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EXTRANJEROS**

**TITLE OF THE RESEARCH WORK**

The Role of Mobile Applications in Enhancing Listening Skills in the English Language  
Learners

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en Pedagogía de los Idiomas Nacionales y Extranjeros"**

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Riobamba,  
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En la Ciudad de Riobamba, a los dos días del mes de abril de 2026, luego de haber revisado el Informe Final del Trabajo de Investigación presentado por el estudiante **CEVALLOS AYALA STEFANO MATEO** con CC: **0604884148**, de la carrera Pedagogía de los Idiomas Nacionales y Extranjeras y dando cumplimiento a los criterios metodológicos exigidos, se emite el **ACTA FAVORABLE DEL INFORME FINAL DEL TRABAJO DE INVESTIGACIÓN** titulado **"The Role of Mobile Applications in Enhancing Listening Skills in the English Language Learners"**, por lo tanto se autoriza la presentación del mismo para los trámites pertinentes.



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We, the undersigned, professors appointed as members of the Degree Tribunal for the evaluation of the research work **"The Role of Mobile Applications in Enhancing Listening Skills in the English Language Learners"**, presented by Stefano Mateo Cevallos Ayala, with ID number 0604884148, under the tutorship of MsC. Maria Dolores Ávalos Obregón; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been previously evaluated and the author has been heard; having no further observations to make.

In accordance with applicable regulations, we sign, in Riobamba June 18<sup>th</sup>, 2026.

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## **DEDICATORY**

I dedicate this thesis to my beloved family, whose love, patience, and constant support have been the foundation of my academic journey. To my parents, who have always believed in me and sacrificed so much to give me the opportunity to pursue my dreams. To my siblings, for their encouragement and for reminding me that perseverance leads to achievement.

I also dedicate this work to my dear friends, who stood by me through moments of difficulty and joy, offering their support, motivation, and companionship when I needed it most.

Without all of you, this achievement would not have been possible.

With love,  
Mateo

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## RESUMEN

La presente investigación tuvo como objetivo determinar el rol de las aplicaciones móviles en la mejora de la comprensión auditiva en estudiantes de inglés, *listening skills*. Para lograr este objetivo, se desarrolló una investigación cuasi-experimental en la que participaron 45 estudiantes de décimo año de educación básica, 23 de ellos formaron el grupo control y 22 pertenecieron al grupo experimental. Los estudiantes realizaron una prueba previa con 25 preguntas basadas en actividades de comprensión auditiva. Posteriormente, el investigador implementó una intervención en el aula centrada en el uso de una aplicación móvil llamada Lyricstraing. Posteriormente, los estudiantes realizaron una prueba posterior con los mismos esquemas de la prueba anterior. Posteriormente, se realizó un análisis estadístico para comparar las medias antes y después de la intervención. Tras todo el proceso, se concluyó que las aplicaciones móviles desempeñan un papel crucial en la mejora de la comprensión auditiva de los estudiantes. Por lo tanto, se recomienda encarecidamente aplicar este informe para contribuir al proceso de enseñanza y aprendizaje del inglés.

**Palabras clave:** Aprendizaje – motivación – lenguaje – comprensión auditiva - habilidades

## **ABSTRACT**

The current research aimed to determine the role of The Role of Mobile Applications in Enhancing Listening Skills in the English Language Learners. To achieve this goal quasi-experimental research was developed where 45 students from tenth year of basic education participated, 23 of them formed the control group and 22 belonged to the experimental group. Students took a pre-test which contained 25 questions based on listening activities. Afterwards, the researcher implemented a classroom intervention focused on the use of a mobile application called as Lyricstraing. Next, students took a post-test with the same schemata of the previous test. Then, a statistical analysis was performed to compare means before and after intervention. After the whole process, it was concluded that mobile applications play a crucial role in the learner's listening skills improvement. Therefore, it is highly recommended to apply this report to contribute with the English language teaching and learning process.

### **Keywords:**

Learning – motivation – language – listening - skills

## CHAPTER I

### INTRODUCTION

This study is closely related to the language learning process; subsequently, it centers on the Role of Mobile Applications in Enhancing Listening Skills in Second Language Learners, which is a great teaching-learning strategy that contributes to the improvement of listening skills. The benefits given by mobile applications are various, as they permit both students and teachers to have a significant learning experience through exercises that promote succeed in the English language learning.

The usage of mobile applications within the classroom is an ideal learning methodology that benefits students of all ages and, in turn, encourages better achievements for the teacher. Moreover, the English lesson becomes more engaging and participatory. It is crucially imperative to note that how the instructor produces information is foremost, as the learning results will be emphatically reflected on the off chance that the learners have executed their information.

Even though students have access to different mobile applications, they do not use them for learning English. To address this issue, this study was created to determine the role of a mobile application in the improvement of listening skills.

Hence, the current study has been divided into five main sections as detailed below:

**Chapter I:** This chapter deals with the Reference Framework which describes the research problem, its justification, and the study objectives.

**Chapter II:** It includes the Theoretical framework whose main core describes the research theoretical basis according to the research variables.

**Chapter III:** This chapter is called as the Methodological Framework which displays information about the methodology, category, and level of the research. It details data about the target population, data collection and analysis as well.

**Chapter IV:** The analysis and interpretation of the data gathered is detailed in this section.

**Chapter V:** Conclusions and recommendations. It describes the main conclusions to the objectives and recommendations for future research.

### 1.2 PROBLEM STATEMENT

It is currently recommended to utilize digital tools, programs, and technology when learning a language. As a result, pupils of all ages worldwide are believed to have access to technology resources. For those who utilize it, the rapid development of technology has become a highly beneficial element in the growth of the academic world. Furthermore, almost half of the global populace has been using it without experiencing any adverse effects (McLean et al.,

2021).

Likewise, highly effective strategies have been discovered in mobile applications used by industrialized nations, which have been spreading globally with language-teaching capabilities and approaches that have yielded the best outcomes. (Ramya & Madhumathi, 2017).

However, in the context of the target language teaching and learning process, there are some issues. In Latin America, there are some problems. One example of this is the “República de Chile” Elementary School. 15 students received a tablet. After the use of them in class, surveys and interviews with teachers revealed that the scheduled time for English classes was not enough. It limited the systematization of the content students receive. This fact significantly impacts the development and learning of this foreign language, resulting in academic difficulties in acquiring the necessary language skills. The schools face a significant challenge in identifying and implementing mechanisms that foster students' interest in their learning process, thereby transforming them into self-motivated, thoughtful, reflective, and critical individuals capable of making informed decisions in everyday life situations. For that reason, teachers are looking for more and more ways of helping their students to improve their knowledge (Bernal & Zaldívar, 2017).

In addition to this problem, in Ecuador, students do not use the English language for communication. This is the reason why they have a low level of performance in Ecuador (Education First, 2023).

For this reason, the current research is focused on the role of mobile applications to improve the listening skills.

### **1.3 PROBLEM FORMULATION**

What is the role of mobile applications to improve the listening skills in the English Language Learners?

### **1.4 JUSTIFICATION**

In a completely globalized world, learning a new language has become a primary necessity for most people seeking to excel in all areas of society, namely professional, personal, business, cultural, or others (Crystal, English as a Global Language, 2003).

In this context, and due to the constant changes society faces, languages have become a key part of global culture (Austin Millán, 1999). It helps them interact with each other educationally, professionally, and even economically, regardless of their location and level. That is the case of Ecuador, where the Ministry of Education implemented the Project to Strengthen the Teaching of English as a Foreign Language. It determined that English is a relevant subject within the curriculum at each academic level and significantly changed the professional perspective of every student in the Ecuadorian educational system (Ministerio

de Educación, 2016).

Along with the recent pace of academic growth, technological tools such as ICTs have overcome traditional barriers in the teaching-learning process and have firmly linked technology and education by allowing students access to diverse information regardless of their level (Deveci & Tavit, 2021). They have also focused on the use of tools that contribute to optimal student performance. These tools are the well-known mobile applications that, being easily accessible, can be used by anyone without needing to be an expert in the subject, thus achieving faster, simpler, and even more fun learning (Nadziroh, 2022).

Therefore, the current study has some positive features. First, it has focused exclusively on the use of a mobile application such as Lyricstraining, which has primarily and successfully contributed to the educational field, given that more and more people are interested in turning to technology to learn something new, especially a language (Azhari & Adnan, 2018). Moreover, this research is viable and feasible, as it has the support of direct beneficiaries, such as the students who make up the target population, their parents, and institutional authorities. Furthermore, easy access to the internet, e-books, websites, digital repositories, journals, and bibliographic documents has allowed for improved development and writing of each of the research variables proposed in this study. It has also been beneficial because it provides the target group with a practical study guide, stimulating their self-learning process and increasing the use of mobile applications. Furthermore, it serves as a scientific contribution for future research addressing this topic.

## **OBJECTIVES**

### **GENERAL OBJECTIVE**

- To determine the role of The Role of Mobile Applications in Enhancing Listening Skills in the English Language Learners.

### **SPECIFIC OBJECTIVES**

- To implement a mobile application that allows a better development of the listening skills.
- To analyze data before and after a classroom intervention focused on the use of a mobile application to improve the learners' listening skills.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 RESEARCH BACKGROUND

Currently, there are a number of researchers that have studied the object of study. Therefore, this a brief review of them which has been made to build the basis for this research. This work obeyed research criteria that include graduation theses, scientific articles, books, and proposals in the academic field which have been developed 5 years ago. They also include similar variables which are included in this work namely mobile apps and the English listening skills improvement.

To start with, Handayani and Izzah (2020) analyzed the utility of the Mobile-based English in Test listening App to improve students' listening comprehension. The strategy towards this investigation was quantitative. It developed a pre-experimental design, with a pre-test and a post-test. In collecting the information, the analysts used the tuning-in test as an instrument. 10th-grade students of SMK Gelora Bekasi participated. The result revealed that the entire understudy post-test score within the test course was higher (15,871) than within the control course (2,028). Based on the t-test, an over 15,871 typical result was obtained at the level of flexibility (df) of 36 ( $36-1 = 35$ ), whereas 2,028 of a normal result was obtained at the level of noteworthiness of 5 percent. Since  $t_0$  is higher than the  $t_t$  score gotten from the comes about of the calculation, a positive theory (H1) was recognized. The theory finding suggested that the use of the Portable English Tuning in Test App upgraded students' comprehensive tuning in abilities.

Similarly, Tuong and Dan (2024) determined the influence of the Duolingo mobile application in the improvement of EFL learners' listening comprehension in the scenery of the advancing teaching-learning strategies. Information collected from 39 third-year English university students through comprehensive studies and organized interviews highlighted the students' appreciation for Duolingo's on their listening capacities in Vietnam. Understudies emphasized the adaptability and locks in nature of Duolingo's tuning in highlights, which drench learners in differing real-life circumstances and give openings for tedious hone. Customary engagement in these works out was considered fundamental for growing lexicon, progressing language structure, and accomplishing more profound dialect comprehension in real-world settings. In spite of accepting positive assessments, members distinguished zones for change, especially emphasizing the require for differing qualities in articulation and settings inside Duolingo's tuning in works out to improve successful communication. Likewise, the authors recommended enhancements in input components to supply convenient and valuable criticism for dialect learning movement. They stated that whereas the Duolingo versatile application offers promising openings for upgrading EFL students' listening

comprehension, tending to current confinements is vital to optimizing their viability.

Nabilou et al. (2021) analyzed the consequences of applying Mobile listening application to develop listening skills. Fifty teenagers took part of the study. They were divided into the control and the experimental groups. Those who belonged to the experimental group used a mobile application to improve their listening skills. The test consisted in 40 multiple choice questions which constituted the pre-test and the post-test. The results about of t-test clearly revealed that the learners within the experimental group performed better in post-test than the pretest. This suggests that the utilizing versatile application for creating listening abilities. Therefore, a visible improvement was found between the post-tests scores of the two groups. The experimental group showed a more prominent result compared to the control group.

Another research conducted by Arumsari (2022) found out the progress of learners' English listening skill using Duolingo and their perceptions toward its application. This study used quantitative research with pre-experimental design and its data collection used pre-test, post-test, and close-end questionnaire. Data obtained showed that scores in the pre-test and post-test as well displayed high enhancement of their listening skill. Moreover, students demonstrated positive perception to the application of the mobile application, Duolingo, in their English language learning process.

Ni'mah and Rohmah (2024) evaluated of the use of mobile applications in improving Arabic listening skills. This study developed qualitative descriptive analysis research. Its data collection techniques were observation, interviews and documentation. The results showed that the most used mobile application among Arabic students are Instagram, TikTok, and YouTube. In the intervention phase, students used songs, speech, news and movies. Since, mobile applications can be used anywhere, students have access to them. For this reason, students' engagement and encouragement have increased. Notwithstanding, there were some disadvantages such as the poor internet connection, and limited saving space in smartphones.

In Ecuador, Farias and Orrala (2024) evaluated the benefits and detriments of using mobile applications and their effect on the enhancement of English listening skills, among fourth-semester university students and their teachers as well, who use mobile applications to develop their listening skills. Their methodology focused on qualitative research, which obtained results by using open-ended interviews. Data revealed that learners combine traditional learning methods with the use of mobile applications to develop their English listening skills. Similarly, their teachers use mobile apps to practice their interaction both in the classroom and in real life.

## **2.2 THEORETICAL FOUNDATION BASIS**

### **2.2.1 M-learning**

Mobile learning, or M-learning, is learning that occurs in various locations using mobile devices without a permanent physical connection to networks, which can be generated at any time (Chirino & Hernandez, 2020). Similarly, Perez and Brazquez (2013) stated that M-learning is online learning or e-learning through computerized devices. E-learning is learning supported by digital electronic resources and tools, and M-learning is e-learning that relies on mobile devices and wireless transmission; or simply, it is when learning takes place with mobile devices to generate learning at any time or place (Mego, 2019).

Likewise, Moreira and Segura (2006) described e-learning as a process of approaching knowledge, where participants, in cooperation with their peers and teachers, jointly construct an interpretation of their world. This definition gives mobile technologies a special role because it increases their possibilities for communication and conversation.

Similarly, Mobile Learning is defined as an educational modality that facilitates the construction of knowledge, the resolution of learning problems, and the development of diverse skills or abilities autonomously through the use of portable mobile devices. In other words, mobile learning develops individual capacities and skills, which the individual reinforces autonomously, with their own learning style; that is, it facilitates the generation of new knowledge and problem-solving (Quizhpi, 2015).

Moreover, M-learning is delivered through teaching that is not limited by the learning environment, but rather complements, enriches, and stimulates it to foster flexible and mobile learning, helping students learn from different settings and contexts. For that reason, students become the leading actors in their own learning, since with mobile and flexible learning, they can access it anytime and anywhere (Rosenberg, 2001).

### **2.2.2. Mobile devices**

A mobile device is a processor with memory that has many input methods namely a keyboard, a screen, some buttons, etc.; as well as output methods such as text, graphics, screen, vibration, audio, and cables. Some mobile devices linked to learning are laptops, cell phones, smartphones, personal digital assistants (PDAs), portable audio players, iPods, smart watches, platforms, etc. They work in both ways connected to the Internet, or not when the materials have already been downloaded (Chirino & Hernandez, 2020).

Likewise, mobile phones have developed a crucial role in m-learning. They have evolved in parallel with their applications, adapting to the growing needs of users in terms of mobility, quality, and variety of services, security, and ease of use. The development of mobile devices is centered on the user's needs and demands (Venkataraman et al., 2022).

The three main features a user requires when using a mobile device are customization, localization, and transaction security, as these are what provide complete mobility. The

mobile phone perfectly meets these needs, thanks to new technologies that enable secure transmission. It is also a device associated with a person through a SIM card and a place through the GPS, which locates the device precisely.

Furthermore, mobile phones are helpful for obtaining information through applications that provide real-time access to various content. They also simplify daily tasks because they have calendars, personal organizers, and alarms. They have fast text entry, facilitated by new keyboards, one-to-one dialing applications, and predictive text as well. They let the users perform secure transactions through the addition of m-commerce and mobile banking services. Besides, they provide remote access to the intranet thanks to new technologies that offer higher speed. Through a cable connection or through wireless technologies incorporated into mobile devices such as Bluetooth, infrared, or Wi-Fi, they offer interoperability with a PC. Last but not least, they provide entertainment, covered by a wide variety of games and other services (Tuong & Dan, 2024).

### **2.2.3. Mobile applications**

A mobile application or also known as an App is a program that can be downloaded from the Web or online sites and installed on a smartphone, tablet, or MP3 player through an Internet connection (Oxford Dictionary, 2024). Each mobile operating system, for example, Apple's iOS, Microsoft's Windows Phone, Google's Android, among others has its specific online store where people can search for, download, and install them. Additionally, other application portals on the Internet can be downloaded for free or for a fee and are also available online.

Today, Apps serve a multitude of functions and uses. It depends on the user's purpose; for example, communication, education, business, office tools, music, entertainment, games and leisure, information, photography, simulations, healthcare applications, radio, television, etc. (Ramya & Madhumathi, 2017).

According to Venkataraman et al (2022), the industry of Mobile Apps has considerably grown in the way of they have more users each day. This fact has constituted the inclusion of them in the education field. There are some of them which has gained more popularity than others namely Duolingo, Brainscape, Khan Academy, Quizlet, Lyricstraining among others. They offer a number of benefits to do with students, such as playing games, giving quizzes to students, watching videos etc. In this way, they make lessons more engaging and active.

### **2.2.4. Lyricstraining**

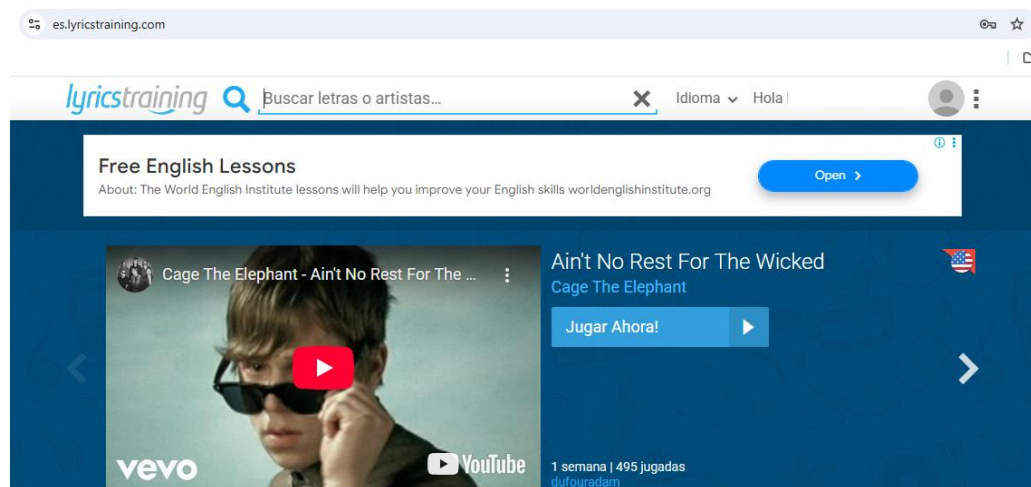
This mobile application helps teachers to support their students in their listening

comprehension improvement (Azhari & Adnan, 2018). Learners have the opportunity to practice different accents with the best music videos, filling in song lyrics, and karaoke (Fiori, 2021). LyricsTraining is a different way to learn the English language and other languages through the music and lyrics of songs which are usually trendy (Lingoclip, 2022). This mobile application is really useful because it supports teaching languages and motivates students by promoting language immersion (Lyrics training, 2025).

There are some steps to work with this mobile application.

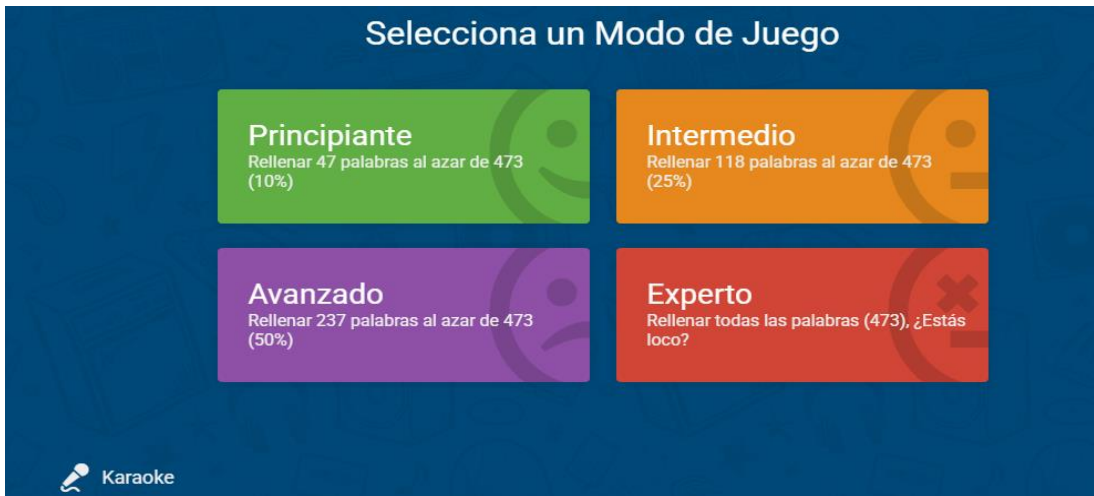
First, the users must create a user profile by providing enough personal information such as name and e-mail address. Once the teacher has obtained the user's name, he or she must sign in into the platform. Then, he or she must type the song of preference and start using. Since it has the form of Karaoke, teachers can provide worksheets to their students to be completed in class. However, if the student wants to learn independently, they can sign up with their own user's name and start improving their listening skills at any time and place as it is shown in the figure 1.

**Figure 1**  
*Lyricstraing*



Once the teacher has typed the preferred song, the platform provides a set of options to be used. In this case, the teacher can use the song with activities according to the student's level. It is displayed below in the figure 2.

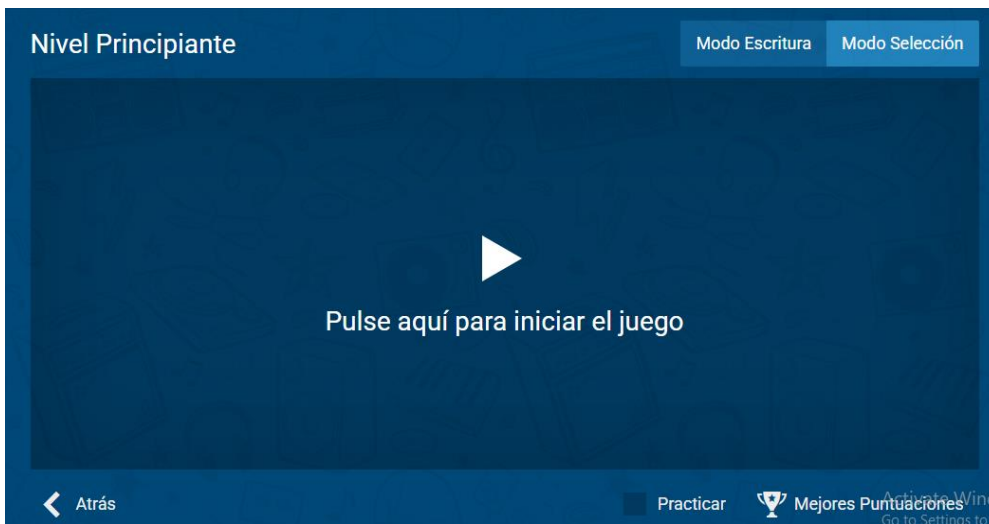
**Figure 2**  
*User's level*



Then, the teacher or the user selects the mode of playing. It could be multiple choice or writing. The user selects and clicks on the “play” arrow to start learning and practicing as the figure 3 shows.

**Figure 3**

*Choosing playing mode*



After that, the game starts and the language learner starts both listening and improving his or her English.

**Figure 4**

*Lyricstraining starting*



### 2.2.5. Listening skills

The development of listening skills is crucial in language learning because it forms the basis for the development of other skills (Harmer, 2015), such as reading and speaking (Richards, 2001). Alfiani and Wijayati (2023) state that listening comprehension is at the heart of language learning.

This skill is one of the most difficult to acquire and is generally perceived by second language learners as the most difficult compared to reading, writing, and speaking (Aleksandrak, 2011). This difficulty is exacerbated in students with low general language proficiency (Aleksandrak, 2011), since, the listening process is very complex because it requires linguistic knowledge (to achieve the decoding of the message) and non-linguistic knowledge (to construct meaning) that must be applied quickly and in real time to decipher a message (Arumsari, 2022).

Listening is a dynamic process involving multiple interrelated cognitive operations, including neurological, linguistic, semantic, and pragmatic processes (Harmer, 2015). The two main processes involved in listening are decoding and meaning construction (which follow these processes, namely, bottom-up and top-down processing, respectively). Furthermore, listening should be defined at least in terms of its fundamental psycholinguistic capacities, that is, the capacity for linguistic processing, semantic, and pragmatic processes. Linguistic processing underlies listening and primarily includes phonological processes that enable speech perception, word recognition, and syntactic analysis. Semantic processing (known as top-down processing) refers mainly to the processes responsible for comprehension and inference. In contrast, pragmatic processing involves the ability to understand, that is, the construction of meaning (Spataro & Bloch, 2017).

## **2.2.6. Elements of the listening skill**

### **Phonetics discrimination and Phonology**

The student is able to discriminate and identify phonemes, whether in isolation or within words. Once identification and discrimination of phonemes occur, they are capable to move on to working with words. The next step is to identify and differentiate syllables that make up words. Then, the language user continues on to working on auditory memory, producing a series of given sounds (Lozano, 2005). Phonetic and phonological discrimination should be worked on in conjunction with phonetics and articulation (Remache, 2018).

### **Phonethics and articulation**

The most important issue is for the student to develop mobility and agility in the organs of speech which are involved in articulation. To achieve this, students must be supported to work on breathing so that the student achieves proper breathing and blowing (Crystal, 2008). Likewise, praxis through movements of the lips, tongue, jaw, and soft palate is crucial in pronunciation. In consequence, the student achieves correct uttering of phonemes in all positions and in speech (Yule, 2010).

## **2.2.7. Types of Listening**

### **Active listening**

Active listening requires a physical and mental effort to carefully grasp the entire message, interpreting its correct meaning through verbal communication, tone of voice, and body language. This helps the learners to realize what he or she has understood. In active listening, the student focuses his or her attention and energy on the words and ideas of the message. The listener also demonstrates that the interlocutor has been understood (Harmer, 2015). Furthermore, active listening is the most comprehensive and important type. Since, it incorporates all the elements of empathic and analytical listening, the listener is able to synthesize and discern what he or she has heard (Harmer, 2007).

### **Participatory listening**

This is the type of listening where the sender and the receiver take active roles in during the speech. The participant collaborates and is engaged in the communication process. They support to each other by giving feedback through non-verbal cues and showing understanding (Handayani & Izzah, 2020).

## **2.2.8. Stages of listening**

Within listening comprehension activities, the sequence that guides students toward the development of this skill should be taken into account. These stages are important in all listening exercises and help students assimilate information progressively. These stages are before listening, during listening, and after listening (Harmer, 2007).

### **Before listening**

During the pre-listening stage, students are prepared for listening. They may listen to a brief introduction to the text, which could include listening to the title, the first sentence, or several phrases. The teacher also provides some exercises for the students to be familiarized with the topic. Then, students could infer the content, vocabulary, structure, and organization of the text. In this way, prior knowledge or schema is activated. It is during this stage that students' interest and curiosity about what they are about to hear are aroused (Harmer, 2015).

### **During listening**

In the second stage, during listening, students listen to the text to understand the message and determine the main idea, without paying attention to all the details, as occurs when listening to news reports, commercials, and interviews, among others. Students may also examine information or details from specific sections of the text, such as listening to a weather report, following instructions given on the radio, or the names and number of victims of a car accident reported on the news. It is important to note that for students to develop their listening comprehension, they must listen at least twice during this stage. At the end of this stage, students receive feedback when the exercises are reviewed (Bal, 2019).

### **After listening**

Finally, in the third stage, students produce the language either oral or written texts. Students express their opinions about the text and they express their feelings and opinions. Moreover, they can do scripts, interviews, character analysis, essays, or discussions, among others, according to the level and purpose of the activities (Wilson, 2008).

## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1. Approach

This research involved quantitative research approach. Quantitative research is quantifiable and objective (Apuke, 2017). Even while reality exists on its own, human interactions have the power to change it. In this regard, learners' listening skills may be quantified through the use of a mobile application. Since the results of applying such applications can be seen and measured, this is consistent with a positivist ontological viewpoint (Creswell, 2015). A positivist approach's presumptions are supported by the epistemological concept that knowledge is something that can be verified and examined using empirical facts (Goddard & Melville, 2004).

#### 3.2. Design

This research developed a quasi-experimental design since it is suitable for natural educational environments where random assignment of participants is not practiced (Hernández, et al., 2014). Quasi-experimental designs entail manipulating an independent variable without employing randomization. It means that students used a mobile application such as Lyricstraining in order to improve their listening skills. In this research, the design focused on evaluating a single group of students both prior to and after the implementation of the intervention, enabling the examination of changes that can be attributed to the use of a mobile application such as Lyricstraining. Students were not randomized due to the fact that the students involved are already organized according to their school policies (Rogers & Revesz, 2019). Consequently, a within-group comparison over time was developed on the effects of the instructional strategy.

#### 5.3 Population

The study group comprised tenth year of Basic Education students from Unidad Educativa Camilo Gallegos Toledo in Riobamba, Chimborazo province. This group of students was chosen because the researcher's previous observation of their challenges with English listening comprehension during a pre-professional practice at this high school. This particular need created a pertinent context for the implementation of the intervention through the use of Lyricstraining to improve listening skills.

This group of students formed two groups of study like the control group and the experimental group. Table 1 shows the distribution of students for this study.

**Table 1**

*Population*

Population			
CLASS	GROUP OF STUDY	MALE	FEMALE

		fr	%	fr	%	
<b>Tenth A</b>	Control group	13	29%	10	22%	23
<b>Tenth B</b>	Experimental group	11	24%	11	24%	22
	TOTAL	24	53%	21	47%	45

### **3.4 Data Collection Techniques and Instruments**

#### **3.4.1 Technique**

A standardized test was the main method for data collection in this quantitative research. As noted by Rogers and Revesz (2019), tests are frequently utilized in educational studies to gather factual and attitudinal data from participants in a uniform manner, enabling dependable comparisons and statistical analysis. In this research, test consisted of questions intended to assess students' exposure to listening tasks. This approach is effective for gathering large amounts of data efficiently and ensures that the responses can be easily coded for quantitative analysis.

#### **3.4.2 Instruments**

A pre-test and a post-test were used as the main instruments to evaluate the effectiveness of the use of a mobile application in the listening skills improvement. These tests were administered before and after the classroom intervention. Alessandri, et al. (2017) emphasize that pre- and post-testing is a widely used approach in educational research to measure the growth or change in specific skills as a result of an instructional intervention. The pre-test assessed the baseline listening comprehension level of students, while the post-test measured the progress achieved after the intervention (Alessandri, et al., 2017). Both tests included listening comprehension tasks derived of KET listening part (Key English Test) from Cambridge Web page, ensuring that the data obtained was relevant, measurable, and aligned with the research objectives.

## CHAPTER IV

### 4. RESULTS AND DISCUSSION

The next step in this study dealt with the processing of results. Firstly, students, from both the control group and the experimental one, took the pre-test. It had 25 listening questions which were valued with 1 mark each. Therefore, the expected average was 25. Afterwards, the post-test was developed with the same schemata of the previous one.

#### 4.1. Pre-test

Initially, students from the study population took the pre-test which was the Listening part of the Key English test from Cambridge web page.

**Table 2**

*Pre-test results*

PRE-TEST		
Student N.	Control group	Experimental group
S1	14	14
S2	12	14

<b>S3</b>	10	10
<b>S4</b>	8	9
<b>S5</b>	15	8
<b>S6</b>	20	6
<b>S7</b>	10	3
<b>S8</b>	12	12
<b>S9</b>	12	13
<b>S10</b>	10	10
<b>S11</b>	8	9
<b>S12</b>	6	9
<b>S13</b>	4	7
<b>S14</b>	13	8
<b>S15</b>	14	15
<b>S16</b>	16	18
<b>S17</b>	12	19
<b>S18</b>	17	10
<b>S19</b>	12	13
<b>S20</b>	11	11
<b>S21</b>	7	12
<b>S22</b>	10	14
<b>S23</b>	13	
<b>AVERAGE</b>	11.56521739	11.09091

Table two shows the results obtained by the students from both the control group and the experimental group. The control group got 11.56 and the experimental group obtained 11.09 as the average in the pre-test.

**Table 3**

*Comparison of means*

		<b>Independent Samples Test</b>								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
<b>Pre-test</b>	Equal variances assumed	.141	.709	.427	43	.672	.474	1.112	-1.767	2.716

Table three displays information related to the comparison of means between groups in the pre-test. Column referring to Two tailed significance was taken into consideration for this analysis and it was 0.672. Since .672 is >, higher than .05, it means that there is no difference between means. Therefore, both students from the control group and the experimental group were in the same level of English. Furthermore, they had a low level of listening comprehension because their averages were 11 out of 25. It represented 44% of the expected average.

#### 4.2. Post-test

After the intervention process where students faced a new way of learning English which was focused on the application of the Lyricstraining mobile app to improve their listening skills, the students took the post-test and the results are showed below.

**Table 4**

*Post-test results*

<b>POST-TEST</b>		
	Control group	Experimental group
<b>S1</b>	12	13
<b>S2</b>	13	16
<b>S3</b>	11	18
<b>S4</b>	7	12
<b>S5</b>	16	10
<b>S6</b>	20	14
<b>S7</b>	11	16
<b>S8</b>	9	16
<b>S9</b>	15	17
<b>S10</b>	8	13
<b>S11</b>	9	15
<b>S12</b>	7	14
<b>S13</b>	8	12
<b>S14</b>	12	13
<b>S15</b>	15	17
<b>S16</b>	14	20
<b>S17</b>	13	22
<b>S18</b>	15	15
<b>S19</b>	11	14
<b>S20</b>	11	12
<b>S21</b>	8	15
<b>S22</b>	9	18
<b>S23</b>	15	
<b>Average</b>	11.69	15.09

Table four shows the results in the post-test. The students belonging the control group continued with their text-based way of learning; on the other hand, students from the experimental group employed Lyricstraining mobile app to improve their listening skills. The former got 11.69 and the latter had 15.09 as their corresponding averages out of 25.

**Table 5**

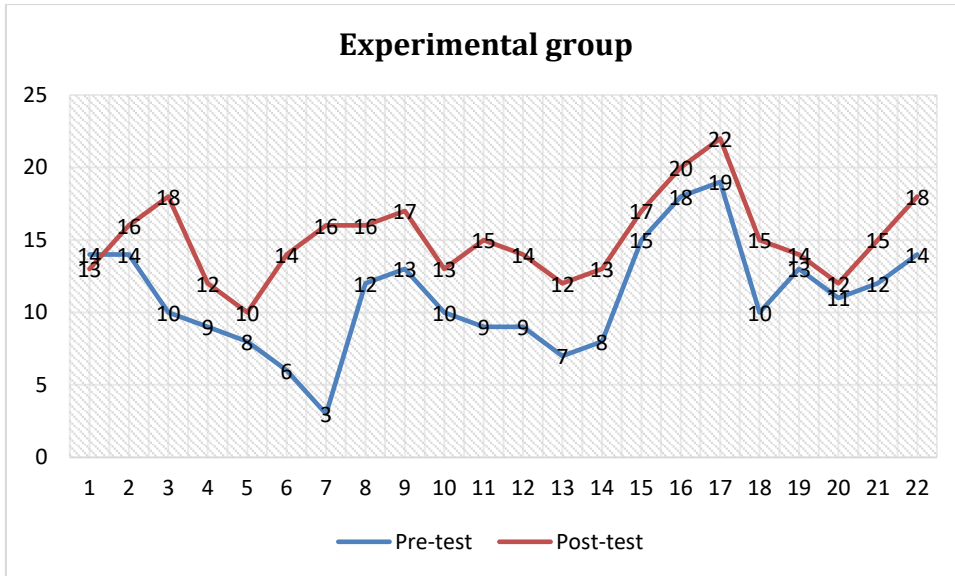
*Comparison of means. Post-test*

		<b>Independent Samples Test</b>								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
<b>Post-test</b>	Equal variances assumed	.951	.335	-3.649	43	.001	-3.395	.931	-5.272	-1.519

The two-tailed significance was .001 which is <, lower than, .05. It revealed that there was a meaningful difference between means from the control group and the experimental group. While the control group obtained 11.69, the experimental group obtained an average of 15.09. Therefore, the experimental group improved their average in comparison with that in the pre-test as the graphic below shows.

**Figure 5**

*Results from the experimental group*



Since students from the control group used the Lyrics training mobile app, they have significantly increased their averages.

**Figure 6**

*Results control group*

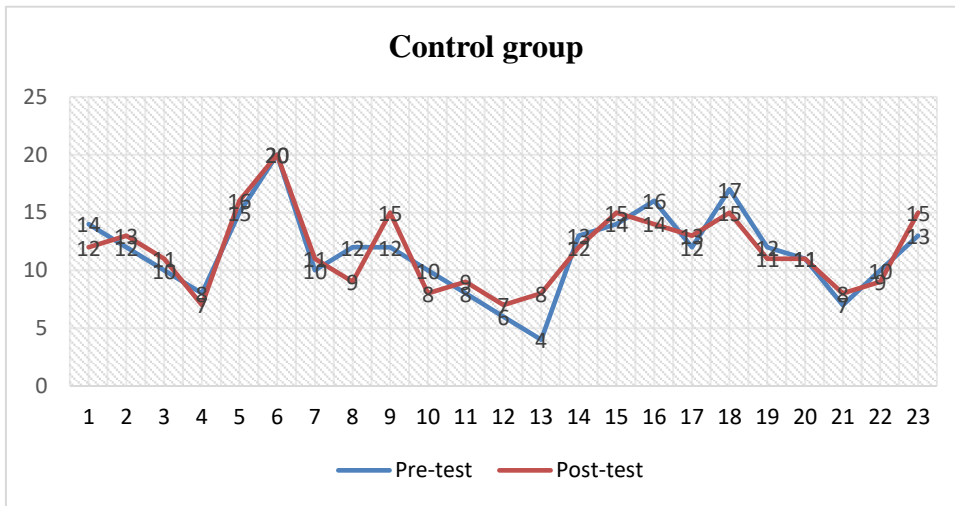


Figure 6 shows the results obtained by the control group. Since that group of students did not participate in the intervention phase, they remained in the same level of listening skills.

### 4.3. Discussion

This study focused on the use of Mobile Apps to improve students' listening skills. To achieve the goals of the study, the researcher utilized quasi-experimental research, which included administering pre-tests and post-tests. As a result, the following discussion highlights key findings derived from the collected data and connects them to previous studies on listening skills proficiency. This analysis emphasizes two vital research aims: a)

to implement a mobile application that allows a better development of the listening skills; and, b) to analyze data before and after a classroom intervention focused on the use of a mobile application to improve the learners' listening skills.

Based on the results from the preliminary evaluation, students showed inadequate listening abilities (See Tables 2 and 3). Both the control and the experimental groups obtained an average score of 11 out of 25. This result underscores the importance of contributing with a new way of teaching and learning English in the target population. Therefore, a mobile app was used to achieve this goal. These findings are consistent with those reported by Arumsari (2022), Azhari and Adnan, (2018), Mego (2019), Daar (2020), and Nabilou et al. (2021) who observed that students need a lot of support in their English language comprehension through the listening skills.

Moreover, a mobile app was incorporated into the lessons. This study employed a motivating and engaging mobile app called as Lyricstraining. It increased students' commitment in both the class and the research activities, including the pre-test and post-test. This mobile app was used in the classroom. Students listened, read, and sang. In this way, they improved their listening skills and consequently they enhanced their English proficiency. During this phase, students seemed to exhibit heightened enthusiasm as they were not just focused on memorization or listening long tapescripts that they do not understand but were also participating in motivating activities and collaborating with their classmates, leading to a notable enhancement in the classroom environment, as suggested by Handayani and Izzah (2020), Nabilou (2021), and Fahira (2021).

The results from the post-test which followed the intervention indicated an improvement in the students' listening skills (Refer to Figure 5). The analysis showed a difference in the students' scores when comparing their performance before and after the instructional intervention. Those in the experimental group demonstrated advancement in their speaking abilities, while the control group maintained a lower level of proficiency. These results are consistent with previous research conducted by Fahira (2021), Azhari and Adnan (2018), and Setiawan et al. (2021).

In contrast, the study encountered certain limitations. At first, the short duration of the intervention process limited the researcher's ability to develop more listening activities by using Lyricstraining mobile app. Another limitation emphasizes the importance of using English based on the needs of the students. It is crucial for learners to utilize the vocabulary they have learned in practical and motivating scenarios to ensure its usage both in the short term and long term. Furthermore, the low familiarity with English songs may vary across different educational environments.

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. CONCLUSIONS**

After this enriching research process some conclusions appeared.

- The usage of mobile applications plays an important role since they helped improve students' listening skills. English language learners have been accustomed to participate in listening activities that were not suitable for their level and preferences. Therefore, the researcher adopted the use of a mobile application to motivate students to actively participate with positive results.
- A better development of the listening skills was achieved since Lyricstraining was employed to achieve the current research objectives. This fact called the students' attention and produced a sense of commitment during the English classes.
- A statistical analysis of data obtained before and after the intervention process was developed. It provided enough evidence from both the control and the experimental group related to the better development of the experimental group whose members participated in the classroom intervention. This analysis evidenced that students from the control group did not change their performance; on the other hand, the experimental group achieved a better listening understanding.

#### **5.2. RECOMMENDATIONS**

- Teachers should use mobile applications to encourage students to improve their listening skills since it was evidence that its use is reliable for young learners.
- It is advised that teachers can explore and learned how to use Lyricstraining and use the current work as their basis of further research.
- Teachers should establish a route in the classroom to implement the current research with other groups of students to look for better ways of teaching English.

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## ANNEXES

### Pre-test and post-test

#### Part 1

##### Questions 1 – 5

For each question, choose the correct picture.

---

1 What's Julia going to do tonight?



A

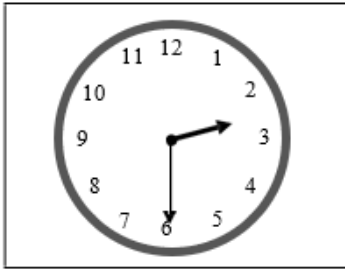


B

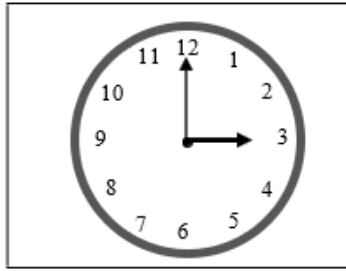


C

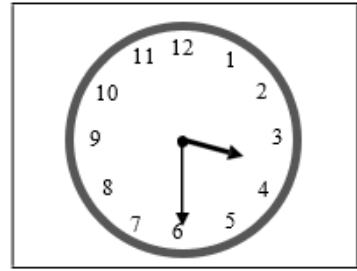
2 What time does the art lesson start?



A

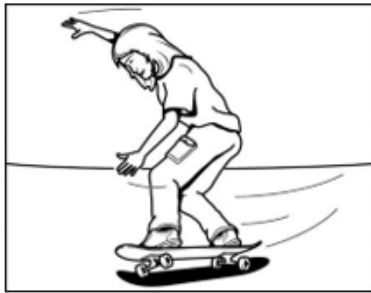


B



C

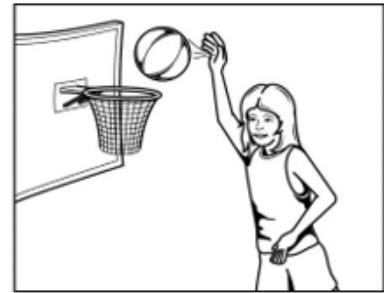
3 What will Chloe do on Saturday?



A



B



C

4 How much will the girl pay for her cinema ticket?

**£4.30**

A

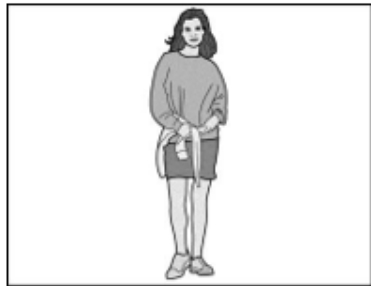
**£5.80**

B

**£7.60**

C

5 Who will meet Peter at the airport?



A



B



C

**Part 2**

**Questions 6 – 10**

For each question, write the correct answer in the gap. Write **one word** or **a number** or **a date** or **a time**.

---

You will hear a teacher telling students about a school camping trip.

## School Camping Trip

Cost of trip: £39.00

Give money to: (6) Mrs .....

Day of return: (7) .....

Time to arrive at school: (8) ..... a.m.

Travel by: (9) .....

Bring: (10) .....

### Part 3

#### Questions 11 – 15

For each question, choose the correct answer.

---

You will hear Annie talking to her friend Tony about a film she saw.

- 11** Annie saw a film at
- A two o'clock.
  - B quarter past three.
  - C half past five.
- 12** The film was about
- A a sports star.
  - B some animals.
  - C history.

- 13 Annie thought the film
- A was too long.
  - B wasn't very interesting.
  - C needed better actors.
- 14 Annie's favourite film
- A makes her laugh.
  - B is a true story.
  - C is very exciting.
- 15 Annie prefers to watch films
- A at a cinema.
  - B on her laptop.
  - C on TV.

**Part 4**

**Questions 16 – 20**

---

For each question, choose the correct answer.

- 16 You will hear a teacher talking to her class.  
What does the teacher want her class to do?
- A work more quickly
  - B make less noise
  - C help each other more
- 17 You will hear two friends talking about their day.  
What have they just done?
- A They've been to a concert.
  - B They've had a meal.
  - C They've played a sport.

- 18** You will hear a teacher talking to one of his students called Sarah. Why must Sarah do her homework again?
- A** She made too many mistakes.
  - B** She did the wrong work.
  - C** She forgot to do some of it.
- 19** You will hear a girl, Lara, talking about shopping. Why did Lara buy the bag?
- A** The size was right.
  - B** The price was right.
  - C** The colour was right.
- 20** You will hear a man talking to his daughter before she goes out. What's the weather like today?
- A** It's cold.
  - B** It's wet.
  - C** It's sunny.

**Part 5**

**Questions 21 – 25**

For each question, choose the correct answer.

---

You will hear Julia talking to her mother about a school fashion show. What will each person help with?

**Example:**

**0** Julia

**D**

---

**People****21** Anton**22** Emma**23** Karl**24** Sarah**25** George**Help with****A** clothes**B** food**C** lights**D** make-up**E** music**F** photographs**G** posters**H** tickets

## Application memories

