

USING THE CELL PHONE AS A TOOL TO IMPROVE LISTENING AND SPEAKING  
SKILLS WITH INTERMEDIATE LEARNERS AT UNIVERSIDAD DE NARIÑO

By

Darwin Fernando Aux Meneses

Submitted to the School of Human Sciences  
In partial fulfillment of the requirements for the  
Degree of B.A. in English and French  
Linguistics and Languages Department  
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Las ideas aportadas en el Trabajo de Grado son responsabilidad exclusiva de la autora, artículo 1° acuerdo # 324 del 11 de Octubre de 1966 del Honorable Consejo Directivo de la Universidad de Nariño.

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**RESUMEN**

Integrar efectivamente la tecnología en el aula de clase como cualquier otra herramienta o material para enseñar habilidades específicas y conceptos es posible. El uso de la tecnología en el campo educativo está diseñada para expandir, enriquecer, implementar, individualizar, diferenciar y extender el currículo. Este trabajo de investigación presenta a los docentes y a los estudiantes de licenciatura de inglés francés de la Universidad de Nariño una alternativa a los recursos tradicionales dentro del aula de clase como lo es el uso del celular como herramienta tecnológica para ayudar con el desarrollo de las habilidades de Listening y Speaking con el fin de complementar las actividades que se desarrollan tanto en el aula de clase como fuera de esta por medio de algunas actividades prácticas utilizando el celular como herramienta principal, así como también fomentar su uso de manera más frecuente.

*Palabras clave:* Tecnología, listening, speaking, TICs, CALL,

**ABSTRACT**

Integrating technology effectively into the classroom as any other tool or material to teach specific skills and concepts is possible. The use of technology in the educational field is designed to expand, improve, implement, individualize, differentiate and extend the curriculum. This research paper presents teachers and French-language undergraduate students at the Universidad de Nariño an alternative to the traditional resources within the classroom, such as the use of the cell phone as a technological tool to help with the development of Listening and Speaking skills in order to complement the activities that are developed both in the classroom and outside the classroom through some practical activities using the cell phone as the main tool, as well as promote its use more frequently.

*Key words:* Technology, listening, speaking, ICT, (Computer Assisted Language Learning) CALL.

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Using the Cell phone as a tool to improve Listening and Speaking skills with intermediate learners at Universidad de Nariño.

The globalization that the world has experienced in the last years has made interaction with different cultures easier, which has many advantages in different aspects, one of them is related to the field of education, more specifically with learning foreign languages, because of its benefits for those who choose to learn a second language, English for example. Its application in the society has become an indispensable tool in daily life, because as the predominant language in the modern society, everything around us has to do with this language, for example in different fields such as: Science, economy, education, technology.

In the process of learning English, the four fundamental skills for its correct application and use are studied: Reading, writing, listening and speaking. These last two are important because these are the bridge of communication with other interlocutors, making possible the interaction and the possibility to express the ideas we have about different situations.

In Colombia, The Ministerio de Educacion Nacional has different programs that try to make Colombian people speak English. One of them was released in 2004, taking into account the needs of the people and the need of learning a second language to have better opportunities inside and outside the country; this program was called Plan Nacional de Bilinguismo 2004 - 2019 and the main purpose of this ambitious project is to establish an educational system that is focused on teaching English to all the students from elementary school to high school, so at the moment of finishing high school, they will be able to speak English in a A2 level. (Elementary level), according to CEFR.

A second program promoted by the government known as: “Programa Nacional de Ingles 2015-2025: Colombia Very Well” is also focused on improving English language and its main purpose in a long-term is that students use English as a tool to communicate with the world and improve their job opportunities.

However, this would not be fully accomplished because there are many factors that hinder the accomplishment of that objective, for example: difficult regions access, social issues, economic problems, lack of teachers, lack of facilities, etc.

As mentioned before the idea of the government of implementing a bilingual education is ambitious and clearly it will take many years, but this program will only be successful if teachers focus their teachings in listening and speaking, because the main purpose is to establish patterns where students can not only write correctly but also speak English.

Listening and speaking are two important skills when learning a language, those skills need a lot of practice in and out the classroom, however, this is not easily accomplished because there are situations which might not allow all the people to have access to them: no native speakers, no internet connection, etc. besides, there are other problems such as few hours devoted to teaching English, some teachers might teach only grammar and vocabulary.

In addition, in class, some students might feel uncomfortable when facing speaking and listening activities due to psychological factors such as shyness and anxiety, which can have a negative influence on students when practicing listening and speaking; because of this, their participation in the classroom will be affected and the possibilities of an effective practice will be affected considerably.

However, thanks to technology which through the years, due to the constant and fast evolution, has allowed the access to thousands of tools which have facilitated the access to information and communications, most of people have access to hundreds of tools that simplify the way in which certain activities were more complex and difficult to perform in the past. Unfortunately as it was said before, technology is not available everywhere, because of different reasons explained above (coverage, social issues, etc).

In the Universidad de Nariño, the students of languages have lots of resources that facilitate their learning processes (library, internet, laboratories, computer lab, cellphones) it might happen that the students do not take full advantage of those resources to practice listening and speaking correctly, and this may lead to poor application of the skills in real situations of communication.

### **Speaking**

Speaking is an important ability which humans use every time they need to communicate and express their ideas in an oral context, in daily life situations, people use speaking for different purposes for example: face to face communication, speaking on the phone, asking for directions, meetings, etc. People speak for many reasons, to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on (Lindsay and Knight, 2006, p58).

Speaking is an “activity requiring the integration of many subsystems...all these factors combine to make speaking a second or foreign language a formidable task for language learners...yet for many people, speaking is seen as the central skill” (Bailey and Savage 1994,

p6-7) because of its complexity, speaking skill has been seen as the most difficult skill to develop, due to its application this requires an immediate answer at the moment of interacting to someone else.

On the other hand, Kavaliauskienė, 2006, states that language is the tool to convey people's identity in society and for this reason learning to speak in a foreign language is different from other subjects due to its social nature. So, the way how people interact with others may define the personality and the ability of learners just communicating their ideas and opinions carrying out and activity as natural for humans to speaking to others.

In the same way, as well as speaking, the next ability requires a deep understanding in order to establish their importance in learning process.

### **Listening**

Listening skill is essential in the language learning process because this allows people to acquire information and to establish correct communication with others. Listening has to do mainly with the ability to understand the process of oral language, the speaking skill, listening is involved in most of the activities that people perform, and it can be developed and practiced in various real life situations such as dialogue, telephone conversations, meetings, watching TV, listening to music.

When people communicate the first thing to take into account is a good reception of the spoken message, so if the listening process is correct the answer will be successful according to what the speaker expects "Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance if the communication aim is to be reached" (Rivers, 1966, p196).

Lindsay and Knight (2006) suggest that people have different purposes at the moment of listening “We listen for a purpose, but this purpose can be very different depending on the situation: listening for specific details, listening for general meaning, listening for the general idea or gist” so, depending on the circumstance our listening process changes and modifies the way how people understand the information, that is, to pay attention to the context and the specific details to

In addition, both listening and speaking requires to be developed consciously due to their complexity; a good way to increase students’ skills would be using new technologies, which are very useful and motivate students because they consider them something different and engaging.

### **Definition and concept of technology**

In our everyday lives, most of us use hundreds of words which have a universal meaning for all people, since the human being began to rationalize and his capacity of invention grew up with time, a new word emerged and today is an important part of our society, the term “Technology”.

The word “technology” comprises two parts – “technikos” & “ology” The historical derivation of the term technology comes from the Greek word technikos, meaning “of art, skillful, practical” The portion of the word ology indicates “knowledge of” or a “systematic treatment of.” Thus, the literal derivation of the term technology is “knowledge of the skilful and practical” However, this definition is too general in nature and we have to transcend this narrow view of technology since every technology starts from a human purpose, from the intention to satisfy some human need or behavior (Karve, 2009).

According to Wood (2016) "Technology is the use of scientific knowledge for practical purposes or applications, whether in industry or in our everyday lives. So, basically, whenever we use our scientific knowledge to achieve some specific purpose, we are using technology". So, when technology is used, it means that this involves a piece of equipment which can result from a small piece to an amazing device.

Summarizing, technology is the way how humans create new tools and creative solutions in order to solve a problem using the practical knowledge and skills making life easier and this may be used in different fields for example, education.

### **CALL**

It is a constantly evolving academic field that explains the role of Information and communication Technologies (ICT) in the process of learning and teaching of languages. It includes a wide range of activities and initiatives, both in the development of teaching materials as well as in the pedagogical practice, due to the evolution of this field It has been created new theoretical and methodological paradigms that require special understanding and experience to assess their levels of quality, depth and diversity (Gimeno, 2005).

Within the field of CALL, a variety of methods of teaching foreign languages that have generated highly interactive learning environments to encourage listening, speaking, reading and writing skills has emerged. There are lots of multimedia materials; teachers can interact more frequently with technology to take advantage of its benefits and students can use the Internet to communicate with other people in the target language and search for free materials. (Macario, 2008, p, 735)

Three decades ago it was unthinkable that someone could learn a foreign language without the intervention of a teacher. It was inconceivable the idea of a student sitting in front of a machine, interacting with it orally and written, receiving from it not only instructions but also feedback on their linguistic performance. Today, thanks to the tremendous advances of ICT, the development of multimedia and the widespread diffusion of the Internet, the role of computers in learning of foreign languages has gained immense importance, recognized by almost all teachers in the entire world.

With the start of technology in the service of education, the teaching of foreign languages has taken a giant qualitative leap that has meant both teachers and students a change of traditional teaching tools with new ones that facilitate the process.

Multimedia according to Vaughan (2008) is “any combination of text, graphic art, sound and video, delivered to you by computer or other electronic means” (p.4). Which is today, an educational tool with potential and use by developers of educational software. This technology puts a wide variety of valuable resources for language learning available to teachers and students. A multimedia course, by integrating various media such as text, images, audio, video, and animations, plus systems voice recognition, offers the possibility of a more effective and autonomous learning since the student has control and he can work at his own pace and impose his own times.

Equally important is the ludic element, because the mere fact of introducing the computer in the classroom is eye-catching for most students, due to the wide variety of audio visual resources that make multimedia courses more attractive and fun. When talking about the potential of this technology resource, we cannot ignore the concepts of hypermedia and hypertext

that allow the learner to read a text in multiple directions and even choose reading routes, according to their own interests.

Given that hypermedia involves a series of interconnections between blocks or pieces of information (textual, pictorial and auditory) which enable addressing a non-sequential text to multidirectional way, the theory that underlies the hypermedia is that it is similar to how the human mind works. The design of a structure of interconnected branches is one of the peculiarities of hypermedia and is similar to the branching paths of human thought; structures which it is possible to advance from a single principle to a multiple end (Regil, 2001). Although the hypermedia nature of the Internet gives enormous potential to the Network as a resource for teaching a foreign language it is necessary to be cautious in its use, among other reasons because of the lack of assurance as to the quality of what is offered on the Internet, not only from the educational point of view but also from the perspective of the veracity or authenticity of the material found on the web.

In any case, the advantages of multimedia, on any other resources are evident, when it comes to teaching specific aspects as Vocabulary for example, mainly because teacher can have control over the linguistic sample presented to the student while dispenses with unnecessary items that could divert students' focus of attention or that could add more difficulty to what it is intended to teach. As mentioned above, the evolution of ICTs has run in parallel with teaching methods and multimedia has now become an effective resource for the implementation of those modern approaches focused on the student who has now greater role and control over his learning process.

It is pertinent to highlight some of the advantages of multimedia technology as a resource for teaching a foreign language, in this case the English language. One of the positive factors is it

becomes possible to individualize teaching, attending various learning styles. With a multimedia course the student with just click, he can listen the pronunciation of the foreign language as often as desired and also, given the interactivity of technology, he has the ability to correct his own pronunciation.

As a result of the above, one of the obvious advantages of multimedia is that it might save teachers time and effort, for example modeling and repeating pronunciation, since the computer can do this task for them. Technology facilitates the monitoring of students, which allows teachers to monitor individual progress of each one of them: how many activities have been carried out, their duration, number of correct and incorrect exercises, etc.

A very positive aspect of using the multimedia has to do with psychological factors since, when used for individual work, is the ideal learning resource for students who are extremely shy and feel inhibited to speak in the presence of the teacher or in front of his classmates for fear of being mocked, being self-esteem and affective filter in terms of Krashen (1981), one of the factors that affect the learning of a foreign language is very important that the students practice the language in an environment free of anxieties and situations that may be disturbing (Moreno, 2011).

### **Educational Technology and ICT**

The meaning of ICT can be explained as scientific, technological and engineering based management techniques used in information storage and communication mechanism with optimal time and space utilization in comparison to other traditional methods adopted for the same. The word 'ICT' includes any communication device or application such as computer, mobile phones, radio, television, satellite system etc. (Saxena & Rai, 2010, p. 7). Now, teachers

may apply these different technological tools in order to make the teaching process more innovative and interesting. Since 1980's, ICTs have modified the teaching and learning processes around the world, according to Duffy and Cunningham (1996) the role of computer in education has been largely viewed as an instructional tool for providing a richer and more exciting learning environment.

The implementation of ICT in the teaching process is an immediate need, teachers may be traditional and modern in their teaching processes, for this, the teacher has to be appropriately prepared in the field of ICT, being able to create and develop tasks in the classroom using the new different technological tools available for that purpose. In the 21<sup>st</sup> century, the new technologies are more interactive and communicative but their application in the classroom is very low. So, it is necessary to think about an extensive usage of these audio visual aids in imparting education.

Information and communication technologies (ICT) can be established in the way that helps to improve the teaching and learning. For this reason, for some time now, schools have been equipped with computers, educational software and Internet access therefore, teachers play a key role when implementing ICT in the classroom, as they decide whether to facilitate or restrict the implementation of these technological resources in teaching - learning, through regulating the type and quality of interactions between students and these technological resources. According to Roman, Cardemil and Carrasco (2011), the teacher should design learning situations with ICT student-centered and ensure that they use the most appropriate resource in the learning process. The challenge continues to be the orientation and the correct use of technological skills by students to develop academic activities. However, the attitude and

behavior reflected by the teacher about the use of ICT in educational practices is crucial for students' motivation and interest to learn through them.

Over the time, using different technological tools it has made the teacher has an endless number of options which may be useful when implementing them in the classroom, depending on the training that teachers have, they may make use of these and the experience of students with ICT may vary and be more interactive.

### **Technological Resources in the Classroom**

Over the years, the use of technological resources for teaching English has become more common. In the last 30 years, it is common to observe the use of technological devices for activities that complement the class such as tape recorder, TV, CD player, video player which has evolved from Betamax to DVD, mp3 and the cellphone which with its development has become a multi task tool that allows more than make phone calls.

Access to computers may cause difficulties at the moment of their use, but a cellphone has many advantages when compared to a PC for example, it is available and convenient. With a cellphone you can access to different tasks like texting, recording functions, video recording etc. The main characteristics of a cellphone are the social portability, connectivity, individuality and immediacy can become accessible to almost all the people. (Vyas & Patel, 2009. p. 91-95).

But it has been observed that not all people like technology, this phenomenon is due mainly the lack of knowledge of how to use it which can cause some frustration and apathy to use it, in this age where almost everything depends on the technology people must be part of it and integrate it slowly.

### **Mobile Assisted Language Learning**

Most of teachers still use traditional tools to complement the teaching process in the classroom, but with the implementation of new technologies and the evolution of this kind of materials is necessary to start using them more frequently due to the positive answer from students at the moment of interacting with technology, thus "educators need to be fleet of foot and adapt their material and methods of teaching to best fit this new breed of learners" (Mello, 2005, p. 470).

The use of mobile devices such as cell phone for educational purposes has been implemented gradually in educational institutions around the world, because of its potential as a tool for teaching and learning language and the ability to practice different activities and tasks wherever and whenever and its access increasingly easier for the population. This trend is given because cell phones have become relatively cheaper and increasingly powerful items (Chinnery 2006; Hulme and Traxler Kukulka, 2005). According to a study in EFL students, people prefer to use the phone as the first tool for language learning followed by tablets, ipods and mp3 players (Savas, 2014).

Because of its portability, practicality and especially to its fast advance in terms of hardware and software since 2006 mobile phone has replaced tablets (Solemani, Ismail and Mustaffa, 2014) as the most common tool at the moment of being used by students to complement their classroom activities, that is why a new term related to language learning has emerged: Mobile Assisted language learning (MALL) which can be considered as an ideal tool in terms of time and place that is, one of the advantages of mobile learning is that it allows learners to access learning materials and information from anywhere and at any time (Ally, 2009)

## **Cellphone**

Since its overcrowding in the 80s; the cellphone or mobile phone has become an indispensable tool for people, which has facilitated the performance of different tasks in a more simple and practical way. Over time its evolution has allowed longer seen as a tool for making phone calls but also for use as a camera, video or voice recorder which you can become a useful ally in the processes of teaching and learning in educational institutions. Cell phones are so advanced and smart that they actually perform almost the same functions and features as personal computers (Cui & Wang, 2008) and like all communication and computing devices, cell phones, can be used to learn (Prensky, 2004)

Cell phones clearly differ from a computer lab full of personal computers or a cart of netbooks due to the cell phone is a personal technology. Most students have learned about the characteristics of the cell phone, its relevant functions as well as its limitations (Ormiston, 2016)

The mobile phone is moving away from its original function, to communicate by voice or text to two or more people to become a multimedia tool quality, fully equipped to the point of making us do without in many cases the camera or video. These terminals are small centers of information, communication and storage. But its strong point is its popular use, with more than one mobile per person in our country. The use of this tool for learning has more advantages than we can imagine.

### **Cellphone as a learning tool**

The use of cellphone in daily life has become increasingly common because this allows to perform different tasks in a more simplified and quickly way. According to a recent study by the Ministerio de la Informacion y las Comunicaciones (Mintics, 2015), in Colombia the number of

mobile devices has increased significantly, by 2015 there were over 53 million cell phones; considering that Colombia has a population of 48 million people it can be inferred that it is becoming easier for the population to have access to these technological devices besides.

Colombia is the third country of the region with the biggest number of cellphone users just after Brazil and Mexico. Due to this, it is important to give more space to the cellphone as a tool for the teaching – learning processes, specifically in the English language because of the potential as multitasking devices. Currently its use in the classroom is limited due to several aspects.

According to Lagos (2011), there is a lack of preparation of teachers in the use and application of ICT as a tool to support the teaching in class, also he still believes that these tools are distracting elements or their contribution to the education is useless. Secondly some teachers still prefer to use traditional teaching methods for teaching English because they do not see their implementation necessary as a tool to complement their work in the classroom. Thirdly, some students feel apathy for the use of these devices and prefer not to use them in any context that is they do not want to use technology to do their activities they prefer to avoid them and not to rely on them. Although many educational institutes disagree on the educational value of cellphones, they have to accept that gradually these devices are becoming commonplace as educational tools, and despite the problems that still exist regarding the implementation of this device as a means to complement the teaching – learning process in the classroom. For example, according to Prensky (2004, p. 1) Cell phones should not only be seen as communication tools that have changed the way how people connect, but also as mobile devices that are accessible at any time and like all the technological devices cell phones can be useful to learn. It is clear that the mobile phone is a dynamic tool because it has a lot of interesting features and advantages for its application inside the classroom. Llopis (2009) mentions the following benefits of this tool in class. First,

immediate availability: All students carry it in their pocket or they find it easy to borrow one. High technology in their hands: these computers are equipped with photo and video gadgets, bluetooth, mail, video editors. Skill in its handling: Give a kid a cell phone half an hour and then give a master class of its possibilities because technology is increasingly present in homes, it is easier for children to interact with this and its use becomes increasingly easier. Therefore students will feel in confidence when using this type of electronic devices in the classroom when teachers see the potential that can be given.

Surely at some point we all have said a sentence like this: "Internet connection in my school fails, the computers do not work properly, I have a computer for 15 students", others, however, well endowed, make a disproportionate use of these technological resources to perform relatively simple tasks. These situations may cause desist of performing a different activity, for example, an ICT activity in the classroom. Possibly because of technological incomprehension we do not realize that this mobile phone in 99% of cases is a camera, video recorder, mp3 or audio recorder which it can be an effective tool in order to improve the activities in an English class for example.

But, what can you do with a cellphone? The first thing is to convince the student that we will use it to work, it will be a tool and should be productive in finding information, in the construction of their learning and in the acquisition of knowledge that must be returned to the teacher for evaluation (Llopis 2009).

As previously mentioned students do not practice correctly skills Listening and Speaking which can cause problems when interacting in a context where speak or listen in the English language is required.

Listening and Speaking skills are important in the same way because both of them have a strong relationship and when students learn one skill correctly the other will result easy to learn as well, on the one hand, listening is substantial because it is necessary to understand what is listened so, it can be defined as “the part of the communication process where you are able to plan your response. Understanding takes place after you’ve received the information from the speaker, and begin to process its meaning” (Paris, 2013), in the same way, Sharma (2011, p13) mentions that Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. On the other hand, speaking is the skill where language learning takes place, for Ur (1996) speaking is considered as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because “there is no point knowing a lot about language if you can’t use it” (Scrivener, 2005, p.146).

Different tools to improve and practice these skills are used in the classroom, traditionally, methods such as role play, watching videos using subtitles, listening and repeating activities are used by teachers to help students to improve these abilities, but what is sought is that students are motivated to perform nontraditional activities that help to improve their skills.

Technology in the classroom has been an important resource at the moment of helping teachers to complement the activities with students, this tool allows teachers to create and develop some tasks using different technological devices, such as TV, computers, DVD players, Video Beam etc. It is clear that innovate and implement technology in the classroom may be a useful tool when learning English specially with the current generation of students that live in a

digital world, and for whom technology attracts them and motivates, regardless of the purpose for which this is used.

Recently, both students and teachers have started to implement the cellphone in the classroom because it is a device that all people can get easily and its use is practical at the same time, so teachers can take advantage of their strengths and functions to perform activities where students have an active role, but, in some cases they do not feel comfortable using the cellphone or any other technological tool mainly because of their lack of practice and lack of knowledge about how to use it, this may cause a rejection to implement and work with technology, but, they have to understand that traditional teaching and learning methods cannot remain all the time in the same way, as technology is evolving, education has to do it as well because these tools allows to improve and redefine the way how teachers and students take part of the educational process in an active and interactive method. Therefore, the cellphone might help to improve listening and speaking skills in the classroom, depending on the activities previously established, developed and guided by the teacher.

### **Activities using a cellphone as a tool to improve Listening and Speaking skills**

The following activities are only a suggestion and they may vary depending on the students' needs. Taking into account that not all the users of cellphones have access to the internet, students can use some native applications that do not require internet connection in order to perform tasks to help students to improve listening and speaking skills. Here we have an example of activities that students can carry out inside or outside the classroom.

#### **- Using the camera to take pictures:**

A camera in a cellphone has a lot of interesting and practical uses in an English class or outside the classroom for example:

- Students can take pictures of objects or about any interesting locations in the city, then they give a description of it.
- Picture stories: Another activity they can do is to take multiple pictures with the camera, create a story and share with the class while practicing language in groups.

#### **- Using the voice recorder**

The voice recorder can be a very useful tool to improve listening and speaking skills, some activities that students can perform using the voice recorder are:

- To conduct an interview between students or interview to a teacher about random topics after this, the students show their classmates their videos and the teacher may give feedback about it.
- Record from TV a sample from news and then in class with their own words present a summary about the news that they record and teacher will provide feedback and corrections about pronunciation and vocabulary.
- Use your phone to record a student speaking about a topic or a role play between two students then, play the recording and see if students can correct their own mistakes. Play back a second time for you to show them the mistakes they did not catch.
- Another activity they can develop is a brief recording of the things they did on a day, students present to the teacher the results of their recording.

#### **- Using the video camera**

- Students can film short sketches which could be shared by bluetooth to the teacher, then the teacher gives feedback and correction about pronunciation,
- Film your students with your cell phone. They may be participating in a role play or discussion. Save this video until the last day of class. You may ask them to have a similar role play or ask the very same discussion topic. Ask them if they can tell the difference and see how much they have advanced.
- Students are asked to design a project-based video task which combines drama, technology and communicative language teaching, motivates students because they enjoy recording with their mobile phones, and breaks the monotony of traditional class teaching and is enjoyable and stimulating.

With this kind of activities students will feel more confident at the moment of making presentations because most of them are afraid of acting in front of their classmates, so this would be a good exercise for those who do not feel confident with presentations in front of the classroom.

### **Conclusions**

Technology is part of knowledge and evolution of human beings and currently is being introduced in educational institutions in all processes of teaching and learning one example of it is the use of technological devices such as Computers, tablets and recently the cellphone, its implementation in the classroom is taking place gradually and what is expected for the short term is that cellphones are an integrated part into the classroom, this does not mean that they will replace the traditional teaching methods such as the use of textbooks or the guide of a teacher, technology will never replace the teacher, what is sought is that there is an integration between both of them and thus classroom activities and outside of it can be complemented in a more

interactive and personal way between the student and the cell phone, therefore, the cellphone can be seen as a tool focused specially on education, and not only for leisure activities. Using appropriate methods and an effective guideline, this technological device should be useful specifically to the English teachers in order to motivate students to perform complementary activities and improve their skills of listening and speaking.

Finally, it can be seen that the use of the cellphone might improve students' listening and speaking skills through the use and application of the suggested activities.

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