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AL IDIOMA INGLÉS**

**RESEARCH PROJECT**

**THE INFLUENCE OF THE QUIZSTAR TOOL ON THE  
DEVELOPMENT OF LISTENING SKILLS ON FIRST YEAR  
BACHILLERATO STUDENTS AT “LAURO GUERRERO”  
MILITARY EDUCATIONAL UNIT, LOJA, SCHOOL YEAR 2014-  
2015**

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**SANGOLQUÍ**

**2015**

**CERTIFICATION**

We, Mg. María Teresa Llumiquinga, Thesis Director, and Mg. Carlos Espín Thesis Co-Director, duly certify that the Thesis under the Title: **“THE INFLUENCE OF THE QUIZSTAR TOOL ON THE DEVELOPMENT OF LISTENING SKILLS ON FIRST YEAR BACHILLERATO STUDENTS AT “LAURO GUERRERO” MILITARY EDUCATIONAL UNIT, LOJA, SCHOOL YEAR 2014-2015.”**, by Luis Iván Llumiquinga Guamán, who has finished his studies in Applied Linguistics in the English Language distance modality program in the University of Armed Forces, after having studied and verified all its chapters; the dissertation is then presented in front of the correspondent university authorities.



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Luis Iván Llumiyinga Guamán

## **DEDICATION**

To my lovely wife, Jenny Verónica Orellana, who has trusted me lovingly and patiently and given me unconditional support throughout my studies. To my children, Erick, and Russell, who have been my strength and reason to study. To my parents, Luis and Teresa who have been my inspiration and examples. They are looking down upon me from heaven. To my brothers, Vinicio and Freddy who have motivated me to continue studying. Finally, to God for giving me life, health and wisdom to be able to accomplish my goal.

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## **ABSTRACT**

This study examines the influence that Web-based QuizStar tool has on the improvement of listening skills on an experimental group of students at “Lauro Guerrero” Military Educational Unit. Due to the increasing demands for educators to include technology into the curriculum, many internet-based resources have been designed to use in the classroom. For this reason, it was deemed necessary to conduct further research on the use of internet-based content and methodologies in language learning settings. This was based on the model of learner-centered instruction for foreign language in which teachers are seen as learning facilitators. The goal of this document is to analyze to what extent web-based tools can be used in the development of English language listening skills for students belonging to a Public Education Institution. In addition, this document provides a theoretical framework using the educational resources of the free web-based QuizStar tool for improving the educational level across all content areas. This document will also consider the strategies and techniques used to develop and improve the performance of listening skills. Moreover, it includes a quantitative and qualitative analysis whose findings indicate that the experimental group of students outperformed the control group and improved their academic performance using the web-based QuizStar tool in the final test administered. It is presented conclusions and recommendations that raise interesting issues related to the use of web-based technology in the context of foreign language learning. Finally, the proposal is showed to conduct a training for English teachers on the use and management of QuizStar tool to implement in the Curricular Block Planning of English subject.

### **KEY WORDS:**

- **QUIZSTAR TOOL**
- **EDUCATIONAL RESOURCES**
- **LISTENING SKILL**
- **WEB-BASED TOOLS**
- **INTERNET-BASED TECHNOLOGY**



**THE INFLUENCE OF THE QUIZSTAR TOOL ON THE DEVELOPMENT OF LISTENING SKILLS ON FIRST YEAR BACHILLERATO STUDENTS AT “LAURO GUERRERO” MILITARY EDUCATIONAL UNIT, LOJA, SCHOOL YEAR 2014-2015.**

The present research project was developed primarily due to the need to determine the Influence of the QuizStar tool on the development of listening skills of First Year Bachillerato students at “Lauro Guerrero” Military Educational Unit, in Loja, school year 2014-2015. In addition, it presents new ideas and strategies to the teachers of the educational institution in order to develop and improve not only listening skills, but also the other English language skills with the students.

In the first part, the problem has been outlined as well as details established. In the second part, information is presented and analyzed with respect to the QuizStar tool and its educational resources along with strategies to develop and improve the performance of the English language listening of the students. After that, the methodology is described, as well defining the research type and design, population size and sample, and instruments applied for data collection which included a pre-test and a post-test and a satisfaction survey.

In the fourth part, the analysis of data collected from the pre and post-test from the control and experimental groups of students was established and it was ascertained that the experimental group did improve their academic performance using the QuizStar tool. After that, it recommends the QuizStar tool as an excellent technological tool for students and teachers because it enhances the production of new didactical materials as well as helping to optimize the teaching and learning process. Finally, there is the proposal to conduct a training for English teachers on the use and management of QuizStar tool to implement in the Curricular Block Planning of English subject.

## **PART ONE: RESEARCH PROBLEM**

## 1.1.Problem Identification

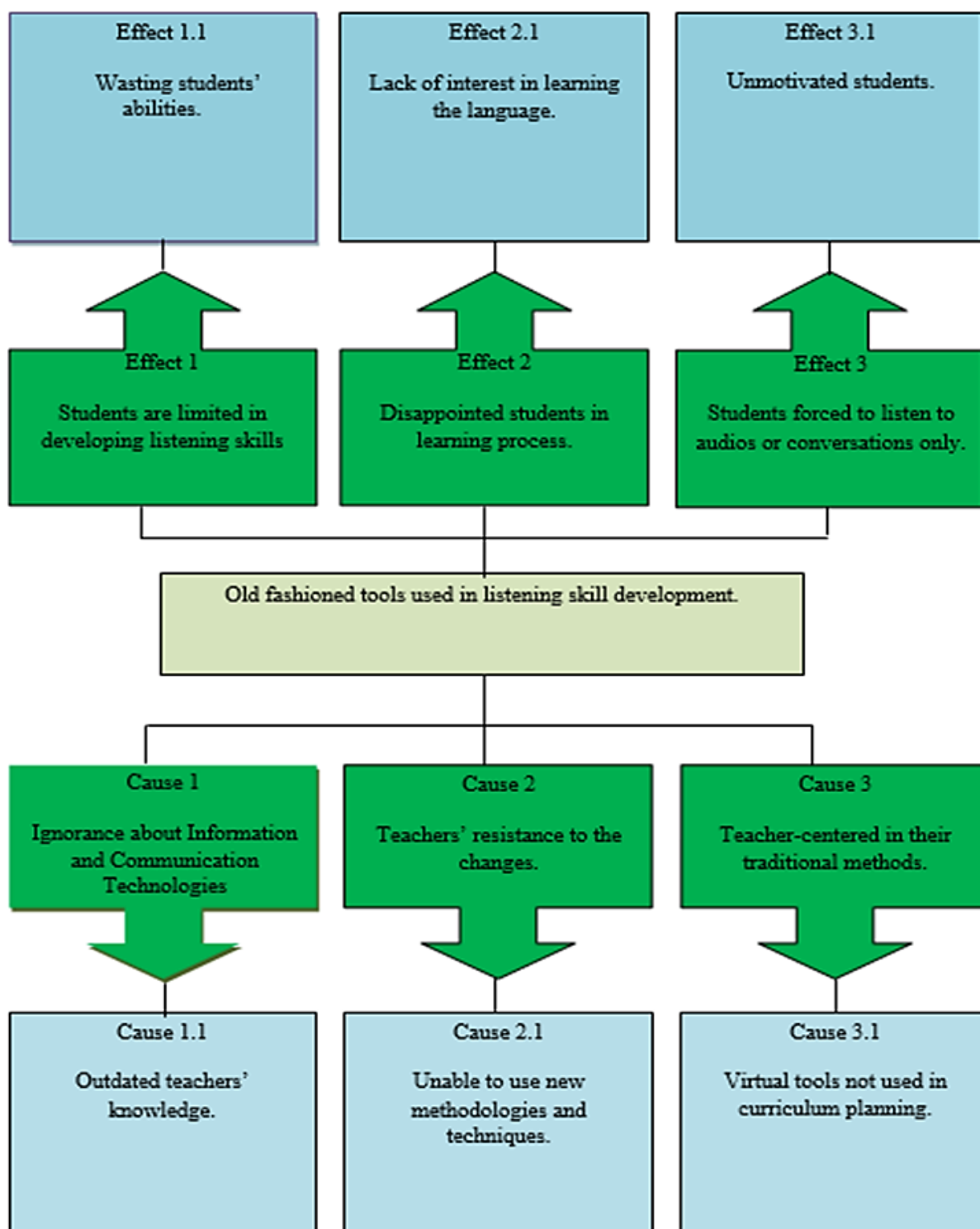


Figure 1. Problem Identification

Nowadays, information and communication technologies TICS, have changed all around us, our lifestyle, the way to work, produce, communicate, buy, sell, teach and learn. Now, teaching is governing, as it has been since the 19<sup>th</sup> Century and it will continue to be in the future. As it is now being implemented, our educational institutions need to make changes in teaching-learning abilities, too. And so, students from the Military Educational Unit “Lauro Guerrero” need to change and instead of using the old fashioned tools they need to introduce new technological tools to develop English language listening skills, mainly through the use of the QuizStar tool, which will increase both interest and learning competence.

One of the concerns observed was that teachers ignore different technological tools; moreover, they are neither trained nor updated on new knowledge acquisition methods or technological tools. Another concern to be considered is that teachers are resistant to new changes in education; also it has been observed they are unable to apply updated methodologies, techniques and strategies. Teachers think that the use of new technological tools by means of a computer take too long and demands an extra effort to put into practice within the classroom.

In fact, teachers have to rethink new ways of teaching language skills; they must move their focus to the computer and internet-based resources. Teachers need to invest time and desire to teach in other efficient ways to facilitate significant learning. They need to make learning interesting and productive.

Another concern is that students still learn the English language using traditional methods focused and led by the teacher using old didactical materials which in turn renders passive students who need the teacher’s guide constantly. In addition, the Military Educational Unit does not have in its curriculum planning the insertion of internet-based technology in its multimedia labs.

Considering “Listening” is one of the most difficult abilities when learning English, we can use different methodologies, techniques and other means. Therefore, teachers and students need to be flexible in the learning process and adapt their methodologies,

techniques, strategies, and didactics utilizing the QuizStar Tool as a technological resource.

The effects of old fashioned tools in listening skill development limit students' ability to increase their knowledge. They waste their ability and desire to improve learning. Students feel disappointed with their learning and lose interest in the language. They are forced to improve their listening by listening to audios, seeing videos or conversations, traditional methods, techniques and old fashionable tools which can discourage students.

If teachers continue with this way of thinking, the development of the listening skill will not be efficient. Moreover, students will develop memorization ability only and they will easily forget what they learned.

Taking into account my own experience with virtual learning as a student of the Army Polytechnic School; I know how different it is to learn a subject by interacting and forum participation. From there, I could see and appreciate the opportunity to learn English using the QuizStar Tool which is part of Web 2.0 resource.

Therefore, my aim in this research is to experiment how the QuizStar Tool influenced the development of listening skills on students attending the First year of Bachillerato, Room "D", of the Military Educational Unit "Lauro Guerrero". So I ask this question: Can the QuizStar Tool increase the development of listening skills?

## **1.2.Problem setting**

How does the QuizStar Tool influence the development of listening skills on students attending the First year of Bachillerato, at "Lauro Guerrero" Military Educational Unit, during the Second Curricular Block Planning, 2014-2015 school year?

### **1.3.Variables**

#### **INDEPENDENT VARIABLE**

The QuizStar Tool

#### **DEPENDENT VARIABLE**

Development of Listening skill

Chart 1. Independent Variable Matrix

VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS	SUBDIMENSIONS
I.V. QuizStar Tool	<p>QuizStar is a free online quiz maker technological tool that allows teachers to manage their classes, make and assign quizzes, automatically view and generate reports of quiz scores and student performance online.</p> <p>This digital tool allows teachers to create classes, tests, and quizzes with multiple choices, true or false and open-mind questions.</p>	Teacher's site	Class Management Quiz Management Reports Management	Create classes Manage classes Delete classes Quiz repository Assignment manager Quiz editor View quiz report Increase or decrease student's attempts
		Student's site	Classes Classes searching	Untaken quizzes/classes Started quizzes Expired quizzes Class search Quiz search

Chart 2. Dependent Variable Matrix

VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS	SUBDIMENSIONS
D.V. Development of Listening Skills.	Listening is a language skill that spans the appropriate neurological responses and interpretation of sounds in order to understand and assign meaning by reacting, selecting meaning, remembering, attending, analyzing, and incorporating previous experience.	Listening strategies	Top-down	Listening for the main idea Predicting Drawing inferences Summarizing
			Bottom-up	Listening for specific details Recognizing cognates Recognizing word-order
			Metacognitive	Planning Monitoring Evaluation



## **1.4.Objectives**

### **1.4.1. General**

- To determine the influence of the QuizStar Tool on the development of listening skills on an experimental group through the use of listening strategies to improve the listening skills on the students of First Year of Bachillerato, at “Lauro Guerrero” Military Educational Unit of Loja.

### **1.4.2. Specific**

- To identify the educational model, techniques and strategies used by teachers within the teaching-learning process.
- To describe the features of the QuizStar tool to create classes, tasks, and quizzes online.
- To describe useful listening strategies for the development of listening skills.
- To analyze the results gotten from the development of listening skills by applying listening strategies using the QuizStar tool with students.

## **1.5.Justification**

The pedagogical methods and techniques that nowadays teachers still use can be considered obsolete, due to the quick growth of technology. These social changes have forced teachers to look at new ways of attracting students’ attention and their class participation. However, they are not considering the importance of including TICS and their tools in educational processes.

TICS implementation and virtual tools in classrooms, are not only appropriate to strengthen the learning process, but also mandatory according to the Ecuadorian Constitution. In 2008, a new educational law was written in our country and was endorsed in the referendum; where the Organic Law of Intercultural Education

demanded that teachers use TICS in their classes. Today, it is considered a right of students.

These facts require the educational systems to guide the educational field towards the competency development through a virtual learning environment. That is the reason, the Information and Communication Technologies help us with methodological resources in the classroom to acquire knowledge, develop our intellect and encourage research.

Listening skills are considered one of the most difficult and necessary skills when learning the English language compared with other skills where the learner can write speak and read; but he cannot listen correctly, he can make mistakes and mix up a conversation. Therefore, it was necessary to introduce and apply a very interesting and useful tool called QuizStar, and analyze the results to see if the students improved their listening skills through classes and tasks online.

Some schools in our country still do not have advanced technology in hand; therefore teachers and students have little or no help of this kind with respect to new ways of learning a language. In order to overcome this problem, the government is trying to equip classrooms with computer labs and trained teachers.

Furthermore, teachers need to recognize that the development of language skills is fundamental in our students in order to communicate with each other by emphasizing the didactic and pedagogical use of these technologies at any educational level. There is an imperative need to train teachers in the use of these new system resources because students need to transform traditional learning into creative doing, act and interact in the informational environment, develop critical thinking, facilitate the creativity of the learner and promote self-learning to be proactive to transform his learning environment.

This method will help students improve their academic level in the English language. It will help teachers to keep updated on technologies and apply current

methods and techniques. The results of this research will be very interesting inasmuch as it will encourage teachers, authorities and students to integrate technological tools as didactical materials in classrooms to develop the English language skills.

The current research is based on the necessity of applying new ways of teaching and learning to improve listening skills in English. This will allow students to participate in an interactive way with the digital and globalized world in which we live, and provide them technological and educative tools for their academic and professional future.

The application of this tool is feasible due to fact that the institution has human resources and technological equipment available for its use and maintenance. For these reasons, some listening strategies have been applied through the QuizStar tool, in order to verify the influence of the QuizStar Tool on the listening skill development on First Year Bachillerato students at the Military Educational Unit, “Lauro Guerrero”, during the first term, 2014-2015 school year.

## **PART TWO: THEORETICAL FRAMEWORK**

## **2.1. Theoretical and Conceptual Focus.**

Around the world there is a flow in the modern pedagogy that involves New Information and Communication Technologies as a very effective and appropriate pedagogical resource. Our students have been born into a new era that insists on using; communicating, having fun, and learning new skills related to electronic devices, especially that of the internet and its resources such as chat, blogs, social networks, and online resources.

UNESCO in its publication “New Directions of ICT-USE in Education” (Blurton, 1999) defines Technologies of Information and Communication as a “diverse set of technological resources and tools utilized to communicate and create, broadcast, store and manage information.” In addition, UNESCO assures that in the last few years there has been great interest in computers and internet which can be used to improve the efficiency and effectiveness of education at all levels.

Based on the emergence of computers in 70s, the world has perceived accelerated technological changes. First there were basic and very large computers, now they have evolved and reached a simplistic stage in the form of laptops, tablets and cell phones with technologies in the palm of your hand. We can now connect and research through the internet, send and receive emails and files without moving away from social networks, and teach and learn through video conferencing.

According to a research carried out by SENESCYT, in 2011, most of high school students do not get grades over 13 in English. For that reason, SENESCYT has started in 2012 awarding scholarships to English teachers as part of their training programs in English speaking countries. One of the aspects that research has discovered is that students do not use foreign language skills in real situations because they see English just as a mandatory required subject, and the problem is exacerbated by teachers. Moreover, SENESCYT has established that the books and used materials in public educational institutions are simply outdated.

With respect to the studies and projects mentioned above, this research project focuses and differentiates itself with the use of online tools and web-based resources such as QuizStar with the purpose of strengthening listening skills development. Teachers only need a computer and internet service to register and log into their QuizStar accounts to manage classes, make and assign quizzes, view and generate reports of quiz scores and students' performance online. Equally, students need a computer and internet service, too. They can register on QuizStar as a student, log into their accounts, take and search for classes, test themselves and do other activities after which they can see their grades or results online.

### **2.1.1. Outline of the Theoretical Framework**

Chapter 1 presents the history, location and educational model of "Lauro Guerrero" Military Educational Unit. It identifies the new educational model, curricular model, pedagogical model and didactical model used within the teaching-learning process.

Chapter 2 outlines a theoretical framework of the study by reviewing the literature on the Web-based learning tool called QuizStar used for the development and improvement of listening skills in an ESL context. The literature pertaining to the QuizStar learning tool is also reviewed with respect to its features, approaches on how to manage the teacher's site, classes and quizzes online. In addition, student access is also reviewed, how they can search for classes, take quizzes or do tasks, review their quizzes or task scores and access to general feedback inside the site.

Chapter 3 presents a theoretical and empirical framework by reviewing the current literature about the development of English language listening skills learning, an introduction of listening skills as an essential part of communicative competence, listening comprehension strategies such as Top-down, Bottom-up, and Meta cognitive strategies, their advantages, techniques and activities that contribute to the development and improvement of listening skills with students using the web-based QuizStar tool.

Structure of the theoretical framework is mentioned below:

## **CHAPTER I**

### **GENERAL INFORMATION**

- 1.1. History
- 1.2. Location
- 1.3. Infrastructure
- 1.4. The new Educational Model
- 1.5. The Curricular Model
- 1.6. The Pedagogical Model
- 1.7. The Didactical Model

## **CHAPTER II**

### **QUIZSTAR TOOL**

- 2.1. How to manage the Teacher's site
  - 2.1.1. Classroom Management
  - 2.1.2. Quiz Management
  - 2.1.3. Reports Management
- 2.2. How can students access the Student's site?
  - 2.2.1. Classes
  - 2.2.2. Class searching

## **CHAPTER III**

### **DEVELOPMENT OF LISTENING SKILL**

- 3.1. Listening Strategies
  - 3.1.1. Top-down
  - 3.1.2. Bottom-up
  - 3.1.3. Metacognitive strategy

## **CHAPTER I**

### **GENERAL INFORMATION**

#### **1.1 History**

The Ecuadorian Army was aware of its responsibility with the development of the country, covered within the Political Constitution of State of 1978, approved by the Constituent Assembly of 1998, to start the noble educative task around the country in agreement with the Ministry of Defense Act No. 359, May 30, 1994, when it established the Military Educational Unit “Tern. Lauro Guerrero”. Its involvement was recognized and validated by the Southern Undersecretary Regional of Education and Culture in agreement number 134, July 28, and in agreement number 182, December 8, 1998.

In 2006, The Military High Schools were declared Experimental by the Ministry of Education, and in 2007 they were called Educational Units by offering three levels of education such as: preschool education, Basic education, and Baccalaureate. Since September 2012 they have been called an Educational Unit. From its foundation up until the present time The Military Educational Unit “Tern. Lauro Guerrero” has had 14 cycles of graduates in General Sciences.

#### **1.2 Location**

The Military Educational Unit, COMIL-5 is located in the Province of Loja, in the Canton of Loja, in El Valle Parish, Amable María neighborhood, in Avenida Salvador Bustamante Celi and 8<sup>th</sup> of December.

#### **1.3 Infrastructure**

The Military Educational Unit has a surface area of 73.585.47 m<sup>2</sup>. It has 2 blocks duly appropriate for its use. In the first block are classrooms, stairs and toilet areas;



and in the second block are the fully equipped administrative area and teachers' offices. Near this block there is a building catering to preschool education. It has sport infrastructures such as basketball, volleyball, and soccer courts and a sport center. In addition, it has fully equipped Physics, Chemistry and Computing labs for students practice.

#### **1.4 The New Educational Model**

The educational model of the Military Educational Unit is based on the principles that pedagogy as a science and technique is a suitable principle for holistic education. It takes advantage of modern culture diversity, plurality of its ways, the large variety of possible approaches, new techniques, technology and computing; and is not to be way laid by methods and models of the past century which aimed to implement uniformity, concentration, hierarchies and rigidity, reasons that produce routines, and rejection or default.

#### **1.5 The Curricular Model**

The curricular model of Military Educational Unit is focused on achieving an effective, practical and coherent approach with respect to its contents and to the reality that students will learn. These has been formulated, consulted upon and validated with specialists, educators, scientists and other citizens who could lend guidance in order to determine the contents, methodologies, skills and performances which have been aligned with the National Plan for good living.

Moreover, COMIL-5 has taken up the Ministry of Education curriculum proposal for the Unified General Baccalaureate which sets a common root of basic learning for all students. This curricular baccalaureate model is based on a philosophical, sociological, psychological and pedagogical foundation. For that reason, the curricular planning of COMIL-5 considers the scientific knowledge, and technical and technological practice as a central axis of the educational process of its baccalaureates. As a transversal axis will be the research, and the axis of scientific theory will be the

education and practice of values. In this way, COMIL-5 has considered in its curriculum the following aspects:

- Open and flexible.
- Adjusted to reality.
- Based on a pedagogical model.
- Integral and integrated

### **1.6 The Pedagogical Model**

The Military Educational unit applies the Alternative Pedagogical Model of socio-critical bases. The model argues that education is a process related to socialization and individualization. This model has as its principal axis the students, and guide teacher actions so that students organize their mental structures and are motivated to research the real world they live in. The pedagogical model has the aim that the student constructs his own learning, and therefore the teacher's role is as a mediator to support students to:

- Teach to think.
- Teach about thinking.
- Teach about the basis of thinking.

### **1.7 The Didactical Model**

The didactical action of teachers is focused on the facility and orientation of student learning. Teachers look for learning strategies based on the nature of contents and student willingness to look for alternative solutions. Its aim is to translate the socio-economical problems of the educational community inside the learning contents and performance.

The Military Educational Unit applies the Alternative Didactical Model where students learn by doing, using cognitive learning, linking prior knowledge to new, and on reflection. Theoretical initiative, intellectual creativity, and qualitative thinking are

the pedagogical objectives. In addition it applies the Scientific-Technological model to strengthen research capacity in all subjects.

## CHAPTER II

### QUIZSTAR TOOL

(Azinián, 2009) TIC: “applied technologies to the setting-up, storing, selecting, transforming, and distribution of different kinds of information, as well as communication using digitalized data”. In this context, there is a clear message to teachers that they integrate those technological resources and take advantage of them by bringing that part of the world into the classroom language.

#### Introduction to Web-based QuizStar tool

The “Advanced Learning Technologies Center for Research on Learning at The University of Kansas (ALTEC)” <http://www.altec.org> (ALTEC, 1995) has created a project to provide a network of solutions since 1995 with the purpose of using the most advanced and innovative technologies available to increase teaching and learning. They are focused on instructional Web-based resources, professional development, program support, scalable online assessment, and assistance for special needs.

ALTEC with the purpose of helping to integrate technology into the classroom created the organization “4teachers.org” by offering free online tools and resources including ready-to-use web lessons, quizzes, rubrics and classroom calendars as well as professional developmental resources and tools for at-risk or special-needs students. One of tools from this family is the **QuizStar** resource <http://quizstar.4teachers.org/> (4teachers.org, 1995) which uses features as a timesaving educational resource to construct classes, quizzes and activities that use technology to improve educational levels across all content areas.

*QuizStar* is a Web-based tool for creating, administering, evaluating and for giving evaluation feedback online. QuizStar is a free online quiz maker tool that allows you to manage your classes, make and assign quizzes, automatically view and generate reports of quiz scores and student performance online. This digital tool allows teachers

to create classes, tests and quizzes within on an established time and day using multiple choices, true or false and open-mind questions. Students are trained to take and search for classes, tests and to do other activities that at the end of which they can see the grade or result online.

According to information on the Home page and Instructor Site of the QuizStar tool, it has been originally created as grant-funded, free online tool, but when the funding terminated they resorted to a subscription service. However, at the beginning of November 1, 2009, the creators of this website offered QuizStar completely free of charge service again.

## **Features**

QuizStar as a free-quiz making tool differs from others. It creates online quizzes for your students, disseminates quizzes to students, automatically grades quizzes and allows you to view the quiz results online. In brief it is the best way to make classes and tests where you can:

- Manage classes and tests.
- Attach multimedia files to questions.
- Create tests in multiple languages.
- Access from any computer connected to the internet.
- Allow students to complete and review questions and answers.
- Duplicate quizzes
- Share your quizzes between teachers' accounts.

As a web-based quiz maker that enables you to create, administer and automatically grade the quizzes online, the QuizStar tool offers us two sites, the Instructor site and the Student site. On the Teacher Login Page, use your e-mail and a password to enter where you can:

- Access QuizStar from work or home.
- Create quizzes for students to take online.

- Utilize the robust Report tools.
- Create multilingual quizzes.

## 2.1. How to manage the Teacher's site

This is the site where teachers log in and have several sections such as Class Management, Quiz management, and Reports Management that allow them to set up classes and quizzes online. Teachers can include an unlimited number of multiple choices questions, true or false questions, open mind questions, etc. Moreover, there are advanced options that enable you to organize students by class name. Then, the steps that a teacher has to follow to log in are cited.

1. Click Instructor site. (See Annex 1, Figure 23)
2. Logging-on

The teacher needs to log on here to manage and create any class and quiz. If the teacher is a new user and does not have a password he will need to “Sign up.” (See Annex 1, Figure 24)

3. New user “Getting started”

“Sign up” with this Registration. Fill out the following information to register a QuizStar account. The teacher information will be held in strict confidence. Make sure teacher's “*password*” is something that he or she will remember. Click on *continue* after the form is completed. (See Annex 1, Figure 25)

4. Registering

- After registering the teacher will see the first page with a title “Registration Successful” and below the teacher's email, for example: [ivan1121@hotmail.com](mailto:ivan1121@hotmail.com), **Welcome to QuizStar!**
- Go to used email address because an email will be sent to his email address with an activation link.
- If an activation email is not received, verify the junk or spam email folders. Please note: If the e-mail account is through AOL, Comcast, RoadRunner, Time Warner, or Yahoo, the activation e-mail may have been deleted without reaching the junk folder. If the teacher does not receive the

activation e-mail, he or she should use the [Contact Us](#) link so the administrators can activate the account manually. (See Annex 1, Figure 26).

- The teacher will have to follow the link in the email to activate the account. After activation of the account the teacher will be able to set up a class, add students, and create the first quiz. (See Annex 1, Figure 27)
- If the teacher has problems to Login, they should follow the link which is in the Instructor site under “Trouble logging in? Check out these tips”

#### 5. QuizStar Tutorial Overview

- The resources on the Home Page of QuizStar as an instructor are to create and manage online quizzes. Students will be able to take quizzes on any computer connected to the Internet.
- The teacher can find help in a legend there for the icons and descriptions of the options at the bottom of each page.
- Click on the tutorial link to see the **tutorial overview**: how to create your profile, Create a class, Create a quiz, Assign quizzes, Register students, and view reports. (See Annex 1, Figure 28)

#### 6. Logging-out

- When the teacher has finished creating, assigning, managing, or doing any other activities, they mustn't forget to log out. (Ayala, 2011)

### 1.2.1. Classroom Management

After logging on to instructor's site, the teacher will see these three features, class manager, quiz manager and report manager. It is recommended firstly to establish a profile before managing the classes. To do this the teacher must click on *The Instructor Profile* where the password can be changed, security settings managed and the information displayed to the students on this site can be managed. Click on *change password* and a new one can be created. (See Annex 1, Figure 29). Then, click on *Edit* and the Instructor profile will be ready to be changed. Member's details, security

question and instructor information displayed to students can be edited. (Ayala, 2011)  
(See Annex 1, Figure 30)

After finishing the profile section the Class Manager is described whereby the teacher can find useful features such as how to create, manage, and delete classes. When the teacher creates classes, feedback on student performance can be accessed, class by class. The class can be private or public; moreover the class descriptions can be created or edited.

### **Create classes**

Click on New Class to make a class, or click on an existing class to manage its quizzes, students, and settings. Details of the new class are then inputted. There are several options for customizing the class in order to make QuizStar work best on a personal basis. (4teachers.org, 1995)

### **Class setting**

In the *Class Setting* the teacher has to introduce the *Title of the class* where students will search and register when enrolling. In *Time* data needs to be inputted for when students will access it. In the *Class quota*, the number of students allowed to enroll in this class is inputted. After that, the option *public class* can be selected that means anyone around the world can register, or *private class* which then restricts student access thus allowing the teacher to determine who registers. Most of the teachers prefer the *private class* option because they can register students themselves or make students register them after they create the class; therefore teacher must decide on the option before they can create the quizzes. (4teachers.org, 1995)

Lastly, in the description space goes the teacher's name, the school name, and any other information that will help the students make sure they are enrolling in the right class. Care needs to be taken in this section to make it as unique as possible and not too general a description as there might be other classes called for example, Luis



Llumiyinga, Listening activity I, so the title and description are very important to identify the class.

### **Manage classes**

Everything the teacher has created or existing classes in QuizStar are shown here. The teacher has to *Enter* to a created or existing class in order to manage the assigned quizzes, students, and class settings. As a guide, there are some description icons below related to quizzes listed per class, student roster per class, setting per class, and delete class from QuizStar. (4teachers.org, 1995)

### **Class options**

Click on one of the icons in the Class Folder to see quizzes, students, settings, and bulletins on that page. If teacher clicks on the Title of the class the list of quizzes assigned to each class can be viewed. A new quiz can be created by accessing the Quiz Repository or add a quiz to this class from the Quiz Repository. Also quizzes can be assigned to classes, students registered, and class settings adjusted or even messages posted to students.

Clicking on *student`s option* allows viewing of the student rosters and student passwords. Teacher can change a student`s password, name or username by clicking on Edit profile if necessary. The *Remove from Class* button allows for removal of a student from an assigned class, it does not delete the student`s registration because the student may be registered in other classes. The *Set Registration to Pending* choice places the student in the Registered and Awaiting Acceptance list.

If the teacher`s class is *Public*, anyone can register and take the quizzes. If the class is *Private*, registered and accepted students only can take the quizzes. There are two ways to register a class. Teachers register each student by clicking the *Add Student* button and they are automatically accepted. Another way is that students register themselves, and then they click *Accept Student* button to add them to the class.

Click on *Setting* if the teacher wants to change class settings because this page contains current settings and the teacher can view them before changing them. This information is displayed to students when they register for classes. When they register, they specify the classes in which they plan to take quizzes. It is important that the teacher provides the correct information and descriptions that will help students identify and distinguish the class from similar classes.

By clicking on the *Bulleting* option the teacher can post notices for a class. The last message posted to students can be seen and new messages can be created for students registered in the class. This can be done by typing a message into the *New Message* space then clicking *Submit*. This will then post a message viewable by students when they log into QuizStar. Once teacher creates a message it will be displayed firstly for preview in the Original Course Message area. If the message needs to be re-written this too can be done and then the *Submit* button clicked.

Another useful tool is to the deletion of classes. When teacher is through with a class he may click the *Delete Class* button to remove that class from QuizStar; and yet any quiz assigned to that class will remain in the Quiz Repository. (4teachers.org, 1995)

### **1.2.2. Quiz Management**

This feature shows us the options to create and edit quizzes in *Quiz Manager*. The *Quiz Repository and Assignment Management* features are available on this page. In addition, the teacher can assign quizzes to classes using the *Assignment Manager Resource*. (4teachers.org, 1995)

#### **Quiz Repository**

The Quiz Repository is the storage place for all teacher quizzes. Click on *create a new quiz link*, to create and edit a quiz, one can preview how a quiz appears to students

and delete quizzes from QuizStar. A new resource allowing teachers to import a quiz from another instructor's quiz repository is also available. The teacher just needs to ask the teacher for the *Quiz Import Code*. If the teacher needs help, an Icon Description and directions are at the bottom of this web page. Note: Take care not to edit quiz questions while students are taking a quiz as it can lead to errors.

The *Quiz Settings* option allows the teacher to customize the quizzes. Different elements help the teacher to set the type of quiz or activity that best fits the students. The teacher can type the title of a quiz, display the questions, change the font size, the number of quiz attempts, feedback, email the quiz result and enable a timer for the student's quiz.

*Question forms* create the content for the quiz by writing the questions. The teacher can set multiple choices, true/false and short answer questions, and can also attach media files to questions and answer choices.

*Question List* adjusts the order of questions or provides an overview of a quiz to see what questions the teacher has and what is still needed. After that he can *Preview* the Quiz in the two ways the students see it: either as an entire quiz or by viewing an individual question. If the teacher wants to delete a quiz, clicking on the *delete icon* will permanently remove this quiz from QuizStar. Once *Delete* is clicked, retrieval of this quiz is impossible. (4teachers.org, 1995)

### **Assignment Manager**

Here the teacher can manage all the quizzes already assigned to classes or assign a quiz to an additional class, but to create a new quiz or assign a new quiz, teacher needs to go to the Quiz Repository.

In addition to managing the assignment of all teacher's quizzes, assigned dates for quizzes can be adjusted or quizzes removed. This avoids having to go into each class

on an individual basis to see where quizzes assigned. The teacher must be careful not to remove a quiz while it is being taken.

Activation of quizzes is simple by clicking on the *assigned quiz* icon and activating or deactivating a quiz. Every quiz can be set a time and date to remain active and available for students to take. Teacher can also set a quiz to remain active indefinitely. (4teachers.org, 1995)

### **Quiz Editor**

This allows for editing questions and answers within a quiz. Into the *quiz repository* option there is a list of quizzes where teacher can see different options, one of them is the edit icon shown. By clicking on that icon the quiz settings, question forms, and question list can be seen. Besides editing the quiz, there is also an icon to create new questions and preview the quiz. (4teachers.org, 1995)

### **1.2.3. Reports Management**

(4teachers.org, 1995) Students' performance on a quiz is viewed through *reports*, either all students who took the quiz, a single student, or by quiz question. It is similar to *Class Manager* whereby the teacher can see an overview of all the classes with reports.

#### **View reports**

This page shows us the reports of all quizzes. The teacher can choose to increase or decrease the numbers of attempts students' are permitted. A list of all teacher's classes and reports for quizzes assigned can be viewed. Furthermore, reports are divided into *Active* and *Archived*. By clicking on *Active report* the teacher can find a class to see the results of the quizzes. If a quiz has not been assigned to the class, this can be seen by choosing *Archived Reports*. Archived reports are reports on quizzes which have not

been assigned to a class. An important aspect is that a teacher may still view the Quiz Report and delete archived reports from his class. An Icon Description and directions are at the bottom of the web page. (4teachers.org, 1995)

## 2.2. How can students access the Student's site?

QuizStar is a very useful educational tool. It is a resource from ALTEC, through *4teachers.org* the organization has redirected and innovated the teaching of a subject from inside classrooms and outside them. For this reason the applying of QuizStar in English language learning is deemed a necessity. As we have seen before, this digital tool is made up of a teacher's site and a student's site.

Firstly, the student has to type <http://quizstar.4teachers.org/>. Then go to the home page, find the icon *Student Site* or a link "*Students get started*". Secondly, by clicking on one of them the student will then see the student page, on entering username and a password, the student will be able to log in. At the bottom of the Student home page, there is a Student Tutorial section available for download by clicking on the *.doc link* or the *.pdf link*. There is a very helpful tutorial for students that they can be print out for them. In the Student Page there are features allowing them to:

- Search for classes online.
- Take quizzes.
- Review quiz scores and feedback.

The student log in features are detailed below:

### Signing Up as a New User

A student clicks on the *Student* button located on the homepage of QuizStar.

2. The student will only need to sign up once to use QuizStar. That the student will simply need to login when wanting to use QuizStar again.
3. Click the *Sign Up* arrow.(See Annex 1, Figure N° 31)

4. Fill in the form to create a personal profile. Every blank in this section needs to be completed.
5. Click the *Register* button. Please skip to *Registering for a Class* section below. (BlackEmpires, 2010)

### **Logging in as a Returning User**

1. On the right-hand side of page, under the heading *Login*, enter the username and password in order to login.
2. Click the *Submit* button.

### **QuizStar for Students**

Here are the steps on how to use QuizStar for Students:

1. Click to enter QuizStar. (See Annex 1, Figure 32)
2. Logging-on
 

The student will need to log on here to get to any quiz. If he does not have a username and password he will need to “Sign up.” (QuizStar, 1995) (Look Annex 1, Figure 33)
3. A new user
 

“*Sign up*” with this Registration. Students have to do this in order to use QuizStar to take any quizzes. This will permit access to view quizzes for all classes. The “Username” must be something that will be easily remembered. However, should the user name and password be forgotten, the teacher will be able to help once registered for a class. By selecting “Register” after the form is completed the QuizStar administrator will not give student’s information to anyone. (QuizStar, 1995) (See Annex 1, Figure 34)
4. Registering for a Class
  - After registering the student will see the first page recognizable by the students first and last name.
  - This is the student’s “*Classes*” page. All the classes student in which the student is registered is listed there.

- The page will be *empty* until the student locates and registers for a class. After class registration they will be listed on the page.
- Select the “*Search*” tab to locate and sign up for a class and quiz. The student’s teacher will let him know how to search for a quiz assigned to his class.(See Annex 1, Figure 35)
- The student can use the blue section to search for a class and can search for up to four classes at a time by teacher’s name, keyword, or class title.
- The green section is for searching for a particular quiz. The student can search for two quizzes at a time by either teacher name or quiz title.
- The student selects search by pulling down the menu. Typing the name, keyword, or title in the empty text field, empty box and hitting Select “*search.*”(See Annex 1, Figure 36)

Look at this example: This student is searching for a single class. The teacher’s name is “*ault*”. For the Class #1 search there were two classes named “*ault*” in the system. To choose the classes the student wants, the student marks a check by the Class title and selects “*Register.*”(See Annex 1, Figure 37)

The student can also begin a new search if the list did not have the class he wanted, or he can cancel it. This is the results page. (See Annex 1, Figure 38)

Go back to your *Classes* page. This page is now full. (See Annex 1, Figure 39)

Each blue field shows students the status of their quizzes in a class. For example: This person has registered for three classes. The registration has been completed for two classes and is pending for one class.

##### 5. Taking a quiz

When the student is on his *Classes* page, he must select a class folder and choose an untaken or started quiz. Below is an example: The student can only take a quiz in the class “*Intro to QuizStar.*” The other quizzes are either expired or unavailable. (See Annex 1, Figure 40)

Select 1 Untaken Quizzes. (See Annex 1, Figure 41)

The student also receives a lot of information from the page about the quizzes. It shows the due date, scores, and provides a link to take or review a quiz. The *orange row* is a list of untaken quizzes. By selecting “*Take*” the student can go to a specific quiz for a class. Read this note and then select “*Start Quiz*.” (See Annex 1, Figure 42)

Read instructions from the teacher. They will be different for each quiz. Select “*Start Quiz*.” (See Annex 1, Figure 43)

Once the student gets to the quiz, the student must start reading and answering the questions immediately. The answer options may be true/false, multiple choices, multiple answers, or fill in the blank. The teacher decides how the quiz will appear – as well as the content. (QuizStar, 1995) (See Annex 1, Figure 44)

### **Viewing results**

At the end of a quiz the student will see the bar: Select “*next page*” to go to a summary page. The summary page shows the status of each question. It lets the student know if a question was answered, left blank, or flagged for review. It will also let the student to return to the question and change the answer. (See Annex 1, Figure 45)

Once student selects “*Submit Quiz*”, a confirmation page showing the date and time of submission will appear. From here the student can go to the class page or review the quiz. (QuizStar, 1995) (See Annex 1, Figure 46)

### **Help**

(QuizStar, 1995) If the student needs help at any time the “*help*” button can be selected. This provides definitions for each of the icons and directions. (See Annex 1, Figure 47)



## Logging-out

(QuizStar, 1995) When the student has finished, log out is essential to ensure answers are saved and that no one can change the information. (See Annex 1, Figure 48)

### 2.2.1. Classes

Once logging in to the student site, the student will see two sections, one is *Classes* and the other is *Search classes*. In the *Class* section, the student can view the registered classes. Each class has its own quizzes. By clicking on the link to the class page the student will be able to see which quizzes needs to be taken or reviewed. Clicking on the *Search* button above will reveal any additional classes if so needed. The student cannot remove the classes once enrolled. The teacher will need to remove from the class if the student is no longer enrolled. On the class page links to quiz states are available as described below:

- *Untaken Quizzes* are new quizzes that have not yet been taken. These quizzes can be the assigned by the teacher or searched by the student.
- *Started Quizzes* are quizzes that have been taken or unfinished but which have attempts remaining and are still available for review.
- *Expired Quizzes* are quizzes which have no remaining attempts or which have reached the deadline, but which are still available for review.

That is the reason whereby this tool is very useful and for ease of management because it access and navigating within the site is simple. All of these aspects bolster students' confidence and engagement; they motivate them to participate and take quizzes and tasks, creating an interactive and free learning environment. The student can then see how to take a quiz and how simple it is.

1. Click on the *Classes* tab.
2. Click on either the *Untaken Quizzes* link or *Started Quizzes* link.

3. Click the *Take* button next to the quiz needed to be taken.
4. Read the directions and then click the *Start Quiz* button.
5. If student does not wish to change any answers and is finished, the student then clicks the *Submit Quiz* button.
6. Clicking *Log Out* when the student has finished will terminate the session.  
(QuizStar, 1995)

As described above, the three main student's site features are very practical inasmuch as allow it allows a student to search for classes, choose and take a quiz and finally view the results immediately. Moreover, the student can see the quiz feedback. Further instructions about using this page are at the bottom of this page.

### **2.2.2. Class searching**

Several options are available to search and enroll for a class and a quiz. By clicking on the *Search* button to look for additional classes to register for. If a student enrolls to a class, it is impossible to remove it. Only the teacher will be able to do it. According to the Student's site in QuizStar, this is how a student can register for a Class:

1. After signing up or logging on, the student will be on his *Classes* page. It lists all registered classes. When logging in for the first time, this page will not have any list.
2. By clicking on the *Search* tab the student will be able to find and register for a class in order to take the quiz.
3. Use the blue section to search for a class. The student can search for up to four classes at a time by teacher's name, keyword, or class title. Select the search using the pull down menu. Type the name, keyword, or title in the empty text box. Click the *Search* button.
4. Use the green section to search for a particular quiz. The student can search for two quizzes at a time by either teacher name or quiz title. Select the search

using the pull down menu. Type the name or title in the empty text box. Click the *Search* button.

5. After using either of these search methods, the student will receive a list of results. The student can then click in the box to add a checkmark next to the class or quiz wanted.
6. Scroll to the bottom of the search and click the *Register* button.
7. To find out what the student has been registered for, the student can then go to Classes if the student wants to take a quiz or task. (QuizStar, 1995)

Summing up the different features and advantages of the QuizStar resource, it shows itself to be a fruitful educational tool designed by ALTEC through **4teachers.org** which is being applied in teaching and learning a language; teachers will now no longer have to rethink new methods and techniques in a class environment. As a teacher it is possible to create a class, online quizzes, manage quizzes and even reports them effectively. Quizzes can be customized to include audio and video files too, and even flash animation. A teacher has access to all of the information in three easy sections: *Class Manager*, *Quiz Manager*, and *Reports Manager*. On the other hand, students can register for QuizStar once and all of their classes are available to them in one place. This organized, online testing method is a great way to enhance your students' lessons and English language skills development.

## CHAPTER III

### DEVELOPMENT OF LISTENING SKILLS

#### Introduction to Listening skills

“Skill” means the ability and capacity to do something well or an expertise to do something that requires training and experience. Referring to a brief listening background analyzes, it has been stated that:

For a long time, listening has been treated as the Cinderella of the four macro-skills: speaking, listening, reading, and writing. However, as an essential part of communicative competence, listening is a skill that deserves equal treatment with the others, both in the classroom and in the preparation of language teachers. (Flowerdew & Miller, 2005)

In this context, it is understood that listening skills need to be developed while the process of language acquisition is doing. Put another way, (Kanu, 2008) in his book **“Reflections in Communication”** defines that “listening is the process of making sense out of what we hear. It is an active process of receiving, processing, and interpreting aural stimuli”. It means that listening is an invisible mental process that cannot be directly observed. People have to discriminate among different sounds, understand the vocabulary and grammatical structures, interpret the emphasis and the intention of the speaker.

As a matter of fact, an important principle of communication is to listen and respond reflectively to others, so that listening is a part of the transactional process of communication where the receiver's responses have a direct impact on the conversation. The aim is to become active listeners rather than passive ones.

(Downs, 2008) In the book **“Listening Skills Training”** it is mentioned that “the word *listening* is defined as making an effort to hear something; to pay attention or

heed”. In this context, it is understood as being different from hearing, because it starts in the physiological process of the ear absorbing sound waves and transferring them along neural pathways to parts of the brain.

Moreover, (Downs, 2008) considers listening is “a five-step process: attending, understanding, interpreting, responding and remembering”. He assures that the process is active rather than passive and involves a number of behaviors and tools that are most effective in the process of learning using listening strategies through way of a technological resource.

In brief, technology has changed the way of acquiring knowledge from the traditional methods and techniques to online tools showing knowledge improvement when teaching and learning a language. All of these involved aspects have focus on reviewing the strategies on listening skills development of the English language thus considering listening as an active process where the listener creates the message that is eventually exchanged between listener and speaker.

### **3.1. Listening Strategies**

Learning a second language depends on knowing to how to listen inasmuch as listening comprehension provides basic elements to English language acquisition because it allows students to interact in oral communication. Therefore, teachers have a great role and responsibility in teaching a second language; in suggesting to students the way they can link together their listening behaviors when facing several situations, different kind of information, and for specific listening purposes. Teachers become the students’ guides helping them develop a set of listening strategies and arranging those several situations.

(Harmer, 2007) “Listening is not alone in its process; it involves and develops other skills”. He confirms the importance of listening skills, arguing that these skills help students not only in listening but also to develop pronunciation, intonation and the

sounds of both individual words and those which go together in connected speech. Harmer also illustrates the importance of speaking; however, he comments that success in the spoken discourse not only depends on the ability to speak but also on the ability to listen.

Thus, listening comprehension strategies are techniques or activities that contribute mainly to the comprehension and recall of listening input. Due to this, listening strategies may be classified by how the listener processes the input.

For that reason and taking into account the importance of listening skills development in the process of learning and teaching English language three listening strategies such as Top-down, Bottom-up, and Meta cognitive listening strategies were applied to a group of 30 students from the First year Bachillerato. The purpose was to analyze how these strategies influenced them on listening skills development by way of the QuizStar tool.

### **3.1.1. Top-down**

Top-down processing is a listener based strategy which is mentioned as employing the listener's background knowledge to comprehending the meaning of a message. (Richards, *Teaching Listening and Speaking*, 2008) The background knowledge can be previous knowledge about the topic of discourse, the situation or context, or the knowledge stored in long-term memory in the form of "schemata" and "scripts"-plans about the overall structure of events and the relationships between them.

This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. The listener actively constructs the original meaning of the speaker using new input as clues, employs previous events of the context and situation to occur the listening to understand what he or she heard.

Summing up above Richards's explanation it can be said that students may predict the content of listening activity beforehand and use various materials such as pictures and key words to understand the meaning. This strategy is more broad approach than bottom-up strategy and related to daily lives. For example when we watch a drama or a movie, we usually focus on the whole meaning. The materials that can be used in top-down approach are prevalent. That is to say, teachers can use authentic information, for instance students listen to real-life stories which increase their interest and make them think about the main idea more seriously.

### **Advantages:**

In the top-down approach some relevant advantages are mentioned which help students and teachers attain the goals in listening skill development:

- Enhance students' ability to predict the content of listening activity in advance by deducing or anticipating the final message to understand the meaning.
- It is more broad approach than bottom-up and is related to daily lives.
- Teachers can use authentic information which can increase students' interest and make them think about main idea seriously.

The top-down strategy helps students develop a sense of why they listen and which skill to use to listen better by systematically introducing these activities as presented below:

#### While-listening activities:

- Listening for the main idea.
- Prediction.
- Drawing inferences.

#### Post listening activities:

- Summarizing

### **While-listening activities:**

#### **Listening for the Main Idea**

Some years ago, one of the reasons that approaches to listening did not serve students very well was that they generally had no idea of why they were listening until after the fact, unless the teacher gave them the questions beforehand, which many teachers did not do so.

Thereafter, teachers have emphasized the need for a listening for main ideas strategy. (Brown S. , 2006) “Listening for main ideas means that the listener wants to get a general idea of what is being said, the details are less important”. Thereby, dealing with writer’s assertion, it is agreed and made an echo of Brown on how this strategy can help students listen more effectively if we spend some time teaching them about purposes for listening. Below some ways to listen for the main idea:

- Use a simple dialogue like the one below in order to show how they might listen differently depending on their goals.

Woman: We’re going out to dinner after class. Do you want to come, too?

Man: Maybe. Where are you going?

Woman: Pizza King.

Man: Pizza? I love pizza!

As you see above that short dialogue, students could listen for the main idea and you might set this sort of task:

“What’s the most important idea in this conversation? What is the main thing they are talking about?” in the same way you can write some choices on the board like these:

Class?     Dinner?

Soon after listening, students would answer, “Dinner.” Point out that to be successful, they did not need to understand anything else. They just had to understand that “dinner” is the main idea of the conversation.

- Some keys to identify main ideas in lectures and presentations are introduced here. A speaker may signal a main idea through discourse markers; that is, there



are certain phrases that tell you a main idea is coming, as some illustrations below:

*The point I want to make/cover here is..... The main point is.....*

*The important thing here is.....*

*What I'm trying to show is.....*

*What I'm going to talk about today is...*

*The purpose of my remarks is.....*

*This afternoon I'd like to explain/focus on....*

In the same way, speakers often use *rhetorical questions* to signal main ideas, topics, and themes. These are questions that the speaker asks out loud, and that the speaker plans to answer in his/her presentation. In general, rhetorical questions will always be answered in the lecture or presentation. Therefore, rhetorical questions are important discourse markers to pay attention to.

- *Repetition* is another key to identifying main ideas in a lecture or presentation. It is how many times a word or phrase is repeated. If something is repeated several times, it suggests importance. For example, as in the guide “**Listening strategy**” (Berman, 2003) in the lecture part mentioned in the previous paragraph (Lecture 5, Part 6), the same rhetorical question is essentially repeated four times in one minute. In Part 4 of the same lecture, which is a longer and more complex segment, there are 9 repeated words and phrases. So that, once you know, through repetition, that these words and phrases are important, it is much easier to identify the lecturer’s main ideas.
- *Pace* is another key to identifying main or important ideas. Considering again what described Berman that Pace is the speed of speech. Important points, such as main ideas, are usually spoken more slowly, clearly, and intentionally than the other lines. Unimportant points or small details are usually spoken more quickly. It is appreciated that Pace is an important key, and you have to pay attention to it, principally when the speaker talks fast.
- *Lecturer’s visual aids*, such as outlines, lists or drawings, often provide obvious clues to the speaker’s main points.
- *Take notes* while listening to a lecture or presentation in order to get the main ideas. Take meaningful and useful notes because the act of writing makes the

material easier to remember, obliges us to focus on and identify the main ideas and important facts. You can recognize the areas you comprehend and do not.

- *Identifying main ideas.* (Berman, 2003) It is assured that “The purpose of this practice is to teach students to explore implied meanings as they take notes on the lecture”. A speaker might signal a main idea through some important rhetorical questions, the repetition of key words, emphasis, or the pace of a speech. Thus, students will learn to identify main ideas from different reading sections in this strategy. Some clues are presented below:

(Berman, 2003) It is determined that learners need to be able to recognize and identify the main ideas and points of a speech. Students should listen carefully once, and then concentrate on the main ideas while listening a second time. After discussing in groups the main ideas, students should summarize and reflect on what they’ve heard in order to organize their thoughts.

Accordingly, some selected keys, activities and techniques are very important to develop listening for the main ideas process which helps students listen better. Students can then concentrate and approach the listening task confidently. They may try to listen with purpose and grasp the gist of a listening text. They are able to look for key words. Students do not have to understand each word the speaker says in order to comprehend the general message the speaker is trying to get through. Paying attention to the context and learning to guess the meaning of unknown words are very important abilities to acquire. Students can listen to some utterances and describe the emotional reaction they hear, for instance, happy, sad, angry, etc.

### **Predicting**

Prediction means that student can deduce or anticipate what the speaker is going to say next or the final message. It can be done by using student background knowledge and expectations about the language and what the topic is talking about.

- (Richards, *The Language Teaching Matrix*, 1990) “Prediction is a set of expectations for a particular kind of discourse generated from a situation or

knowledge. It activates the “schema” that is thought of as a set of expectations as to how the content of the discourse will develop”. For instance:

- Where does the story take place?
- Who are the characters?
- Around what event or events does the story turn?
- *Inside Pre-listening activity.* It is a stage to set up predicting activities. Students must be prepared by activating schema, connecting the activity to their background knowledge, getting themselves to predict what they will be listening to, and introducing useful words and concepts.
- *Improve comprehension of difficult listening parts.* Students should look at the title of the lecture and any other clues they can see, for instance, photos, maps, charts, outlines, etc. and think of specific questions that they think might be answered.
- *In While-listening activities.* It makes predictions to teach students to figure out implied meanings texts in varied contexts. Teaching steps are mentioned below based on the paper:
  1. Explain the meaning of the expression “reading between lines”- when people read between lines they construct meaning that is implied rather than stated.
  2. Guide students to discuss the different meanings people may infer when they hear the same words. Use expressions that may have different meanings, such as “wicked”, or “How are you?”
  3. Implied meaning using tone of voice, facial expression and posture are used in small groups. (Liao, 2015)
- *Prediction used during the lecture.* Try, as often as you can, to predict what kinds of information might come next. Even if some of your predictions are incorrect, this strategy will help you stay focused and give you a better chance of general comprehension.
- *Try to predict vocabulary.* You may hear in the lecture or presentation; you can analyze the main words in the title of the lecture.

Before listening, try to predict what may signal or mark the information you are listening for. For example, what words might the speaker use when giving this detail? If listening for a particular number, think about the type of number: Will it be in the hundreds or the millions? Will it be a fraction? A decimal? A percentage? The more one focuses oneself before listening, the better chance of success there is in the listening task.

### **Drawing inferences**

An inference is an assumption made from information that we have. That is, in the case of listening comprehension, an inference is an interpretation or a conclusion based on the information heard. Making inferences is a critical skill because not all important information is clearly or explicitly stated; therefore, even if all the words in a listening segment are understood, complete comprehension may not be attained. To make inferences successfully, these two ways can be tried to improve inference strategy.

- Review pre-listening strategies carefully and apply them. Inferences are largely based on background knowledge. The more that is known about the subject and the more that has been predicted about the listening passage, the better the inferences made.
- Trust instincts and guess. If incorrect, try to determine why and move on. That is what learning is all about.

Exercises to develop student's ability are suggested below:

- *Infer the topic of a discourse.* Students listen to part of a conversation and infer the topic of the conversation.
- *Infer unstated details of a situation* by doing tasks such as guessing what news headlines might refer to; then listen to the news broadcasts about the events referred to.

- *Infer the sequence of a series of events* is an exercise that requires student development by doing tasks like reading a list of key points to be covered in a talk and then numbering them in sequence while listening to the talk.
- *Infer the role of the participants in a situation* by doing tasks such as looking at pictures of people speaking and guessing what they might be saying or doing; then listening to the actual conversation. (Richards, The Language Teaching Matrix, 1990)

Speakers do not always say exactly what they mean. That is, important aspects of meaning are sometimes implied rather than stated. Listeners have to “listen between the lines” to figure out what is really meant. To get this point across, again use the pizza dialogue. This time ask, “Is the man going to go with them?” Point out that the man says that he loves pizza, so he will probably go. Sometimes people do not say exactly and directly what they mean. Students need practice in listening between the lines.

### **Summarizing**

Summarizing is making a mental or written summary of language and information presented in a task. Put another way, it is to synthesize what one has heard to ensure the information has been retained. Some exercises below develop the student’s ability to do the following:

- *Students can extract key information from a discourse.* For example, identify the key ideas in a discourse. The teacher asks the learners to give each other an oral summary, or to write one sentence that summarizes what they have listened to.
- *Carry out tasks as a response to listening activities.* This involves doing tasks such as: writing a summary of a talk or conversation, and writing down a message delivered aurally.

- *Extracting gist or essential information from longer aural texts without necessarily understanding every word.* Students make a mental or written summary of what they hear.
- *Students can use key words to construct the schema of a discourse or information retained while listening.*
- *Students can construct plans and schema from elements of a discourse.*  
(Richards, The Language Teaching Matrix, 1990)

### **Post listening activity**

*Oral summary: chain of love task.* After the listener has understood the message, it's important for them to think aloud by telling someone what they have heard. For example, students in an EFL classroom have to give an oral summary following these steps:

1. Put students in pairs. Person A pretends to be a neighbor of the main character, Joe's friend, and asks him about the topic. Person B pretends to be Joe.
2. Students need to be good conversationalists, and take turns to create a short dialogue.
3. Pairs rehearse the dialogue.
4. The students with the best ideas perform their dialogue in front of the class. As

it:

Role A: Hey, Joe. I heard an interesting topic in class today.

Role B: Oh, what about?

Role A: Well, \_\_\_\_\_.

Role B: Do you mean that \_\_\_\_\_!

Role A: Yeah! How do you think about this?

Role B: I like/ don't like it because \_\_\_\_\_.

Role A: What a good point! (Liao, 2015)

Summing up students need to act upon what they have heard to expand their thinking and summarize in context the essential and clear message to the audience.

### 3.1.2. Bottom-up

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. (Flowerdew & Miller, 2005) “Listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes”. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them.

Looking at another concept (Richards, Teaching Listening and Speaking, 2008) Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization. Taking this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete meaningful texts.

#### **Advantages:**

In Bottom-up the listener is supposed to pay attention to every detail of the spoken text, and some very important advantages are mentioned below:

- Students improve the ability to listen and reach an understanding following a sequence that goes from sounds to words to grammatical relations to lexical meaning.
- Listeners can interpret language starting from the lowest level to the highest level.
- Increase students’ awareness in class activities.
- Make students learn to discriminate between intonation contours in sentences, and between phonemes. (Brown D. , 2001)

According to the above information, therefore, the different types of knowledge necessary in the listening process are applied in a serial, hierarchical fashion. So that Bottom-up strategy of text processing follows a traditional view of communication as with the transmission of information. Bottom-up strategy includes various activities as:

- Pre-listening: Listening for specific details
- Recognizing cognates
- Recognizing word order patterns

### **Pre-listening:**

#### **Listening for specific details**

(Brown S. , 2006) “A listening for details activity is something we do every day. For example, we need the details when we are getting directions to someplace like a friend’s home. Just understanding the topic in this case does us no good”. That is to say, in the educational context, listening for details is when students listen for groups of words and phrases at sentence levels; moreover students listen for key details which will help them achieve a task. For instance:

- Students listen to a pair of words and circle if the words are same or different.
- Students match a word they hear with a picture.
- Students listen to a short dialogue and fill in the blanks of a transcript.
- Students write short answers to questions.
- Students pick words from a list.
- Another way to listen for details is mentioned below, in this case it is taken the example of the Author in the book “**Teaching Listening**” where he points this out and uses the same dialogue, but this time sets this task:

““What are they going to eat?” When students answer “Pizza” point out that to be successful, they needed only to understand one detail of the conversation: that the woman and her friends are going out for pizza, not hamburgers or spaghetti”. (Berman, 2003)



- He explains how involved understanding or catching one crucial detail that requires pulling one particular detail out of a larger set of details. For instance, while listening to someone talk at a business meeting, you might have a special interest in a particular budget figure or a date for a certain event, but have little interest in other details.
- Other common examples include listening for particular facts in weather reports or in airport announcements about flight information.
- ***Problem solving: “Who ate the cookies”***

This active listening activity aims to train students to listen to remember, listen for details, and listen for implied meaning. Students listen to a series of mini-conversations about the topic “Who ate the cookies?” provided by the teacher. They attempt to understand various aspects of the talk, cross out the irrelevant clues, and jot down the right one in a chart.

Follow the teaching steps:

1. Before listening to the conversation, students study the chart in small groups.
2. Students cross out the irrelevant clues while listening.
3. Students discuss, share opinions, and fill out forms.
4. The teacher reads aloud the conversations three times and then checks the answer with the whole class. (Liao, 2015)

### **Recognizing cognates**

(Cutler, 2012) “Cognates are words that have the same etymology in two languages”. It means that recognizing cognates refers to identify words that share a similar meaning, spelling and pronunciation into two languages. As a result of this assertion there are a number of English words that are very similar or even identical to Spanish. For example:

- The word *idea* in English and the word *idea* in Spanish.
- (Richards, The Language Teaching Matrix, 1990) Segmenting the stream of speech into constituents: in order to recognize that “abookofmine” consists of four words.

- Using phonological cues to identify information focus in an utterance.
- Students can recognize English words that are similar to a word in Spanish or in another language you know.
- Students can give instructions (about a manual, or a bus)
- Recognize assimilation, this is when a sound changes to become more like another sound which follows or precedes it.
- Identify the reference of pronouns in an utterance
- Recognize the time reference of an utterance. Students can check if the person is asking about *where* or *when* something is happening. For instance: Students hear: Are the banks open on *Sunday*? Where / when.

In brief, recognizing cognates is the ability to identify words that have the same linguistic derivation as another; from the same original word. Starting from childhood, people are taught to recognize cognates at early ages. Then while students are growing up and moving up the grade levels more advanced exercises to recognize cognates need to be introduced; these words have multiple meanings in both languages, even though some of those meanings may not overlap. As a final example, let's look at a word with multiple meanings "*asistir*", which means to "*assist*" – same meaning, but it also means to "*attend*"- which is completely different.

### **Recognizing word- order patterns**

Word-order means arranging words in a phrase or sentence in a text following a sequence governed by grammatical rules and affecting meaning. In English, word-order plays an important part in determining meanings. Some exercises require these processes to develop student's ability to do the following:

- *Use knowledge of word-order pattern to identify constituents in utterances.* Do tasks to identify major constituents in a sentence, such as subject and object, and verb and adverb.
- *Use grammatical cues to organize the input into constituents,* for example, in order to recognize that in the phrase "the book which I lent you": *the book* and

*which I lent you* are the major constituents rather than *the book which I* and *lent you*.

- *Recognize grammatical relations between key elements in sentences.* Do tasks to distinguish between positive and negative statements. Recognize if a sentence is active or passive.
- *Recognize the function of word stress in sentences.* Do tasks such as recognizing the use of word stress to mark the information focus of a sentence. (Richards, The Language Teaching Matrix, 1990)

### **3.1.3. Metacognitive strategy**

First of all, the compound word “metacognitive”, which has been considered (Flavell, 1979) and introduced over 30 years ago as the prefix “meta”, refers to a human being’s capacity to understand and reflect on his own mental processes. Then, the one and the same he extended the definition of the term as: awareness of one’s own psychological processes and from others; and broadened defining as: any knowledge or cognitive activity that aims to control cognitive aspects.

Since that moment the term “metacognition” has been conceptualized and classified in a number of different ways. (Flavell, 1979) It has been told that “metacognition plays an important role in oral communication, oral persuasion, oral and written comprehension, language acquisition, attention, memory, problem solving, and social cognition, etc.”

Then, metacognitive strategies involve (O’Malley & Chamot, 1995) “thinking about learning process such as planning for learning, monitoring the learning task, and evaluating how well one has learned”. It refers to situations such as paying attention to the main points of a lecture, for example.

As an advantage in the educational aspect of foreign language learning, this metacognitive knowledge accomplishes a fundamental role in language acquisition.

For that reason the upgrading of the use of metacognitive strategies for achieving a language learning process as well as encouraging learning is seen as important. (Sandoval, Gómez, & Katia, 2010) As an explanation it is considered and stated that it helps students to turn into active participants of learning, instead of passive ones and is a pre requisite for self-regulation.

### **Advantages**

Metacognitive strategies are applicable to a variety of learning tasks. After understanding some positive and effective learning aims it is conclusive with assertion that (Coskun, 2010) “learners who acquire metacognitive abilities have the following advantages over others who are not aware of the role metacognition plays in learning another language”:

- Students are more strategic learners.
- Students’ rate of progress in learning as well as the quality and speed of their cognitive engagement is faster.
- They are confident in their abilities to learn.
- They do not hesitate to obtain help from peers, teachers, or family when needed.
- They provide accurate assessments of why they are successful learners.
- They think clearly about inaccuracies when failure occurs during an activity.
- Their tactics match the learning task and adjustments are made to reflect changing circumstances.
- They perceive themselves as continual learners and can successfully cope with new situations.

(Vandergrift, 2004) And (O’Malley & Chamot, 1995) they are agreed in their explanations about sequence of strategies such as planning, monitoring and evaluating that could be integrated into teaching a foreign language. It is considered to be an advantage because it helps students increase their awareness about the process of listening comprehension and acquire metacognitive knowledge of English language.

## **Planning**

Planning is described (O'Malley & Chamot, 1995) as “previewing the organization concept or principle of an anticipated learning task (advanced organization); proposing strategies for handling an upcoming task; generating a plan for the parts, sequence, main ideas, or language functions to be used in handling a task (organizational planning)”. To enhance listening comprehension, oversee and regulate listening process in planning, below are some actions to be used in developing a task:

Directed attention is used to decide on how to maintain attention during the listening task execution and to avoid distractions. Next, selective attention is about planning to pay attention to specific details of language input or situational details that help in performance of an activity. Last, self-management helps students to accomplish language tasks and control the language performance of what is already known.

Planning makes students aware of strategies they use while doing the tasks and how they can develop their listening skills. It gives them the opportunity to find out which strategy works best for them and to use them when they listen to content subject lectures. For that reason (Rost, *Teaching and researching: Listening*, 2013) provides a chart which outlines a very important pedagogical approach for the purpose of encouraging and developing metacognitive strategies in English language learners. Similarly, (Flowerdew & Miller, 2005) considered (Rost, *Introducing listening*, 1994) chart and agreed in their assertion for listening skill development through metacognitive strategies. A pedagogical approach is highlighted below:

**Chart 3. Pedagogical approach of Planning through Metacognitive strategies**

Planning	Focus on the learner	Focus on the Teacher
Advanced organization (Anticipated learning)	Decide upon the objectives of a specific listening task. Why is it important to pay attention to this message?	Write a topic on the board (e.g. Train announcements) and ask learners what they think would be the important parts to listen for.
Directed attention	Learners must pay attention to the main points in a listening task to get a general understanding of what is said.	In setting up a listening task, ask learners what type of information they would expect to hear. "You are listening to the news. What would you hear at the beginning of the news?"
Selective attention	Learners pay attention to details in the listening task.	Before listeners listen a second time to a recording, it is effective to set specific types of information for them to listen for. "Listen again and find out what type of relationship the speakers have."
Self-management	Learners must manage their own motivation for a listening task.	Before setting up a listening task, the teacher talks with the students so that they get their mind frame around the listening.

Source: Flowerdew, Miller (2005). *Second Language Listening*; and Sandoval Zuñiga M., Alvarez, L., & Carrillo, K. (2010)

As can be seen above the activities that integrate planning into the strategy help students beforehand to plan for the listening task. Set a goal or decide in advance what to listen for. Engage students to decide if more linguistic or background knowledge is needed. Students can determine whether to enter text using the top-down approach

(listen for the overall meaning) or from the bottom-up approach (focus on words and phrases). Thus, students make predictions by using all available information.

### **Monitoring**

(O'Malley & Chamot, 1995) Monitoring means “verify, check, or correct one’s comprehension or performance in the process of a language task”. In other words, they described monitoring as being aware of what one is doing or bringing his mental processes under conscious scrutiny. In this sense, it is seen that monitoring has comprises of some stages where students monitor their own comprehension of the text by evaluating their predictions as they listen. This has been established in the “think-aloud” as described below.

In “comprehension monitoring” students check, verify, or correct one’s understanding, but in “production monitoring” students correct one’s language production. They use their “ear” for the language to analyze how something sounds and make decisions through auditory monitoring. This monitoring is similar in approach to where students use their “eye” for the language visually to recognize how something looks and to make decisions.

“Strategy monitoring” is used by students to ascertain how well a strategy is working, but in “planned monitoring”, it is used to ascertain how well a plan is working. The last way is “double check” monitoring, where students check one’s understanding during the second listening or during the task. To show us how this monitoring stage works with students; the continuum pedagogical approach provided by (Flowerdew & Miller, 2005) is highlighted below:

**Chart 4. Pedagogical approach of Monitoring through Metacognitive strategies**

Monitoring	Focus on the learner	Focus on the Teacher
Comprehension Monitoring	Learners check one's understanding through clarifying questions.	The teacher sets up a task that requires listeners to understand one part of the task at a time. They monitor in stages so that the final part is easily understood.
Auditory monitoring	Learners check what was identified in the auditory. Learners make decisions as to whether something sounds "right" or not.	Teacher does a listening task from down to top to check students' appropriate insight of key words, grammatical structures, and spoken text. For example, the teacher asks learners to listen to a CD and decide how the characters feel; then students check with one another in their own language.
Double-check monitoring	Learners check one's monitoring during the task.	Teacher does tasks with intermediate steps so that students can recognize that they are in the process of completing a task. At the end of a task, the teacher asks learners to review their previous knowledge about the speakers and make any changes to their perception of what the message is about.

Source: Flowerdew, Miller (2005). *Second Language Listening*; and Sandoval Zuñiga M., Alvarez, L., & Carrillo, K. (2010)

In short, during and after a listening comprehension activity, students monitor their comprehension, verify predictions and check inaccurate guesses. Then, they decide what is and is not important to understand; and finally students listen to or view again in order to check comprehension and ask for help.



## Evaluation

(O'Malley & Chamot, 1995) Evaluation is “the last stage which means checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place”. Summing up, evaluation is checked for students’ use and evaluated for their effectiveness. Here learners reflect back on the strategies they used and assess them after completing a task on how well they completed a task, and assess how effective the strategies were at helping them comprehend the listening task. This strategy has been coded as follows:

To evaluate production, is necessary to check one’s work when the task is finished. Then, performance evaluation is important to judge one’s performance in the execution of the listening task, too. Moreover, it is very important to consider ability and strategy evaluation, ability to judge one’s ability to perform the task, and the strategy to evaluate one’s strategy used and their effectiveness when the task is completed. Again, the last chart is highlighted here to depict the pedagogical approach focusing on students and teachers development of evaluation strategy provided by (Flowerdew & Miller, 2005):

**Chart 5. Pedagogical approach of Evaluation through Metacognitive strategies**

Evaluation	Focus on the learner	Focus on the Teacher
Performance evaluation	Learners judge how well they perform a task.	Teacher does task with tangible results that can be evaluated by students. The teacher can use a variety of techniques to get students to judge their individual performance. For instance: “Raise your hand if you think that you understood 100%; 75%; 50%.”
Problem identification	Learners decide what problems still exist with the text or the task preventing them from completing the task successfully.	After completing a listening task, the teacher asks students to identify any part of the text that was difficult to comprehend. Teacher traces back to get to the problematic parts of the text or task.

Source: Flowerdew, Miller (2005). *Second Language Listening*; and Sandoval Zuñiga M., Alvarez, L., & Carrillo, K. (2010)

In conclusion, with evaluation strategy students assess their comprehension and strategy use, in a particular task or area. Moreover, learners can evaluate overall their progress in listening and particular types of listening tasks. Students can decide if the strategies used were appropriate for the purpose and for the task and if necessary students can modify their strategies.

### **3.2. Hypothesis system**

#### **5.2.1. 3.2.1. Working Hypothesis Hi**

The QuizStar Tool positively influences the development of listening skills of First Year Bachillerato students Room “D”, at “Lauro Guerrero” Military Educational Unit in the city of Loja, during the school year 2014-2015.

#### **5.2.2. 3.2.2. Null Hypothesis N0**

The QuizStar Tool does not influence the development of listening skills of First Year Bachillerato students Room “D”, at “Lauro Guerrero” Military Educational Unit in the city of Loja, during the school year 2014-2015.

## **PART THREE: METHODOLOGICAL DESIGN**

### 3.1. Research type and design

The research for this project was descriptive and field based. Bibliographic resources as well as documents on the topic were used. The research design was quasi-experimental, quantitative and transversal. Two treatments were carried out, an experimental and a control group. The quantitative research tools were based on a pre-test and post-test.

As quantitative tools, the pre-test and post-test were taken from the model of learner-centered instruction through internet-based technology based on the paper called: “USING DIGITAL STORIES TO IMPROVE LISTENING COMPREHENSION WITH SPANISH YOUNG LEARNERS OF ENGLISH”, (Verdugo & Belmonte, 2007), Universidad Autónoma de Madrid (Spain), This paper can be found at the link: <http://lt.msu.edu/vol11num1/pdf/ramirez.pdf>; and also the pre-test and post-test were adapted from the model of the Manual for the Items Formulation of Multiple Choice, criteria established by the National Institute of Educational Evaluation of Ecuador (INEVAL). (López, Sánchez, Espinoza, & Carmona, 2013)

The pre-test was adapted in order to determine the students’ prior knowledge of English; and a post-test was adapted in order to determine if students had improved their listening skills through the use of the web-based QuizStar tool.

The study in the paper above has been designed to examine the effects that digital stories have in improving the understanding of listening skills. A quasi-experimental research study was carried out at six different schools of Primary Education in Madrid (Spain) during 22 weeks in the second semester of the academic year 2005 (January to June). All schools were located in the Northern suburban area of Madrid and shared similar and cultural characteristics with a very homogeneous group of Spanish speaking learners. A pre-test and post-test design was used to investigate if internet-based technology could improve listening comprehension in English as a Foreign Language.

This research project was based on the paper above attempting to apply the resources of the “Lauro Guerrero” Military Educational Unit located in Loja. The two groups, the control and experimental group, were selected using classes already in existence.

First, a *Pre-test* was taken by the two groups of students. The model of the test was taken from the paper described above, and based on (López, Sánchez, Espinoza, & Carmona, 2013) the Manual for the Items Formulation of Multiple Choice criteria established by the National Institute of Educational Evaluation of Ecuador (INEVAL). The types and forms of the question formulation were used and adapted to the English language teaching principles. It was adapted to gather initial data on students' knowledge previous to any research intervention and to check the students' levels of English. The pretest was divided into four parts:

**Part I. Use of English.** In this part, five items were presented to test students' knowledge of phrases in order to show preference, enthusiasm and indifference. Students had to listen to a conversation and circle the correct option a, b, c, or d.

**Part II. Vocabulary.** In this part, they were presented five items of listening to test their knowledge of specific information relating to urban animals, renewable and nonrenewable energy sources, and a review of zero and first conditional. Students had to listen to the questions and choose the correct answer a, b, c, or d.

**Part III. Pronunciation.** In this part students had to listen to some words and sentences which were presented in five parts to test their knowledge pertaining to the sound of words, and discrimination of sentences. Students had to listen to the questions and choose the correct answer a, b, c, or d.

**Part IV. Understanding.** In this part, five items were presented to test the students' knowledge of the comprehension of an environmental problem, appraising it, improvements, measures and suggestions. Students had to listen to the questions carefully and choose the correct answer a, b, c, or d.

Secondly, the English Language teaching period of teaching for students of the Experimental Group, was adapted to use the teaching techniques and strategies based on the QuizStar technological tool in order to develop and improve listening skills. In addition, the activities from the student Textbook Next Step 4, by Melissa Maness (2011), United Kingdom Richmond Publishing; used for the students of First Year Bachillerato students, were also adapted. (See Annex 2, Chart 6)

Next, the Control Group used traditional and limited activities, strategies and techniques as per their textbook Next Step 4 without any adaptations. (See Annex 2, Chart 7)

Third, *a Post-test* was designed for the two groups of students. A printed version was for the Control group and the Experimental group was tested using the QuizStar Tool to assess the students` improvement of listening skills and better understanding of the English language. This test was like the pre-test based on the Manual for the Items Formulation of Multiple Choice, criteria established by the National Institute of Educational Evaluation (INEVAL) of Ecuador.

The types and forms of the question formulation were used and adapted to the English language teaching principles. It was divided into four parts testing different abilities, but each item was cognitively more complex and related to some new expressions and phrases.

Lastly, instead of the questionnaire devised in the aforementioned paper, a survey was designed and given to the students to analyze the level of satisfaction the students experienced during the experimental period of the development of listening skills using the QuizStar tool.

To conclude, the instruments for gathering data and the survey were carried out during the second Curriculum Block, school year 2014-2015. Data obtained from the pre and post tests and the survey from the students were very impressive and positive.

### **3.2. Population size and sample**

The object of this study was the First Year of Bachillerato study at “Lauro Guerrero” Military Educational Unit. The research population consisted of 35 students for the experimental group attending the First Year of Bachillerato study, room “D”, whereas, 36 students attending the First Year of Bachillerato study, room “C” made up the control group. Both groups were given the pre-test and post-test. Also the experimental group was observed more carefully during class time and analyzed by means of a satisfaction survey at the end of the experimental application of the QuizStar Tool.

### **3.3. Field work**

The field work took place in a classroom of 35 experimental group students which were attending the First year of Bachillerato study, room “D”, and 36 students as the control group of the First Year of Bachillerato study, room “C”, at “Lauro Guerrero” Military Educational Unit, during the school year 2014-2015 . The study population was located in Loja, Ecuador.

### **3.4. Instruments for data collection**

The instruments for gathering data were two, one pre-test (see Annex 3) and one post-test (see Annex4). The two groups of students were managed and took the pre-test in a printed version. The students of experimental group took the post-test through the QuizStar tool after finishing the experimental period. In addition, a survey (see Annex5) was created to evaluate students’ satisfaction when they were using the QuizStar Tool in order to develop the listening skill.

### **3.5. Data processing and analysis**

Several research instruments were designed to gather relevant and important data. The quantitative research tools were Pre and Post-tests designed and administered in a printed format. The post-test for the experimental group was designed through the QuizStar tool because these students were considered as already knowledgeable in how to use this technological tool.

The quantitative data was gathered from the students' tests. It was tabulated, compared and analyzed using descriptive statistical measures. In order to validate the hypothesis that the QuizStar tool was a positive influence on listening skills development on First Year Bachillerato students Room "D", at "Lauro Guerrero" Military Educational Unit; the statistical analysis was carried out using the Arithmetical Mean and Standard Deviation.

The scores obtained from the pre-test and post-test in each group were examined in order to compare and contrast the academic performance of listening comprehension and improvement using the mean and standard deviation.

The transversal data was collected during the Second Curricular Block, school year 2014-2015, when the pre and post tests were applied. Finally, a survey was given to the students of the experimental group of Military Educational Unit "Lauro Guerrero" after completing the experimental period in order to ascertain the level of students' satisfaction and motivation using the QuizStar Tool.



## **PART FOUR: TESTING THE HYPOTHESIS**

#### 4.1. Results

The scores obtained following the application of the Pre-tests and Post-tests for the two groups under the traditional and technological methodologies were processed and comprehensive in order to provide an illustrative table aimed at comparing the listening skills between the control and the experimental group.

The academic performance of the students of Control group and Experimental group was conveyed according to the Article 193, of the LOEI regulation, of the Ministry of Education of Ecuador, and published in the Official Record No. 754, Thursday 26 of July, 2012, (Educación, 2012) over the five Qualitative scales and graded over ten (10) points on the Quantitative scale, as following:

**Table 1**

##### **Scales to measure the academic performance of students of schools in Ecuador**

<b>Qualitative Scale</b>	<b>Quantitative Scale</b>
Exceeds the required learning	10
Masters the required learning	9
Achieves the required learning	7-8
Close to achieving the required learning	5-6
Does not achieve the required learning	≤ 4

Source: LOEI regulation of Ministry of Education (2012)

Moreover, every activity of listening during the experiment with the experimental group was analyzed to prove their improvement. The arithmetic mean and the standard deviation were the statistical measures used to prove the hypothesis.

The results obtained from the survey were analyzed qualitatively. The answers based on the application of the QuizStar tool were established, and all these numerical and statistical reports are detailed below:

### 5.2.3. 4.1.1. Chart of the Pre-Test results

Table 2

#### Pre-test Results

CONTROL GROUP					EXPERIMENTAL GROUP				
No.	PRE-TEST				No.	PRE-TEST			
	PART I Use of English	PART II Vocabulary	PART III Pronunciation	PART IV Understanding		PART I Use of English	PART II Vocabulary	PART III Pronunciation	PART IV Understanding
1	4	4	6	6	1	2	6	0	4
2	4	6	6	6	2	4	6	4	4
3	6	6	4	4	3	2	6	4	6
4	6	8	6	4	4	6	6	6	6
5	6	6	8	4	5	6	4	2	6
6	6	6	6	6	6	6	8	6	8
7	6	6	2	4	7	4	6	4	4
8	4	6	2	4	8	6	6	8	6
9	4	6	4	4	9	6	6	4	6
10	6	6	6	6	10	6	4	8	4
11	8	6	2	4	11	6	6	4	6
12	6	2	2	4	12	6	4	2	4
13	8	8	8	6	13	6	6	4	4
14	6	6	2	4	14	6	6	6	6
15	6	4	4	4	15	4	6	0	4
16	2	6	6	2	16	6	6	8	6
17	4	6	4	4	17	6	6	6	6
18	6	6	2	6	18	6	6	6	4
19	2	4	2	6	19	6	4	8	2
20	6	6	4	6	20	6	8	6	6
21	2	6	6	4	21	6	6	6	4
22	6	6	4	6	22	6	6	6	6
23	6	6	6	6	23	6	6	8	6
24	6	6	8	4	24	8	8	6	6
25	8	6	6	6	25	4	4	6	6
26	6	6	6	6	26	4	4	4	4
27	8	6	4	6	27	6	6	4	8
28	6	6	6	4	28	6	6	6	6
29	6	4	6	6	29	6	6	4	6
30	6	6	2	2	30	6	6	2	8
31	6	8	8	6	31	6	6	6	6
32	4	8	6	8	32	6	6	4	6
33	6	6	6	4	****	***	****	****	****
34	6	4	6	6	****	***	****	****	****
****	***	****	****	****	****	***	****	****	****
****	***	****	****	****	****	***	****	****	****
$\bar{X}$ =	5.53	5.82	4.88	4.94	$\bar{X}$ =	5.50	5.81	4.94	5.44
SD=	1.54	1.22	1.95	1.30	SD=	1.22	1.04	2.12	1.34

#### Limitations:

- The day when the pre-test was applied, 2 students from the control group, and 3 students from the experimental group were absent. So the number of students from the control group was reduced to 34 students, and 32 students in the experimental group respectively.
- Students were assigned 30 minutes to take the listening pre-test, but they needed more time and were allowed 10 minutes extra because students from both groups found the pre-test complex.

### 5.2.4. 4.1.2. Chart of the Experimental Group during the application

Table 3

#### Experimental Group results during application

ACTIVITY N° 1		ACTIVITY N° 2		ACTIVITY N° 3		ACTIVITY N° 4		ACTIVITY N° 5	
No.	SCORE	No.	SCORE	No.	SCORE	No.	SCORE	No.	SCORE
1	7.5	1	3	1	9	1	7	1	10
2	6.5	2	6	2	9	2	7	2	10
3	9.75	3	9	3	9	3	4	3	6.5
4	7.5	4	10	4	10	4	10	4	10
5	10	5	4	5	7	5	5	5	4
6	6.25	6	10	6	7	6	10	6	8.5
7	5.25	7	6.5	7	8	7	7	7	8.5
8	8	8	2	8	9	8	7	8	10
9	7	9	2	9	9	9	8	9	10
10	7.75	10	7	10	5	10	5	10	5
11	6	11	9	11	7	11	10	11	7
12	7.75	12	3	12	5	12	7	12	8.5
13	8	13	7	13	8	13	8	13	10
14	7	14	3	14	9	14	6	14	7.5
15	9	15	9	15	9	15	5	15	10
16	7.5	16	7	16	9	16	7	16	10
17	6	17	4	17	3	17	6	17	3.5
18	9	18	8	18	10	18	8	18	10
19	5	19	5	19	8	19	9	19	10
20	8	20	8.5	20	7	20	5	20	2
21	9	21	7	21	10	21	7	21	10
22	8	22	4	22	8	22	8	22	10
23	9	23	8	23	9	23	6	23	10
24	9.5	24	10	24	8	24	6	24	10
25	7.5	25	8	25	10	25	10	25	10
26	7	26	8	26	10	26	8	26	10
27	9	27	6	27	10	27	6	27	7.5
28	8.75	28	7	28	9	28	10	28	8
29	6	29	10	29	7	29	10	29	9.5
30	2.25	30	4	30	4	30	9	30	6.5
31	8.5	31	8	31	9	31	8	31	10
32	6.75	32	9.5	32	5	32	7	32	10
33	7.5	33	4	33	4	33	7	33	10
$\bar{X} =$	7.50	$\bar{X} =$	6.56	$\bar{X} =$	7.88	34	7	34	6
SD =	1.55	SD =	2.49	SD =	1.93	35	7	35	5.5
						$\bar{X} =$	7.34	$\bar{X} =$	8.40
						SD =	1.64	SD =	2.21

#### Limitations:

- During the days of experiment when the activities N° 1, 2, and 3 were assigned to students of the experimental group, 2 students were absent. So the number of students was reduced from 35 to 33.
- During the days of experiment when the activities N° 4 and 5 were assigned to students of the experimental group, all the 35 students participated and did the activities.

### 5.2.5. 4.1.3. Listening activities during the experiment

An individual analysis was done on each activity of the experimental group during the application of the QuizStar Tool:

#### Listening Activity N° 1

This consisted of recognizing phrases and words for showing preference, enthusiasm and indifference in a conversation.

Table 4

#### Listening activity 1

Topic: It is all the same to me Date: October 20 <sup>th</sup> , 2014			
EVALUATION CRITERION	ACTIVITIES	N°	SCORE
		1	7.5
		2	6.5
<ul style="list-style-type: none"> <li>Analyze and say some synonyms for the expressions presented in the listening.</li> </ul>	ACTIVITY 1: In Quizstar tool fill in the gaps and answer some questions.	3	9.75
		4	7.5
		5	10
		6	6.25
		7	5.25
		8	8
<ul style="list-style-type: none"> <li>Using the digital tool listen to the conversation and do the task given.</li> </ul>	ACTIVITY 2: Multiple choices. Find the main idea of the conversation in the listening task. Moreover find some specific information	9	7
		10	7.75
		11	6
		12	7.75
		13	8
		14	7
		15	9
		16	7.5
		17	6
		18	9
		19	5
		20	8
		21	9
		22	8
		23	9
24	9.5		
25	7.5		
26	7		
27	9		
28	8.75		
29	6		
30	2.25		
31	8.5		
32	6.75		
33	7.5		
			$\bar{X}$ = 7.50
			SD= 1.55

#### Limitations:

- From total of 35 students, only 33 students attended this class and did the activity.
- In spite of the fact<sup>2</sup> that students had previously received training on how to use the web-based QuizStar tool, they still could not use the web-based tool correctly.

- Students needed more time than expected to do the activity using the QuizStar tool to carry out the listening skill.
- Some students were guided by their partners under the observation of the teacher to complete the assigned activities.

### Listening Activity N° 2

This consisted of learning the names of urban animals, their classification, categories, related words and relevant information.

**Table 5**

#### Listening activity 2

Topic: Scientific and general facts Date: October 29 <sup>th</sup> , 2014			
EVALUATION CRITERION	ACTIVITIES	N°	SCORE
		1	3
		2	6
		3	9
		4	10
▪ Recognize names of some urban animals.	ACTIVITY 1: Class discussion. Give reasons why animals live in cities.	5	4
		6	10
▪ Identify some characteristics about animals.		7	6.5
		8	2
		9	2
		10	7
▪ Listen to the presentation and do the uploaded task		11	9
		12	3
	ACTIVITY 2: Online multiple choice exercises.	13	7
▪ Listen and complete the sentences uploaded in the Quizstar tool.		14	3
		15	9
		16	7
		17	4
		18	8
		19	5
		20	8.5
		21	7
		22	4
		23	8
		24	10
		25	8
		26	8
		27	6
		28	7
		29	10
		30	4
		31	8
		32	9.5
		33	4
			$\bar{X} = 6.56$
			SD= 2.49

#### Limitations:

- From total of 35 students, only 33 students attended this class and did the activity. They did the listening activity through QuizStar tool in less time than the allotted time.

### Listening Activity N° 3

This consisted of listening and understanding new vocabulary on energy sources.

Table 6

#### Listening activity 3

Topic: Energy sources Date: November 5 <sup>th</sup> , 2014			
EVALUATION CRITERION	ACTIVITIES	N°	SCORE
<ul style="list-style-type: none"> <li>Listen to the article about renewable and nonrenewable sources and make comparison about types of energy.</li> </ul>	ACTIVITY 1: Brainstorming and Select the main idea of the article.	1	9
		2	9
		3	9
		4	10
		5	7
		6	7
		7	8
		8	9
		9	9
		10	5
<ul style="list-style-type: none"> <li>Discuss questions on listening and give suggestions about how to care for the environment.</li> </ul>	ACTIVITY 2: Match the definition with the correct energy sources using the QuizStar tool.	11	7
		12	5
		13	8
		14	9
		15	9
		16	9
		17	3
		18	10
		19	8
		20	7
		21	10
		22	8
		23	9
24	8		
25	10		
26	10		
27	10		
28	9		
29	7		
30	4		
31	9		
32	5		
33	4		
			$\bar{X} = 7.88$ $SD = 1.93$

#### Limitations:

- From total of 35 students, only 33 students attended this class and did the activity.
- Some students could not listen to the audio media through the QuizStar tool when they were doing the activity because the band width of the internet in the lab slowed down.
- Due to the flexibility of the QuizStar tool, students that experienced problems in the class were able to complete the activity at home.

### Listening Activity N° 4

This consisted of recognizing imaginary situations in context with would and words with similar sounds.

Table 7

#### Listening activity 4

Topic: Evaluate local environmental problems Date: November 11 <sup>th</sup> , 2014			
EVALUATION CRITERION	ACTIVITIES	Nº	SCORE
<ul style="list-style-type: none"> <li>Listen and speak with the correct intonation.</li> </ul>	ACTIVITY 1: Fill in the gaps with the correct words using the QuizStar tool.	1	7
		2	7
		3	4
		4	10
		5	5
		6	10
		7	7
		8	7
		9	8
		10	5
<ul style="list-style-type: none"> <li>Listen and find the main idea with respect to environmental problems.</li> </ul>		11	10
		12	7
		13	8
		14	6
		15	5
		16	7
		17	6
		18	8
		19	9
		20	5
		21	7
		22	8
		23	6
		24	6
		25	10
		26	8
		27	6
		28	10
		29	10
		30	9
		31	8
		32	7
		33	7
		34	7
		35	7
			$\bar{X} = 7.34$ SD= 1.64

#### Limitations:

- A total of 35 students attended this class and did the activity. The listening comprehension activity incorporated new vocabulary and grammar structure which turned out to be a little complex for the students.



### Listening Activity N° 5

This consisted of evaluating and expressing improvements and measures for any problems with good ideas.

**Table 8**

#### Listening activity 5

Topic: Project about environment Date: November 18 <sup>th</sup> , 2014			
EVALUATION CRITERION	ACTIVITIES	N°	SCORE
		1	10
		2	10
		3	6.5
		4	10
<ul style="list-style-type: none"> <li>Offer advice to reduce any damage in second conditional; then identify the major problem by listening to the audio.</li> </ul>	ACTIVITY 1: Select the best answers a, b, c, or d according to the listening using the QuizStar tool.	5	4
		6	8.5
		7	8.5
		8	10
		9	10
		10	5
		11	7
		12	8.5
		13	10
		14	7.5
<ul style="list-style-type: none"> <li>Listen and find the main idea regarding environmental problems and compare ideas.</li> </ul>	15	10	
	16	10	
	17	3.5	
	18	10	
	19	10	
	20	2	
	21	10	
	22	10	
	23	10	
	24	10	
	25	10	
26	10		
27	7.5		
28	8		
29	9.5		
30	6.5		
31	10		
32	10		
33	10		
34	6		
35	5.5		
			$\bar{X} = 8.40$
			SD= 2.21

#### Limitations:

A total of 35 students attended this class and did the activity.

### 5.2.6. 4.1.4. Chart of post-test results

Table 9

#### Post-test results

CONTROL GROUP					EXPERIMENTAL GROUP				
No.	POST-TEST				No.	POST-TEST			
	PART I Use of English	PART II Vocabulary	PART III Pronunciation	PART IV Understanding		PART I Use of English	PART II Vocabulary	PART III Pronunciation	PART IV Understanding
1	8	6	6	4	1	10	10	10	10
2	6	6	8	4	2	10	10	10	10
3	6	6	4	4	3	6	8	8	8
4	8	6	4	8	4	10	10	10	10
5	6	6	6	2	5	8	8	6	8
6	4	8	2	4	6	10	10	8	8
7	4	4	6	6	7	10	8	8	8
8	4	6	4	2	8	8	10	10	10
9	6	8	4	6	9	8	8	10	8
10	4	4	6	2	10	8	8	8	8
11	4	6	4	0	11	8	8	8	8
12	4	8	2	8	12	10	8	10	8
13	8	8	6	4	13	10	10	10	8
14	6	8	8	6	14	8	8	10	6
15	4	6	4	0	15	8	10	10	8
16	6	2	4	4	16	10	8	10	8
17	8	6	6	2	17	10	8	10	8
18	8	6	8	8	18	8	8	8	8
19	6	6	6	0	19	10	10	10	8
20	4	6	4	2	20	6	6	6	4
21	8	6	8	0	21	10	10	10	8
22	4	6	6	2	22	8	8	10	10
23	6	6	6	2	23	10	8	10	8
24	6	8	8	10	24	10	10	10	8
25	4	6	8	6	25	10	10	10	8
26	4	8	4	6	26	8	8	8	8
27	8	8	8	8	27	10	10	8	6
28	4	8	4	8	28	10	10	6	8
29	4	6	2	8	29	8	8	10	8
30	0	6	6	4	30	10	6	8	8
31	6	8	4	4	31	8	10	10	8
32	8	6	8	8	32	8	10	10	8
33	10	6	8	8	33	10	10	8	8
34	4	4	4	0	34	10	6	8	6
35	4	8	6	4	35	8	6	4	4
****	**	****	****	****	****	**	****	****	****
$\bar{X}$ =	5.54	6.34	5.49	4.40	$\bar{X}$ =	8.97	8.69	8.86	7.89
SD=	1.98	1.39	1.87	2.86	SD=	1.21	1.35	1.53	1.35

#### Limitations:

- The day when the post-test was conducted, 1 student from the control group was absent, so the number of students from the control group was reduced to 35 students.
- On the other hand, all the 35 students from the experimental group were present.

- Students from the experimental group did Physical Education before taking the post-test.

### 5.2.7. 4.1.5. Chart to Contrast Pre-test vs. Post-test

Table 10

Pre-test vs. Post-test

No.	CONTROL GROUP		No.	EXPERIMENTAL GROUP	
	PRE-TEST Average	POST-TEST Average		PRE-TEST Average	POST-TEST Average
1	5	6	1	3	10
2	5.5	6	2	4.5	10
3	5	5	3	4.5	7.5
4	6	6.5	4	6	10
5	6	5	5	4.5	7.5
6	6	4.5	6	7	9
7	4.5	5	7	4.5	8.5
8	4	4	8	6.5	9.5
9	4.5	6	9	5.5	8.5
10	6	4	10	5.5	8
11	5	3.5	11	5.5	8
12	3.5	5.5	12	4	9
13	7.5	6.5	13	5	9.5
14	4.5	7	14	6	8
15	4.5	3.5	15	3.5	9
16	4	4	16	6.5	9
17	4.5	5.5	17	6	9
18	5	7.5	18	5.5	8
19	3.5	4.5	19	5	9.5
20	5.5	4	20	6.5	5.5
21	4.5	5.5	21	5.5	9.5
22	5.5	4.5	22	6	9
23	6	5	23	6.5	9
24	6	8	24	7	9.5
25	6.5	6	25	5	9.5
26	6	5.5	26	4	8
27	6	8	27	6	8.5
28	5.5	6	28	6	8.5
29	5.5	5	29	5.5	8.5
30	4	4	30	5.5	8
31	7	5.5	31	6	9
32	6.5	7.5	32	5.5	9
33	5.5	8	33	****	9
34	5.5	3	34	****	7.5
35	****	5.5	35	****	5.5
****	****	****	****	****	****
$\bar{X}$ =	5.29	5.44	$\bar{X}$ =	5.42	8.60
SD=	0.95	1.33	SD=	0.96	1.03

**5.2.8. 4.1.6. Survey given to students of the Experimental group to ascertain their level of satisfaction**

**Table 11**

**Satisfaction survey**

N°	Question	Options	Answers	%	
1	Has the Web-based QuizStar tool allowed you to develop and improve your listening skill?	Yes	30	88%	
		No	4	12%	
2	The development of class activities and tasks using the Web-based QuizStar tool has been:	Efficient	12	35%	
		Interesting	19	56%	
		Pleasant	2	6%	
		Complex	1	3%	
3	Have you had any difficulty when doing class activities and tasks using the web-based QuizStar tool?	None	8	24%	
		A little	19	56%	
		Pretty	7	21%	
		A lot	0	0%	
4	Do you consider that the addition of the web-based QuizStar tool for teaching-learning the English language to be very good?	Yes	34	100%	
		No	0	0%	
5	To what extent have the features of the web-based QuizStar tool mentioned below improved your listening skills?	Free Learning	Nothing	0	0%
			A little	7	21%
			Quite	9	26%
			A lot	18	53%
		Cooperative learning	Nothing	4	12%
			A little	12	35%
			Quite	8	24%
			A lot	10	29%
		High motivation	Nothing	1	3%
			A little	3	9%
			Quite	17	50%
			A lot	13	38%
Easy use	Nothing	1	3%		
	A little	5	15%		
	Quite	8	24%		
	A lot	20	59%		
6	What is your opinion of the educational design of the virtual platform of the web-based QuizStar tool?	Very good	23	68%	
		Good	9	26%	
		Acceptable	2	6%	
		Inappropriate	0	0%	

### 5.3. Analysis of the results

The data collected during this research study by means of the pre and post-tests conducted with the control and experimental groups as well as the use of the QuizStar tool to improve listening skills with students of the experimental group was processed, analyzed. The results were formatted into tables and graphics to facilitate the interpretation of them.

#### 5.3.1. Analysis of the Pre-tests

After analyzing and calculating the data following the pre-test given to students of the control group and experimental group from the First Year of Bachillerato, Rooms “C” and “D” respectively at the military educational unit “Lauro Guerrero”, the following results were obtained:

To calculate the mean and standard deviation for the analysis of the results this formula was used:

The Arithmetic mean was calculated as below:

$$A = \frac{1}{n} * \sum_{i=1}^n x_i$$

A=average (or arithmetic mean)

n=the number of terms (e.g., the number of items or numbers being averaged)

x<sub>i</sub>= the value of each individual item in the list of numbers being averaged.

The standard deviation was calculated as below:

$$\sigma = \sqrt{\frac{1}{N} \sum_{i=1}^N (x_i - \bar{x})^2}$$

**Control group**Arithmetic Mean  $(\bar{X}) = 5.29$ 

Standard Deviation (SD) = 0.95

**Experimental group:**Arithmetic Mean  $(\bar{X}) = 5.42$ 

Standard Deviation (SD) = 0.96

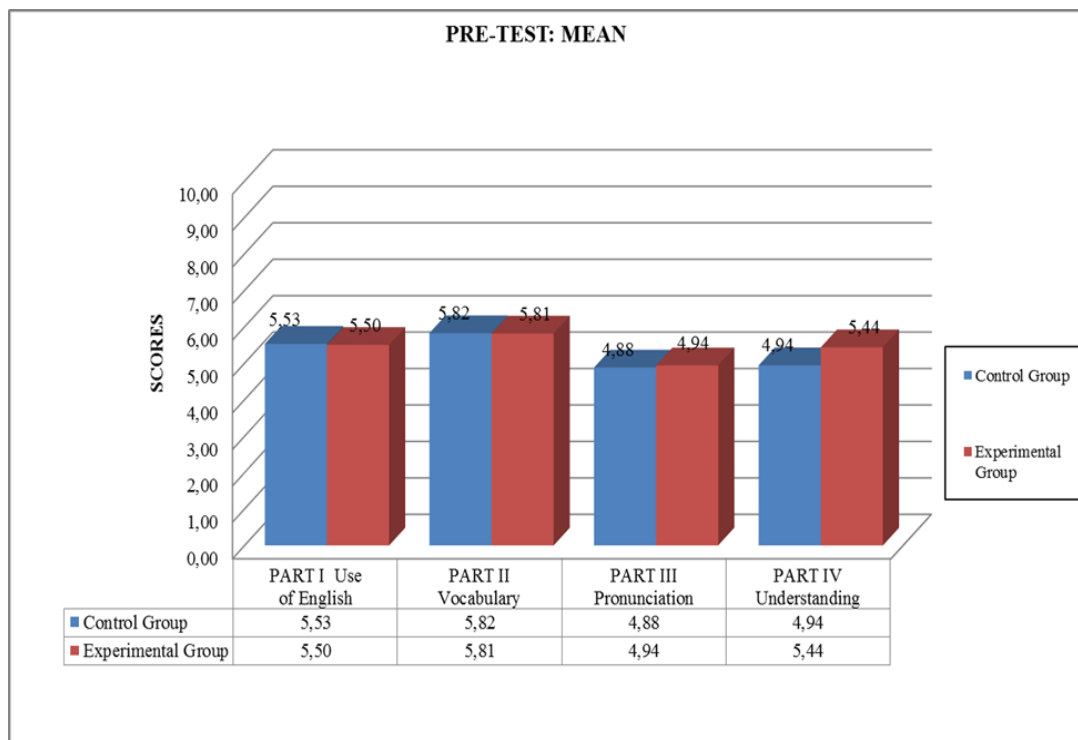
On the day when the test was administered, 2 students from the control group and 3 students from the experimental group were absent, so the students in the control group were reduced to 34, and students in the experimental group were reduced to 32.

The performance shown by the control group and experimental group were very similar in Parts I, II, III, and IV. The mean score was obtained by the control group was calculated by adding the means of four parts of the pre-test which was slightly lower (21.17) than the mean of the experimental group (21.69). The Standard Deviation obtained by the Control group was calculated by adding the four parts of the Pre-test which was higher (6.02) than the Standard Deviation of the Experimental Group (5.73). The Table N° 12 illustrates below:

**Table 12****Mean Score and Standard Deviation of the Pre-test**

PRE-TEST	GROUPS	N	$\bar{X}$	SD
Part I: Use of English	Control	34	5,53	1,54
	Experimental	32	5,50	1,22
Part II: Vocabulary	Control	34	5,82	1,22
	Experimental	32	5,81	1,04
Part III: Pronunciation	Control	34	4,88	1,95
	Experimental	32	4,94	2,12
Part IV: Understanding	Control	34	4,94	1,30
	Experimental	32	5,44	1,34
Total (Part: I,II,III,IV)	Control	34	21,17	6,02
	Experimental	32	21,69	5,73

## GRAPHICAL INTERPRETATION



**Figure 2. Pre-test Mean of Control Group and Experimental Group**

Figure N° 2 represents the all the results obtained from the students' academic performance of the pre-test given to the control group and experimental group before they started Curricular Block No. 2. The mean scores of each part of the pre-test given to both groups were very low. They were graded over 10.

Students presented similar conditions with respect to listening in that as much they did not reach the required knowledge band; consequently the highest means for each group were: Control group= 5.82/10; Experimental group= 5.81/10. This was broken down as follows:

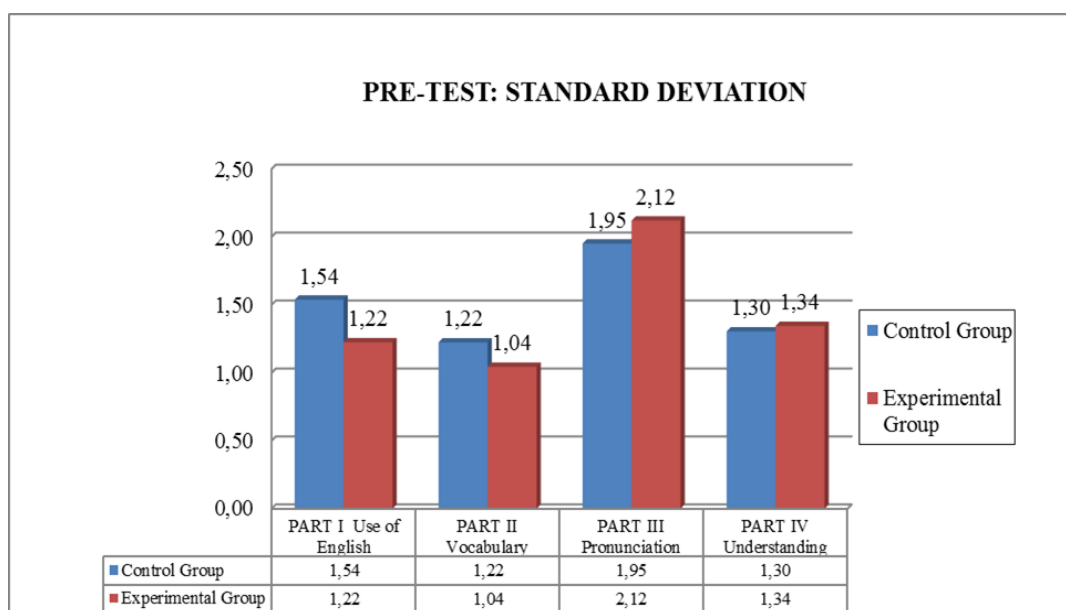
In Part I. *Use of English*, the mean was: Control group: 5.53, and Experimental group: 5.50. The difference between mean scores was very insignificant: 0.03, giving a very small difference in favor of the control group.

In Part II. *Vocabulary*, the mean was: Control group: 5.82, and Experimental group: 5.81. The difference between mean scores again was very insignificant: 0.01, giving a very small difference in favor of the control group.

In Part III. *Pronunciation*, the mean was: Control group: 4.88, and Experimental group: 4.94. The difference between mean scores again was very insignificant: 0.06, giving a very small difference in favor of the experimental group.

In Part IV. *Understanding*, the mean was: Control group: 4.94, and Experimental group: 5.44. The difference between mean scores again was very insignificant: 0.50, giving a very small difference in favor of the experimental group.

### GRAPHICAL INTERPRETATION



**Figure 3. Pre-test Standard Deviation of Control Group and Experimental Group**

Figure N° 3 presents significant values on the Standard deviation obtained in each part (I, II, III and IV) of the pre-test given to students of the control group and the experimental group at the beginning of Curricular Block Two. The Experimental group, in part III of the pre-test portrays the biggest standard deviation: 2.12, followed by the control group with 1.95. In the other parts of the pre-test, both groups presented



varied standard deviations so the least standard deviation was 1.04 for the experimental group, and students in each part of the test had scattered scores. Summing up, it reveals the students' previous and individual knowledge; so both groups had a very low level of comprehension in listening activities.

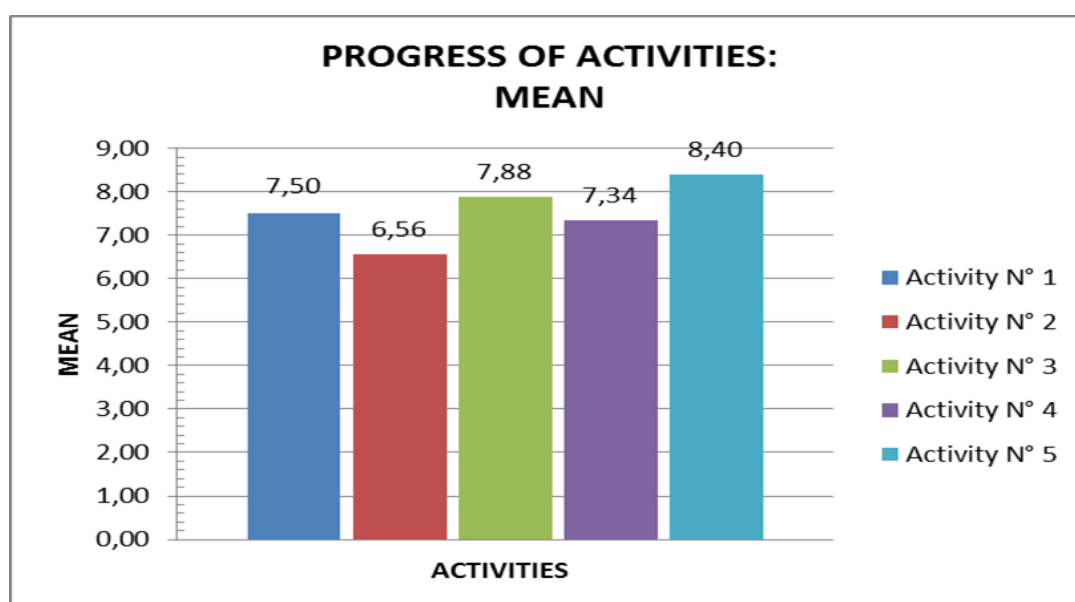
### 5.3.2. Analysis of the performance of the Experimental group in the 5 activities during the application of the QuizStar Tool

**Table 13**

**Progress of Experimental group during the application of the QuizStar tool**

ACTIVITIES	TOPIC	DATE	MEAN
Activity N° 1	It is all the same to me	October 20th, 2014	7.50
Activity N° 2	Scientific and general facts	October 29th, 2014	6.56
Activity N° 3	Energy sources	November 5th, 2014	7.88
Activity N° 4	Evaluate local environmental problems	November 11th, 2014	7.34
Activity N° 5	Project about environment	November 18th, 2014	8.40
			$\bar{X}$ = 7.54
			SD= 0.61

### GRAPHICAL INTERPRETATION



**Figure 4. Performance of the Experimental Group during the use of the QuizStar Tool**

The mean score obtained by the Experimental group during the 5 activities was 7.54, as Figure N° 4 shows above. In the graphic above it can be seen that four activities had a mean higher than 7.34/10; and only activity two had a lower mean of 6.56/10. It means that students felt motivated and interested in using the QuizStar tool for each listening activity, so that they obtained high scores consecutively. In activity 5, students got the highest mean score of 8.40/10 in spite of the fact that the activity was a compilation of the whole of unit N° 2.

It is necessary to point out that in activities one, three and four, the mean score varied slightly, however activity two the mean score was lower as it consisted of new vocabulary, grammar and pronunciation dexterities.

### 5.3.3. Analysis of the Post-Tests

After analyzing and calculating the data following the post-test given to students of the control group and experimental group from the First Year of Bachillerato, Rooms “C” and “D” respectively at the military educational unit “Lauro Guerrero”, the following results were obtained:

To calculate the mean and standard deviation for the analysis of the results were done using this formula:

The Arithmetic mean was calculated based on this formula:

$$A = \frac{1}{n} * \sum_{i=1}^n x_i$$

A=average (or arithmetic mean)

n=the number of terms (e.g., the number of items or numbers being averaged)

x<sub>i</sub>= the value of each individual item in the list of numbers being averaged.

The standard deviation was calculated based on this formula:

$$\sigma = \sqrt{\frac{1}{N} \sum_{i=1}^N (x_i - \bar{x})^2}$$

**Control group**Arithmetic Mean  $(\bar{X}) = 5.29$ 

Standard Deviation (SD) = 0.95

**Experimental group:**Arithmetic Mean  $(\bar{X}) = 5.42$ 

Standard Deviation (SD) = 0.96

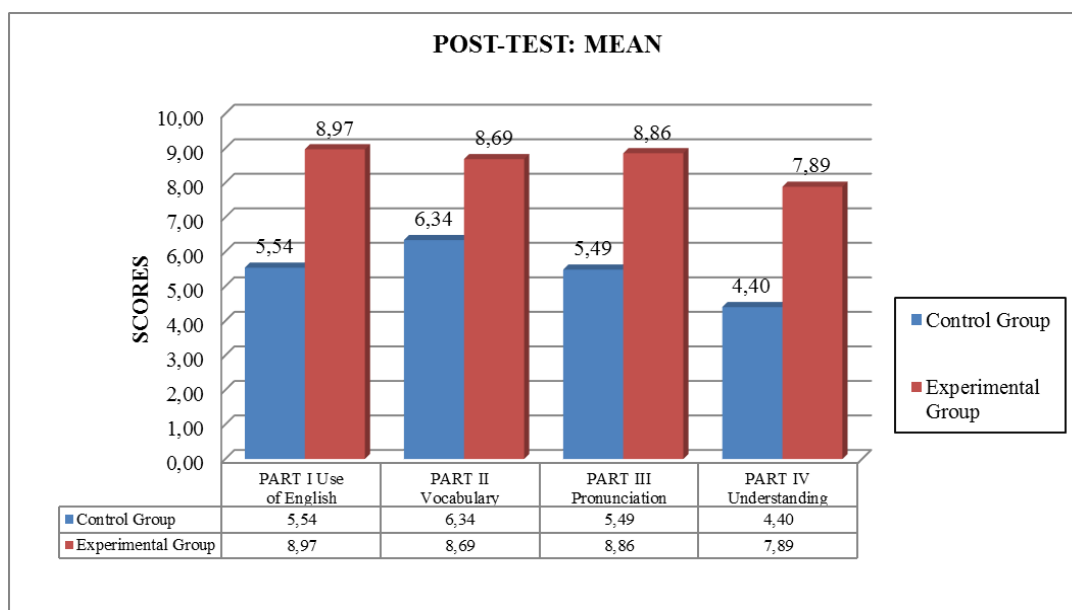
During the day when the post-test was administered, 1 student from the control group was absent, so the students in the control group were reduced to 35, and all 35 students from the experimental group were present.

The performance shown by the control group and experimental group differed in Parts I, II, III, and IV. The mean score obtained from the control group was calculated by adding the means of the four parts of the post-test which was lower (21.77) than the mean of the experimental group (34.40). The Standard Deviation obtained by the Control group was calculated by adding the four parts of the Post-test which was higher (8.10) than the Standard Deviation of the Experimental Group (5.43). Table N° 14 illustrates this below:

**Table 14****Mean score and Standard Deviation of the Post-test**

POST-TEST	GROUPS	N	$\bar{X}$	SD
Part I	Control	35	5,54	1,98
	Experimental	35	8,97	1,21
Part II	Control	35	6,34	1,39
	Experimental	35	8,69	1,35
Part III	Control	35	5,49	1,87
	Experimental	35	8,86	1,53
Part IV	Control	35	4,40	2,86
	Experimental	35	7,89	1,35
Total (Part: I,II,III,IV)	Control	35	21,77	8,10
	Experimental	35	34,40	5,43

## GRAPHICAL INTERPRETATION



**Figure 5. Post-test Mean of Control Group and Experimental Group**

Figure N° 5 represents all the results of the post-test obtained from the academic performance of the students of the control group and experimental group after finishing Curricular Block Two. Therefore, it shows a significant academic improvement of the students of the experimental group who used the QuizStar tool in their English language classes; the contrary occurred with the students of the control group who learned English using traditional methods.

The mean scores obtained from each part of the post-test varied significantly from each other in listening, so that by adding all the means of four parts of the test, the mean for the Control group was: 21.77/10, and the mean for the Experimental group was: 34.40, as illustrated below:

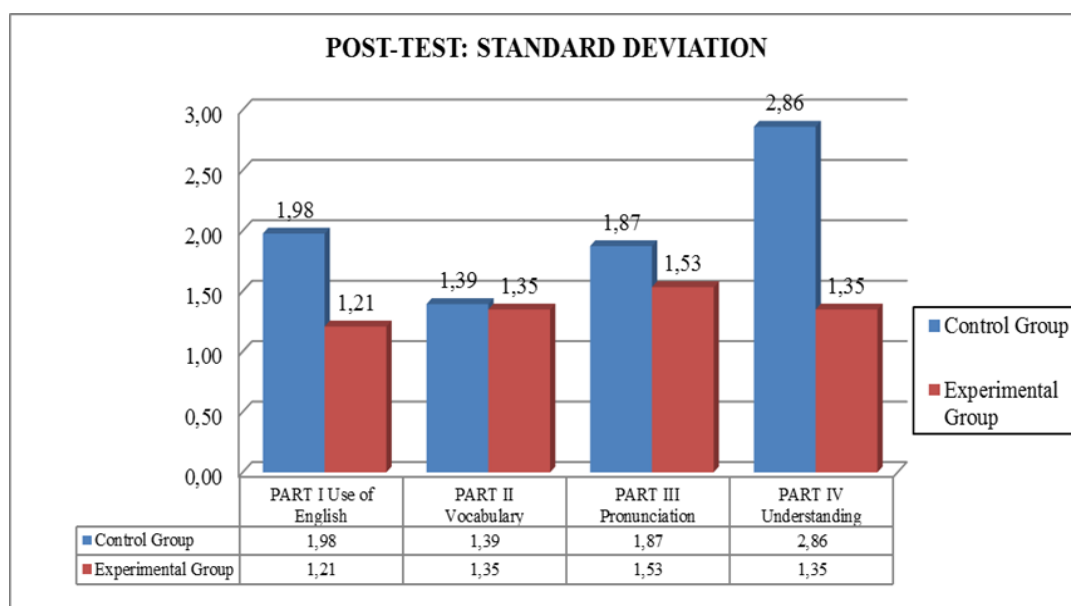
The mean in Part I *Use of English* was: Control group: 5.54, and Experimental group: 8.97. There was a significant difference between the mean scores of 3.43; for experimental group which obtained the highest mean.

The mean in Part II *Vocabulary* was: Control group: 6.34, and Experimental group: 8.69. There was again a significant difference between the mean scores of 2.35 for the experimental group which obtained the highest mean.

The mean in Part III *Pronunciation* was: Control group: 5.49, and Experimental group: 8.86. There was again a significant difference between the mean scores of 2.35 for the experimental group which obtained the highest mean.

The mean in Part IV *Understanding* was: Control group: 4.40, and Experimental group: 7.89. There was again a significant difference between the mean scores of 3.49 for the experimental group which obtained the highest mean.

### GRAPHICAL INTERPRETATION



**Figure 6. Post-test Standard Deviation of Control and Experimental Group**

Figure N° 6 shows that the objective was clearly attained because it presents a significant value in the Standard deviation obtained in each part (I, II, III and IV) of the post-test given to students of the control group and the experimental group at the end of Curricular Block Two. The Experimental group, in part I of the post-test portrays the lowest standard deviation: 1.21 followed by the control group with 1.39

in part II. The highest standard deviation was: 1.53 from the experimental group in part III in contrast with the highest standard deviation of 2.86 exhibited by the control group in part IV.

It indicates that the use of the QuizStar tool with students of the experimental group evened out their values, developing their listening skills and improving their level of comprehension.

#### 5.3.4. Contrasting Pre-tests and Post-Tests

Table 15

Pre-test vs. Post-test of Control and Experimental Group

TEST	CONTROL GROUP		EXPERIMENTAL GROUP	
	MEAN	SD	MEAN	SD
PRE-TEST	5.29	0.95	5.42	0.96
POST-TEST	5.44	1.33	8.60	1.03

#### GRAPHICAL REPRESENTATION

##### A) MEAN

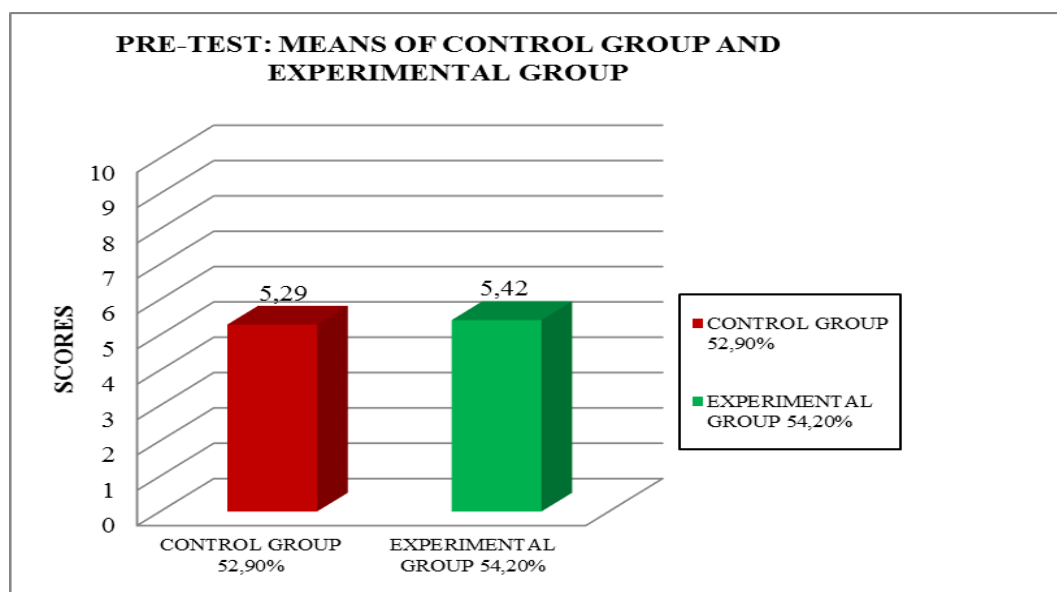
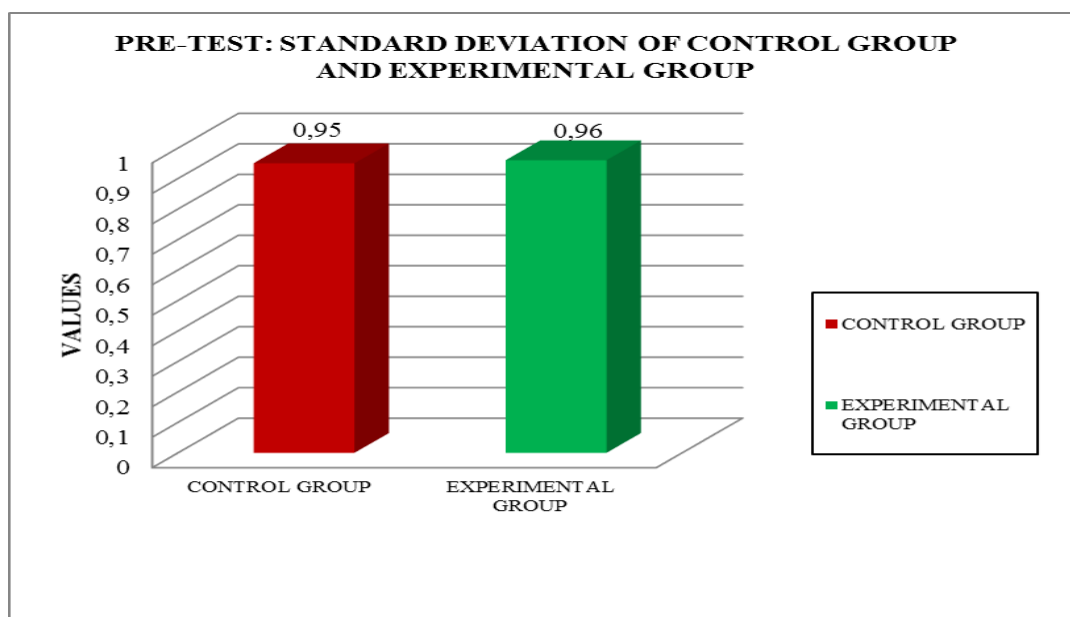


Figure 7. Graphic representation of Pre-test of Control Group vs. Experimental Group

Figure N° 7 reflects the general average of students from both groups before the experiment, and the similarity they portrayed in their listening skills. The level of previous knowledge was very low for control group: 5.29 which represented 52.90%; for the experimental group it was: 5.42 which represented 54.20%. The means difference of both groups was very slight: 0.13 which represented 1.30%.

This graph demonstrates that the academic performance of students from both groups did not attain the required knowledge parameter according to those set by the Ministry of Education of Ecuador (MINEDU) as the academic performance was low in both groups before the use of the QuizStar tool. For this reason, research was deemed appropriate as both groups started with the same academic performance and this meant that this thesis could be done with a specific objective in mind.

## B) STANDARD DEVIATION

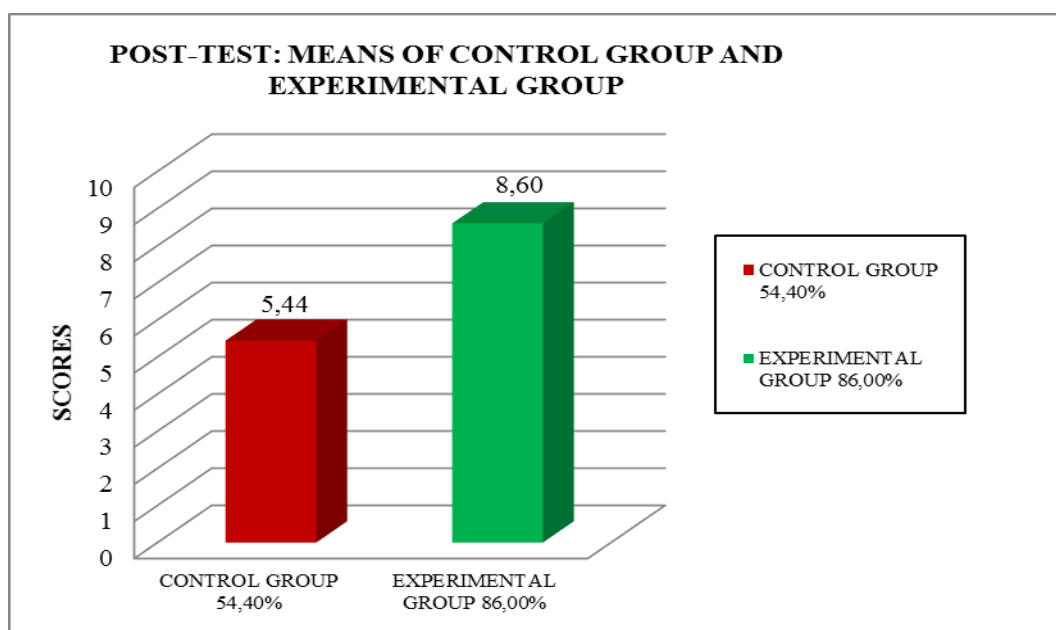


**Figure 8. Pre-test Standard Deviation of Control Group and Experimental Group**

As Figure N° 8 shows above after conducting the Pre-test at the beginning of the treatment, students of both groups presented similar Standard Deviations; The control group: 0.95, and Experimental group: 0.96. It meant that both groups of students were similar in their individual scores. In addition, it showed their previous and individual

knowledge base and individual scores were closer to the mean. Hence, the values of the variance of both groups are clustered around the mean. In conclusion, both groups were similar in English.

### C) MEAN



**Figure 9. Post- test of Control Group vs. Experimental Group**

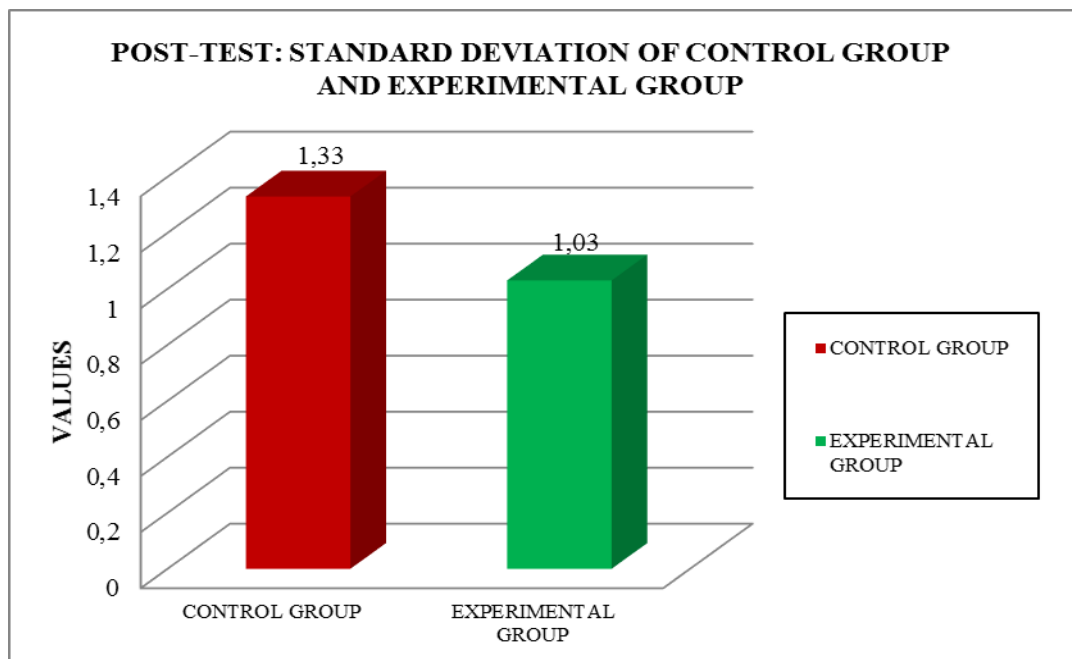
Figure N° 9 depicts the progress of the Experimental group after Curricular Block N° 2. It reflects the general average of students of both groups after the experiment where the Experimental group that used the QuizStar tool in their English classes improved their academic performance in listening. The mean for the Control group was: 5.44/10 (54.40%), and for the Experimental group was: 8.60/10 (86%). So that the difference of both groups between means was significant at 3.16 which represented 31.60%.

The reason that the experimental group achieved a significant difference was due to the permanent presence of technology vs. the temporary presence of human being in the classroom. The QuizStar tool supported the students in the development of tasks and class activities at no cost and repeatedly, whenever and wherever needed.



Moreover, the tool allowed them to learn the language not only in the classroom but also at home or in any other place with internet access.

#### D) STANDARD DEVIATION

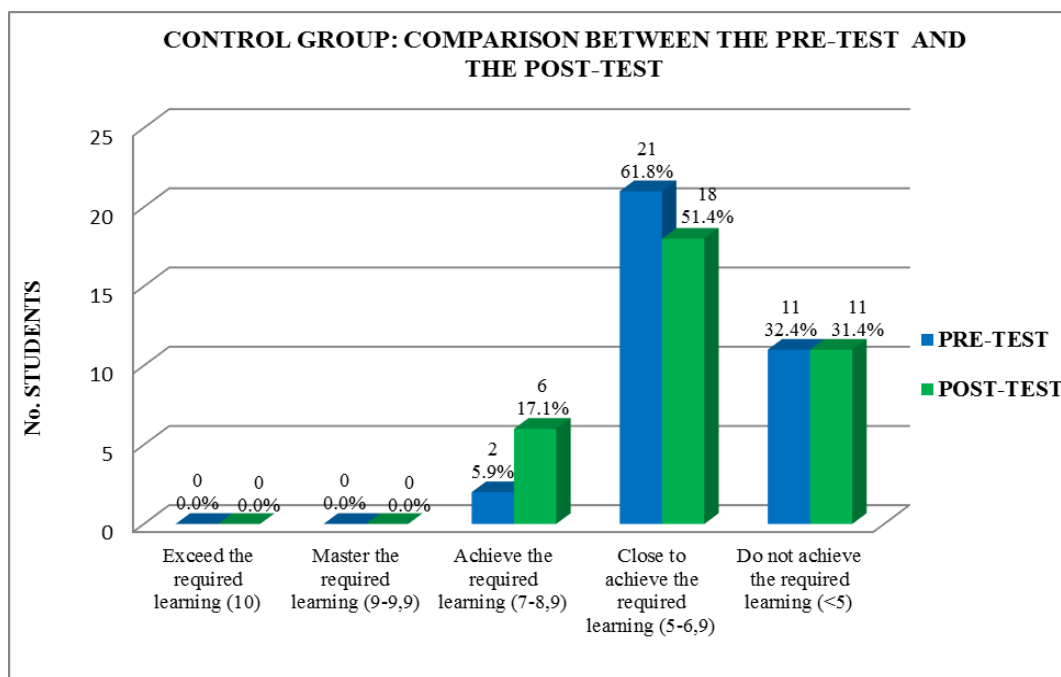


**Figure 10. Post-test Standard Deviation of Control Group and Experimental Group**

Figure N° 10 shows that the objective was reached clearly because the Experimental group presents the lowest standard deviation: 1.03, contrasting with the Control group which showed the highest standard deviation: 1.33. Thereby it reflects that the individual performance is closer to the mean in the experimental group at the end of the Curricular Block N° 2 because both groups started with similar conditions which allowed them to develop the language dexterities and achieved the learning through new technological materials and tools.

It meant that the use of QuizStar tool with students of the experimental group permitted to homogenize their knowledge, develop the listening skill and improve the level of comprehension.

## E) COMPARISON



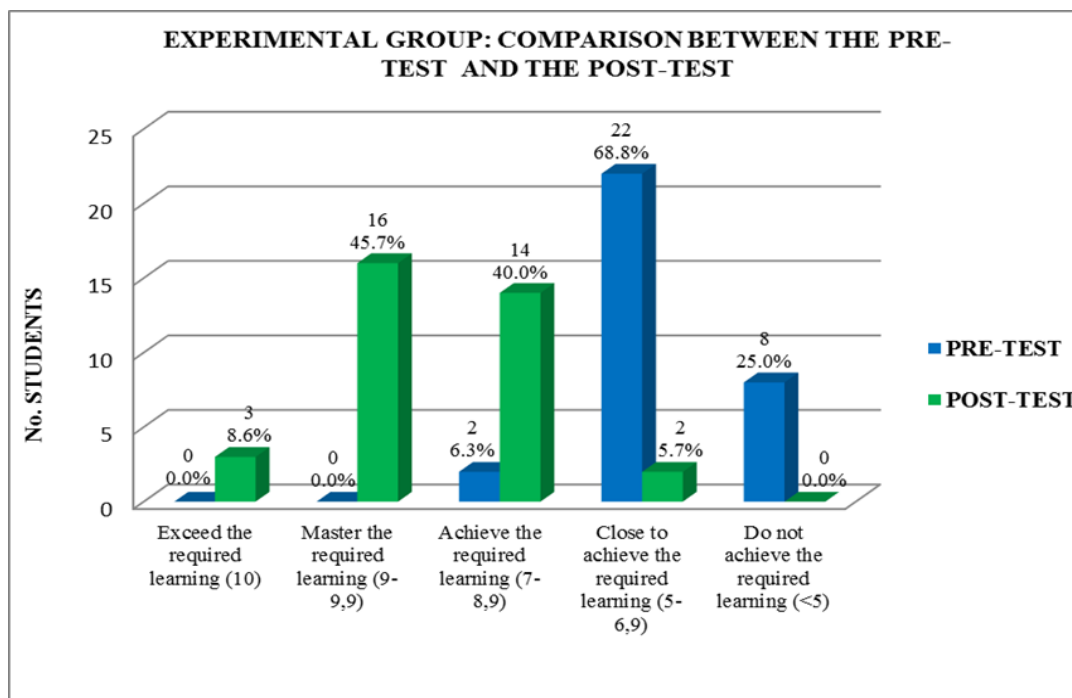
**Figure 11. Academic performance of the pre-test vs. post-test of the Control Group**

Figure N° 11 shows the comparison between the Pre-test and the Post-test of the Control Group and according to the LOEI regulation it mentions that the minimum grade to approve the curricular block is 7/10. The students' academic performance was expressed over five Qualitative scales and graded over ten points.

In the Pre-test, out of a total of 36 students, 34 took the test of which 2 (5.9%) who had passed before starting curricular block N° 2 and placed in data field- Achieve the required learning 7-8,9, 21 students (61.8%) need to take supplementary classes were placed in the data field - Close to achieve the required learning 5-6,9; and 11 students (34.4%) obtained an average less than 5 and were placed in the data field - Does not achieve the required learning <5; and need to take a remedial exam.

In the Post-test, out of a total of 36 students, 35 took the test of which 6 (17.1%) passed after finishing curricular block N° 2 and were placed in data field- Achieve the required learning 7-8,9; 18 students (51.4%) need supplementary classes because they were placed in the data field-Close to achieve the required learning 5-6,9); and 11

students ( 31.4%) obtained an average less than 5 and were placed in the data field (Does not achieve the required learning  $<5$ ) and they need to take the remedial exam.



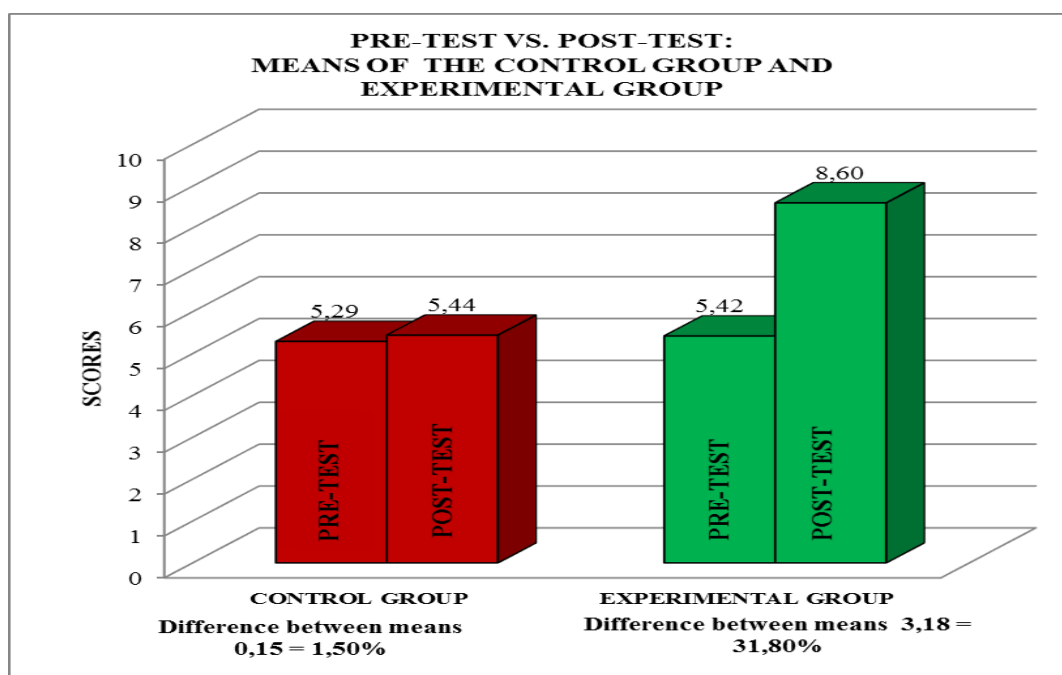
**Figure 12. Academic performance of the pre-test vs. post-test of the Experimental Group**

Figure N° 12 shows the comparison between the Pre-test and the Post-test of the Experimental Group according to the LOEI regulation it mentions that the minimum grade to approve the curricular block is 7/10; The students' academic performance was expressed over five Qualitative scales and graded over ten points.

In the Pre-test, from the total of 35 students, 32 took the test of which 2 (6.3%) passed before applying the QuizStar tool during curricular block N° 2 and placed in the data field -Achieve the required learning 7-8,9; 22 students (68.8%) need supplementary classes and were placed in the data field- Close to achieve the required learning 5-6,9; and 8 students ( 25%) obtained an average less than 5 and were placed in the data field - Does not achieve the required learning  $<5$  and they need to take a remedial exam.

In the Post-test, a total of 35 students took the test of which 3 (8.6%) passed after finishing the experimental process and were placed inside the data field-Exceeds the required learning 10; 16 (45.7%) passed after finishing the experimental process and were placed in the data field-Masters the required learning 9-9,9); 14 students (40%) passed and were placed in the data field -Achieve the required learning 7-8,9; 2 students (5.7%) need to take supplementary classes and were placed in the data section -Close to achieve the required learning 5-6,9; Not one student obtained an average less than 5 inside the data field - Does not achieve the required learning <5.

In conclusion, it is evident that the use of the QuizStar tool with students during the curricular block N° 2 period increased their academic performance and the objectives achieved were very satisfying.



**Figure 13. Pre-test vs. post-test of Control Group and Experimental Group**

Figure N° 13 shows a comparison of the progress of the Control group performance from the Pre-test to the Post-test, there is a very slight variance in means of 0.15 which means that students made a progress of 1.50%. On the other hand, the progress of the

Experimental group differs significantly from the Pre-test to the Post-test; there is a difference in the means of: 3.18 which showed a progress of: 31.80%.

This all goes to prove that the technological tool is successful because the students of experimental group got used to using the QuizStar tool easily. It also affirms that some teachers still live in the XIX Century, with the didactical materials of the XX Century vs. students of the XXI Century.

Briefly it is important to mention that at the beginning of the experiment with the both groups, the mean calculated in the pre-test gave a low result with respect to listening; therefore the difference between the means was very slight: 0.13 which represented 1.30%. In spite of the insignificant difference in performance, it was in favor of the experimental group. For this reason, research was deemed appropriate as both groups started with the same academic performance and this meant that this thesis could be done with a specific objective in mind.

But, after the use of the QuizStar tool the students were given a Post-test where they showed a very significant mean about the performance of the students. The difference of both groups between means was a significant 3.16 (31.60%). The success was due to the permanent presence of technology in classroom and outside of it which allowed students to adapt and be more open in their learning.

#### **5.4. Testing the Hypothesis**

The level of significance between the two groups from the Pre-test to the Post test was 5.44/10 (54.40%) for the Control group and 8.60/10 (86%) for the Experimental group. Likewise the difference in the progress of the two groups from the Pre-test to the Post-test was: for the Control Group 0.13 (1.30%); while the progress for the Experimental Group was 3.16 (31.60%).

The results go to prove that the work hypothesis was acceptable and valid. It means that the use of the QuizStar tool positively influenced the development of listening skills of students in the First year of Bachillerato study Room “D”, at “Lauro Guerrero” military educational unit. Therefore, the null hypothesis: The QuizStar Tool did not influence on development of listening skills of students in the First year of Bachillerato study Room “D”, at “Lauro Guerrero” military educational unit is rejected.

### 5.5. Testing the level of satisfaction of the Experimental Group

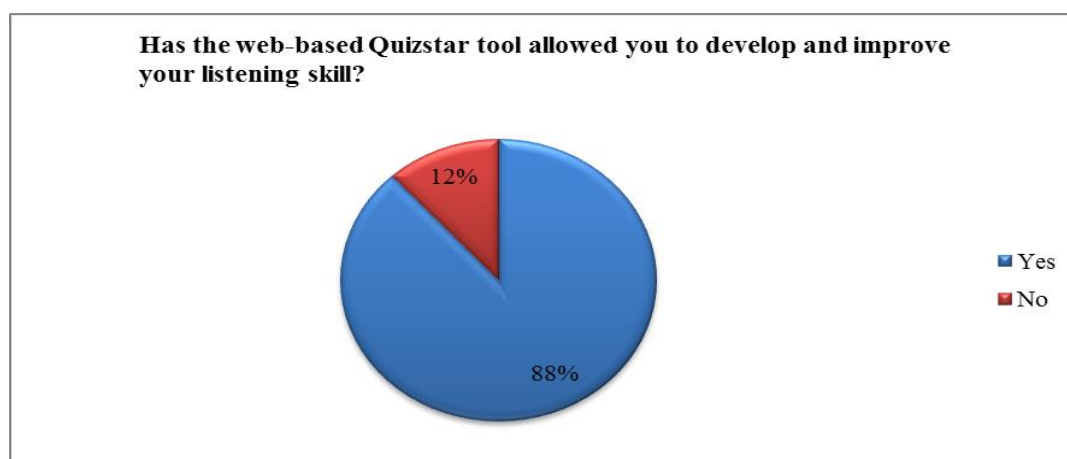
#### Question N° 1:

**Has the web-based QuizStar tool allowed you to develop and improve your listening skill?**

**Table 16**

**Results to Question 1 about the level of satisfaction in the use of QuizStar tool**

Options	Frequency	Percentage
Yes	30	88%
No	4	12%
TOTAL	34	100%



**Figure 14. Level of satisfaction to question 1 in the use of QuizStar tool**

## Analysis and interpretation

According to the results in Figure 14, 88% of students pointed out that the QuizStar tool enabled them to develop their listening skills and improve their comprehension in spite of the hiccups the tool presented at the beginning of the experiment. Very few students (4) which represent 12% said that it did not help improve their listening skills. Those results were mainly due to the conditions of some lab computers and internet service not being efficient at the moment of doing the activity in class. In short, it indicates that most of the students were satisfied because the QuizStar tool allowed them to study and improve their listening skill, in comparison to a few students who did not.

### Question N° 2:

The development of class activities and tasks using the web-based QuizStar tool has been:

Table 17

Results to question 2 about the level of satisfaction in the use of QuizStar tool

Options	Frequency	Percentage
Efficient	12	35%
Interesting	19	56%
Pleasant	2	6%
Complex	1	3%
TOTAL	34	100%

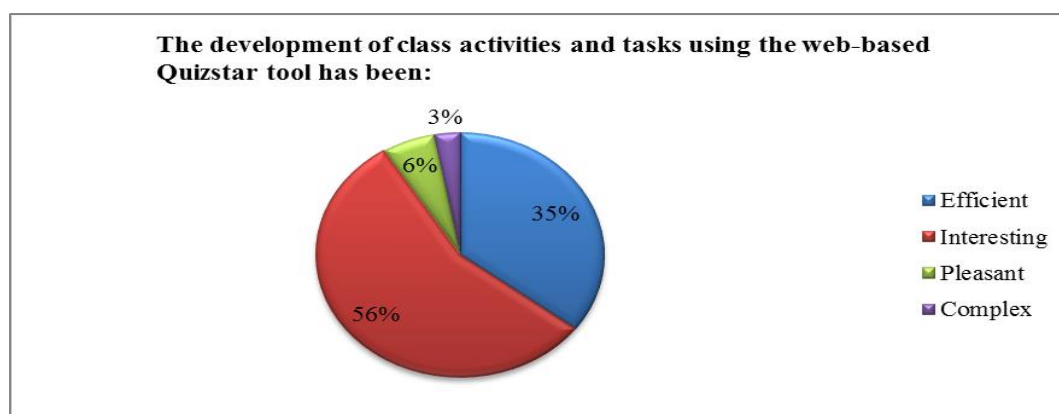


Figure 15. Level of satisfaction to question 2 in the use of QuizStar tool

### Analysis and interpretation

As portrayed in Figure 15 above 56% (19 students) pointed out that the QuizStar tool had been interesting and allowed them to improve their listening tasks and activities, followed by 35% (12 students) who answered the development of activities and tasks through the web-based QuizStar tool as being efficient. 6% (2 students) chose the option pleasant to use, and a 3% (1 student) said it was complex to do the activities and tasks using it.

Most of students that indicated “Interesting”, felt motivated because they enjoyed doing the activities with the technological tool. At the same time a group of students chose the option “Efficient” because they felt more connected with technology; they were learning the language in a new interesting way, a way which broke with the old methods and techniques and which the activities seemed easier.

In fact, by adding together the options interesting and efficient, 91% of students deemed the technological tool a positive asset in their tasks and activities. On the contrary, very few students thought the tool was complex and pleasant (9%).

#### Question N° 3:

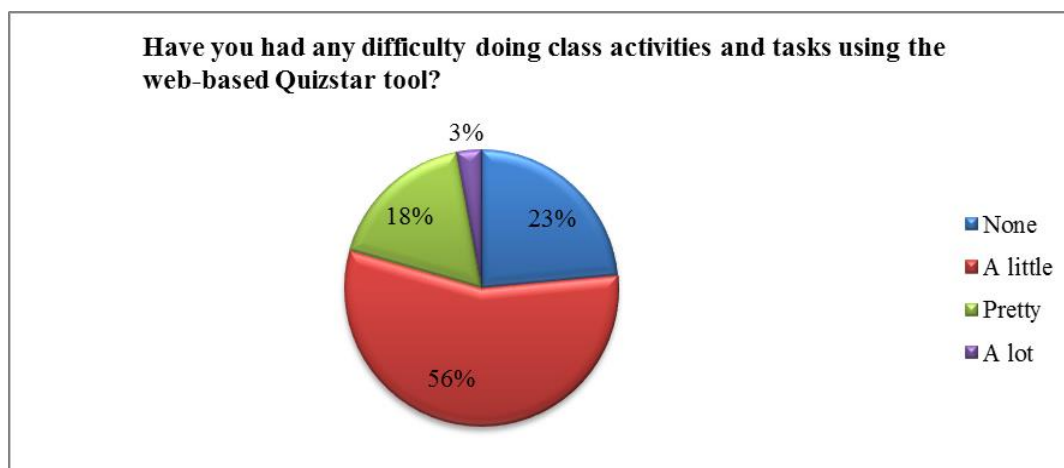
**Have you had any difficulty doing class activities and tasks using the web-based QuizStar tool?**

**Table 18**

**Results to question 3 about level of satisfaction in the use of QuizStar tool**

Options	Frequency	Percentage
None	8	24%
A little	19	56%
Pretty	6	18%
A lot	1	3%
TOTAL	34	100%





**Figure 16. Level of satisfaction to question 3 in the use of QuizStar tool**

### **Analysis and interpretation**

In Figure 16, the graphic representation about if you had any difficulty when doing class activities and tasks using the web-based QuizStar tool 19 students (56%) did not have any problem. Then, 8 students (24%) answered they had a little difficulty; next, 6 students (18%) said they found it pretty difficult; and only 1 student (3%) said he had experienced a lot difficulty using the QuizStar tool when doing class activities and tasks.

In conclusion, most of the students indicated “A little”, followed by some students that said “None” because sometimes the internet bandwidth in the labs were poor, and it did not allow them to finish all the activities in class. On the other hand, the other students that said “Pretty” and “A lot” as they did not experience problems when they used tool. Also, they had the opportunity to repeat again the tasks and activities at home or any other place with internet service.

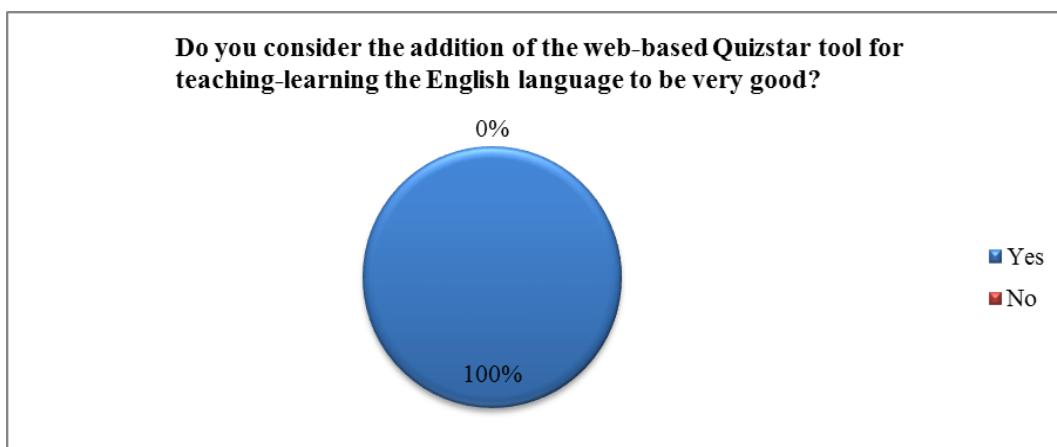
### **Question N° 4:**

**Do you consider the addition of the web-based QuizStar tool for teaching-learning the English language to be very good?**

**Table 19**

**Results to question 4 about the level of satisfaction in the use of QuizStar tool**

Options	Frequency	Percentage
Yes	34	100%
No	0	0%
TOTAL	34	100%



**Figure 17. Level of satisfaction to question 4 in the use of QuizStar tool**

### **Analysis and interpretation**

In Figure 17, all the students (100%) were agreed and said “Yes” to the addition of the web-based QuizStar tool for teaching-learning the English language as being good. It was because the tool was easy to use and was an aid to learning not only for the students but also for the teachers. It broke with the traditional methods and techniques of teaching and learning because of the permanent presence of technology vs. the temporary presence of human being.

### **Question N° 5:**

**To what extent have the features of web-based QuizStar tool mentioned below improved your listening skill?**

Table 20

Results to question 5 about the level of satisfaction in the use of QuizStar tool

FEATURES	NOTHING	A LITTLE	QUITE	A LOT
Free learning	0	7	9	18
Cooperative learning	4	12	8	10
High motivation	1	3	17	13
Easy use	1	5	8	20

Table 21

Results to feature "free learning"

Feature: Free Learning		
Indicators	Frequency	Percentage
Nothing	0	0%
A little	7	21%
Quite	9	26%
A lot	18	53%
TOTAL	34	100%

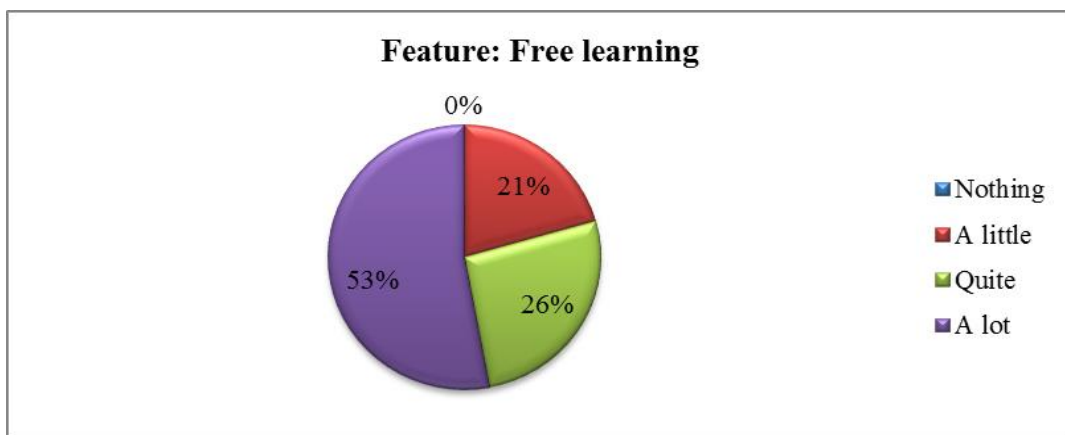


Figure 18. Answer to feature "Free learning"

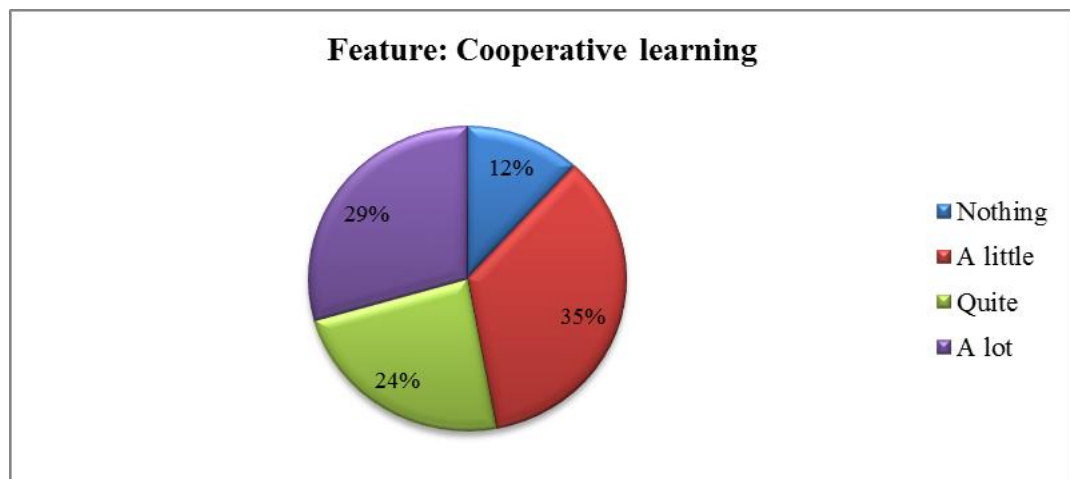
In Figure 18 of the feature "Free learning", 18 students that represent the 53% said the web-based QuizStar tool encouraged a lot the learning and improvement of listening skill. 9 students who represent the 26% of students mentioned it encouraged quite; 7 students said "a little" which represented 21%; and no one said "nothing" to the statement.

In short, most of the students felt free and confident to learn the English language because the students could do the activities without any time limit.

**Table 22**

**Results to feature "Cooperative Learning"**

Feature: Cooperative Learning		
Indicators	Frequency	Percentage
Nothing	4	12%
A little	12	35%
Quite	8	24%
A lot	10	29%
TOTAL	34	100%



**Figure 19. Answer to feature "Cooperative learning"**

In Figure 19 of the feature “Cooperative learning”, 12 students that represent the 35% said the web-based QuizStar tool encouraged a little the learning and improvement of listening skill. Face to 10 students that represent the 29% mentioned it encouraged a lot; then 8 students that represent the 24% said “quite”; finally a 12% said “nothing” which represent 4 students.

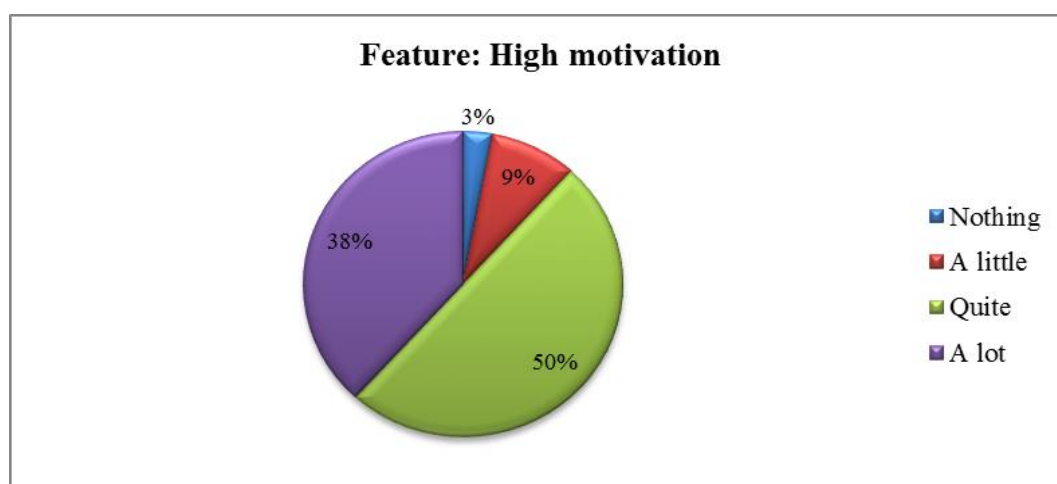
To conclude, the students who mentioned “a little” and “nothing” which added the 47% did not understand clearly what the feature referred to. On the other hand, the

options “Quite” and “A lot” which added the 53% reflected positively, and it means that the tool encouraged them to work with partners and groups.

**Table 23**

**Results to feature "High motivation"**

Feature: High motivation		
Indicators	Frequency	Percentage
Nothing	1	3%
A little	3	9%
Quite	17	50%
A lot	13	38%
TOTAL	34	100%



**Figure 20. Answer to feature "High motivation"**

In Figure 20 of the feature “High motivation”, 17 students that represent the 50% said the web-based QuizStar tool encouraged “Quite” the learning and improvement of listening skill; followed by 13 students that represent the 38% mentioned it encouraged “A lot”; next 3 students that represent the 9% said “A little” and 1 student that represents the 3% said “Nothing”. In fact, it is clear that the QuizStar tool motivated highly to students as it showed the indicators “Quite” and “A lot” giving the total of 88% of students encouraged learning and improving the listening skill.

Table 24

Results to feature "Easy use"

Feature: Easy use		
Indicators	Frequency	Percentage
Nothing	1	3%
A little	5	15%
Quite	8	24%
A lot	20	59%
TOTAL	34	100%

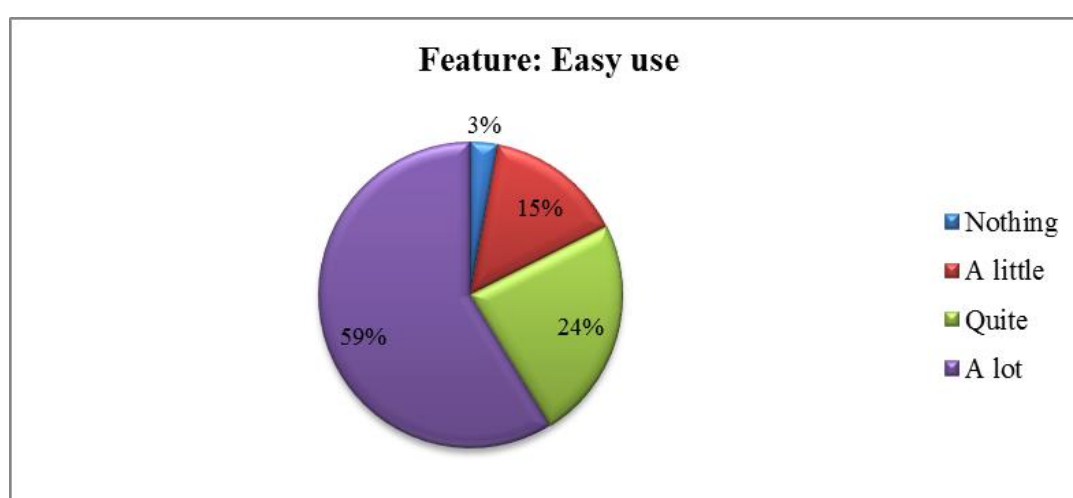


Figure 21. Answer to feature "Easy use"

In Figure 21 of the feature "Easy use", 20 students that represent the 59% said the web-based QuizStar tool encouraged "A lot" the learning and improvement of listening skill; followed by 8 students that represent the 24% and mentioned it encouraged "Quite"; after that 5 students that represent the 15% said "A little", next to 1 student as a 3% that said "Nothing". In brief, most of the students felt encouraged, so that adding the options "A lot" and "Quite" represented the 83% of students who found easy to use the tool because they are the new students who live with the technology and have the skills to use most of these software and tools.

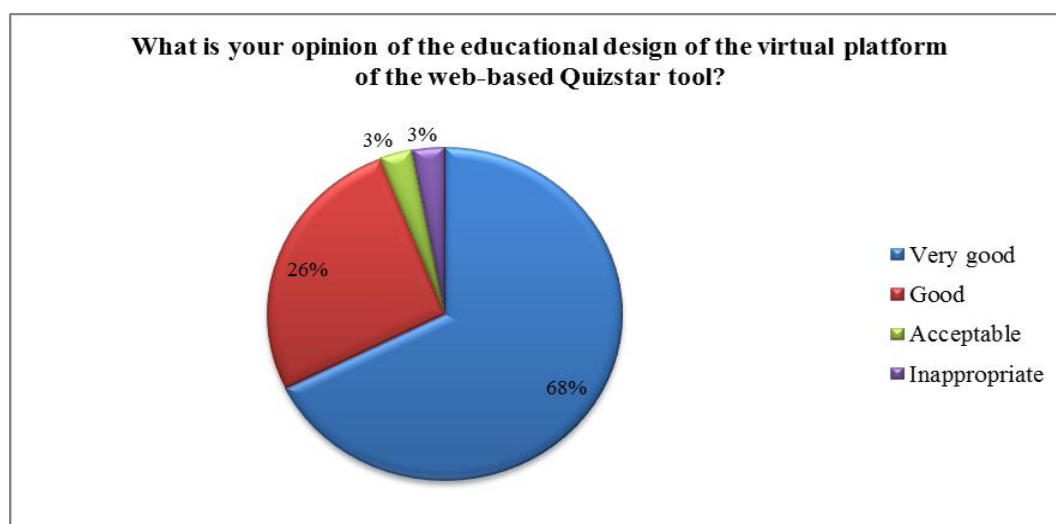
**Question N° 6:**

**What is your opinion of the educational design of the virtual platform of the web-based QuizStar tool?**

**Table 25**

**Results to question 6 about the level of satisfaction in the use of QuizStar tool**

Options	Frequency	Percentage
<b>Very good</b>	23	68%
<b>Good</b>	9	26%
<b>Acceptable</b>	1	3%
<b>Inappropriate</b>	1	3%
<b>TOTAL</b>	34	100%



**Figure 22. Level of satisfaction to question 6 in the use of QuizStar tool**

### **Analysis and interpretation**

In Figure 22, 23 of the students (68%) said “Very good” to the educational design of the virtual platform of the web-based QuizStar tool. Next, 9 students (26%) considered it was “Good”; followed by 1 student (3%) said it was “Acceptable”; and a similar percentage 3% was reflected by 1 student who said it was inappropriate “Inappropriate”. This signifies that the presentation of virtual platform of the web-

based QuizStar tool was satisfactory to the majority of students because it was easy to use and could be done so from any computer connected to internet; moreover it is adaptable to a variety of subjects in the educational area.

In other words, the students were highly satisfied with the use of the QuizStar tool, as a result they were encouraged and more interested in developing and improving their listening skills, as reflected by the survey above.



## 5.6. Conclusions

The conclusions that emerge from this research are as follows:

- It has been established that the QuizStar tool has a positive influence on the development of listening skills with First Year Bachillerato students of the “Lauro Guerrero” Military Educational Unit; and it provided important advantages for the improvement of English language skills.
- The results obtained in the Post-Test after the students of the experimental group used this technological tool saw an 86% improvement in the academic performance of the English language.
- Comparing the results obtained between the control group and experimental group it was concluded that the QuizStar tool contributed greatly to the development and improvement of listening skill on students of experimental group of First Year of Baccalaureate students.
- The Listening skill strategies, such as Top-down, Bottom-up, and Meta cognitive were excellent strategies that contributed mainly to the comprehension and recall of listening input. These were adapted to be used with the QuizStar tool with students of the experimental group.

### **5.7. Recommendations**

- It is recommended that teachers use the QuizStar tool and other web-based technological resources which offer benefits and advantages to improve and develop English language skills because these tools facilitate not only the creation of didactical materials but help to optimize the teaching - learning process with students.
  
- It is recommended to any Educational institution that wants to implement the QuizStar tool that they have an equipped computer lab that includes Net LAN, fast internet speed, a projector and headphones.
  
- Due to the educational reality in our country and the world, it is recommended that teachers incorporate available technological tools, train themselves up and incorporate them into their curricular planning because nowadays and in the near future these tools will be the strategies of tomorrow in the educational field.

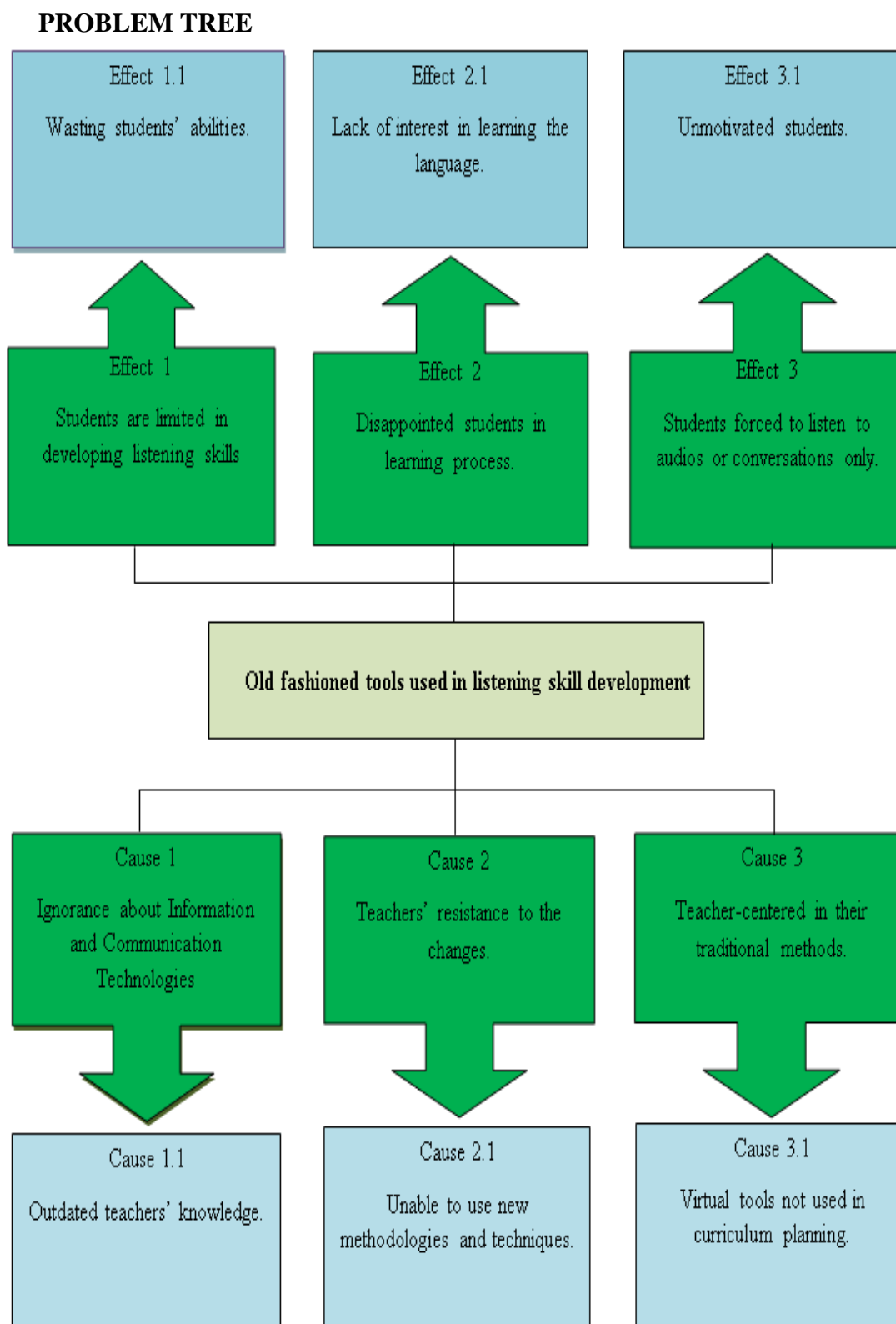
## **PART FIVE: THE PROPOSAL**

## STAKEHOLDERS ANALYSIS

The proposal is to conduct a training for English teachers on the use and management of QuizStar tool to implement in the Curricular Block Planning of English subject.

**Chart 6. Analysis**

PARTICIPANTS	FEATURES	ADVANTAGES DISADVANTAGES	STRENGTHS WEAKNESSES	IMPLICATIONS
English teachers from "Lauro Guerrero" Military Educational Unit	Teachers who do not know about the use of new web-based educational technologies.	<p>ADVANTAGES:</p> <ul style="list-style-type: none"> <li>▪ QuizStar is a free Quiz-making tool.</li> <li>▪ QuizStar is a Web-based quiz maker that enables teachers to create, administer and automatically grade quizzes online.</li> <li>▪ There is no need to renew your subscription.</li> <li>▪ It is a very easy tool to use for teachers and students.</li> <li>▪ Students can search classes, take quizzes and review the quizzes scores.</li> </ul> <p>DISADVANTAGES:</p> <ul style="list-style-type: none"> <li>▪ Need internet service.</li> <li>▪ English language only.</li> </ul>	<p>STRENGTHS:</p> <p>Equipped computer labs.</p> <p>Trained teachers in English language.</p> <p>WEAKNESSES:</p> <p>Lack of knowledge about technological tools.</p>	<p>Train teachers about the use of QuizStar tool in teaching-learning of English language.</p> <p>Achieve the improvement of teachers' knowledge about the use of Web-based educational resources.</p>



**Figure 23. Problem Tree**

### OBJECTIVES TREE

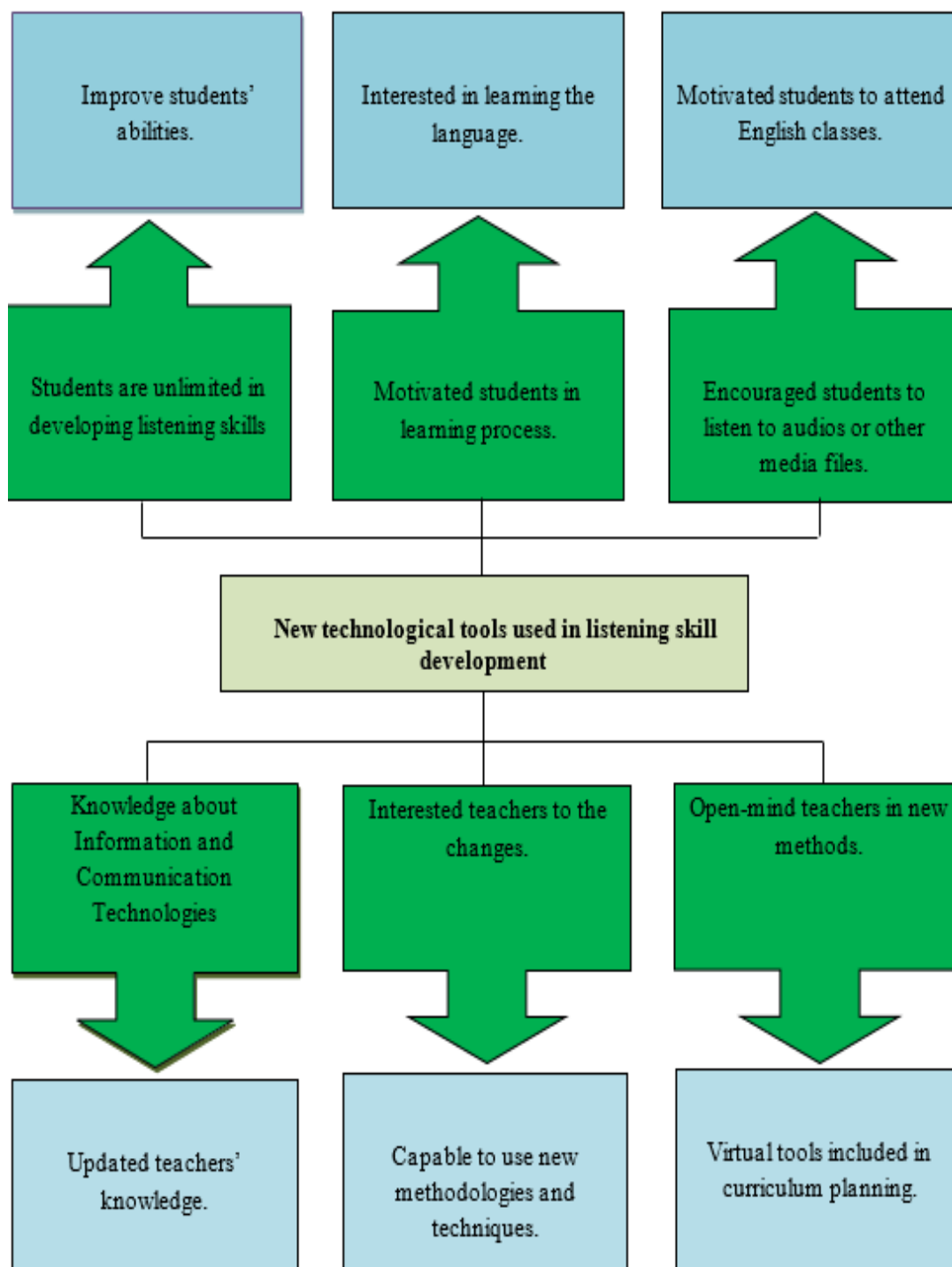


Figure 24. Objectives Tree

## LOGICAL FRAMEWORK

Chart 7. Logical Framework

OBJECTIVES	ASSUMPTIONS
<ul style="list-style-type: none"> <li>To train teachers in the use of QuizStar tool for teaching English language skills.</li> </ul>	<ul style="list-style-type: none"> <li>Institution authorities dispose the use of computing laboratories</li> </ul>
<ul style="list-style-type: none"> <li>To introduce different technological resources that supports the teaching process.</li> </ul>	<ul style="list-style-type: none"> <li>The Internet service is supplied by the Institution.</li> </ul>
<ul style="list-style-type: none"> <li>To train teachers to create and manage quizzes, classes and other activities through QuizStar tool.</li> </ul>	<ul style="list-style-type: none"> <li>Didactical resources and other means are supplied by the Institution and researcher.</li> </ul>

## BUDGET TO EXECUTE THE PROPOSAL

Table 26

### Budget

TYPE	DESCRIPTION	TIME	COST
Human	Researcher	1 week	No fee
	Computing technician support	1 week	Institution's availability
Material	Worksheets		20,00
	CDs-DVDs		20,00
	Copies		20,00
	Wireless connection		Institution's availability
	2 computing labs with 20 computers each one.		Institution's availability
	Headphones		Institution's availability
	Projector		Institution's availability
	Other supplies		20,00
<b>TOTAL COST:</b>			<b>\$ 80,00</b>

## TIMETABLE

The proposal is to conduct a training teachers of English subject; it is planned to last for one week, in the second week of July, two hours a day in the mornings. It is because teachers are available once they finish the school year 2014-2015.

**Chart 8. Timetable**

JULY 2015					
ACTIVITIES	WEEK 2				
	M	T	W	T	F
To introduce useful web-based educational resources in teaching learning process.	x				
To provide qualification in the use of QuizStar tool as teachers and students.		x			
To prepare a workshop about useful features of QuizStar tool as teachers and students.			x		
To adapt the traditional strategies and activities to the QuizStar tool.				x	
To implement the QuizStar tool in the Curriculum Block Planning of English subject.				x	
To prepare a final workshop to evaluate teachers' achievement about the use of QuizStar tool.					x

## PROPOSAL EVALUATION

**Chart 9. Evaluation**

EXPECTED OBJECTIVES	EVALUATION
Teachers know about the availability in the internet of useful web-based educational resources.	After the first day activity completed teachers are interested in web-based resources and start searching more information about technological tools.
Teachers are able to manage the QuizStar tool to create, evaluate, assign, view and share their quizzes, classes and activities online.	Teachers create their own classes, quizzes and other activities through the QuizStar tool.
Teachers are able to adapt the traditional strategies and techniques to the QuizStar tool.	Teachers use the techniques and strategies from the teacher's book and their own experience and adapt to the QuizStar tool successfully.
Teachers are able to implement in their English curriculum planning the QuizStar tool.	Teachers include in the curriculum planning activities and tasks through the QuizStar tool to develop the four skills of English language.



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## GLOSSARY

**NICTs:** New Information and Communication Technologies.

**QuizStar:** A free online quiz maker technological tool that allows teachers to manage their classes, make and assign quizzes, automatically view and generate reports of quiz scores and evaluate student performance online.

**Web 2.0:** This terminology is commonly associated with web applications that facilitate interactive information sharing. This site gives its users the choice to interact or collaborate with each other in a social media dialogue as creators of a virtual community, in contrast to websites where users are limited to the passive viewing of content that was created for them.

**Listening:** A language skill that spans the appropriate neurological responses and interpretation of sounds to understanding and assigning meaning by reacting, selecting meaning, remembering, attending, analyzing, and incorporating previous experience.

**Top-down strategy:** A listener based strategy which is mentioned as employing the listener's background knowledge in comprehending the meaning of a message

**Prediction:** Student can deduce or anticipate what speaker is going to say next or the final message. It can be done by using student background knowledge and expectations about the language and the topic it is addressing.

**Drawing inferences:** An assumption made from information that we have. That is, in the case of listening comprehension, an inference is an interpretation or a conclusion based on the information that we hear.

**Bottom-up strategy:** It is text based. The listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

**Recognizing cognates:** It refers to identifying words that share a similar meaning, spelling and pronunciation into more than one language.

**Recognizing word- order patterns:** Word-order means arranging words in a phrase or sentence in a text following a sequence governed by grammatical rules as to affect meaning.

**Metacognitive strategies:** Metacognitive strategies involve thinking about the learning process such as planning for learning, monitoring the learning task, and evaluating how well one has learned.