

Integrating Mobile Devices with an English Listening Comprehension Class

DUANGIN, Khanitta. *et al.* Integrating Mobile Devices with an English Listening Comprehension Class. **Rangsit Journal of Educational Studies**, [S.L.], v. 7, p. 40-49, 2020. Faculty of Education, Rangsit University. <http://dx.doi.org/10.14456/RJES.2020.4>. Acesso em: Abr. 2022.

Summary by Danyelle Moraes Souza da Silva (TEAM member). May 25, 2022

In their article *Integrating Mobile Devices with an English Listening Comprehension Class*, Khanitta Duangin, Champoon Sam-arng and Euangporn Paopukha (2020) present research held with 21 technical students majoring in Printing at Minburi Technical College. In this article, the authors point out how mobile devices can be useful for listening comprehension improvement.

The authors present the advantages of using technology devices. They emphasize that such devices are good due to their flexibility, portability, and accessibility. They also can increase students' motivation.

The aim of the research reported in the article was to investigate the students' attitude toward the use of mobile devices inside and outside the classroom and the way mobile devices could help such students to improve their listening comprehension skills.

The process of data collection consisted in administering a pre-listening test before the students started the English course, and a post-listening test and a questionnaire at the end of the course; also, four participants were selected for a semi-structured interview. The results of the pre- and post-listening tests were compared in order to identify if there was improvement in the students' listening comprehension skills. In addition, during the entire course, the



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researchers taught lessons that motivated the students to use mobile devices inside and outside the classroom.



The results of the pre- and post-listening tests presented a significant difference in the students' listening comprehension skills. The findings suggested that mobile devices enabled students to improve such skills. Furthermore, the results from the questionnaire and verbal reports indicated that students had a positive attitude toward practicing

English listening by means of guided use of applications and websites on their mobile devices because they had the opportunity to practice listening in their own time and in any place.

