



**UNIVERSITY OF THE AUTONOMOUS REGIONS
OF THE NICARAGUAN CARIBBEAN COAST**

**URACCAN
NUEVA GUINEA CAMPUS**

MONOGRAPH

**Technological Resources to Improve Listening and Speaking
Skills in Second Year Students at URACCAN University, 2023**

To obtain the Science in Education with a Mention in English Teaching Degree

Authors

Br. Jannise Janneht Jarquín Espinoza

Br. Ayda Rosa Bello Rocha

Tutor

MBE. José Alexander Oporta Barrera

Nueva Guinea RAACS, June 2023

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First of all, I thank to God for giving me the strength and fortitude to stay alive and thus give me the knowledge and the great privilege of finishing one of my greatest goal of having complete my university studies.

To my dad **Sebastian Jarquín** for supporting me during the times he was with me, to my mother **Dolores Espinoza** and my partner **Abner Duarte** to continue supporting me in the end of the road without letting go of my hand with a great unconditional love.

Finally, to all the professors who shared their knowledge with me.

Jannise Janneht Jarquín Espinoza

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Finally, to my professors because all of them shared their knowledge with me and have made me a person with values, capabilities, and knowledge.

Ayda Rosa Bello Rocha

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ABSTRACT

The use of technological resources has many benefits for the improvement of English language learning in second year students, as it exposes them to be in constant contact with the language. This research has three main objectives which made it possible to carry out this study, these are: to identify, to describe and suggest some useful technological resources to improve listening and speaking skills in second year students at URACCAN university, 2023. In a noteworthy manner, its approach is qualitative and to obtaining required information for this study different instruments such as observation guide, an interview with the teacher, and a focus group with the students were applied during the class of English skills integrated I: listening and speaking.

As a result of this study, it was found that the students are constantly making use of technological resources and they can improve the listening and speaking skills of the English language, moreover these resources have helped them to practice vocabulary, learn a great range of words which allow them to understand and communicate with others who speak the language.

Further, motivation, interest, and involvement were perceived in each of the activities carried out, making use of the technological resources in the classroom during the observation guide, when the technological resources were used, they seemed motivated and completed all their task in time and form. It is worth mentioning that among the most significant findings in this research are that cellphones, computers, TV screens, data show, videos, You Tube channels, websites and apps are the most technological resources used for the teacher and students to teach and improve the listening and speaking skills of English language.

Keywords: Listening and Speaking skills, technological resources, teaching and improvement.

RESUMEN

El uso de recursos tecnológicos tiene muchos beneficios para el mejoramiento del aprendizaje del idioma inglés en estudiantes de segundo año, ya que los expone a estar en constante contacto con el idioma. Esta investigación tiene tres objetivos principales que hicieron posible la realización de este estudio, estos son: identificar, describir y sugerir algunos recursos tecnológicos útiles para mejorar las habilidades de comprensión y expresión oral en estudiantes de segundo año de la universidad URACCAN, 2023. De manera destacada, su enfoque es cualitativo y para la obtención de la información requerida para este estudio se aplicaron diferentes instrumentos como guías de observación, una entrevista con el docente y un grupo focal con los estudiantes durante la clase de habilidades integradas del habla y escucha del inglés.

Como resultado de este estudio, se encontró que los estudiantes están constantemente haciendo uso de los recursos tecnológicos y pueden mejorar las habilidades de escucha y habla de la lengua extranjera, además estos recursos les han ayudado a practicar vocabulario, aprender una gran gama de palabras y también pueden entender comunicarse con otras personas que hablan el idioma.

Además, se percibió motivación, interés e involucramiento en cada una de las actividades realizadas haciendo uso de los recursos tecnológicos en el aula durante la guía de observación, cuando se utilizaron los recursos tecnológicos, parecían motivados y completaron todas sus asignaciones en tiempo y forma. Cabe mencionar que entre los hallazgos más significativos de esta investigación se encuentran que los celulares, computadoras, pantallas de televisión, videos data show, canales YouTube, páginas web y apps son los recursos tecnológicos más utilizados por el docente y los alumnos para enseñar y mejorar las habilidades de comprensión y expresión oral del idioma inglés.

Palabras clave: Habilidades de escuchar y hablar, recursos tecnológicos, enseñanza y mejoramiento.

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I. INTRODUCTION

This educational study was focused on technological resources to improve listening and speaking skills in second year students at URACCAN University, 2023. It was developed with the purpose of contributing to the learning process through the use of some technological resources to guarantee a better learning of the English language in the students.

The use of different technological resources to improve English is really important because students can spread out their knowledge and their range of vocabulary, moreover, when they make use of those technological resources, they put into practice the learning knowledge in the classroom and they can learn in their own way and in their rhythm.

In addition, the technological resources are indispensable tools in everyday learning, since making use of them facilitates the teaching and learning process and help students to be constantly putting into practice the English skills that allow the communication such as listening and speaking skills.

This research has a vital importance because was necessary to know what the technological resources are used to teach listening and speaking skills in second year students and at the same time describe how students make use of technological resources for their own improvement. In addition, suggest some useful technological resources that will be helpful to students for their self-study in the listening and speaking skills to face the real life in the labor area.

In this study, was found that students of second year made constant use of the technological resources to improve the listening and speaking skills inside and outside of the classroom, moreover these resources have helped them to practice vocabulary, improve pronunciation, intonation and rhythm of the words and communicate with others who speak the English language.

II. OBJECTIVES

2.1. General objective

- Analyze the use of technological resources to improve listening and speaking skills in second year students at URACCAN University, Nueva Guinea Campus, 2023.

2.2. Specific objectives

- To identify the kind of technological resources used to teach listening and speaking skills in second year students.
- Describe how second year students make use of technological resources in the improvement of listening and speaking skills.
- Suggest some useful technological resources to improve listening and speaking skills in second year students.

III. THEORETICAL FRAMEWORK

3.1. Definitions

This information comprises some concepts that help to support this research, all the concepts are really relevant with importance of technological resources to learn English, this given information also will aid to improve the learning and the skills to put into practice in the classroom to get better comprehension about English language.

3.1.1. Technology

Technology is an important source that helps human being to have an easier and comfortable life, as technology can be used for improving knowledge, abilities and even technology can make many things that for humans may be impossible.

According to Wood and Cena (2020) in his web site Study.com stated that:

Technology is the use of scientific knowledge for practical purposes or applications, whether in industry or in our everyday lives. So, basically, whenever we use our scientific knowledge to achieve some specific purpose, we're using technology. Well, there is slightly more to it than that. Technology usually involves a specific piece of equipment, but that equipment can be incredibly simple or complex. It can be anything from the discovery of the wheel, all the way up to computers and MP3 players. (para. 2)

3.1.2. Technology in education

The importance of technology has been growing in the sense of learning due to every day technology is evolving, making the English learning process easier and fun. school of education (2020) wrote that:

Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. It enables students

to explore new subjects and deepen their understanding of difficult concepts, particularly in STEM. Through the use of technology inside and outside the classroom, students can gain 21st-century technical skills necessary for future occupations. (para.13)

3.1.3. Technological resources

When talking about technological resources refers to tools that help people to learn, plan, create and design different stuffs with the purpose of getting benefit from them. Writer (2020) in his website Reference established that:

In order to design, create, or provide a product or service, it takes technological resources to make it happen. Technological resources cover a wide range of things including machines, energy, data, tools, and of course, people, without whom none of the prior mentioned things would be possible. (para.1)

3.1.4. Technological resources to teach and improve listening and speaking skills

Technological resources for teach and improve listening and speaking skills are the different tools that let a significative learning in teachers and in students.

According to Bahadorfar and Omidvar quoted by (Sosas, 2021) stated that “Technological tools like the internet, podcasts, video conferencing, videos, and speech recognition software are considered the best tools for teaching speaking skills and using such tools have been regarded as ways of helping students improve language skills”. (p. 959)

3.1.5. English

English is a language—originally the language of the people of England. Today, English is the main language of the United Kingdom, Ireland, the

United States of America, Canada, Australia, New Zealand and more than fifty other countries. (Interestingly, until as recently as 2017 English was NOT the official language of the USA, although it had long been the official language of several US states.) (EnglishCLUB, 2021, para.1)

Regarding to the previous information, when talking about English refers to the language that is originally from United Kingdom and that is one of the most spoken around the world.

3.1.6. Teach

When talking about teach, it refers to the process of help and people with authority in their needs and intrigues.

To teach means:

- To help another person understand.
- To help another person understand why something is worth understanding.
- To help another person responsibly use what they know.
- To artfully connect students and content in authentic contexts.
- To cause change.
- To cognitively agitate those relationships with children are the bedrock for everything else.
- To be able to see individual faces, needs, opportunities, and affections where others see a classroom of students. (Heick 2021, p.1)
- **3.1.7. Listening skill**

The listening is the skill that allow receive information through ears, this involves many aspects such as sounds, rhythm, stress and pause of the words to get message.

English CLUB (2021) has argued that:

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. (para.1-2)

3.1.8. Speaking skill

Speaking is the second of the four English language skills, through people interact and communicate each other's.

According to EnglishCLUB (2021) "Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips". (para.1)

3.1.9. Improve

When talking about improve, it refers to the way of making better something in any aspect of life.

According to The Free Dictionary (2021): improve is "to raise to a more desirable or more excellent quality or condition; make better".

3.2. Importance of using technological resources to learn English

Making use of technological resources to learn English is a really nice strategy because with the use of these tools, students can learn in an effective way, they can put into practice the English skills, moreover, improve their knowledge. Dexway (2020) argued the next utterance:

The use of new technology in language learning has become the perfect complement in reaching proficiency and fluency, and English courses accompanied by technological support are the most effective and attractive for students who want to be successful in their learning. (para 1)

3.3. Advantages of using technological resources to learn English

The advantages of using technology are uncountable because students are free to choose the learning plan that they seem best to them. Besides, they can decide the time they will learn, how much they want to learn and the skills they want to improve. In addition, there are many varieties of free online resources to learn English as a second language.

Hassan (2017) specified that there are many advantages of using technology to learn English and he classified the advantages as follows:

- No Geographical Limits for Learning.
- Learn The Language at Your Pace
- Variety of Online Resources
- Opportunity to Choose a Program

Above all, with technology individuals can easily select a program that is being conducted by native English-speaking teachers which can offer learners a more natural way of learning English. (para 1-2)

3.4. Disadvantages of using technological resources to learn English

University Homework Help (2012-2019) mentioned some disadvantages of using technology to learn English and he listed them as follows:

- Immense expenditures
- Misguided by the wrong information
- Major sources of distractions
- Makes learners disconnected from the real world
- Replacing books with e-books (Pa 1).

Taking in account the previously information, there are many disadvantages when using technological resources to learn English and this can get confused the students who decide to look for information on internet. Many times, there is no correct information about what students look for and these is so dangerous, students have to be careful when searching some information and the most important they should have control of the time they spend on internet.

3.5. Technological resources to improve listening skills

3.5.1. Apps

- **Duolingo:** According to lingholic website (2017)

Duolingo is a free language-learning and crowdsourced text translation platform, currently offering 5 language courses to English speakers (Latin American Spanish, French, German, Brazilian Portuguese and Italian), as well as a variety of other courses (mostly American English, but also Spanish and French) to native speakers of other languages, such as Spanish, French, German, Portuguese, Italian, and many more.

Through Duolingo, you get to learn languages in a more “traditional” way, in the sense that you learn vocabulary in stages, starting with things such as the present tense, animals, food, plurals, possessive, clothing, conjunctions, etc. Within each of these levels, you have anywhere from one to 8-9 or more lessons, which in turn comprise a number of exercises. As you progress, the

phrases you practice in the lessons/exercises get progressively more complex. Additional verb tenses are introduced much later as you progress through many levels.

Each lesson is composed of 4 types of exercises (see picture below): a translation exercise where you are required to translate from your native language (L1) to your target language (L2) or vice-versa; a listening exercise where you listen to a short phrase being spoken and you write what you hear; a matching exercise where you are introduced to new vocabulary and need to match it with the right photo or vice-versa; and a speaking exercise where you have to read out loud a sentence in the target language. This process is what we could call “gamified”: each lesson is composed of about 15 such exercises, and you have three “lives” (hearts) to complete each one. If you make mistakes more than three times in a level, you have to restart from the beginning of the lesson. One lesson takes anywhere from 5 to 20 minutes to complete, on average (obviously it gets progressively harder as you progress). (p.1)

Considering the information, Duolingo is one app designed to practice and improve English because in this app there are different lesson and activities to practice, moreover, there are variety of topics and the lessons have to be completed correctly to better progress, and the most important is that is necessary to be inconstant practice with the app and with the language.

- **Babbel:** Ruiz (2021) in his website published that:

Babbel is an educational website oriented to provide all the necessary conditions to incorporate a new language to our knowledge.

Babbel represents a new way to study languages such as English, German, Italian, Portuguese, French, Russian, Dutch, among others. The teaching methodology used in each course is very dynamic, simple and fun, including a personalized follow-up by professionals who will evaluate your performance.

How does Babbel work?

By simply registering with Babbel, you will have access to a free account to test the general features and functions of the site. If you are satisfied with the service, you can sign up for a paid plan that will open the doors to all the material and tools on the site. (P.1)

As a result, in this website can be practiced the English language in a easy and funny way due to is an educational resource that allow the improvement and interaction with English skills.

- **Bussu:** According toTrabajaporelMundo.org (2021):

Bussu is one of the language learning apps that you can consider when learning a new language online or reinforcing your knowledge in a language you already master, without having to resort to traditional teaching methods such as the typical classes in an academy that are usually expensive and take a long time to generate results.

With Bussu and other language learning apps, you get the opposite: free or low-cost access, at your own pace, from anywhere in the world, with the help

of lessons and practical exercises that will make you feel like you are learning at any moment and from the first moment you decide to start practicing.

At the beginning, Bussu has many similarities with other mobile applications to encourage language learning. That is, it aims to distance itself from traditional teaching methods to make way for a more interactive and self-paced way of learning lessons.

However, Bussu operates with some interesting features, such as the possibility of joining a community of language learners who also study the same language as you or are native speakers of the language of your choice, opening up the possibility of practicing with others and exchanging skills, knowledge and even corrections.

In addition, depending on the version of Bussu you use, you can access tools to improve your daily discipline when practicing a language, create a study plan, schedule reminders and notifications, estimate a fixed time for your sessions and create deadlines in the calendar to reach a certain learning goal. These functions are essential to keep you motivated when studying on your own.

As you progress through your language learning sessions in Bussu, you will be able to visualize your progress, the goals you have achieved and continue to create new goals until you master the language you are interested in. Bussu has both free and paid features if you want more options when creating personalized study plans. (P.1)

This is another app designed to practice, reinforce and improve the English language because contains different lesson and exercises. In addition, this app allows to the user create a schedule to have a personalized plan to practice every day. This app gives the possibility to practice and interact with native of the language, too.

- **Elsa Speak:** According to Sánchez (2019)

Elsa Speak is an application that helps you improve your pronunciation, analyzes your recordings and indicates exactly where the mistakes are visually. It also explains how to fix them and even recommends you move your tongue or lips in a different way to correct your mistakes.

In addition, this language learning app allows you to practice with simple words and commonly used phrases. It has a progress bar; a dictionary and you can pass through different levels (para.1).

Taking into account the information, Elsa Speak is an app designed to practice listening and speaking skills because contains different lessons to be listened and practiced, something important is that the user can create a schedule to be in constant practice, there is a lesson every day and different levels that have to be completed to have progress and improve the listening and speaking skill.

- **Wlingua:** Compartir Palabra Maestra (2021) stated that:

Wlingua.com is a project created to facilitate both teaching and learning English. It is an application for Windows, android and iOS that allows teachers to monitor the progress of students as they perform the lessons of the course it contains, lessons that can complement the class or be sent as assignments outside the classroom.

Wlingua offers a cross-platform course, available on Android, iPad and iPhone as well as Windows. There are, in total, 600 lessons divided into 4

levels: from A1 to B2, with the possibility to choose between British English and American English.

As the user goes through the course, follow-up reports are sent to the e-mail and, when each lesson is finished, it is possible to download the lessons and their respective audios in pdf or mp3 format. (P.1)

Wlingua is an application that allow practice the listening skill, there are different lessons for the different levels according to the user has, moreover, the user can download the lessons and the audios after completing each lesson, this app allow to be in constant practice with the language and for better results is necessary to practice every day.

3.5.2. Web sites

- **Player FM:** According to Player FM — Podcast App (2021):
PlayerFM is a top independent podcast player and podcast library, empowering listeners around the world to search, discover, save and listen to more than 20+ million free podcasts.

Find your favorite shows and discover new shows focused on education, news, business, technology, sports, comedy, music, and more! Our podcast library is updated multiple times per day, ensuring we always have the latest shows and episodes. Plus, discover free audiobooks, documentaries, video podcasts and interviews with our human-powered catalog and advanced episode-level search.

Key Features

- . Offline listening - When you're commuting and relaxing, your podcast player is still there for you, even with no Wi-Fi.

- Seamless cloud sync - Follow it on your phone and you'll see it on your tablet too.
 - Social - Like and share favorite episodes.
 - Discover - See what's hot and trending.
 - Colors & dark theme - Match your style.
 - Podcast categories - Organize your shows into genres and moods.
 - Sleep timer - Let the podcasts sleep when you do. (para1-3)
- **ESLvideo.com:** According to Page (2021):
 ESL Video is a website where you can make online quizzes based on online videos. The quizzes are multiple choice and you can add notes or transcripts. After you make a quiz, you can send a link for it to your students on Eslvideo.com or post it on your own website. After taking the quiz your students can send you the results.

 Educational Implications Video quizzes Have students create their own quizzes for their peers How to videos Provide visual to accompany lesson plan.

 Registering for to use ESL Video you and your students need to register as users. This will allow your students to send you their quiz Results. You will just click on the link titled register on Eslvideo.com and fill in the necessary information. (para 1-3)
- **Orooro.tv:** Malavida (2021) wrote the next utterance:

If you like watching television series in their original version and you want to practice another language, you now have a perfect option: Ororo.tv. By means of this website you can watch online the best series at present in their original version with subtitles. A comfortable way of enjoying your favorite series from your computer without having to download files or search for subtitles.

Ororo.tv offers us a very interesting service if we're into watching series in their original version. You'll no longer have to download series and search for subtitles. You only have to access Ororo.tv, search for the series you're following, and you'll be able to play it with its subtitles. Other features of Ororo.tv are:

- Allows us to search for series by genre or country.
- You can connect Ororo.tv with your social networks and share the series you're following.
- Let's you enable and disable subtitles.
- Incorporates subtitles in English and Russian, and lets you modify them if you create an account. (p.1)

According to the previous information, Orotv.tv is an app in which the user can practice the listening skill through videos, that is to say that there are videos and even series, this app has the option to see the subtitles and also the videos and series can be download. The user can choose the movie or video that like the most and start to improve the listening skill in an easy and funny way.

- **Vocabsushi:** According to (2021):

VocabSushi lets you do just that. It is a free interactive vocabulary builder, which let's build your vocabulary by seeing word usage in the daily news.

You can practice words by filling out the sentence completion questions and learn the correct word pronunciations by playing the MP3 files. Words have been compiled from the actual word sets used in ISEE, ACT, GRE and other standardized tests that feature vocabulary sections.

Features:

- Interactive vocabulary builder.
- Learn new words by their usage in daily news.
- Words are taken from actual word sets used in GRE, ISEE, ACT, SAT and other standardized tests.
- System tracks progress of every word and suggests the most challenging words based on your learning curve.
- Practice new words by filling out sentence completion quizzes.
- Download printouts, MP3s and podcasts to learn words while you are offline.
- Similar website: WordAhead (p.1)

3.5.3. YouTube channels

- **MMMENGLISH:** According to mmmenglish (2016):

In this channel help students launch their classroom English, into the real world, help them to improve their English conversation skills, so they become confident listeners and more natural English speakers. You get access to

knowledge and experience as a CELTA qualified TESOL teacher who has successfully worked with hundreds of ESL students from around the world. As we work together, I'll encourage you to push harder, challenge your bad habits and poor word choices, practice more effectively and give you as much honest feedback as you need to take your English from good to great.

You will work closely, you'll study natural, native English conversation and be able to listen effectively to native speaker's conversations and speak clearly, naturally and confidently so that you'll never feel intimidated by an English conversation ever again (para 1 – 2).

- **EngVid:** ATLAS Language SCHOOL (2020) stated the next utterance:

EngVid is a website that offers free online English video lessons for English learners of all levels. They have hundreds of video lessons made by eleven experienced native-speaker teachers. And they have over 10 million users.

New lessons are added three times a week and usually last for about 10 to 15 minutes. The classes cover topics such as grammar, vocabulary and pronunciation, as well as exam preparation for big international exams such as IELTS and TOEFL. There are also videos with specific tips for certain situations. For example, how to do well in an online job interview or how to invite that special person on a date.

One of the best things about *engVid* is its friendly group of instructors. Learning from them feels like being part of a conversation with a friend because of their entertaining approach to teaching. And the examples that they discuss with you on the videos are usually more contemporary in nature

than some of the more conventional themes we see in many course books
(para 1-2)

- **ABA English:** Designed a guided course based on practice exercises and interaction with certified teachers and students who are at the same level as you. You can start for FREE with the Basic plan and see your first results. With this plan, you'll get access to the 144 course units and can enjoy all ABA Films and video classes. You'll also be able to practice with vocabulary exercises.
 - You'll start each unit with a short film that includes conversations and everyday scenes, with subtitles in English or in several other languages.
 - You'll practice all linguistic skills: reading, writing, comprehension and pronunciation.
 - you'll find all the grammar explained by our teachers in a clear and enjoyable way.
 - Live classes every day where you can practice speaking with our teachers and students who at the same level as you. You'll find sessions on grammar, pronunciation, debates, culture and plenty more.
- **Superholly:** Superholly is a YouTube channel where you can find a variety of videos especially for speaking, where he shows a number of phrases and jargons that native English speakers commonly say, teaches the real pronunciation of words, recognized brands and especially interviews of famous Latinos speaking English, where he criticizes if they sound like native speakers or not and the organization of ideas when speaking English.

3.6. Technological resources to improve Speaking skills

3.6.1. Apps

- **Wibbu English:** According to softonic (2021)
The Wibbu English method is called TLTC: Test, Learn, Test again and consolidate. In other words, answer a question to see your level, learn how to

use the word in question, test again by answering different questions related to the same concept, and practice until you have learned the lesson and you make no mistakes.

In Wibbu English, the lessons are organized in levels with nine lessons per level. And what criteria do they follow? Basically, the lessons respond to the most frequent mistakes made by the Spanish speaker. In this sense, it is not a case of starting from scratch, as is the case with Busuu, for example. To use Wibbu English you need a minimum knowledge of English, very basic. From there, with the respective lessons you will be learning new things and eliminating habits or mistakes you used to make. (p.1)

- **Beelingo:** Eslvideo.com.courses (2020) wrote that:
ESL Video offers free online English listening and grammar activities, free teaching material, the ESL Video quiz maker tool to create video-based listening and gap-fill quizzes, tracking and reporting of student scores, coordinates the ESL Video Virtual Exchange project for teachers to meet and collaborate, and promotes and hosts the International Teens Conversation Exchange (para.1)
- **uSpeak:** According to Applicantes (2021)
uSpeak, an application created by the company of the same name, aims to make boredom when studying English a thing of the past. Because what this application offers is a way to learn while playing and in a natural way.

The application works through interactive games, which vary according to the user's level and are generated through a specific algorithm that offers different

alternatives for each user's needs and ensures that the game is never repeated.

The application, which is also available for English speakers who want to learn Spanish, was launched on September 12, but for the moment it can only be installed on iPhone and iPad. (p.1)

- **Voscreen:** According to Tara (2020) stated that:
Voscreen is a simple, free app to help English learners improve their listening comprehension. If you like movies, it can also give you some inspiration for what to watch next!

The clips depict dozens of different accents from around the world, so Voscreen can support you to improve your listening comprehension for all types of English. You can sort the videos by level, by the grammar structure you want to practice, or by the number of words you want to hear. Also, Voscreen advertises an Artificial Linguistic Intelligence for Visual Education system (ALIVE), which tailors the videos to each learner's needs (although it's unclear exactly how it does this). (p.1)

- **Elilo:** Hello English by Culture Alley (2021):
is the number 1 ranked free Educational App, and the best free App to learn English, with this APP All lessons work offline as well.
- Interactive Games: On reading, translation, spellings, grammar, vocabulary. With immediate results and grammar tips.
- Discussions with teachers: Ask questions on grammar and translations to teachers.

- Practice using daily news and videos: Learn with latest news, articles, audio-video clips, and e-books
- Conversation and speaking practice game: Hold daily-use conversations by speaking into the App - improve your spoken English skills (para. 2).
- **Lyrics Training:** According Rob Lewis (2017) published that:

Lyrics Training can be used by anyone, whatever their language level. As you watch the video of the song you chose, the lyrics are presented below, in one of three different ways:

- ‘karaoke’ style – so you can read or sing along
- with gaps for you to type in the missing words
- with gaps for you to select from ‘multiple-choice’ options.

You only see the lyrics line by line, as they are sung, and this is the challenge with the second and third options: you have to try to type or select the correct words before the next line starts. If you’re fast and don’t make many mistakes, your score will be higher.

With the second and third options, before the video starts you choose your level. ‘Level’ here isn’t linked to any scale (such as the CEFR) but instead it relates to the number of words you have to guess during the song. Remember, the more words you have to guess, the faster you have to be. It can be tricky on some songs, but when the level of the challenge is right, it’s enjoyable. And essentially, that is what LyricsTraining is.

3.6.2. Web sites

- **Mansión del Inglés:** According to villaangelasoftware.com.ar () (2021):

Mansión del inglés It is a high-quality multimedia course, dedicated to the self-taught learning of the international language, English.

Designed for basic levels of the language, so that anyone from 12 years of age can manipulate the course and at the same time learn in an easy and fast way.

What are the advantages?

Enjoy all the material of La Mansión del Inglés (including the Multimedia Courses, the Grammar and the rest of the sections) in your CD Rom. Study whenever you want and wherever you want without needing an Internet connection.

No waiting. Pages, dialogs and all the information will be displayed instantly.

More flexible access to information, with a search function included.

No connection problems. No advertising banners. No unforeseen events.

With the guarantee of always having the material at your disposal.

More content, with additional material not available on the web.

La Mansion on CD makes it easy for you to learn English comfortably and profitably. Study at home without timetables or travel (p.1)

- **Papora:** ThinkBig (2018) in his blog Aprender inglés, fácil y rápido, con Papora stated that:

Papora is an interactive course to learn English from your computer, at your own pace, dedicating as much time as you can and starting from scratch.

Learning English in Papora is not very different from what is usual: the course is divided into lessons, each time more complex. As we pass a lesson, we go up a level. As explained on the official website, in Papora "each lesson is based on a real-life situation so that you can converse fluently and without fear in the most common situations. All audio has been professionally recorded by native actresses and actors."

On the other hand, the course features "clear explanations of how the language works, and its cultural customs, are important. Papora not only teaches you the words and phrases, but it also teaches you how the language works."

Papora is based on the Common European Framework of Reference for Languages (CEFR), a European standard for measuring the level of oral and written comprehension and expression in a language. Specifically, with Papora we can reach basic user levels A1 and A2 (p.1)

- **Ello.org:** Palencia (2019) stated that:
At ello.org you can find a huge amount of audio files on practically any subject, accompanied by images, questions and exercises in some cases.

The great thing about these audios is the format, as they are always real conversations between two English speakers (with a multitude of different accents). Each dialogue has a transcript, so you can listen and read at the same time, which is highly recommended for learning pronunciation, imitating sounds, etc. In addition, listening to different accents is essential to develop a good ear and understand English 'in general' and not the voice of a single

speaker in particular. Each audio has a section with the highlighted words used in that dialogue, possible problematic expressions, etc. Some dialogues also feature video, or even interactive games. And to top it off, the audios are downloadable in MP3 format, just like the podcasts on this blog (p.1

- **English Page:**

English page is a free online website that offers many ways to learn English, it as a variety of lesson in which students can learn and put into practice English language.

English page has a menu with different topics such as:

- Weekly lesson
- Vocabulary
- Grammar book
- Verb tenses
- Articles
- Conditionals
- Modals
- Gerunds
- Prepositions
- Mini-tutorials
- Irregular verbs
- Reading Room
- Games

This website is useful for students with A1 until C2 level because they can choose the topic and the lesson that is according to their level. (englishpage.com, 2021).

- **EF pod English:**

EF pod English is a free website to learn English for beginners, intermediate and advanced students, offers video lessons that are as good as having an English teacher in your pocket!

1. EF pod English offers a list with different episodes such as:
2. Episode 01 - Introductions
3. Episode 02 - Time, Time, Time
4. Episode 03 - Families
5. Episode 04 - Directions
6. Episode 05 - Grocery Shopping
7. Episode 06 - Live, Love, Hate
8. Episode 07 - Food, Cooking & Catering
9. Episode 08 - New York
10. Episode 09 - Apartment
11. Episode 10 - Pictures
12. Episode 11 - Making a Date
13. Episode 12 - Yoga
14. Episode 13 - Office Talk
15. Episode 14 - Crime
16. Episode 15 - Talking about the past
17. Episode 16 - Food
18. Episode 17 - Vacations
19. Episode 18 - Weather
20. Episode 19 - Pets
21. Episode 20 - Babysitting Job Interview
22. Episode 21 - Lost Keys
23. Episode 22 - Complaining
24. Episode 23 - Being ill
25. Episode 24 - Fireworks Party
26. Episode 25 - Office Party
27. Episode 26 - Travel Around the World
28. Episode 27 - Clothes
29. Episode 28 - Office Phone.

Students can choose the letters they prefer and is according to their level (English, 2013).

3.6.3. YouTube channels

- **Alejo Lópera inglés:** In this channel students will find many videos that will help them to learn, remember and reinforce concepts, grammar and vocabulary in English in a fun and easy way. In addition, each video is 5 minutes or less which makes it faster and easier.
- **Francisco Ochoa Inglés Fácil:** In this channel an English teacher teaches for all levels, beginners, basics, pre-intermediate and intermediate where he teaches English from scratch explaining step by step and in an understandable way grammatical structure and pronunciation.
- **Speak English with Misterduncan:** According An EnglishCLUB Site of the Month (2019):
Mister Duncan is an expressive English teacher who teaches English through his YouTube channel. He speaks British English naturally and clearly, and his videos are useful for listening practice. You can listen to more than 70 videos chronologically or browse through the index to choose videos that interest you. The lessons include captions so that you can follow along. There is also a related channel called “Ask Misterduncan” where he answers a large selection of email questions from his viewers. Much of Mister Duncan’s inspiration comes from his own experience teaching English in China (para 1).
- **Real English:** according try fluentU for English (2021)
Real English is one of the best YouTube channels for English language beginners and has a large library of free lessons. Each one includes two videos, one with subtitles and one without and a handful of exercises.

It has real people and real-life situations, so you get a true feel for how people really speak English (para. 1-2)

IV. MATERIALS AND METHODOLOGY

This chapter shows the methodology that was used in the research, all the necessary elements to carry out and get precise research according to the planned objectives.

4.1. Location of the study

This research was carried out at university of the Autonomous Regions of the Nicaraguan Caribbean Coast, URACCAN, Nueva Guinea Campus, located in the urban area of the municipality of Nueva Guinea, RAACS, Nicaragua.

4.2. Type of Study

This research was descriptive because it was investigated on a topic of great interest in a English major, this intended to make know the different technological resources that exist and help in the teaching- learning process, emphasizing that they are useful tools to improve listening and speaking skills in English as a second language.

Mejía (2021) defines that:

Descriptive research is a type of research that describes the population, situation or phenomenon around which the study is focused. It seeks to provide information about the what, how, when and where, relative to the research problem, without giving priority to answering "why" the problem occurs. As its name implies, this form of research "describes", not explains.

(para. 1)

4.3. Approach of the study

The theoretical methodological approach of this research was totally qualitative, because the purpose of this study was about describing how teacher and students make use of the different types of technological resources to teach and learn listening and speaking skills, as well the different technological resources that students for their own self- study.

According to ONUMUJERES (2020):

Qualitative data can be summarized with pictures or words and thus collect more abundant and detailed data with fewer people. They use open-ended questions and some forms of interviewing techniques (e.g., in-depth interviews, focus group discussions, or participatory methods). Data were mainly presented in words through narratives, verbatim quotes, descriptions, lists, and case studies or images. (para. 1)

This research is qualitative because it applied observations and interview techniques to both teacher and students to identify the types and use they make of technological resources in and out of the classroom.

4.4. Unit of analysis

In the present study the students of Bachelor'S Degree in English Language Teaching at URACCAN were considered, being twenty two students from fifteen were women and seven were man, moreover, five were teachers that gave the clases in second year at URACCAN, Nueva Guinea Campus.

Participants	Year	F	M	Total
Second year students	2 nd	15	7	22
English teacher	Teacher	2	3	5
Total				27

4.5. Selection and Exclusion Criteria

4.5.1. Selection Criteria

In the selected criteria was found:

- Professor who teach the English class as a second language in the selected group that interact with the students.

- Students who have all the scope to technological resources and do not take advantage of it.
- Students who have some difficulties in the English learning.
- Students of second year who receive the English Integrated Skills: Listening and Speaking subject.

4.5.2. Exclusion Criteria

- This study focuses on students of second year of Bachelor's Degree in English Language Teaching.
- Thus, students of first, third and four year who do not receive the English Integrated Skills: Listening and Speaking subject were not considered in this study.
- The same way, teachers that teach classes in second year, but not in English were not excluded in this study.

4.6. Information Sources

The following sources were used to obtain the information:

4.6.1 Primary Sources

The primary sources were the techniques and instruments used to carry out this study such as an observation guide to the teacher, an interview to the teacher who was teaching English Integrated skill listening and speaking subject in the second year of the career and a focus group to the students.

4.6.2. Secondary Sources

The secondary resources for this research were the bibliographic sources such as books, articles, blogs, monographs related to the research, and some electronic resources.

4.7. Techniques and instruments

In order to achieve the objectives of this study, which were identify, describe and suggest some useful technological resources to improve listening and speaking

skills in second year students at URACCAN university, 2023. The following techniques were used:

4.7.1. Observation guide

OkDIARIO(2019) defined that:

The direct observation method is a method of data collection that basically consists of observing the object of study within a particular situation. All this is done without the need to intervene or alter the environment in which the object develops. Otherwise, the data obtained will not be valid. (para. 1)

The direct observation was carried out in five observations that were developed in five different moments. In that process, the researchers had the opportunity to observe the students and teacher in order to get direct and necessary information from the study population, as well to see the type of simultaneous use they make of technological resources.

4.7.2. Interview

Sharma(2023) stated that:

An interview is a question-and-answer type of round where a person asks questions and the other person answers those questions. It can be a one-on-one two-way conversation or it can be multiple interviewers and multiple participants. (para.2)

The interview was applied to the second year teacher that taught the English Integrated skills listening and speaking subject.

4.7.3. Focus Group

Focal groups is a research technique used to collect data through group interaction.

The group is composed of a small number of people carefully selected based on a set of predetermined criteria, such as location, age, socioeconomic status, race, etc., to discuss a given topic. (QuestionPro 2021, para 12)

In order to conduct the focus group and facilitate the analysis of the information, it was work in the following way:

- Participants were selected and a verbal invitation was made to them.
- Ten students of second year (5 females and 5 males) were selected.
- They were asked a serious of questions with the purpose of obtaining positive results that would provide an outlet for the objectives under study of this research.
- Questions were carefully selected and reviewed in advance by the tutor.

4.8. Data analysis and Processing

The information process was carried out through the interpretation of the results obtained from the information collected with the techniques and instruments of direct observation, interview and focus group, such information was classified according to the objectives of the research, then an exact transcription of the answers obtained from the respondents was made.

For the analysis of the information, it was verified by carefully reading all the results, analyzing and interpreting the information collected from the written data of the direct observations, focus groups and interviews. All the expressions of the respondents were considered, then comparisons was made of the answers given on the subject, as well as with the objectives set to present the results obtained.

4.9. Descriptors matrix

Specific Objectives	Descriptor	Dimension of the Descriptor	Techniques and Instruments
To identify the kind of technological resources used to teach listening and speaking skills in second year students.	Technological resources used to teach listening and speaking skills	-Apps - Web sites - YouTube channels	-Observation -Interview to teacher -Focus Group
Describe how second year students make use of technological resources in the improvement of listening and speaking skills.	Technological resources used to improve listening and speaking skills	- Apps Duolingo Babbel Bussu Elsa Speak Wlingua - Web sites Player FM ESLvideo.com Ororo.tv Vocabsushi - YouTube channels MMMENGLISH EngVid ABA English Superholly	Observation -Interview to teacher -Focus Group
To suggest useful technological resources to	Technological resources used to improve listening and	- Apps Wibbu English Beelingo	Observation -Interview to teacher

improve listening and speaking skills in second year students.	speaking skills	uSpeak Voscreen Ello Lyrics Training - Web sites Mansión del Inglés Papora Ello.org English Page.com -YouTube channels Francisco Ochoa Inglés Fácil Speak English with Misterduncan Real English	-Focus Group
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4.10. Ethical aspects

In order to achieve the elaboration of this research, the following aspects were considering.

- Reality of teachers with the observation guide.
- To respect the opinions of professor and students
- Consent support paper filled by the vice rector of the URACCAN university.
- Consent to the teachers at the moment of apply the direct observation.
- copyright were used when quoting any information related to the research topic, considering the ethics, principles of respect and benefits provided to the readers.

4.11 Delimitation and Limitation of the Study

Delimitation of the study: This research about technological resources to improve listening and speaking skills in second year students was carried out at URACCAN university, located in the urban area, zone number eight, in the second quatrimester of 2023.

Limitation of the study: One of the limitations of the research was that the students were in the night shift and even some of them work so they couldn't arrive early for the interview, due to this, accessibility and support by the student was difficult. During class time the teacher developed his plan, this complicated the application of the focus group since it would be interrupting the teacher's teaching-learning time.

In addition, other limitation was that some students didn't feel confidence speaking in English, so they wanted to answer in Spanish, also some of them didn't understand the questions and took a lot of time to understand and it was necessary to give time to them to think and answer in positive and assertive way.

V. ANALYSIS AND RESULTS

After the application of the instruments, such as an observation guide, an interview to the English teacher and a focus group with English second year students, with the purpose of analyze the use of technological resources to improve listening and speaking skill in second year students at URACCAN university, 2023. Therewith, for analyzing the information collected, it was used the triangulation method that was about the use of different data sources in qualitative research. Therefore, the following results were described in a descriptive way.

5.1. Technological resources used to teach listening and speaking skills in second year students.

According to school of education (2020) he stated that:

Technological resources allow students a variety of opportunities to access on internet and explore different ways to practice what they learn; they also can use technology in any time to get knowledge that will help them in their future and their labor area. (para1)

In relation to the interview applied to the teacher he expressed that technological resources are tools that have been created or designed considering the latest scientific discoveries, these resources can be used to enhance teaching and learning by providing access to wide of range of information and facilitating communication and collaboration among students and teacher.

In addition to this, he also expressed that the goal of technological resources was to leverage technology to create more engaging, interactive, and personalized learning experiences that can help students achieve better academic outcomes.

On the other hand, in the focus group with students of second year, they affirmed that technological resources are different kind of tools that can be find on internet to facilitates and improve the learning process for an educational purpose.

According to Bahadorfar and Omidvar quoted by (Sosas, 2021) Technological resources are different tools like the internet, the podcast, videos and even video conferencing are considered the better tools for teaching listening and speaking skills to help students to improve their knowledge and language skills. (para1)

According to the interview applied to teacher, it was determined that some of technological resources he have used for teaching listening and speaking skill are speakers, phones, google forms, WhatsApp, google drive and link shorteners. Moreover, other educational technological resources that he used are some multimedia resources they used are videos and chat platform.

Additionally, with the observation guide to the teacher, it was observed that he always use the technological resources such as computers, TV screens, cellphones, data show and audio links. In addition. He sometimes developed the class using other different resources as websites.

Apart from this, it was observed that he use more technological resources to teach listening and speaking to students like WhatsApp, google drive, videos and some links that shared to students make self-study.

Based on the focus group applied to the students, they said that the technological resources they use are cellphones, computers, dictionaries and also some apps such us Duolingo and google translator, they could express that all those resources help them to the improve pronunciation, learn and expand the vocabulary and knowledges.

According to this, they also expressed that the time dedicated for their own self-study is since they started to study the english career that is approximately three or two years ago. In addition, they expressed that they use it every day, some of them use it three or twice a week and even when they are in class they use it, too.

Table 1. *Technological resources used to teach and improve the listening and speaking skill in second year students*

N°	Technological resources	Teaching Experience
1	Speakers	This resource was a good and positive way to teach English because teacher used to replay audios and music at the moment of doing any activity during the class. This way was positive to students because they could hear better without matter the distance they were in the classroom; they also could listen and a clearer way.
2	Cellphones	Cellphones turned out to be an important tool for teacher because they send tasks, videos or even links in which the students could enter and see the assignments to put into practice inside the classroom. In the same way, the cellphone allowed the students to be active and cand do the tasks assigned for the teacher in the same moment.
3	Computers	With the use of computers teacher could use to make any creative diapositive and present to students during the class, en even they could have the lesson plan and guide step by step to get better results.
4	TV screens	Through the use of TV screen the teacher could show the activities planned for the class and show videos related with the topic, the students could also watch in the TV the activities with more clarity and more comfortable because they could be in any side of the classroom and they saw perfectly the activities shown for the teacher on the TV screen
5	Duolingo	Duolingo was an excellent app because English teacher gave instructions to students that could enter to practice vocabulary and also listen the pronunciation of the words, even complete the tasks that this application offers.
6	Kahoot	Kahoot was an app recommended by the teacher to students, because when making use of it the students

		could learn about different topics, while they got funny interacting between teacher and students. The students used this app for their self-study outside the class.
7	Websites	Through websites the teacher sent some links to students in which they had to enter and see what the assignation was, they could enter at the same time in class and work without using their notebooks because they could send the activities already done to the teacher check immediately.
8	YouTube channels	With YouTube channels the teacher could enter and select the video that wanted to show to students in the class, the students also could use ther cellphones and inter to watch it, moreover as self-study they were oriented by the teacher to watch the videos several times in house to understand better and answer a serious of comprehension questions in next class.
9	Audio links	Audio links were constantly use by the teacher because he send to students a file that contains a recording, the students received the failed and opened and complete the oriented tasks.
10	Rosette stone	This was an app that teacher recommended to download to students because with this app students could learn outside the classroom, the teacher showed the application to students and they could download in their cellphones for their self-study.
11	Podcast	The podcast was a good way that teacher oriented to students to listen because in this resource is transmitted different information that could help students to improve the listening skill.
12	Video conferencing	In video conferencing, the teacher organized a meeting with students in which all of them have to enter and

		interact each other's to discuss or give their opinions about a determined topic. With this tool the students were practicing both skills listening and speaking because they listen opinions of their classmates and at the same time expressed their own opinions.
13	Chat platforms	Chat platform was really useful because the teacher entered in the platform of URACCAN university and write a discussion topic related to the class. The students had to enter and give their opinions, giving the opportunity to interact and give their points of view, then in class they make a group discussion about the answers and the teacher could listen all the opinions of each student.
14	Google drive	Google drive was usually used for the teacher to keep information or links to send the students, thus with this link the students could enter to google drive and see the information or task.
15	Bitly	Bitly was an application used that the teacher to make short the audios that were extensive and use just the important parts, so the students didn't have problem because the audios were specifically modified to listen just the most necessary and important parts can do the homework easily

5.2. Implementation of technological resources for the improvement of listening and speaking skills

Regarding to Dexway (2020) established that:

“Making use of technological resources to learn English is a really nice strategy, since with the use of these tools, students can learn in an effective way, they can put into practice the English skills, moreover, improve their knowledge”. (p.1)

In relation to the interview applied to the English teacher, he declared that technological resources like audio and video improve students learning because can provide them with authentic listening practice, allowing them to hear a variety of accents and speech patterns, also help them on their pronunciation and intonation, helping them to improve their speaking skills. Furthermore, online communication tools, such as chat platforms provide opportunities for students to practice their speaking and listening skills in real time with other students or native speakers of the language. He also expressed that these tools can also facilitate collaboration and group works which can further enhance language learning.

Overall, technology can provide a range of resources and tools that can support language learning and help students to improve their listening and speaking.

In the same way, with the focus group students expressed that technological resources are important because they can look for information and learn things that they did not know, Moreover, they expressed that those tools are indispensable due to in these times youngsters, children and all people are immersing on technology and make use of them every time, so that make the learning easier because is a form that everybody can learn in funny way.

According to The Free Dictionary (2021): improve is “to raise to a more desirable or more excellent quality or condition; make better”.

Improve refers to get better in any aspect, in this case improve is related with the educational area. Thus, with the interview to the teacher about what technological resources improve listening and speaking skills in second year students, he stated that audios provide students with authentic listening practice, allowing them to hear a variety of accents and speech patterns. Moreover, video recording can also be used to provide the students with visual cues to support their comprehension.

Furthermore, he stated that speech recognition software can be used to provide students with feedback on their pronunciation and intonation, helping them to improve their speaking skills. In addition, chat platforms can provide opportunities for students to practices their speaking and listening skills in real time with other students or native speakers of the language. In the same way, multimedia resources

such videos can provide students with exposure to authentic language use and help them to develop their listening comprehension skills.

In relation to the focus group applied to the students, they confirmed that technological resources they use for the improvement of listening and speaking skills are, cellphones, computers and even television. Additionally, they also confirmed that other resources they use are translators.

According to Dexway (2020) the use of technological in English students is an effective and attractive way for them because students can reach proficiency and fluency if they want to be successful in their learning process.

This way, in the interview applied to English teacher he stated technological resources are very important for the improvement of listening and speaking skills in the English language because for example, audio can be used to provide students with authentic listening practice, allowing them allowing them to hear a variety of accents and speech patterns. He also stated that online communication tools such as chat platform provide students opportunities to practice their listening and speaking skills in real time with other students or with native speakers of the language.

In the same way, in the focus group applied to the students, they expressed that technological resources are important for their improvement because sometimes they as students search for information, they can learn and support in their homework and study by themselves.

To more addition, other student expressed that technological resources are important because these tool can improve the learning and teaching process, can help the teacher to make dynamic classes, help students to understand the topics and is an easy way to search for more information.

Considering to Hassan (2017) specified that there are many advantages of using technology such as learn in their way, there are variety of online resources and the opportunity to choose the most convenient resource for teaching and learning process.

In relation to the interview to the English teacher, he explained that the results he has gained with the use of technology is that students practice listening and speaking skills through the use of platforms. Moreover, he explained that it is hard to measure students' progress as there are many students on each group, but the ones who apart from exposing themselves to the activities in class spend some time (a lot) going over the vocabulary at home show signs of progress because in class they are participative, have a good range of vocabulary and they also have a good level with the listening and speaking skills.

Related with the focus group applied to students they affirmed that technological resources have helped them in the improvement of listening and speaking skills because they have learned to pronounce a great range of words, moreover, they affirmed that with the use of these tools they have understood a great part of the English language, their intonation and the rhythm of the words.

Similar to this, they affirmed that the different kind of technological resources helped them to improve listening and speaking skills because when they started to study the English career they did not understand much English, however, with the constant use of different apps, YouTube channels, music and videos, now they can understand more and something very important is that after spend a lot of time using technology they have got understand and communicate with any of their classmates, with the teacher and even with other people who speaks English

As a result, they expressed that using technological resources is the better option that someone who want to improve the knowledge in the English language can do, because there are several options on internet, the only thing that is necessary to do is have the access to the resources, have time for the self- study and something that is the most important is to have the motivation and the own availability to learn in a successful, funny and easy way.

5.3. Description about how students make use of technological resources to improve listening and speaking skills.

According to Hassan (2017), he expressed that with technology individuals can easily select a program that is being conducted by native English-speaking teachers which can offer learners a more natural way of learning English.

In the observation guide, it was observed that the way that students of second year made use of technological resources to improve listening and speaking skill was that inside the classroom all they had cellphones and when the teacher sent videos for WhatsApp, they entered to the application and opened the videos to watch it, after that, the teacher asked questions to them related to the videos. The teacher also sent links to watch videos on YouTube, so students after watching the videos they shared their opinion in class.

Another way that students used technological resources was entering to website and open the links the teacher shared to them for WhatsApp, so they saw the information and completed a series of questions online, then they shared the link or screenshots to the teacher could check the answers. Moreover, they used their cellphones to enter on website to search for information and improve their knowledge about the topics they were studying during the class.

In addition to this, they also used technological resources to enter to the platform and complete the task assigned by the teacher, so they could complete tasks uploading the information, watching videos to answer questions, and they also interacted through forum where all students shared ideas about topics related to the class.

In the other hand, with the focus group applied to them, they expressed that they used the technological resources for their own self-study, the way they used was watching videos on YouTube, practicing vocabulary using apps such as Duolingo, Lyric training and dictionaries, they also entered to website and searched topics of interest and that were related to the class, too.

As a result, the students made an excellent use of technological resources to improve listening and speaking skills, because they spent time using the resources, they also could learn and practice vocabulary, they listened and learned the pronunciation of different words, moreover, they searched for information in the websites and also on YouTube about topics related to the class, they shared their opinions in class with the teacher and with the classmates and the most important is that they were constantly using the technological resources inside and outside of the classroom.

5.4. Proposal of technological resources to improve listening and speaking skills.

The following technological resources are the most effective tools for the improvement of listening and speaking skills, with which you will have a quick access where you will find a number of windows that will give you the opportunity to learn and improve the level you want to achieve.

Learning English can be challenging when it comes of improving listening and speaking skills. Listening to native speakers and understanding the language in real time can be difficult, and traditional language learning methods may not be enough.

However, technological resources can help the learners a lot. There are many resources for practicing listening and speaking skills. Therefore, it will have showed some of the best technological tools to practice, teach and improve listening and speaking skills.

1. ELSA speak

ELSA (English Language Speech Assistant) is a fun and engaging application specially designed to help to improve the English pronunciation. ELSA's is an artificial intelligence technology that was developed using sound data from English speakers with various accents. ELSA is able to recognize the pronunciation of non-native speakers, unlike most speech recognition technologies.

Description of the resource

Elsa speak is an application to practice and improve the listening and speaking skills, it has an intelligent English pronunciation tutor that listens to the way English learners pronounce words, sentences or conversations, in order to identify exact mistakes with specific suggestions on how to improve, you can also have the opportunity to participate in short and funny dialogues with the English teacher available in this app.

with Elsa speak you can have a personalized study plan according to your knowledge, moreover, it contains with more than 40 topics that you can choose to enrich your vocabulary, the new lessons and contents are updated regularly and for free, but, if you want to have a better progress this application allows you to advance in an accelerated way with an additional cost. This app can be download in your cellphone and practice in any time you want. You also can write the time and the hour you will practice, so Elsa speak will send you a notification remembering that is time to practice.

Objective

To learn and enrich the English language according to the level of the user in different areas and subjects.

Timing and Level

With Elsa Speak you can choose the level you want because has the option for the beginner, intermediate and advanced level. Moreover, It adjusts to your time, depending on what you want to achieve, in casual practice is 10 minutes a day, in average practice is 15 minutes a day, and the serious practice is 20 minutes a day. In Elsa speak, you as a student can decide the schedule of preference as was told before Elsa Speak like a demanding tutor will send you a daily reminder to start your practices

Implementation of the resource (step by step)

It can searched in the Play Store and download the App in your cellphone , you general the general information that the app require and choose the objectives that

you want to learn and improve , Elsa Speak welcomes you by asking why you want to learn english and you must answer the purposes, there are options that the app offers such as, education, travel, business and even if you are a student, so, depending on that shows you many topics of interest and asks you which one you want to choose to improve the skills, then it gives you the option to choose the schedule and the days you can practice and it automatically makes your personalized study plan for your own convenience.

This plan have five lessons that you have to practice according the schedule that you choosed, this app does not allow you to continue to the next level if you have not finished the first one.

2. Duolingo

Description of the resource

The Duolingo language learning app is one of the most popular way to learn and improve the English skills. The purpose of this app is to develop the best education in the world and make it universally available, is how interactive it is. Not only will introduce you to new words as your skills grow, but you'll see newer words used into sentences with vocabulary you learned in previous lessons to help you to advance with more difficult words and concepts.

Duolingo uses a gamified approach to language learning, with lessons that incorporate translating, interactive exercises, quizzes, and stories to make learning more engaging and fun. The platform also uses a unique algorithm that adapts to each learner's level and learning style, providing personalized feedback and recommendations to help them improve their skills.

For some languages Duo lingo offers podcasts for people in intermediate level consisting of stories told usually by native speakers from different parts of the world where the target language is spoken, but with simplified grammar, vocabulary, and with a slower intonation, as well with occasional assistance with providing context or explanations of unusual words in the source language by a narrator.

Objective

To analyze the most common mistakes that its users make and adapt the teachings to their learning needs and thus offer a learning experience that adapts to the time and form of each user.

Timing and Level

Duolingo gives options to choose the schedule that is most convenient for each user, specifying how many minutes a day can be practice. The user can choose the level of the preference that are beginners, intermediate and advanced and according to the level that is chosen. This app is in charge of balancing your level with the level you want. This app can be downloaded in your cellphone to have the possibility to practice in any moment you want.

Implementation of the resource (step by step)

This app can be found and downloaded from play store, you can create your account, you can also ask to other students to create their own accounts and invite you to follow the progress from their account settings. Once you and the other students have created the accounts you can see who joined, resend login information to those students who did not accept the invitation, and exchange various setting from the classroom name to what type of content the students will be able to see.

This app is designed to feel like a game, wich makes the students want to come back for more. In duolingo, users earn experience points very time they do the activities such as listening and completing lesson or reading stories. The unit of Duolingo are represented by colored circles, and contain a lot of vocabulary and even present grammar that is relevant to specifics communicative function, such as how to order in a restaurants in the Food unit. Each unit is composed of multiple lessons or collections of exercises that focus on subsets or content. This app can be used in any time, if you are at home and want to practice the listening and speaking skills, so is the perfect moment to practice, you also can practice while you are traveling and even in your english classes to improve your range of vocabulary.

3. Lyric training

Description of the resource

Lyric training is an recognized app that contains different languages and the principal is English, this app was designed with the purpose of helping to learn and improve the listening and speaking skills of the English language in a easy and funny way. This app has two options that use the application in the web version, that is to say in the computer from the browser of your pc, but also there is the option to download it by playing in the cellphone, moreover, it is available for android and iphone, so the option that is more comfortable can be choose. Lyric training gives points and bonus if the challenges are completed.

Objective

Helping to enjoy the improvement of English skills through the use of music videos and filling in the lyric of the song.

Timing and Level

According to the English level, the student can select the time that is necessary to practice, there is no restriction at the moment of use it because is a free app that fits to the level of each student and the user can choose how many spaces and words will be filled up in the spaces in blank

The Lyric app have four options that are beginner, intermediate, advanced and expert, so according the level the user has, he can listen and complete the blank spaces of the music, example, if the user is a beginner has to complete just 10 percent of the words that the music contains. If the level of the user is intermediate the quantity of words to listen and complete are 25 percent, but if the user is advanced will have to listen and complete the 50 per cent of the words about the music, finally, if the user is an expert in the language the quantity of words to listen and fill in the blanks is 100 percent of the words of the music.

Implementation of the resource (step by step)

It can be entered from the website, make click in the page of the application and has the option sign in with the e-mail or with the facebook account, is not strictly necessary to make an account because the app lets to login without necessary

writing an account, but if the user already has an account just make click in login and enter the personal dates and select the objective language to improve in this case English.

As a recommendation, the app shows the most popular musics, but there are different options that can be chosen, the app also show a flag that indicate if the music that is being listened is in british english or in american english. In addition the app shows the letter of the music so the user can listen and see the letter and at the same time can pronounce it. The user can choose the type of music to listen because the app contains different genders to choose and enjoy the one who like the most to the user. There is the option to write the tittle of the music the user want to listen.

Once the user choose the music to listen is the option to play, so the user choose the level beginner, intermediate, advance and expert, according to the level the quantity of words to complete is shown and in this moment the user has to remember and complete the missing words in the blanks of the music. There are also two options for completing the game that are the type of writing and the type of multiple writing, for the bigginers is recommended the multiple option type because the user is getting familiarizing with the app, but if the user is expert or advance can perfectly choose the writing option

Furthermore, this app can ben used in different ways, while we are making homeworks we can be listening music for listening, when we are making the duties can be listened to practice the listening and the pronunciation of the words, the other and most effective way is dedicate time to listen and analyze the music while seeing the script and finally go to the game part and practice how many word were listened and learn to complete the game.

4. Rosette Stone

Description of the resource

The best way to learn a language is to surround yourself with it. Rosette Stone help you to learn in the most efficient way with activities focused on everyday language, interactive lessons and audio recorded by native and non-native speakers.

Rosetta Stone leads the students to success in listening and speaking skills because with this app you can practice working on new skills at the perfect peace and incorporating sample opportunities to practice, adding new words and phrases about multiple contexts to your vocabulary.

Objectives

To help students to reach their goals, through lessons adapted to different levels and professional approaches .

Timing and level

This application is available for all the levels according to the common European Framework of References levels that A1, A2, B1, B2 and C1, here you can find many exercises to improve your listening and speaking skills.

As a student you are free to choose the days and the time for practicing, moreover each exercise takes thirty minutes that you can practice and chose the topic to be studied depending on your level of English.

Implementation of the resource (step by step)

This application is available on play store, you can enter and download in the moment you want. In addition, this application shows unit 1 which is for beginner level, then, continue with the level number 20 that is more advanced, so you have the option to choose the level according to your knowledge and start to practice all these activities to learn English. Something important is that each unit has 4 lessons that include pronunciation, writing, vocabulary, grammar, listening and review. This means that you not only can practice listening and speaking skills, if not the four macro skills.

This app allows you to advance the levels even if you have not finished the previous one, but the last five lessons do not allow you to cross over to the next five levels, so, it is necessary to finish all the lessons to improve your skills in a better way.

Furthermore, this application is available in play store, so you can enter and download in your cellphone, and start to put into practices your skills, you as a

student are free to choose the schedule to start to practice the English language and the listening and speaking skills.

5. Francisco Ochoa channel

Description of the resource

This is a YouTube channel that was designed to learn English to all the people that have not any idea about how to start improving the language, it is useful for beginners or intermediate students because in the videos that are on it there are different topics to be practiced, in each lesson there are materials to practice and verificative your results.

Objective

To learn English in an easy way and improve the listening and speaking skills through the use of YouTube channels.

Timing and Level

This YouTube channel is available to enter in any time, is useful for beginners and intermediate students that want to improve their listening and speaking skills . Moreover, The professor upload extensive courses on his YouTube channels 3 times for a week , so the time to enter and watch the videos is optional to the user.

Implementation of the resource (step by step)

It can be entered from the application of You Tube, once you are there, you look for the channel and give click to the ring for suscribing, then you can enter to the channel and watch all the videos that the professor upload, you are free to watch the video you want according to what you want to improve, if listening or speaking skills, with the videos you can listen vocabulary, sentences and then repeat by your own. Something important is that you can dowload the videos and keep on your cellphone, so you can practice without having internet, there is the option that you can look a specific topic and if the professor has videos with the topic, the results will be shown and automatically you can start to practice in a free and easy way.

6. Superholly

Description of the resource.

Superholly is a YouTube channel where it can be found a series of videos of a native speaker of the English language, Superholly focuses on explaining the correct pronunciation of the words, you can learn English for specific purposes enjoying the whole process, it also shows cultures of native English speakers, showing the easy way in which we can learn and adapt to the English language.

Objective

To teach English in an easy way and improve the pronunciation to achieve satisfactory communication.

Identify general aspects that as native speakers or a specific language, can have an important influence when expressing ourselves in a language.

Timing and Level.

In this youtube channel there are videos for all the levels, beginners, intermediate and advanced so, you can choose the video according to the topic that you want to learn.

Implementation of the resource (step by step)

Search on youtube Superholly channel, tap the option to subscribe and then it shows videos that can be useful for all the students to improve aspects of pronunciation, vocabulary, structure, grammar and phonetics in colloquial or even professional contexts.

In addition you can watch videos of famous people talking English and analyze the pronunciations, structure and English proficiency. Finally, it notifies you when it uploads a video.

VI. CONCLUSIONS

At the end of the analysis of the results obtained, considering all the information collected through the different instruments applied in this study such as, observation guide, an interview to the professors and focus groups to students. The following conclusion has been reached.

- Technological resources are those elements derived from scientific-technical innovation that make possible or facilitate some work, especially productive work. Likewise, technological resources are support tools for the performance of different activities. In the academic environment, they are used to satisfy the needs that lead to the achievement of objectives, such as: teaching and learning of the teacher and the student.
- When the teacher implements technological resources in the classroom, it allows the students to put into practice the technological resources for their own self-study outside the classroom and in this way facilitates the practice of the English language, improving listening and speaking skills.
- By using different technological resources for the improvement of listening and speaking skills, students will gain better knowledge and fluency when engaging in conversations or speaking on predetermined topics.
- Students will show interest through the use of technological resources since they allow for a wide variety of content of their preferences.
- With the use of technological resources for self-study, students will speak with greater confidence and have better listening skills because these technological resources will make them feel more capable, because these in themselves will improve the listening and speaking skills of each one of them.
- Teachers will have more opportunity to advance with the contents and it will be easier for them since the technological resources will be of great help for the teaching process.
- Technological resources for teachers will be a great tool to make classes more fun.

- Teachers are aware of some technological resources use of many resources such as phones, computers, screens, platforms and some websites to complete some tests, but they do not make much use of other resources like YouTube channels and different apps that allow the teaching and learning process of students.
- Students use technological resources inside and outside of the classroom for the development of listening and speaking activities.
- Students make use of technological resources such as dictionaries, google translator, and Duolingo, but they do not use others like the different YouTube channels of Alejo López, Francisco Ochoa and Superholly, moreover they do not make use of the apps like Elsa Speak, Lyric training, Rosetta Stone, ABC English that will help them to improve the skills that allow oral communication , in this case listening and speaking skills.
- Technological resources will be a great window of knowledge for all those students who want to improve in all skills, but especially listening and speaking skills, as they aim to make each student in an interactive, fun and effective way.
- With the use of technological resources students improve their knowledge in a positive way because learn and practice vocabulary, listen and improve the pronunciation, the rhythm and the intonation of different words.
- Students have the opportunity to be constantly improving the listening and speaking skills because have the access and the necessary resources to use the technological resources inside and outside of the class.

VII. RECOMMENDATIONS

Based on the analysis of the data obtained in this research study and considering what many investigations said about the importance of the use of technological resources to improve listening and speaking skills, some recommendations are given to the professor with the purpose of making contributions that facilitate the integration of technological resources to teach listening and speaking during the English classes.

To the professor:

These recommendations could help the professors to integrate the technological resources to teach Listening and speaking English skills in an easier and funnier way.

- Integrate more the use of technological resources in English classes to get an satisfactory teaching and learning process.
- Include more often activities in which students make use of the technological resources such as YouTube channels, or apps like Duolingo, Lyric training or websites.
- Implement the technological resources that this study proposes in order to improve the teaching and learning process.
- Encourage to students to make use of internet and look for resources that include the technological resources for their own self-study inside and outside of the class.

To the students

These recommendations are made for the students with the purpose of helping them to take advantages of the different tools that will let them to improve their listening and speaking skills.

- Make use of another technological resources outside of the classroom for their own self-study.

- Dedicate time of quality for your own study and look for the technological resource that is more effective or convenient to help you improve your listening and speaking skills.
- Try to make a schedule that allow you to use the technological resources every day to be constantly practicing and improving your skills.
- Include the use of different apps like YouTube channels, websites and apps in which you can improving every day.
- Remember that using technological resources will help you and will prepare you to face the challenges about english in rea life.

7.1. Recommended technological resources to improve listening and speaking skills in second year students

In this stage it will be describe some technological resources that the students can use in order to improve their listening and speaking skills in the learning process, these resources will be described by the listening and speaking skill. These technological resources are recommended to use to the English students of second year.

a) Elsa Speak

With this app the students can improve the range of vocabulary according to the topic that correspond in the app, it will help the student to listen the pronunciation of the words so then the student prepare to pronounce by him/ herself.

Instructions

- _ The student download the application on Play Store
- _ Then, the students enter to the application and log -in and complete the information required by the application
- _ Students are freely to start to practice in their own rhythm and convenience.
- _ Students can keep what they practice, so if they want to repeat the same activities the application gives the opportunity to enter again and practice, if you do better everything, the application gives new score according to the level you reach.

_ Don't forget to practice in the application you can use the vocabulary in your daily life, you can practice with other students and even you can repeat with yourself what you have learned and make new ideas or sentences to continue practicing.

_ You can use a notebook in which you can write the new vocabulary acquired during each lesson practiced.

b) Duolingo

This is an app that let you improve your vocabulary and interact in a funny way with the language.

Instructions

_ If students has already downloaded the application, he/she enter and start to see what's the corresponding lesson for practicing.

_ The students can choose the level of the preference can practice according to the his/her knowledge.

_ The application lets you to make your own schedule with the purpose of practicing every day at the same time and the same hours or minutes you have planned-.

_ Then, the student start to complete the tasks that are about listening and completing, reading stories and speaking tasks.

_ The student use the app in the most convenient moment to get better results.

_ The students can practice the vocabulary learnt in different activities in the day to not forget the knowledges acquires.

C) Lyric training

_This app is designed specifically for listening and speaking because is about practice english skills through songs.

Instructions

_ The student enters to the download app in the cellphone or from the computer in the website.

_ Then, the student choose the music he wants to practice or choose a randomly proposal

_ The student starts by listening to music, singing and practicing the pronunciation even they can see the lyric of the song.

_ The student then can start the game that is after listening the song is necessary to fill in the blanks the missing words of the music.

_ The student choose the correct option that fits to the music.

_ The student put into practice the music or the vocabulary learning during the day while singing the song .

d) Rosette Stone

This app is downloaded by the student to have in the cellphone and practice in the most convenient moment.

Instructions

_ Students download the app from play store to their cell phones

_ Then, they enter and start to practice.

_ They choose the level according to their knowledges and start to practice-

_ Students have to complete the four lessons of the units.

_ In the lessons students have to practice pronunciation, vocabulary, listening and speaking skills.

e) Francisco Ochoa channel

This is a very useful You Tube channel for students because lessons are submitted every day by the professor Francisco Ochoa.

Instructions

_ Students enter to the YouTube application and subscribe to the channel.

_ Students take a look about all the videos the professor have and choose the videos of their interest.

_ They practice the listening and speaking in each video, moreover they look for specific videos depending on what they want to improve.

_ They can take notes to practice and use the vocabulary in the classroom or with the classmates incorporating vocabulary they learned in conversations that stablish with the classmates and even with the teacher.

_ Students also have the option to download the videos of their interest and keep them in their gallery to continue practicing.

f) Superholly

This is a You Tube channel were the native speaker of the language focuses on pronunciation of vocabulary and sentences in each lesson.

Instructions

_ Students enter to YouTube channel and look for Superholly.

_ Once students enter, they subscribe to the channel to receive the notifications of each uploaded video

_ Students find different videos about general topics and vocabulary that is used in everyday situations.

_ They choose the videos they like the most and start to practice together with the professor.

_ They can keep the videos they have seen in the option that have YouTube.

_ They also can download the videos in their gallery and watch in the moment they want.

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IX. APPENDIXES



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Observation Guide

The purpose of this observation guide is to analyze the use of technological resources that teachers and students use in the teaching-learning process in the subject of English as a foreign language in second year students of the URACCAN university, Nueva Guinea Campus, 2023.

Subject: _____

Place: _____

Date: _____

In the following observation guide, you will read the statements and mark with an X in the columns according to the criteria of each category (check Yes or No , or check Always, Often, Sometimes, Never).				
Classroom Management	Yes		No	
1. The classroom conditions are excellent to develop the classes in an adequate manner.				
2. The classroom is in a good location and there is not much noise.				
3. Technological resources for the teaching of the English language are observed such as: TV screens. Computers, telephones, data show and music player.				
Classroom Development and Organization	Always	Very often	Sometimes	Never
1. The teacher has a lesson plan in which include the use of technological resources such as computers, TV screens, telephones, websites, data show, YouTube channels and audio links.				
2. The teacher starts the class with dynamism and initiation activities by making use of videos, games, audios and music.				

3. The teacher develops his class using different technological resources as duo lingo, Babbel, Elsa Speak or Wlingua app, Superholly, EngVid and ABA English YouTube channel, moreover, Player FM, ESLvideo.com and Ororo.tv websites.				
4. The teacher motivates students to learn about and make use of different technological resources that are apps, YouTube channels, websites and others for English language learning.				
5. Students feel motivated with the technological resources used by the teacher.				
6. Technological resources are used during development activities.				
Use of technological resources	Always	Very often	Sometimes	Never
7. The teacher makes use of technological resources including different apps, websites, and YouTube channels to teach the introductory, developmental and concluding lessons.				
8. The resources used by the teacher are appropriate to the subject being developed.				
9. Technological resources are easy to use by students.				
10. The technological resource can be used more than once in different activities.				

Observations and/or Comments:



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Focus group for students

Dear student, we are currently graduating from bachelor's degree in English Language Teaching and as part of our research work, we are interested in knowing your opinion regarding your learning of the English language through the use of technological resources; we respectfully ask you to complete the information in this questionnaire in as much detail as possible.

The information provided will be used confidentially and this data will contribute to describe and give solution to some considerations of the topic under investigation "Technological resources to improve listening and speaking skills in sophomore students at URACCAN University, Nueva Guinea, 2023", for which we thank you in advance for your collaboration.

Your collaboration is appreciated.

1. What are technological resources for you?
2. Do you think that using technological resources is important for English language learning and improvement? why?
3. What types of technology resources do you use to improve listening and speaking skills in the English language?
4. How does the use of technological resources help you to improve your English listening and speaking skills?
5. How long or how often do you use technology resources for your own self-study?
6. Do you think these resources have helped your listening and speaking skills, and why?



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Interview to Teachers

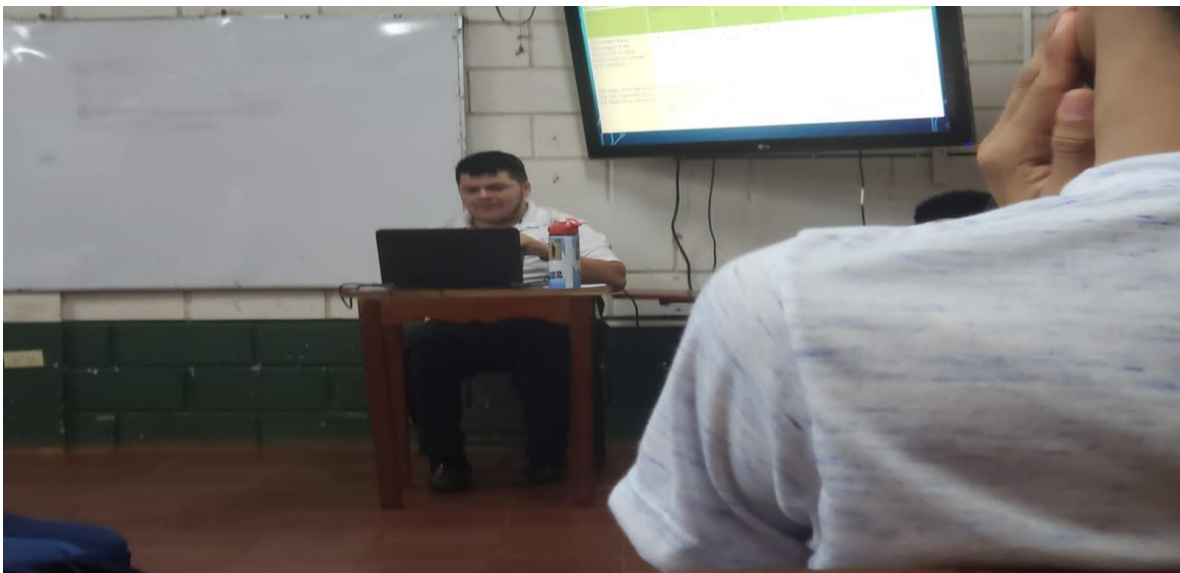
We are graduates at URACCAN university and currently we are carrying out a monographic research with the objective to analyze the use of technological resources to improve listening and speaking skills in second year students at URACCAN University, Nueva Guinea Campus, 2023.

To this end, we request your support in this research process.

Please, answers in a positive way the following questions

1. What are technological resources for you?
2. How important are technological resources for the improvement of listening and speaking skill in the English language?
3. What type of technological resources have you use for teaching listening and speaking skills in second year students during your class?
4. What technological recourses influence in the improvement of listening and speaking skills in second year students?
5. What results have you gained by using technological resources to improve listening and speaking skills in second year students?

Photo 1. *Observation Development*



During the observation of the observation guide English Integrated Skills I: Listening and Speaking. It was appreciated that the professor was making use of some technological resources such as computer, TV screen, videos, audios, etc. With these technological resources the teacher was teaching the listening and speaking skill with the purpose that students can understand better.

Photo 2. Observation Development



The students from the English Integrated skills I: Listening and Speaking making use of technological resources to present an exposition using the technological resources to put into the speaking skill.

Photo 3. Focus Group Development



Application of the focus group to students of English Integrates Skills I: Listening and Speaking class, with the purpose of knowing if students make use of technological resources to improve the Listening and Speaking skills.



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URACCAN

**AVAL CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR
Y PUBLICAR**

El Territorio/Comunidad/Empresa/Barrio Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense (URACCAN), por medio del presente escrito, otorga el consentimiento previo, libre e informado a la Universidad URACCAN para que se realice la investigación titulada: Technological resources to improve Listening and Speaking skills in second year students at URACCAN University, 2023 la cual se desarrollará en el segundo semestre del año 2023. Información que será utilizada única y exclusivamente con fines académicos.

Con el objetivo de: Analyze the use of technological resources to improve listening and speaking skills in second year students at URACCAN University, Nueva Guinea Campus, 2023. Las instancias correspondientes autorizan la publicación de los resultados de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: PhD. Eugenio Casimiro López Mairena

Cargo: Vicerrector del Recinto.

Firma y Sello:

Lugar: Universidad URACCAN, Nueva Guinea.

Fecha: 05 de mayo de 2023.



**UNIVERSIDAD DE LAS REGIONES AUTONOMAS DE LA
COSTA CARIBE NICARAGÜENSE, NUEVA GUINEA**

AVAL DEL TUTOR

El tutor/a: MBE. José Alexander Oporta Barrera, por medio del presente escrito otorga el Aval correspondiente para la presentación de:

- a. Protocolo
- b. Informe Final
- c. Artículo Técnico
- d. Otra forma de culminación (especifique):

A la investigación titulada:

Technological Resources to Improve Listening and Speaking Skills in Second Year Students at URACCAN University, 2023.

Desarrollada por el o los estudiantes:

Br. Jannise Janneht Jarquín Espinoza
Br. Ayda Rosa Bello Rocha

De la Carrera de: **Licenciatura en Ciencia de la Educación con Mención en Inglés**

Nombres y apellidos del Tutor: **MBE. José Alexander Oporta Barrera**

Firma: *J. Alexander Oporta Barrera*

Recinto: **Nueva Guinea**

Fecha: **22 de junio de 2023**