The Improvement of Learners' Listening Competence Through the

Implementation of Educational Apps in the English Learning Process.

Action Research Project

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Abstract

The following project is made to improve the seventh-grade learners' listening competence in English language in Costa Rican educational system. Hence, the listening skill is a critical factor in English learning due to it is the ability to receive and interpret messages. Thus, by listening, learners understand English and enhance their communicative abilities to use the language for communication. As a consequence, it is elaborated the project to improve the learners' aural skill using applications, for the main factor that in this technological world, apps are more made for instructional purposes that can empower English learning. Additionally, based on the project's proposal, it is elaborated three methodological strategies using applications in the English syllabus 2016. Therefore, these methods are going to help English teachers to apply them and implement innovative listening tasks in a meaningful classroom context to enhance the pupils' listening ability. Moreover, this project suggests a post-test application in which English professors can apply it to measure the learners' improvement after the implementation of the strategies in the English class. Additionally, at the end of the project, it is elaborated a critical reflection based on the research questions to make conclusions of the enhancement of the listening skill as well as it is made recommendations directed to principals and English teachers aimed to prioritize the teaching of listening and the strengthen of aural practices in the English learning process to make competent learners in the English language.

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Dedicatory

       I dedicate this graduation project to my family, especially to my mother who supports me all the time and encourages me to continue moving forward in my life goals, she believed in my more than anyone. Also, I dedicate the project to my dear father who always believed in me and provided all what I need to keep working, thanks for all the support that you gave me in my studies and in life. Finally, I say thanks God for all his support and being with me all the time.

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Chapter I Introduction

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1.1 Introduction

The development of this action research project highlights the necessity to improve the learners' listening competence through the implementation of apps in the English learning process; hence, Worthington and Fitch-Hauser (2016) stated, "Listening is both a critical communication competency and a critical life competency. In fact, listening may well be the key for the development and enhancement of language and learning skills" (p. 19). The listening skill is an essential ability for communication, and it is a fundamental element in pupils' English education for the circumstance that listening can be considered as a central aspect for self-development and for the improvement of learning skills. In fact, the English language can have a significant improvement in learners' listening competence if there is an appropriate training skill. A listening training is vital for the purpose of understanding how words are spoken; hence, in order to recognize the language, it is necessary to acquire the ability in a mode to perceive, interpret, and retain what is said (Brown, 2016, para. 4). Thus, if there is a suitable listening training, pupils can become competent in understanding the English language. Therefore, English education has to involve solutions or strategies such as the implementation of apps in the English learning process in order to train the learners' listening competence. As a consequence, the use of apps in teaching is becoming more frequently due to the technological world produces several of these devices for learning the language; hence, the use of them is beneficial when developing English classes as well as reinforcing weaknesses such as the pupil's listening skill. Kucirkova and Falloon (2016) stated, "The development of apps for instructional purposes is intense. Apps have affordances that are important for learning in many areas" (para. 19). Thus, one of these fields is applying applications in the new English syllabus (the Action-Oriented Approach) in order to improve the learners' listening competence.

In order to conduct the development of this chapter, it is used the following aspects: rationale, purpose, objectives, research questions, and hypothesis. The rationale section describes the importance to prepare learners in order to make them understand why is heard when they listen to English language. Accordingly, Pupils have to be prepared to listen, comprehend as well as responding properly, which is important for communicative success. (Ministerio de Educación Pública, English syllabus, 2016, p. 41). Hence, the necessity is to make competent learners in

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English in a way that they can understand the language due to the factor that it is an ingredient for the effectiveness of communication. Consequently, the second aspect analyzed in order to carry out the action research project is the purpose that leads to the use of apps in English classes to improve the learners' listening competence; moreover, it emphasizes the role of technological resources in English teaching. Scott (2018) remarks that "The benefits that digital technology brings to improve and enhance the learning experience, such as flexibility and personalization of online learning materials" (p. 6). Thus, using modern devices in English education offer the opportunity to improve the educational practice for the innovation that these tools provide; furthermore, the use of them is valuable for English teachers for the main factor that they can get hundreds of sources from the internet and adapted them for instructional purposes. Subsequently, the next section to conduct the research project is the general and specific objectives that are the plans to structure the investigation; additionally, it is presented the nine research questions that are pretended to be answered during the elaboration of the project. The final segment exposed in this chapter is the hypothesis that is a precise, testable prediction approaching the expectations that can occur in a study (Kabir, 2016, p. 52).

The development of this chapter examines how the implementation of apps in English education can improve the learners' listening competence; as a consequence, it stresses the necessity to improve the pupils' learning process. Understanding the processes of learning is vital to improving engagement in learning (Valentin, 2017, p. 65). Therefore, the learning procedure plays an important factor in how pupils process the information in their minds; thus, the mental processes are important aspects of the learning procedure. It is observed that learners have troubles processing what they listen for their environment; thus, in order to engage them in the improvement of their listening skill, the research project involves the use of apps to enhance those difficulties at the time to listen. As a result, using technology in English education is potentially beneficial for learners, Ministerio de Educación Pública, English syllabus (2016) determines that:

> Its implementation and maximization in the English class becomes essential in today's learning environment, demanding that teachers are prepared to suffice the needs of the students in this context. The internet as one resource of technology is a valuable tool for providing students with real input for listening. (p. 27)

Therefore, the use of this tool is increasingly demanding in English education and instructors have to be prepared to use them to help learners to improve their proficiency level in English; moreover, it is a powerful device that is essential to enhance the pupils' listening skill. Subsequently, in order to conduct the development of chapter one, it is analyzed the rationale and the purpose in the following segments.

1.2 Rationale

Through the past of the time, the use of the language has been changed, and education tries to look for proper strategies to increase the level as well as the skills of the learners. Therefore, listening is one of the four basic skills in English. Ministerio de Educación Pública, English syllabus (2016) stays that "Listening is one important language skill and has to be developed in early stages of language learning. Learners must be prepared to listen, understand, and answer in an appropriate way, which is essential for effective communication" (p. 41). Moreover, the contemporaneous teachers take into account the use of different resources such as the use of technological devices in order to promote the learners' competence. According to Beach R & OʹBrien (2015) explained that:

> Just as the traditional classroom chalkboard affords teachers and students the opportunity to share their writing on the chalkboard for their class, so apps and mobile devises afford a range of opportunities for possible practices by the way the apps, and the various tools it contains. (p. 5)

Teachers need to have a clear idea about how necessary is the correct management of the listening in the lesson because it provides the competence that pupils need in order to be capable not only the production of the task but also answer to difficulties in real-life situations. Additionally, the passionate professor has to motivate learners because they are different and some of them require more dedication from the tutor. Worthington and Fitch-Hauser (2016) stated, "As educators we know that today's college students are very pragmatic. Therefore, we address hoe listening can contribute to their future success in life as well as careers" (para. 2).

In addition, the new generations deserve an innovative educational system for that reason the innovation in the classes has to be taking into consideration for the tutors. Ministerio de Educación Pública, English syllabus (2016) mentions that "The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school" (p. 4). Besides that, listening is an essential skill, and it has to be promoted since primary phases of the learning process because pupils get ready to develop and perform the language in an effective way. The communication with others must be clear, when the teacher starts a new listening task, he or she has to give support to the learner with some techniques to prepare the environment in order to complete the assignment. Also, it is necessary to give context in before the activity, in that way the class can have good background knowledge on what they are developing. All that to produce a better comprehension of the topic (Ministerio de Educación Pública, English syllabus, 2016, p. 41). Consequently, listening is a process in which the pupil has to develop different stages in order to complete a task. To maximize the level of listening in the learner is not an easy goal. The learning process can be affected by the strategies that the teacher implements at the moment of giving the lesson. Therefore, Kucirkova and Falloon 2016) argue:

> Educators are under increased pressure to improve achievements and engagement; as such, they are challenged to find appropriate ways to create meaningful, relevant, and appropriate lessons and units while simultaneously focusing on learning outcomes. Currently, schools throughout the world are moving toward exploration or implementation of one-to-one computing most frequently in form of mobile devices (tables or smartphones), which may be school provided. (para.1)

Teachers must guide pupils in each class, they have the responsibility to create the best environment in order to obtain better results in the learning process also, they should integrate in the lesson all the technological resources available in the institutions, in that way the class can be more interactive and the learners can make use of the apps to complete the task.

Improve the listening skill is a priority in the educational system, thanks to the new program, learners are enhanced to work in new strategies in order to create bilingual citizen. According to Ministerio de Educación Pública, English syllabus (2016) "Teaching learning strategies are fundamental in the learning process, in order to enable learners to become intentionally controlled, more independent and autonomous" (p.48). Moreover, in the class, pupils are guided to follow a set of stages to complete the oral comprehension task. The listening competence can be affected by some factors in the learning process, that is why the assessment takes a fundamental role in education. Ministerio de Educación Pública, English syllabus (2016) states:

> tasks are designed as prompts to elicit linguistic performances using various socio-cognitive, Sociocultural, and affective resources from learners. Task design, task performance, and assessment become a fundamental unit of instructed learning; tools such as analytic and/or holistic scales, rubrics, progress indicators and checklists play an important role for obtaining valid and reliable qualitative and quantitative data about students' learning and performance. (p.51)

The way in which the teacher measures how the pupils advance is necessary and it has to be productive in order to confirm if learners are improving or not. Consequently, this research project shows how necessary is the listening skill and how tutors and learners can progress through practice and effort. It is necessary to stimulate the habit of study since previous stages of the English learning process. The following point exposed in the action research project is the purpose and some arguments about the necessity of apps for the development of learners' listening competence.

1.3 Purpose

The English language is considered as an essential component for learners' self-development; hence, it is fundamental to enhance English teaching in order to make them competent in the language to succeed in today's society. Thus, the English educational system is supported by the application of a new English syllabus in which it expects a significant advance

in the students' proficiency level in English. As Ministerio de Educación Pública, English syllabus (2016) suggests that "By 2021, it is expected that progressively the learners will reach level A2 at the end of the Second Cycle and B1 at the end of Diversified Education" (p. 5). In English education, there are weaknesses that have to be treated if MEP expected to fulfill those goals. English learners have many difficulties in listening comprehension; as a consequence, it is necessary to reinforce the pupil's listening skill by using technological resources. Kopp (2015) stated, "Teachers have been using technology in classrooms for many years. Recent advantages have provided immeasurable support of instructional practice related to teaching and learning" (para. 14). Therefore, the relationship between modern resources and teaching show that learners can obtain better learning experiences; hence, by using apps it is pretended to keep pupils involved in the English learning process. "Technological tools motivate students to quickly become engaged with the lesson and allow them to maintain their enthusiasm throughout the learning process" (Koop, 2015, para. 16). As a consequence, it is always necessary to ensure for an excellent educational quality and seeks for what is appropriate to provide to the learners the best development; thus, by providing technological devices such as app in English education, they can potentially be involved in instructional practices in order to improve their listening competence.

Listening is considered a difficult skill that learners have to develop; therefore, it is fundamental to reinforce this ability for pupils' academic and future development. Burns and Siegel (2017) point out that:

Altogether, the points raise so far highlight the importance of teaching listening as process and not as product; in other words, learners should be encouraged not simple to listening and answer comprehension question questions, but rather to understand what listening involves to reflect on difficulties and contemplates solutions, to discuss the application of knowledge form particular listening experiences to future listening events. (p. 23)

Teaching listening is fundamental for English education, learners have to be able to analyze and respond according to what they hear, they have to be competent in using the language for communication. Thus, the listening tasks and technology resources are fundamentals aspects to improve pupil's performance in listening. Ministerio de Educación Pública, English syllabus

(2016) states that "Learning tasks supported with ICTs" (p.29). According to the pedagogical model in the Action-Oriented Approach, activities can be reinforced by (ICTs). Consequently, Savita (2015) indicates that:

> ICT stand for information and communication technologies and is defined, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information" ICT implies the technology which consists of electronic devices and associated human interactive materials that enable the user to employ them for a wide range of teaching-learning processes in addition to personal use. (p. 8)

The purpose is to apply information and communication resources in English education, allow learners to have a better learning experience; hence, Ministerio de Educación Pública, English syllabus (2016) remarks that "The ICT become an important tool to create meaningful learning experiences" (p. 25). Thus, by the use of technology, it is possible to make competent learners in listening.

The information and communication technologies are potential tools for teachers for the development of English education. Koop (2015) stated, "Technology today serves to ease the burdens teachers face throughout the school year as well as to enhance students learning and expand educational opportunities for them" (para. 18). Therefore, the benefit is that today's generation of learners know a lot about concepts related to technological resources, they were born using it; thus, it is the time that educational institutions take the advantage in involving these tools and expand the repertoire of technology-related practices, as a consequence, in this period of today's instruction, is necessary that education realizes all the wonderful that technology can provide to the classrooms (Koop, 2015, para.). It is vital to be aware of all the benefits that technological resources can bring to education, for the fact that learners actually live in a modern world with several educational tools. As a consequence, it is pretended to take advantage of joining both, technology and education. Therefore, a study of chapter five by Adeoye (2015) remarks that "Combining educational technology with teaching and learning enhance better performance of students who use it when compared with their counterparts who did not. It is essential to develop lifelong education and to incorporate the required educational technology" (para. 5). Hence, in

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order to make the usage of these tools in English education, the purpose of the action-research project is to implement apps to improve the learners' listening competence in the English learning process as well as getting the necessary ICT tools to apply them in the English class.

The application of this action research project underlines the importance of using apps in English language learning; moreover, it emphasizes the necessity to teach English in order to make competent learners in listening. It is observed that learners have problems in understanding the language; as a result, it is pretended to use apps to improve the pupils' performance in listening. Additionally, in order to continue with the action research project, the following sections are presented the general objective, specific objectives, research questions, and the hypothesis. These elements of the project are the guides and the aspects to determine what is pretended to be searched in the investigation.

1.3.1 General objectives

- To determine the implementation of educational apps to reinforce the listening competence in the English learning process.

1.3.2 Specific objectives

- To diagnose learners listening competence in the English learning process through the use of educational apps.

- To implement educational apps to reinforce the listening competence in the English learning process.

- To assess the implementation of educational apps to reinforce the listening competence in the English learning process.

1.3.3 Research questions

- How does the Action-Oriented Approach in listening classes improve the learners' learning process?

- Why the didactic sequence in the lessons is essential for pupils in the learning process?

- How does the task development in the class help learners to reinforce the learning process?

- How does auditory processing affect the English comprehension in the pupils' listening competence?

- How metacognitive strategies interfere in the development of the listening competence?

- Why the learners' listening competence is affected by the cognitive process?

- How technological devices help the development of the class through app practices?

- Why the use of apps can create an interactive learning environment?

- How innovative classes can be promoted by the use of apps?

1.4 Hypothesis

The implementation of apps in the English learning process can strengthen the improvement of the learners' listening competence.

This chapter analyzed the importance of the improvement of learners' listening competence with the use of apps for a better understanding of the English learning process. Ministerio de Educación Pública, English syllabus (2016) mentions:

The purpose of studying English in the Educational System is the development of the learner's communicative competence as well as the knowledge, skills, abilities, values, and

competences of a 21st century citizen. This requires the implementation of innovative communicative language teaching methodologies. (p.21)

It shows the necessity to implement and enhance the learners to develop the language, the listening skill increases the pupils 'competence through different guidelines that teachers are prepared to develop in any lesson. Moreover, the understanding of English language starts by listen and then follow steps that provide the full comprehension. Additionally, this chapter of the project shows the objectives that guide the purpose of study. To help the learner to have an improvement in the listening competence by understanding the skill is the main goal of this research. Consequently, the use of apps in the development of the class increases the knowledge and comprehension in the pupil. Therefore, teachers have an essential role in this process because they provide all the resources and materials for the best development of the lesson, that is way learners can take advantage of what they have to offer.

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Chapter II Literature Review

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2.1 Introduction

The development of the investigation determines the action research project's contributions to the problem under investigation. Therefore, one investigator emphasized the role of the theoretical framework for the support that it can give to writers in order to obtain the recognition that they deserve in their work, contributing to their knowledge in the development of the field problem (Niff, 2016, p. 3). Hence, the theoretical framework involves the literature review that is vital in the construction of the research project once that it is established the problem of the investigation, specific objectives, general objectives as well as the purpose, and rationale. These are essential aspects to carry out the investigation; nonetheless, when these elements are already analyzed, the next step is supporting the research project by the theoretical framework or literature review, that is the core of chapter two. Therefore, introducing the section of the project, it is underlined the importance of delivering meaningful information in order to improve the learners listening competence by using apps in the English learning process. Hence, it is observed the problem of the investigation that conducts to the issues that pupils have in order to understand the language. Learners have troubles is their listening comprehension; thus, one investigation emphasized that comprehension is a vital element for learning English (Bennett, 2016, para. 1). As a consequence, it is stressed the necessity to improve the educational quality seeking for teaching practices in which pupils can improve their listening performance and enjoying the learning process; as a consequence, Waks, J. (2015) mentioned a study related to the role that the didactic pedagogy can have for the education:

> Nonetheless, as long as didactic pedagogy has been around, many educators have detested it and explored alternatives—pedagogies that can liberate the energies and intelligence of teachers and students while still keeping chaos at bay —pedagogies that can reduce the stress of teaching and make learning exciting and personally meaningful for students— pedagogies that can prepare learners for creative intelligence and democratic social life. (p. 4)

Hence, it is emphasized that through the pass of the time, educators have been looking for new sources for pupils well-being in education and for social life; as a consequence, seeking for

the best practices for learners is essential if there are weaknesses that have to be treated; therefore, it is studied the comprehension problems that pupils have at the time to listen to English language. Thus, in this chapter is analyzed how the learners' listening competence can be improved to succeed in the English learning process.

In order to provide purposeful information about the improvement of the learners' listening competence through the implementation of apps, the development of the chapter is conducted by the literature review. As a consequence, when talking about this essential aspect, it is necessary to relate the theoretical framework and the literature review in order to support the action research project. Hence, Adom, Joe, & Hussein (2018) illustrates the importance of the theoretical framework in the research work:

> The theoretical framework assist researchers in situating and contextualizing formal theories into their studies as a guide. These positions their studies in scholarly and academic fashion. Moreover, the theoretical framework serves as the focus for the research and it is linked to the research problem under study. Therefore, it guides a researcher's choice of research design and data analysis plan. The theoretical framework also guides the kind of data to be accrued for a particular study. (p.5)

Therefore, the theoretical framework works as a guide to conduct the research project, and it also provides the researcher with necessary tools to support the study. For instance, it can offer different existed theories that can be analyzed in order to reinforce the investigation due to "the theoretical framework helps the researcher in considering alternative theories that might challenge his or her perspective, thereby enriching the strengths of the study" (Adom et al., p.6). Additionally, in order to explore the different theories, Trigueros (2018) determined that the theoretical framework:

> Go over as many different theories related to your topic to know different postures and conclusions gotten previously. This literature review includes articles, books and other documents that may describe the actual situation of the problem. All this information helps our research gain more knowledge of the problematic situation. (p. 4)

The theoretical framework unlocks the opportunity to consult the literature review and look for different resources related to the topic of the action research project that is "the improvement of the learners' listening competence through the implementation of apps in the English learning process. Moreover, it is analyzed the relationship between variables in the investigation. "Finally, theoretical framework expresses the relationship among the variables or between certain phenomenon" (Trigueros, 2018, p. 4). Consequently, in the following section is analyzed the variables of the investigation.

According to the investigation, it is studied how the learners' listening competence can be improved by the use of apps in the English learning process. Therefore, in order to conduct the development of the literature review, it is consulted the necessary documents to support the three variables. Hence, the first variable is the learning process. The learning procedure is a vital element to comprehend how learners process information in the minds; thus, a study made highlights that understanding the process of learning is essential for the reinforcement of the engagement in the learning (Valentin, 2017, p. 65). Thus, the variable is based on three indicators: The Action-Oriented Approach, didactic sequence, and tasks. Thus, these elements help to the research project in the engagement of learners in their English learning process. The second variable exposed is the listening competence. Listening is most seen as a difficult skill that pupils have to acquire in order to learn the English language, they have troubles in understanding the language. This weakness in English has to be treated in order to make learners competence in the language. A study reveals that teaching listening involves that pupils have to be able to retain information on different troubles when listening and analyzing solutions according to what they listen. This situation helps them for future listening experiences (Siegel, 2017, p. 23). Consequently, the study of the second variable is supported by the following indicators: auditory processing, metacognitive strategies, and cognitive process. These aspects are intended to be consulted in the literature in order to search about how to make learners competent in listening. The last variable showed in the investigation is the apps. Consequently, the action research projects look for how to improve the learners' listening competence, and to fulfill this objective, it is pretended to use applications in English education. Hence, modern resources inspire learners to rapidly be involved in the class and permit them to continue with their eagerness in the whole learning process (Koop, 2015, para. 16).

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Therefore, in order to investigate how apps can help to the pupils' competence in English, it is using the indicators of technological devices, interactive learning environment, and innovation classes. It is always necessary to provide and looking for the best strategies to improve the learners' difficulties throughout the learning process; as a consequence, it is pretended to take the advantage of technological resources, applying them to observe and study if these technologies can help in increasing the pupils' listening competence.

The application of this action research project is based on the fundaments of improving the learners' listening competence by the usage of apps in the English learning process. Therefore, it is pretended to combine educational technology with teaching and learning; consequently, mixed these factors is highly potential for English education due to the factors that mixing these elements can produce better performances in students in their studies. Thus, using these tools in education offers the opportunity to making lifelong education (Adeoye, 2015, para. 5). Consequently, in order to provide how technologies can improve the quality of education, an excellent research project has to be carefully structured in providing reliable information to support the study. Hence, O'Leary, S. (2017) remarks that "good research should be seen as a thinking person's game. It is a creative and strategic process that involved constantly assessing, reassessing and making decisions about the best possible means for obtaining trustworthy information, carrying out appropriate analysis and drawing credible conclusions. (para. 36). Consequently, to construct the chapter by getting the information to support the investigation, it is used the theoretical framework to consult to the literature (literature review) in order to support the core of the project that is the combination of the technological resources such as apps with teaching, and learning. Subsequently, it is using the variables in order to measure or observe how apps can improve the learners' listening competence in English teaching.

The development of this chapter is based on the theoretical framework that requires the uses of the literature review that leads to the researcher to explore the necessary resources to develop de variables of the investigation. Hence, it is pretended to look for all the available information about the improvement of the learners' listening competence through the implementation of apps in the English learning process. Additionally, in order to continue the action research project, the following section is presented the first variable called "Learning

process." Therefore, it is presented relevant information about the role of the learning process at the time to listen to the English language.

2.2 Learning Process

Learning English is not an easy process, and it requires certain abilities to learn the language. Therefore, it is fundamental to develop abilities for being competent in the language; as a consequence, that is one of the main points of why learners present multiple difficulties during English instruction. Revising the literature, there is a study that exposes some general difficulties that learners show in their process of learning the English language. Asmawati (2017) remarks that "Some difficulties faced by the student such as the lack of vocabulary, understanding structure, unable to comprehend natural spoken, lose confidence, maintaining concentration, bad recording" (p. 212). As a consequence, it is necessary to be aware of the learners' issues that they face in their English studies; thus, Gilakjani and Sabouri (2016) stated, "When teachers are aware of students' learning difficulties, they can help them develop effective listening strategies and finally solve their difficulties in listening and improve their listening comprehension" (p.1). Therefore, it is observed that pupils have many troubles learning English, as a result, in order to improve those difficulties in the language, it is necessary to make intervention in the learning process in order to fix those problems that block or interfere in the learning process; as a consequence, a theory of psychological learning emphasized that "An understanding of different types and processes of learning is important in designing interventions to enhance engagement in learning" (Valentin, 2017, p. 65). Therefore, the psychology to learner's engagement defines that it is vital to study the process of learning in order to interference in educational problems. As a result, if teachers or educational staff is always aware of the benefits of understanding psychological theories of learning, those parts can contribute with most appropriate solutions to educational gaps; nonetheless, the observation made in that there are many breaches in English education such as the lack of understanding when learners are involved in listening practices during the English class. Thus, it is always necessary to look for a quality of education, principally in the English sector; hence, it is exposed the role of the learning process in order to interfere in the pupils' problems of listening comprehension and help them to be competent in English.

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Understanding the learning process is vital in learners' education; therefore, in the current section, it is analyzed some factors that can help pupils in the improvement of their listening competence by stimulating the learning process. Consequently, it is pretended to use apps as an ingredient for the talent of learning in order to reinforce the listening competence. In the modern world, each time that passes, new applications appear on the network; hence, it is explained that its creation for educational purposes is incredible high (Kucirkova and Follow, 2016, para. 19). As a consequence, there are a lot of these modern resources that can help to the learners to improve their process of learning; thus, Kucirkova and Follow (2016) noted that the use of technology is considered as "An important ingredient for this talent for learning" (para. 21). Hence, by using them in English education, learners can obtain a significant improvement in the understanding of the English language due to the fact that with these modern devices, it is possible to create cognitive development; as a result, it is possible to make changes in learners' learning process. Hence, Centre (2017) emphasized a useful example to understand how cognitive thinking activities can influence the learning process; therefore, it is emphasized that:

> These processes are cognitive thinking activities that are used to process learning content, for example classroom management. Teacher outcomes in terms of improved knowledge and skills in a field of classroom management influence student learning environment and student learning outcome because of changed student learning processes. (para. 4)

Therefore, stimulating the way that learners process information is a fundamental aspect in order to improve their listening competence; as a consequence, it is used technological resources in order to make changes in the English learning process. Hence, this is made with the purpose of making pupils' competence in recognizing the language when they listening English; as a result, it is highlighted the role of making cognitive activities to improve the processing of information; nonetheless, it is necessary to make those tasks in which learners feel the motivation in making them. As a consequence, Valentin (2017) noted that "Motivating factor include achievement, recognition, responsibility, advancement and opportunities for personal growth. These aspects of work can contribute to satisfaction, motivation and improved performance" (p. 43). Consequently, motivational factors play important roles for engaging learners in the learning process; thus, providing meaningful activities for them is fundamental for the main fact that pupils can strengthen

their motivation for learning; as a consequence, they can improve their performance in English education. On the other hand, following the importance of how learners learn, it is also vital to build their knowledge based on existing data; therefore, Valentin, C. (2017) explained that "Schemata and scripts enable faster interpretation of new information. In learning, new information and new experiences have to be integrated into our existing schemata, which are to some extent transformed" (p.68). The learning process is a critical element in the way that learners process their information in their minds; as a consequence, the pupils' learning development has to be carefully developed in English classes. Therefore, one researcher emphasized that:

> Knowing that people need to pay attention to, take in, and encode information in schemata and create scripts will provide the basis for understanding how best to present to people to facilitate learning. For example, people relate new information to their existing schemata and scripts. This means that you should build on what people know already about a topic. (p. 68)

It is observed that for improving the learners' listening competence, it is fundamental to understand how pupils acquire information in order to learn. Consequently, it is determined that to help them in their English education, it is important to construct their knowledge based on what they already know for having better success in refining their listening competence.

As a consequence, it is pretended to carry out the variable one (learning process) based on three indicators: Action-oriented approach, didactic sequence, and tasks. Therefore, it is important to highlight how these elements are constructed in the following sections. Currently, in today's English education, it is using the Action-Oriented Approach in order to guide the learners' learning process. Thus, pupils' English education is conducted by the AoA (Action-Oriented Approach) consequently, Piccardo & North (2019) emphasized that:

> AoA views users and learners of a language primary a "social agents", i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstance, in a specific environment and within a particular field of action. (para. 6).

Therefore, within this approach, learners have to develop certain competences to succeed in English education. Thus, the pupils' learning process is directed by the Action-Oriented Approach. Additionally, the second indicator to construct the variable (learning process) is called "didactic sequence." Hence, it is essential to guide learners by following a sequence. Therefore, in the Action-Oriented Approach, there is a didactic order that educators have to follow in order to conduct the pupils' listening skill. Ministerio de Educación Pública (English syllabus, 2016) illustrates that oral comprehension planning "(pre-listening, motivating, contextualizing, explaining task goal); listening for the first time (general understanding); pair/group feedback; listening for the second time (more detailed understanding); and self/co assessment." (p. 36). Consequently, teaching the listening skill is based on this sequence in the current English education. Moreover, it is exposed to the final indicator that is tasks. Subsequently, the core of this action research is the improvement of the learners' listening competence through the implementation of tasks using apps in the English learning process. O'Sullivan, J. (2016) described that technology "can create a high level of engagement" (para. 16). For this situation, by apply apps in the English learning process, there are high levels that pupils increase their listening competence when they listening to the language.

In order to have a better understanding of the variable one called "Learning process." It is analyzed that English is a difficult language for some learners, for the main reason that English requires that they develop certain competences for understanding the language; therefore, this is one of the main points in which learning difficulties start to interfere in pupils' learning process. As a consequence, those troubles may block learners in their English education; for instance, revising the literature is observed that listening comprehension make interventions when they listen to the language. As a result, it is necessary to be aware of these difficulties that pupils have in the listening competence and reinforce those weaknesses. Subsequently, the literature exposed that in order to treat these interferences that affect listening comprehension is necessary to take into consideration the processes of learning to improve the learners' English development. "An understanding of different types and processes of learning is important in designing interventions to enhance engagement in learning" (Valentin, 2017, p. 65). Consequently, in order to reinforce the pupils' listening skill, it is pretended to take the advantage of the applications for the motive that most learners find attractive modern devices; therefore, these tools can help them to enhance

their English learning process. Moreover, through the development of the variable, it is also taking into consideration motivational factors and cognitive activities. These aspects are described with the intention to emphasize that learners need appropriate activities in which they feel the self-motivation in order to make them; nonetheless, in order to make tasks for pupils, it is highlighted that the recommendation is to try to make them based on existing knowledge for the main factor that this can accelerate the way in which they learn. Additionally, in order to develop the variable "Learning Process" it is supported by three indicators: The Action-oriented approach, didactic sequence, and tasks. These are essential elements to conduct the chapter; moreover, they are exposed progressively in the investigation, as a consequence, the next segment of the action research project is directed by the indicator Action-Oriented Approach.

2.2.1 Action-oriented approach

The expansion of the communicative competence in English education is an objective and demand of the Costa Rican society towards the educational system (Ministerio de Educación Pública, English syllabus, 2016, p. 4). Therefore, an aspiration of English teaching in Costa Rica is that learners become competent in the language with the purpose that they can use the language for communication; as a consequence, they can be successful pupils in today's society. As a result, English education needed an updated curriculum "that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners" (Ministerio de Educación Pública, English syllabus, 2016, p. 12). Thus, in Costa Rican, English education is currently using the Action-Oriented Approach in order to make pupils competent in English education as a well as making them successful learners in today's society; therefore, Piccardo and North (2019) emphasized that:

> to teach languages more effectively and improve the proficiency of their students. Thus, the AoA started to be the object of increased attention from languages educators and curriculum developers and consequently a body of knowledge started to be created. Materials that claimed to be action-oriented, some more correctly that others, started to be produced in different languages and contexts. (para. 1)

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Therefore, AoA which means "Action-Oriented Approach" has gradually been using in the educational world since the publication of the Common European Framework of Reference for languages (CEFR) (Council of Europe) (Piccardo & North, 2019, para. 1). As a consequence, in order to teach the English language more effectively, the Action-Oriented Approach comes to the educational system with the objective of improving the English learning process.

The usage of this approach is beneficial for English education for the circumstance that there are many problems in English education. For instance, listening comprehension is a factor that interferes in the English learning process. As a consequence, The Role of Visual Components in Teaching and Assessing Listening Comprehension (2016) remarks that:

> Next to reading, writing and speaking, listening comprehension lies at the heart of language learning. However, it has also proved to be difficult for the language learner to acquire and for language teachers to teach and to assess. Teachers do not only need a rich understanding of the listening process but also strategies that enable them to teach listening effectively and to asses it in a rational way. (p. 3)

The observation made is that there are many learners who have many issues in understanding the English language when they are involved in listening activities. As a consequence, using the Action-Oriented Approach in the English educational system gives the teachers the necessary tools and strategies to improve these difficulties in the language; as a result, this approach is making the role of enhancing the English learning process.

Therefore, in order to make competent learners in understanding the English language within the Action-Oriented Approach, the listening learning process can be conducted by the following strategies: discrete listening to global listening, therefore, it is explained that "Discrete listening means listening for detail whereas global listening refers to listening for the main idea." (Ministerio de Educación Pública, English syllabus, 2016, p. 42). Consequently, Santos (2018) wrote that "When listening for details, learners are interested in listening for a specific kind of information – a number, name or object – therefore, ignoring anything that sounds irrelevant for that particular situation" (p. 6). Listening for details is valuable in order to improve the learners'

listening skill; hence, if it is applied this method into English classes, it is pointed out that pupils "are able to narrow down their search and obtain the details they need" (Santos, 2018, p. 6). Nonetheless, there are pupils who have problems in listening for details; thus, providing listening for the main idea is an option for those learners. Therefore, Pesce (2018) explains that listening for the main idea:

> The purpose of this type of listening is to train students to grasp the main points or general information presented in the audio. Students often get stuck on a detail, a word or phrase they don't understand and fail to see the bigger picture. So, this is a great exercise for this type of student. (para. 3)

These are some strategies that can be used within the Action-Oriented Approach to develop the learners' listening competence. However, revising the literature, inside this approach, it is possible to use different methods in order to teach listening; therefore, besides offering discrete listening and global listening, it proposes the use of "listening for the gist, listening selectively, listening to make predictions" (Ministerio de Educación Pública, English syllabus, 2016, p. 43). These are useful strategies that can help learners' when they are involved in English activities in the class, for the main fact that the Action-Oriented Approach looks for what the pupil is able to do in order to have successful communication, (Ministerio de Educación Pública, English syllabus, 2016, p.25). Additionally, in order to have a communicative success, learners have to acquire certain competences, as a consequence, there have to be guiders who lead them in this leaning process. As a consequence, Delibaş and Günday (2016) stated the roles of teachers:

> Teachers are the facilitators and guides that guide the learning process, form the need, take an active role with the learners in the learning process and their task is to facilitate the acquisition of real or near-real learning environments for the acquisition of language skills. (p. 147)

Within the Action-Oriented Approach, English instructors play important roles for the fact that they are the guides who are in charge of helping pupils through the English learning process; moreover, they have to provide scenarios in which pupils can develop their English skills.

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Therefore, the Action-Oriented Approach plays a significant act in the current English syllabus due to the circumstance the learners are primary in this methodology, as a consequence the Action-Oriented Approach makes significant suggestions about how to develop the pupils' learning process.

As a review of the indicator. The development of the communicative competence in English education is as aspiration; thus, the objective is that learners have to become competent in using the language for communication, for being a successful pupil in today's society. Therefore, the English educational system needed an updated curriculum; as a consequence, the current English teaching is using the Action-Oriented Approach. The advantage of this methodology is that it proposes to teach languages more effectively as well as improving the learners' proficiency in English education; as a consequence, pupils can get a noteworthy increase in their English learning process helping them in having a better understanding of the language. Consequently, in order to continue with the development of this chapter, it is presented the indicator didactic sequence that is described below.

2.2.2 Didactic sequence

The didactic sequence takes a fundamental role in the learning process. As a consequence (Pardo, 2013) explained the importance of the didactic structure:

> A didactic sequence is a group of learning activities set in a specific order which takes into account the student's progress. The didactic sequence starts with an initial production; it is followed by a series of workshops, and ends up with a final production (p.32)

To follow a set of commands can help with the development of the learner's Listening competence in the class. Moreover, take into account the progress of the pupil, it provides the teacher a guide about how to continue with the lesson and the task. Additionally, it is necessary to consider the didactic sequence as a strategy of the development of the listening task in the English learning process, in order to get or achieve the main goal. Moreover, pupils star to understand deeper the real context of the language, and they are available to share, compere and collaborate

with the rest of the classmates, respecting others´ points of view of the topic (Piñeiro, 2012, p. 234). Consequently, to follow a set of stages can contribute to improving the listening skill because it provides security to the learning at the moment of preform the task. Therefore, oral comprehension is based on different phases that motivate pupils to solve the situations that the tutors guide. First, it is necessary to start the task with the pre-listening stage, in this section, the teacher provides context, encourages the learner and also, explains the main goal for that class. After that, pupils listen for the first time in order to have a general understanding on what they are listening also, pair or group feedback is when the class discuss about what they heard, then, listening for the second time in when the pupil has a deep understanding of the message and at the end, the learner has a self-assessment to measure what they understood through the perform of the task (Ministerio de Educación Pública, English syllabus, 2016, p. 36). It is clear how the oral comprehension is divided and how it contributes to the development of the class and the learning process of the pupil in the development of the task. According to (Srimeitika, 2017):

> Pre-listening activities are carried out before an actual listening task to prepare the students for listening. The activities are important for students to introduce them about what they are going to listen. The students can ask questions and discuss the topic of the text, what the situation is, and who will speak, as this is reflective of any real-life listening situation. (p.18)

The pre-listening stage gives all that the pupil needs to start the task and obtains the main goal of the class. On the other hand, listening for the first time is another essential stage that guides the learner in the learning process. As the (syllabus, 2016) stays "Listening for the first time: to audio recordings, videos or conversations for general understanding of the text" (p.174). It is necessary to have a clear idea about what is the first time of listening in the development of the class, it is based on all that pupils hear one video or song that is played by the tutor in order to have a general idea of the message. According to (Rocío, 2012) "Comprehending and understanding a language is necessary when students are learning a new language due to the fact that people always need to communicate and interact with others in different moments or situations in their life" (p.10). That is why this step is crucial in listening. Consequently, pupils are guided to share with the rest of their classmates in order to get a communicative class. That is pair or group

feedback, as (Brookhart, 2008) stays "Good feedback gives students information they need so they can understand where they are in their learning and what to do next" (p.2). Pupils can share their information in order to have a clear view of what they are listening to and understanding the message. The post-listening is the last activity to complete the task, it gives the opportunity to the learner to check what they have been studied and try to have strong ideas about the topic. Additionally, this is the stage in which the teacher makes the assessment, that is why the pupil should understand as much as they can, the tutor explains any possible doubt and provides feedback. Also, this phase is when the learner performs the task.

As (Talkmore, 2015) mentions "The process of listening involves four basic process: - hearing, understanding, remembering, evaluating and responding to sound stimuli from a given source" (para.7). Listening takes time and is one skill that requires to follow phases, that is why the use of apps can help at the moment in which the learner is trying to solve the task. Moreover, the improvement of the pupils' competence can increase through the right guide of the teacher in the English learning process. Consequently, (Verenikina, 2008) stays "the metaphor of scaffolding, which is used to capture the nature of support and guidance in learning, can assist teachers' understanding and developing of such techniques" (p.162). Moreover, the scaffolding strategy works as a guide for the tutor to develop the task with the pupils in the best way. Also, (Read, 2015) argues:

> Listening strategies are provided to help the students undertake the listening activities in a scaffolded way. Some simple general questions about the conditions in which students have carried out the listening and what they have understood are also included to facilitate reflection following each audio (p.1330)

This strategy helps not only in the process of learning but also, the teacher at the moment in which he or she is planning the task. Also, the learners can take advantage of that, by different questions or statement, the message of the audio or video show up the answers to complete the task. Consequently, the didactic sequence addresses, helps and provides context to teachers on what they should do at the moment to decide the listening task. Moreover, it guides the pupil

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through the development of the task, it gives clear ideas and also, improves the competence of the learner with the use of apps that can contribute with the improvement of the learning process.

The didactic sequence can help in the development of the learning process because it provides guidelines about how the teacher has to advance during the task. Moreover, it is necessary to take care of what learners are doing in the lesson, the teacher has to control every single moment of the class. It is indispensable to analyze step by step how the learner get used of the English language and the improvement of the listening skill. Finally, the following indicator can show how is a task and why is it necessary in the learner's competence to improve the English learning process.

2.2.3 Task

The development of the task in listening classes is one of the most significant steps of the English learning process. As (Behtash, 2014) argue "This idea of teaching and keeping learners exposed to problem-solving tasks for language teaching easily and effectively can be applied in listening comprehension ability" (p.31). Moreover, it is necessary to understand that the task has some different stages, those phases can affect directly to the learner, that is why the tutor has to start the activity introducing the topic and what all the pupils can face in the process; then, the teacher continues with the main activity of the task and at the end, the assessment of what they learned. (Massoud, 2010) "Results indicated that the structured tasks generated more accurate and more fluent language than the unstructured tasks. The findings also showed that one of the structured tasks generated greater complexity of language compared with the other tasks" (p. 3679). The comprehension that the pupil develops through the different and enjoyable tasks can increase if the tutor guides the lesson in order to improve learner´s competence. According to (Behtash, 2014) "tasks can create variety and enjoyment for teaching and learning listening comprehension" (p.31). Consequently, the implementation of the task in the learning process, the pupil can show up their ideas and thinking. To enhance the progress in the learner can be difficult but, teachers have the responsibility to guide each scholar in the task. Based on (Obiweluozo, 2013):

It not just enough for the teacher to concentrate on teaching, it is very important that the teacher pays attention to factors that could hamper pupil's listening abilities and tries to fashion ways to sharpen the listening skills of pupils. (p. 262)

It is necessary that teachers give the extra mile because there are a lot of pupils who need more than the class, they require more explanation of the topic or maybe they are having trouble with the task at one specific moment. Additionally, the passionate professor has to motivate the students, because every single learner is different and requires more dedication from the tutor. Mart (2013) points out that:

Passionate teachers know that it is their role to encourage students for an active learning and concern themselves with promoting students' intellectual and moral development. Teachers with passionate, work with enthusiasm, their dedication and commitment increase, and they believe in the importance of their job. (p.438)

Therefore, the tutor has to make a relaxing environment for the learners to develop the task, with the proper conditions the results can vary and be better. According to (Banks, 2014):

When teachers create environments of care, they create settings where potential challenges are planned for, rules and consequences are established, positive behavior is the focus for classroom supports, redirection rather than reprimand is the vehicle behavior change, and students are offered a variety of choices to reach an agreed-upon instructional goal. Teachers that create positive classrooms pay close attention to all of the environmental stimuli that are present in their educational setting. (p.520)

These characteristics can generate an amazing place for the learner, the pupil easily gets familiar with the topic and the task as well. Consequently, this is one of the essential factors in the listening learning process for the main fact that the learner has the chance to demonstrate how competent is doing or completing the task. At the end of the task, the pupil can perform the job and he or she can show all that they have been learning through the class. Additionally, this step

of the task is when the teacher assesses the pupils through different strategies. (Al-Shammari, 2011) points out:

> An assessment of student learning outcomes provides teachers with indicators of students' learning related strengths and weaknesses. These outcomes also provide information on learning levels that students need to attain to achieve targeted educational objectives. Further, identified relationships among learning-related strengths and weaknesses provide information on student achievement levels. (p. 2)

Outcomes show up what the learner understood and all what they can develop in the task. According to (Ministerio de Educación Pública, English Syllabus, 2016):

> Learning Outcomes: The products of instruction or exposure to new knowledge or skills. Examples include mastery of a new skill, successful completion of a course or program, finishing a project or report, or attaining a given level of performance on an assessment. (p.347)

In order to obtain the results at the end of the task the tutor can use some apps to make more attractive the listening class, the used of song, records or videos can contribute not only with the improvement of the listening skill but also enhancing the English learning process in the school or high school. Consequently, as (Pejić, 2016) argues:

> Songs are one type of listening activity that have a broad potential. Music and songs are essential parts of growing and learning. Children love to sing and teachers naturally use songs to teach them concepts and language in a fun way. Some of the significant characteristics of songs are that they are fun and can keep the students excited. (p.40)

There are many ways in which the teacher can develop the task, but what really matters, it is to look for the benefit of all the learners, the use of apps in the development of the task can increase the motivation in the pupil to complete what the tutor commands. Moreover, as a consequence of the different stages that each learner has to develop, the outcomes obtained can

show what are pupils getting from the task. Therefore, teachers have the responsibility to be a guide all the time that is possible for a better understanding. Consequently, in the next variable, listening competence takes an essential role in the improvement of the development of the English learning process, which is described below.

2.3 Listening Competence

English language implies that learners have to develop certain English skills in order to be skillful in English education. Hence, these abilities are known as listening, speaking, reading, and writing. Nonetheless, in order to be competent learners, they have to be able to recognize the sounds that come to their environment. As a result, the listening skill is a critical ability that pupils have to develop in order to comprehend the English language; thus, it is necessary to highlight the role of the listening skill. Gallagher (2015) illustrated that:

> Listening is considered to be a receptive skill, something humans can do with little effort on their part. Someone speaks, or music is played, or a noise occurs…and the receiver hears it. That is why it's called a receptive skill, because it is received by the person, not produced by the person. (para. 1)

For this situation, it is explained that "Listening awakens awareness of the language as it is a receptive skill" (Renukadevi, 2014, p. 40). Listening is a fundamental ability that makes pupils be aware of what is happening around them; as a consequence, it is observed that in order to study the English language, learners can listen to the sounds, but it is not sure that they can comprehend all that they are receiving from their environment; as a consequence, it is necessary to work more on developing the pupils' listening skill for the main factor that listening comprehension is vital in English learning process. A study made by Bennett (2016) noted that comprehension is "essential for English language for language learning" (para. 1). If learners are competent in understanding what they listen for their setting, this can help them in having a better self-development as well as having an improvement in their performance in listening. As a consequence, it is analyzed some important factors of listening in order to help learners to be competent in the English language.

Understanding the English language is not an easy process for the fact that the development the listening skill requires hardworking. As a consequence, researchers emphasized that the listening ability in learners is generally deficient; therefore, Calub (2018) holds the position that "the quality of listening is generally poor in most organizations" (p.1). Thus, in the current educational system is using the Action-Oriented Approach in order to improve the quality of English teaching; hence, one researcher emphasized that the AOA started to be an important methodology that can be used in order to teach the languages more effectively as well improving the pupils' proficiency in education. As a consequence, the AOA called the attention of instructors and curriculum developers. Hence, under this methodology, knowledge started to be formed (Piccardo & North, 2019, para. 1). Therefore, in the present English educational system, the AOA comes to improve English teaching as well as improving the learner's competence in the English language. Nonetheless, in the action-research project is stated that most learners have bad training in their listening skill for different circumstance; thus, it is highlighted that pupils do not practice enough the language. Therefore, Adil (2019) noted that time is a vital aspect in order to improve the learners' competence in English (p. 3). Hence, it is pointed out that "The [time of the class] is very less for the teachers to teach the English language. This one of the most [difficult tasks] for the teachers to [teach in less time]" (p. 3). Learning English requires time and sometimes it is limited in order to make pupils competent in the language. Consequently, the action research project seeks for the necessity to make pupils skillful in listening, for the circumstance that time is not the only element that interferes in the learners' performance due to the situation that in English education, there are a lot of problems that affect the English learning process.

The literature reveals that most pupils present issues in understanding the language. Therefore, listening comprehension is affecting the learners' listening competence. A study made by Calub (2018), noted that:

Listening comprehension is an active process in which a person concentrates on selected aspects of aural input, form meaning from a passage read, and associate what he/she hears with existing knowledge. It encompasses the multiple processes involved in understanding and making sense of spoken language. Such processes include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of

sentences in which they are presented. Listening comprehension also involves memory demands to keep track of causal relationships expressed within the discourse. (p. 2)

As a result, listening comprehension is a critical element in order to understand the language; nonetheless, the process in which learners construct their listening competence is complex; as consequence, English learners have multiple problems in understanding the language for the mental procedures that are required in order to comprehend the language. As a result, an aspiration in the action-research project is that learners increase their listening competence, for the main factor that researchers emphasized that listening is vital for self-development as well one of the cores for the communicative success and an essential aspect for life competency (Worthington & Fitch-Hauser, 2016, p. 19). Therefore, developing listening competence is fundamental in using the language for communication as well as one of the keys to self-improvement.

Therefore, it is pretended to carry out the variable two (listening competence) based on three indicators: auditory processing, metacognitive strategies, and cognitive process. Hence, it is vital to highlight the importance of these elements that are constructed in the following section. Understanding the English language is not simple due to the circumstances that there are many cases in which learners present different problems in listening comprehension. For instance, auditory processing is one of these issues that makes that pupils understand a difficult meaning for the original message or having troubles in processing information; thus, Rodden (2019) stated that auditory processing "is a glitch in the brain's ability to filter and process sounds" (para. 6). Hence, this element affects the listening competence; as a consequence, it is fundamental to treat this trouble in order to make competent learners in the English language. The second indicator exposed in the variable (listening competence) is called "metacognitive strategies." Thus, Wilson & Conyers (2016) pointed out that:

Some of the most vital and versatile skillset we can teach students to develop are the abilities to think about their learning; to be aware of factors that affect their intellectual performance; to know how, when , where , and why to use particular cognitive strategies; and to monitor and adjust their performance of learning tasks. (p. 1)

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Thus, metacognitive plays an important role in the construction of knowledge in pupils; hence, by "metacognitive strategies" is pretend to propose solutions in order to increase the learners listening competence. Additionally, it is presented the last indicator that is the cognitive process. Therefore, it is studied keywords such as cognition and learning; thus, Diamond (2015) studied that "Cognition is the process of acquiring and understanding knowledge through our thoughts, experiences, and senses. Learning involves acquiring knowledge through experience, study, or being taught" (para. 1). Hence, it is observed that cognition and learning are linked together for the factor that learners receive instructions to understand the language; therefore, pupils start to learn according to what they get; as a consequence, Diamond (2015) determines that "cognitive processes, which are the processes that result in learning" (para. 1). Thus, in order to make competent learners in listening, it is fundamental to provide the necessary tools in order to stimulate their learning process.

Therefore, in order to have a better understanding of the variable" listening competence" it is stated that in order to become learners competent in the English language, they have to be able to recognize the language that comes from their environment. Thus, pupils have to be able to comprehend sounds for the main factor that listening comprehension is vital in the English learning process. As a consequence, the literature review showed that one of the keys to language education is understanding the information that pupils perceive; thus, the fundamental is that learners have to improve their listening competence for better performance in English language and for self-improvement. Nonetheless, it is determined that listening comprehension is not easy for the factor that developing the listening skill requires "hardworking" and for this circumstance, learners have to receive suitable training at listening; as a consequence, the AOA comes to the English educational system to help learners in being competent in English education. However, to train the listening skill sometimes is difficult for many circumstances. One of these factors is "time" that it is not enough to help pupils in order to develop their competence in listening; as a consequence, it is observed that learners sometimes present poor listening abilities. Therefore, the literature exposed that most of them present comprehension problems that is determined that without improving this factor, it is difficult that pupils become competent in listening. As a consequence, it is pretended to construct the variable "learning process" by three indicators

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auditory processing, metacognitive strategies, and cognitive process. These are essential elements that are analyzed with the purpose of improving the learners' listening competence

Subsequently in the project, the main core is to improve the pupil's listening competence due to the main factor that understanding the English language is not easy, and it requires time in order to start recognizing the language. As a consequence, when pupils are exposed to the language, there are several factors that interfere in the cognitive processes; for instance, it is observed that most learners, in general, fail in understanding words correctly or maybe they are not able to get all the main message that they listen. Thus, this situation is commonly produced by the auditory processing that studied how people process information; therefore, in the next section is presented the indicator "auditory processing" that plays an important factor in the listening competence.

2.3.1 Auditory processing

The way that learners process information in their minds is complex due to the main factor that pupils are different, and they do not learn in the same way that others do. As consequence, Bailey (2020) remarks that "Each learner is unique individual with different abilities, interests, ways of thinking and responding thus these characteristics can have different ideas or strategies in studying" (para. 1). Therefore, learners have their proper differences that make them valuable; for instance, pupils learn in diverse ways, they have their own interests as well as responding in different situations according to what they perceive. Thus, in English education is necessary to take advantage of individual differences and help them to reinforce learning troubles; hence, through the development of this actions-research is stated that pupils have problems in recognizing the language; as a consequence, listening comprehension is presented as one of the principal factors that interfere in the English learning process, therefore, Case (2019) found that comprehension skills "vary from person to person" (para. 1). As a consequence, it is emphasized the role that auditory processing has in listening comprehension.

Interferences in the listening process are always present in order to understand the language. Thus, the auditory processing plays a vital element in listening comprehension due to

the circumstance that the way that learners listen to the language goes through their auditory systems. Therefore, researchers illustrate that the functional organization of the auditory system "allow us to distinguish sounds" (Lopez & Kikuchi, 2017, p. 5). As a consequence, there are many cases that learners have auditory problems in distinguishing noises; for instance, the auditory processing disorder (APD). Thus, Nichols (2018) stated that:

Individuals with APD don't identify the subtle distinction between word sounds, despite sounds being clear and loud enough to hear. The individuals often find identifying where sounds are coming from challenging as well. They have difficulty in blocking competing background noises out and understanding the order of sounds. (para.1)

Therefore, APD which means "Auditory processing disorder" is a type of hearing problem that interferes in the pupils' listening competence; thus, Borgia (2019) investigated that people with auditory processing disorder:

have a hard time hearing small sound differences in words. Someone says, "Please raise your hand," and you hear something like "Please haze your plan." You tell your child, "Look at the cows over there," and he may hear, "Look at the clown on the chair."(para. 1)

As a consequence, this disorder can affect the learner in the way that he/she understands sounds; thus, Mancuso (2020) stated, "A person with an auditory processing disorder is perfectly aware of sounds. But his brain somehow deciphers these sounds abnormally" (para.1). Therefore, those learners who present these issues get troubles in understanding somehow resonances; hence, they find difficulties in developing their listening competence in the English language.

Consequently, it is stated that auditory processing can be presented as a problem that can interfere in pupil listening competence; nonetheless, out of an [aural disorder] is observed that most learners find difficulties in processing information when they listen to the English language. As a consequence, these troubles have to be treated in order to increase the learners' listening competence due to the main circumstance that they can develop listening problems that they can

carry with them through their English education; for instance, auditory attention problems and auditory discrimination troubles. Therefore, Gavin (2014) explained that "Auditory attention problems: when a child can't stay focused on listening long enough to complete a task or requirement, such as listening to a teacher in class" (para. 3). As a consequence, under these issues, learners can find difficulties in making tasks in classes especially if the listening practice takes time; additionally, they may have trouble understanding what the teacher says principally if the instruction for tasks is long. Moreover, the second issue exposed is auditory discrimination problems. Thus, Swain & Geffner (2018) explain that "Auditory Discrimination: the ability to automatically distinguish one sound from another" (p. 39). Hence, learners can have interferences in recognizing similar sounds; for instance, one researcher gives an example of auditory discrimination; pupils can listen for instance "Please raise your hand," learners many hear like "Please haze your plan." (Borgia, 2019, para. 1). Thus, it is fundamental to take into consideration the problems that can affect the pupils' listening performance; therefore, it is always fundamental to seek for strategies in order to train learners' listening skill; thus, Sabouri & Gilakjani (2016) indicate that "the development of strategy is significant for the training of listening" (p. 124). As a consequence, in order to make pupils competent in listening to the English language, it is emphasized to implement "cognitive, affective and metacognitive strategies in the teaching and learning processes" (Ministerio de Educación Pública, English syllabus, 2016, p. 28). Therefore, the auditory processing plays a vital role to understand English; nonetheless, learners can present auditory difficulties that can interfere in their listening performance. Hence, it is valuable to look for solutions and implement strategies to train the learners' skills to help them in being competent in the language.

Therefore, in order to have a better understanding of the indicator auditory processing, it is pointed out that the mental procedures of each learner are complex at the time to process sounds. Hence, pupils are unique with different characteristics that make them valuable as humans and English learners. Learners have their own abilities, interest, ways of leaning, and diverse shapes of perceiving the world; as a consequence, in English education is necessary to take into consideration those individual differences to help them to reinforce learning troubles. For instance, through the development of the action research project, it is observed that pupils have problems in understanding the language; thus, this factor interferes in their listening comprehension for the

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main circumstance that their auditory skills vary from person to person; as a consequence, the aural processing plays an important role in each learner. Moreover, interferences in listening comprehension are always present in learner's English education for the factors that what they listen go through their auditory systems and in order to understand the sound, the auditory processing helps learners to decode noises. As a result, there are situations in which pupils get auditory disorders that interfere in their listening competence; as a consequence, they can listen to sounds abnormally. For instance, they can hear "Please raise your hand" and they can listen "Please haze your plan." Nonetheless, it is stated that out of an auditory disorder, pupils, in general, have difficulties in understanding the language, and they can confuse words. Thus, it is necessary to treat these problems that can interfere in the learners' listening competence with auditory disorders or without them. For instance, pupils can develop "auditory attention problems" and "auditory discrimination troubles." Subsequently, these issues can produce difficulties in listening competence due to the factor that learners can find difficulties when developing listening activities or when the teacher dictates long task instructions. As a consequence, it is always valuable to look for strategies to treat those troubles and increase the learners' competence in the language; therefore, it is recommended to get them involved in cognitive, affective, and metacognitive strategies that help pupils through their learning process.

Consequently, in the learners' listening competence there are a lot of factors that can interfere in the process of developing their listening skills. Therefore, in this action research project is stated that learners have to be able to recognize the English language for the main factor that comprehension is one of the keys for communicative success and an ingredient of learning (Bennett, 2016, para. 1). As a consequence, this investigation looks for how to improve the learners' listening competence, thus, in the next section is presented the indicator metacognitive strategies. The literature review showed that this element is vital in order to increase the pupils' skills; as a result, it is fundamental to involve learners with metacognitive strategies.

2.3.2 Metacognitive strategies

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The learning process is divided by many different components such as the metacognitive strategies. Moreover, it is defined as the self-management of the learner in the learning procedure, it requires the pupils' planning, monitoring and also assessment of themselves, in order to have a guide for their leaning process, they are responsible about what they are doing in the class (Hauck, 2005, para. 4). Hence, the function of the metacognitive strategies is to give to the learners to evaluate their control of the language, also regulating how they can gather knowledge through the development and improvement of the learning process (MEP, English Syllabus, 2016, p. 49). It shows the meaning that self-management has in each learner, because it can provide benefits to the language learning; moreover, pupils are available to look for more strategies at the moment in which they are studying the English language. As (Hauck, 2005, para. 4) argues "Self-direction refers to the processes by which learners plan how they will approach a task, their analysis of the task, and the monitoring of its implementation" (para.5). The self-direction is another strategy that can help the learner to be prepared when he or she has to develop a task or a command that the teacher asks. Consequently, self-direction requires to stablish some steps to follow in order to obtain the main goal. Hau (2005) points out that:

First, they have to find out by trial and error which strategies seem to work for them; second, they have to learn the skills of assessing their individual learning needs, including their strengths and weaknesses as learners. They have to be, therefore, self-aware and knowledgeable about their own perceptions, attitudes, and abilities (para.5)

When the learner is conscious about the task that has to develop, he or she can easily direct actions in one way that all the abilities and strengths contribute to the improvement of the English learning process. Additionally, pupils need to know their weaknesses in order to have the total control of that, to look for different strategies can add the capacity to their knowledge to understand better the topic that the tutor provides for the class. As stays by (Conyers, 2016):

Teaching students to become more metacognitive equips the, with skills to "drive their brains" and become self-directed learners. As in driver´s education, students need explicit instructions on how to steer their thinking, when they need to slow down and when it´s ok

to speed up, where they might take shortcuts to get to their learning goals, and when they might benefit from a leisurely road trip along to back roads of knowledge. (p.2)

The teacher plays a fundamental role in the metacognitive process of the learner because the tutor works as a guide for them; even though, learners are the ones who take responsibility of what they do, the right development of the task can be structured by the pupils as well. Hence, (Conyers, 2016) points out "Teaching for metacognition involves guiding students to become self-reflective, self-directed learners who understand why, how, when, and where to use metacognitive and cognitive strategies" (p.3). Moreover, there are many situations in which the learner has to understand and recognize all the factors that can contribute to their learning process or maybe, there are situations that can affect in a negative way their development in the class. Additionally, in order to get a successful development of the task and obtain positives results, the learner might integrate some strategies such as metacognitive, reflective and critical thinking (MEP, English Syllabus, 2016, p.31). In addition, the pupil takes the main role in the implementation of metacognitive strategies because he or she is the one who manages the control and regulates what they are studying and understanding. Therefore, (Peña, 2014) mentions:

Effective learners use metacognitive knowledge and strategies to self-regulate their learning. Students are effective self-regulators to the extent that they can accurately determine what they know and use relevant knowledge and skills to perform a task and monitor their success. (p.4)

To stimulate the learner to control their thinking can increase the listening competence because the pupil can show how effective is in the development of any task or activity during the class. (Vandergrift, 2012) mentions that "Metacognition, or the act to thinking about thinking, refers to the ability of leaners to control their thoughts and regulate their own learning, it plays an important role in learning to listen" (para.2). Additionally, the pupil can improve in the listening skill through the implementation of metacognitive strategies, it is based on the teacher and the learner to try to integrate it in the class. Moreover, as (Vandergrift, 2012) exposed:

Research in first language (L1) and L2 comprehension shows that learners who successfully use metacognitive knowledge of listening and strategies to improve their comprehension, will also experience increased motivation. Focused on a metacognitive approach that helps learners become more self-regulated and self-directed in their efforts to improve their individual listening abilities. (para.14)

To cultivate in the learner the implementation of the metacognitive strategies can help them not only in the comprehension of the language but also, the development of competence in the English learning process. Consequently, in this indicator is necessary to analyze how the pupil can act to different situations than can affect directly the way in which they are used to gather the knowledge in each class. Additionally, it is essential to understand the role of the teacher in this kind of strategies, the tutor works as a guide in any special situation. Therefore, the metacognitive strategies let the learner be self-director of actions; also, the pupil has all the management of what to do in the task, taking the risk of the results, they have to look for the improvement of the learning process. In that way, learners can evaluate by themselves, and they can identify their weaknesses and strengths during the development of a listening task. On the other hand, the next indicator can show how the cognitive process can affect directly to the improvement of the English learning process, by giving more strategies of learning and guidelines to how the teacher can help in a better way the learner to be competent in the listening skill.

2.3.3 Cognitive process

The cognitive process is based on how the learner learners through different ways, cognition affects directly the pupil, that is why the listening competence can be affected in a positive or negative way. As (Cherry, 2019) points out "Cognition is a term referring to the mental processes involved in gaining knowledge and comprehension. These processes include thinking, knowing, remembering, judging and problem-solving. These are higher-level functions of the brain and encompass language, imagination, perception, and planning" (para.1). Moreover, it shows and explains how the pupil deal with the learning process and what are some of the main factors that involves the cognitive process in order to comprehend the information that the tutor explains and in any situation of daily routine in learners' life. Hence, the learner can take advantage

of all the aspects that contribute to the listening competence in the learning process. According to (Salazar, 2019):

Cognitive processes refer to a number of tasks the brain does continuously. They are procedures in charge of processing all the information we receive from the environment. Thanks to these cognitive processes, cognition exists and it allows us to explore the world. (para.1)

The way in which the learner's brain gathers the information from the outside can help the pupil to determine and to establish improvement in the class, in that way the knowledge increases for the benefit of the pupil. Additionally, leaners can take the cognitive process as a way in which they can advance in the listening skill. (Salazar, 2019) remarks:

A harmonious interaction between cognitive processes is fundamental so that we can analyze reality adequately and adapt to it. Thanks to mental processes we can be flexible to changes and demands of the situation. Our executive functions are in charge of coordinating these processes. (para.1)

The cognitive process works a guide for the pupil, the brain plays a fundamental role because is the one in charge of what the learner might choose or perform in the development of the class. According to (Gog, 2009) "techniques that uncover cognitive processes for researchers, can also do so for learners, which implies that these techniques might also be used directly to stimulate learning" (p.5). Additionally, the use of different strategies to guide the learner in the cognitive process can encourage the pupil through the listening task. (Gog, 2009) stays:

requires learners to report the thoughts they had while they were working on a task immediately after task performance. Both techniques allow for valid inferences about the cognitive processes underlying task performance when the verbalization instructions and prompts are worded in such a way that the evoked responses do not interfere with the cognitive processes. (p.4)

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The communication takes an essential role in the learning and cognitive process, that is why teachers need to take care on what they express to the learner. Moreover, all that they get can interfere in a positive or negative way. Consequently, as (Lynch, 2018) mentions:

cognitive learning has played a huge part in your development, ever since you were a baby learning how to walk. We learn mainly through your interactions with others, experiences, friendships, feelings, and to be frank; you don't stop learning until the day your body sheds its mortal shell. How you were raised by your parents, family and other adults define who you are and why you do the things that you do. (para.1)

The cognitive process has been presented since the first stages of the learner, even when he or she was born, the pupil starts getting the knowledge in different ways. Consequently, the cognitive learning does not have an ending. Every single day the learner can face situations in which he or she has to take decisions and gives answers. That is why the cognitive process contributes to improve the learning process. (Lynch, 2018) mentions:

The brain and its cognitive functions are what shapes our learning, and as we have evolved, we have learned new skills and concepts that have helped us to reach new learning thresholds. Ironically, the brain has not become more advanced; we just perfected how we use it. The brain is what guides and directs our learning, and as human beings have evolved and advanced, we have learned more and more information, skills, and ideas which have helped us become more intelligent (para.5)

The brain is responsible to make the cognitive functions active and also, guide the learner through getting all the knowledge that they require. Additionally, people learn as they gather information, but they cannot make the "perfect brain". To stimulate the brain is the way in which the learner can improve and be more capable to complete a certain task. Consequently, (Stern, 2012) points out:

In examining the cognitive process of listening to speech (herein: listening), it may be most central to introduce the concepts of bottom-up and top-down processing, both of which

play an important part in the creation of meaning. Stated simply, bottom-up processing is processing beginning at the phonemic level – putting sounds together to form words, words to form phrases, phrases to form sentences. Top-down processing occurs through relating information from bottom-up processing to any relevant information we already have stored in our long-term memory (para.2)

The way in which the learner can build their knowledge is composed of different stages, it is necessary to understand that the cognitive process might help since the child starts to discoverer the world. This indicator shows the relevance that the cognitive process has while the pupil is learning in order to be competent. Moreover, it involves the different ways in which the learner gathers the information that he or she needs to improve and maximize the knowledge. Additionally, the teacher as a guide in the development of the task provides to the learner alternatives, the pupil has to select and identify what information might help and, in that way, the cognitive process begins to work for near similar situations. In addition, the stimulus in which the learner is present is an essential factor that shows progress in the results. Hence, the improvement of the listening skill can be affected in a positive way by the cognitive process as a main guide. Finally, the following variable shows up how the use of apps can provide to the learner some benefits for their improvement in the learning process and also, the facility that it offers to practice listening in the class. Therefore, in the following section is provided relevant information of how apps can influence the pupils' listening skill due to this action research project seeks for the improvement of pupils' listening competence by using apps in English education.

2.4 Apps

The increment of modern devices is highly demanded in today's technological world. Each second that passes new technologies appears and affect directly the way in which people live. Therefore, Place (2020) stated, "Over the years, technology has revolutionized our world and daily lives. Technology has created amazing tools and resources, putting useful information at our fingertips" (para. 1). As a consequence, technology has become an important tool that can help to the society in its daily progress; hence, it has introduced wonderful resources that can facilitate everyday life. Therefore, Susskind (2020) illustrates that "new technologies would allow us to

solve some of the most important problems in society—providing access to justice, keeping people in good health, education our children—without relying on traditional professionals was we had done in the past" (para. 17). It is observed that the researcher emphasized worries about the technological world in past times; therefore, it is seen that modern resources in the past period, limited professional fields in the way that studied people used to work. Thus, in the present time, suitable technology appeared and treated society's problems in diverse public sectors (Susskind, 2020, para. 17). As a consequence, technologies can produce a positive impact on the educational area. Thus, Sharma (2016) described the advantage of integrating modern resources in education:

Using technology in the classroom enable teachers and students to find a new conclusion of daily life problems. Technology helps in education to create better educational syllabus, learning material, and future products and services. It's really important to integrate technology into classrooms. (para .1)

Therefore, modern resources have to be applied to the syllabus in order to help learners to provide better educational experiences due to the technological resources are tools that teachers can use to improve pupils' learning problems. As consequence, this action research project found that there are many troubles in pupils' English listening competence; thus, this investigation proposes to improve learners' listening competence in the English language by using modern resources such as apps.

Therefore, the literature review showed that the use of technological resources such as apps are really useful for the multiple uses that these modern technologies can provide. Kucirkova and Falloon (2016) stated, "Apps have affordances that are important for learning in many areas" (para. 1). As a result, applications can be used in many different fields; for instance, in English education. Hence, the advantage is that if learners are involved with these modern devices, it is stated that these types of technologies can help pupils in their studies making them competent in the world; thus, Makhija (2018) points out that with the use of apps " students are made fully equipped to enter the competitive world with an enhanced understanding of their subject matter" (para. 2). Therefore, applying applications in English education is potentially beneficial due to applications

can enhance learning problem such as listening comprehension. As a consequence, the literature showed that pupils have many troubles in the listening competence, they find difficulties in understanding the language; thus, the use of apps can improve the pupils comprehension of the language, for the main circumstance that "digital technology brings to improve and enhance the learning experience, such as flexibility and personalization of online learning materials" (Scott, 2018, p. 6). As a consequence, learners' comprehension troubles can be reduced due to the main circumstance that English instructors can get hundreds of didactic materials from the internet; as a result, they can provide to pupils better learning experiences in the teaching of the listening skills; thus, learners can increase their competence in the English language.

Therefore, it is stated that using technologies such as apps, have to be implemented in English education for the advantages that these modern tools provide, thus, Ministerio de Educación Pública, English Syllabus (2016) suggests to use technologies for "teaching and learning process, supports innovation and creativity" (p. 28). Hence, apps can become the English learning more attractive for pupils, which means that there are high possibilities that applications engage them in their English studies; thus, one researcher emphasizes that with the use of modern devices can provoke "class engagement" in learners' studies (O'Sullivan, 2016, para. 1). As a result, it is observed that pupil find attractive technological devices and as researchers studied, modern technologies can empower education for the digital era that learners live; as consequence, one researcher pointed out that there are many educational institutions that are encouraging this age of technological resources and these organizations are providing contemporary resources to adapt themselves to the "modern learner" (Sutherland, 2019, para. 1). As a result, teachers have to take the advantage and use those devices to encourage English teaching; thus, the literature shows that leaners can respond to instructional practices with technologies such as apps, for the main circumstance that most pupils have a little knowledge about digital technologies. Therefore, Scott (2018) emphasized that "Educators must embrace how learners of today are interacting with digital resources and help them apply those abilities in a learning situation. (para. 1). Hence, learners are energetic, and they have a lot of creativity; as a consequence, teaching with technology can exploit their capabilities, and they can become competent in English for the circumstance that it is determined that "technology to empower students to do meaningful work and develop essential skills" (Daccord & Reich, 2015, para. 1). As a consequence, through the development of this action

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research project is stated that involving learners with technological resources such as apps is potentially beneficial because these tools can stimulate their listening skills; as a result, they can increase their competence in the English language.

Therefore, an aspiration is that learners improve their listening competence; thus, it is using apps to improve their listening skills. As a consequence, it is pretended to carry out the variable (apps) based on three indicators: technological devices, interactive learning environment, and innovating classes. Consequently, it is fundamental to highlight the importance of these aspects that conduct the following section. The use of technological devices is beneficial for English education for the resources that they can provide; hence, White (2014) states that these resources in the classroom can "Improve future orientation, Instant access to knowledge, Exciting way to learn, Improve skills, Reduce physical loads, Improve self-confidence" (para. 3). As a result, technological devices are powerful tools to enhance English education. Consequently, the second indicator exposed in the variable "apps" is interactive learning environment. Application in English classes can engage learners in multiple tasks; therefore, depending on the activities, apps imply that they have to work collaboratively to complete the tasks successfully; hence, white (2014) illustrated that technology "Gives chance to collaborate" (para. 3). Therefore, apps can enhance collaborative working to solve problems, which is important to improve the learners' competence in the English language and for personal self-improvement. Additionally, it is presented the last indicator that is innovating classes. Hence, Ellis, Blamire, & Assche (2015) argued that:

> technology suppliers and teachers to develop future classroom scenarios. These scenarios both engage and challenge schools to rethink their current practice and allow them to develop pedagogically advanced Learning Activities that enable a school to upscale its use of ICT. (para. 1)

The use of technological resources can innovate education due to these modern devices can help the teacher to construct varieties of scenarios that can get learners involved with advance learning tasks, which is beneficial for them to improve their competence in English education.

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Therefore, to have a better understanding of the variable "apps" it is stated that each second that passes more of these modern resources appear in the society; as a consequence, this kind of technology has influenced the way that people live for the following circumstance. Technological resources have introduced amazing tools to facilitate people's life; for instance, in areas such as justice, health, and education. Thus, it is pointed out that technology has impacted positively education in different ways; for instance, it can produce better educationally syllabus, learning materials, and future product services. As a consequence, it is observed that in this era of technological resources, learners can have better classroom experiences specifically in English education; as a result, it is stated that modern technologies can treat learning problems such as the pupils' listening comprehension. For this circumstance, due to technological expansion, it is pretended to take advantage of apps to help learners in being competent in their listening skills. Therefore, educational instructors can take the advantage of these technological resources and support English tasks due to the factor that apps can produce "class engagement" as a consequence, there are possibilities that learners improve their listening competence. Thus, it is pretended to construct the variable apps by three indicators: technological devices, interactive learning environment, and innovation classes. These are essential elements that are analyzed with the purpose of improving the learners' listening competence

Moreover, the advantage is that learners are living in a digital era; as a result, many educational institutions have been introducing digital technologies to adapt themselves to the "modern learner." Therefore, it is vital to take the advantage of these resources and apply them in English teaching especially when developing tasks; hence, learners can respond to digital devices for the situation that it is stated that most pupils have knowledge of technologies. Thus, involving "modern pupils" with technology can produce that they exploit their creativity as well as their abilities; as a consequence, they can develop essential skills such as having a better understanding of the English language. For these circumstances, it stated that technologies such as apps, can stimulate the learners' listening skill; as a result, they can increase their competence in the English language. Therefore, in the next section is presented the indicator "technological devices" which is a vital factor to improve the learners' listening competence.

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2.4.1 Technological devices

Technological resources are amazing tools that have changed the way that people live. Every day that passes more people depend on digital technologies and modern devices; as a consequence, Stojanov (2017) stated that:

> There's no doubt that over the years technology has been responsible for creating amazingly useful resources which put all the information we need at our fingertips. The development of technology has led to so many mind-blowing discoveries, better facilities, and better luxuries, but at the same has dramatically changed our daily lives. Various highly-developed gadgets, connected to the Internet, have changed the way we communicate, use humor, study, work, shop, play, and behave. (para. 1)

Thus, technology is changing the society's way of living due to the factors that this tool each time passes, introduces interesting resources that can make lives more interesting and valuable. Therefore, it is observed that people are depending more on "technologies" for the help that they give. Society supports themselves with these tools to make new discoveries to improve a problem or to find solutions to stuff; moreover, it provides resources that keep people engage every day with the internet, communication, entertainment, work, and behave. As a consequence, with the last aspect of "behave" it is emphasized that it is difficult to believe that technology can change the way that people behave; nonetheless, it is true, modern resources have the capacity to change behavior (Stojanov, 2016, para. 1). Consequently, technological devices are amazing tools that can engage and help people in many different aspects of life; as a consequence, it is highlighted the importance that "technological devices" have in society

As a consequence, it is observed that technology creates amazing tools that affect society; therefore, Books (2019) comments that "It is absolutely impossible to imagine a place without the use of technology in today's day and age" (para. 13). Therefore, it is difficult to imagine a place that does not include or use technological devices; hence, in this action research project is stated that technological devices have to be included in education especially in English teaching. As a result, Lolong (2013) explains that "technological device refers to any device that help you to do

school work as and as for entertainment. It is technology that allows those tasks to be performed via cellular phone, laptops, and computer" (p. 12). Thus, these are some examples of devices that can be used in education; nonetheless, it is emphasized that technological devices are those resources that can help English teachers to support their lessons. However, it exists a lot of technological devices that can be incorporated in English class; therefore, Dwyer (2016) illustrates that in English education can be also incorporated "Projectors, Smartboards, Smart tables, Laptops, Tablets, Phones, Cameras, Audio enhancements" (para. 10). Hence, it is emphasized that these technological devices have to be used in education due to the factor that they help [teachers] to impart lessons and [assess] pupils (Dwyer, 2016, para. 3). Therefore, some researchers emphasize the role of some of these modern tools. Dwyer (2016) explains that smartboard:

> Some smartboards operate just like a whiteboard, allowing a person to write on them with real or digital markers. Smartboards then surpass their simple whiteboard ancestors by recording what is written or turning a digital marker line into a tangible visual element. (para. 11)

This is a modern technology that is incredible for pupils in order to learn, they are curious learners and writing in an intelligent board**,** can engage them in participating in multiple tasks in the English language. Additionally, it is explained another tool that is considered as an easy technology for education; as a result, Dwyer (2016) explains that projectors "displays interactive images on almost any flat surface. (para. 10). It is observed that depending on the use of projectors, researchers emphasized that it can be used in multiple ways, which is important for English education (Dwyer, 2016, para. 10). Consequently, it is explained a powerful tool for the enhancement of education; as a result, Williamson (2018) explains that computers:

> Computers have supplied infinite resources for learning and made education more flexible and easier to access. Students can now gain knowledge and information not only from classroom assignments and libraries but also from available online resources. Video tutorials, free or paid e-books and several forums also contribute in the resources that are needed by the students. (para. 4)

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Computers are powerful tools for education due to the factor that it provides access to the internet in which there are hundreds of resources that can be used for education. Moreover, it is pointed out the role of cell phones in education. The advantage of this tools is that researchers illustrated that the creation of applications for teaching is highly produced (Kucirkova and Falloon, 2016, para. 19). Therefore, by using cell phones, learners can get in touch with apps in which they can practice the English language. Additionally, in order to listen better to the English language when the teacher is making listening tasks, "audio enhancements" can be used. Hence, Dwyer (2016) points out that "Audio enhancements refer to a suite of tools from high-quality speakers" (para. 27). As a result, providing modern speakers is fundamental especially when learners are involved with listening tasks; moreover, it is beneficial for pupils if they present auditory weaknesses; for instance, audio enhancement can help the learner in providing suitable sounds for them to listen. Consequently, it is observed that technological resources are useful for education, especially for English teaching; nonetheless, there are negative aspects that have to be taken into consideration if those technologies are used in English class; for instance, "information literacy and teachers' resistance to technology." Therefore, Daccord & Reich (2015) emphasizes vital evidence of information literacy to have an understanding of how this aspect can interfere in the usage of technological devices in education; thus:

information literacy is an essential ingredient of twenty-first century citizen. Today's youth live in a world that them access to almost unlimited amounts of information online. If students do not understand the basic conventions and grammar of the internet they can be manipulated by people who do. (para. 5)

Therefore, in order to use technological devices in classes, pupils have to get knowledge of how to use them or teach them with instructions step by step, the usage of these resources when developing tasks. Additionally, the teachers' resistance to technology plays a vital factor in using modern devices in education. Hence, researchers stated that in today's education, there are many situations in which teachers make resistance to using technological resources in English education; however, this factor can be produced due to different circumstances. Thus, investigators point out two key elements that contribute to the opposition of using technology, as a consequence, Howard & Mozejko (2015) points out that "technical and pedagogical support" (p. 7). These are elements

that contribute to the opposition in using technology in the classroom. Therefore, these two factors refer that the educational staff have to invest more on technological resources and make comfortable places in which teachers can use them; nonetheless, instructors have to be educated of how to use modern technologies; as a consequence, these are some main factors in which there are opposition to use technological devices in education (Howard & Mozejko, 2015, p. 7). Consequently, these factors produce insecurity and reliable troubles of using technology for instructional practices; however, if it is obtained these resources for teaching, researchers emphasize that the key to success in using them is "confidence." Therefore, Howard & Mozejko (2015) illustrate that "teachers who are more confident using technology are more likely to integrate technology in the classroom. In fact, researchers have identified that the most important factor in teachers' use of technology is confidence" (p. 9). As a consequence, the literature shows that there are many negative aspects of using technological resources; for this circumstance, it is necessary to be aware of how to use modern devices and the trouble that implies the use of them in education. As a final point, it is stated that the use of technologies is beneficial in English education; thus, learners can practice better their English skills such as listening; however, technological devices are limited in most educational institution; hence, the government has to make efforts and invest more of these resources for the main factor that its positive benefits cannot be ignored due to learners can increase their competence in the English language; as a consequence, they can obtain self-improvement that can help them in being productive citizens that can compete in this competitive world.

Therefore, in order to have a better understanding of the indicator "technological resources," it is pointed out that modern devices have changed the way that people live. Over the years, the technological world has been introducing highly-developed gadgets, internet connection that changes the wat that people communicate, study, work, shop, play, and behave. As a consequence, every day that passes people depend more on these modern resources for the factors that they help them in a variety of areas in life. As a result, it is stated that is difficult to picture a place that does not use modern devices; as a consequence, this action-research project firmly makes emphasis that technological devices have to be used in education especially in English teaching due to the advantages that these tools provide are highly beneficial for studying the English language. Therefore, the literature showed that technological devices are those resources

that can help the teachers to develop their lessons and support tasks via cellular phones, laptops, computers, projectors, smartboards, cameras, and audio enhancement. As a result, these tools can innovate English teaching helping the teacher in assessing pupils as well as making meaningful activities in which learners can participate, enjoy, and learn in diverse ways. For instance, smartboard and projectors can engage pupils' participation in multiple tasks that are useful in order to improve their English skills. Additionally, investigators highlight one of the most powerful tools for education that is the computer. Thus, these modern tools can offer to English teaching the opportunity to obtain "infinite resources" making the learning process flexible and meaningful. As a consequence, by computer, learners can gain knowledge and information that they need to study, make assignments or even though, reinforce weaknesses in the language. Additionally, cell phones are also useful tools for English education for the factor that the creation of educational apps is intensive and with this device is usually easy to obtain those applications. On the other hand, it is aware that pupils have a lot of trouble in their English performance; for instance, auditory weaknesses. Nonetheless, using technological devices can help pupils to treat these interferences; as a result, a powerful device that can be used is "audio enhancement" that includes modern speakers in which sounds are playing in excellent quality for learners to listen to the English language. Moreover, it is observed that technological devices provide a lot of benefits to education; however, there are negative elements; for instance, information literacy, that means that pupils have to know how to use modern technologies for the risks that they can get when using the internet. In addition, teaching with these technologies without leaners' knowledge of these resources could be difficult to engage them in practices and the learning experience may fall. Additionally, another negative factor that involves the use of modern devices in English education is the teachers' resistance to technology that can interfere with the application of technological resources in the classroom due to the factor that instructors' resistance in using them. On the other hand, it is seen that modern devices are really useful for English teaching; as a consequence, most educational institutions have to include or invest more of these resources due to the use of them is limited. As a consequence, education cannot ignore the benefits of technologies for the reason that they can help learners in being competent in the English language; as a result, they can become competent citizens in this competitive world.

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As a result, the literature review shows that the use of technological resources is beneficial for English teaching due to the factors that with this these modern tools is possible to create innovative English tasks that can involve working in collaborate ways to complete activities; thus, Savvidis (2020) points that technologies promote interactive learning environment:

Students can practice collaboration skills by getting involved in different online activities. For instance, working on different projects by collaborating with others on forums or by sharing documents on their virtual learning environments. Technology can encourage collaboration with students in the same classroom, same school and even with other classrooms around the world. (para. 5)

Therefore, the usage of technological devices in English education encourages an interactive learning environment in which learners can be exposed to multiple scenarios in which they have to perform tasks in collaborative ways. Thus, in the next section is presented the indicator interactive learning environment that provides valuable information on the influence that this element has in English teaching.

2.4.2 Interactive learning environment

The learning process can be affected by different factors such as the environment in which the pupil attends classes. According to (ASCD, 2018):

Classroom environments that promote empowerment do so by providing many opportunities for students to build their confidence and capacity to speak up, address issues, take risks, and make decisions about what works for them. Welcoming students' voice and choice helps them to be involved in decisions that impact their learning. (para.6)

The physical environment also takes a role in the improvement of the learning competence, the conditions in which the pupil has to stay, can affect directly the achievement of the task. (Guyana, 2016) mentions:

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Structuring the physical environment of a classroom means strategically placing desks, students, decorations, and playing music. Desks arranged in a circle give the impression of sharing, while coupled desks work well as workstations. The color of the walls and the decorations on the walls also send impressions. Light colors open up spaces and warm colors are welcoming. (para. 3)

To take in consideration the characteristic of the classroom might contribute to the leaner's improvement and gather more information that later each learner acquires as knowledge. Additionally, the meaning that has the classroom for pupils and teachers is a promoter of achievement in the learning process. As (ASCD, 2018) mentions:

A classroom is a haven for many students living with adversity. It is also a place that is conducive to learning because it takes into consideration students' needs and preferences. For instance, students should have input in the arrangement and design of their classroom including desks and wall space to facilitate collaboration, discussion, and individual work. This type of environment fosters a sense of belonging and of feeling valued, competent, and safe. (para. 8)

Teachers have to take into consideration the needs of the learners at the moment to arrange the class, in that way pupils can feel comfortable and give their best for the development of the classroom activities. Therefore, tutors have to be careful with the routine of the class, that is why with the use of apps, the lesson can be more dynamic, also, in some cases help the pupil through the development of the task. (ASCD, 2018) points out:

Classroom activities that use routines and rituals are critical for alleviating the unpredictable nature of living with adversity. They help students to reclaim normalcy and control by supporting a downshift from a fearful state to a calmer and more positive one. (para.9)

To know the pupils is one of the best techniques that teachers might use when they are designing the environment in the class, that is why the tutors are responsible for all what happened

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in the lesson. Additionally, the personality of the teacher also is primordial for the pupils. (Guyana, 2016) shows up:

> Creating a positive learning environment is essential for success in the classroom. Teachers should create a welcoming atmosphere where student feel safe and willing to share. Classrooms should represent the students equally and everyone should know each other's name. Teachers who use humor in the classroom also create more positive environments. (para. 1)

To try to control and manage the environment in which the learner can study and develop strengths that can help them in the future. In addition, a good relationship between the tutor and pupils is one of the main keys because it can build a positive classroom environment. Moreover, teachers can face some difficulties at the moment of teaching listening, because of many factors, the message can be unclear for the learners. (Sundaravadhanan, 2017) stays:

> Noise is an environmental stressor and nuisance. Schools and colleges are often at risk of high levels of noise exposure. Noise in schools can be classified into two broad types: internal (such as students talking) and external (such as road traffic noise). These internal and external noises together constitute background noise in a classroom setting. (para. 2)

The noise is a problem that can destroy the concentration of the pupil, also, can produce a negative environment for learners who have to be listening to instructions or developing a listening task. Consequently, the listening conditions have an impact on the pupil through the learning process, that is why (Sundaravadhanan, 2017) shows up:

> The importance of classroom listening conditions has been explored for the past four decades, and it was reported that a good listening environment facilitated improved speech perception in normal hearing children as well as in children with central auditory processing disorder, attention deficit, unilateral hearing loss and mild hearing loss. A less noisy environment helps in mainstreaming children using hearing aids and cochlear

implants by providing them with a good speech-to-noise ratio (SNR). It also helps teachers to use their voice at comfortable loudness levels. (para. 3)

The use of different strategies such as the implementation of apps contributes to the learner to improve. Moreover, the use of google as the main tool facilitates the job of the teacher and activates an amazing environment for pupil. As (Singer, 2017) points out:

Google is helping to drive a philosophical change in public education — prioritizing training children in skills like teamwork and problem-solving while de-emphasizing the teaching of traditional academic knowledge, like math formulas. It puts Google, and the tech economy, at the center of one of the great debates that has raged in American education for more than a century: whether the purpose of public schools is to turn out knowledgeable citizens or skilled workers. (para.8)

In that way, teachers can take advantage of many resources that can find on the internet, to create an interactive learning environment in which the pupil can develop their skills through many apps or tools that the tutor considers appropriate to the context and equipment in the classroom. (Lee, 2017) says:

The classroom has evolved exponentially over the years, providing children with an education that's of higher quality than ever before. With computers in the classrooms, vast Internet encyclopedia's, and electronic readers that provide an entire library in a single device, the ability to learn is constantly growing. Now, apps have found their way into classrooms and are helping to support every aspect of the learning experience. (para.2)

The use of computers in the classroom can introduce the learner through plenty variety of options at the moment of look for information or apps that might help in the development of competence in the pupil. Moreover, the class can enjoy by the implementation of those new strategies in the learning process. Additionally, there are apps that contribute to keeping organized the class and the pupils; also, it can help the teacher to monitor the progress of the learner. As stay by (Lee, 2017):

app development is seeking to improve classroom management. An app called Class Dojo is one of many apps that can support classroom management and reduce wasted time. It allows teachers to award merits and demerits to children based on their classroom behavior, whilst tracking all of their scores in the app. In turn, it helps teachers correct negative behavior patterns efficiently, whilst rewarding children for their good behavior. (para. 3)

The resources that teachers can find on the internet are amazing, different apps can contribute to the interactive learning environment. Moreover, the place in which the learner receives the classes requires some characteristics that help pupils to achieve their goals. Hence, the physical environment is essential because according to some features of the classroom, teachers create the best environment for the learners. Consequently, by the use of tools such as apps, learners show interesting in the language. Some of those apps give the tutor many ways in which they can have the control of the class; also, the teacher might have the complete management of what pupil develops, they have to be focus on the task. Therefore, the next indicator shows up how through the use of apps, the teacher integrates innovation in the classroom; also, how the learners can improve their competence in the English language by means of the contemporaneous tools.

2.4.3 Innovating classes

The use of apps is one way in which the development of the lesson can be more attractive and also innovative for the learner who is always trying to find new information. Moreover, new methods of developing the task and techniques to build a better understanding of the English language. As (Pavlova, 2018) points out:

In the world we live in is, technology is literally everywhere and the kids adapt to it more than anyone else. Unlike teachers, students are being raised in a digital world. For students of all ages, it is absolutely natural to use technology in every aspect of their lives. This is why digital tools in classroom are becoming more and more crucial. Traditional methods for teaching are already going through a transformation to adapt to the needs of 21st-

century students and to enhance the professional practice of teachers. The digital future is literally happening now (para. 1)

For the new generation, the use of technological devices is simple, they can work with their cellphones as any common tool. Additionally, teachers can take advantage of that and create the lesson in a way that the use of apps can be part of it. Consequently, (Cork, 2018) mentions:

Keeping up with technology trends is the best way for teachers to be innovative. Granted, this can be expensive as new technology trends are never cheap, but even just taking cell phones into consideration is a small step that teachers can take to be more innovative. (para. 3)

Cellphones are amazing tools that the tutor needs to take as an advantage, it is true that not all the pupils might have the facilities to carry this kind of technological device but, the teacher can modify the way in which the learners develop the task. (Cork, 2018) argues:

If a student stumps the teacher, the class can find the answer together. Giving students a chance to use their cell phones for research–and teaching them the difference between a good source and a bad source–sets them up to be lifelong learners. (para. 3)

The class can be innovative if the teacher investigates how new resources can be used in order to promote competence in the learner. Moreover, the use of tablets or cellphones provides many facilities not only for the teachers but also, for parents. They can check all that pupils are developing in their cellphones or tablets. According to (Cork, 2018):

You can use tablets for note taking, completing and turning in assignments, and to help with organization and communication. Gone are the days of lugging around 5-subject notebooks and 3-inch binders for every class. As long as a student remembers to bring their tablet to and from school every day (not to mention keep it charged), students lose less work, have more opportunities to be creative with movie-making and songwriting software, and parents can always check in to see what is going on. (para.5)

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The variety of benefits that the use of technology and apps provide is amazing. All this can be possible if the institution has internet connection because without the service most of the devices cannot work or charge some apps that can be a great tool in different situations but the teacher might have the responsibility to take that point in consideration and look for different strategies to solve possible problems. In addition, internet connection is a fundamental tool for the development of those plans. (Policy, 2017) mentions:

> Access to the Internet is fundamental to achieving this vision for the future. It can improve the quality of education in many ways. It opens doorways to a wealth of information, knowledge and educational resources, increasing opportunities for learning in and beyond the classroom. Teachers use online materials to prepare lessons, and students to extend their range of learning. Interactive teaching methods, supported by the Internet, enable teachers to give more attention to individual students' needs and support shared learning. (para. 3)

The innovative ways of teaching by the use of the internet and apps gather a range of benefits, the classroom changes positively when the teachers integrate new methods or styles. Hence, pupils of new generations love to play with entertaining games that is why a task can be developed enjoyably and at the same time can be productive for the learning process. As (Tfe, 2019) stays:

> This is a big change from the way learning in the classroom took place for most of the 20th century. While it does have its challenges and limitations, there are also a lot of benefits to having the internet in the classroom. (para. 2)

The access to plenty of information is another advantage that the use of technology and apps provide to the teachers. Moreover, (Tfe, 2019) says that "Teachers also have a lot more resources at their fingertips, which can greatly improve their lesson planning process" (para. 5). It refers to how the tutor can be productive at the moment of planning the lessons and different tasks for pupils.

This indicator shows how the implementation of the apps and internet helps to the teacher and pupil in the learning process; also, through the innovation, classes are attractive to the learner, making them give their best in all the task that has to develop. Moreover, the listening skill can be developed in an easy way with the use of apps in cellphones or tablets. Additionally, new generations see this technic as a motivation because they really like the use of technological devices, and they know how to use it easily. Consequently, cellphones or tablets are the main tools for the teacher because of its facilities, sometimes the learner does not have the access to those resources, but the teacher has to take that point into consideration. That is why the tutor has to prevent any possible trouble at the moment of developing the task and how all the pupils can participate in it. Finally, the importance that internet connection has in all this process is crucial for the development of the lesson plan that the tutor make, there are many apps that do not require internet connection, this is how the teacher can work in case of any complication. In addition, the final conclusion can show how all the variables can affect directly the learning process and how it helps the learner to be competent in the listening skill of the English language.

2.5 Chapter Conclusion

In summary, this chapter showed how the improvement of the listening competence can be developed by the use of apps in the learning process. Moreover, it is necessary to mention that each point guides the research project to find solutions to the hypothesis. Hence, the literature review explains step by step how different factors contribute to the achievement of the main goal. According to (Lizard, 2020) "A literature review shows your readers that you have an in-depth grasp of your subject; and that you understand where your own research fits into and adds to an existing body of agreed knowledge" (para.7). Consequently, the first variable is about the leaning process and based on that how the pupil follows some certain guidelines to be competent in the listening skill. It is divided in three different indicators such as: AOA, didactic sequence and finally task. In addition, those elements describe how the learning process is crucial for the improvement of the competence; also, the role those factors play in the engagement of the learner. Hence, the second variable describes different strategies in which the learners develop their abilities in the listening competence, some of the indicators are: auditory process, metacognitive strategies, and

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the cognitive process. Additionally, the way of gather information is totally different from one pupil to others because they have particular needs that have to be solved for the tutor. (Heick, 2018) points out:

Every student is different. Every single intelligent, forgetful, smiling, moody, enthusiastic, apathetic, reflective, short-sighted little (or big) human being that walks into your classroom on a daily basis has their own story–one full of promise, heart-break, and complexity. And this isn't hippie nonsense. It's true, and it matters. (para. 2)

Every single aspect count, that is why this research project looks for the improvement in the classroom not only for the learner but also, for the teacher and parents. Additionally, the third variable talks about app, and its effect on the learning process. It can help in the development of the lesson; teachers have to identify how a simple app can be full of possibilities for the pupil. Hence, one of the indicators is the technological devices that can be a tool in any moment, it is a fact that not all the institutions have all that the learner requires, but the teacher might find a way in which the use of apps with technology can improve the competence of the pupil. Moreover, the interactive learning environment plays an essential role because it can change the perspective that the learner has in the class. And finally, the innovation through the use of apps in the classroom can be possible because the resources that can be found on the internet are amazing. In addition, this chapter provides bases for the following point of the research. Concluding, the next chapter is the design and method, in this step of the project, it is necessary to develop the research method, the type of approach that was selected and the context in which the research takes place. Moreover, it is necessary to describe the population of the high school that is part of the project. In addition, some of the instruments that have to be applied in order to gather the necessary information for the next steps.

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Chapter III Design and Method

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3.1 Introduction

Researchers observed that in today's English education, pupils have problems in understanding the language; as a consequence, to improve the learners' auditory skills, this chapter provides the design and method that helps the researchers to seek for an answer of the research questions made with the objective to improve the learners' listening competence. Therefore, Virginia (2018) points out the importance that the design and method have in the action research project:

Research design is a plan to answer your research question. A research method is a strategy used to implement that plan. Research design and methods are different but closely related, because good research design ensures that the data you obtain will help you answer your research question more effectively. (para. 1)

As a consequence, Sileyew (2019) determines that "research design process is the choice to be made regarding research approach since it determines how relevant information for a study will be obtained" (para. 3). Consequently, in order to collect the desire data to respond to the problem of the investigation, one researcher emphasized that it is necessary to design some instruments that help to obtain the information; nonetheless, those tools have to be applied to a group of people (Virginia, 2018, para. 2). Therefore, the instrumentation has to be implemented in a population and the results gathered, are the data that helps researchers to make decisions on how to implement actions to solve the problem of the investigation.

Consequently, in order to continue with the development of the investigation, it is fundamental to analyze the chapter components. Therefore, the first element exposed is to determine what kind of research method is using in the project that is "action research." Therefore, Reform (2015) remark that "action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently" (para. 1). Hence, this investigation is made with the purpose

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to diagnose a problem and through the investigation, create solutions to try to solve those troubles; as a consequence, the focus of this action-research project is to improve the learners' listening competence by the implementation of apps. Moreover, it is fundamental to determine what kind of approach is using the investigation. Thus, Sileyew (2019) points out the study uses qualitative and quantitative research method:

> The study used these mixed strategies because the data were obtained from all aspects of the data source during the study time. Therefore, the purpose of this methodology is to satisfy the research plan and target devised by the researcher. (para. 2)

As a consequence, these mixed strategies support the development of the action research project; thus, by using them, it is possible to find solutions to a problem. Additionally, it is determined the studied area in which the investigation takes place. Sileyew (2019) indicates that "population refers to the complete set of individuals (subjects or events) having common characteristics in which the researcher is interested. The population of the study" (para. 7). Therefore, the investigators are interested in the people from Liceo Sinaí; as result, in the section of the information of the educational institution, it is analyzed the population and sampling, context, the chosen setting that includes aspects such as the socioeconomic and organizational aspects. Finally, the main objective of the chapter is to elaborate a plan or strategy that helps the investigators to obtain vital information that helps them to make solutions to improve a problem (Virginia, 2018, para. 2). Thus, the data collection and tools of initial research make use of different instruments that help researchers to obtain the data; for instance, the pre-test and questionnaires; as a consequence, these tools play an important role due to the main circumstance that they make the collection of material that is used to in order to improve the learners' listening competence through the implementation of apps in the English learning process.

Therefore, in order to have a better understanding of this chapter of the design and method, it allows the research to collect data with the intention to obtain results that help to make practical solutions according to the identified problem in the action research project. For this circumstance, Combes (2020) emphasizes that it is necessary to make decisions about how to collect the desire data:

The research design sets the parameters of your project: it determines exactly what will and will not be included. It also defines the criteria by which you will evaluate your results and draw your conclusions. The reliability and validity of your study depends on how you collect, measure, analyze, and interpret your data. (para. 1)

As a consequence, in order to collect the data, it is established some instruments such as the pre-test and questionnaires. Thus, the creation of these tools have their functions; for instance, they are taking into consideration the variables measured as well as the research questions and the population that are the participants in the instruments. Therefore, by using the basis of the action research, qualitative and quantitative method, researchers pretend to carry with them the tools to gather information at Liceo Sinaí to try to implement actions to help pupils in their listening competence. Moreover, as a final point, the data collected is carefully analyzed to draw conclusions more effectively to the research questions.

Additionally, the researchers decided to make this action research project due to the main circumstance, that they observed that pupils have many troubles in understanding the English language; hence, it is necessary to try to make them competent in their listening skills. Therefore, by the identification of the main problem of the investigation, it is presented the research method that is the "action-research" that consists of detecting an issue in the educational field and researchers try to make practical solutions to try to solve it. As a result, in the next section is analyzed valuable information about the research method to understand how the project is carried out.

3.2 Research Method

In order to make an investigation, it is necessary to identify what kind of research method is using to conduct the study. Therefore, Callister (2014) explains that exists different ways to carry out an investigation:

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There are many ways to conduct research. Each of these ways is used in various professional fields, including psychology, sociology, social work, medicine, nursing, education and so on. However, the field of education often uses action research, an interactive method of collecting information that's used to explore topics of teaching, curriculum development and student behavior in the classroom. (para. 1)

It is observed that there are many ways to conduct a research; moreover, it is determined that society's professional areas make use of them to manner their study and one of these fields is in education. It is seen that researchers state that the educational sector often uses action research that is beneficial for schooling due to its collaborative strategies to collect data, allow to take a look at the different teaching elements to make solutions to stuff. As a consequence, this project is making the usage of "action research." Therefore one investigators states that the action research in school make an emphasis to different evaluation, investigations, and investigative research methods designed to detect troubles and faintness in the organization or educational place; moreover, the action research allows educators to create practical solutions to treat those issues and weakness that the researchers are interested to attend (Reform, 2015, para. 1). Consequently, action research is useful for the main point that one of its cores is to identify a problem and make solutions according to the educational issue.

Therefore, this action research project looks for an improvement in the learners' learning process. Nonetheless, it has different goals that the investigators take into consideration; as a consequence, Putman & Rock (2016) explains the principal goals of teacher action research that can be major seen as:

(a) To help teachers make decision about their classroom, (b) to improve classroom or school practice, (c) to encourage teachers to see themselves as producers of educational knowledge, and (d) to allow teachers to clarify, elaborate, and modify theories that inform their teaching. (p. 12)

Hence, these are some elements taken into consideration in the elaboration of this action researchers project. The desire is to help the educational institution and learners in the English

studies, to try to make competent pupils in the English language or even though, to implement an innovative way of English teaching. As a consequence, in order to fulfill this project objective, besides the goals exposed, it is mentioned the three investigated methods that help to conduct the action research in the educational field, "individual action research, collaborative action research and school-wide action research" (Callister, 2014, para. 6). Thus, investigating these methods, it is determined to work with the fundaments of collaborative action research. Therefore, Callister (2014) explains that "Collaborative action research involves a group of teachers or researchers working together to explore a problem that might be present beyond a single classroom, perhaps at the departmental level or an entire grade level (para. 6). Thus, it is pretended to work in a collaborative way to try to make solutions to a problem in the educational sector.

Consequently, one of the principal objectives of action research is to identify a problem in the educational sector and try to address it. Hence, through several investigation, it is detected that learners have many problems in their listening skills. Thus, Yılmaz and Yavuza (2015) made some investigations and found common troubles that pupils face when they practice their auditory abilities:

The most common problems faced by students in listening in the order of frequency are quickly forgetting what is heard, not recognising *[sic]* the words they know, understanding the message but not the intended message, neglecting next part while thinking about meaning, enabling to form a mental representation from words heard. (p. 2047)

Therefore, according to the conduction of the action research, it is identified the problem that is the learners' listening troubles to understand the English language. As a consequence, based on this issue, it is necessary to elaborate a plan to try to address the situation. Hence, the researchers propose to the project title "The improvement of the learners' listening competence through the implementation of educational apps in the English learning process."

Subsequently, as it is stated, the desire is to make competent English listeners with the purpose that can use the language for communication. Thus, to conduct this action research project, it is fundamental to create strategies to address the identified problem in the project. Hence, Yılmaz

and Yavuza (2015) remark that "In order to be successful in listening, learners should come up with some strategies such as taking notes during listening, making practice, or having methods." (para. 1). As a result, it is pretended to carry out the project in the educational institution "Liceo Sinaí" that involves the participation of the principal and a teacher with a specific group of seventh graders. Thus, the method or plan is to carry out some general instruments to collect data and the results, help the researchers to elaborate innovative classroom activities, making use of technological devices and resources such as educational apps within MEP's syllabus 2016. As a consequence, it is concluded that "Action-research is to plan, act observe and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life" (Putman & Rock, 2016, p. 12).

Therefore, to have a better understanding of what kind of research method is using to conduct this project, it is fundamental to explain the plan or technique that is used. Hence, it is studied that in the world research, there are many ways to manner an investigation that are utilized in various professional fields; for instance, it is observed that in the educational sector, often uses "action research." As a consequence, one investigator points out that this method to carry out an investigation is "an interactive method of collecting information that's used to explore topics of teaching, curriculum development and student behavior in the classroom" (Callister, 2014, para. 1). Thus, this project is using "action research" which is the main core that the investigation is elaborated. Therefore, this method within the educational system, consists of making emphasis on different evaluations, investigations, and investigative research methods designed to detect troubles, weaknesses in the organization or educational place. As a consequence, action research allows educators or researchers to create practical solutions to treat those issues or faintness (Reform, 2015, para. 1). As consequence, elaborate this project following the fundaments of "action research" the researchers detected an educational problem that is that learners have many troubles in understanding the English language; as a result, it is proposed to investigate pupils' listening skill through the improvement of learners listening competence through the implementation of educational apps in the English learning process.

Moreover, it is taking the goals of action research to make decisions about the classroom and improve English classes, school practices as well as produce knowledge of how to make a

solution to an educational problem. (Putman & Rock, 2016, p. 12). Furthermore, besides using these action research objectives, researchers are making use of collaborative action research that is to work with a group of teachers or researchers to work together to explore the educational problem of learners' listening skills and try to make solutions. As a consequence, once that it is having the issue of the investigation, the next step of the action research is to carry out the project in the educational institution "Liceo Sinaí" that involves the participation of the principal, a teacher with a group of seventh graders that are the main core of the investigation. Thus, by involving this population, it is pretended to carry out some instruments with the purpose to collect data, and the results gathered help the researchers to create classroom activities, making use of technological devices and resources such as educational apps within MEP's syllabus 2016, with the desire to help the seventh grade's group in being competent English learners.

Consequently, it is studied that this chapter is based on the collection of data; hence, to obtain the information is fundamental to mention what are the two main approaches to gather and report information. Therefore, Eliyahu (2014) emphasized that "In the world of research, there are two general approaches to gathering and reporting information: qualitative and quantitative approaches. (para. 1). These are considered as the type of approaches that are using in this action research project. Thus, in the next section is described valuable information about the impact that qualitative and quantitative aspects have in the investigation.

3.3 Type of Approach

In the elaboration of this research project, the type of approach that is used, is the "mixed approach." According to (Wisdom, 2013):

The term "mixed methods" refers to an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis. (p. 2)

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It is necessary to identify how the use of both quantitative and qualitative approaches help at the moment to gather essential data for the project. Moreover, the quantitative approach can show numerical results and some statistical data that contributes to giving conclusions and results in the project. As (Bhat, 2020) points out:

Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling methods and sending out online surveys, online polls, questionnaires, etc., the results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly. (para.1)

The quantitative contributes in the moment in which is necessary to get all the numerical information for the project. Additionally, it is essential to identify how the qualitative approach gives more alternatives to gather all the necessary information in order to find a deep understanding of the topic that has been studied. (Crossman, 2020) mentions "Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places" (para.1). It refers to how the qualitative research approach works in order to make a difference in the development of the project. (Crossman, 2020) argued "Qualitative research is designed to reveal the meaning that informs the action or outcomes that are typically measured by quantitative research. So qualitative researchers investigate meanings, interpretations, symbols, and the processes and relations of social life" (para.7). Moreover, the qualitative approach gives the possibility to look at data in a way in which the information response to information that does not respond to statistics or numbers. (Crossman, 2020) points out:

While quantitative research is useful for identifying relationships between variables, like, for example, the connection between poverty and racial hate, it is qualitative research that can illuminate why this connection exists by going directly to the source—the people themselves. (para.6)

Through the implementation of both approaches the result that the project shows can be effective for the main goal the improvement of the listening competence in the learning process. (Creswell, 2013) argued:

Mixed methods research is a rapidly expanding methodology in the social and human sciences in the US and around the world. In this presentation I will first define mixed methods research (combining both quantitative and qualitative methods of research) and discuss what it is and what it is not. (para.1)

Both research methods, qualitative and quantitative give more alternatives in the research to see what data is a component in the development of the different phases of the project. Consequently, the following step describes how is the context in the high school chosen before. Moreover, it is necessary to identify the population and also all the features that can affect in a positive or negative way the population that is studied.

3.4 The Context

The following point of the project shows how is developed the context in which the research takes place and its features. The context contributes to give a clear view of what is been investigated. Moreover, the context helps to guide the researcher at the moment of creating some of the research instrumentation and its characteristics. According to (Griffiths, 2017)

In recent years, context has come to be recognized as a key element which influences the outcomes of research studies and impacts on their significance. Two important aspects of context are the setting (where the study is taking place) and the participants (who is included in the study). It is critical that both of these aspects are adequately considered and explained so that meaningful conclusions can be drawn from the data. (p.1)

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Some of the main characteristics in the context are the place in which the project is developed and also, who is part of it. In addition, learners, teachers, and principal of the high school contribute in a significant way the development of the improvement of the listening competence for the circumstance that they are the protagonists in the research project. Moreover, it is described the chosen setting. Thus, in the following section is discussed about the socioeconomic and organizational structure and the importance of Liceo Sinaí, where the research is developed.

3.4.1 Socioeconomic reference

Liceo Sinaí is an educational institution that contributes to the development of many learners in Pérez Zeledón. This institution provides facilities and support to the pupils' population in this area. Therefore, (Education, 2017) points out that:

High schools have adopted various strategies designed to keep students who are at risk of not graduating in school and on track for earning the credits required to graduate. "At-risk" students are defined as those failing to achieve basic proficiency in key subjects or exhibiting behaviors that can lead to failure and/or dropping out of school. (p.1)

At Liceo Sinaí, there are some learners who have difficult economic situations and some of them are at risk of dropping out of the classes. Moreover, some institutions of the government give help such as scholarships that provide the learners a chance to continue studying in the high school. Therefore, in the institution, some groups of teachers help and guide the learner through the process of requesting the different benefits. Based on (America, 2019):

And students do succeed, thanks to the supporters who surround them: parents, relatives, teachers, counselors, mentors. Support also comes in the form of organizations, foundations and individuals who wield their influence and passion to advocate for students on a broader scale. (para.8)

Social problems all the time affect educational institutions. Moreover, some of the principal circumstances that pupils can be involved in Liceo Sinai are the following: drugs,

bullying and economical risk. Additionally, that is why the institution looks for creating extracurricular activities to promote and provide the learners the best environment and resources. As (Barge, 2020) stays "So extracurricular activities are just activities that you do outside of class. The Common App says that extracurricular activities include arts, athletics, clubs, employment, personal commitments, and other pursuits" (para.5). Consequently, at Liceo Sinai pupils count with some scholarships such as transportation and dining room. Finally, the socio-economic situation is based on what affects in a direct way the educational process of the learner, the social risk, drugs and bullying are some of the main factors that the institution faces. Professors try to organize groups and activities to motivates the population to improve. Moreover, scholarships are some of the main contributions. The next step can show how Liceo Sinaí is organized and more general essential information.

3.4.2 Organizational reference

The Liceo Sinaí is a public institution that was founded in 1999. It is located in Barrio Sinaí in Pérez Zeledón approximately one kilometer east from the central park in San Isidro del General. In Barrio Sinaí, the educational institution is placed 150 meters north and 100 easts from the National University. Moreover, it belongs to the school circuit N°01 of Pérez Zeledón. Liceo Sinaí provides a mission which is to promote integral men and women capable of facing the world in an assertive way. It looks for the intellectual development and academic success with some values such as discipline, respect, intellectual values, moral, integrity, justice, and honesty. Additionally, Liceo Sinaí has a construction area of 5000 square meters approximately. The institution has 30 classrooms, 1 library, 1 dining room, common areas and 1 office of direction. Hence, (Danielson, 2002) points out:

School organization refers to how schools arrange the resources of time, space, and personnel for maximum effect on student learning. The school's organizational plan addresses those issues that affect the school as a whole, such as the master schedule, the location of staff in different rooms, and the assignment of aides to teachers or teams. (para.1)

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Liceo Sinaí has 789 pupils and 195 professors and administrative staff. Moreover, it is divided in the following department: Science, Mathematics, French, Spanish, Social Studies, English, Chemistry, Physics, Biology, Philosophy, Psychology, Plastic Arts, Physical Education, industrial arts, Music, Home Education, and Religion. Finally, this section showed where is located, how is divided the institution and how it works with all the subjects and departments. In the next step is described the population and sampling that help to get a clear understanding of the research project.

3.5 Population and Sampling

3.5.1 Population

The population of this research project is one of the most fundamental bases to carry out with the recollection of the data. Moreover, the population can show what are the weaknesses or strengths in the investigation in order to create some statistics and get results. (Taylor, 2019) stays:

A statistical population is any group of individuals who are the subject of a study, meaning that almost anything can make up a population so long as the individuals can be grouped together by a common feature, or sometimes two common features. (para. 5)

The population of the project is from Liceo Sinaí, they contribute to gather all the necessary and special information for the investigation. Moreover, the principal of the educational institution opens the door to facilitate the development of the project. Additionally, the teacher who is in charge of the group, also helps through the processes of carrying out the project. Consequently, the learners from seventh grade are the ones who will give most of the data for the project. This section of the project gives a general idea of the population that is involved in the whole process of the investigation. Moreover, the importance that it has in the research project. The principal, teacher, and pupils are the main protagonist of this investigation. The following step, it is discussed about the sampling, its importance, and organization.

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3.5.2 Sampling

The sampling plays a fundamental role in the development of the research project. According to (Tuovila, 2019) "Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population" (para.1). Moreover, at Liceo Sinaí, pupils from seventh grade are the ones who will give the essential information in order to create the analysis of the project. As a consequence, one investigator emphasized that "Sampling is the process of selecting a representative group from the population under study" (Leod, 2019, para. 1). Consequently, for this research project, the sampling selected is the 7-3 group, it is composed by 23 students who are divided into 15 boys and 8 girls. Moreover, it is necessary to clarify that in this high school each section is divided in other 2 groups; for example, the 7-3 group is separated in group A and group B. Moreover, for this project, the group A is the one who will give the basic data and it is composed by 11 pupils. There are 7 boys and 4 girls. The teacher of this group will contribute to gathering more data for the investigation. The principal of Liceo Sinaí gives support to the information that has been studied. Those are the group of population selected for the research. They conform the sampling that is one of the most necessary elements of this investigation. Finally, the sampling is a step in which is discussed the specific group of population that gives the data for the research and how it is divided. Taking into account the importance of it for the following steps. Additionally, in the following description are described the data collection and the instruments that have to be applied to students, teacher, and principal at Liceo Sinaí.

3.6 Data Collection Procedures and Tools of Initial Research

In world research, there are several benefits of using action research. Therefore, Rose et al. (2019) point out that this kind of methodology "It is ideal for problem-solving in real situations and is perhaps one of the few approaches that are strong for evaluation the impact of teaching methods, curriculum innovation and policy implementation" (p. 9). As a consequence, by using action research, this project started with the identification of a real-life problem in the educational field. Thus, through several research, it is found that many English learners have trouble in their listening skills, pupils have issues in understanding the English language. Therefore, two

researchers studied common listening problems that learners face in their English studies; as a consequence, these issues of auditory abilities can be seen as "lack of control over the speed at which speakers speak, not being able to get things repeated, the listener's limited vocabulary, failure to recognize the "signals," problems of interpretation, inability to concentrate, established learning habits " (Yılmaza & Yavuzp, 2015, p. 2047). Therefore, the diagnose made is that in the most educational institutions, there is a lack of attention to the listening skill and in the same manner, the auditory ability is not teaching in a suitable way in which learners can learn how to listen; for these circumstances, Tersta and Novianti (2017) noted that:

> Students may face the difficulties of the listening and the teacher need to emphasize the listening in the learning process. Furthermore, the problem also arises when the listening comprehension does not get attention from the teacher. Some of the teacher and the institution tend to neglect listening comprehension and pay more attention to structure, writing, reading and vocabulary. As a result, the students tackle many problems on their listening comprehension. (p. 33)

As a consequence, the educational staff, especially the English teacher have to emphasize the teaching of listening in the English class in a manner that pupils can understand the language and use it for communication. Therefore, one investigator remarks that in order to be successful in the auditory skill, learners have to be involved with strong listening strategies or methods (Yılmaz & Yavuzp, 2015, p. 2046). For this circumstance, researchers of this investigation, propose the "improvement of learners' listening competence through the implementation of apps in the English learning process." Hence, to fulfill this research objective, it is elaborated some procedures to try to address the main objective of the investigation by using action research; thus, Rose et al. (2019) stated that "Action research is conducted in carefully cycles of plan implementation, observation and reflection for further planning" (p. 9). As a consequence, an action research project has to be constructed cautiously since the beginning in order to obtain future results to try to prove if the research proposal "The improvement of learners' listening competence through the implementation of educational apps in the English learning process" can be used to improve the pupils' auditory skills; thus, Ontario (2009) explains that to obtain results from the research objective, the data collection measures progress and success of the investigation goal:

Collecting data can help measure a general state of affairs, not limited to specific cases or events. When data is gathered, tracked and analyzed in a credible way over time, it becomes possible to measure progress and success (or lack of it). (p. 3)

Therefore, the purpose of the investigation has to be tested to generate results to support the pupils' listening skills by using applications in the English learning process. As a consequence, it is highlighted how the data collection procedure is made in this project to provide outcomes to the research objective.

In order to gather information in the investigation, the data collection has to be made, based on certain procedures. Hence, Belyh (2017) remark that "Data collection is described as the "process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer queries, stated research questions, test hypotheses, and evaluate outcomes" (para. 6). As a consequence, the gathering of information in the research has to be based on variables, hypothesis, and research questions; moreover, once that these elements are established in the project, the researchers have to choose the methods of "gathering information" to find answers of how to implement listening activities using educational apps in the English learning process. Thus, for the data collection of the investigation, Streefkerk (2019) explains that there are to two methods to collecting and analyzing data:

There are two approaches to collecting and analyzing data: qualitative research and quantitative research. Quantitative research deals with numbers and statistics, while qualitative research deals with words and meanings. Each of these types of research has different objectives and methods, and both are important for gaining different kinds of knowledge. (para. 1)

Therefore, with the use of these kind of methods of qualitative and quantitative, researchers can obtain a variety of knowledge that they need to construct and find answers to the research objective. As a consequence, the investigation uses both approaches for the multiple benefits that they offer to the research; for instance, an investigator explained one of the profits of these research

methods; therefore, he determines that "the data collection provides to the researcher "primary data collections focusing on both qualitative and quantitative data" (Sileyew, 2019, para. 14). Hence, it observed that both strategies are useful for the research due to the data collection can be collected in different manners. Thus, Ajayi (2017) explains that qualitative primary data collection strategy provides "Primary data sources include surveys, observations, experiments, questionnaire, personal interview" (p. 3). Therefore, these are examples used to collect data in the research using qualitative data collection methods. On the other hand, the focus of the quantitative gathering of information is that it uses a pretest. Hence, Howard (2018) indicates that "Most often, quantitative pretests obtain a numerical measure" (p. 2). It is observed that the pretest is an important factor in the data collection procedure in order to obtain numerical results that help investigators to take action of the main research objective to try to improve the learners' listening competence. As a consequence, all these aspects presented are fundamental in the project to understand how the data collection procedure is carried out.

Additionally, studying the qualitative and quantitative methods to collect data, it is determined to use the tools of initial research "pretest and questionnaires." Thus, Hurst et.al (2015) explain that "Pretesting can also provide advance warning about how or why a main research project can fail by indicating where research protocols are not followed or not feasible. (para. 6). Thus, the pretest in a fundamental aspect due to it can provide results that can inform or prevent possible fails in the research at the time to decide what kind of actions are made after applying this kind of examination; as a consequence, the pretest has to measure what the researchers want to know with the purpose to reinforce areas of attention. Therefore, to apply this examination, researchers pretend to prepare a mediation activity of listening based on MEP's syllabus 2016 to obtain data to analyze problems that learners are facing in their auditory abilities in order to enhance the' listening competence through the implementation of educational apps in the English learning process. As a consequence, this pretest is administrated to learners of seventh grade of Liceo Sinaí. Consequently, after applying this kind of examination, it is pretended to carry out questionnaires for the principal, teachers, and students of seventh grade of the educational institution. Thus, one investigator explains that "data collection through questionnaires" is "The main tool for gaining primary information in practical research is questionnaires, due to the fact that the researcher can decide on the sample and the types of questions to be asked [2]. (Sileyew,

2019, para. 20). As a result, it is studied that questionnaires are powerful tools to collect data to take action about the objective of the investigation; however, it has to be carefully structured to make sure that the questions made in the tool, use the data that has to be measured. Thus, the information provided in the questionnaire, measures the variables, the indicators that attend directly the main purpose of the investigation that is the improvement of learners' listening competence through the implementation of educational apps in the English learning process. As a result, the information gathered from the pretest and questionnaires is analyzed to implement and conduct auditory activities using educational apps to help seventh-grade learners at Liceo Sinaí to be competent English listeners.

Therefore, the data collection and tools of initial research are elaborated using the action research fundaments; for instance, it is studied that this approach is beneficial for problem-solving in the educational field; as a result, the identified problem is that there are many learners who have troubles in their listening skills that interfere in their auditory competence in the English learning process. For this factor, the educational staff, especially teachers have to take more attention to develop the pupils' listening skills, involving them with strong strategies to make competent in the English language. As a consequence, it is made a proposal to improve the learners' listening competence through the implementation of educational apps in the English learning process. Thus, to address the project objective, it is fundamental to make a data collection to measure the progress and success of the research goal. Therefore, to gather information in this action research project, it is making use of two methods: qualitative and quantitative data collection methods. Hence, the qualitative strategy uses primary sources to collect data; for instance, surveys, observations, experiments, questionnaires, and personal interview. On the other hand, the quantitative method uses pretests to gather information. As a consequence, this action research project uses "questionnaires and a pretest as the tools of initial research." Consequently, it is pretended to apply a questionnaire and a pretest to seventh-grade learners from Liceo Sinaí. Thus, with the pretest, it is making a mediation activity of listening based on MEP's syllabus 2016. Additionally, it is administrated a questionnaire for the principal and the teacher who is in charge of the seventh graders. Subsequently, the results gathered from these tools of gathering information, help the researcher to solve a real-life problem that pupils are facing in their English studies. Therefore, it is determined that the data collection plays an important role in the investigation and in the

following section, it is analyzed the research instrumentation as the principal elements of data collection to address the project objective.

3.6.1 Instruments

In order to make more valuable the investigation, it is necessary to create certain data tools that help the researchers to support their investigation. Thus, Yaya (2014) states that "Measurement instrument refers to various methods through which a research obtains data from respondents for his research work. The term data refers to all forms of information that researchers obtain from the participant of the study" (para. 1). As a consequence, it is necessary to determine what kind of tools are using in order to collect data; thus, the research is making use of the pretest and questionnaires; moreover, these are the tools that are in charge of gathering information from the participant of Liceo Sinaí. Hence, Formplus (2020) remarks that information gathered from these participants help the investigators:

> To support a need for a new idea, change and/or innovation, To prove the need for a change in the norm or the introduction of new information that will be widely accepted, it is important to collect data as evidence to support these claims. (para. 14)

Thus, it is pretended to use educational apps in the English learning process to analyze how this innovative way of teaching can help learners to improve their listening skills. Therefore, before obtaining results to prove if the main objective can be done in the best possible way, an investigator remarks that "scientists carefully design their research methods to ensure the accuracy, quality and integrity of the data" (Bradford, 2017, para. 3). As a consequence, investigators or professionals in the world research, design carefully their instruments to make sure that the results from them guarantee accuracy, quality, and integrity. Therefore, Craze (2018) explains the importance of accuracy in research:

> accuracy means how precisely the measured value or findings reflect the real or the original values. By measuring the accuracy of the research the researcher can prove that the research is generalizable, reliable, and valid. Validity, reliability and accuracy are three

characteristics of research that make the research. The measurement of accuracy can be done by using statistical techniques. (para. 1)

As a consequence, the pretest and questionnaires have the purpose to measure and analyze data to prove how useful can be the listening skill taught by educational apps in English teaching. Thus, the creation of these instruments have to be carefully constructed due to that if there is a mistake in the information gathered from these tools, they cannot keep data accuracy; as a consequence, the research project results cannot be considered "valid." (Bradford, 2017, para. 3). Nonetheless, without the precision of the information in the instruments, in the same manner, the reliability can be affected. As a consequence, the information in the tools pretest and questionnaires are based on keeping the hypothesis, variables, and research questions to show data accuracy results. Additionally, it exposed another way of promoting accuracy in the outcomes; thus, craze (2018) explains that "One way to achieve accuracy is through the use of right sample for your research. The right sample reflects the population that needs to be studied" (para. 2). Hence, to apply the pretest and questionnaires, these tools are applying to only one group of seventh-graders; moreover, one questionnaire for the principal and the teacher who teaches to the group of seventh graders. Additionally, it is maintained the same questions from the questionnaires and pre-test for the accuracy of data results. Moreover, it is pointed out the importance that data quality and integrity have in the instruments for the gathering of information. Thus, Carvalho (2015) illustrates that "The derivative of data quality is data integrity; valid information producing trustworthy knowledge" (para. 4). As a consequence, it is observed that these terms of information quality, integrity, and accuracy are linked together due to their cores is to promote valid and accurate data information. Thus, the pretest and questionnaires of this action research make use of these important aspects in order to get the needed information to support the innovative idea to improve the learners listening competence by using educational apps in the English learning process.

Therefore, this action research project is using pretest and questionnaires to collect data from the participants of Liceo Sinaí. As a consequence, the data collected by these instruments are the evidence that helps the researchers to support the plan to measure if educational apps can improve the learners' listening competence in the English learning process. Moreover, these tools of pretest and questionnaires have to ensure the accuracy, quality, and integrity of the data. Thus,

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accuracy means that the results gathered by these tools have to be precise; hence, if it does, the results can prove that the research is generalizable, reliable as well as valid. Additionally, at the time to make the questions in the instruments and there is a mistake in the creation of them, it means that the information gathered can show inaccurate data, lack of validity as well as a deficiency in its reliability. Hence, the data collected from this tools have to generate the information that researchers want to measure; as a consequence, to produce accurate results from the pretest and questionnaires, they have to be based on the hypothesis, variables as well as the research questions; moreover, the same tools and questions have to be applied to the group of participants in the research to generate accurate data. Additionally, the relationship between accuracy, integrity, and quality data is that they are linked together to promote valid, reliable, and accurate data information to support the innovative idea to improve the learners listening competence by using educational apps in the English learning process; as a result, these are some important elements that pretest and questionnaires have to comply for the gathering of information. Therefore, due to all these aspects of the research, the elaboration of the data collection instruments is fundamental to get results from the investigation; nonetheless, before applying the project activity by educational apps to improve learners' listening competence, it is fundamental to make a dress rehearsal to analyze, prevent future problems or reinforce areas that need improvement. Hence, in the next section is described the research pretest that helps to the improvement of the investigation proposal.

3.6.1.1 Pre-test.

Some investigators point out that pretest is considered as an important data collection tool for a short simulation in the research. Thus, Hurst et.al (2015) explains that "By definition, pretesting involves simulating the formal data collection process on a small scale to identify practical problems with regard to data collection instruments, sessions, and methodology" (para. 6). Therefore, a pretest can be seen as a simulation in the research, and it is studied that the use of this tool in an investigation is fundamental to make a dress rehearsal to identify possible troubles that may interfere in the data collection instruments and future steps of how to go on with the research procedures. As a consequence, the pretest has a significant impact in the research due to

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it helps the researchers about how to proceed in the investigation. Thus, Troidl et.al (2012) reinforces how useful is pretesting theories for the investigation:

> To verify that the research study will proceed as planned and that the data-gathering instruments will perform as intended, always conduct a pretest, or dress rehearsal of the study in the field. The pretest is a critical step because it is impossible to anticipate all the potential detrimental factors that may come into play. (p. 93)

For these circumstances, with the use of the pretest, investigators pretend to anticipate or studied troubles that seventh-grade learners are facing in their listening classes in order to provide them the main research objective, that is helping pupils in being competent English listeners by applying educational apps in the English learning process. Therefore, this pretest is for seventh-grade learners; nonetheless, the teacher who in charge of them pointed out that these learners are facing a new cycle in their lives, and they need some special attention due to they still behave as if they were in primary education; nonetheless, in the same manner, the professor points out that they have a great development in the English class. Thus, one researcher emphasizes that "At the classroom level, data is broadly considered in terms of content and performance" (Heick, 2019, para. 3). For this circumstance, it is fundamental to consider the learners' level and development in the classroom in a way that can reach a high performance in class due to they are at the beginning of seventh grade. Nonetheless, the positive fact is that they have some experiences in these few months of receiving English classes, and they know a little about secondary education, which is beneficial for the researchers in applying the pretest and help them in being competent listeners in the English language. Therefore, for this "pretest" it is preparing an activity taking into consideration those aspects of pupils' level to measure their performance in the English language. Additionally, this task is based on MEP's syllabus 2016. Hence, Ministerio de Educación Pública, English syllabus (2016) suggest making activities based on "implementation of concrete, meaningful and relevant real-life situations for students to demonstrate their English language abilities through tasks" (p. 32). Thus, it is made a listening activity based on a real-life situation in which learners have to make use of their listening skills to complete the task is a scenario, theme, and listening assessment strategy that is made by the didactic sequence of the auditory skill. This last aspect of the MEP's syllabus is essential to develop the listening abilities due to the "didactic

sequence" guides the learners learning process; as a consequence, taking into consideration the seventh-grade level, researchers of this project decides to make use of the didactic sequence for its processes to develop the listening ability. Therefore, Ministerio de Educación Pública (English syllabus, 2016) illustrates that this didactic sequence is "pre-listening, motivating, contextualizing, explaining task goal); listening for the first time (general understanding); pair/group feedback; listening for the second time (more detailed understanding); and self/co assessment." (p. 36). Therefore, in the classroom the pretest is using this didactic sequence as the principal process in which learners are involved to complete examination task; hence, one investigator emphasized that "idea of designing didactic sequences that will make it possible to develop the same topic for diverse academic classes, proposing activities with different degrees of difficulty" (Castillo, 2018, para. 2). Therefore, the desire is that learners can make the examination activity without pressure; as a consequence, by designing the listening sequence, learners can be exposed to previous preparation to simple to a more difficult activity until they complete the main pretest task. As consequence, it is making all this procedure with the pretest due to it is expected to gather useful information in this examination, in which researchers can take strong evidence and use it to support the main research project. Therefore, Troidl et.al (2012) emphasized that "When you examine the data-gathering instruments, determine whether they work in the field" (p. 93). As a consequence, the pretest in a powerful tool that helps the investigators to make a diagnose using listening tasks and the results are analyzed to observe possible problems or interferences that may come for future application of apps in the English classroom.

Therefore, the pretest is an important data collection tool to make short simulation in the research to identify problems that can interfere in the gathering of information and for future steps of how to proceed with the project. As a consequence, with the use of the pretest, researchers pretend to anticipate and studied problems that seventh-grade learners are facing in their listening class to involve them with the main research objective of the improvement of their auditory competence by using educational apps in the English learning process. Thus, the pretest is for seventh graders who are facing a new cycle in their educational life; for this factor, they need more attention in the development of their English skills to show a high level of performance in the language. Nonetheless, the positive factor is that the teacher who is in charge of them points out that learners have a great development in English; additionally, another helpful aspect is that pupils

have some secondary experiences in these few months of classes which is beneficial for the researchers to apply the pretest and get positive outcomes in the examination. Moreover, the pretest is based on a real-life situation task in MEP's syllabus 2016 in which learners have to demonstrate their listening abilities; then, diagnosing possible interferences that may affect the project procedures in the future. Additionally, these pretest activity takes into consideration the pupils seventh-grade level, scenario, theme, listening assessment strategy, and didactic sequence. Therefore, using this procedure of developing the listening skill is beneficial for learners in order to be exposed to previous preparation to simple to a more difficult activity until they complete the main pretest activity. Hence, it is taking into consideration all these aspects of the pretest for the main circumstance that researchers want that learners complete the examination without pressure in which it is expected to get strong results or evidence and use it to observe possible problems or interferences that may come for future application of apps in the English classroom. As a consequence, it is always fundamental to use strong methods of data collection in research as a pretest, that helps to make a dress rehearsal for future interferences that may affect the project. For these factors, this project is also using questionnaires in which one researches states that a primary instrument to obtain data in the research is questionnaires; as a consequence, this tool makes the investigation useful. (Sileyew, 2019, para. 20). As a consequence, in the next section is described the questionnaires, and its importance to reach the investigation objective of improving the learners' listening competence by educational apps.

3.6.1.2 Questionnaires.

A questionnaire is a data collection instrument that this action research uses; therefore, Kabir (2016) points out that "A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses" (para. 208). As a consequence, a questionnaire is an important tool for data collection that consists in a number of questions or different interest situations that researchers what to obtain from their respondents and the information gathered, is statistically analyzed to help learners in their listening competence by educational apps in the English learning process. As a consequence, Kabir (2016) highlighted that with the data collected in the questionnaires: "it can be used to compare and contrast other research

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and may be used to measure change" (p. 210). Therefore, the main purpose of the usage of questionnaires is to survey a change, an innovative manner of using applications in English education to enhance auditory abilities. Nonetheless, in order to obtain useful results, questionnaires have to be well designed as it has been pointed out through the development of this chapter; as a consequence, Neelankavil (2015) emphasized that "Good questionnaire design is a key to obtaining the right information. In designing a questionnaire, a researcher has to make sure that is easy to administer, clear, and easily understood by a majority of the population" (p. 184). Therefore, the questionnaires made in the investigation are well-structured based on the variables, indicators, and research questions in a manner that questions make in the instrument can be understandable and easy to answer to gather meaningful information that can be used to support the research objective. Additionally, one investigator remarks that a well-designed questionnaire can promote "data accuracy" which is one the main aspects that these tools have to provide to obtain helpful results that researchers need (Neelankavil, 2015, p. 185). Moreover, it is exposed to another important element at the time to make the questionnaire. Hence, Flanagan (2015) indicates that "For each question: State whether it is an open or closed question" (p. 58). Thus, it is fundamental to decide if it is used open or closed questions. Therefore, Neelankavil (2015) explains that "questions can be open-ended, soliciting a broad set of responses from the respondents. These are difficult to tabulate" (p. 185). Open-ended questions are useful for the research depending on how researchers want to design their questions and how to obtain responses from the participants in the questionnaires; nonetheless, they could be difficult to tabulate. On the other hand, Leod (2018) explains that:

Closed questions can also provide ordinal data (which can be ranked). This often involves using a continuous rating scale to measure the strength of attitudes or emotions. For example, strongly agree / agree / neutral / disagree / strongly disagree / unable to answer. (para. 9)

As a result, this is an example of how closed questions in a questionnaire can be used in research; as a consequence, this project is using closed questions in which it is designed a rating scale that makes use of "Siempre, Casi siempre, Algunas veces, Casi nunca, Nunca." Additionally, Leod (2018) explains the strength of closed questions; therefore, he points out that "The questions

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are standardized. All respondents are asked exactly the same questions in the same order" (para. 11). Therefore, all the participants in the questionnaires will get the same closed questions and rating scale to measure their level of agreement in the questions proposed in the instrument. As a consequence, this is the manner in which investigators design the questionnaire in order to obtain results from their participants.

As a consequence, once that the investigators elaborate the questionnaire designed with its questions, the population is in charge of answering the instrument; therefore, Kabir (2016) remarks that a "questionnaire consists of a number of questions that the respondent has to answer" (p. 209). Therefore, the target population who responds to the questions in the project is from Liceo Sinaí. Hence, the questionnaire is administered to three groups of participants: the principal of the educational institution, a group of seventh-graders, and the teacher who is in charge of the seventh-grade learners, in which they have to answer nine questions. As a consequence, it is fundamental to determine how it is administered these questionnaires; therefore, Kabir (2016) explains that "Main modes of questionnaire administration are - Face-to-face questionnaire administration, where an interviewer presents the items orally. Paper-and-pencil questionnaire administration, where the items are presented on paper" (p. 2010). Hence, it pretended to administer the questionnaires in real life, which is means that researchers visit the educational institution to apply this instrument. As a consequence, the questionnaires for the principal, teacher, and learners are administered by a paper and with a pencil, they have to choose and answer according to their level of agreement with the items proposed in the questionnaire. Moreover, orally, researchers will explain to them the questions presented in the instrument for a better understanding of what they have to answer. Nonetheless, Flanagan (2015) explains a negative factor that can interfere when presenting the questionnaire to the population:

> participants wish to present themselves in the best possible way and therefore may not give
> answers that truly represent what they think or feel. Instead, they behave in the most
> socially acceptable way for the purpose of a research study. (p. 62)

As a consequence, participants cannot be honest at the time to answer the questionnaire, which is a usual problem that can be presented in the results; hence, researchers expect honest

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answers from the principal, teacher, and learners in order to get the right and useful information to analyze it and use it for future application of educational apps in English education to improve the learners' listening skills.

Therefore, to have a better understanding of the tool of data collection, it is making use of questionnaires that consist in a series of questions and other prompts to gather information from their participants and the results obtained are statistically analyzed to help pupils in their listening competence by educational apps in the English learning process. As a consequence, this is the main purpose that researchers are using questionnaires; however, to obtain useful results that investigators can use it to support this research proposal, the literature showed that questionnaires have to be well designed to make sure that the instrument is easy to administer; moreover, in the same manner, a clear and understandable tool for the population who has to answer the questions. Hence, the questionnaire is made taking into consideration variables, indicators, and research questions to provide to the respondents a well-designed tool in a way that the questions make in the instrument can be comprehensible as well as easy to answer to support the research objective. As a consequence, a well-designed questionnaire can produce "data accuracy" as a way to obtain helpful results from the tool, that is what the researchers want for the investigation. Moreover, it is important to determine what kind of questions are used in the tool; as a consequence, it is mentioned two types of ways to create them: open or closed questions. Hence, analyzed them, researchers determined to use closed questions. Moreover, "closed questions" use a rating scale design; as a consequence, the questions make in the questionnaire are answered by choosing Siempre, Casi siempre, Algunas veces, Casi nunca, Nunca." Furthermore, the strength of closed questions is that the population who participates in the questionnaire are asked the same questions in order; as a result, all the respondents have to answer the "same questions" using the rating scale. Hence, this is the manner in which researchers design the questionnaire in order to get results from the participants involved in the tool. Moreover, the instrument provides nine questions in which they are answered by the principal, seventh-grade learners, and the teacher who is in charge of the section. Consequently, questionnaires are pretended to be administered face to face as a well as paper/pencil questionnaire administration, which consists of visiting the educational institution and the instrument is provided in a paper to the participants in which they have to complete it by pencil. Additionally, researchers will explain orally the questions in the questionnaire to the

principal, learners, and the teacher, with the intention that they understand what they have to answer. However, the negative factor is that the population cannot be honest at the time to complete the questionnaire, they can give answers that do not represent what they want to respond. Therefore, investigators wish honesty in the responses to get the right and useful data to analyze it for future application of educational apps to help learners in the improvement of their listening skills.

Therefore, once that researchers apply the data collection instruments to the population at Liceo Sinaí, and they obtain the information from the tools, the data has to be analyzed for decision making of how to proceed with the research. Therefore, Neelankavil (2015) indicates that "data analysis is the process that converts raw data into meaningful information" (p. 266). Hence, in the next chapter fragment, researchers present the "data analysis" argument to start with the processing of information gathered from the pretest and questionnaires.

3.6.2 Data analysis

In the current chapter fragment is analyzed the main purpose of the data analysis in order to start with the procedures of information gathered from the pretest and questionnaires. Therefore, Neelankavil (2015) illustrates that data analysis has a significant impact on the research:

> Once data has been collected, the researcher must analyze them in order for them to be of use in decision making. Analysis of data is the process of transforming data into information. The way the raw data from a research study are prepared for analysis and the manner in which summary and descriptive statistics are calculated can often make a substantial difference in the usefulness of the report. (p. 53)

Hence, the gathering of information is made due to the usage of a pretest and questionnaires; thus, once that researchers obtain results from these data collection tools, the main purpose is to use the data collected and analyze it to transform it into meaningful information to make conclusions of the main problem under investigation. Moreover, with the data analysis, investigators pretend to make reports that help to take actions of the result gathered from the

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instruments to improve the research proposal to improve the learners' listening competence through the implementation of educational apps in the English learning process. As a consequence, in the current section, it is presented the result gotten from the pretest and questionnaire tool, and the information gathered is analyzed employing charts and figures.

Consequently, in the following step of the research project is essential to illustrate through the use of charts and graphs the different results of data obtained by the application of some instruments at Liceo Sinaí. Moreover, the definition of data analysis is the root in order to determinate sustainable information, as (Grant, 2020) stays "Data analysis is the process of evaluating data using analytical or statistical tools to discover useful information" (para. 3). Therefore, the importance of how the researcher finds the information and then establish methods to analyze the data is a significant step in the investigation. Additionally, the data analysis is the process of transforming the data collected into specific information. Consequently, Neelankavil (2015) points out that:

Data analysis consist of two distinct steps: the data-preparation phase and the actual data-analysis stage. The data-preparation phase includes editing and coding. Editing ensures that the data are readable and accurate. Coding involves establishing categories and assigning codes to them. Coding transfers responses from written to alphanumeric format for entering the data into computer for analysis. In the actual data-analysis stage, responses are tabulated and inferences draw through quantitative manipulation. (p. 53)

Therefore, following the argumentation of the data analysis, it is important to determine that the examination of information is carried out due to the qualitative and quantitative data collection methods. As a consequence, Streefkerk (2019) points out that "Quantitative and qualitative data can be collected using various methods" (para. 5). For this circumstance, this action research project is using both approaches for the multiple methods of collecting data. For instance, through the development of this chapter, it is studied that qualitative and quantitative method uses primary and secondary sources. Therefore, one researcher pointed out that "Primary data collection sources include surveys, observations, experiments, questionnaire, personal interview, etc." (Surbhi, 2017, para. 9). Additionally, focuses on the quantitative approach, it

promotes pretest tools for research; for this fact, Wolf et al. (2016) studied that "Quantitative assessment is typically based on quantitative pretests" (p. 273). As a consequence, using a pretest and questionnaires in this research, is the main core of obtaining information from the participants at Liceo Sinaí and the results gotten from them are statistically analyzed to support the main research proposal of improving the learners' listening competence by applying educational apps in the English learning process.

Additionally, the use of charts and graphs maximize the understanding of the data analysis. According to (Slutsky, 2014) "Graphs are a common method to visually illustrate relationships in the data. The purpose of a graph is to present data that are too numerous or complicated to be described adequately in the text and in less space" (para.1). Consequently, all the gathered information can provide if the research might have positive or negative answers from the subjects of information that represent the principal, the teacher, and learners of seventh grade at Liceo Sinaí who are in charge of answering the items of the instruments. Moreover, the results collected from the "items" are represented in the chart and graphs using a rating scale which consists of measurement, making use of Siempre, Casi siempre, Algunas veces, Casi nunca, Nunca. Additionally, the items' results will be manage considering that 70 % or more that this percentage is considered as an efficient finding, and a lower outcome of 70% is a deficient result. Finally, the analysis of the "items" leads the researchers to establish conclusions that help to detect possible weaknesses in the learners listening competence what will be strengthened through the implementation of the project in Seminar II.

In conclusion, the data analysis is the tabulation of all the information that the researcher gets at the moment of applying the instruments, it is necessary to mention that the qualitative and quantitative methods contribute in a significant manner in the development of the pretest and questionnaires. This all components create the charts and graphs in the data analysis with the purpose to determine weaknesses in the learners' listening competence to strengthen them through the application of the project in seminar II. Consequently, in the following section, researchers create and organize all the data into charts and graphs; also, it is written its respective descriptions in order to have a better understanding of the gotten results from the participants at Liceo Sinaí.

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Chapter IV Action Plan Proposal

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4.1 Chapter Introduction

In the development of this chapter is elaborated the action plan proposal of this project in order to fulling the research objective that is the improvement of learners listening competence; as a consequence, Joyce (2020) explains the main purpose of creating an action plan proposal using the action research fundaments that helps the researchers to have a deep view of the identified problem and find practical solutions to solve it:

An action plan is particularly significant in a situation whereby things are not running are expected or there is a need in the change of strategy.[1] Practical solutions might be very much needed in such cases. Action research therefore ensures that a practical solution into whatever social situation is found. By using action research the tutor understands the situation deeply besides finding the most practical solution to it. (para. 3)

Therefore, the elaboration of this chapter has a significant impact on the project due to researchers elaborate a plan to help learners in the improvement of their listening skills. Thus, through several investigation, it is determined that pupils have many troubles in listening comprehension that affects the development of the English language; as a consequence, Ramli (2019) investigated listening factors that interfere in the English learning process:

The difficulties in listening in listening process may be affected by many factors such as speech rate, words, phonological features, test structure/syntax, and background knowledge to own factors such as insufficient experience to the target language, low interest and motivation. Those factors are visibly linked to the ability to recognize the word. (p. 7)

Therefore, there are many factors that can affect the listening comprehension that can make hard the learners learning process in English education; moreover, the pupils' language acquisition can be affected when the instructor creates didactic materials to develop the auditory skill due to one researcher remarks that the ability to listen is a vital element for "language acquisition" that has to be carefully developed (Renukadevip, 2014, p. 59). Thus, the listening ability has to be

taught in a manner that learners acquire all the information that they need in order to comprehend and learn the English language. Moreover, the auditory skill has to have more attention in its development for the main circumstance that listening can improve the other English abilities, speaking, writing, and reading, making pupils use the language for communication (Hamouda, 2013, p. 113). Furthermore, through a lot of research, it is found that the learners' communicative competence is a goal in Costa Rican education (Ministerio de Educación Pública, English syllabus, 2016, p. 4). As a consequence, it is elaborated the action plan proposal with the three teaching strategies that are written in detail in the project to support learners in having better communicative success in the English language to fulfill the objective of Costa Rican educational system and reduce the problems that learners face at the time to listen to the English language that interferes in their process of learning. Therefore, the elaboration of the proposal and the teaching strategies helps the researchers of this project, English teachers, and investigators in their professional development. Thus, Joyce (2020) explains the usefulness of self-improvement:

Professional development is very vital in the improvement of a tutors craft or teaching practice and it is significant in improving the learning environment. It focuses on the basic practices that are vital in education. It ensures the development of skills, practice as well as knowledge all of which are very important in the learning process. (para. 9)

Hence, the final outcome of the chapter can help the English professors and investigators to improve the learners listening competence in English education, reinforce teaching practices of listening, and getting ideas of how to support pupils through the development of their English learning process.

Therefore, in order to help learners in their improvement of the communicative competence in the English language, it is elaborated the action plan proposal focuses on the development of the listening skills as one of the keys for the "communicative success." Hence, as explained by Remen, (2020) it is stated that:

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen

effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. (para. 2)

As a consequence, it is observed that the listening skill influences the success of communication; thus, it is created the action plan proposal to help learners to have a better communicative skill, following a structure. Therefore, it is elaborated the title of the proposition that is "The application of educational apps technologies to strengthen the learners' listening skill in the English learning process." Thus, with the title proposal, it is using modern technologies in the English syllabus 2016 to help seventh-grade learners in their auditory abilities. Moreover, once that the title is established, it is presented the justification of the plan. Therefore, a study made by one researcher, emphasized that the "justification" "will help set up the need for the current study" (Editage, 2018, para. 1). As a consequence, it is pretended to justify why the proposal has to be performed. Moreover, following with the structure of the action plan, it is exposed a section that is called, "alternative methodological proposal" in which it is writing the necessity of the implementation of the proposal, and it is explained what are the three strategies about that compose the plan to have a previous understanding and explanation of them, that are proposed later on in the "proposal." For this factor, Schneider and Fuller (2018) point out that "The rigor and clarity of your methods of inquiry are essential to enhance promote your proposal" (para. 7). Moreover, the alternative methodological proposal also looks for what is the importance, the necessity, and the scopes that the three strategies have in the educational system to improve the learners learning process; as a consequence, it is clarified these aspects in the section to strengthen the credibility of the plan. Consequently, following the section of the chapter, it is implemented the "alternative methodological proposal" in which it is written what the researches pretend to make. Therefore, the application of the plan is to create three different strategies to try to solve a problem that learners face in English education; thus, Schneider and Fuller (2018) indicated that "Writing a proposal is a problem-solving activity" (para. 7). As a result, it is written three different strategies using apps and technologies to help seventh-grade learners in the improvement of their listening competence in the English language; additionally, these methods used are designed keeping a process that is working on the English syllabus 2016, unit number four, scenario called "Checking Things off a Shopping List." And moreover, the scenario, let´s celebrate Costa Rican Culture. As a consequence, the strategies maintaining its respective, theme, assessment strategy, didactic

sequence of listening with its respective materials that count as evidence of the plan; hence, all the resources make in the proposal are added in their corresponding section. Additionally, each of the three methods has a specific objective; therefore, one investigator explains that the goals of an action plan should tell about what is pretended to be achieved in the plan implementation (Paris, 2018, p. 1). Therefore, it is pretended to describe in detail the objectives to have an understanding of what is the goal of each strategy, and at the end of each method, it is made an evaluation. As a consequence, one researcher indicates that plan an assessment "guides you through each step of the process of evaluation. It helps you decide what sort of information you and your stakeholders really need" (Meera, 2020, para. 4). Hence, this part of the assessment is pretended to inform how can learners be evaluated with the action plan proposal; thus, English teachers and investigators who are interested in applying the project can obtain information on how can be pupil assessed. Also, once that is established the evaluation proposal, the elaboration of the plan has to have a social and educational impact. Therefore, the social effect is described as the necessity to learn English to succeed in this competitive world, and the educational influence is presented as the need to create different strategies in English education to help learners in their English proficiency. Moreover, at the end of the action plan proposal is making a post-test. Hence, Hoffmann et al. (2013) explain that "The most common methods for reporting the results of a diagnostic accuracy study are the sensitivity and the specificity of a test" (p. 152). Therefore, it is elaborated a post-test that is a report of what was made in the whole methodological proposal in which is specified in detail the plan from the beginning of its elaboration until the final construction of it with the purpose that English teachers or investigators can apply this project proposal for future improvement of the learners' listening competence in the English language. Finally, to conclude, it is made the conclusion of the chapter.

Therefore, in this chapter is created the action plan proposal of the project in order to fulfill the main objective of the research that is to improve the learners listening competence in the English language. Hence, it is elaborated this plan using the fundaments of action research that allows the researchers to have a deep understanding of the problem and try to find practical solutions to solve the trouble. As a consequence, it is investigated that learners have many issues in listening comprehension that affects the English learning process; hence, it is found factors that are visible liked to the ability to recognize words. For instance, speech rate, test structure/syntax,

phonological features, learners' background knowledge to own factors such as insufficient experience to the target language as well as the lack of interest and motivation for the language. Additionally, due to these circumstances, the pupils' "language acquisition" can be affected when the instructor elaborates didactic materials to develop the listening skill; as a consequence, the auditory ability is a vital element that has to be carefully developed in a manner that leaners can comprehend and learn the language. Furthermore, it is found that the listening skill has to have more attention in its development due to this ability can improve the English skills of speaking, writing, and reading, permitting learners to use the language for communication. Moreover, consulting to the literature, the communicative competence is an aspiration in Costa Rican education; as a consequence, it is making the action plan proposal with its three teaching strategies that are written in detail to help pupils in having a better communicative success in English to fulling the objective of Costa Rican education and try to reduce the trouble of listening skill that interferes in their process of English learning. Therefore, the creation of the proposal with its strategies helps the English teachers and investigators in their professional development to improve the learners' listening competence, strengthen listening teaching practices, and obtaining ideas of how to help pupils through the development of their English learning process.

On the other hand, it is elaborated the action plan proposal focuses in the auditory skill as one the keys for the communicative success; thus, listening is considered as the ability to accurately receive and interpret messages in the communication process and without listen affectively, the messages perceived can be not understood. For this circumstance, the communication can break down. Therefore, the listening skill influences the success of the "communication" as a result, it is created the action plan proposal to help learners to have better communicative skills following a structure. Hence, it is created the title of the proposal that is "The application of educational apps technologies to strengthen the learners' listening skill in the English learning process." As a consequence, it is pretended to use technological resources in the English syllabus 2016 to improve the learners' listening skills. Additionally, it is presented the justification in which it is justifying why the proposal has to be performed. Moreover, in the next segment, it is elaborated a section called, "alternative methodological proposal" in which it is exposed the necessity to implement the action plan proposal; furthermore, it is explained what are the three strategies to have a previous understanding of them. In addition, in this section, it is also presented and clarify the importance,

the necessity, and the scopes that the three strategies have to improve the learners' learning process to fortify the credibility of the proposal. Consequently, the next point explained is the "alternative methodological proposal implementation" in which it is created the three strategies in which it is made problem-solving activities using apps and technologies to help learners in their improvement of the listening competence. Moreover, the methods proposed are worked and designed based on the English syllabus 2016, unit number four, scenario checking things off a shopping list, theme, assessment strategy, didactic sequence of listening as well as it is making the respective materials that are the evidence of the proposal, and they are added in their corresponding section. Additionally, each strategy has an objective with the purpose to understand what is the goal of each strategy and at the end of the methods is made an evaluation in which English teachers or investigators who are interested in applying the project are informed of how learners can be evaluated using this action plan proposal. Consequently, the elaboration of the proposal has a social and educational impact. Thus, the social aspect is written as the necessity to learner English to succeed in this competitive world; moreover, the educational effect is described as the need to implement a variety of strategies to help learners in their English proficiency. Finally, it is making a post-test that is a report specifying in detail the plan proposal from the beginning until the final elaboration of it with the objective that researchers or investigators can apply the action plan proposal for future improvement of the learners listening competence in the English language. Furthermore, at the end of the section is described the conclusion of the chapter. Consequently, to continue with the structure of the action plan proposal, it is stated that writing a proposal has its effectiveness in the clarity of what is pretended to make in the plan; therefore, two researchers studied how to write research proposals and argued that there are " proposals that are poorly constructed and difficult to understand" (Schneider & Fuller, 2018, para. 8). As a consequence, in order to construct and understand what is the project about, in the following section is presented the title of the proposal to address the objective of the investigation.

4.2 Title of the Proposal

The application of educational apps technologies to strengthen the learners' listening skill in the English learning process.

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4.3 Justification

Education in Costa Rica has been changing through the past of the time; as a consequence, the use of apps in the class can contribute to the development of the listening skill in the English learning process. (Revilla, 2020) points out:

> Nearly everyone uses technology in some form of our everyday lives. Apps, in particular, have a multitude of uses with many great ones focusing on education. Educational apps allow students to have access to invaluable resources and learning materials on laptops and mobile devices. One benefit of these types of apps is that they can keep students connected to the classroom, even while they're away from school. (para.1).

The listening competence can be affected in a positive or negative way according to how different resources help in the English learning process. According to (Vasluianu, 2016):

> Proper listening improves communication, raises the level of comprehension and knowledge, and increases efficiency in everyday activities. In school, active listening is the key to sustaining the development of a student's communication competence, with direct and indirect repercussions on the quality of the learning process. (para.1)

Listening is one of the main English skills, the development and use of strategies give the opportunity to the learner. Consequently, through the development of this research project pupils are able to manage the use of apps, they can share ideas, make homework, and also, they can improve their listening competence in the language. Moreover, to apply apps and technology in the lesson is a challenge not only for the teacher but also for the pupil. Additional, Johnson (2016) argued that:

> Although teachers generally appreciate the benefits of educational technologies, they often find smooth and effective integration of new educational technologies challenging. From acquisition of new technology equipment to adaptation of curricula and teaching

techniques to incorporate new educational tools, technology integration presents significant challenges to educators at each level of school systems. (para.1)

The importance of applying this research project is based on the necessity that education has in the development of the listening skill. Therefore, it is necessary to identify which strategies can contribute to give more alternatives to the student population in high school. Additionally, listening is a skill that requires a lot of effort not only for the student but also for the teacher. (Bran, 2018) mentions that:

> Generally, listening is an active process that requires conscious efforts, concentration and interest. So, it implies not only hearing, but also understanding and involvement. Moreover, active listening is a communication technique, used in the field of relationships and problem solving. It is the ability of paraphrasing information and supposes not interrupting the speaker and not formulating responses or comments until the speaker is done. (p.89)

That is why the research project suggests the implementation of apps to give more alternatives and more advantages in the development of the lesson. Moreover, this project can give strategies for the teachers in order to be more effective and improve in the English listening learning process. Finally, the proposal of this research project is to implement educational apps in order to strengthen the listening skill in the learners. Moreover, one of the main ideas is to identify how to deal with the difficulties during the listening process in the class, and how apps can help to face those troubles. Consequently, the following point of the project can show how is divided the methodological proposal and the explanation of different strategies that will be used to give more alternatives for the teachers and learners.

4.4 Alternative Methodological Proposal

The alternative methodological proposal is presented to give a clear idea about the need of having strong strategies for the development of this research project. Moreover, the different strategies used in the project can give positive alternatives to improve the listening competence of

the learner in the English learning process. Additionally, (Wegner, 2013) points out the need for an innovative educational system and how it contributes to the improvement of the learner:

> In modern education systems learners are expected to possess an increased degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents. An efficient growth of knowledge inside and outside of school is only possible if students have skills which initiate, guide and control the search for information and later on its processing and storage. (p.137)

The use of new strategies create a good environment for pupils to increase and find modern ways to study what they like. Therefore, listening skill gives bases to the learner in order to have a better English communication in a real context. (Raudys, 2018) mentions that "As a teacher, one of your biggest challenges is to plan lessons that inspire your students to stay actively involved in the learning process" (para.1). The use of strategies can provide the teacher solutions at the moment of planning the lessons. The implementation of the following three strategies is need because the listening skill requires a better understanding.

The first strategy is developed thinking about the need to work as a group in the class, not only the learners but also the teacher. That is why this tactic is called "let's work together". Therefore, working individually in the development of the class is necessary, and it has a lot of advantages, but through the implementation of teamwork, the learner can gather more knowledge and can share more about their experiences. Additionally, (Querrey, 2018) points out how teamwork is necessary for the educational environment for the benefit of the learners:

> For students to achieve a comprehensive, well-rounded education, integrated teamwork on several fronts is vital. Teamwork is necessary between students, between students and teachers, and among parents and educators. The more teamwork fundamentals exhibited, the more opportunity exists for students to learn the vital skills of compromise and collaboration. (para.1)

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The innovation is a need if the teacher wants to get the main goals in the class. That is why the use of educational apps contributes to the activation of learners 'motivation. Therefore, pupils require innovation in order to feel confrontable at the moment of complete the task, they love playing with devices that they are able to manage in an easy way. Additionally, (DanieL, 2018) points out that "Until recently, most classrooms across the globe were unchanged by innovative technology. However, with children who have grown up with technology at their fingertips more tech-literate than ever, technology is beginning to infiltrate the classroom at an increasing rate…" (para.1). Moreover, through the implementation of this strategy, the use of apps can give more options for better use of the time in the class. Consequently, learners can share ideas, compare all the information that they gather and also, they are prepared to comprehend and improve their listening competence in the English language through the learning process. Additionally, this strategy provides the opportunity to extract specific data at the moment in which the pupils are developing the task in the class. Moreover, in order to follow the process of methodological proposal, it is described the second and third teaching strategy that composes the plan to analyzed and having a better understanding of what the research pretend to propose. Therefore, Athuraliya (2020) remarks that "With an action plan, you can track your progress toward your goal" (para. 8). As a consequence, to fulfill the objective to help learners in the improvement of their listening competence, the second strategy is a problem-solving activity that is made use of the variable listening competence with its indicator called "cognitive process." Therefore, the strategy is to stimulate the learners' learning process involving them in listening tasks using pictures. Thus, it is established that with images as the principal stimulus, the learner can learn how to listen; for this circumstance, it is stated that this strategy using pictures has its core on the following representation: "our perceptual experience is based entirely on the sensory stimuli"(Morin, 2020, para. 1). Thus, it is always fundamental to stimulate the learners' learning process with meaningful cognitive activities to improve the learning experience. As a consequence, there are more chances that learners improve their cognitive skills (Maksimova, 2018. Para. 1). Therefore, pupils can expand their listening competence making them competent English listeners that can use the language for communication. Consequently, the third strategy is a problem-solving activity that is made using the variable apps with its indicator interactive learning environment. Hence, the strategy is that learners work using an app to promote an interactive learning environment; as a consequence, there are high possibilities that learners increase their vocabulary that help them to

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enhance their listening competence. Thus, Tan (2017) pointed out that "The general perception is that learners who know more vocabulary will be more proficient in the various language skills. Listening requires the ability to recognize words phonologically" (p. 304). Hence, this method is worked proposing that learner can improve their comprehension working in an interactive learning environment. Moreover, the advantage of technological resources in the classroom is that modern resources can improve education and making an active learning; therefore, one investigator indicates that "Using technology in the classroom allows you to experiment more in pedagogy and get instant feedback. Technology allows for more active learning" (Himmelsbach, 2019, para. 6). As a consequence, with this strategy in English education, it is stated that it can help learners in the improvement of their proficiency in the English language

4.4.1 Importance

The main importance of the application of these three different strategies is the improvement of the listening competence in the English learning process by the use of educational apps. Moreover, the English level is one of the main concerns in education. Additionally, these strategies provide new ideas to innovate and give more reasons for the learners in order to study the language. (Eurocentres, 2017) the following point remarks the importance of the English language and why it is essential for these strategies in order to develop the research project:

> There are many, many reasons why learning a new language is a good idea. It allows you to communicate with new people. It helps you to see things from a different perspective, or get a deeper understanding of another culture. It helps you to become a better listener (para.1)

The implementation of the didactic sequence provides all the different steps that the learner has to develop in any listening task, it establishes the guide in order to complete the task. Moreover, it is necessary to follow that sequence because in that way the teacher and learners can achieve the main goal in the class. (Navarro, 2012) mentions how didactic sequence is described:

> Therefore, didactic strategies should be seen as: on purpose organization of the teaching and learning process structure to achieve goals, in which students not only learn a subject matter, but also gain knowledge of other forgotten contents as the capacity of cooperation, respect for oneself and the others' differences, and value of people as human begins. (p.234)

The correct development of a task can have positive consequences in the English learning process, the teacher uses strategies in order to give more opportunities and different options to enhance the listening competence. Consequently, the task analysis can help at the moment in which the teacher decides how is the plan of the lesson. (Lynch, 2019) give a clear idea of why the task analysis is an essential point to take into consideration:

> Task analysis is a process in which broad goals are broken down into small objectives or parts and sequenced for instruction. Task analysis is the process of developing a training sequence by breaking down a task into small steps that a child can master more easily. Tasks, skills, assignments, or jobs in the classroom become manageable for all children, which allows them to participate fully in the teaching and learning process. (para.1)

Through the implementation of these three strategies give real and possible solutions for teachers who want to innovate, improve, and give more alternatives for the learner's population. Additionally, the application of these tasks is the main key to the improvement of the listening competence in the English learning process.

4.4.2 Necessity

Following with the elaboration of the action plan proposal, it is emphasized the necessity to apply the plan in the educational system. Studying the English language is an important factor for self-improvement; therefore, Speck (2017) indicates that people who know English, they can obtain better opportunities in the business world:

> English is a vital part of success to enter a global workforce in the corporate world. If you know English your chances to get a better job locally or abroad are greater. Companies that have customers in different non-speaking countries rely on English as a means of communication so they need English speaking staff. (para. 6)

As a consequence, it fundamental to study English in order to be a competent citizen that can obtain more opportunities in this competitive world; therefore, in Costa Rican education, it emphasizes the English language as a priority to help learners to develop the necessary competences to success in the society. Therefore, Ministerio de Educación Pública establishes that the objective of learning English in the Costa Rican Educational System is to help pupils in the development of their capacity of communication as well as improving their knowledge, skills, capabilities, values, and competences of a 21st-century citizen (Ministerio de Educación Pública, English syllabus, 2016, p. 21). As a consequence, in order to help learners in their improvement of the communicative abilities to succeed in today's society, it is necessary that learners develop their listening competence that can interfere in the pupils' abilities to communicate. Hence, Yavuz and Celik (2017) pointed out that "listening is important in gaining communicative competence" (p. 1). For this circumstance, the alternative methodological proposal is made due to the need that exists to help learners in the improvement of their listening competence to enhance their communicative abilities. Therefore, to help pupils in their aural skills, the necessity is to use information and communication technologies in the English syllabus. Hence, Ministerio de Educación Pública, English syllabus (2016) establishes that it is needed "The incorporation of Information and Communication Technologies in the learning environment" (p. 14). As a consequence, it is studied that one of the necessities of the educational systems is to support learning using information and communication technologies to help learners in the improvement of their cognitive skills. Hence, with the methodological proposal, it is elaborated three strategies using ICTs in the action-oriented approach to improving the pupils' aural abilities. Thus, Norman (2016) explains that "The teaching strategies based on educational technology can be described as ethical practices that facilitate the students' learning and boost their capacity, productivity, and performance. Technology integration in education inspires positive changes in teaching methods" (para. 2). Thus, it is necessary to incorporate modern technologies in education due to it is possible to create positive results in the learners' development in their listening competence due to modern

resources inspire new methods of teaching that are important to create meaningful learning. As a consequence, the teaching strategies involve learners in listening tasks using the strategy to teach listening with apps technologies; for this factor, one investigator emphasizes that with the use of applications in education: " The learners can develop their skills in building up new vocabulary items, enhance their knowledge on grammar, improve communication skills and develop the other language skills" (Rao 2019, p. 102). As a consequence, with apps in English education, teachers can create different listening tasks involving learners in meaningful experiences that can improve their proficiency in the English language. Additionally, it is necessary for teachers to explore new methods to enhance education; therefore, Eben (2018) states that "A good teacher should be ready and able to explore other methods of teaching to achieve results" (para. 1). As a consequence, the alternative methodological proposal of this action plan enables teachers and researchers to obtain a method of using ICTs to strengthen the listening competence in the action-oriented approach.

4.4.3 Scopes

In this section of the action plan is presented the scope of the proposal. Therefore, Editage (2019) explains the objective of what researchers have to provide in the scope segment:

> The scope of a study explains the extent to which the research area will be explored in the work and specifies the parameters within the study will be operating. Basically, this means that you will have to define what the study is going to cover and what it is focusing on. (para. 1)

Therefore, the main goal of the plan is based on the identification of a problem and try to solve it. Therefore, Calub (2018) investigated problems in education and remark that the quality of auditory skill is in general terms "poor in most organizations" (p. 1). As a consequence, through a lot of research, it is observed that in Costa Rican educational system, learners have deficiencies at the time to listen to the English language that can interfere in their English proficiency; thus, they are showing "low listening skills." Therefore, the creation of the methodological proposal is based on the theory that learners can improve their ability to listen by improving their comprehension in the English language. Therefore, according to an investigation made by Ahmadi

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(2016) states that "The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input" (p. 7). Hence, understanding the English language is an important factor in order to increase pupils' listening skill; for this factor, to conduct the investigation, it is made the action plan proposal in which, it is elaborated three strategies that attend directly the aural skills of seventh-grade learners, applying educational apps technologies to strengthen the pupils' listening abilities. Thus, one investigator emphasizes that "apps provide learners with authentic and meaningful materials, and thus learners can improve their listening abilities to a higher degree" (Hea-Suk, 2013, p. 23). As a consequence, learners will be exposed to different problem-solving activities in the action-oriented approach using the assessment strategy of listening to achieve the goal of improving their listening comprehension to make competent English learners. Additionally, when developing the aural skills in the listening stage, each activity is based on apps resources, software, as well as pupils, will be obtaining the necessary material to make the activities. On the other hand, it is important to establish that the plan only takes into consideration seventh-graders due to the methods focus on the improvement of the listening competence of learners from this grade. Additionally, to help pupils in the enhancement of their aural ability, it is fundamental to remark that educators and educational staff have to be aware of the problems that produce that pupils obtain issues in their listening abilities and try to look for solutions to try to reduce them. For this circumstance, Darti and Asmawati (2017) emphasized that "Understanding students difficulties enable the lecturer to help the students developing the effective learning strategies and ultimately improve their listening" (p. 208). For this factor, it is important to take into consideration problems that affect learners in their listening competence and take action to treat them by implementing methods in the learning process. For this circumstance, the methodological proposal informs teachers of the seventh grade or researchers who are interested in the "grade" of strategies to help pupils in their improvement of the listening competence; as a consequence, they can use the proposal or get ideas of how to improve their teaching practices, producing a high teaching quality. Therefore, Hammond (2015) explains that for teachers is necessary to reach a high instruction standard for success in the pupils' learning process; therefore, it is emphasized that teaching quality:

refers to strong instruction that enables a wide range of students to learn. Such instruction meets the demands of the discipline, the goals of instruction, and the needs of students in

a particular context. Teaching quality is in a part a function of teacher quality—teachers' knowledge, skills, and dispositions—but it is also strongly influenced by the context of instruction, including factors aside from what the teacher knows and can do. (p. 12)

As a consequence, teachers or instructor who are interested in this methodological proposal can improve their knowledge, skills of how to develop the aural skill; thus, there are more possibilities to reach instruction goals in the action-oriented approach to improve the seventh-grade learners their listening performance.

4.5. Alternative Methodological Proposal Implementation

To follow with the research Project is it essential to give an introductory explanation about how the three different strategies are divided and organized. Moreover, in the first strategy, it is developed the unit number four of the English syllabus 2016 that is based on the scenario called "checking things off a shopping list." Therefore, this strategy is based on the theme my family´s grocery list. Consequently, the assessment strategy provides the guides of the main goal of the first strategy in the research project. The assessment strategy is called "learner identifies specific information when communicated directly, providing something that is already known about the subject, and when the speech is accompanied." Additionally, all these structures provide the bases for the development of the first strategy, it is necessary to take into consideration all the aspects in order to have sustain in what is developed. Moreover, these guidelines are necessary in order to show how the teacher can apply this strategy in a common class and get positives results. Moreover, the listening didactic sequence gives all the steps that has to be developed in the task. That is why Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time and Post-listening are the steps that the teacher might use when he or she wants to integrate this strategy in the class. Additionally, every single step of the didactic sequence is necessary to carry out the following section. It is not acceptable to change that role or organization because it can affect in a negative way the assessment at the end of the task. On the other hand, this first strategy has a specific and direct objective that is to innovate classes by the used of educational apps in the English learning process.

This strategy is called "let´s work together." Moreover, in order to achieve the main goal of the strategy, it is necessary to stablish a main objective that can guide the task. Additionally, the objective of this strategy is to innovate classes by the used of educational apps in the English learning process. To find new methods a necessity nowadays because learners live using technology. Therefore, through the implementation of this objective the strategy looks for the implementation of new techniques in the development of the class. Consequently, listening requires a lot of time in the class that is way by applying apps pupils can increase their interest in the language. On the other hand, through the development of the task, it is expected that the learner can complete each stage. They might have questions that require solutions. At that moment the teacher needs to be prepared and be able to answer to those situations. Moreover, the use of apps can contribute to make an interest environment for the pupil. Also, during the process learners can work as a team in order to find the solution in any circumstances. Furthermore, they can increase their listening competence and interact each other. Therefore, the evidence presented can help the teacher in order to find all the resources that the task requires, also it gives a clear idea about what has to be used in the strategy. It provides a clear guide of the steps in the development of the class. Consequently, at the moment of the evaluation and assessment of the strategy, the teacher who applies the task can get a clear idea about the positives results. Moreover, it is expected that all the learner can develop in an excellent way all the stages of the task and finally obtain what the strategy looks for. The strategy provides all what the teacher and the learners need in order to obtain the objective of this research project and also the main objective of this specific strategy. Finally, this first strategy shows how the pupils can work as a group; also, that the use of educational apps can contribute to innovation in the class. The use of technology gives opportunities of learning. The strategy is sustained by a unit, theme, assessment strategy and didactic sequence of the English syllabus 2016. Moreover, it is composed by a specific name, one objective, a process, some evidence and evaluation. All this factor affects directly to the development of it. The following aspect gives more details about the second strategy and how it is sustained and composed.

Additionally, it is presented how the second strategy is sustained and composed. Therefore, this strategy is made in order to improve the learners' listening competence in seventh-grade learners. Hence, the method is sustained according to the English syllabus 2016 guidelines; therefore, the proposal is designed based on the unit four, scenario checking things off a shopping

list with the theme "Does this fit me?" as well as the assessment strategy used is "L.3. recognizes most of a story when read slowly and accompanied by pictures." Therefore, this assessment plays a critical factor in the development of the methodological strategy due to the method is applied to the assessment proposed by "MEP." Consequently, the strategy is developed using the didactic sequence of listening: pre-listening, listening for the first time, pair/group feedback, listening for the second time: Recognition/Articulation/Production and finally, post-listening. As a consequence, this "sequence" is necessary for the development of the proposal due to learners are prepared from the pre-listening until post-listening to fulfill the assessment strategy and improve their listening competence.

Moreover, the strategy is composed of the method's name, an objective, a process, evidence, and an evaluation. Accordingly, the strategy is named "Learn to listen by a picture stimulus." Therefore, the main objective is to stimulate the cognitive process by using pictures to learn how to listen to strengthen the learners' listening skill in the English learning process. Therefore, with this objective proposed, it is expected to improve the learning experience in teaching listening by using pictures as an incoming stimulus to enhance the pupil's cognitive skill within the action-oriented approach. Moreover, in the process, it is expected that learners become "producers of knowledge." Therefore, Ministerio de Educación Pública, English syllabus (2016) remarks that "The critical pedagogy emphasizes the political dimension of teaching whereby learners become producers of knowledge" (p. 20). Therefore, this strategy of teaching listening by pictures enables the pupil to acquire, understand, and produce new knowledge that pupils can use it in different contexts, outside and inside the high school. Moreover, in the process of application of this strategy of teaching using pictures as a learning stimulus to enhance the aural skill is pretended to produce a suitable, life-enhancing atmosphere. Therefore, Olurotimi (2014) studied goals of curriculum developments and commented that:

Every exploration, adventure or ambition is placed on a purpose propelled by a desire to create a suitable, life- enhancing atmosphere. Man is placed in his environment with the needed potentials to discover how best to manage the riches of his world. (p. 804)

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As a consequence, with this strategy is expected to create a rich learning environment in the action-oriented approach using pictures and support the strategy with the technology of applications to engage learners in the learning process, where they can be able to understand what they listen to reach their full potential as a English competent listeners. Consequently, the evidence presented is that it is searched that with the use of this strategy of using pictures to teach listening can stimulate the learner cognitive skill; as a consequence, it is expected that pupils: ended up more dynamic members within the learning process, ended up autonomous learners, and that they identify what is critical to their own learning. Moreover, the evaluation is considered as one of the most critical parts of the strategy due to the method proposed is developed according to the assessment strategy. Therefore, the teacher prepares pupils from the pre-listening to stimulate the listening skill by using pictures about clothes; as a result, this prepares them for the task goal in which learners watch and listen to a story in a video about clothes, and they have to recognize colors, clothes, materials, adjectives about clothing. Hence, in the post-listening to evaluate if the assessment strategy is fulfilled, the teacher prepares an activity in which pupils have to show their understanding of clothing features. As result, in the evaluation, it is expected that learners achieved the assessment strategy and if it is not reached, it means that the methodological strategy proposed does not accomplish its purpose of helping learners in the improvement of their listening competence.

Therefore, the strategy is created with the purpose of improving seventh-graders listening competence. Hence, the method is sustained by the English syllabus 2016 guidelines; thus, the proposal is elaborated based on the unit four, scenario, theme, assessment strategy, and didactic sequence of listening. As a result, these elements play a fundamental factor in the application of the methodological method due to by the usage of them, it is possible to help learners in the improvement of their listening skills. Additionally, the strategy is composed of a name, objective, process, evidence, and evaluation. Hence, the strategy is called "learn to listen by a picture stimulus" in which its objective is to strengthen the learning experience in the development of the listening skill by using pictures to stimulate the pupils' cognitive skills. Furthermore, in the process of application of the strategy, it is expected that learners become producers of knowledge, that they can use it in a variety of settings inside and outside of the classroom. Consequently, using this method of teaching with pictures, it is expected to produce a suitable life-enhancing atmosphere

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supporting the strategy with technologies of apps to engage learners in the learning process to make them understand what they listen, to reach their full potential as English competent listeners. Moreover, the evidence presented is that through the development of the investigation and creation of the strategies, it is found that with the use of the pictures to teach listening can stimulate the pupils' cognitive skills; hence, it is expected that learners ended up more dynamic members within the learning process, ended up autonomous learners and that they identify what is critical to their own learning. Additionally, in the evaluation is expected that learners achieve the assessment strategy; as a consequence, the teacher prepares learners using the didactic sequence of listening, and at the end in the post-listening, the instructor evaluates pupils in which they have to demonstrate that they learned and understood about clothing features. As a consequence, if the instructor observes that learners do not manage characteristics of clothes, the strategy does not reach its core of improving the listening competence. Consequently, it is established that in order to make a strategy, its effectiveness is how researchers specify how is it created; as a consequence, in the following section is presented how the third method is elaborated to have an understanding of what it is expected in the strategy

Following the implementation of the methodological proposal, it is presented how the third strategy proposed is sustained. Therefore, this method is made in order to improve the quality of English education and give ideas of how to support teaching practices in the development of the listening competence in seventh-grade learners; as a consequence, this proposal is sustained according to the English syllabus 2016 guidelines to enhance the aural skill. Hence, the plan is carefully designed based on the unit five, scenario Let´s celebrate Costa Rican Culture! with the theme, how other Costa Rican communities celebrate "Tico" culture. Moreover, the assessment strategy uses is "L.2. recognizes pieces of short information and what is being said about holidays and celebrations." As a consequence, this assessment is fundamental in the strategy proposed due the method is developed on the "assessment strategy" proposes by MEP. Furthermore, it is using the didactic sequence of listening: pre-listening, listening for the first time, pair/group feedback, listening for the second time, and post-listening. Therefore, it is using these steps to develo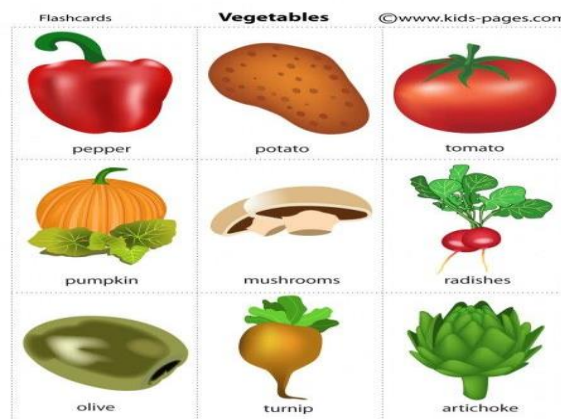p the methodological strategy to fulfill the assessment strategy and help learners in the improvement of their aural competence.

Consequently, once that is established how the proposal is sustained, the following step is to describe how is composed the strategy. Therefore, the third method is created by a name; thus, the "strategy" is named "Finding Costa Rica." Thus, the main objective of this proposal is to help learners to develop a critical sense of what is said about Costa Rican culture in pieces of information promoted in an interactive learning environment; as a consequence, learners can increase their listening competence. Moreover, within this strategy learner can increase their vocabulary due to learners who knows more vocabulary, that pupils will be more skillful in using the language for communication due to in Costa Rican education, communication competence is a goal. (Ministerio de Educación Pública, 2016, p. 4). As a consequence, in order to fulfill this objective, it is making the proposal to improve the pupils' listening performance in the learning process by this manner of teaching listening in an interactive learning environment. Moreover, the strategy is composed of a process. Hence, this method is supported by the variable apps with its indicator called " Interactive learning environment" that emphasizes that modern technologies have to be used in educational due to it contributes to the technical and pedagogical support; moreover, it remarks that the benefits of technological resources have not to be ignored due to learners can increase their listening competence, obtain self-improvement making them productive citizens that can compete in this competitive world. As a consequence, in the process of application of the strategy is using modern resources such as the application Instagram, in which it is expected to reduce the learner's comprehension difficulties, increase pupil's vocabulary, development of self-confidence when listening, and increase their aural competence to succeed in today's society. Consequently, the strategy is composed of evidence. As a consequence, the evidence of the strategy is the listening teaching practices in order to achieve the proposal; therefore, learners are involved in different problem-solving activities to develop their critical thinking skills to enhance their listening performance. Consequently, the last component that composes the strategy is the evaluation. Thus, the method is to improve the pupils listening skill by involving learners in an interactive learning environment using apps in order to recognizes pieces of short information and what is being said about holidays and celebrations recognizes; thus, learners are exposed to different listening tasks working in small groups or teamwork to solve the activities about Costa Rican culture. Therefore, in order to achieve the assessment strategy and the method proposed, it is needed feedback at the time to make the activities; therefore, Ministerio de Educación Pública (2016) emphasized that " Teachers assess performance, provide feedback in the form of assistance,

bring back useful words and phrases to students 'attention" (p. 36). Therefore, to evaluate this strategy, it is necessary to give feedback to learners by telling them keywords and different phrases in a manner that they can have a better understanding of what they have to do in the tasks and to have a deep understanding of Costa Rican culture, to achieve the assessment strategy as well as fulfilling the methodological strategy goal.

Therefore, in order to have a better understanding of the implementation of the methodological proposal number three, the method is made with the purpose to improve the quality of English education and provide ideas to support teaching practices to develop seventh-grade learners listening competence. Thus, the method proposed is sustained by the English syllabus 2016 guidelines; thus, the strategy is based on unit five, scenario, theme, assessment strategy, and didactic sequence. Hence, all these factors help to the development of the assessment strategy and construction of the methodological method to help learners in the improvement of their listening skills. Consequently, the strategy is composed of a name, objective, process, evidence, and evaluation. Hence, strategy two is called "Finding Costa Rica" and its objective is to helps learners to develop a critical sense of what is said about Costa Rican culture in pieces of information promoted in an interactive learning environment. Therefore, the "objective" is that pupils can develop a critical sense of Costa Rican culture and moreover, they can increase their vocabulary as one of the aspirations of the educational systems due to it is searched that pupils who know more vocabulary, there are more opportunities that these learners use the language for communication. Moreover, the strategy is made with a process taking into consideration the variable apps and its indicator interactive learning environment that emphasize that modern resources can contribute to the technical and pedagogical support; as a consequence, there are more probabilities that pupils increase their aural skills, and getting self-improvement to compete in this competitive world. Thus, by using ICTs support, in the process of implementation of this proposal is expected to reduce the learners' comprehension trouble, build self-confidence when listening, an increment of vocabulary as well as improving the learners' aural skill to succeed in today's society. Moreover, the evidence of the strategy is seen as the listening practices in which learners are involved in order to improve their critical thinking skills to increase their listening performance. Additionally, the last component that composes the strategy is the evaluation. Hence, according to the strategy proposed, learners are exposed to work in different listening tasks about

Costa Rican culture by small group work or teamwork. As a consequence, in order to evaluate the pupil progress in the strategy, it is necessary that the teacher gives feedback by telling pupils keywords and different phrases in which they can be able to have a more detail understanding of what they have to do in the tasks and to have a more critical sense of what is said about Costa Rican culture to achieve the assessment strategy and the objective of the methodological proposal. Consequently, it is a critical step to specifies how the strategies are composed and sustained to give to the viewers an explanation of what is pretended to make in the strategy; therefore, once that these components are explained in the current section, in the following segment is described how the first teaching method is applied in the action-oriented approach to help seventh-grade learners to strengthen the pupils' listening skill in the English learning process.

4.5.1 Description of the first teaching strategy

Name of the first teaching strategy

Let's work together

Objective of the teaching strategy

To identify specific information with the used of apps to innovate classes in the English learning process.

Variable:

Apps

Indicator:

Innovating classes

Level:

Seventh grade

Unit:

Fourth

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Scenario:

Checking things off a shopping list!

Theme:

My Family´s Grocery List

Assessment Strategy:

Learner identifies specific information when communicated directly, providing something that is already known about the subject, and when the speech is accompanied.

Didactic Sequence:

- pre-listening
- listening for the first time
- pair/group feedback
- listening for the second time
- post-listening

Implementation of the first teaching strategy

The first teaching strategy of this Action Research is developed according to MEP' syllabus with the Scenario of the fourth unit, Checking things off a shopping list! and the theme My Family´s Grocery List. The purpose of this strategy is to identify specific information with the used of apps to innovate classes in the English learning process. The assessment strategy chosen is learner identifies specific information when communicated directly, providing something that is already known about the subject, and when the speech is accompanied. This strategy follows the didactic sequence proposed by MEP with the stages: pre-listening, listening for the first time, pair/group feedback, listening for the second time and, post listening.

Pre-listening

The teacher starts making a question about Do you like go shopping? Why? Then the teacher provides vocabulary such as Fruit, meat, fish, milk, oil, rice, beans, dog food, and vegetables. After that the teacher ask to the pupils to work in pairs. Then the teacher gives a piece

of paper with some images and vocabulary of a shopping list. Then the pupils have to identify the pictures and vocabulary. If they have question, they can ask to the teacher or classmates. When they finish the teacher asks to create a shopping list based on the situation "my perfect dinner" the pupils are going to choose a dish and they are going to make the shopping list according to all the things that they need. When they finish all the pairs have to share with their classmates their job in an oral way.

Source: https://www.pinterest.com/pin/758364024734332664/

Sources: https://educareversusdiversum.blogspot.com/2015/07/vegetables.html

Source: https://htdraw.com/how-to-draw-a-vegetables-step-by-step-fruit-drawings-easy/
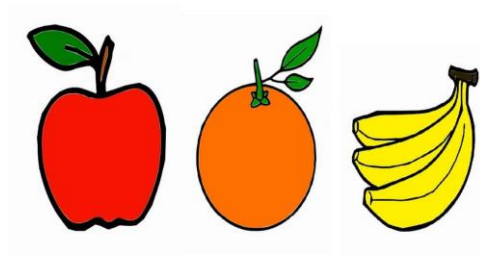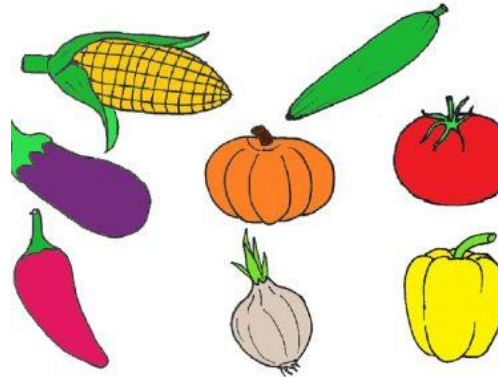
Vocabulary:

1. Meat

2. Fish

3. Milk

4. Oil

5. rice

6. beans

Source: own elaboration

Listening for the first time

The teacher starts asking to the learners if they usually go shopping at the supermarket with their families or not. Then, with the used of "You Tube" the teacher shows a video call "Shopping at the Grocery Store - English Conversation" about a mother and her daughter going shopping at the supermarket and buying products from the shopping list. The teacher provides 4 different

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questions such as: 1- What kind of sections has the supermarket? 2- Does the mother care about eat healthy? Why? 3- Do they are enjoying going shopping? Why? 4- Do you identify common products in the video? Which ones? In order to have a general understanding of the video pupils answer all the questions, after that, the teacher asks the students to share the information in an oral way.

Source: https://www.youtube.com/watch?v=GlNbzAGZC2M&t=2s
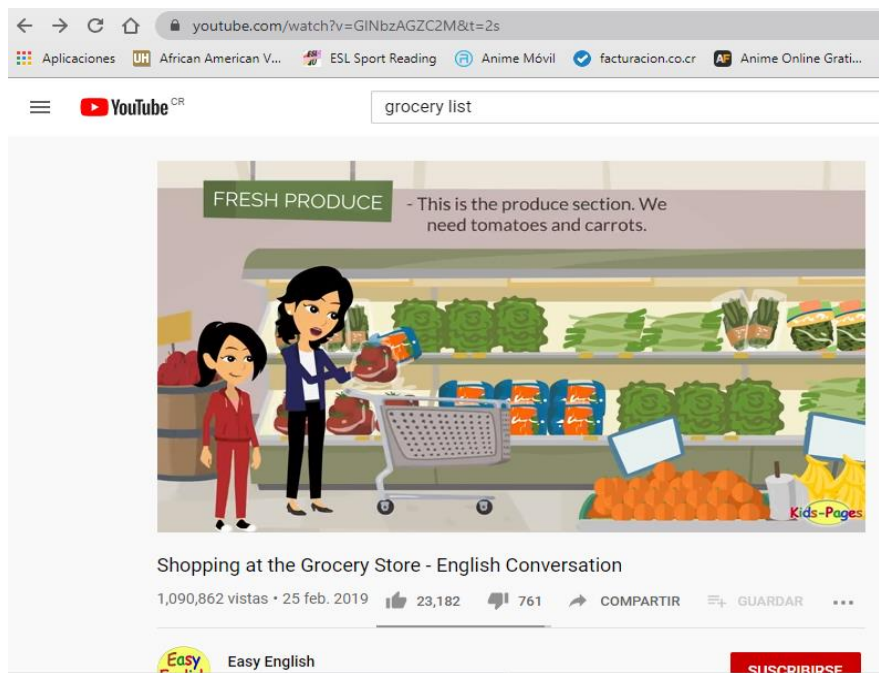
Pair/group feedback

The teacher gives some ideas about products that he or she buys at the moment of going shopping in the supermarket. Then, the teacher divides the class in four groups, and give an envelope of different color. Inside of it there is a question related to What would you like to buy in the supermarket? After that, the learners discuss about the previous questions and provides different points of view. Moreover, each group shares all the information in front of the class with the rest of the classmates in an oral way.

Source: https://appelboom.com/rossler-papier-paperado-c6-envelopes-per-5-sheets-22-colors/

Listening for the second time

In this stage the learners listen to the video again and try to identify more information in a specific way. The teacher starts asking a question related to what kinds of apps they can use to order food from home? After that the teacher divides the class in groups of 3 and provides 4 different questions such as: 1-What do they need from the produce section? 2- How many cereal boxes do they buy? 3- Instated of Chips, what do they are going to prepare at home? 4- What do they buy in the dairy products? Then, the teacher plays the video. When they complete all the questions, the tutor asks to all the groups to answer in an oral way and check the information. Script of the video:

M: Mother

D: Daughter

S: Seller

C: Cashier

Dialogue:

D- What are we going to buy from the
grocery store, mom?

M- Let's first go in the produce section to
buy fruits and vegetables.

M- This is the produce section we need
tomatoes and carrots.

D- I would like to buy some oranges they look so fresh.

M- okay you should put them in a plastic bag.

M- We've run out of cereals so we need to
buy two boxes.

D- Are they okay?

M-Those are perfect you can put them
into the cart.

D- Mom can you buy some chips
to have a snack a little later?

M- I'm afraid not, chips are not healthy.
I am going to bake some cookies later on

so you'll have a great snack.

D- That sounds wonderful.

M- Let's go and pick up the ingredients we
need flour sugar and butter eggs and
raisins.

M- This is the dairy section let's
take the butter and the eggs.

D- I would like to buy some yogurt too.
it's good okay?

M- Yes, sure put it into the Cart.

D- I take two cups.

D- Why have we come to the fresh food section? do we need to buy
anything from here?

M- Yes we need chicken
because I want to take a chicken broth.

D- Look this frozen pizza must be delicious.

M- Please put it back you'll have a
delicious meal at home.

M- Excuse me?

S- Yes, is there anything I can
help you with?

M- Yes, I am looking for reasons.

S- Sorry we're out of reasons at the moment.

M- I see, what about the brown sugar?

S- It's at the back, near the bakery section in Aisle three.

M- Thank you I will check there.

S- You're welcome.

D- Look ma this items are on sale they're
25% off.

M- Yes that's a very good price
I'll buy this cleaner.

M- Let's go to the checkup now we have finished shopping.

M- Let's put everything on the counter.

C- Hello!

M- Hello!

C- How would you like to pay? cash or with credit card?

M- I'll pay with a credit card.

C- That's 46 dollars.

M- Here you are.

C- Thank you!

C- Have a wonderful day!

M- You too!

Source: Own elaboration

Post listening

The teacher mentions how "WhatsApp" is an app that can help to have an easy conversation with someone else and practice English with audios. After that, the tutor divided the class in 4 groups and explain the activity. The learners have to create a dialogue about "My family´s shopping day" using WhatsApp in order to practice the language. Moreover, they can use the previous examples and vocabulary. Pupils can have time to practice the dialogue and then, they send the audios to a WhatsApp group that the teacher creates. In that way the rest of the classmates can hear the different conversations. When they are ready, the teacher plays the audio in order to check the dialogue.

https://play.google.com/store/apps/details?id=com.whatsapp&hl=es_CR
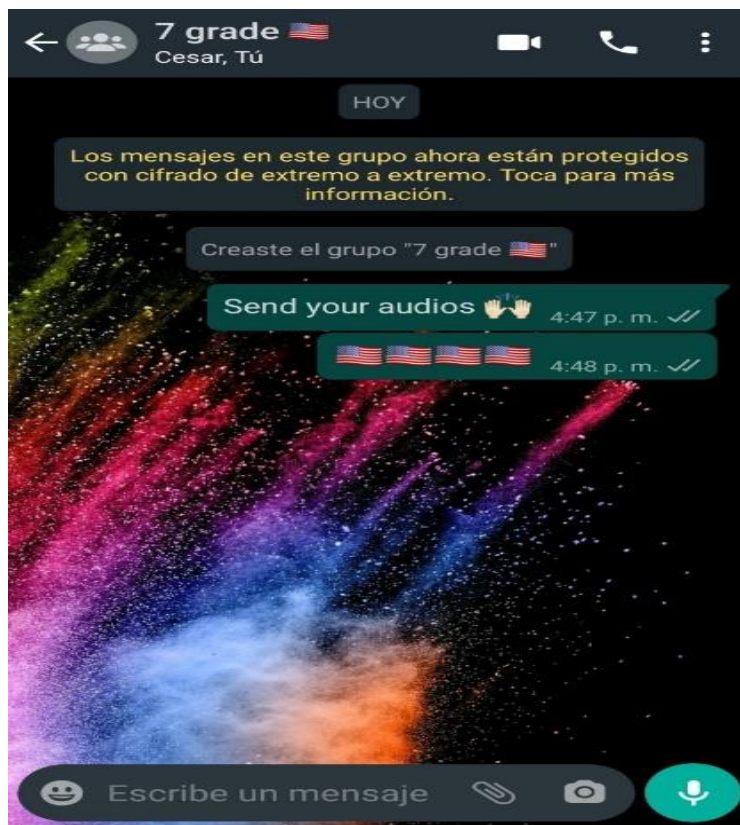
Source: Own elaboration

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Evaluation

The teacher selects some questions of the previous activities and also new questions of the video used in the listening task. After that, the teacher explains the following activity. He or she is going to call a pupil and the tutor provides a question to that learner. Moreover, the learner chooses another classmate and asks the question that is on the paper. The pupil has to answer according to the information that they already know and gather through the development of the task. Each learner might participate at least one time. The teacher checks and provides feedback.
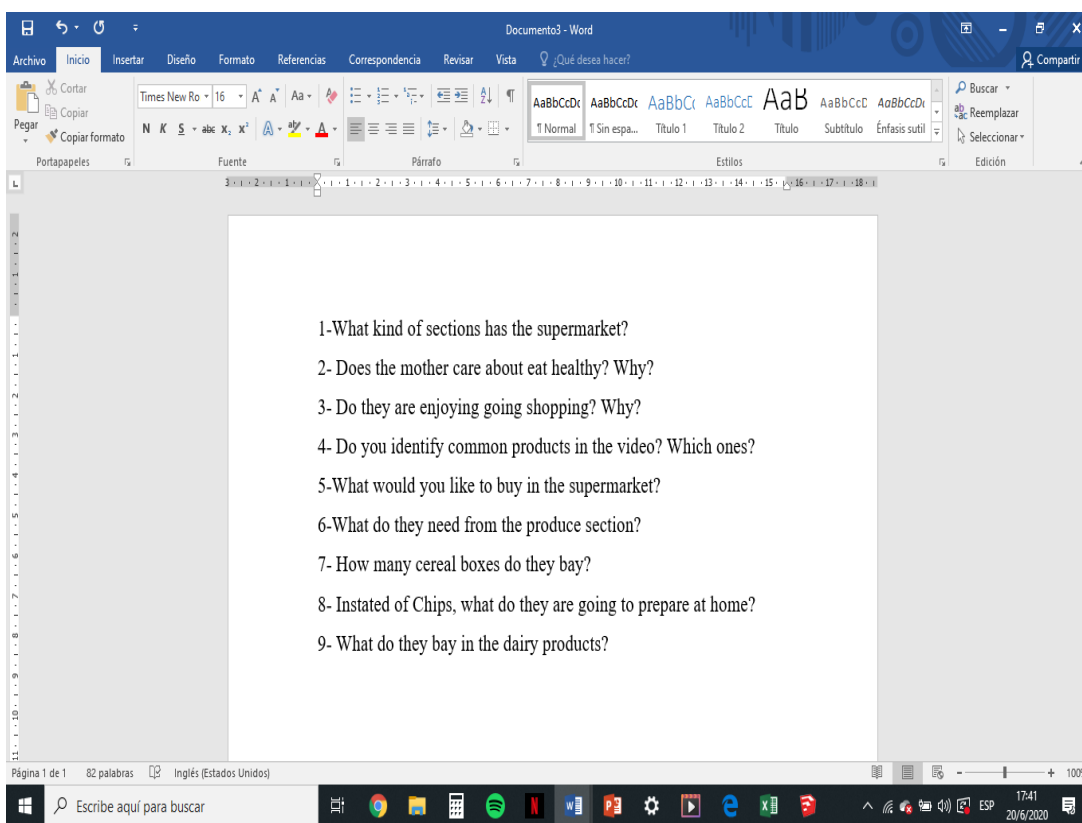
Source: Own elaboration

4.5.2. Description of second teaching strategy

Name of the second teaching strategy

Learn to listen by picture stimulus.

Objective of the teaching strategy

To recognize stories by pictures stimulus to enhance the listening competence.

Variable:

listening competence

Indicator:

Cognitive process

Level:

Seventh grade

Unit:

Four

Scenario:

Checking things off a shopping list!

Theme:

Does this fit me?

Assessment Strategy:

L.3. recognizes most of a story when read slowly and accompanied by pictures.

Didactic Sequence:

- pre-listening
- listening for the first time
- pair/group feedback
- listening for the second time: Recognition/Articulation/Production.
- post-listening.

Implementation of the second teaching strategy

Accordingly, the second method proposed by the researches in this action research project is named "Learn to listen by picture stimulus." Moreover, the strategy is elaborated according the English syllabus 2016 guidelines; as a consequence, the method is applied on the unit four, scenario checking things off a shopping list, as well as the theme uses is "Does this fit me?" Therefore, the aim of the strategy is to train the learners' abilities to perceive by visualizing pictures; then, when they watch that picture again in the development of the tasks, pupils can recognize most information of the stories when listening. Therefore, this strategy helps learners to increase their abilities to perceive information; as a result, learners can increase their listening competence. Hence, the assessment strategy elected is "L.3. recognizes most of a story when read slowly and accompanied by pictures." Furthermore, the strategy uses the didactic sequence of listening established in the English syllabus 2016; thus, for the development of the assessment strategy "MEP" proposes to develop the assessment in the following structure: pre-listening, listening for the first time, pair/group feedback, listening for the second time: Recognition/ Articulation/Production and post-listening. Therefore, researchers following this sequence to develop the strategy to fulling the assessment strategy.

Pre-listening

In the pre-listening stage development, teacher teaches the vocabulary of clothes and explains learners the sizes, colors, materials, and adjective of clothing. Moreover, the teacher explains wh questions needed to perform the tasks. Then, after explaining, the vocabulary and the questions, the teacher makes a practice in which he creates four different stories and printed as bigger as possible. Then, teacher divides the class in four groups and gives to each one a copy with a story, group one, the story about Ana, group two a story about mike, group three a story about Lisa and group four, a story about Harry. The teacher tells to each group to read the story, analyze it, and pay attention to the images included. After that, each member of the group has to practice a part of the story in order to presenting in front of the class; hence, once that the groups practice, they have stand up, show the story, and each member reads its corresponding part to the rest of the

class. Therefore, when group one is presenting the story of Ana, the rest of the groups have to listen and observe the story and answer the following questions given in a paper: 1- What is she wearing? 2- What does she sell? 3-) What are some clothes sizes? When group two is presenting the story of Mike, the rest of the groups have to answer the following questions: 1- What is he wearing? 2- What does he sell? 3- What are some clothes materials? Moreover, when group three is presenting the story of Lisa, the rest of the groups have to listen and observe its story and answer the following questions: 1- What is she wearing? 2- What does she need to buy? When group four is presenting the story of Harry, the rest of the groups have to listen, observe the story and answer the following questions: 1- What is he buying? 2- What is he looking for? Then, when the four groups participated, the teacher collects the four stories and put them in the four corners of the classroom; hence, in the same groups, learners have to visit each corner and observe the stories and check their answers. After that, teacher tells learners to share their answers in an oral way. This pre-listening stage helps learners for previous preparation to have knowledge of the vocabulary and structures needed to complete the tasks and increase their self-confidence when listening.

Colors: blue, green, orange, red, pink, purple, brown, black, white.

Sizes: extra small, small, medium, large and extra-large.

Clothes: shirt, blouse, pants, skirt, dress, shorts, sweater, overall, uniform, jacket, blazer, suit, tuxedo, evening gown, pajamas, ring,

Materials: leather, silk, cotton.

Adjectives: good, bad, expensive, cheap, big, small, beautiful, reasonable.
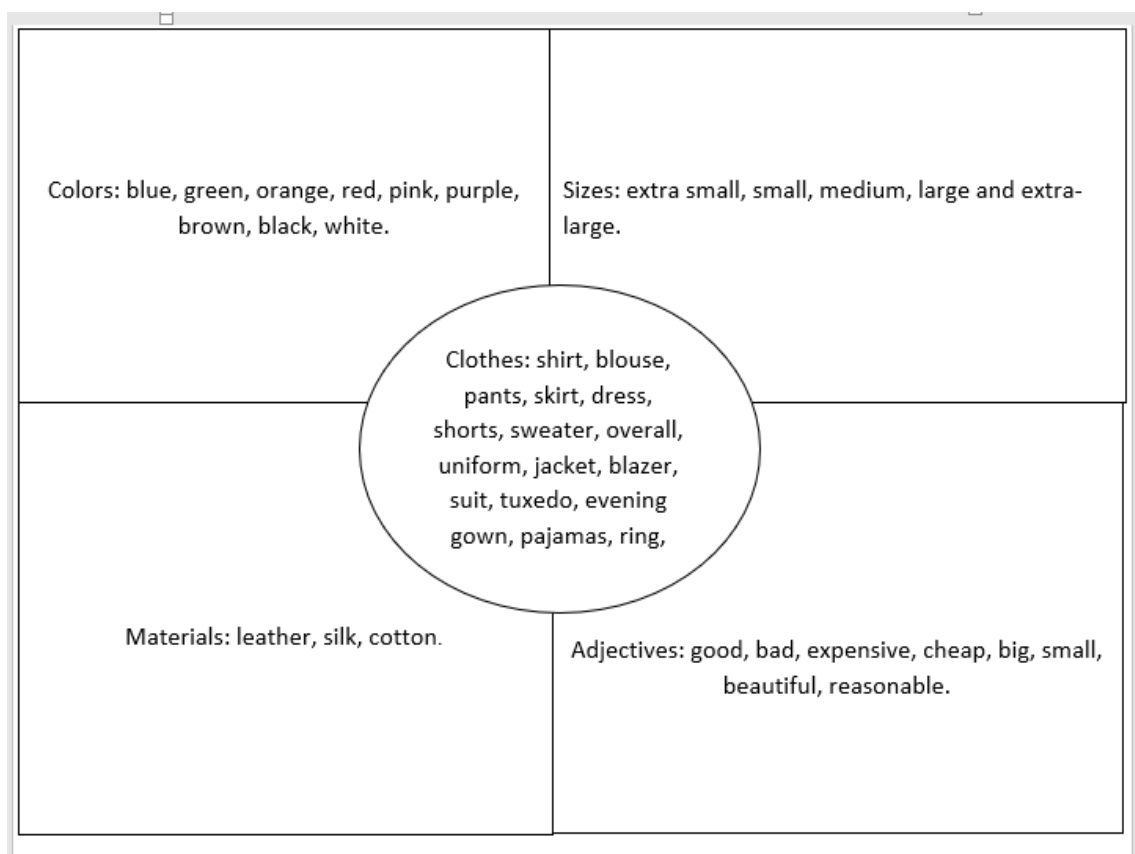
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Source: Own elaboration

Source: http://oktareas7.blogspot.com/2011/11/wh-questions.html

She is Ana, and she lives in the United States, today she is wearing a nice outfit, She likes shopping and expensive clothing. She is the owner of a clothing store and she sells shirts, blouse, pants, jackets. These clothes have their own sizes: extra small, small, medium, and large.

Source: https://www.bigstockphoto.com/es/image-290922862/stock-photo-model-brunette-girl-in-stylish-clothes%2C-posing-in-clothing-store%2C-a-new-trend-of-clothes-banner-for
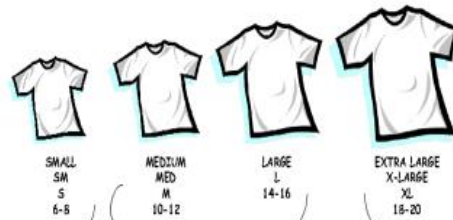
Source: https://www.pinterest.com/pin/846113848718496692/

Source: https://onetribeclothing.com/product/ken/
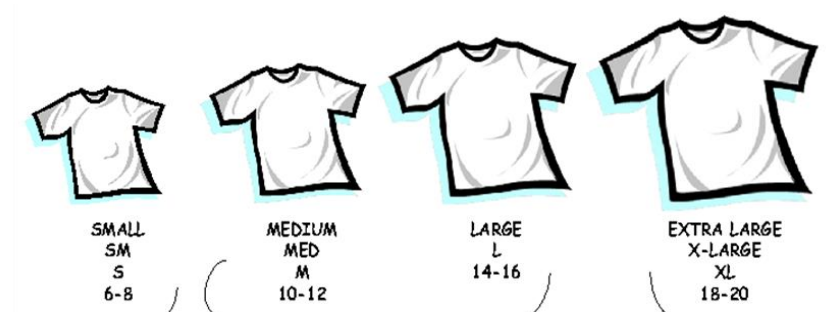
Hello, he is Mike, and he lives in England, he is a fashion man who likes clothing; then, he is wearing an expensive suit, a big tie and black shoes. Some time ago, he decided to create his own business of selling clothes in which he sells black blazers, jackets, shirts made of materials of leather, silk, cotton. Also, he sells fancy shoes which are bought by some of the best players in the world such as Cristiano Ronaldo.

Blazer | Cotton | leather material | tie | Shoes

Source:https://www.cleanpng.com/png-laptop-desk-businessperson-sitting-man 868749/download-png.html

Source: https://www.dhgate.com/discount/man-party-blazers-on-sale.html#seo=WAP

Source:https://pciaw.org/pciaw-news/news-in-the-cotton-industry-the-west-african-cotton-market/

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Source: https://www.hatsinthebelfry.com/blog/3707.html

Source: https://www.simons.com/en/men-clothing/ties-bow-ties/regular-ties/shiny-zigzag-tie--12838-1051

Source: https://www.hallensteins.com/suits/tailored-accessories/dress-shoes

My names is Lisa and I like colorful clothes, I am wearing a beautiful expensive dress that is pink and orange; however, I need to buy new clothes to go to my friend's wedding. Then, today I decided to go shopping to buy a new beautiful dress and buying some earrings, a ring, and a necklace to go to my friend's wedding very nice.

earrings   necklace   ring

Source: https://www.amazon.com/Drop-Fuchsia-Puff-Sleeve-Side-Tie-officiallyquigley/dp/B07ZQXPQHX

Source: https://www.giannigioielleria.it/orecchini-pendenti-cristalli-rossi/

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Source: https://www.gucci.com/es/es/pr/jewelry-watches/silver-jewellery/silver-necklaces/interlocking-g-pendant-necklace-p-455307J84000811

Source: https://bergaya.id/cincin-tunangan/

Hello, my name is Harry and today I decided to go shopping and buying some clothes and a watch, because I need a new one, the oldest watch is broken; then, I like this watch I found, but I have to tell you that it is cheap, and it looks bad; however, it is the only one that calls my attention. Moreover, I am looking for a blue jean, a blouse for my girlfriend, and a nice outfit that suits to go to watch soccer games.

Watch   blue jean   blouse   Outfit man   Outfit girl

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Source: https://www.alamy.com/man-buying-a-watch-image157491890.html

Source: https://www.apple.com/mx/shop/buy-watch/apple-watch/44mm-cellular-titanio-titanio-vitamina-c-correa-loop-deportiva-est%C3%A1ndar

Source: http://www.discount-monday.com/cheap-monday-jeans-womens-high-skin-blue-blue-jeans-blue-blue-hotsale

Source: https://www.pinterest.com/yuvalbero/beautiful-in-the-street/

Source: https://www.pinterest.com/pin/700802392002808468/

Source: https://www.thelatestfashiontrends.com/best-women-outfit-ideas/

ANA STORY

1- What is she wearing?

_____

_____

2- What does she sell?

_____

_____

3- What are some clothes sizes

_____

_____

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Source: https://www.bigstockphoto.com/es/image-290922862/stock-photo-model-brunette-girl-in-stylish-clothes%2C-posing-in-clothing-store%2C-a-new-trend-of-clothes-banner-for

MIKE STORY

1. What is he wearing?

_____

_____

2. What does he sell?

_____

_____

3. What are some clothes materials?

_____

_____

Source: https://www.cleanpng.com/png-laptop-desk-businessperson-sitting-man 868749/download-png.html

IMPROVEMENT OF LEARNERS' LISTENING COMPETENCE BY APPS

LISA STORY

1. What is she wearing?

_____

_____

2. What does she need to buy?

_____

_____

Source: : https://www.amazon.com/Drop-Fuchsia-Puff-Sleeve-Side-Tie-officiallyquigley/dp/B07ZQXPQHX

HARRY STORY

1. What is he buying?

   _____

   _____

2. What is he looking for?

   _____

   _____

Source: https://www.alamy.com/man-buying-a-watch-image157491890.html

Listening for the first time

In the development of this stage the teacher starts asking learners if they use "Facebook to learn English." Then, teacher tells learners that they will learn English in Facebook; then, learners make a listening practice in a story from a video in Facebook called "Talking about Clothes in English." Therefore, teacher projects the video and gives the learners the material in which they have to answer three different questions: 1- What is the problem with Thomas? 2- What is the problem with katy? 3- What is the problem with Emma? Then, the teacher explains the learners that part one, the characters are Thomas and a saleswoman, part two Thomas and Katy, part three Emma and Jessica. Then, the teacher reproduces the video in which learners listen and read the story in the video until minute 3:05. After that, the teacher tells learners to discuss the questions and share their answers in an oral way to check the information. This stage helps learners to have a general understanding of the narrated story.

Source: https://www.facebook.com/douglas.lopez.5249/videos/3031036150321276

1. What is the problem with Thomas?

   _____

   _____

2. What is the problem with Katy?

   _____

   _____

3. What is the problem with Emma?

   _____

   _____

Source: Own elaboration

Pair/Group feedback

During this stage, teacher asks learners to share the words that complete the stories of Thomas and a saleswoman, Thomas and Katy, Emma and Jessica. Then, teacher asks learners to share the words that complete the four stories with the class. After that, teacher provides pupils a true and false practice regarding the stories to check deeper the pupils' understanding of story in which it is presented a sentence with a picture of the stories; then, learners write "T" next to the sentences with the pictures that are true and "F" next to the sentences with the pictures that are false. The answers of the true and false task are: true, true, false, false, true. After practicing, as a group, teacher asks learners to present their answers in an oral way with the class. Finally, teacher gives feedback to them.

Instruction: According to the four stories, writes "T" in the blank space next to the sentences with the pictures if the information is true and "F" if the information is false.

1. Thomas is looking for a blazer.

_____

2. Thomas needs to buy some shoes.

_____

3. Katy is wearing a blouse.

_____

4. Katy is wearing a skirt.

_____

5. Emma is wearing a blouse.

Source: https://www.facebook.com/douglas.lopez.5249/videos/3031036150321276

Listening for the second time

Recognition/Articulation/Production:

For this section, teacher asks learners if they recognize more clothing vocabulary studied in in the background from the video; then, learners respond giving ideas in an oral way trying to pronounce correctly the words and then, the teacher shows them a PowerPoint presentation with pictures and with their corresponding word from the video; therefore, learners have to articulate and pronounce the vocabulary and after they pronounce the words, the teachers help them with the correct pronunciation of the word. After that, learners have to listen and read the three part of stories again from the video until minute 3:05. Then, the teacher gives the learners a printed material that corresponds to the script of the four stories from the video; hence, the stories are not completed and there are missing words. Therefore, learners have to follow the script of the stories in the video and when they listen and read the word in the story, they have to write it in its corresponding space. The answers of part one, story of Thomas and the saleswoman are: blazer, medium size, big, shoes, expensive. The answers of part two, story of Thomas and katy are: dress, outfit. The answers of the part three, story of Emma and Jessica are: blouse, beautiful, white. This section helps learners in recognizing what is said in most of the story.

Blouse

Pants

Suit

Blazer

shoes

Outfit

Source: https://www.pinterest.com/yuvalbero/beautiful-in-the-street/

Source: https://es.vestiairecollective.com/hudson/

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Source: https://www.aliexpress.com/item/4001132009956.html

Source: https://www.dhgate.com/discount/man-party-blazers-on-sale.html#seo=WAP

IMPROVEMENT OF LEARNERS' LISTENING COMPETENCE BY APPS

Source: https://www.hallensteins.com/suits/tailored-accessories/dress-shoes

Source: : https://www.thelatestfashiontrends.com/best-women-outfit-ideas/

Instructions: Listen and read the four stories from the video and complete the blank spaces.

<u>Part one, Thomas and a saleswoman.</u>

 Hello, how can I help you, hello, I am looking for a _____. I like this one but I need a black one. What size do you need, I need_____, please. Does it fit? The sleeves aren't long enough, the Blazer is too short, and it's too tight around the shoulders, it seems too small, I'll bring you another size. This one is too_____ and too loose. Then, would you like to try something else? Yes, I would like to try some_____ too. This, is my favorite design and color, let's see if they fit. They fit perfectly, but I'm afraid they are too_____. I forgot to mention we have a discount at the shoes just today, oh, I'm glad to hear that, I'll take them.

<u>Part two, Thomas and Katy</u>

Hi, I'm ready. Do you like my_____? Well, yes of course, but I'm afraid it is not suitable for a birthday party, try something else less elegant, okay, I'll be right back. Is it better now? oh well, not quite, your_____is too casual, try something nicer, a little more elegant than this, okay then, I'll try something different. what do you say about this outfit, I like this style, it's perfect you look amazing, this is the right outfit for the party, let's go?

Part three, Emma and Jessica

So, what do you think? Does this _____look good on me? I think it suits you, It's a _____color, it looks beautiful, but it is too tight, and I don't feel comfortable in it, I think I'm gonna try something else, what about this one, I think this one is a bit old fashioned and faded, it doesn't suit you, you're right, I don't like it either. Wow, look at this one, I love it, you have a classy look and_____ collar is in style now.

Post-listening

The development of this stage, the teacher prints four pictures as bigger as possible of different people. Then, the teacher brings them to the class and creates four groups. Therefore, the teacher gives to each group the picture and tells them to create a story of the person in the image. Therefore, in order to create the stories, the teacher asks learners to give to the person a name, add clothing vocabulary to the story, gives a color to the clothes, and adds clothes sizes. Therefore, the teacher models an example made by him and the groups can use it as a guide; also, learners can use the stories in the pre-listening and use the vocabulary studied to elaborate the story. Therefore, the groups one by one read and show the stories to the class; then, when each group finishes to make its presentation, the teacher asks in an oral way the pupils of the other groups, the next questions in order to observe if they are able to recognize what is said in the stories: 1- What are some examples of clothing? 2-What are some examples of clothing colors? 3-) What are some clothing sizes? Then, learners have to think and respond the questions with their respective groups in an oral way.

Teacher example.

Hello, my name is Stan, and I live in England. I like fashion and I have my own business of selling clothes. For example, I sell black shoes, brown and white blazers, small, medium, and large jackets. Also, I sell earrings, necklaces, and rings.

Source: https://www.alamy.com/stock-photo/saller.html?page=2

Story

_____

_____

_____

_____

_____

_____

_____

Source: https://www.alamy.com/stock-photo/girl-selecting-clothes-shop.html

Story

_____
_____
_____
_____
_____
_____
_____

Source: https://createdisruptiveretail.com/

Story

_____
_____
_____
_____
_____
_____
_____

shutterstock.com · 430295926

Source: http://shutterstock.puzzlepix.hu/kereses?query=satisfaction%20shopping

Story

_____

_____

_____

_____

_____

_____

_____

Source: https://www.dreamstime.com/photos-images/clothing-store-man.html

Evaluation

During this section, the teacher assesses learners to observe if they are able to recognize what is said in most of the story when read slowly. Therefore, the teacher elaborates a story of a woman and includes some images studied in the development of the listening stage and gives a copy of the story to each pupil. Therefore, the story is uncompleted and there are missing words; thus, in order to complete the story, teacher narrates the story in an oral way; hence, pupils listen and follow the story with the teacher and according to what they listen, they have to observe the pictures' words and write the correct word in the blank space. After that, the teacher checks the pupils' work. The words that complete the blank spaces are: Outfit, Blouse, Jeans, Earrings, Watch, Shoes, Blazer.

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Instructions: Look at the words in the pictures and according to what is said in the story complete the blank spaces.

Outfit

Blouse

Earrings

Jeans

Shoes

Watch

Blazer

Hello, my name is Bianca and I live in New York, I study in the fashion institute of technology because I like technology related to the fashion industry. Therefore, my passion is the clothing world, and I considered myself a fashion woman, let me tell you what am I wearing today. Today I am wearing a beautiful_____ to go to shopping and relax myself. Also, I will gather with my friend Katy because she is looking for a cotton_____, but she does not find it, she is a complicated woman when she buys clothes, and I always help her in her shopping list. Moreover, she needs to buy blue_____ and new _____. Furthermore, while I help her in her purchases, I will look for a new_____. Also, I would like to take advantage and look for some clothes for my best friend Carlos because in the next month is his birthday, and I would like to give him some nice _____ and a nice_____.

Source: Own elaboration using the referenced images of the tasks

4.5.3 Description of third teaching strategy

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Name of the third teaching strategy

"Finding Costa Rica"

Objective of the teaching strategy

To recognize pieces of information about Costa Rica culture in an interactive learning environment.

Variable:

Apps

Indicator:

Interactive learning environment.

Level:

Seventh grade

Unit:

Fifth

Scenario:

Let´s celebrate Costa Rican Culture!

Theme:

How other Costa Rican communities celebrate "Tico" culture.

Assessment Strategy:

L.2. recognizes pieces of short information and what is being said about holidays and celebrations.

Didactic Sequence:

- pre-listening
- listening for the first time
- pair/group feedback
- listening for the second time
- post-listening.

Implementation of the third teaching strategy

Additionally, the third strategy proposed by the researches in this action research project is named: "Finding Costa Rica." Moreover, the strategy is elaborated according the English syllabus 2016 guidelines; as a consequence, the method is applied on the unit: fifth, scenario: Let´s celebrate Costa Rican Culture! as well as the theme uses is: How other Costa Rican communities celebrate "Tico" culture. Therefore, this strategy helps learners to develop a critical sense of what is said about Costa Rican culture in pieces of information promoted in an interactive learning environment; as a consequence, learners can increase their listening competence. Hence, the assessment strategy is: "L.2. recognizes pieces of short information and what is being said about holidays and celebrations." Furthermore, the strategy uses the didactic sequence of listening established in the English syllabus 2016; thus, for the development of the assessment strategy "MEP" proposes to develop the assessment in the following structure: pre-listening, listening for the first time, pair/group feedback, listening for the second time, and post-listening. The researchers follow this sequence in order to get the main goal of the strategy.

Pre-listening:

In this stage the teacher gives and explain the learner the main vocabulary such as: Costa Rican communities, Virgen del Mar Day, "Diablitos" celebration, Holidays, celebrations and the structure of Past simple of "to be". Moreover, the tutor provides to the learner a picture of a Costa Rica´s map, as a group the learners have to recognize which celebration match with each province of the country. Once they identify most of the celebrations, the teacher divided the class in 7 groups and provides 7 envelopes of different colors, each one has a different province of Costa Rica. Therefore, one pupil of each group picks up an envelope and read aloud which is the province that they get. After that, each group select a holiday or celebration that represent the province. Pupils have the opportunity to use their cellphones to look for information about the celebration, when they gather the information, the teacher provides a marker and a cardboard, and they have to draw and writes a short description of the holiday or celebration. They can use magazines, newspapers or any other materials that the teacher provides to decorate their poster. Once they finish, they have to present the information as a group in front of the class in an oral way. Each learner might

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participate in the presentation. Finally, when all the groups present, the teacher asks the pupils What was each celebration about?

Source: Own elaboration

Source: http://givemefivecic.blogspot.com/2018/02/past-simple-to-be-primary-5.html

Source: https://es.dreamstime.com/fotos-de-archivo-correspondencia-de-costa-rica-image6439093

Source: https://es.dreamstime.com/fotos-de-archivo-correspondencia-de-costa-rica-image6439093

Source: https://www.dhgate.com/product/10pcs-envelopes-mixed-candy-colors-stationery/421021546.html#seo=WAP

Source: Own elaboration

Source: Own elaboration

Listening for the first time:

In this section the teacher talks about his/her last Father´s Day. Then the tutor asks the question: What did you do on Father´s Day? Moreover, the teacher shows to the pupil an app called "Instagram." In this app the learner can share ideas, talk to people and use it with educational purposes, in this case the teacher tells the pupils that they are going to use the app to learn to listen in English. Then the tutor uploads a video called "Holidays and Traditions in Costa Rica." After that, the teacher divided the class in 5 groups. It is necessary one pupil with the app in each group. Once they are ready with the app, they can access to the teacher profile and find the video. Then, pupils can listen the video just one time, while they are listening, they have to answer 3 questions about the video. 1- What was the main celebration in the video? 2- How is celebrated Christmas in CR? 3- How is celebrated Christmas in USA? Then the teacher provides these questions before the learners listen to the video. Once they finish the video, the teacher asks to complete the questions and write down all the ideas as a group. When they are ready, each group have to go to the front of the class and share the answer and opinions in an oral. This stage helps to the leaner to have a general understanding of the video and what is it about.

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Source: https://www.ttandem.com/blog/principales-tendencias-para-2020-en-instagram/

Source: Own elaboration

Source: https://www.instagram.com/p/CCKvwbRho1xY6SY144WUctn53RXN_4_cP3kAN80/

Pair/ group feedback:

In the following stage, the teacher starts giving an example of a holiday or celebration in Costa Rica, name, description and some characteristics of it for example: Annexation of Guanacaste Day: Costa Ricans celebrate the day that the Guanacaste province chose their nation over neighboring Nicaragua in 1824. The biggest celebrations – bullfighting, parades and plenty of drinking. Once they discuss about that celebration the teacher explains what they have to do. The tutor provides a piece of paper of different colors, in each paper, there is a name of a holiday or celebration, a description of it or maybe pictures that identify the celebration. Moreover, each learner picks up one piece of paper and they cannot say anything to the other classmates until the activity starts. What they have to do is to stand up and walk around the class, trying to find other classmates with the same celebration. They can talk and give some characteristics, like dates, food or maybe location. If a pair of classmates are sure that they are couple, they can sit down until everyone gets the partner. When they finish, each couple stands up and shares with the rest of the classmates which is the holiday or celebration and some specific information of it. All the couples have to participate in order to see if they match. This section is special for interaction in the class and pupil's discussion of the topic.

Source: own elaboration

Parades, music and dancing to honor the nation's hero who helped Costa Rica defeat William Walker and the invading Filibusters. **April 11**.

Costa Rica's largest religious holiday – pilgrims march on foot or on their knees toward Cartago's Los Angeles Basilica to pay honor to La Negrita and ask for a wish to be granted for them, Costa Rica's black Virgin. August 2

Juan Santa Maria Day

Source:

https://www.cathopic.com/es/photo/19419-virgen-angeles-

Parties and festivals are held throughout the country celebrating Costa Rica's independence from Spain. Traveling south from Guatemala, the flame of independence arrives in Cartago on this day. September 15.

Source:

https://www.elmundo.cr/costa-rica/15-de-setiembre-es-feriado-de-pago-obligatorio/

Fireside reenactment of Spanish-indigenous battles, using mood music and traditional masks; held in Boruca. December 30-January 2.

Source:

https://semanariouniversidad.com/cultura/resolucion-protege-danza-y-juego-borucas/

Listening for the second time:

In this section, the teacher shows to the learners his/her favorite Costa Rica's celebration and asks the pupils about What are their favorites Holidays and celebrations? Once they end with that conversation, the teacher provides a diagram about the previous video because there are going to listening for a second time. The diagram has some incomplete information and the learners have to complete all the blank spaces. They have to complete as much as they can while they are listening and watching the video about Holidays and celebrations. After that, they have to make groups of 3 people in order to compare, to complete and discuss the information from the video. Once they finish the conversation, the tutor asks the pupils to share their answers to check in an oral way and give feedback.

Script:

They don't have Thanksgiving so get

don't expect to have you know a

turkey or anything Christmas now

Christmas Day nobody will be on the

streets Christmas Eve everybody stays

out until midnight and Midnight's when

they open gifts and do stuff they'll be

fireworks just like the fourth of July

and for us in the United States

Christmas Eve is like you know spend

time with your family it's a very quiet

time you go to bed wake up in the

morning all excited it's very difficult

to sleep Christmas Eve night in Costa

Rica I mean it sounds it sounds like a

war zone outside just fireworks

everywhere but that next morning after

you finish calling your family and they

open your own gifts and stuff like

that there will be hardly anybody on the

streets the emptiest I've seen streets

in Costa Rica it was on Christmas Day

everybody's just sleeping in there

either sleeping in or they're at the

beaches but the Christmas tradition

is very different than what we have in

the United States so they could it could

ruffle some feathers a little bit if

you're expecting to have a very calm in

in our mind spiritual Christmastime, it

might feel like it's being destroyed

with all the noise and ruckus and stuff

but it's just their way of

celebrating it now they do use a lot of

American Christmas decorations

so you'll see Santa Clauses in the midst

of little snowy places in the middle of

Costa Rica during the dry season it's a

little strange but that's that New

Year's Day is a lot like Christmas Day

lots and lots of fireworks very loud no

risk of fires though because it's just

too green and then their independence

day is September 15th there yeah the

other that I mean yeah they will go

ahead and have parades everywhere I

don't remember too much in the way of

fireworks but there were lots of parades

traffic will be stopped or rerouted to

make way for that there's a very

strong sense of national pride and

patriotism in Costa Rica they're very

proud of their country and so they have

hot stuff that will go ahead and show

that during

Independence Day I'm sure there are

other holidays stuff but I can't quite

remember Halloween is you might see some

Halloween I think I saw maybe for

Halloween decorations during my entire

two years it's just not something they

do they do celebrate some of the via de

los Muertos Day of the Dead

I believe they do in Mexico as well I

don't know too much about that but I

think that's probably their version of

Halloween that they have I think I

remember something like that.

Source: https://www.youtube.com/watch?v=e4xlLXt6asQ

Which are the
celebrations that
he mentions?

_____

_____

Which are the
celebrations that
he mentions?

_____

_____

What do people
do in USA on
Christmas?

_____

_____

HOLIDAYS AND
CELEBRATIONS

What characterize
Ticos on
Independence Day?

_____

_____

What do people do
on Independence
Day?

_____

_____

Do Ticos
celebrate
Halloween?

_____

_____

_____
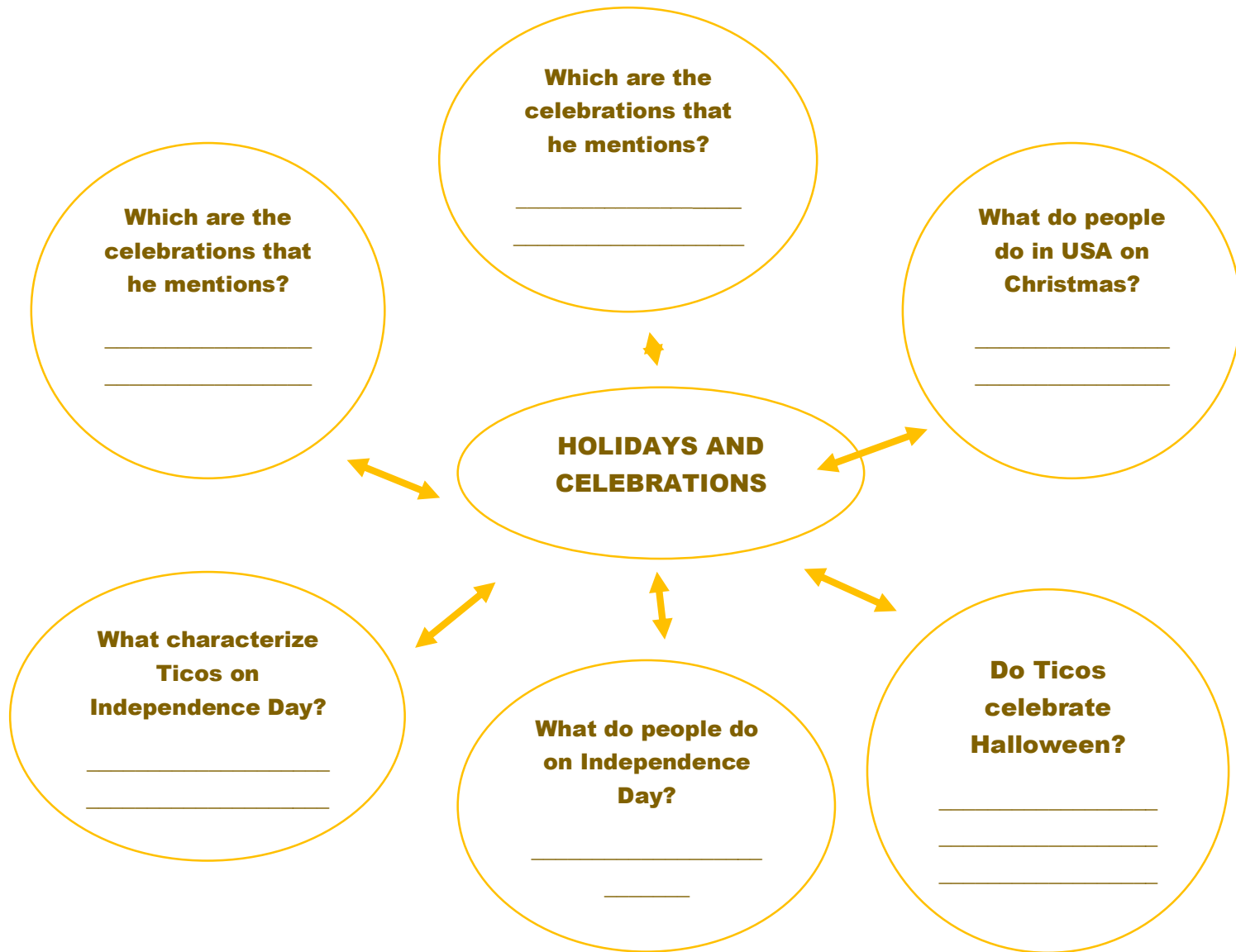
Source: own elaboration

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Post Listening

In this stage, the teacher shows a PowerPoint presentation with some examples of Holidays and celebrations that are common in Costa Rica and discuss how do they celebrate those celebrations with the family. After that, the teacher asks to make a group of 5 people. Then they have to select one of those examples that the teacher showed. The teacher explains that they are going to make a role- play based on Costa Rica's celebrations. They have to preform how Ticos celebrate for example: talk about food, games, and clothes. Before preparing the role-play, it is necessary to look for information on the internet. Once they have selected the information, they can share the link of the web page to a WhatsApp Group that the teacher manages. In that way, all the classmates can see the information and comment about all the celebrations. When they are ready to perform the role-play, the teacher explains that it is necessary to pay close attention because he/she is going to make general questions at the end of each perform. Those questions will be related to the learner role play, that is why the teacher has to take notes and create the questions while the pupils are presenting.
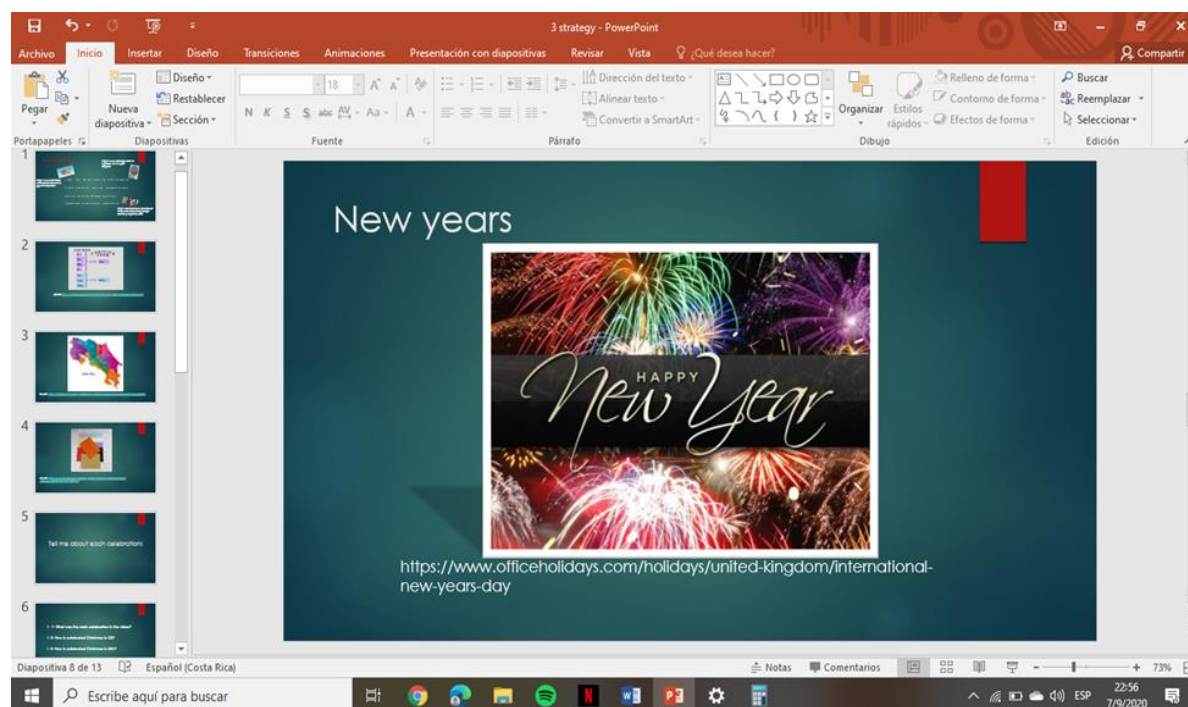
Source: Own elaboration
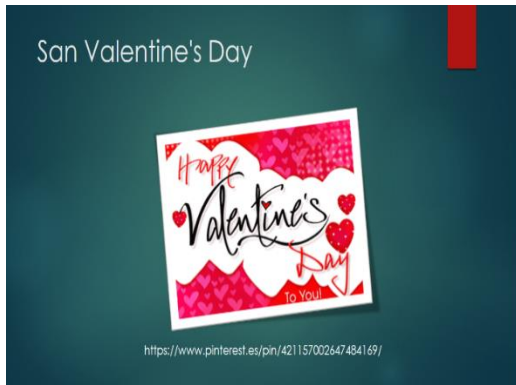
Source: own elaboration
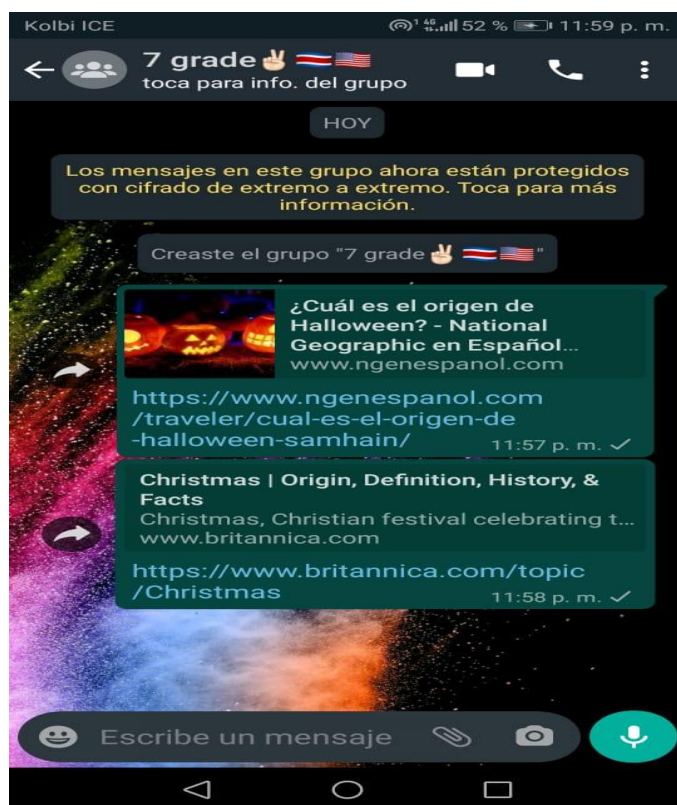
Source: own elaboration WhatsApp

Evaluation
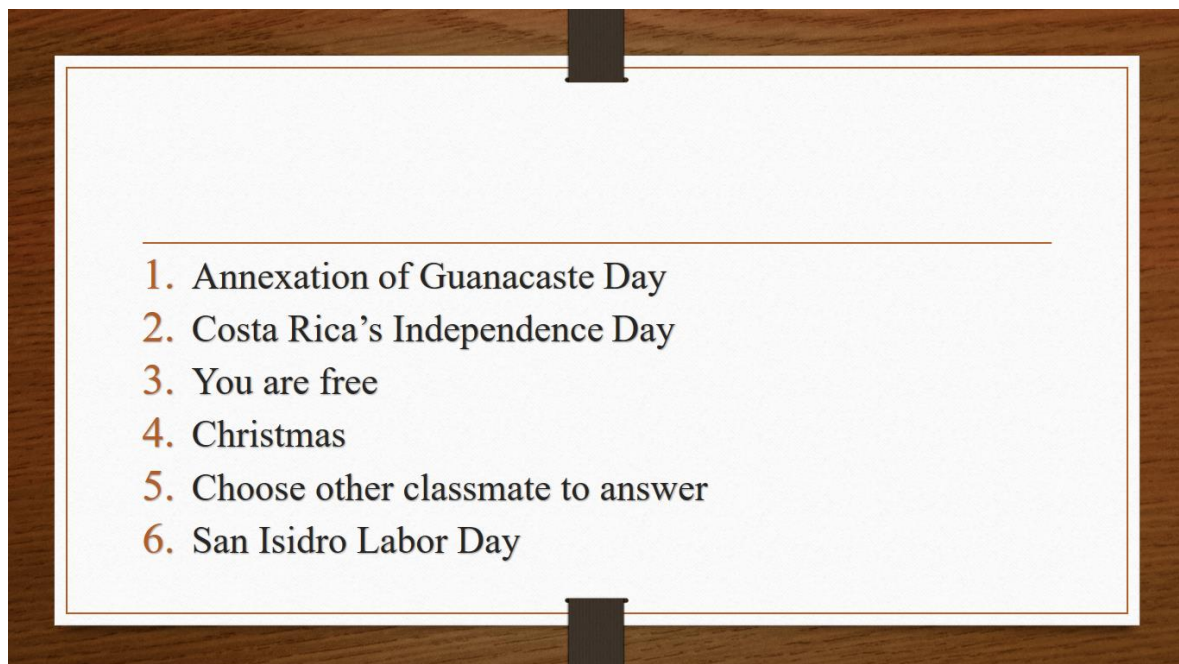
This stage helps the teacher to achieve the main goal of the strategy, learners can recognize pieces of information about Cost Rica culture in an interactive learning environment. Moreover, the teacher asks the learners to make 4 groups. Then, the tutor provides a cube with numbers from 1 to 6. After that, the teacher writes in the board 6 different categories, 4 celebrations (Independence´s Day, Christmas, Annexation's Day, and San Isidro Labor´s Day) 2 commands (You are free, Choose another classmate). After that, the teacher provides 4 different stories about those holidays and celebrations in Costa Rica. Each story will stay in each corner of the classroom. When the teacher commands each group to start reading the story. They have 1:30 minutes in each stage to read the complete story and remember some general information. All the groups have to go to all the stages in the corner. When they finish, they have to make a circle in the middle of the

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classroom because they are going to play with the cube. The teacher selects one pupil to start the game. He/she throws the cube and according to the number, the learner has to respond to some questions like: How do they celebrate it? What did you do on the celebration? What kind of food do people like for that celebration? and some more to see if pupils can recognize the information from the different stories. If the pupil answers correctly, the teacher gives a candy.

Source: https://www.collinsdictionary.com/es/diccionario/ingles/dice

1. Annexation of Guanacaste Day
2. Costa Rica's Independence Day
3. You are free
4. Christmas
5. Choose other classmate to answer
6. San Isidro Labor Day

Source: Own elaboration

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Stories about celebrations:

Source: own elaboration

4.6. Social and Educational Impact

The development of the three teaching strategies have a significant impact on society and in the educational field. Accordingly, the social impact of the methods elaborated by the researchers were carefully structured due to they are based on the reality that citizens who know English, can have better opportunities to succeed in this competitive world where English is considered as a fundamental element to have self-improvement in order to get a job, for educational purposes, business, own reasons, or for communication in places where English is spoken. Therefore, Mohammed (2018) points out that people who are able to communicate in the English language can become a skillful person in society:

Use of English language is very useful to achieve personal goals such as getting a job, making a successful communication with people and also promoting one's position in the workplace. Therefore, English is advantageous for those people travelling to the English-speaking countries to help them easily understand the language and overcome language problems. (p. 1383)

As a consequence, learning English is one of the keys to success in life and for the self-improvement; as a result, the implementation of the teaching strategies help citizens to become English learners to have more opportunities in the working world, for self-improvement and to get a high level of communicative skills by the stimulation of the listening abilities with the purpose that they can use the language for communication more effectively to succeed in society. Nonetheless, to fulling this objective, it is necessary to overcome the listening problems that exist when people listen to the English language due to, they have trouble understanding the language. Hence, Malouf (2016) points out that "Listening is key to our development as individuals" (para. 1). For this circumstance, if this trouble is not treated, it is difficult to engage citizens in the competitiveness world; thus, the best is to treat this problem in English education; for this factor, the strategies within the educational system contribute to the learners' development to be competent citizens that can compete in this competitive world. Therefore, the educational impact of the methods elaborated is that they promote effective strategies to overcome the listening problems; as a consequence, Thamarana and Narayana explain that "With an adept use of suitable

strategies in language instruction, a teacher can accomplish his goal in content presentation through using traditional as well as modern technological strategies for best teaching objectives" (p. 75). For this factor, the strategies involve teaching listening by using technological resources of applications and didactic material focused on the aural skill to enhance the listening competence. Therefore, using this strategy helps learners in understanding the English language; additionally, they can acquire new knowledge that can be applied in real-life situations beyond the classroom walls, contributing to their self-improvement and enhancement of their English proficiency in English education.

Hence, the social impact of the strategies is that they help the citizens become skillful English learners in order have more opportunities in the working world, for self-improvement, and acquiring a high level of communicative skill by the stimulation of the listening skill. Nonetheless, it is fundamental to treat the listening trouble when listening to the English due to people have trouble in understanding the language; hence, it is stated the listening is key for the development as individuals; as a consequence, without treating this aural problem it is difficult to engage citizens in this competitive world. Thus, the best option is to overcome this trouble within the educational system; therefore, the educational impact of using these strategies is that they promote effective methods to treat the listening problems by the usage of modern resources of applications and didactic material specialized in the development of the aural skill; as a consequence, with the use of the strategies help learners in understanding the English language, and getting new knowledge that can be used in real-life situation; hence, this can help them in having a self- improvement and an increment of their proficiency in English education. Consequently, in the next chapter fragment, researchers present the social impact that the strategies have in order to start with the argument of the social influence of the methods on learners' development.

4.6.1 Social impact

The social effect of the teaching strategies is that they are created in order to promote strategies to train learners to meet global demands. Therefore, Jalbani (2014) indicates that "the students have also become both, geographically and socially diversified. There is a great need of new teaching methods and pedagogies to meet global challenges" (para. 5). Therefore, learners

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need strategies that help them to become skillful citizens to succeed and have a better performance in society due to with the development of society, each second that passes, it is required more skills in the social setting for being competent citizens that can help in the productiveness of a country. Therefore, the methods elaborated by the researchers try to help them to acquire these skills and moreover, generates a change in life of pupils by promoting a social mobility; thus, Social (2020) explains that "social mobility refers to the change in wealth and social status of individuals or families" (para. 1). Therefore, it is expected to generate a change in learners' life and get a better one in social context. Thus, the strategies elaborated have a strong impact on the social world due to they contribute to the learners' development as citizens by acquiring essential skills needed to succeed in today's society. Therefore, in the following section of the action research project is exposed the social impact that the teaching strategies have on pupils' development as members of the society.

First Strategy

In the development of the first teaching strategy "let's work together" promotes a high level of team group working that helps learners in their skills to perform in society. Therefore, Grawone (2020) remarks the importance to work as a team:

> The ability to work as part of a team is one of the most important skills in today's job market. Employers are looking for workers who can contribute their own ideas, but also want people who can work with others to create and develop projects and plans. (p. 56)

As a consequence, the strategy let's work together requires that learners participate in different problem-solving listening tasks working in team group, that helps them to acquire knowledge and skills needed in the workplace to make their work more effectively. On the other hand, with this strategy, learners are exposed to work in tasks making use of technological resources of apps. Therefore, it is using these tools to enhance the learners' learning process; hence, sharma (2019) explains the advantage of the educational apps:

The education apps are not only improving the education system in the world but are also making the student smarter. It is the most synchronized way of learning and it is also available for everyone, either rich or poor. Although it has revolutionized the global education system, other surprises are about to happen as regards this innovation. (para. 14)

As a consequence, the social impact of applications is high in the development of people due to they enhance the learning process, making them smarter learners. Hence, it is using this modern resource to improve learning and enhance innovation to empower the pupils' creativity; thus, Carson (2020) points out that "Creativity allows us to view and solve problems more openly and with innovation. Creativity opens the mind" (para. 3). Therefore, in the strategy, pupils have to work creatively to solve the tasks. This helps learners to solve troubles in an innovative manner in a social context.

Accordingly, the strategy promotes a high social impact on learners' as members of the society due to they can enhance their skills to become better citizens; hence, learners can learn that working as a team is important in the workplace to make their work more effectively. Moreover, within this strategy pupils are exposed to work in tasks making use applications; hence, the use of these resources can contribute to the improvement of the learning process due to they promote a most synchronized way of learning. As a consequence, using these sources, there are high possibilities that people become smarter; for this circumstance, it is used these resources to improve the learning process; moreover, to enhance innovation to empower the pupils' creativity to solve tasks an in a creative manner. Hence, this can help them to solve problems in an innovative manner in a social context. Finally, in the next section, it is exposed to the influence that the second strategy has on leaners in the social setting.

Second Strategy

The second teaching strategy, learn to listen by picture stimulus is elaborated following the principles of the variable listening competence and the indicator cognitive process. Hence, the strategy has an objective in helping learners to train their abilities to perceive information. As a consequence, the pupils' social perception can increase; therefore, Sychology (2020) explains that

"social perception is the process of acquiring, interpreting, selecting and organizing sensory information in interpersonal and social environments" (para. 1). As a consequence, this strategy helps pupils in their abilities to perceive information; hence, learners can interpret and organizing new data and apply it in social contexts. Moreover, within this strategy learners are exposed to multiple tasks that help them in their interpersonal communication; hence, Beqiri (2018) explains that "Interpersonal communication is the interaction and exchange of information between two or more people" (para. 2). Hence, learners are exposed to work in collaborative manner to solve listening tasks that help them in their exchange of information with their classmates to enhance their confidence when interacting with others. Therefore, researchers explain that this "improved confidence to interact in the target language which in turn contributes to improved proficiency" (Hann et al., 2014, p. 4). Hence, the strategy helps learners to build self-confidence when communicating with people in a social context. However, the skills to communicate with people depends on how much learners understand the language; hence, the listening competence plays an important factor in using the language for communicative purposes; therefore, Calub (2018) noted that the listening competence is essential to understand and making sense of spoken language. Such forms incorporate recognizing discourse sounds, understanding the meaning of people's words, and/or understanding the sentence structure of sentences in which they are displayed. Therefore, understanding the language also includes memory requests to keep track of causal connections communicated within the conversation. (p. 2). As a consequence, to understand the English language requires a high level of memory demands by the learner in order to recognize what is said in the language; for this factor, this strategy also promotes a high level of cognitive development by training learners with the vocabulary and grammar structures promoted in different cognitive tasks, that help them in having a better understanding of the English language. Additionally, as this strategy promotes a high cognitive development of learners who are exposed to this method, one investigator remarks that people who use English can enrich and improve their cognitive growth; therefore, he explains that citizens can become " more creative and think creatively, and their minds are more active for problem solution, they continuously attempt to think deeply in order to solve issues more appropriately" (Mohammed, 2018, p. 1383). For this factor, it is stated that people who are involved with the strategy can build strong cognitive development that can help them to be better citizens that can succeed in society.

Therefore, the strategy learn to listen by picture stimulus is elaborated based on the principles of the variable, listening competence, and the indicator cognitive process. Thus, this method helps learners in the training of their abilities to perceive information; hence, their social perception can increase; as a consequence, this "social perception" is the ability to acquire, interpret, select organizing sensory data in the interpersonal and social environment. Thus, this strategy helps pupils in their perception skills by interpreting and organizing new information and apply these abilities in social contexts. Additionally, this method helps pupils in the improvement of their interpersonal communication, that is the interaction and exchange of information between two or more people. Therefore, learners have to work in a collaborative way to solve listening tasks, this helps them to improve their proficiency when interacting in the English language; as a consequence, they can build self-confidence when communicating with people in a social context. However, the ability to communicate with others depends on pupils' understanding of the language; then, listening plays an important factor to comprehend what is listened; thus, learn to listen is a difficult task, and it requires memory demands to start to understand sounds. For this factor, this strategy also provokes on learners a high level of cognitive development due to the method trains pupils with vocabulary and grammar structures promoted in different cognitive tasks that help them to understand the English language is a suitable manner. Moreover, citizens who know English can build a strong cognitive growth; for instance, they can become more creative and think creatively; hence, people's mind can turn more active for problem solution and solve troubles more appropriately. As a consequence, the strategy helps in building a strong cognitive development to be a better citizen that can succeed in society. For this factor, the strategies proposed by the researchers have strong influence in society due to they contribute to the development of the citizens to have a better performance in the social world; for this circumstance, in the following section of the project is exposed the effect that the third strategy has in the social context.

Third Strategy

The third strategy "Finding Costa Rica" requires that learners complete tasks in an interactive learning environment. This helps pupils in establish relationship skills needed to succeed in the social world; hence, Casel (2015) illustrates that "Relationship skills: The ability to

establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed" (p. 2). Therefore, this strategy helps learners to work in an interactive manner in which learners have to discuss the problem "tasks" and take decisions on how to solve them. As a consequence, this helps pupils in the enhancement of their relationship skills with others. Additionally, this strategy helps the learner in increasing the listening competence by using the Instagram app in a listening stage; as a consequence, Makhija (2018) remark that with the use of apps "learners are equipped more effectively to enter the competitive world with an upgraded understanding of their subject matter" (para. 2). Hence, this application can be used for instructional purposes due to in today's society, this app is popular for learners to make connections with people around them or for following topics that they are interested. For this circumstance, for the familiarity that they have with this kind of apps, it was prepared a video in order to practice their listening skill in the application to improve their' self-confidence when listening to the English language. As a consequence, this can help pupils in having a better understanding of English when they listen to the language in a social context. Moreover, finding Costa Rica strategy helps learners in developing self-awareness of Costa Rican culture; therefore, Sarvana (2012) explains that "by knowing our own culture or cultures, we are better able to understand others. With the great amount of diversity, we are still able to accept and respect each other and our beliefs" (para. 4). Thus, by this strategy, pupils can develop a critical sense of Costa Rican culture and learn that each person is different and behave in different manners; hence, this can help pupils in the increment of their moral value of respect for others and accept what people believe.

Moreover, the strategy finding Costa Rica learners are exposed to complete tasks in an interactive learning environment to set up relationship skills that are needed to succeed in the social world. Hence, the strategy promotes that pupils work in an interactive manner with their classmates to discuss the problem "tasks" and take decisions to solve them; therefore, learners can improve relationship skills with others. Additionally, it is using Instagram app in a listening stage for instructional purposes to enhance their listening competence in the English language, due to it is searched that with apps pupils are more effectively equipped to enter in the competitive world for the reason that they can make learners to have a better understanding of their subject matter. Hence,

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for the closeness that learners have with these apps, it is prepared a video in Instagram to practice the listening skill and developing self-confidence when listening to the language. This helps them in having a better understating of the language when pupils listen to English in a social context. Additionally, with this strategy learners can develop self-awareness of Costa Rican culture and learn that people are different and that they behave in different manners; then, Pupils can increase their moral value of respect for people and accept their beliefs. As a consequence, the strategies elaborated have a strong impact on society due to they help learners in having better performance in the social world; nonetheless, the methods elaborated are also designed to enhance English education in Costa Rican educational system; therefore, in the next segment of the project is exposed the impact that the strategies have on pupils in English teaching.

4.6.2 Educational impact

The educational impact is based on how learners can be affected by the implementation of different tasks. Moreover, all the time the tutor is looking for new strategies that can give more opportunities to the pupils at the moment to develop the class. Additionally, all the aspects that interfere in the English learning process of a learner are crucial for them. For the way in which the teacher decided to plan the class and how it is organized the classroom. Every single aspect is necessary to cover all the needs that might have the learners. That is why the impact that can have the following strategies in education contributes to preparing pupils to be competent in the English language. To find the way of helping the new generations is the main purpose of the researchers. Finally, in the following sections, it is described how each strategy can bring alternatives to the educational impact of the learners.

First Strategy

In the development of the first strategy called "Let´s work together" the researchers look for different ways of work with the learners trying to identify specific information. Moreover, the use of apps gives extra opportunities to help the teacher and the pupil in the development of the lesson plan. This strategy has an educational impact because it provides the tutor with plenty of

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alternatives in order to develop the task. Therefore, the tactic of working together contributes to engaging the learner in the class. Consequently, (Querrey, 2018) points out why is a benefit to work as a group in the development of the classes:

> Team or group work in a classroom teaches students the fundamental skills associated with working as a collective unit toward a common goal. This type of teamwork introduces a variety of skills that will be valuable for students later in the workforce, such as communication, compromise and collective effort. In any type of group work, students must agree about who will handle various components of a project and work in tandem using one another's strengths to accomplish assigned tasks. This teaches time management, resource allocation and communication skills. (para.5)

Additionally, the communication in the class is one of the most necessary needs. It motives the teacher and the classmates to keep going through the development of the different stages. All the steps that the learner has to complete in order to get the main goal of the strategy, shows a scaffolding method because go step by step is necessary to achieve what the strategy pretends. Moreover, this strategy can contribute to many teachers because they can take it as a guide if they want to innovate and give the best for their pupils. The option to adapt and make changes is fundamental. What the teachers should do is to think about the choices that they have in the place where they work and elaborate a lesson plan full of options for the learners. Finally, the next strategy can give more alternatives in education for the benefit of the teacher and the pupils as well.

Second Strategy

The second strategy called: "Learn to listen by picture stimulus." In order to look for new ways to help the learner skills, the researchers try to find tasks that can motivate the pupils to develop their listening competence. Moreover, in education, teachers try to improve all the time, that is why the learners take the most essential role in the class. All the pupils are totally different and they require special care. Therefore, the cognitive process takes a fundamental role in

education. Additional, (Cherry, 2020) describes what is cognition and how the cognitive process works:

> Cognition is a term referring to the mental processes involved in gaining knowledge and comprehension. These cognitive processes include thinking, knowing, remembering, judging, and problem-solving. These are higher-level functions of the brain and encompass language, imagination, perception, and planning. Cognitive psychology is the field of psychology that investigates how people think and the processes involved in cognition. (para.1)

The way in which the pupils perceive the information and gather the knowledge is essential and the tutor has to take into consideration. This strategy gives the alternative to develop a certain of tasks that can activate the cognitive process while there are studying. Moreover, the learners are able to discover how to reinforce their listening skill. For instance, the pre-listening stage they are going to start to perceive all the information that will guide them to the final task. The second strategy has an impact on education because it looks not only the benefit for the pupils but also the opportunity to the teachers to integrates the strategy in the development of a class according to the assessment that has to cover. In the following strategy, it is described the need of an interactive environment in the class.

Third Strategy

In the third strategy of this research project, there are many factors that contribute to the development of the educational impact in the population. Moreover, the name of the strategy is "Finding Costa Rica". This strategy pretends to increase in the learner the motivation to continue learning the language in the classrooms. Therefore, in the development of a lesson, pupils expect a comfortable environment in which they can develop their skills and participate in different tasks with joy. Additionally, to give opportunities to the learner to decide the way in which they want to work in the class can have many advantages in English competence. (Guest, 2018)

A classroom is a haven for many students living with adversity. It is also a place that is conducive to learning because it takes into consideration students' needs and preferences. For instance, students should have input in the arrangement and design of their classroom including desks and wall space to facilitate collaboration, discussion, and individual work. This type of environment fosters a sense of belonging and of feeling valued, competent, and safe. (para.8)

The environment in the classroom is essential for learners, for some of them it is a new home, where they can be better pupils through the past of the time. To give them new and interesting tasks is one of the main keys in these innovative days. The development of the lessons the teacher has to look for meaningful content in the tasks. In that way, learners can feel motivated to continue gathering knowledge. Consequently, this strategy has an impact on education because uses technology as one of the main sources. Moreover, pupils like to participate in classes that involve the use of apps because they are familiar with the use of those tools. Finally, this strategy looks for giving more opportunities in the educational environment of the learner and also for the teacher. All the tools use can provide success at the moment to develop a task in the class.

Conclusion

In the development of these three strategies, the researchers try to provide possible solutions to some real-life situations that can face a learner and a teacher. Moreover, the impact that they have in the social and educational field can contribute in a positive way of how to implement right guidelines. Therefore, the project looks for the improvement of the listening competence in English classes and help learners to acquire skills needed to perform in a social context. Moreover, with these strategies, learners are going to be able to communicate with others, give opinions, and interactively defend their points of view. Furthermore, the teachers provide an environment in which they can have self-improvement. The use of the English language in the class can provide the confidence that the pupil needs in order to face real situations. The different strategies help the learners to become excellent users of the English language. Consequently, pupils can be able to overcome situations not only in the educational environment but also in society. Additionally, the strategies guide the learners to be competent citizens in order to deal

with the different circumstances that might face through the past of the time in the social world. To try to achieve this goal is the main purpose of the strategies, and help the teachers to create tasks that provide all that the learner requires to be competent in the English language. Finally, the social and educational impact that the strategies provide to the teacher and learners is fundamental for the listening competence and to acquire skills needed to perform in society. Moreover, looking for better ways of teaching strategies is the base of innovation in the classes. The leaners deserve all from the tutors who are responsible for the common education. Consequently, in the creation of the methodological proposal, it is a requirement to report how the proposal was made since the beginning until the final elaboration of it with the intention that teachers and investigators can apply the project proposal for future improve of learners; hence, in the following section of the project is elaborated a post-test that consists in a reporting in which it is specified this information of how the proposal was elaborated.

4.7 Post-Test

Accordingly, in the world search, using action research is an advantage for researchers due to this research method promotes the usage of different data instruments that help researchers of how to go on with the project design. As a consequence, investigators explain that action research is conducted in carefully cycles of planning execution, perception and reflection for encourage planning" (Rose et al., 2019, p. 9). Hence, this project has been constructed carefully since the beginning of its elaboration in order to proceed with the investigation and help learners in English education in order to improve their listening competence by using research methods and designs such as the elaboration of the pre-test, the methodological teaching strategies, and post-test instrument. Therefore, Thiagarajan (2008) explains that "A pretest refers to data collection at the beginning of an experiment, before subjects receive experimental treatments. A post-test refers to data collection in an experiment after the subjects receive the experimental treatment (p. 281). Hence, during the elaboration of the project, it was elaborated three different methodological strategies in order to help pupils in the improvement of their listening competence. As a consequence, the "strategies" helped the learners to enhance their aural competence in the English language; moreover, after applying the methodological methods it is fundamental to observe the

pupils' progress since the beginning of the project and after the application of it. Therefore, Merriam-Webster online (2020) indicates that a posttest "a test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program" (para. 1). Hence, it is recommended the application of a post-test tool to determine and measure the effects of the project on learners' development due to without the use of the post-test it is difficult to obtain results after implementing the "project" to gather outcome of pupils' improvement. As a consequence, it is applied this post-test based on the following representation in the project to obtain results: "One-group Pretest and Posttest design." Therefore, Glanz (2014) explains that this design is:

A second design commonly used by practitioners is known as the one-group pretest and posttest design and is depicted as follows: M → T→ M. In this design, one group is selected and is pretested (M) on the variable. A treatment (T) is then introduced, and its impact is assessed by a posttest (M) of some sort. (p. 65)

Thus, the post-test application is administered to the same group of seventh-grade learners in which it was administered the strategies; hence, the post-test tested the impact or to see if there is a change on learners' development after the implementation of the "pre-test and the methodological strategies." Hence, the post-test is used to measure if learners improve their listening competence. Nonetheless, in order to promote better result to make sure that pupils improved, in the post-test is making a selection instrumentation effect; thus, Johnson and Christensen (2012) explain that "selection instrumentation effect occurs when the groups react differently to changes in instrumentation" (p. 256). Hence, in the post-test is prepared a mediation listening activity, using a specific variable with its indicator with different activities from the strategies promoted to observe how learners react to this post-test in which they have to show their abilities learned in the methodological strategies in order to solve the listening tasks. As a consequence, if learners show high abilities in solving the activities in the post-test, it means that learners improved their listening skills.

Hence, the usage of action research is a benefit for researchers due to it helps in promoting data instruments that support investigators on how to continue with the research design. As a

consequence, the action-research has to be conducted in careful cycles of planning execution, perception and reflection for encourage planning. For these factors, this project is carefully constructed since the beginning of its elaboration in order to make possible the application of the research in helping pupils in English education to improve their listening competence. Thus, in order to fulling this objective, it is used research methods and designs such as the pre-test, the methodological teaching strategies, and the post-test. Hence, a pretest refers to data collection at the beginning of an experiment before subjects receive experimental treatments; moreover, a post-test refers to data collection in an experiment after the subjects receive the experimental treatment. Hence, during the elaboration of this action-research project, it is was created thee methodological strategies to improve the learners' listening competence; hence, these methods helped to enhance their aural skill and after the application of it, it is fundamental to observe the learners' progress since the beginning of the project and afterward the implementation of it. For the circumstance, a post-test gives to the researchers results of pupils' achievement by the effectiveness of the research program. Therefore, if there is not a used of a post-test, it is hard to get outcomes of pupils' improvement after the implementation of this project. For this factor, it is recommended the use of a post-test to observe the learners' progress in this project. As a consequence, the post-test is applied in this research in the following manner to obtain results from learners' development: "One-group Pretest and Posttest design." Hence, this design consists of selecting one group to make the pre-test based on the project variable and then, a treatment is administered to the same group and the impact of it is tested by the post-test. Thus, this post-test has to be applied in the same group of seventh-grade learners in which it was applied the pre-test and the strategies to measure if there is a change on learners' development in their listening competence after the implementation of the pre-test and the "strategies." Additionally, to promote better results to be sure that there is an improvement in learners, in the post-test is made a selection instrumentation effect that happens when the group reacts differently to some changes in the instrument to apply. Thus, the post-test is created a mediation listening activity based on a specific variable with its indictor and different tasks from the methodological strategies to observe how learners respond to these changes in the post-test activity; hence, they have to apply what they learned during the application of the strategies. If pupils demonstrate high abilities in solving the post-test tasks, it indicates that learners improved their listening skills. Consequently, in this post-test is fundamental to describe the post-test mediation activity; as a consequence, in the following section is presented

how the activities are carried out in the test in order to provide the researchers or English teachers who are interested in the application of this project the knowledge of how to apply this post-test.

Post-Test Mediation Activity

Variable:

> Apps

Indicator:

> Innovating classes

Level:

> Seventh grade

Unit:

> 6

Scenario:

> Getting from here to there

Theme:

> Knowing what I need and when

Assessment Strategy:

> L.2. recognizes figures and times given in clear announcements, for example at the airport or at a bus station.

Didactic Sequence:

- pre-listening
- listening for the first time
- pair/group feedback
- listening for the second time
- post-listening.

The post-test is developed in order to identify if learners show an improvement in the listening competence. Moreover, the post-test is elaborated according to the English syllabus 2016

guidelines; as a consequence, it is applied on the unit sixth, scenario Getting from here to there, as well as the theme uses is Knowing what I need and when. Therefore, this post-test helps learners to increase their abilities to perceive information; as a result, learners can increase their listening competence. Hence, the assessment strategy elected is L.2. recognizes figures and times given in clear announcements, for example at the airport or at a bus station. Furthermore, the post-test uses the didactic sequence of listening established in the English syllabus 2016; thus, the structure to follow is pre-listening, listening for the first time, pair/group feedback, listening for the second time, and post-listening.

Pre-listening

The teacher gives the learners a piece of paper with some pictures about different places in the city such as bank, post office, supermarket, hospital. Also, the teachers show the use of simple present (S+V+C) and some vocabulary like Travel expenses, schedules, transfer, transportation fare, price, cash, ticket, toll, reservation, form, Numbers from 1 to 5 thousand, Days of the week, Months of the year, Time. Then the tutor asks the pupil if they have visited and recognize those places. After that, the teacher provides the list of places that learners can find in a city. Then the teacher asks to create pairs. The learners have to choose a place of the previous list and they have to discuss and describe that place. The teacher gives these three questions that the learners might include in the description. 1- What do they like about the place? 2- What do they can do there? 3- Where is located? When they are ready, they have to present in an oral way in front of the class.
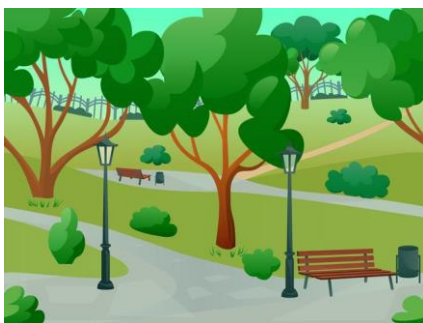
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Source: https://sp.depositphotos.com/vector-images/post-office-dibujo.html

https://www.pinterest.es/pin/451697037626601980/

https://www.vectorstock.com/royalty-free-vector/family-shopping-in-supermarket-cartoon-vector-22767658

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https://www.shutterstock.com/es/image-vector/swiss-bank-icon-cartoon-illustration-vector-520653898

Source: Own elaboration

1. Airport   12. Reservation
2. Bank   13. Cash
3. Bookstore   14. Ticket
4. Bus Station   15. Schedule
5. Post Office
6. Supermarket
7. Park
8. Hospital
9. Church

10. Gym

11. Hotel

Source: Own elaboration
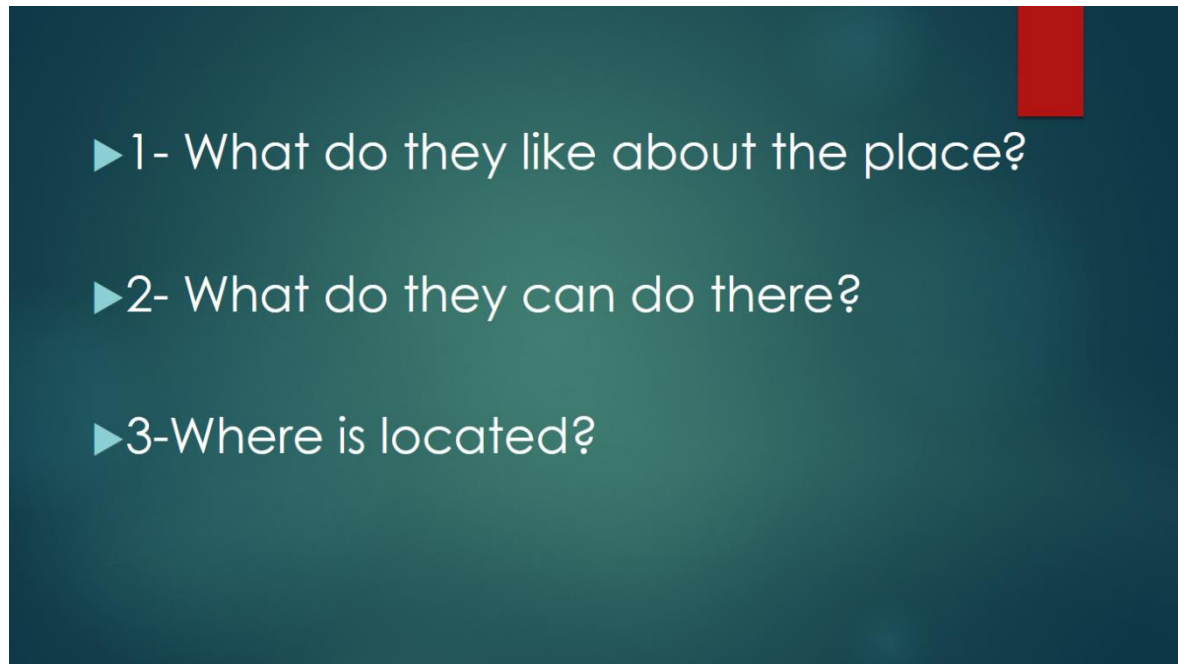
Source: Own elaboration

Listening for the first time:

The teacher asks the learners if they have visited an airport? And what do they saw there? Then, the tutor explains how to use "zoom" which is an app for meetings. After that, the teacher divided the class into 5 groups. One member of each team has to have the app in order to listen to a video called "At the airport" that the teacher is going to play in the app. The pupils can share ideas, comments and provide opinions in an oral or in a written way of the video in the app. The Teacher provides three different questions to the learners that they have to answer with the information that they gather from the video. 1-Why do they visit the airport? 2- What do they do at the airport? 3-What do they do during the flight? When they listen to the video, they have time to complete their answers. Once they finish, the teacher asks the teams to provides all the answers in an oral way.

IMPROVEMENT OF LEARNERS' LISTENING COMPETENCE BY APPS
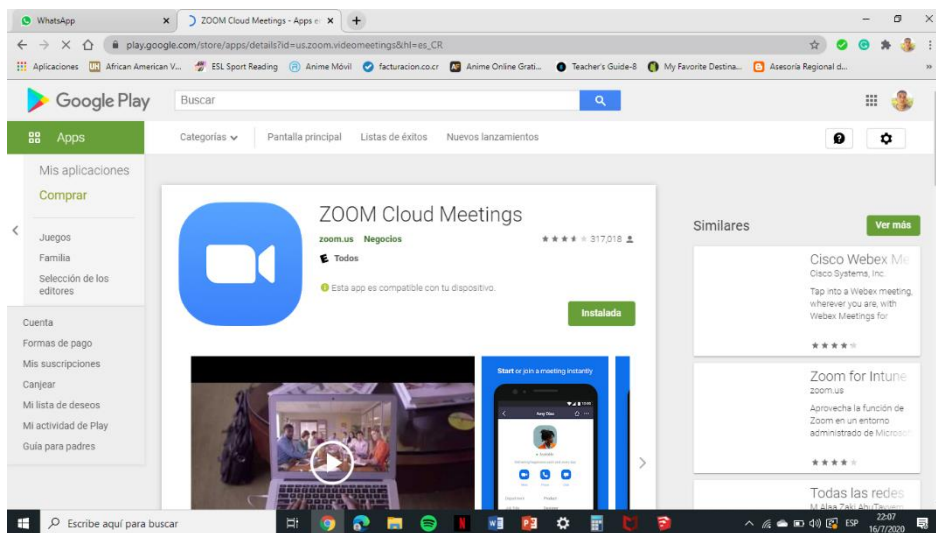
Source: https://play.google.com/store/apps/details?id=us.zoom.videomeetings&hl=es_CR

Source: https://youtu.be/jy88ejZrPWw

Source: Own elaboration

Pair/group feedback:

The tutor shows a PowerPoint presentation with pictures of some popular places for vacations. Then he/she asks the learners if they would like to visit any of those places and why? After that, the teacher divided the class in 4 groups. The teacher provides the situation "What about our tickets" and then the pupils have to create a mini role-play about a situation in an airport or a bus station. The teacher provides some time to the learners in order to prepare the mini role-play. When they are ready, they have to perform in front of the class. At the end, the teacher asks the rest of the classmates if they face some similar situations in their trips.

https://robertfrostpoetryfestival.com/cronicas-de-viaje/5-consejos-para-tu-viaje-a-cancun/

https://fineartamerica.com/featured/lodon-rain-carlos-cardetas.html

https://manuelantoniopark.com/

https://es.wikipedia.org/wiki/Hacienda_Santa_Rosa_(Costa_Rica)

https://en.wikipedia.org/wiki/National_Theatre_of_Costa_Rica
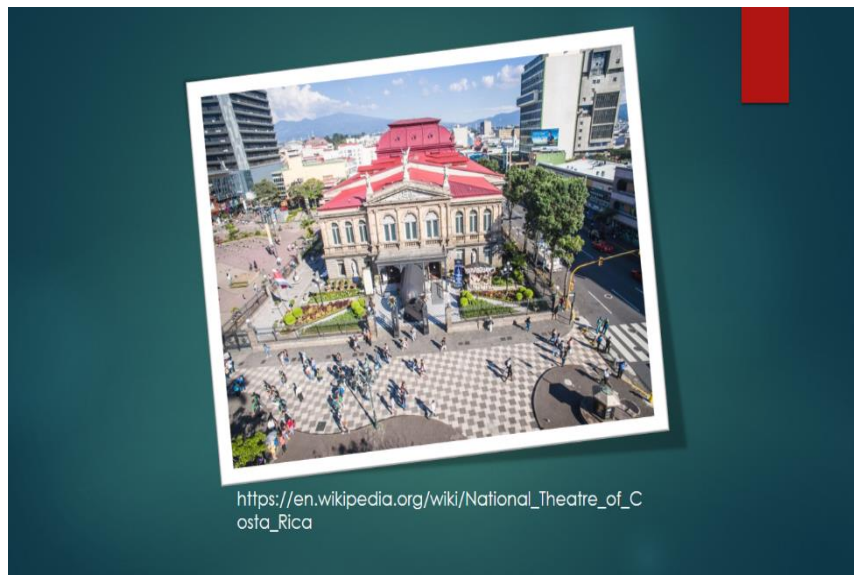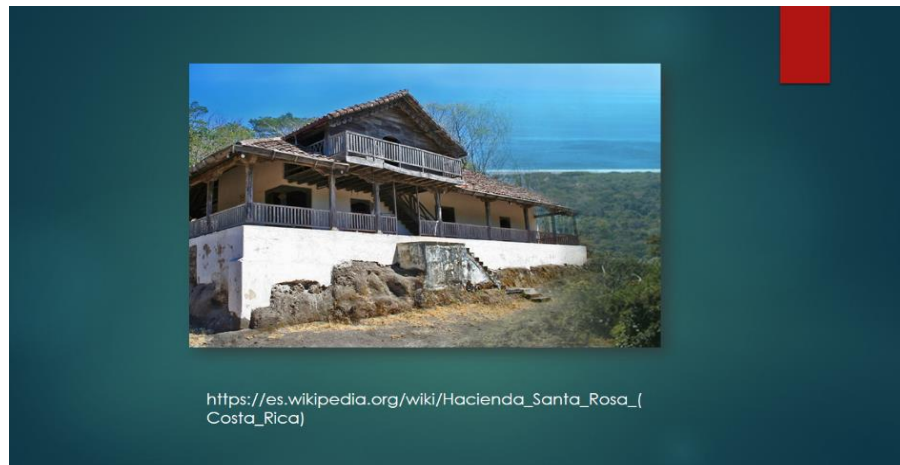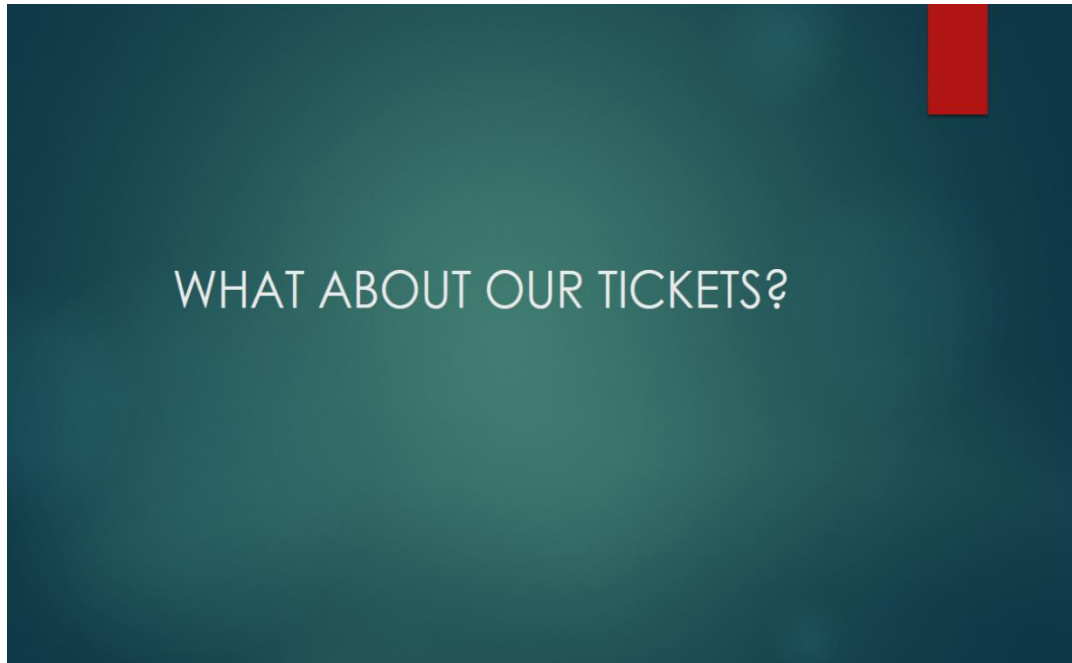
Source: Own elaboration

Listening for the second time

In this section, the teacher starts giving comments about a trip that he/she made. The teacher through the short story tells some true and some false comments. The learners have to pay close attention and try to recognize what are the true and false events in the story. After that, the teacher asks the learners to listen carefully to the video one more time, also they can take notes of the video if they want. Once they finish the video the teacher provides a set of sentences. Some of them are true and some of them are false. Then, the learners make pairs and they have to discuss and recognize the truth and what is wrong. When they finish, they can share to the rest of their classmates all the answers and say why the sentences are true or false.

Scrip:

the Scots are going on vacation they are

going to travel by plane they are

packing their bags

Sarah is very excited I can't wait to be

in the plane the taxi is here let's go

I'll put your bags in the trunk for you

thank you very much where can I take you

to the airport please can you drop us

off near the entrance yes sure here we

are

that'll be eight dollars and fifty cents

please thanks for the ride

keep the change thank you have a nice

flight

why don't we gonna do first mom first we

need to go to the check-in counter what

are we gonna do there we are gonna check

in our bags and get our boarding passes

let's go there is such a long queue of

passengers here don't worry we won't

have to wait long hello we would like to

check-in hello can I see your tickets

and passports please yes of course

here they are how many bags are you

checking in two bags

can you put them on the scale please yes

sure

how many carry-on bags are you taking

with you to banks

now Stephanie and I can take my bag on

the plane with me yes Sarah

okay here are your boarding passes and

your passports thank you

you will be boarding at gate b2 at 12:10

okay thank you very much so where are we

going now that we're going through

security now hello hello put your bags

on here please empty your pockets and

put the contents in the tray

why does this machine bad this is the

x-ray machine that looks inside things

now we have to step through the scanner

I'll go first

now it's my turn

here is your back

now we need to go to our gate let's take

the escalator we are going to wait here

for the boarding announcement why are we

passing through this tunnel dad this is

the boarding bridge it takes us directly

to the plane welcome aboard

I hope you enjoy your flight with us

today

here are your seats you can put your

bags into the overhead compartment mr.

Scott is sitting in the aisle seat mrs.

Scott is sitting in the window seat and

Sarah is sitting in the middle mom can I

seat by the window of course you can

let's switch seats please fasten your

seat belt because the plane is going to

take off soon

look we're flying this is so amazing

now it's safe to unfasten the seatbelts

what would you like for your in-flight

meal we have chicken and rice or pasta

we'd like chicken and rice please would

you like anything to drink with that yes

I'd have a glass of lemonade please

and two glasses of water for us please

this is your captain speaking we are

about to land

so please fasten your seat belts

are we going to do hotel now first we

need to go to the baggage claim to get

our bags.

Source: Own elaboration

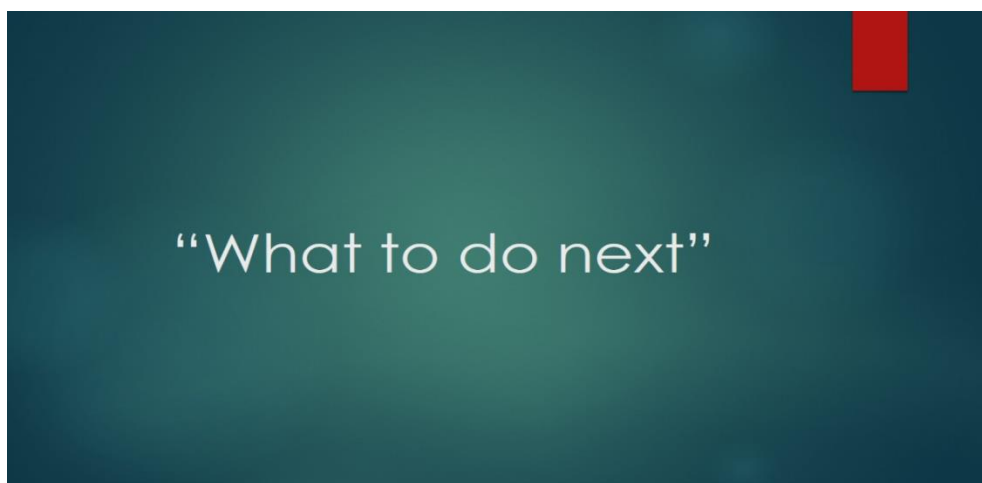IMPROVEMENT OF LEARNERS' LISTENING COMPETENCE BY APPS

Complete the following sentences with true and false according to the information in the video called "at the airport"

1. The Scots are going on vacation they are going to travel by train. _____ F
2. First, we need to go to the check-in counter. _____ T
3. They will be boarding at gate b3 at 12:30. _____F
4. In the security section there is an x-ray machine. _____ T
5. After the plane is going to take off it's safe to unfasten the seatbelts. _____ T
6. They eat chicken and rice during the flight. _____T
7. Sara prefers to drink a glass of water. _____F

Source: Own elaboration

Post-listening:

The tutor asks the learners if they usually go to the city? And what do they do there? After that, the teacher provides a situation to the pupils "what to do next". The teacher explains that they have to create groups of 6 people. When they have the groups, they are going to create a story with some pictures. Each story might include 4 different places of the town. The teacher provides magazines, newspaper, and pictures to give them in order to create the story. When the pupils end the story all the groups have to present their jobs in front of the class. They are going to tell the story and the reasons why do they choose that places? and what does it represent?

"What to do next"

Source: Own elaboration

Closing:

In the development of this post-test, it is necessary to take into consideration the English syllabus 2016, the teacher has to follow the didactic sequence that the guide for seventh grade provides. Moreover, in that way, learners are going to be able to achieve the assessment strategy: recognizes figures and time given in a clear announcement, for example at the airport or at the bus station of the unit 6. Scenario: Getting from here to there, theme: knowing what I need and when. Therefore, each step in the didactic sequence provides all the tools that the learner requires in order to be competent. The post-test helps the researchers to identify weaknesses or strengths in the pupils. The development of a task is a need if the tutor wants to get the main goal in the development of the class. Consequently, in order to help the readers of these action-research project in having better understanding of the elaboration of this chapter of the alternative methodological proposal, in the next segment is presented the chapter's conclusion, this help readers in having a big picture of the importance of this chapter.

4.8 Chapter's Conclusion

In summary, in this chapter is elaborated the action plan proposal of the project in order to improve the learners listening competence in the English language. Hence, the identified trouble is that learners have many problems in understanding the English language; thus, listening is the ability to accurately receive and interpret messages in the communication process and without listen effectively, the messages perceived form the environment can be not understood. As a consequence, the communication can break down. That is why listening is a fundamental factor for the communicative success; additionally, this is also an aspiration of Costa Rican education that learners use the language for communication; thus, it is elaborated the action plan focuses on the improvement of the listening competence as one of the keys to succeed in communication in which it is strengthen teaching practices to help learners in the improvement of their aural skill. As a consequence, the proposal title is "The application of educational apps technologies to

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strengthen the learners' listening skill in the English learning process." Therefore, by using this title proposal, it is made the methodological strategies supported by apps to improve the learners' listening skills. Hence, it is justified that with the use of apps in the English learning process, it is possible to improve the pupils' listening competence for the diversity of didactic material that can be used by the source of applications; thus, it is possible to give more alternatives and more advantages in the development of the lesson to develop the aural skill. As a consequence, this alternative methodological proposal gives a clear idea of a need to have strong strategies to give the teachers solutions at the moment to plan the lessons. Consequently, the first strategy created is called " let's work together" and it is made based on the necessity to work as teamwork due to it is searched that more teamwork is provided in the class, exists more opportunities for learners to learn vital skills of compromise and collaboration; additionally, the strategy uses apps in order for learners to share ideas and compare information gathered in the task; this helps them in the reinforcement of their listening competence. The second strategy is called "learn to listen by picture stimulus." Hence, it is stimulating the learners' cognitive process by picture stimulus to learn to listen due to the strategy promotes meaningful cognitive activities that can improve the learning experience. Thus, there are more opportunities that pupils expand their listening competence. The third strategy is called "Finding Costa Rica." This strategy pupils work in different tasks about Costa Rican culture; hence, it uses apps to experiment more in pedagogy and to experiment more active learning working in an interactive learning environment to enhance the listening competence. Therefore, the importance of the application of the methodological strategies is that they provide new ideas to innovate English teaching, they allow the teacher to implement meaningful listening tasks to improve the listening skill. As a consequence, the necessity is to improve the aural skill due to listening is important in gaining communicative competence to enhance the 21st-century citizens' abilities to succeed in today's society. Hence, the project facilitates the pupils' learning and boosts their capacity to have a better understanding of the language enhancing their ability to communicate. Then, the scope of the project is that this research is carried out within Costa Rican educational system, and it is applied to seventh-grade learners. Hence, the methodological proposal informs teachers of seventh grade or researchers who are interested in this grade of strategies to improve the listening skill. Consequently, in the alternative methodological implementation is explained how the three different strategies are divided and organized. Hence, each strategy has a specific name and each strategy is applied based on the

English syllabus 2016 guidelines; hence, the three strategies are sustained on a specific unit, theme, assessment strategy, and listening didactic sequence proposes by MEP. Moreover, the methods are composed of an objective, process, evidence, and evaluation. Hence, the strategies objective gives an understanding of what is the goal of each method and what is pretended to be achieved in the elaboration of the "strategies." This guides researcher in the elaboration of the tasks. Additionally, in the process, learners are exposed to work in a suitable learning environment by using apps to enhance the learning process. Hence, the evidence presented is that the strategies promote strong listening tasks; thus, pupils can increase their listening competence, and ended up more autonomous learners. Furthermore, in the evaluation is informed how can leaners be evaluated in the strategies with the purpose that English teachers and investigators who are interested in applying the project can obtain information on how can be pupil assessed. Accordingly, in the description of the strategies, it is presented the first strategy "Let's work together." This strategy is based on the variable apps with its indicator innovating classes. The method is applied on seventh grade, unit fourth, scenario, "Checking things off a shopping list!" as well as its theme is My Family´s Grocery List. The assessment strategy used is "Learner identifies specific information when communicated directly, providing something that is already known about the subject, and when the speech is accompanied." As a consequence, the objective of the strategy is to identify specific information with the used of apps to innovate classes in the English learning process. Moreover, the strategy is developed using the didactic sequence of pre-listening, listening for the first time, pair/group feedback, listening for the second time, and post-listening. The second strategy learn to listen by picture stimulus is based on the variable listening competence and its indicator cognitive process. The strategy is applied in seventh grade, unit four, scenario, "Checking things off a shopping list!" as well as its theme is "Does this fit me?" The assessment strategy used is " L.3. recognizes most of a story when read slowly and accompanied by pictures." Hence, the objective of the strategy is to recognize stories by pictures stimulus to enhance the listening competence. Furthermore, the didactic sequence in which the strategy is developed is listening for the first time, pair/ group feedback, listening for the second time: recognition/ articulation/ production, and finally, post-listening. The third strategy "Finding Costa Rica" is based on the variable apps with its indicator interactive learning environment. Hence, the strategy is administered in seventh grade, unit five, scenario, "Let´s celebrate Costa Rican Culture!" and its theme is how other Costa Rican communities celebrate "Tico" culture. The assessment strategy

used is " L.2. recognizes pieces of short information and what is being said about holidays and celebrations." Therefore, the objective of the strategy is to recognize pieces of information about Costa Rica culture in an interactive learning environment. Consequently, the didactic sequence in which the strategy is developed is listening for the first time, pair/group feedback, listening for the second time, and post-listening. Additionally, researchers follow all these aspects in the strategies in order to help learners in the improvement of their listening competence. Accordingly, each method elaborated has a social and educational impact. Therefore, the social influence of the strategies is linked to the necessity to learn English to succeed in this competitive world; thus, the strategies help learners in becoming skillful citizens by acquiring abilities needed in the working world, and in social setting, to get self-improvement and to acquire communicative skills by the stimulation of the listening ability. Hence, by the use of these strategies' learners can increase the English language and have a strong performance in real-life setting. Moreover, the educational impact of the strategies is that the methods give the teacher new strategies to implement tasks in the development of the class, this helps new generations of learners in having methods to make them competent in the English language. Consequently, it is applied a post-test to measure if pupils improved their listening competence since the pre-test and after the application of the methodological strategies. Hence, this post-test allows to obtain outcomes of pupils' improvement in their listening skill. Consequently, after the implementation of this action-research, it is stated that good research has to have reflection based on theory and in the execution of this project. As a consequence, in the next chapter segment is presented the reflection argument in order to obtain knowledge of the possible "reflections" that can be made in this action-research project.

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Chapter V Reflections

IMPROVEMENT OF LEARNERS' LISTENING COMPETENCE BY APPS

5.1 Chapters Introductory Paragraph

In the development of this chapter is presented the reflections made by the researchers of this action-research project. Therefore, Thomas (2008) highlights the usefulness of reflection:

Reflection is what a teacher does when he or she looks back at the teaching and learning that has occurred, and reconstructs, reenacts, and/or recaptures the events, the emotions, and the accomplishments. It is that set of process through which a professional learns from experience. (p. 238)

Hence, by use of "reflections" allow the researchers of this project to make a self-evaluation of the findings in the process of elaboration of the investigation and reflect about their experiences; moreover, based on the investigators' reflections also helps English teachers who want to apply this action-research project and reflect about their professionalism in order to improve English teaching. Consequently, the reflections process is made by answering the nine research questions of this investigation. Hence, these "research questions" are made based on the variables' indicators; hence, the focus is to answer the indicators by making reflections on them. Therefore, Shattuck (2015) explains that "Indicators help us know the scope and magnitude of problems, whether we have enough resources to fix a problem, and whether we are making progress toward solving problems" (para. 2). Therefore, the projects indicators helped to gather information and make practical solutions to improve the English syllabus 2016 and to enhance the seventh-grade learners' listening competence. As a consequence, researchers make critical reflections based on the indicators that made the research questions; hence, Fook et all. (2015) explain that "critical reflection implies a shift of focus from an individual perspective on knowledge (skill or competence) towards a collective, situated process that assists inquiry into actual and current project and their organizational consequence" (p. 50). For this circumstance, it is created critical reflections based on the researchers' own experience and what is learned through the development of the whole project in order to enhance the English syllabus 2016. Hence, these "reflections" encourage English teachers of how they can develop this project to improve the learners' listening competence as well as the researchers' thoughts help for future application of this project in English education.

5.2 Reflections

- The Action-Oriented Approach in the listening class contributes to the learners' learning process due to it is explained that this methodology is useful "to teach languages more effectively and improve the proficiency of their students. Thus, the AoA started to be the object of increased attention from languages educators and curriculum developers and consequently a body of knowledge started to be created." (Piccardo & North, 2019, para. 1). Hence, the Action-Oriented Approach in the listening class, the teacher can enhance the learners' learning process for its guidelines. Therefore, four themes per unit are taught and one theme per week is developed using this methodology; moreover, in the themes, learners are exposed to learn vocabulary, grammar structures that they have to make use of them in different listening stages; as a consequence, the Action-Oriented Approach in the listening class, learners can learn a variety of vocabulary and grammar structures that help them in the improvement of their learning process.

- The didactic sequence is a vital element in the development of the lesson due it gives to the teacher a guide on how to develop the pupils' learning process through the implementation of tasks in different stages of the oral comprehension. Hence, Pardo (2013) explains that the didactic sequence is "a group of learning activities set in a specific order which takes into account the student's progress. The didactic sequence starts with an initial production; it is followed by a series of workshops, and ends up with a final production (p.32). Therefore, the didactic sequence helps learners to have a previous preparation to guide their learning process. Accordingly, the sequence supports pupils to have a general understanding of the listening task that the teacher provides to them; also, it encourages learners to discuss aspects of the previous listening activity with their classmates. Consequently, the didactic sequence helps in order to have a deep understanding of the previous listening task, and finally, there is a self-assessment to evaluate what is learned through the development of the task. Thus, the didactic sequence is an essential factor that teachers have to follow in order to help learners' in their learning process and also for the application of this project for future improvement of pupils in the English language.

- The development of tasks in the class is one of the most critical factors in the learning process due to by the use of "tasks" is possible to help learners' in English learning and make them competent in the language. Therefore, it is fundamental for teachers to keep pupils working in different problem-solving tasks to stimulate the learning process. Hence, Behtash (2014) indicated that "This idea of teaching and keeping learners exposed to problem-solving tasks for language teaching easily and effectively can be applied in listening comprehension ability" (p. 31). Thus, by making a variety of problem-solving tasks in the class is possible to enhance the learning process.

- Auditory processing is a fundamental aspect in the pupils' listening competence due to the manner in which they listen to the language and the sounds from the environment go through the auditory system. Hence, investigators explain "that the functional organization of the auditory system "allow us to distinguish sounds" (Lopez & Kikuchi, 2017, p. 5). Hence, English learners can develop auditory weaknesses that may interfere in the comprehension of the language such the auditory processing disorder. Hence, Mancuso (2020) stated, "A person with an auditory processing disorder is perfectly aware of sounds. But his brain somehow deciphers these sounds abnormally" (para.1). Therefore, learners listen to the sounds, but they listen to a different meaning of what is said. Thus, it is fundamental to be aware that listening is difficult for English learners, and they can develop trouble in understanding the language; as a consequence, their listening competence can be affected. For this circumstance, it is a duty for English teachers to emphasize and pay more attention to the development of the listening skill in the class and apply different teaching strategies such the "methodological strategies" elaborated in the project that help learners in the improvement of their listening competence by the implementation of different listening tasks supported by apps technologies.

- Metacognitive strategies are used to give more self-participation in the development of the class, the teacher provides opportunities to the pupils to participate during the listening tasks in order to improve in listening competence. Moreover, the function of the metacognitive strategies is to give to the learners to evaluate their control of the language, also regulating how

they can gather knowledge through the development and improvement of the learning process (MEP, English Syllabus, 2016, p. 49).

- The way in which the cognitive process can affect the learners´ listening competence is related to how the pupils learn. Each leaner is totally different, that is why the teacher can use a variety of tasks. Moreover, to take into consideration the needs of the pupils in the development of the class is the main key. As (Cherry, 2019) points out "Cognition is a term referring to the mental processes involved in gaining knowledge and comprehension. These processes include thinking, knowing, remembering, judging and problem-solving. These are higher-level functions of the brain and encompass language, imagination, perception, and planning" (para.1).

- The use of technological devices is an advantage that all the teachers can take into consideration. Moreover, these tools can be used in order to develop the task, the learners can use their cellphones, computers or any other device to interact with the rest of the class and the teacher as well. Additionally, the teacher might plan his/her lesson using the technological tools that can find in high school. As a result, Lolong (2013) explains that "technological device refers to any device that helps you to do school work as and as for entertainment. It is technology that allows those tasks to be performed via cellular phone, laptops, and computer" (p. 12).

- The use of apps in the development of the class can create an interactive learning environment for pupils who like to use cellphones or computers. The teacher can implement new tasks that include in some stages apps in order the achieve the main goal of the class. Moreover, according to (ASCD, 2018): Classroom environments that promote empowerment do so by providing many opportunities for students to build their confidence and capacity to speak up, address issues, take risks, and make decisions about what works for them. Welcoming students' voice and choice helps them to be involved in decisions that impact their learning (para.6)

- When the teacher plans the lesson, he or she might take into consideration that for most of the pupils innovating classes can be a perfect motivation. Moreover, the pupils can interact and develop the task with joy. Apps take a fundamental role because if the teacher uses to plan in the same way, the learners are going to feel bored. That is why the implementation of apps that contribute to achieve the assessment can be a useful tool. Consequently, (Cork, 2018) mentions: Keeping up with technology trends is the best way for teachers to be innovative. Granted, this can be expensive as new technology trends are never cheap, but even just taking cell phones into consideration is a small step that teachers can take to be more innovative. (para. 3)

Chapter VI Conclusions

6.1 Chapters Introductory Paragraph

In the development of this chapter, it is made the final conclusions of this action-research project in order to help the reader to have a better understanding of why in this project is important to improve the learners' listening competence. Hence, USC Libraries (2020) indicated that "The conclusion is intended to help the reader understand why your research should matter to them after they have finished reading the paper" (para. 1). Therefore, the conclusion is a critical element in this action-research project due to it showed the readers an overall understanding of the research problem. Hence, Smith (2016) remarks that:

a well-written conclusion provides you with important opportunities to demonstrate to the reader your overall understanding of the research problem. These include: Presenting the last word on the issues you raised in your paper. Summarizing your thoughts and conveying the larger significance of your study. Demonstrating the importance of your ideas. (para. 25)

As a consequence, the conclusion allows the researchers to restate the main argument of the investigation of improving the learners listening competence through the implementation of educational apps in the English learning process. Thus, the conclusion helps readers to remind the strengths of the main argumentation to improve the aural skill. Hence, spectators can get a deeper understanding of the "strengths" of the investigation in the enhancement of the listening competence. This demonstrates the viewers why this project should matter to them after reading or even though, afterward the application of the project in English education. Additionally, one investigator remarks that "Conclusions can also serve as a basis for continuing research, creating new ideas to resolve an issue you highlighted in your paper or offering new approaches to a topic." (Indeed, 2020, para. 2). For this factor, the conclusion is an important element in the action-research due to by the conclusions that will be exposed, also promotes bases to encourage further research in the listening field to improve the aural competence. Consequently, the conclusion process is made based on the project variables' indicators; therefore, Studies (2017) explains that "Indicators usually describe observable changes or events which relate to the project intervention. They provide the evidence that something has happened whether an output delivered, an

immediate effect occurred or a long-term change observed. (para. 1). As a consequence, the conclusions are created on the indicators that supported the investigation with useful data that helped researchers to make different interventions as the elaboration of methodological strategies specialized in the improvement of the listening skill of seventh-grade learners within the English syllabus 2016. Therefore, the variables learning process, listening competence, and apps contain the following indicators in which the conclusions are elaborated: Action-Oriented Approach, didactic sequence, task, auditory processing, metacognitive strategies, cognitive process, technological devices, interactive learning environment, and innovating classes. Hence, by using them, it is possible to make the conclusion section and provides useful information on why this action-research matters in order to improve the listening competence.

6.2 Conclusions

Following with the elaboration of the chapter, researchers present the final conclusions of these action-research project. Therefore, the next "conclusions" made by the investigators are derived from the variable learning process that responds to the indicators Action-oriented approach, didactic sequence, and task.

- The Action-Oriented Approach is a useful methodology to teach the English language, it helps learners to learn the language more effectively for its guidelines due to pupils are exposed work in four different themes per unit and one is taught per week; hence, in the development of these "themes" the teacher introduces new vocabulary and different grammar structures that learners have to make use of them in the development of the different listening stages. This enhances the learners' learning process, making them competent in the English language.

- The use of a didactic sequence is vital in the development of an English lesson. It helps the teacher to implement the tasks correctly in the English class. This helps professors to guide the learners learning process through different listening practices in the oral comprehension stages.

- The use of tasks in the development of the class plays a fundamental factor in the pupils' learning process due to tasks provide bases to the learner to face real-life situations and problem-solving assignments that enhance the learning process making pupils competent in the English language.

Hence, to continue with the closure section, researchers present the following conclusions that are derived from the variable "Listening competence" that respond to the indicators auditory processing, metacognitive strategies, and cognitive process.

- The auditory processing plays essential role in the development of the listening competence due to the it allows learners to make distinctions of the sounds that they perceive from their environment and the manner in which they listen to the sounds can be affected negatively by auditory weaknesses, comprehension of the language and auditory processing disorder that provoke that they listen the sounds perfectly, but the listen a different meaning of what is listened. These problems generate trouble in the listening competence, generating difficulties to engage learners in English learning.

- The use of metacognitive strategies provides benefits for the learner and the teacher, it gives more alternatives to the pupil to be competent in the listening skill. The pupil also identifies weaknesses and strengths during the process. It refers to the self-management that the learner shows during the learning process while they are gathering and sharing knowledge in the development of a task.

- The cognitive process is based on how the learner gather the information through different ways, it varies from one pupil to another. The cognition is a mental process that involve the knowledge and the comprehension. Therefore, the tutor needs to take into consideration all the factors that can affect the learner during the learning process to improve the listening competence. There is a relationship between the information from outside that the learner uses to deal with tasks in the class.

Consequently, to continue with the conclusion process, the following "conclusions" elaborated by the researchers are derived from the last variable of the research project that is called "Apps" that respond to the indicators technological devices, interactive learning environment, and innovating classes.

- There are plenty of technological devices that contribute to the teacher and learners in a positive way. Those artefacts are changing the teaching style in high schools. Moreover, the use new tools can improve the learning listening competence in the development of the class. The technology introduces interesting resources in order to give more alternatives to plan the lesson and give real context to the learner's population.

- An interactive learning environment provides opportunities for students to build their confidence and capacity to speak up, address issues, take risks, and make decisions in some real-life situations. Moreover, the use of apps in the development of the class promotes more communication and interaction in the development of the class that provides opportunities to the learner to solve any task.

- The implementation of innovative class can motivate the pupils to continue learning the English language in the listening learning process. Moreover, the teacher requires to be in constant innovation in order to provide new ideas and task for the pupils. The use of technology in the class gives more alternatives for the learners to gather the information and build it in new knowledge. Innovation is a key for the tutor with the new pupils' generations.

Chapter VII Recommendations

7.1 Chapters Introductory Paragraph

In the development of this chapter, it is making the recommendation section to show to the reader what is recommended in order to improve Costa Rican English educational system. Hence, Putman and Rock (2016) studied and emphasized the importance of making recommendations in research; thus, they explained that recommendations:

> You determined actions you will take within your practice to improve teaching and learning based on what you learned from your studied. When writing your recommendations, it is even more imperative to be clear, concise, and specific, as these actions you hope others will take to more broadly address the problem or issue you studied. (para. 67)

Therefore, the recommendations made by the researchers of this project contribute to the improvement of the learners' listening competence through the implementation of educational apps in the English learning process. Hence, the recommendations are carefully structured based on the theory of this project and what was learned through the elaboration of it due to they are directed to readers who are the principals and English teachers of the educational institutions. This helps them to take actions in order to enhance the listening competence based on the researchers' theory. Moreover, the recommendation section has a strong impact on the readers for its purposes; thus, Cottrell, and Kenzie (2011) explained that "the student gives recommendations to readers. It is often divided into three subsections: (1) recommendations for practice or implementation, (2) recommendations for improving the research, and (3) recommendations for future research." (p. 276). Therefore, the recommendations that will be made help to improve listening practices or in order to apply the project methodological strategies to enhance the aural competence as well as they help to improve this investigation or other research that is made in the same field of listening to enhance the learners' aural skill. In this manner, it is established the measures or directions that have to be taken in this project to improve the pupils' listening competence. Thus, Sachdev (2017) indicates that "Recommendations are based on the results of your research and indicate the specific measures or directions that can be taken" (para. 3). Hence, the recommendations are the measures or directions that principals and teachers have to follow in order to guide them to improve English

education. Consequently, the recommendation process is conducted based on the project variables indicators; hence, kosten (2016) emphasized that "indicators play an immediate role in the decision-making, while in other decision-making processes indicators are used to inform peer reviewers or decision makers." (para. 13). The project's indicator contributed to take decisions on how to improve the listening competence; hence, the recommendations are operating based on them in order to recommend actions for pupils' improvements. Thus, the variables learning process, listening competence, and apps have the following indicators in which it is working the recommendations: Action-Oriented Approach, didactic sequence, task, auditory processing, metacognitive strategies, cognitive process, technological devices, interactive learning environment, and innovating classes. Therefore, by using them, it is possible to make the re commendation section and give the principals and teachers the directions that they have to follow to improve English education and enhance the learners' listening competence using this project.

7.2 Recommendations

Accordingly, to continue with the elaboration of the chapter, researchers present the recommendations of the project. Hence, the next "recommendations" are directed to the principal and teacher, and they are derived from the variable learning process that responds to the indicators Action-oriented approach, didactic sequence, and task.

Recommendations for the principal

- It is recommended for the principal to ensure that the Action-oriented approach is implemented in the listening class according to its guideless established by MEP due to its correct implementation in English education enhance the learners learning process, make them competent English learners. Therefore, the principal has to supervise the English teachers' labor in the educational institution to ensure that they are teaching the themes correctly with its corresponding vocabulary and grammar structures in order to enhance the learners' learning process appropriately**.**

- It is recommended to the principal to have a continues feedback of the mediation principles of the development of the oral comprehension in order to advice English teachers how to develop the didactic sequence appropriately due to its corrects implementation in the lesson helps to implement the tasks correctly, enhancing the learners' learning process by different listening practices promoted in the stages of the didactic sequence.

- It is suggested to the principal to supervise curricular activities to guarantee that there is a correct implementation of tasks in the development of the class due to the "task" stimulates the learning process through different listening activities making pupils competent in the language. Hence, the principal must orient English professors to incorporate in their labor as teachers an updated and innovative knowledge to create a variety of problem-solving activities and tasks oriented in real-life situations to enhance the learners' learning process, making them competent in the language.

Recommendations for the teacher

- It is recommended to the teachers to ensure the fulfillment of the teaching program objectives in accordance with the established plans. Hence, the teachers must develop in the English class the corresponding unit theme according to the Action-oriented approach guidelines and provides the learners the corresponding theme vocabulary and grammar structures allowing pupils to make use of them in the listening stage improving the learning process gradually.

- It is fundamental for the teacher to apply the didactic sequence in the English lesson according to the syllabus structure to enhance the learning process properly. Thus, the teachers must ensure for the best pupils' academic formation applying the didactic sequence according to the syllabus design to implement the tasks correctly, improving the learners' learning process through listening practices developed in the didactic sequence.

- It is indicated to the teacher to prioritize the task development and create meaningful "tasks" that help learners in the enhancement of their learning process to make them competent in the English language. Hence, the teachers must prepare the necessary didactic materials to

illustrates the different lessons that the professor teaches, oriented in different problem-solving activities and tasks based on real-life situations to enhance the pupils' learning process, making them competent in the English language.

Hence, to continue with the chapter section, researchers present the following recommendations for the principal and teacher that are derived from the variable "Listening competence" that respond to the indicators auditory processing, metacognitive strategies, and cognitive process.

Recommendations for the principal

- It recommended to principal to take into consideration the auditory processing factor due to the learners' listening competence can be affected by auditory weaknesses and auditory processing disorders that provoke trouble in pupils to comprehend the English language, resulting difficult to engage them in English learning. In this manner, the principal must coordinate meetings with English teachers to analyze activities, improve teaching methods and working procedures to treat auditory problems, to strengthen the listening competence, and engage learners in English learning.

- The principal is in charge of checking new methods of teaching such as the implementation of metacognitive strategies in the English learning process. The principal can guide the teacher in order to find which is the best strategy to use in the development of the class, and find how it can provide more confidence to the learner to be competent in the language.

- The principal is responsible of the integration and elaboration of plans in order to identify all the needs that have the learner's population in high school. That is why the cognitive process is affected by those decisions. The principal can ask the teacher to pay close attention to those factors and provides tools to the pupils that increase the opportunities to gather the information according to what they need.

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Recommendations for the teacher

- It is recommended to the teacher to prioritize the auditory processing in the development of the learners' listening competence due to the auditory process permits pupils to distinguish sounds making them understand the English language. Nonetheless, the "auditory process" can be affected negatively by auditory weaknesses, problems in the comprehension of the language, and auditory processing disorders generating trouble in English learning. Hence, the teacher must look for the best pupils' academic formation and improve teaching methods, working procedures to treat auditory problems in order to strengthen the listening competence, and engage learners in English learning.

- The teacher is the one who works for the benefit of the learners. That is why the implementation of metacognitive strategies can provide more alternatives at the moment of planning the class, and it can give more opportunities to the learners to have more participation in the development of the class. The teacher has to bring to the learners what they need in the English learning process, enhancing the listening competence.

- The teacher is in charge of identify what are the main needs of the pupil. Moreover, all the learners are different, and they require plenty of methods to try to cover those needs. The teacher can integrate the cognitive process using the strategies that provides the guidelines of the MEP. The learners can give ideas about their preferences and what they like or dislike about the development of the class.

Consequently, to continue with the recommendation process, the following "recommendations" are directed for the principal and teacher, and they are derived from the last variable of the research project that is called "Apps" that respond to the indicators, technological devices, interactive learning environment, and innovating classes.

Recommendations for the principal

- The principal needs to find the way to provide new resources to the high school. The implementation of technological devices is essential in the development of the class. That is why the principal can ask to the institutions and make meetings in order to find and provide new educational devices for the learners. In that way, they can increase the motivation to go to the class and complete the different tasks in a competent way.

- The principal has to check the correct use of the technology and the use of apps in the development of the class in an interactive learning environment. That is why with the help of the teacher, they can guide the pupils to use the technology and educational apps in a better way. With the purpose of increasing the listening competence in an interactive environment to enhance the English learning competence.

- The principal might look for the innovation in the high school all the time. That is why the constant improvement in the development of the classes is the main goal. The principal can provide the teacher new ideas of how can be implemented the innovation in all the tasks at the moment to develop each lesson. The use of educational apps can be a good option for those learners who really like to play with technological devices.

Recommendations for the teacher

- The teacher has to take advantage of all the resources that can be used in the class and what are the benefits that they bring to the learners. That is why, the teacher can use devices such as: telephones, computers, projectors, and any other technological devices in the development of the class. The pupils can enjoy all the different tasks by the use of apps and internet in the class.

- The teacher has to take control of what is happening in the class. The interactive learning environment is one of the most necessary aspects to take into consideration. Moreover, the teacher can use the apps in advantage in order to create entertaining tasks for the learners. If the teacher provides interactive options, the pupils can assist to each class full of energy and waiting for what is going to happen next.

- The teacher has the responsibility to keep innovating their teaching styles. That is why the use and implementation of innovative classes can provide to the learner satisfaction; as a result, they can show better outcomes in the English learning process and in the listening competence. The use of apps contributes to that innovation and the pupils can enjoy their tasks in the class.

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Annexes

UNIVERSIDAD LATINA DE COSTA RICA

Somos esencial COSTA RICA

San Isidro de El General, Pérez Zeledón
10 de marzo de 2020

MSc. Grace Brenes Campos. Directora
Liceo Sinaí. Circuito Escolar 01
Dirección Regional de Educación de Pérez Zeledón

Estimado señor director:

Con el firme propósito de formar profesionales de la educación reflexivos de la realidad de aula, las personas estudiantes **Barboza Martínez Cesar José y López Elizondo Douglas de Jesús** del Nivel de Licenciatura en la Enseñanza del Inglés, específicamente del Curso Seminario de Investigación I, con Código LIN-09 de nuestra Universidad, requieren de su autorización y de sus buenos oficios para llevar a cabo el trabajo de graduación con el fin de optar por el grado académico de licenciatura.

Para cumplir lo establecido por la Universidad Latina de Costa Rica, se requiere realizar a partir del día de hoy, aplicar los instrumentos de recolección de información para elaborar el diagnóstico y por ultimo implementar un proyecto con la característica de ser una propuesta metodológica alternativa respecto a la enseñanza del inglés con base en el Programa de Estudios 2016. **Cabe señalar, que el trabajo en mención abarca de marzo a agosto del año en curso.**

Somos conscientes de la responsabilidad que las personas portadoras de este documento tienen ante su institución y que deben seguir los lineamientos emanados por su usted en cuanto al comportamiento durante el lapso que se encuentren en la institución que usted dirige.

Respetuosamente se le solicita llenar los espacios de la hoja adjunta cada día que se presenten a su institución con el fin de mantener controles que garanticen la validez del proyecto en cada una de sus etapas.

Con toda consideración y en espera de contar una vez más con su gran disposición,

Atentamente

Diego Hernández Carvajal
Coordinador Académico Universidad Latina
Sede Pérez Zeledón

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