but the next two tries have to be done by the students. In the last try, the difficulty level increases and the learner has to say not only the color but also the shape of the drawing. The game finishes when some students had participated.

<table>
<tr>
<td></td>
<td>



</td>
</tr>
<tr>
<td>Procedure:</td>
<td>- Once the warm up has finished, the learners are shown four pictures of famous touristic places in Colombia.</td>
</tr>
</table>



-What places from the picture have you ever been to? and how was your experience visiting that place? In case you have not been to at least one of the places shown in the images, answer: what other places have you visited?

-Then, the teacher describes briefly the places shown in the pictures, encouraging the students to come up with more ideas and use as many adjectives as possible.

- Before playing the recording, some key vocabulary with examples that may be new for the learners and important to understand the meaning of the conversation is explained.

	-With the vocabulary understood, the teacher proceeds to play the audio aloud, so everyone can hear it. -When the recording has finished, the teacher asks the students about the topic the people in the audio talk about. -Some students will notice that the form of some adjectives in the conversation changes when comparing two nouns, in this case, two places. So, they are given a short explanation about how the comparative form of the adjectives is made. -Then, the teacher sticks two pictures on the board. On side A: San Francisco, and on side B: Los Angeles, which are the places the recording is about. A B -Next, the students are asked to get in groups of four, and the teacher hands out two pictures that represent adjectives.

100%
NICE
PEOPLE

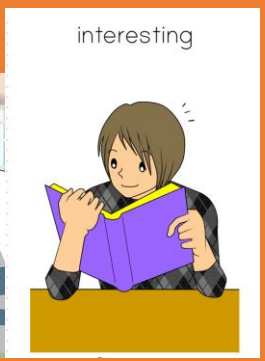
HUGE

TINY

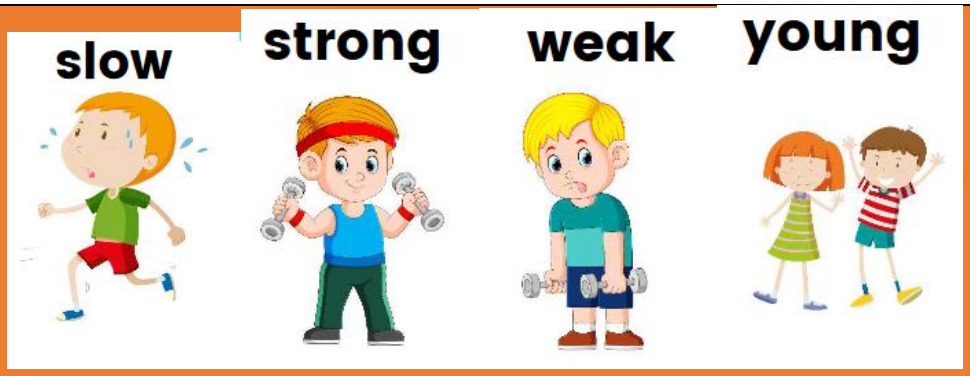
B Beautiful

cool
warm

Reserved


interesting

clean
dirty
fast
old



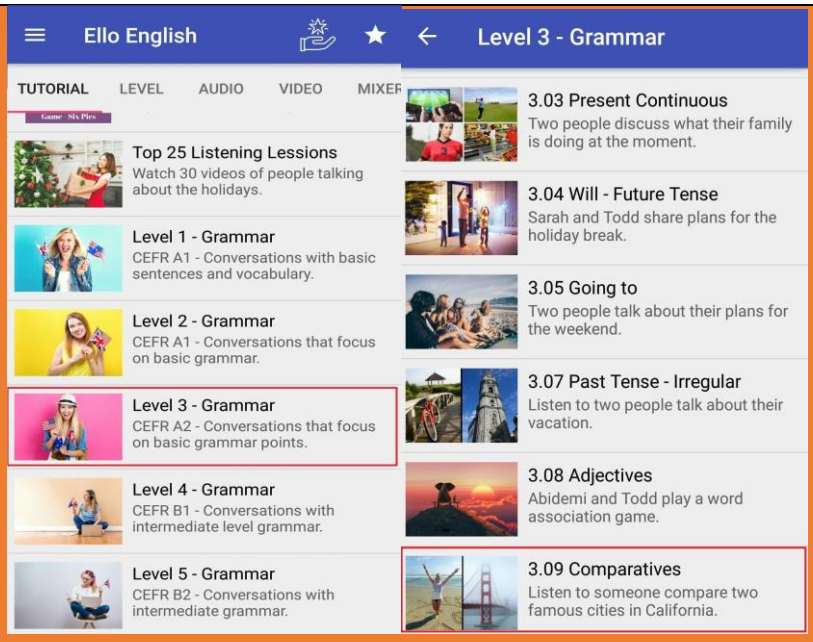
-When all the pictures are handed, the students are asked about the adjective that each one represents, and the questions about the meaning of the pictures are clarified. Only one of the two pictures handed is correct according to the information listened in the conversation.

-The teacher explains that when the audio has finished, the groups choose the image they heard in the recording and stick it on the board below the ones that correspond to the places mentioned

-When they have finished, the whole class discuss the result.

-After correcting the mistakes in the activity, each group is asked to come up with two sentences comparing the two places mentioned, using the adjective that

	matches the right image they were handed and that is stuck on the board. The sentences are shared with the class and if they are correct, the group is rewarded. -Afterwards, the sentences are corrected by the teacher and the students proceed to open the app Ello English on their phones. -Once in the app, they tap on the section: "Level 3 Grammar" (CEFR A2 Conversations that focus on basic grammar points). And among the several audios displayed in that section, they select : "3.09 Comparatives"



-The teacher plays the recording aloud once again while the students follow the script in the app.

-When the recording is over, the students move on to the Vocab/Grammar section in the app and they are given more details about the topic explained by the teacher.

- Next, the questions of the section: "Quiz" in the app are answered by the students and a screenshot of the result must be taken to be sent to the teacher.

-Finally, questions about the topic are clarified and some feedback is given to the learners by the teacher.

Topic	**Superlative form of adjectives** **Talking about sports**
Activity name	**Sports culture.**
Materials:	**Students: A cell phone per group and the application: "Great Videos" by British Council installed.** **A pair of earphones if possible.** **Teacher: Tv, projector or speakers, audios with sports ambient sound.**
Warm up activity	The teacher starts saying three words that the students are supposed to recognize because they belong to the vocabulary learned in the previous classes. The learners should demonstrate that they remember the meaning of those words before continuing with the game, so they explain their meaning or make a drawing on the board to represent it. Once they are done, the teacher chooses a student randomly, and that person must repeat the previous words in the correct order and come up with another. If the student is right, he/she chooses randomly a partner, again, that person has to repeat all the previous words in the right order and say a different one. If he/she is correct, the game continues, but if that person fails to remember a word or the appropriate order of the words, the student has to explain the meaning of the last word mentioned previously as a punishment.

	The game ends when a certain number of words are said or when the teacher considers it appropriate. E.g. Teacher: *blind, mistaken, sick.* Student 1: *blind, mistaken, sick, tired.* Student 2: *blind, mistaken, sick, tired, poor.*
Procedure:	- After the warm up, four audios with ambient sound about sports are played. - Some sports suggested for the audios are: football, tennis, windsurfing and formula 1. Although any sport can be used, the ones mentioned are included on the videos the students are going to watch.

	-When the students finish listening to the audios, they are asked if they recognize the topic the class is going to be about. The learners are expected to answer correctly, so the teacher continues with other questions like: What is your favorite sport? What sports do you usually practice? Who do you practice sports with? -After hearing some opinions, the teacher asks about how much they know about British sports, taking into account that the videos they are going to watch are about sports in Britain. -Once the students have expressed their ideas, the teacher explains key vocabulary from the video emphasizing on the adjectives again to help students understand the main idea of the video. -When the explanation has finished, the teacher asks the students to work either individually or in pairs, depending on the number of phones in the class.

-If there is availability of resources like tv or projector, the video is played for everyone. If not, the students play it on their devices. The first time, the video must be played without the script.

-The learners open the application: "Great Videos" by British Council, which they have already been asked to install on their mobiles with anticipation, and tap on the section: "Sport is Great".

-Next, they proceed to download the two parts of the video in the section: "Episodes" , which is a requirement for the users to be able to play them. The two parts are only three and four minutes long and they will not take more than one or two minutes to be available. The teacher can also ask the students to have downloaded and installed not only the app but also the two parts of the video in the previous class since the videos can be watched offline once downloaded.

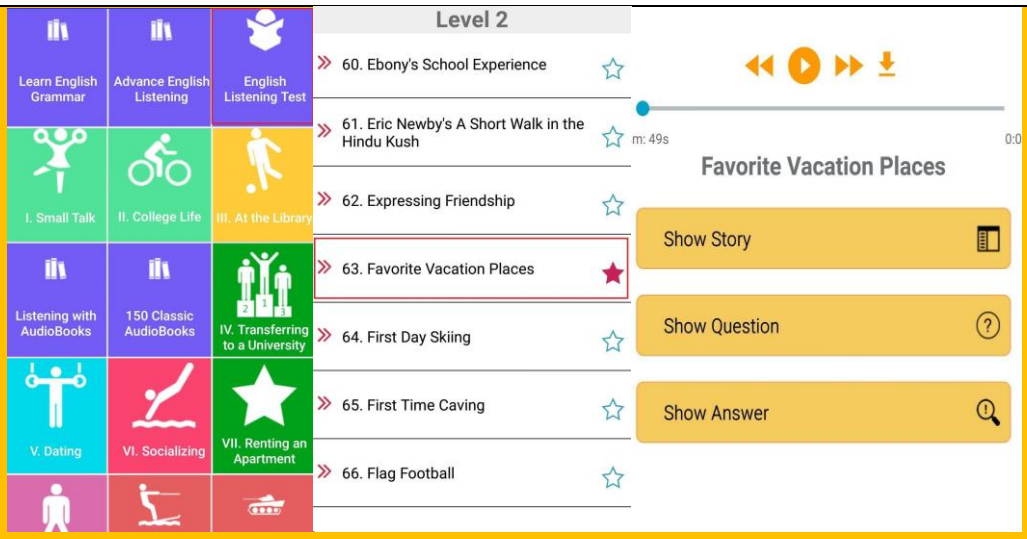
	-When the video has finished, the teacher makes the students realize that the structure and form of the adjectives, in this case, is different from the comparative form studied in the previous session and explains the difference in its use. - Then, the students give their opinion about the video and come up with some phrases or words mentioned in it. -Afterwards, the teacher gives the students some time to re-play the video on their devices, and they are allowed to see the script focusing especially on the adjectives both in their natural form and in their superlative form. -Next, the teacher plays the videos once again but this time asks the students to stand up every time they hear an adjective in its natural form and clap when they hear its superlative form. Groups or students with the best performance on the exercise have a reward. -Once the exercise has finished, the students are given some minutes to answer the questions provided by the app, and they send a screenshot of the result to the teacher. -Then, the teacher shows the class some captures from the interview, and the students are told to say at least one sentence with their own words about something that happens in the video or something the people from the video said in that scene.

-Finally, questions about the topic are clarified by the teacher and feedback is given to the learners.

Topic	**The use of the expression: Used to**
Activity name	**Places through time**
Materials:	**Students: A cell phone per group and the application: "Oxford English Listening" installed.** **A pair of earphones if possible.** **Teacher: Speakers and pictures.**
Warm up activity	The teacher writes an adjective on the board or a word that has been taught in past sessions and then the students take turns to write another word preferably an adjective next that starts with the last letter of the previous one. The game ends when the last student called to the board is not able to come up with another word. E.g *wise-elegant-tall-lucky-yellow-warm-magnificent- … etc*
Procedure:	-When the warm up is over, the students are shown three pictures of different places in Pasto in the decades from 1940 to 1960 and other three pictures of the same places nowadays.

	Then Now -The students start mentioning characteristics from the two pictures of the same place taking into account the changes the places and the appearance of the people there have experienced through time. They are encouraged to use adjectives. -Next, the teacher explains key vocabulary addressed in the audio the learners are going to hear.

	-After the explanation, the teacher asks them to get in pairs or work individually depending on the number of mobiles in the class. - Before the recording is played for everyone, the teacher requests the students to pay attention to the places mentioned in the audio and what is said about them. -When the recording is over, the teacher asks the students: What places does the person in the audio talk about? And What characteristics do you remember about those places? -Once the learners finish expressing their ideas, the teacher asks two more questions: What did the person in the audio say about the Canadian currency? And Where did the person in the audio use to go? -Probably, the students are not going to be able to answer the last two questions. In that case, the teacher tells them to listen to the audio again and see its transcription on their phones using the app: "Oxford English Listening "and tapping first on the section: English Listening Test, then on Level 2, and finally: "63. Favorite Vacation Places" where the audio is.



-When the learners have finished, or if they remember the information to answer those questions correctly, the teacher moves on to a detailed explanation about the use of the expression "**Used to**" mentioned in the recording and necessary to give the information required in the questions.

-Once the answer to those questions is clear, the teacher shows the students current pictures of three of the places mentioned in the audio and old pictures of the same places. Then, he sticks them on the board below the ones the class had seen and worked with at the beginning of the session and asks the learners to make sentences indicating how those places used to be in the past in comparison to nowadays.

Downtown San Antonio and The Alamo Mission 1920

Downtown San Antonio and The Alamo Mission today

-The students in their groups make at least two sentences for each pair of pictures and two comparing the old pictures of Pasto with the ones of other places using the expression "**Used to**"

-When they have finished, they are given some minutes to listen to the audio again and answer the questions provided by the application.

	-Then, they hand in the sentences and the answers from the app to the teacher. -Finally, questions about the topic are clarified by the teacher and feedback is given to the learners.

5. Analysis and Discussion

When a process is started, many aspects are shown in the path. This process of study is not the exception. Based on the performance of the students in every activity and the teacher's notes, it is possible to follow the progression from the beginning to the end. Through the sections and activities, all the students have shown their own learning rhythm and the difficulties they were struggling with. Here, those difficulties have been categorized into three different stages: Beginning, middle, and end. The students have played an active role as subjects of the study, who made the target language theirs through the development of the proposed activities and their own interest in learning. They conveyed meanings and interacted with classmates to make a real usage of the language. But the most important part, they revealed and reflected upon their own language learning process. On another hand, the teacher's role consisted on being the guide and monitor of the activities and students' job (controlling the time of the activities and helping students when they were in trouble, reviewing and assessing what was going to be worked).

Through the stages of the activities the effects were seen like this:

First stage	Middle Stage	Final Stage
The students were a bit scared of the new activities and indications they received. There were many questions in the native language. However, they were excited and willing to	In this section, the students started to be exposed to the apps, videos, and audios. They started to discover the different uses of this kind of technology which they were not familiar with before.	Finally, along with the classes and the process, the results were improving every time. In the last sessions, it was observed that the students' listening skills improved notoriously.

participate in the activities as they were programmed. According to the results from the diagnosis activities, they had some difficulties understanding some sounds and some meanings. They had to repeat the exercise several times until they got the activity done.	The improvement is progressive as they start discovering the way the activities have to be done. Through the development of the sessions, as it is natural, some students presented some problems regarding their listening skills. That is why they had to repeat some activities more than twice.	They understood the indications given by the teachers in a better way, they could accomplish the activities easier and faster. Since the beginning of the sessions, the advance was progressive and constant. For this reason, the last activities showed an improvement in the abilities of the students when facing a new task related to the target language.

The time for each activity may vary depending on the length and complexity of each one, as well as the number of students and the organization. In this case, the activities were the central part of the class to see good results. So, they were developed one activity per class mainly, that is how they are designed.

Finally, after analyzing the results obtained with the application of the Didactic Unit, it is possible to observe that the effect obtained with it is an improvement in the listening skills of the students, related to the capacity to register accurately the sounds they listened through the apps, videos, and

audios; and the proper understanding they had from those ICTs elements when completing the activities they had to work in.

6. References

- Escamilla, A. (1993). *Unidades Didácticas: una Propuesta de Trabajo de Aula.* Ed. Edelvives, Zaragoza
- Gavilán, F, Romero, N (2015) *Didactic Units to Design to Foster Listening in Detail.* Universidad Libre de Colombia.