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EXTRANJEROS MENCIÓN INGLÉS**

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Implementing Technological Strategies to Improve Listening Skills for Young-Adult
Students in the “Alfonso Herrera” Higher Technological Institute

LINE OF RESEARCH

Technology as a didactic tool for teaching - learning English as a foreign language.

Research proposal as a requirement to begin graduation work.

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Thesis director certification

I have accepted to participate as thesis Director, witness and co-responsible for the development of this research work **“IMPLEMENTING TECHNOLOGICAL STRATEGIES TO IMPROVE LISTENING SKILLS FOR YOUNG-ADULT STUDENTS IN THE “ALFONSO HERRERA” HIGHER TECHNOLOGICAL INSTITUTE”** which was carried out by Daniela Paulina Chalapú Puentestar, prior to obtaining the master’s degree at Master in Pedagogy of National and Foreign Languages: English Mention. I certify that it meets sufficient requirements and merits to be publicly presented and evaluated by the Thesis Committee.

It is all what I can certify in honor of the truth.

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The General Objective of this Thesis was: To identify difficulties in listening comprehension in order to design and implement technological strategies to improve this skill during the learning process in students of A1 English level, from the “Alfonso Herrera” Higher Technological Institute, located in El Angel city, Carchi province.

Among the Specific Objectives were: To conduct an online test to identify difficulties in listening comprehension, to design and implement technological strategies in the listening skill to help the teachers with innovative material, to evaluate the results after applying the technological strategies.

Director

Author

Dedication

I firmly say that my greatest treasure in life is my family. Thus, I highly dedicate the present work to my beloved parents, to my father, my strength and my inspiration in every step I take and to my mother, the angel who motivates me with her unconditional love. To my young brothers Adrián and Richard who see me as their role model, I hope my achievements motivate them to go behind their dreams.

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Abstract

Listening is a fundamental receptive skill due to the fact it helps to understand the purpose of a conversation. For this reason, it becomes an important piece in communication which facilitates the English learning process. The aims of this investigation focused on studying how the implementation of Technological Strategies Improve the Listening Skills of Young-Adult Students in the A1 English level in the “Alfonso Herrera” Higher Technological Institute. This research was carried out through a mixed approach to provide a more comprehensive analysis of the results. The data were collected through the use of three instruments, an online test and a survey for the students which gives a quantitative result and the interview for the teacher to analyze the qualitative viewpoint, both about their listening level and the importance of the technological strategies implementation. The findings of this research showed that the participants faced listening problems and there was a notable openness to implementation. Consequently, the academic proposal was designed with lesson plans and activities focused on the use of strategies. It consisted of applying nine strategies such as listening for gist, listening for details, predicting content, dictogloss, inferring meaning, summarizing, filling in the gaps, answering information questions and taking notes with the help of some digital tools like educaplay, lyricstraining, vocaroo and others. Finally, the implementation results were positive, most of them showed their listening comprehension improvement.

Keywords: listening skill, listening strategies, digital tools, moodle platform, online resources, implementation

Resumen

Escuchar es una habilidad receptiva fundamental debido a que ayuda a comprender el propósito de una conversación. Por esta razón, se convierte en una pieza importante en la comunicación que facilita el proceso de aprendizaje del inglés. Los objetivos de esta investigación se centraron en estudiar cómo la implementación de Estrategias Tecnológicas Mejoran la Capacidad Auditiva de Estudiantes Jóvenes-Adultos en el nivel de inglés A1 en el Instituto Tecnológico Superior “Alfonso Herrera”. Esta investigación se llevó a cabo a través de un enfoque mixto para proporcionar un análisis más completo de los resultados. Los datos fueron recolectados mediante el uso de tres instrumentos, una prueba en línea y una encuesta a los estudiantes que da un resultado cuantitativo y la entrevista al docente para analizar el punto de vista cualitativo, tanto sobre su nivel de escucha como sobre la importancia de la implementación de estrategias tecnológicas. Los hallazgos de esta investigación mostraron que los participantes enfrentaron problemas de escucha y hubo una notable apertura a la implementación. En consecuencia, la propuesta académica se diseñó con planes de lecciones y actividades enfocadas en el uso de estrategias. Esto consistió en aplicar nueve estrategias como escuchar lo esencial, escuchar detalles, predecir contenido, dictado, inferir significado, resumir, llenar espacios vacíos, responder preguntas de información y tomar notas con la ayuda de algunas herramientas digitales como educaplay, lyricstraining, vocaroo. y otros. Finalmente, los resultados de la implementación fueron positivos, la mayoría mostró una mejora en la comprensión auditiva.

Palabras clave: habilidad de escucha, estrategias de escucha, herramientas digitales, plataforma moodle, recursos en línea, implementación

CHAPTER I

THE PROBLEM

1.1 Introduction

The conception of the English language as the international lingua franca is debatable around the world and the English learning in Higher Education is a constant worry (Coleman, 2016). The Academic regime of higher education SENESCYT, article 80 (2019) determines that the learning of a second language is a requirement for graduation in third level majors for which it is necessary to take into account the performance descriptors set by the Common European Framework for languages as reference. In Ecuador, it is required that the students who are in the current higher education present the approval of the second language proficiency (A2 or B1 levels).

Through time, the teaching and learning process has been developing with advancements in educational technologies. Subsequently, through this main reason, the present study has been oriented to some approaches like the theory of connectivism, which asks the students to adapt their learning to the use of new technological trends and the E-learning model which has generated a big impact as well. This promotes educational innovations linked to technological strategies that help in the development of the listening skill.

Additionally, this document outlines in a structured way the following chapters.

The first chapter describes the problem that is focused on listening comprehension difficulties in young-adult students. In addition, it gives a general view of the research stating information about the research questions, justification, significance and general and specific objectives.

In the same way, the second chapter is supported by the theoretical framework which involves contemporary teaching methodologies that implement innovation and the use of technology in the teaching learning process.

The third chapter focuses on the methodology process, making reference to the research methods, techniques and tools used to get a more comprehensive analysis of the listening comprehension difficulties. There is also information about the population, sampling and some ethical considerations that need to be set.

Next, the fourth chapter presents the findings of the study which represents the listening difficulties and also defines the technological strategies. The data collection is represented in a visual way through statistics and graphic organizers and through a narrative explanation.

The fifth chapter displays the proposal focused on the implementation of the technological strategies in the Moodle platform, which is designed in the following way: topic, objectives, importance, justification and mainly activities to be implemented.

Finally, the conclusions and recommendations are presented in the sixth chapter after the whole study.

1.2. Problem description

Through an analysis made with Chinese EFL college students by Xiuchuan Lu (2019) it was found that the ones with lower English proficiency levels have problems understanding the listening input and based on their reflection, it is taken that the most difficult skill in the English language is listening. Additionally, this study indicated that speech rate is the most relevant root for having this listening difficulty taken from the 10 most important. These difficulties are presented in the following table.

Table 1.

Listening problems

SOURCES OF LISTENING PROBLEMS		%
1	Speaking rate	100
2	Distraction	95
3	Word recognition inability	90
4	New vocabulary	85
5	Missing subsequent input	80
6	Nervousness	70
7	Sentence complexity	60
8	Background knowledge	55
9	Anxiety and frustration	45
10	Unfamiliar pronunciation	40

Source: <https://academic.oup.com/view-large/10649576>

According to Asmawati (2017), the findings from his study indicated that listening is considered the most arduous skill for the students due to it requires more effort on concentration and attention to understand. This research concluded that starting from the diverse problems encountered, it presents three main areas: listening material, physical setting and listener factors.

For the learning process of a second language, developing the listening skill is essential but Chinese students face many difficulties and according to the study, listening difficulties come from some factors. For example, the ones from the individual listeners: background knowledge, memory, interest, motivation. The nature of the input part: length of passage, syntactic complexity, speech rate, vocabulary, discourse, noise level, accent, amount of redundancy. Finally, the nature in the assessment part: clarity of instructions, amount of context provided, availability of question preview, response format, etc. (Abidin, 2013).

For Saraswaty (2018), “EFL learners have serious problems in English listening comprehension due to the fact that universities pay more attention to English grammar, reading and vocabulary” (p. 139). The difficulties toward listening comprehension start here when the

students are not exposed to its practice. Furthermore, he establishes that students face problems because they cannot understand what an audio says caused by the speed of speech and this is seen when they have to work on listening activities.

When students have a text, they have static written information which can be read at a desired speed and as many times as the reader wants. This does not happen with a spoken text like an audio or video. It could certainly be repeated but without control of the speed. Of course, in a conversation the speaker can repeat to the listener what is being said, but the same is not true of a radio message or lecture. Listening is more difficult to understand than reading and it is because of the speed and repetition (Harmer, 1991).

Listening comprehension is a complex process and it depends on some factors. For example, Goh (2000) focuses his research on the problems of second language listeners seen during the phases of perception, through a cognitive perspective of comprehension. The students present problems with word recognition and attention failure.

As a result of the previous studies, speech rate is considered the main difficulty and since it is fast, it is common to find problems with word recognition. Consequently, it is also understandable to get distracted and at the end fail in the listening process. This can be seen in the students from the English A1 level in the “Alfonso Herrera” Higher Technological Institute.

According to the Common European Framework of Reference for Languages, Council (2001), table 2 describes the language ability in the global scale of basic users. There are descriptions for the proficient, independent and basic users from A1 to C2 levels. In the case of this study, it works with the A1 level, which focuses on understanding basic content that responds to specific needs. The Council of Europe provides the characteristics that teachers need to take into account when they evaluate the English level of the students.

Table 2.

CEFR Global Scale - A1 level

USER	LEVEL	DESCRIPTION
		Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
BASIC USER	A1	Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: www.coe.int

1.3. Research Question

- What are the main difficulties in listening comprehension for A1 learners?
- ¿Which strategies should be used in listening activities for A1 learners?

1.4. Justification

The main problem of the lack of development of listening skills in the English area is due to the fact that teachers do not have innovative techniques and methodologies that contribute to meaningful learning, and above all that gleam the interest and motivation of the student to learn to listen, since this is not a purely innate ability but must be developed with the inclusion of specific methods and techniques, which are not currently available at the "Alfonso Herrera" Technological Institute.

This is, of course, a problem that must be addressed, to define the type of innovative strategy to improve listening skills. This problem is currently being addressed by the teacher by including some type of didactic or pedagogical aids to promote listening skills, such as listening to songs, their continuous repetition and filling in blanks to complete the song textually. “Those resources used to seek the articulation of technological resources with the expertise of the teachers and the needs that are identified in the subjects in accordance with the teaching process of the contents” (Pérez, 2017, p. 75).

This research is essential because it starts analyzing the difficulties that students have in the listening skill from the points of view of students and teachers. Consequently, these results help to design the technological strategies needed to improve this receptive skill. Once they are determined, they are implemented in their virtual platform. The author accompanies observing the process in some classes and the effectiveness is evaluated at the end. As a result, this research has the purpose to give to the students the chance to develop listening skills.

Apart from improving the English listening skills through the use of new innovations, it is very significant to say that listening should be acquired first due to the fact that it transfers the understanding to the other skills and it has to be considered as a prerequisite to develop the acquisition of a new language (Cheung, 2010). According to Espinosa (2015), in Ecuador, English is a second language used in the Higher Education Institutions like universities where the students need to take some assessments in order to determine the skills and the English knowledge that students have developed during the teaching-learning process. Therefore, the students need to start acquiring the language by getting over the listening difficulties. Renukadevi (2014) says that listening raises awareness of the language and this receptive skill is developed first in human beings. It is the concrete basis for complete language proficiency.

1.5. Significance

The research is based on finding the difficulties of the listening skill that students encountered at the moment of learning a second language. Consequently, according to the results of interviews and tests applied to students and teachers, the technological strategies focused on ICT tools are designed in order to give a general contribution for the society. This means teachers and students from the Institute and people interested in the topic in general. In this case, it is done in a rural area where the main beneficiaries are in the A1 English level from the “Alfonso Herrera” Higher Technological Institute located in El Angel city, Carchi province.

1.6. Objectives

1.6.1. General objective

To identify difficulties in listening comprehension in order to design and implement technological strategies to improve this skill during the learning process in students of A1 English level, from the “Alfonso Herrera” Higher Technological Institute, located in El Angel city, Carchi province.

1.6.2. Specific objectives

- To conduct an online test to identify difficulties in listening comprehension.
- To design and implement technological strategies in the listening skill to help the teachers with innovative material.
- To evaluate the results after applying the technological strategies.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Teaching English as a Foreign language

English is considered as an international language due to the fact that it is used more than other languages. It is second after Chinese, but it is used around the world in daily life. For example, this is also taken as the foreign language that many countries teach in the different levels of education and it is more focused on being able to express ideas than emotions. (Broughton et al, 2002).

2.1.1 English as a Foreign language in young adult students in Ecuador

In agreement to Bravo et al., (2017), in research based on a case study of Ecuadorian college students, depending on the level of motivation, the students can work on autonomous language learning activities where technology is one of the elements that they are more stimulated by. Consequently, motivation and autonomy are some factors that improve the learning of a language, they create a periodic interaction in the EFL learning process and the technological devices which teachers can use to encourage this process. Findings of this study show that the most frequent activities that help students learning a language are the ones based on technology. For example, websites and interactive resources (chat rooms, wikis, blogs, songs) can be activities for out of the class.

2.2. Approaches to teach English

2.2.1 Connectivist Learning Theory

Siemens (2004) created the connectivism theory. Its concept explains that knowledge and information are not only found in human beings. For example: computers, electronic devices, machines and others. This theory opens the new age of information through the use of electronic networks. It has facilitated the learning process due to the organized content which

is available for all and the students need to adapt their learning through technology. Nowadays, the connection between people and technology is surprising, and it has generated amazing innovation.

For decades, educators have explored how useful the internet and technological tools could be in education and it was in 2004, when a new learning theory was presented to support the importance of many social network services. It refers to connectivism, which defends the positive impact on education due to the fact that it opens the doors for online learning through networked environments. Since that time, various articles have discussed and explored the application of connectivism in education (Siemens and Conole, 2011). This study intends to work using technology and internet on the teaching and learning process.

2.2.2 Electronic Learning (e-Learning)

In the last decades, the Education has evolved and it is seen in the use of e-Learning nowadays. According to Ganduxè (2018), the word e-Learning comes from the term electronic learning and it refers to the online process of teaching and learning through the use of internet, which is the access channel to any online training in the world and technology. E-learning provides the benefit of eliminating the physical and temporal barriers so the space and time are not a problem and also, it offers the lifelong learning which will be adapted to the needs of students. Consequently, it can be called the training modality that pretends to give personalization and flexibility in the learning process.

E-Learning can be developed in different contexts like online learning, distance learning, and networked learning. This can be seen as a tool for changing the traditional learning environment in higher education. It can be transformed by the implementation of learning technologies which give innovation to Education. There is the opportunity to change the higher education traditional models and the way how people access to knowledge through the use of internet which is considered as a technological development that empowers the delivery of e-Learning

initiatives related to course materials and resources that create expectations in higher education institutions. (Singh et al., 2005).

2.3. English language Skills

Language teaching consists of the use of the four main skills: listening, reading, writing and speaking. These language abilities are classified as receptive and productive ones. The receptive ones consist of the use of listening and reading where the students are able to analyze the input that can be seen or heard, and obviously, they have a different process to be acquired. Secondly, the productive skills are writing and speaking where the acquisition process is aimed at producing the language input (Al-Jawi, 2010).

2.3.1 Listening Skill

The listening skill is one of the four skills that a person needs to develop learning in a foreign language. For Saricoban (1999), listening is the ability to comprehend the message that comes from the person who is also involved in the conversation. This implies comprehension of accent, pronunciation, grammar and vocabulary. In other words, being able to understand the message. Based on Myhill (2005) the process of listening is not mechanical or done by transmission, it is not a magic tool to get the message without effort but it is an important receptive skill to help students understand the purpose of the conversation. It is a great responsibility for teachers and students who are involved in the process to work hard for its good development.

Listening is considered an active learning process. Waks (2015) states that, “Listening allows the teacher to enter into the active learning of children and forms the basis for understanding how children learn and how classroom projects evolve” (p. 53). Children start learning actively, since they get their understanding through listening which is a repetitive process in progress and according to the author, it starts from observation, documentation, and interpretation. For example, children start to communicate just copying what others do, which

is the observation part, then they go to school and learn with a guide and finally they are conscious of the process and they take action.

Also, Waks (2015), states that “Listening is an activity that obviously goes beyond mere hearing” (p. 107). Clearly it is understandable the difference between listening and hearing because the difference is based on learning. While hearing lets you be conscious of the noise, listening requires concentration, so you comprehend the meaning of every word or sentence you are hearing. Richards (1983) refers to listening as an active process in which there are eight levels of comprehension (p.101):

- “1. The hearer processes what can be called “raw speech” and holds an “image” of it in short term memory.
2. The hearer determines the type of speech event that is being processed.
3. The hearer infers the objectives of the speaker through consideration of the type of speech event, the context, and content.
4. The hearer recalls background information relevant to the particular context and subject matter.
5. The hearer assigns a literal meaning to the utterance.
6. The hearer assigns an intended meaning to the utterance.
7. The hearer determines whether information should be retained in short-term or long-term memory.
8. The hearer deletes the form in which the message was originally received.”

It is similar to Palmer (2014), who maintains “There is a difference between listening and listening for” (p. 56). The listening process is when you pay attention to the words and sentences of the speaker. Furthermore, the activity of listening is the way the listener connects

actively, and is involved in the process of understanding listening, so the person becomes conscious of this process.

2.3.1.1 Listening Importance

Listening is an important skill which is playing a very important role for acquiring a second language. Brown (2017) says that in the past, the teaching of a second language was focused on developing the spoken comprehension so the listening part is also important because through receptive skills there can be space for the productive skills.

To acquire a new language, a person has to work with the skills that are necessary to achieve learning. From the four skills, listening contributes more to this acquisition process. According to Renukadevi (2014), “Every study conducted regarding the language skills acquisition has proved that when we communicate, we gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing” (p. 60). The percentage of the listening skill is important to give validity to this research. It is essential for improving comprehension and language acquisition.

According to the authors Gilakjani and Sabouri (2016), nowadays we see the importance of getting an English proficiency certification and the difficulties for getting it. Teachers sometimes pay more attention to other abilities and listening is not the most important, so sometimes less time form its development is dedicate to it in classes. Listening is a receptive skill which requires a lot of effort, because it is developed first and has to be achieved for getting new information.

Also, as a final product, the input is very useful for the students at the moment they want to continue developing their productive skills. Teachers have to distribute well the academic hours they have for building the knowledge of the students, and guide them to acquire a second

language giving equal importance to integrated skills. It plays an important role, so the time exposure that students have in listening is crucial.

2.3.1.2 Listening Process

Listening comprehension is involved in two different processes. The first is the top-down process, applied when students use their prior knowledge to understand what they hear. It refers to the previous information they have in their long-term memory known as schema. Second, the bottom-up process is when students use the linguistic knowledge to comprehend the message and they start connecting the speech. Listening comprehension implies that students use both linguistic knowledge and prior knowledge. Also, the purpose for listening is very important. For example, the top-down processing is present when they listen for gist, when it is for specific information, students use the bottom-up processing to understand details (Vandergrift, 2002).

By the late 1960s, three stages were followed to practice listening in order to cope with any situation. The first was the pre-listening stage to pre-teach critical words in a short time providing a real-life context and looking for a way to create motivation. Second, the while listening stage presents the extensive and the intensive listening. The first was based on general comprehension and the second one was based on details. For this, it is very important to pre-set questions to use listening skills and not just memory. To finish with the process, the Post-listening stage is the content analysis done to clarify and to extend the vocabulary in the text. For example, when the teacher identifies functions such as inviting, refusing, suggesting, apologizing or inferring the meaning of new vocabulary from the context (Field, 2002).

2.3.1.3 Listening Strategies

Listening is a complex skill to develop due to it implies applying different strategies, students can comprehend better what they hear when they activate their previous knowledge

and when they have a purpose, they can understand more effectively. They must be trained with different types of listening. For example, listening for main ideas to get the general message of what is being said, listening for details to get specific information and listening and making inferences to understand what exactly the message means, These strategies help students to know which one to use to listen better and develop a sense of why they listen (Brown, 2006).

Strategies for listening comprehension can be divided in two groups say O'Malley, Chamot and Kupper (1989). The first are cognitive strategies that make reference to the aural information of practicing the bottom-up and top-down processes in exercises such as translation, inferencing and elaboration. Also, the others which are the metacognitive strategies, which make reference to processes designed for learners to reflect about their thinking.

For Serri, Boroujeni and Hesabi (2012), students are using metacognitive strategies when they are conscious of their learning process and when they are listening and checking their own learning. For example, the pre-task activities. On the contrary, the cognitive strategies are the ones you use to direct the knowledge and analyze the way to do the tasks in order to understand and learn. For example, when inferring the word meaning by context. Lastly, the social/affective strategies focus on collaboration, when the students learn through the class interaction.

Brittain, Glowacki, Van Ittersum and Johnson (2006) argue that podcasting comes from the combination of two words: iPod and broadcasting. Consequently, this technological tool is a multimedia file which normally has video and audio and the duration depends on the topic you choose but it tends to be long. It also can include text as subtitles and notes. For downloading the podcast, you need to subscribe and enjoy the content updates.

For Harmer (1991), “teachers can download podcasts from a range of sources or they can listen to English broadcasts online, either as they happen or as listen again events on websites such as www.bbc.co.uk/radio” (p. 303). The teachers are responsible for selecting the appropriate material according to the relevance on vocabulary and it depends on the English level. This has to be effective for developing the listening skill.

Based on Kazazoğlu (2013), dictation is a technique which can be used for two purposes: language assessment and language teaching. It is a paragraph which can be read loudly with pauses to learners, while the students try to write down what they hear in the most accurate way. Also, dictation is conceptualized as a technique used for giving to the students some aural input, who in turn try to keep this information in their short-term memory and then write what was heard. The writing product depends on how developed the listening skill is (Marzban and Abdollahi, 2013).

Nowadays, digital storytelling has caused a great impact on education because it is considered as a powerful instructional tool, very helpful for teachers and students. Its definition is centered on the combination of the skill of telling stories with the use of digital multimedia such as audio, video and images. The digital stories present a mixture of digital recorded audio narration, text, video and sound effects to present information on a specific theme. The duration of the stories is normally short, it lasts between 2 and 10 minutes. The topics used come from a variety of uses like personal tales, recounting of past events, or as a way to teach a particular topic and literally, everything in between.

Hamdy, (2017) presented a study about the effect of using the strategy digital storytelling on the listening comprehension. The research revealed that the group which was tested had better post-test scores than the group with no treatment. Consequently, this digital storytelling strategy had a positive result and should be taken into account by the teachers to be implemented in the classroom. Furthermore, it would be a great help for educators due to the

teaching and learning process must be fun and it engages the students, attract their attention and entertain them. Above all, it lets the four skills integration and the use of technology which build up the students learning of English in the modern era.

2.4 Technological Strategies

Technological strategies are helpful to develop the listening skill and the use of ICT lets students learn in a new way and lets teachers innovate their English classes. Furthermore, this research is focused on analyzing the best sources and applying them to see results. In regard to Amir and Kang (2018), “Using ICT tools makes the task of learning and teaching listening comprehension and developing competency in foreign language listening easier as these tools can be used in as well as out of the classroom” (p. 59).

When teachers and learners work with tools based on technology, they can work better the content through relevant activities that develop the language skills in a different way, have access to specific materials and foster their motivation and engagement (Zanón, Monje and Romero, 2011). This research work intends to work with innovative tools, created in order to find specific useful strategies focused on listening due to the fact that it is the skill which has to be improved by the students, and taken into account seriously by the teachers, using them according to the educational needs.

2.4.1 ICT Tools

Technological advances are part of this new era and information and communication technologies (ICTs) represent a new learning environment. Over the last decade, web 2.0 applications have opened virtual spaces where teachers and students can interact in a more dynamic way. Also, the transmission of new knowledge has been innovated by the emergence of ICTs and it offers unlimited information sources and technological tools. Consequently, they

have transformed traditional teaching and the technological strategies implementation intends to offer this teaching and learning environment (Sánchez, Añorve and Alarcón, 2017).

Martin Dougiamas developed a tool to generate a dynamic learning environment for students and teachers. It is Moodle, an Open Source Course Management System (CMS) which has been programmed in PHP and it has a free distribution. This is officially open in this website: <http://moodle.org/>. It has been of great help for institutions which manage online learning communities. It facilitates the design of online learning activities and the whole content organization, you can use it, since the time you installed on your computer or simply you can work from a website or any other server (Huang, Wang, Wu Wang, 2013).




2.4.1.1 Digital Tools

For Araújo and Marques (2018), educaplay is a platform which offers very interesting educational resources that enables the creation of interactive exercises and short games that let the students play and learn. The teacher is in charge of assigning the task to the student or group of students and introducing the content of the exercise and. This tool lets the teachers create gamified activities which are more attractive and available for the students. To know in detail each of the types of activities available, as well as examples, there is access in <https://www.educaplay.com/en/activities.php>. Several types of activities or games are available but the just the most relevant ones are described in table 3 due to they relate to improving listening skill through its development.

Table 3.

Description of activities possible to create through Educaplay.

TYPE OF ACTIVITY	DESCRIPTION
1	<div data-bbox="375 1803 558 1982" data-label="Image"> </div> <p data-bbox="558 1803 1323 2029">Fill in the Blanks In this activity, a sentence appears with blank spaces to fill in with available words</p>

2	 <p>Dictation</p>	<p>Dictation</p> <p>In this activity, the transcription of a text that was narrated by the teacher is requested, which is validated at the end.</p>
3	 <p>Quiz</p>	<p>Quiz</p> <p>This activity allows to create a list of questions that can be answered in writing or by selecting one or several options.</p>
4	 <p>Videoquiz</p>	<p>Video quiz</p> <p>Through this activity, users can integrate questions in videos that are available online.</p>

Source: <https://www.educaplay.com/types-of-activities/>

Mentimeter is a free digital tool and it is also used as an app for mobile devices. It allows to create questions from different types and it is easy to adapt to any type of content. The link to access to this tool is <https://www.mentimeter.com/>. Teachers design the type of questions and once the activity is ready to be applied, a code is generated and that is what the students need to enter on the web page and solve the questions. This tool works with audio and video so it is perfect to design listening activities. A presentation is created that shows the results in real time in the screen projected in class, and can be hidden until everyone has answered. In addition, students can enter their email if they want to receive the results. (López et al., 2018).

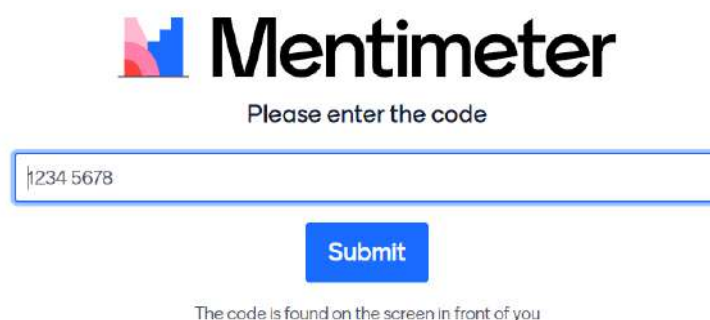


Figure 1. Digital tool -mentimeter (<https://www.menti.com/>)

According to a didactic investigation on the use of the technological teaching resource “vocaroo” in an Ecuadorian group of students, it was confirmed the validity of this tool due to the effectiveness in the meaningful language teaching and learning processes. Vocaroo is a computer application that allows to record the voice and save it in mp3 files. Files can be heard clearly recorded voice and they have a reduced size which facilitates its sending or downloading. This tool is very useful at the moment of teaching a new language especially at the moment of developing listening and oral skills (Urgilés, 2017).



Figure 2. Digital tool – Vocaroo (<https://vocaroo.com/>)

LyricsTraining is a language learning website that uses popular songs through YouTube music videos. This tool helps the students to learn new vocabulary, expressions and reinforce grammar concepts through continuous exercises about writing the missing words. Here, the students practice language skills in a fun way so they can keep motivated during the development of the activities. This website offers the design of the activity in 6 languages (Spanish, English, Italian, German, French and Dutch) and the videos are organized in three levels of difficulty so they are easy to use according to the English level that the students have (Mills, 2010).



Figure 3. Digital tool – Lyrics Training (<https://es.lyricstraining.com/>)

2.5 Listening activities

Listening activities follow a process where the students need to be prepared and know what to do before, while and after listening. First, the students look at questions and the information provided to have an idea about the topic, then, they have to relax and feel comfortable to pay attention to the listening activity and while they listen, they feel well because it is not necessary to understand everything. The students can get the meaning from context or they can use their general knowledge. To finish, they have to understand specific details and main points. If they have the possibility, they can listen again to confirm the information (Field, 1998).

Kumar (2021) presents a study aimed to research about the three stages of a listening activity. The pre, while- and post-listening activities impact on the teaching of listening skills of a language since it has become one of the most difficult tasks for any language teacher and show the results in the following table 4.

Table 4.

Pre, While and Post listening activities

LISTENING STAGES

The pre-listening	The while-listening	The post-listening
activities are done before listening to the material in order to be prepared about the content. This first stage has different purposes like giving information about the topic, it can be done through a debate or questions based on it. In addition, it focuses on the background knowledge which includes the explanation of vocabulary and the meaning recognition of certain difficult keywords.	The activity is the second stage to follow during the listening activity and its importance lies in promoting a better comprehension of the passage. For that reason, the teacher needs to prepare a well-designed lesson to listen for key points where it is easy to evaluate the understanding or non-understanding. The teacher can also ask the students for making notes at the moment that they are listening and reading the questions in advance.	activity is the final stage which let the students examine their comprehension after completing the lesson. Consequently, the teachers need to design activities based on the reflection of the passage like questions based on the topic to open a discussion or as homework reinforcement.

Source: The author

According Karimi et al., (2019), there was analysis made with some Iranian elementary EFL learners about their listening comprehension and it was revealed that there are two pre-listening activities that cause a great impact on the improvement of listening skill. They are the bottom-up and top-down processes. Consequently, both types caused just about the same effect so vocabulary instruction and the support with related content enhance the listening performance.

Based on the schema theory, listening needs to be treated as the reading process where the comprehension is guided through a compatibility analysis between the new input and the prior

knowledge. In the listening process, it is important to activate first the content schema in the students in order to use their background knowledge. Hence, the listening activities need to be designed with this purpose, analyzing the level of the previous knowledge that learners have before applying the listening material. Following this process, the teachers must create activities which raise this basic content schema up to get the level needed and the students can make this connection and have the ability to comprehend better the topic (Lingzhu, 2003).

To continue with the explanation, Lingzhu (2003), says that the top-down processing is very important for listening comprehension and proposes some pre-listening activities in order to see what is already known and to build the necessary background about a topic. This process should not last longer than the actual listening activity and it should not be too demanding. There are several activities that can be used as the following in the table 5.

Table 5.

Pre – listening activities.

ACTIVITIES TO ACTIVATE THE PRIOR KNOWLEDGE OF STUDENTS		
1	Word association tasks	Write down words and phrases related to the topic (semantic webbing method).
2	Questioning	Give questions before listening to the target text (well-arranged order).
3	List making	Make a list of possibilities writing down ideas or suggestions about the topic.
4	Looking at pictures	Read the picture and write or talk about it.

Source: The author

2.5.1 Ways to improve Listening

For Green (2013), it is not feasible to control the speed level of listening; however, it is admissible to control the attention level. It can vary according to the input and the type of listening like people may listen selectively, listen for gist, listen in depth, paying attention to

every detail or listen for specific parts of information. It is very important to be clear the goal of listening because there the listener can choose a type of listening.

Problems on listening comprehension are evidenced in the students and the role of teachers is helping students to solve it. According to Hasan (2000), there are many factors that teachers and students can follow with the purpose of improving their listening skill. Many techniques which are useful for students to solve listening comprehension problems, for example, the aural input and the visual or written support, are needed because in this way the activity will be achieved with better results. The affective filters that students have are another solution where the teachers can work on, due to the fact that they can make the learning process easier or more difficult.

For the authors Flowerdew & Miller (2005), the listening skill development and its comprehension presents a big influence when someone talks about motivation. The affective filters are very important because it parts from the mood of the students, seeing how important is their decision in the listening process because when it is facilitated, the listening process is successful. It is adaptable to any skill development because it promotes a sense of confidence and a safe environment which make the students feel comfortable so boredom, disinterest or anxiety do not have a place in their learning.

To conclude, listening presents many difficulties when students want to comprehend the material, they listen and sometimes they get blocked or frustrated and it is because of the reasons which were explained. Everything requires effort, it is the labor of the teacher who leads the learning process, being a responsible and concerned person and the one who looks for new ways to teach better. Also, someone who is always up-to-date in order to be informed of all the strategies that can be applied for improving this receptive skill which needs to be done with technique.

Listening skills can be improved by practice and it is recommendable that the ones who are interested in achieving it, be surrounded by any spoken tool they can use and the teacher uses the ICT tools for developing this important skill and working on the affective filters through the use of technology, which is essential at the moment of learning a second language.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research approach

This research methodology is based on the mixed approach because it will provide a more comprehensive analysis and a depth of understanding the difficulties that students face when they work on listening comprehension. For Wisdom and Creswell (2013), “The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis” (p. 1). The quantitative viewpoint is important in this research because it will help to get the data collection from students and the qualitative viewpoint will help to understand in depth the reasons for these difficulties according to teachers.

Three differences are set between the quantitative and the qualitative research. According to Lawrence (2014), timing is different. In the quantitative research, the variables are seen during the planning stage and in the qualitative research, the variables are seen in the data collection phase. In the quantitative study, the numerical information represents abstract ideas and in the qualitative study, the information is through written or spoken concepts, physical objects, or visual images. The last difference focuses on concepts and data. In quantitative research, concepts are used for collecting and analyzing the data and in qualitative research, concepts are used to give new ideas. It fits this research because the purpose is assessing students and teachers and there is the need of numerical, written and spoken information for evaluating the use of technological strategies.

3.2. Research Method/ design

Johnson (2001) mentions that non experimental quantitative research determines that the variables can not be manipulated and it is important because it uses a classification system of

method, which is descriptive and allows communicating effectively. This research is non experimental and this approach is first applied through a descriptive method, it is used to examine methodically and in detail to encounter the solution about the variables focused on the difficulties that students have.

The research design has three stages. The first is based on the assessment part. It works with the qualitative and quantitative methods in order to analyze deeply the listening difficulties. Consequently, an online test and a survey are designed for students and an online interview is applied to teachers, with the purpose of taking into consideration the opinion of teachers and students about the listening problems and how important the implementation of technological strategies is to improve the listening skill focused on the needs of students.

Then, the second stage is focused on the research about the listening strategies and the ICT tools, the academic proposal design with technological strategies and its implementation in the English classes. In the third stage, the author of this project evaluates the listening skill with the results from the activities designed in the platform. Finally, there will be the tabulation of these results and the respective conclusions and recommendations of the research work.

3.3. Population and sample

The sample is focused on students and the teacher in charge of the level. There are 16 students who study English in the first A1 level aged from 18 to 30 years from the “Alfonso Herrera” Higher Technological Institute. They are the population who answer the research instruments. There is no sampling because the author of this project works with the whole universe.

The online survey is conducted during 15 minutes and the students answer during class-time agreed with them and with the authorities of the Institute. The author of this project applied the

online survey based on designed close ended questions. These instruments are not piloted because of the small number of participants.

After this, the students answer the online test for other 15 minutes. They answer during class-time a test predesigned in three tasks. These questions are objective to see the English listening level that students have based on some strategies like listening for gist, listening for details and making notes. This instrument is taken from an international webpage that offers these practice level tests. (Euroexam, 2017).

The online interview is designed with open/closed ended questions and it is conducted during 15 minutes with the A1 level teacher. The teacher answers during class-time and also, it is agreed with the teacher and with the authorities of the Institute.

Once the implementation of the technological strategies is applied in classes, there is the analysis from the results of the activities designed in the platform for the A1 level students.

3.4. Instruments/ techniques

The online test, the online survey and the online interview are the three specific research instruments conducted in this research work. They were applied in order to identify difficulties in listening comprehension, design and implement technological strategies to improve this skill during the learning process in students of A1 English level. The instruments were designed based on possible open/closed ended questions that help to analyze the listening difficulties, use of listening strategies and interest of working with new innovative activities based on the needs of students, designed with different digital tools to improve their listening skill and overcome their listening difficulties. They are observed in continuation:

3.4.1 Online Test

The online test is predesigned for measuring the A1 level in the listening skill. It has three sections where each one presents a task focused on the use of a strategy to develop. This test is

adapted and presented in a digital tool called google forms which facilitates the online version. Therefore, the answers are automatically after the students finish the test, this shows the individual and general results. It is an international exam that has the following characteristics:

- Task One: Short Conversations – *Questions 1-5*

Students listen to two people talking about a family photograph. They will hear six short conversations and match each name with a person in the picture.

- Task Two: Making notes – *Questions 6-10*

Students listen to a woman talking about her new house. There are five questions and they will have one minute to read before taking notes of the answers.

- Task Three: Multiple choice Listening – *Questions 11-15*

Students hear about a family trip to the beach. They will hear the recording and choose the best picture (A, B or C)

3.4.2 Online Survey

The online survey is designed for the A1 level students and it is composed of closed ended questions; the students can answer easily each proposed question by marking the option they consider is real for them. For each of them, a quantitative response must be given, which will take into consideration the opinion in different aspects related to their listening comprehension level skill and the importance of implementing the technological strategies based on their needs in classes. The survey will be applied online in a single day and has the following evaluation criteria:

- Perception of the listening problems: question 1 and 2
- Use of listening strategies in class: questions 3 and 4

- Accessibility to use technological strategies and digital tools for listening: questions 5-7
- Possibility of implementing the academic proposal to improve listening: question 8

3.4.3 Online Interview

The online interview is designed for the teacher in charge of the A1 level students and it is composed of open/closed ended questions, so it is expected that the teacher can answer easily each proposed question. For each of them, a qualitative response must be given, which will take into consideration the opinion of the teacher about the level of the listening skill and how important the implementation of technological strategies is to improve the listening skill. The interview will be applied online in a single day to the teacher and has the following evaluation criteria:

- Perception of the listening problems: question 1
- Use of listening strategies in class: questions 2
- Accessibility to use technological strategies and digital tools for listening: question 3, 4 and 5
- Possibility of implementing the academic proposal to improve listening: question 6

3.5. Ethical considerations

The research takes place at the “Alfonso Herrera” Higher Technological Institute located in El Angel city, Carchi province with the previous consent of the authority through an acceptance letter. Also, it is important to say that the researcher works in this Institution and it is easier to find the real problematic that students face when they develop this skill and it is done with the help of colleagues and students who do not receive classes with the author of this project to avoid bias.

CHAPTER IV

FINDINGS OF THE STUDY

Through this chapter, data was analyzed before starting with the discussion of the main findings either from the collected information provided by the participants, or from similar studies mentioned in the theoretical framework.

The basis of this thesis work was the mixed approach as part of the methodology research. Therefore, three instruments were applied to collect the required data to support the importance of creating a new academic proposal to improve listening comprehension for young-adult students: The online test to identify the difficulties in listening comprehension, the interview for the teacher and the survey for the students. It is necessary to mention the second and third instrument had a connection and the same research purpose. Thus, most of the questions were triangulated to make a contrast. Moreover, a few questions were analyzed separately. The qualitative instrument applied during the development of this research was the interview for the teacher in which 6 open-ended questions were used to find out the point of view of the teacher and opinions regarding the listening strategies and needs of students.

Talking about the quantitative instruments which were present during the data collection was the survey of students and the online test. Eight closed-ended questions were part of this instrument as a tool to know what the students think about the way the listening activities were applied by the teacher in class, if they believed they had to improve this skill and find out if there were listening difficulties in their language acquisition process. On the other hand, the online test was taken by the students in order to find out if there was a real difficulty in listening comprehension. It had 15 questions in which the students had to watch some videos and answer with the correct response.

These three instruments were applied the same day, considering the time was limited because the teacher had to continue covering the content established by the Institute. All the

tools were applied virtually. All the answers from the teacher were recorded and transcribed, as long as the students took the online test and participated on the virtual survey using the app Google Forms.

4.1 Teacher's interview and student's survey

In the following pages, it is possible to visualize and read the analysis of all the results collected through the application of the online test, the teacher's interview and the students' survey. As it was explained at the beginning of this chart, the questions with the same purpose were triangulated to present a contrast. Likewise, before presenting all data, a purpose was established to help the reader understand why those results were analyzed together or alone.

4.1.1 Online test to identify students' difficulties in listening comprehension: Purpose (To find out if there are real difficulties that hinders listening comprehension)

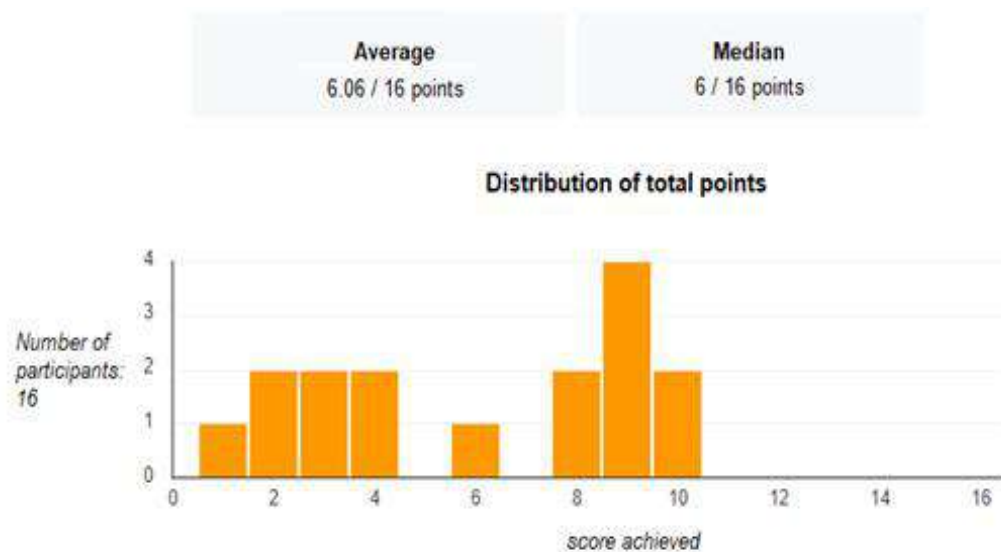


Figure 4. Final results of the online test.
Source: The author

Analysis:

All the participants were part of an online test with different listening exercises and 16 questions for A1 level to identify if the students have difficulties in listening comprehension. The test According to figure 4, the final average was 6.06/16 or in other words through the rule of three 3.78/10. It means that their listening comprehension level was low, and they had

problems with this skill. It is necessary to focus on their necessities in order to overcome these listening difficulties.

4.1.2 Students' survey: Purpose (understand the English language through listening activities)

Students' survey: According to your opinion, how difficult is it for you to understand when your teacher is speaking in English or using audios in English?

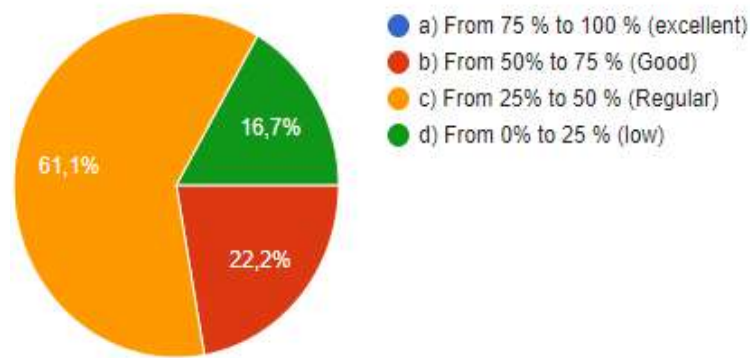


Figure 5. Understand the English language through listening activities.

Source: The author

Analysis:

According to the majority of the participants, they considered it was difficult to understand what their teacher usually speaks or the different audios he was used to using in class. The results showed that most of the students just understood from twenty-five to fifty percent of the listening exercises and the words their teacher used in class. This data is relevant to understand not all the tasks the teacher applied in class were the most appropriate ones. Thus, it is necessary to look for different activities and strategies to help students improve the listening skill.

4.1.3 Students' survey and Teacher's interview: Purpose (To analyze listening problems)

Students' survey: Which listening problems do you think you have when you are practicing this skill?

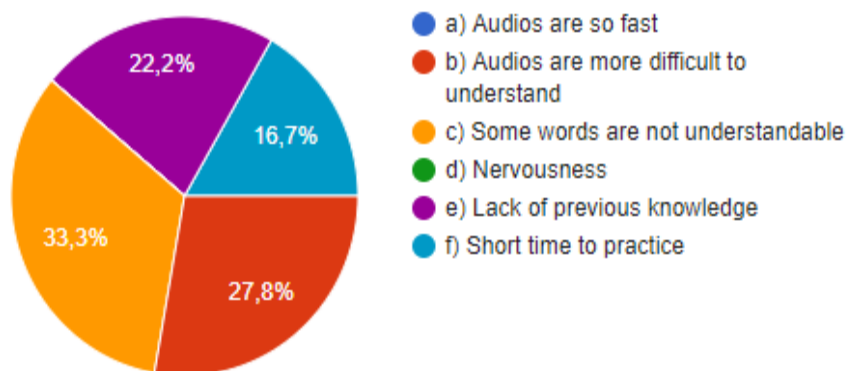


Figure 6. Listening problems.
Source: The author

Teacher’s interview: According to your opinion, which listening problems do you think the students have? How much time a week do you dedicate for participating the listening skill?

Teacher’s response: *“I think the principal problem could be many of them don’t have enough vocabulary. That’s why maybe many students don’t understand when they are listening something. I think that is the principal reason, the principal problem. And in other cases I think that could be they don’t practice to improve their vocabulary. That’s why, when they are in classes, they don’t understand a few listening tracks.*

Now I am with a platform. Listening, I am applying all the records with the students, if it’s possible, trying to solve some problems that they have, but I use to apply or to use listening all the time, in this case, 5 hours a week”.

Analysis:

Based on the students’ and teacher’s results, the learners had real listening problems in class. The third part of the participants believed the words and vocabulary used throughout the listening activities are not easy to understand and stops their improvement. Thus, that created a complicated understanding process. This result is similar to what the teacher said during the interview. He believed students didn’t have a complete vocabulary to understand the audios he used in class.

Likewise, almost thirty percent of the students thought the most relevant listening problem were the challenging audios. Hence, these facts hinder their understanding of the topics taught by the teacher. Nevertheless, these results differ from what the teacher thought about the tracks he used in class. He considered the listening tasks he applied with his students were helpful and the most appropriate ones to overcome their listening difficulties.

Additionally, the teacher mentioned the students didn't practice vocabulary to improve their listening skill and understand the English spoken. Meanwhile, more than the twenty percent of the students stated this improvement was not possible due to the lack of previous knowledge. In both results, it was possible to realize the activities were not enough to practice vocabulary and have a basis to understand the listening exercises.

Finally, almost twenty percent of the participants mentioned there was not enough time to practice listening and that became a problem for them enhance this skill. However, the educator said he used a platform with different recordings 5 hours a week at least. As a consequence, it is possible to say this is a considerable number of hours to practice listening activities, but a reinforcement is essential to complement the platform and tasks applied in class for better results.

4.1.4 Students' survey and teacher's interview: Purpose (To find out the strategies and activities applied to improve listening skill)

Students' survey: Do you think the listening strategies and listening activities your teacher applies in class help you to improve your listening difficulties?

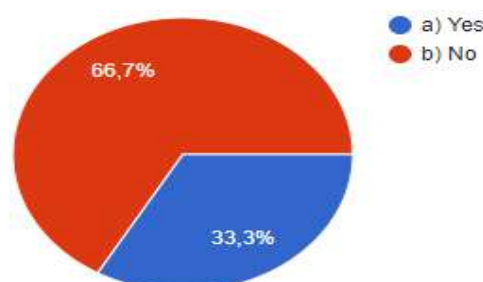


Figure 7. Strategies and activities to improve listening skill.
Source: The author

Teacher’s interview: Do you apply listening strategies with your students to help them understand what they hear? If that is the case, which ones are the most common used in your classes?

Teacher’s response: *“Yes. As I said, one strategy that I use is for example try to explain the words that they don’t know and invite the students to try to understand all the context, all what they are hearing or listening and trying to motivate all the time the students to practice listening out of the hours of English if it’s possible. As I said, explaining the words that they don’t know and, in another case, I said the students they need to record to listen five times these parts of listening. They have to do it, because this is the only way to improve the listening skills”.*

Student’s survey: Can you identify the listening activities your teacher uses?

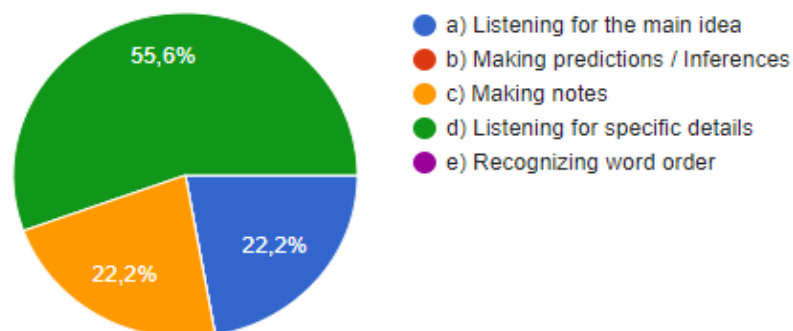


Figure 8. Specific listening activities
Source: The author

Analysis:

On the one hand, the teacher argued that he usually explained the meaning of the new words, asked the learners to record and listen to themselves speaking English. According to him, those strategies and activities were really useful to help students understand the audios. Additionally, he mentioned he always motivated them to keep practicing and improve the listening skill. Nonetheless, the figure three shows that the majority of the students didn’t feel the strategies and activities used by the teacher were helpful to improve this skill. That answer was contradictory to what the teacher thought about his strategy and activities to enhance listening.

On the other hand, regarding specific listening activities, almost the sixth part of the participants mentioned that listening for specific details is what the teacher usually used in class, more than twenty percent expressed they made notes while they listen and the rest said they practiced listening for the main idea. These results fit with what the teacher mentioned during the interview, because he mentioned that he clarifies the meaning of words to help students understand. Thus, it is possible to mention these unknown words were clarified because they tried to listen for details and listen for main ideas.

4.1.5 Teacher’s interview and students’ survey: Purpose (The listening strategies for pre, while and post listening stages applied by the teacher)

Students’ interview: How often does your teacher apply different activities before, during and after you listen to get your comprehension?

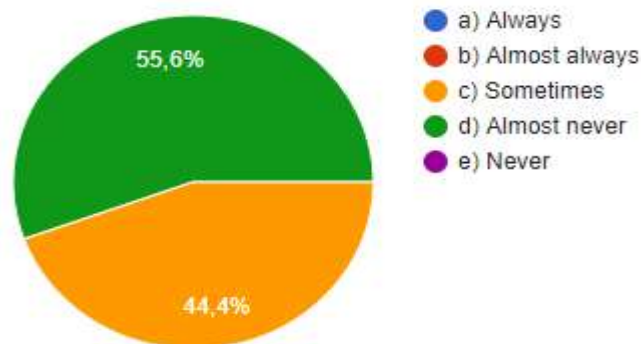


Figure 9. Listening strategies for pre, while and post listening stages.
Source: The author

Teacher’s interview: From the following list of listening strategies, which one do you apply for the pre, while and post listening stages? How often do you apply them?

- a) Top down strategies
- b) Bottom down strategies
- c) Dictation
- d) Podcasting
- e) Digital stories

f) Others

Teacher's answer: *"Always dictation and maybe digital stories could be in post listening stages. They need to improve vocabulary"*.

Analysis:

Regarding the use of pre, while and post listening stages to help students improve listening skill, the teacher expressed he always used dictation and sometimes digital strategies as listening strategies to focus on post listening stage. However, his opinion didn't agree with the results provided by the students. The majority of them said the educator seldom used listening strategies to focus on pre, while and post listening stages. Hence, both results are contradictory, and it is possible to mention the teacher didn't consider those stages as essential elements which need to be considered to enhance listening skill.

4.1.6 Teacher's interview and students' survey: Purpose (To know which apps and tools the teacher uses in class)

Teacher's interview: **Nowadays, we have to teach our classes virtually because of the pandemic. Then, which kind of multimedia, apps or websites do you apply to enhance the listening skill? How often do you use them?**

The teacher responded: *"Now, as I said at the beginning, I'm using a platform all the time and in there the students have many information for improve their vocabulary, their knowledge and in other cases I used to use this website Duolingo once a week. The students improve their skills. The students use this application at home as a homework"*.

Students' survey: **How often does your teacher make the listening exercises easier to understand through the use of images, text, videos, stories, songs, digital tools?**

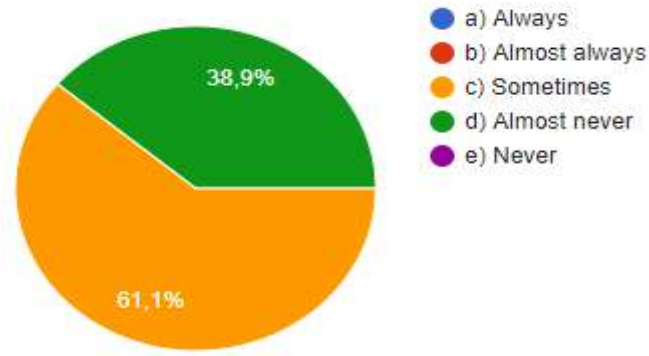


Figure 10. Different tools to facilitate listening comprehension.
Source: The author

Analysis:

The teacher mentioned in the interview that he always used a specific platform to practice listening and help his students to improve this skill. Additionally, he said he used the platform “Duolingo” as a complementary tool to ask students to enhance listening at home. Nonetheless, the majority of the learners stated that he sometimes used different digital tools, images, texts, videos, songs or stories as a complement to develop this skill. Both instruments show different results. Hence, the teacher needs to use a variety of activities, platforms and apps to make students put into practice the listening skills and overcome listening problems.

4.1.7 Teacher’s interview: Purpose (To use digital tools and activities to motivate students to enhance the listening skill)

Do you think the digital tools have helped you to foster the listening skill? Which ones can you mention? Have you seen if these technological tools have motivated your students in the listening activities?

Teacher’s answer: *“Yes, I think that is very important because in there you can find many activities that are attractive for the students for learning English”.*

Analysis:

In this specific section, the teacher didn't answer objectively because he only mentioned he believed it was relevant for him to use digital tools with his students. However, he didn't say if he motivated his students with the two digital tools he mentioned in a previous question. He just focused on clarifying the importance of this kind of tools. Thus, it is possible to say the teacher has not realized if the technological tools and activities were useful and motivating for his students.

4.1.8 Teacher's interview and students' survey: Purpose (Would you like to use an academic proposal to improve the listening skill?)

Would you like to use an academic proposal based on the students' needs, designed with different innovative strategies and digital tools to improve students' listening skill and overcome their listening difficulties?

Teacher's answer: *"Yes, I would like to use another different strategy in this case with digital tools because the students can improve, learn and listen to English from native people and this is maybe more attractive for the students and in this case they want to learn more and more and I think this is interesting for the students".*

Students' survey: Would you like to use innovative activities based on your needs, designed with different digital tools to improve your listening skill and overcome your listening difficulties?

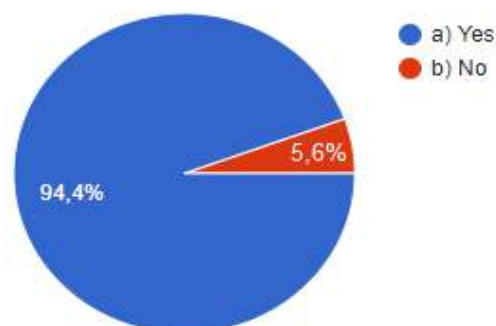


Figure 11. An academic proposal to solve listening problems.
Source: The author

Analysis:

In this last section almost one hundred percent of the students and the English teacher would like to use an academic proposal with different activities, strategies and digital tools to enhance the listening skill and overcome listening difficulties. Almost all of them agree it is necessary to use extra materials as a complement of what the teacher applies in his classes. Therefore, their opinion was a good way to support the necessity of creating an academic proposal in order to help either the educator or the learners and facilitate the language acquisition process.

4.1.9 Proposal implementation's results to identify students' improvement: Purpose (To find out if through the activities in the platform there is improvement in the listening comprehension)

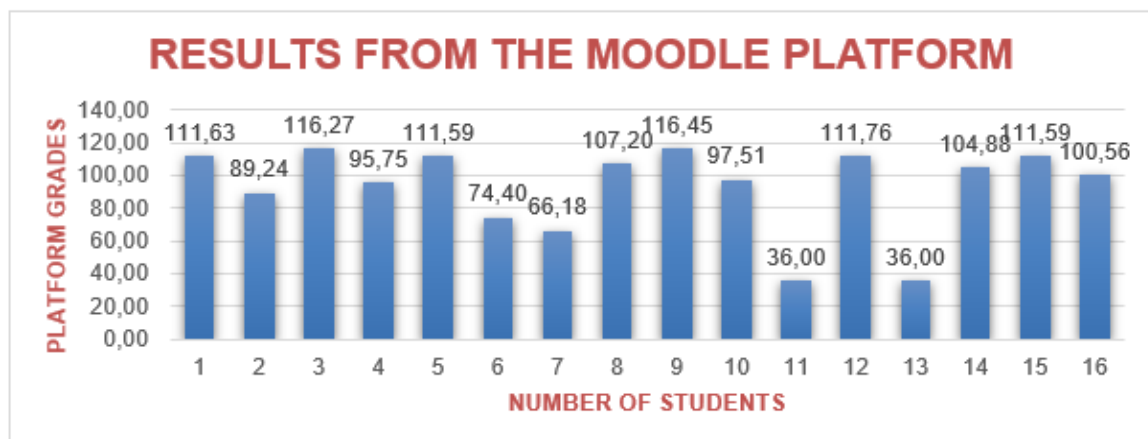


Figure 12. Final results of the proposal implementation in the Moodle platform.

Source: The author

Analysis:

All the participants answered all the activities designed in their Institutional platform. The implementation in the platform was done with the design of 9 strategies and each one presented activities for the pre, while and post listening stages. Students were able to practice their listening comprehension and based on the figure 12, they got good results. It shows that the

final average was 92.94/126 or its equivalent 7.38/10. It means that their listening comprehension level improve if it is taken into account the results they got in the online test.

4.2 Discussion of main findings

After getting all the results, it was evident that the participants faced listening problems through the English learning process in class. The teacher mentioned those problems involved lack of vocabulary and time to practice the listening skill. Meanwhile, the students showed that situation was more complex. Their listening problems implicated the use of fast and complicating audios, lack of previous knowledge and confidence, the presence of difficult and understandable words in audios, short time to practice listening in class. Abdini (2013) described almost the same listening problems in his study about the learning process of a second language. He established that background knowledge, vocabulary, speech rate, length of passage, accent, amount of context provided, interest, memory were real listening problems which were present in English learners.

On the other hand, the fact that the teacher was able to mention just one strategy to help students enhance listening skill is worrying. As a consequence, the students expressed the strategies applied by the teacher in class were not enough help to improve this skill. Therefore, O'Malley, Chamot and Kupper (1989) emphasize when the teacher does not realize the importance of listening skill and the use of different strategies specifically focused on the auditory information and the processes designed for students, the language acquisition does not become easy to achieve.

The improvement of the listening is a process which needs to be well focused. Only one activity or strategy is not enough to solve different listening problems and enhance this skill. Thus, Vandergrift (2002) and Field (2002) consider relevant to apply strategies and activities for pre, while and post listening stages to create real-life context, use previous information, focused on general and detailed comprehension and make content analysis to clarify

information. Nonetheless, the post listening was the only stage taken into account by the teacher through the use of dictation and digital stories. The students confirmed that these three stages were seldom considered in class.

Moreover, it is a fact that the teacher used platforms like Duolingo and some digital tools to focus on listening skill. However, those technological instruments must be used all the time, because according to Amir and Kang (2018) if teachers do not use ICT as part of their regular classes to focus on listening skill, the comprehension process could be delayed and become challenging.

Finally, enthusiasm has to be part of the learning process in any language. The importance of developing listening skill need to be encouraged on English learners and motivation plays an important role in this process. Likewise, Flowerdew & Miller (2005) believed that motivation promotes confidence among learners, as long as they are acquiring and practicing any skill because of the learning process becomes easier to fulfill. Nonetheless, this aspect was not considered because different activities were applied in class without the teacher analyzing if students felt helped or motivated.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSGRADO

ACADEMIC PROPOSAL:

**Implementing strategies
and lesson plans to the
Moodle Platform in order to
improve Listening Skills in
the “Alfonso Herrera”
Higher Technological
Institute**

AUTHOR

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CHAPTER V

ACADEMIC PROPOSAL

Implementing strategies and lesson plans to the Moodle Platform in order to improve
Listening Skills in the “Alfonso Herrera” Higher Technological Institute

5.1. Objectives

5.1.1. General objective

To implement an academic proposal in the Moodle platform, designed with lesson plans, and activities focused on the use of strategies to improve the listening skill during their learning process in the A1 level students from the “Alfonso Herrera” Higher Technological Institute located in El Angel city, Carchi province.

5.1.2. Specific objectives

- To design innovative lesson plans which contain activities that give teachers and students engaging and effective tools to improve the listening skills of students.
- To implement lesson plans with the use of online resources and digital tools through listening strategies and activities on the Moodle platform in order to develop the listening skill.
- To apply the lesson plans, activities and the listening strategies through the Moodle Platform to facilitate the use of the resources.
- To evaluate the results at the end of the lesson plans, strategies, activities and online resources implementation through the moodle platform.

5.2. Justification

Listening is a receptive skill. This skill allows learners understanding and thinking in the English language. That is the reason why it is very important to improve it. Moreover, listening is difficult for learners, especially at the beginning when they are building structures and their brains must process the information quickly.

Listening to different dialects, accents and variations of the pronunciation of a foreign language becomes a problem for learners because it requires practice in order to get familiar with it. That is the reason why it is important to develop this skill. Furthermore, it helps people communicating much better, which means that if a person does not understand it is impossible to have or keep a conversation.

Listening works together with speaking and with the knowledge of vocabulary and grammar. However, it is necessary to practice by doing or implementing some strategies and activities in the daily life that permit students to master this skill, because by listening it is received information to produce the language and it is carried out by means of speaking.

In addition, learners do not usually find the appropriate ways to get involved in real contexts in order to apply the language, therefore teachers must help them find these ways. If learners do not experience the use of English, they are not going to be able to apply it effectively.

These are the main reasons why this research is relevant and contributes to the appropriate English learning. Also, it is going to generate a change in the education and EFL classroom.

5.3. Feasibility

This research was feasible because it had the permission of the authorities and students of the institution. They are really interested in the improvement of the English teaching-learning process in the institution. Also, the sample is small and specific; as a consequence, it was not difficult to apply the listening strategies, activities and prove their efficiency. No obstacles were found to carry out this research and the researcher had the complete collaboration of teachers, students and authorities.

5.4. Description of the Institution and Beneficiaries

The Alfonso Herrera Higher Technological Institute is an accredited institution. The institution is nearly new. It is located in the Carchi province, Espejo canton.

Mission

According to the official webpage, it's an entity of higher public education. It is a humanistic, intercultural and scientific institution that guarantees the equality of opportunities and is oriented to the academic and professional formation at higher technological level, with pertinent and excellent knowledge production. Therefore, it contributes to the social, economic, cultural and environmental development in benefit of the population.

Vision

In 2030 the Alfonso Herrera Higher Technological Institute is going to be a referent in the formation of professionals of Higher Technological Level, who are committed to the community relations, research, technological development and innovation with moral, ethical and civilian values; through quality process in order to contribute to the progress of the north of the country meaningfully.

There are 18 students in the first level and 2 English teachers in the whole institution. All of the students of the institution will be the beneficiaries but the strategies and activities were applied to students of the first level who are going to start practicing their listening skill in this way and the researcher considers that they are going to learn better because it is going to be the application of the strategies and activities from the beginning, by avoiding transfer error or fossilization.

This research is going to contribute to the development of the English teaching-learning, of the students and teachers in the "Alfonso Herrera" Higher Technological Institute, and in the future, it is going to make it possible to help improve the English language around the country.

5.5. Theoretical Foundation.

Approach: Connectivism Approach.

Connectivism Approach is a teaching approach in which teachers must combine strategies, knowledge and information in an effective way. This approach accepts technology as an important part of the learning process (Herlo, 2017).

Technological strategies:

Technological strategies will be designed based on the listening skill to help the teachers with interesting and innovative activities. They are going to be applied in the Institution for both students and teachers in order to improve the listening difficulties.

5.6. Proposal Development

5.6.1 Implementation

The development of this proposal is composed by the design of nine lesson plans, each one focused on the use of a technological strategy that let the students get involved in a different, innovative system where the students can listen interactively. This implementation is designed in the institutional internet resources as a course called “Technological strategies implementation for A1 level”, on the Moodle Platform. Every lesson plan presents the pre, while and post activities which explains how to apply each activity with the students.

First of all, in order to improve the listening skills in the young learners of the Alfonso Herrera Higher Institute, some strategies and activities are going to be implemented and applied by means of the Moodle platform. According to Sharma (2011), “listening strategies are techniques or actions that provide directly to the comprehension and recall of listening input.”

The following strategies and activities are proposed according to the pre, while and post listening stages:

5.6.2 Listening Strategies

5.6.2.1 Pre-Listening Strategies.

It is the warm-up stage previous to the development of the class in which students get ready and prepare their minds for the topic of the lesson. This is usually very short and includes activities such as: brainstorming, predicting, listing, picture description, games, etc. Teachers can also make students play games related to the topic of the lesson.

1. Brainstorming: Brainstorming is a group problem-solving method that involves the spontaneous contribution of creative ideas and solutions. This technique requires intensive, freewheeling discussion in which every member of the group is encouraged to think aloud and suggest as many ideas as possible based on their diverse knowledge (Bernstein, 2017).

2. Predicting content: It is listening only to the first part of information or seeing a picture in order to predict what the whole information is about.

3. Listing: According to the Merriam Webster Dictionary, listing is an act or instance of making or including in a list.

4. Picture description: A picture is shown to the students. They describe the pictures well.

5.6.2.2 While-Listening Strategies.

These strategies are applied during the development of the lesson. They are usually accompanied by several activities in order to carry out the teaching-learning process.

Some while- listening strategies are: listening for gist, listening for detail, matching, dictogloss, inferring meaning, summarizing (Ahmed, 2015). Other strategies can be: answering the information questions: what, who, when, where, why? how? taking notes, filling in the gaps, listen and draw.

1. Listening for gist: It is listening to understand specific information. However, it is not necessary to understand everything.

2. Listening for detail: It is listening to understand most of the information given. It requires a lot of practice.

3. Matching: It is listening and relating specific words or sentences to pictures or other words or sentences to understand the context better and develop this English skill.

4. Predicting content: It is listening only to the first part of information or seeing a picture in order to predict what the whole information is about.

5. Dictogloss: “Dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction.” (British Council).

6. Inferring meaning: Learners can deduce or conclude based on evidence and reflection of the information.

7. Summarizing: It is listening to the whole information and being able to say a summary about it.

8. Answering information questions: It is listening to the information and answering some questions in order to check the listening comprehension.

9. Taking notes: It is taking notes about the main ideas that are heard.

10. Filling in the gaps: It is listening and completing information with specific words.

11. Listen and draw: It is listening to the description of something, it could be a place, thing, animal or anything related to the class; especially vocabulary. Then, students follow the description and draw it as they imagine it. The picture does not have to be exact.

5.6.2.3 Post-Listening Strategies.

They include the evaluation of the activities and strategies applied during the teaching learning process by means of the lesson plan. They include speaking activities about what the students listened or learned; writing activities about what they listened to, test and quizzes about the lessons; and doing exercises about matching or answering questions about the listening activities.

All of these strategies help improve listening comprehension and communication and can be applied through the following lesson plans which are divided according to the strategies mentioned before and complemented with activities implemented in the Moodle platform (the strategies will be repeated in some lessons) and While Listening Strategies will be mentioned at the beginning of every lesson plan as main strategies implemented, because they will be involved in the development of the listening skill and the procedure.

5.6.3 Lesson plans

Age: Adolescents and young adults.

STRATEGY 1



LISTENING FOR GIST

5.6.3.1 Lesson plan # 1

1. Main strategy implemented: Listening for gist

Topic: Introducing yourselves with the verb be. Simple Present Tense.

Online Resource: Movie on Youtube.

(<https://www.youtube.com/watch?v=RMdIx228dBw>)

Digital Tool: www.menti.com

Level: A1

Time: 30 minutes

Goal: Students will be able to apply the verb “be” correctly to introduce themselves.

Pre-listening Stage

Activity:

Teacher asks students to describe a picture of Groot

(a character of the movie: The Guardians of the Galaxy).

Students are expected to recognize the character and say his name and maybe the movie in which he appears.



Source: <https://www.ecartelera.com/noticias/james-gunn-baby-groot-50-veces-joder-guardianes-de-galaxia-60729/>

While-listening Stage

Procedure:

Ask students to listen to I am Groot. Part of a movie.

Link: <https://www.youtube.com/watch?v=RMdIx228dBw>

Ask students to repeat the sentence that is repeated constantly: I am Groot.

Ask students to explain the objective of the video.

Post-listening Stage

Evaluation

Students introduce themselves and introduce others accurately.

Other materials and resources.

Students watch the video: Englishman in New York. Sting. Lyrics contain Simple Present Verb to be.

Students identify the sentences in Simple Present Tense by taking notes of them.

The lyrics of this song contain sentences in Simple Present Tense with verb BE and it will help reinforce this topic.

STRATEGY 2

Daily Routine



LISTENING FOR DETAIL

5.6.3.2 Lesson plan # 2

2. STRATEGY: LISTENING FOR DETAIL

Topic: Simple Present Tense. Daily routine.

Online resource: Stories on Youtube (<https://youtu.be/FqmiLz29f9E>)

Digital Tool: <https://vocaroo.com/>

Level: A1

Time: 30 minutes

Goal: Students will be able to use the simple present tense correctly to describe their daily routines.

Pre-listening Stage

Activity:

1. The teacher tells students about their daily routines by describing a picture.



Source: <https://games4esl.com/wp-content/uploads/Daily-Routines-ESL-Activity.png>

2. Next, the teacher asks students to talk about their daily routines.

While-listening Stage

Procedure:

Students listen to a short story about a daily routine.

Teacher asks students to take notes about as many details as possible.

Teacher asks information questions about the story.

Teacher asks learners to answer every question as best as they can.

Teacher asks them to include as many details as possible.

The questions are already in the video. Elicit the responses.

Questions of the video:

Do I get up early? - No, I don't. I don't get up late. I get up early.

How often do I get up early? - Every morning. I get up early every morning.

Is my father a musician? -No, he isn't. He is a constructor.

What does he do? - He builds houses. He is a constructor.

What does my mother do? - She is a teacher. She teaches Mathematics in the school.

Is she a nurse? No she isn't. She is not a nurse. She is a teacher.

What does she teach? - Math. She teaches mathematics. She is a math teacher.

Does she work? - Yes, she does. She works very hard.

How many languages does she speak? - Four. She speaks four languages.

Which languages does she speak? - She speaks English, German, Spanish and Chinese.

Does she speak French? - No, he doesn't. She doesn't speak French.

Post-listening Stage

Evaluation:

Students paraphrase the story through a mini role-play about their families and their daily activities.

Students summarize the story through a short speech.

Students mention their daily routine.

Other materials and resources.

<https://learnenglishfunway.com/learn-english-through-story/>

STRATEGY 3



PREDICTING CONTENT

5.6.3.3 Lesson plan # 3

3. STRATEGY: PREDICTING CONTENT

Topic: Adjectives to describe

Online resource: Podcasting (https://learnenglishfunway.com/english-story-learn-english-through-30-simple-short-stories/#15_An_Impolite_Bird)

Digital Tool: www.menti.com

Level: A1

Time: 30-40 minutes

Goal: Students are going to be able to recognize adjectives.

Pre-listening Stage

Activity:

Students look at the picture of a bird and brainstorm ideas.

The teacher says: “Look at the picture and brainstorm ideas.”



Source: <https://upload.wikimedia.org/wikipedia/commons/thumb/b/b8/Turdus-migratorius-002.jpg/1200px-Turdus-migratorius-002.jpg>

2. Teacher asks students to predict the topic or continuity of the information.

While-listening Stage

Activities:

Students listen to a podcast about “An impolite bird.”

A robin is a pretty bird.
It has a red breast.
It has black wings.
It sings a pretty song.
A crow is pretty, too.
It is completely black.
It is shiny black.
A crow is a big bird.

It is a smart bird.
It is a lazy bird.
It watches people.

Teachers plays the following part of the podcast until the end and repeats if necessary.

People have food.
They throw food into a garbage can.
The crow flies down to the garbage can.
It walks around the edge of the can.
It looks for something tasty.
It hops into the can.
It picks out a potato chip.
It flies into a tree.
It eats the potato chip.
Then it flies back to the garbage can.
The robin sees the crow.
The robin is hungry.
It flies down to the garbage can.
The crow yells at the robin.
It says, "Get out of here.
This can is my can."
The robin flies back into the tree.
The crow is a greedy bird.
It doesn't like to share with others.

Then they prove if the predictions are right.

Teacher makes corrections and feedback.

Teacher asks to identify the adjectives in a handout about "An impolite bird."

"An impolite bird."
A robin is a pretty bird.
It has a red breast.
It has black wings.
It sings a pretty song.
A crow is pretty, too.
It is completely black.
It is shiny black.
A crow is a big bird.
It is a smart bird.
It is a lazy bird.
It watches people.
People have food.
They throw food into a garbage can.
The crow flies down to the garbage can.
It walks around the edge of the can.
It looks for something tasty.
It hops into the can.

It picks out a potato chip.
It flies into a tree.
It eats the potato chip.
Then it flies back to the garbage can.
The robin sees the crow.
The robin is hungry.
It flies down to the garbage can.
The crow yells at the robin.
It says, "Get out of here.
This can is my can."
The robin flies back into the tree.
The crow is a greedy bird.
It doesn't like to share with others.

Post-listening Stage

Evaluation

Students ask and answer questions about the podcast through Mentimeter:

<https://www.mentimeter.com/es-ES>

What color is the bird?

Why is it an impolite bird?

Is a crow small?

What color is the crow?

Which one is greedy?

What are some characteristics of the robin?

What are some characteristics of the crow?

Other materials and resources.

Listen to "My best friend is a tiger song". It contains some other adjectives to practice.

Complete the song:

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Personality Adjectives/Listening_exercise_zh68932pc](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Personality_Adjectives/Listening_exercise_zh68932pc)

STRATEGY 4



DICTION

5.6.3.4 Lesson plan # 4

4. STRATEGY: DICTOGLOSS

Topic: Simple Present Tense

Online resource: Stories on Youtube

(<https://www.youtube.com/watch?v=2Y6s92S7I9Q&t=14s>)

Digital Tool: <https://es.educaplay.com>

Level: A1

Time: 40 minutes

Goal: Students are going to be able to apply the Simple Present Tense in affirmative, negative and interrogative sentences.

Pre-listening Stage

Activities:

1. Look at the picture and describe what you think the video will be about. Share your ideas with the rest of the class.



Source:<https://www.youtube.com/watch?v=2Y6s92S7I9Q&t=14s>

Example:

I think the video is about a party.

I think the video is about their family.

While-Listening

3. Ask students to listen carefully and write what they hear.

4. Ask students to answer the following questions.

A) Who is in the party?

- 1) Their family
- 2) Their friends
- 3) Their ex-classmates and teachers
- 4) Their co-workers

B) Why is Genevieve angry?

- 1) because she doesn't like nicknames.
- 2) because she doesn't like the food.
- 3) because she doesn't like the party
- 4) because she doesn't like her name.

4. Watch the video and write the unique nationality you listen.

a) B _____ (british)

5. Watch the video and write the missing words.

I spell _____(G-E-N-E-V-I-E-V-E), Genevieve. Not Gen. Not Jenny. And certainly not _____ (little) Vie-vie. _____ (Is) it. Don't you say _____(it), Gertrude! So now, _____(you) are Gigi. For _____ (G) and _____(G). Get it? Stop it, little Gutto! I _____ (am) so _____ (glad) you're just my _____ (cousins).

Post-listening Stage

Evaluation

Match the idea with the name of the person who said that.

- | | |
|--------------------|---|
| 1) Genevieve (b,e) | a) Class reunions are excellent. |
| 2) Andrea (a) | b) I spell my name with a G not a J. |
| 3) August (c,d) | c) Mrs. Grandby calls me Augustus! like Ceasar! |
| | d) When Mrs. Grandby's around, there's trouble. |
| | e) Hey Jenny! What's up? |

Drag and drop the words in the correct order as you remember they were mentioned.

- 1) a /guy / What / horrible
- 2) you/ How/ hello / are / Gen / ?
- 3) name / My / Jenny / my / not / is
- 4) love / nicknames / their / American

STRATEGY 5



INFERRING MEANING

5.6.3.5 Lesson plan # 5

5. STRATEGY: INFERRING MEANING

Topic: Introducing Yourself

Online resource: ESL listening lab (<https://www.esl-lab.com/easy/introductions/>)

Digital Tool: <https://worwall.net/es>

Level: A1

Time: 40 minutes

Goal: Students are going to be able to

Pre-listening Stage

Activity:

Students read about some people information, then they, complete a chart about their personal data

Name:	Daniela
Age:	30
Nationality:	Ecuadorian
Occupation or Profession:	Teacher
Hobbies:	Dancing, cooking and teaching

Complete the chart with your personal data:

Name:	
Age:	
Nationality:	

Occupation or Profession:	
Hobbies:	

While Listening Stage

Activities:

Students listen to a part of the information and infer the context of what they are listening to.

Online Resource: <https://www.esl-lab.com/easy/introductions/>

They mention their inferences and continue listening and analyzing

After that, they answer the following questions:

Where does this conversation most likely take place?

at a birthday party

at a park

at a school

What is the girl's name?

Karen

Nancy

Kathy

Where was the girl born?

The United States

France

England

What does the girl's father do for a living?

He is a computer programmer.

He is a travel agent.

He is a professor.

Where does the girl's mother work?

at an office

at a school

at home

Post- Listening Stage

Evaluation:

Debate during the inferences. Explain the reasons why some inferences are right or wrong. Ask students to participate in this activity and encourage them to give more details to defend their ideas. This activity develops communication because they can understand each other.

Other materials and resources: pictures of famous people to hear about their lives and repeat the information given.

STRATEGY 6



SUMMARIZING

5.6.3.6 Lesson plan # 6

6. STRATEGY: SUMMARIZING

Online resource: <https://www.ello.org/video/1451/1498-Kholoud-Healthy.html>

Digital Tool: www.menti.com

Topic: Staying healthy

Level: A1

Time: 40 minutes

Goal: Students will be able to produce a short speech about staying healthy.

Pre-listening Stage

Activity:

Ask students to brainstorm the words health and healthy.

Encourage them to mention ideas about health.

Encourage them to talk about health and how to stay healthy.

Ask students to describe a picture about health.

Encourage them to talk about health and how to stay healthy.



Source: <https://www.ello.org/video/1451/1498-Kholoud-Healthy.html>

While-listening Stage

Procedure:

1. Students listen to a short speech about how to stay healthy.
2. Students listen to the information as many times as necessary.
3. Students are asked to summarize the information individually by writing on Moodle or speaking.

Post-listening Stage

Evaluation:

Students interact and carry out an oral presentation about how they stay healthy.

STRATEGY 7



A screenshot of a video player interface. The video frame shows a teddy bear sitting on an escalator in a brightly lit hallway with several blue signs on the wall. Below the video frame, the text "She expected the work:" is displayed. To the right of the video frame is a vertical menu with four buttons: "of", "Her", "She", and "But". The "But" button is highlighted in a darker blue. At the top of the player, there are controls for play/pause, volume, and a progress bar. At the bottom, there are navigation arrows and a subtitle "But I know what I'm doing".

FILLING IN THE GAPS

5.6.3.7 Lesson plan # 7

7. STRATEGY: FILLING IN THE GAPS

Topic: Past Simple Tense

Online resource: Lyrics training:

(<https://es.lyricstraining.com/app?nr=1&~channel=web&~feature=redirect&~campaign=none&ref=https%3A%2F%2Fes.lyricstraining.com%2F>)

Digital Tool: <https://es.lyricstraining.com/>

Song: Paradise - Coldplay

(<https://es.lyricstraining.com/play/coldplay/paradise/HxsilzhURx#b7c>)

Level: A1

Time: 40 minutes

Goal: Students will be able to identify the verbs in Simple Past Tense.

Pre-listening Stage

Activity: A normal day and yesterday

Online resource: EsL games: <https://eslgames.com/past-simple-activities/>

The teacher divides the board in two parts and writes Usually at the top of one section and Yesterday on the top of the second.

In the usually section, the teacher writes some typical daily activities.

Then in the yesterday section he writes a similar statement but eliciting the past tense form.

USUALLY	YESTERDAY
<i>I get up at 7 am.</i>	<i>I got up at 9 am.</i>
<i>I have a shower at 7.15 am.</i>	<i>I had a shower at 9.30 am.</i>
<i>For breakfast, I eat toast and drink tea.</i>	<i>For breakfast, I ate cornflakes and drank coffee.</i>
<i>I go to work by car.</i>	<i>I went to work by car.</i>
<i>I arrive at work at 8.45 am.</i>	<i>I arrived at work at 8.45 am.</i>
<i>In the evening I watch TV for one hour.</i>	<i>In the evening I watched a movie.</i>

Source: The author

Now teacher asks students to tell their partners about their previous day's activities.

While-listening Stage

Procedure:

Students choose the beginner level on lyrics training.

Students choose selection mode, it's not necessary to create an account.

The teacher plays the video and asks students to fill in the gaps to complete the lyrics.

Students try and practice as many times as possible.



Source: <https://eslgames.com/past-simple-activities/>

Post-listening Stage

Evaluation:

Use the handout about the lyrics of the song. Circle the irregular verbs in Past Simple and underline the regular verbs in Past Simple.

Lyrics - Paradise-Coldplay

When she was just a girl she expected the world
But it flew away from her reach
So she ran away in her sleep
Dreamed of para-para-paradise
Para-para-paradise, para-para-paradise
Every time she closed her eyes
When she was just a girl she expected the world

But it flew away from her reach
And the bullets catch in her teeth
Life goes on, it gets so heavy
The wheel breaks the butterfly
Every tear a waterfall
In the night the stormy night she'll close her eyes
In the night the stormy night away she'd fly
Dream of para-para-paradise
Para-para-paradise
Para-para-paradise
She'd dream of para-para-paradise
Para-para-paradise
Para-para-paradise
Sing, la la la la la la la la
La la la la la la la
And so lying underneath those stormy skies
She'd say, "oh, oh, oh, oh, oh, oh
I know the sun must set to rise"
This could be para-para-paradise
Para-para-paradise x5

STRATEGY 8



ANSWERING INFORMATION QUESTIONS

5.6.3.8 Lesson plan # 8

8. STRATEGY: ANSWERING INFORMATION QUESTIONS

Topic: Clothes

Online resource: Story on British Council

(<https://learnenglishkids.britishcouncil.org/short-stories/my-favourite-clothes>)

Level: A1

Time: 40 minutes

Goal: Students are going to be able to remember vocabulary about clothes.

Pre-listening Stage

Activity:

1. Look at the pictures and select the one that you consider describes the following video.

a)



b)



c)



2. Talk with a partner and mention why you selected that option. You have 1 minute to talk.

For example: I select the option B, because the story can be about Christmas.

While-listening Stage

Procedure:

Teacher tells a story or plays the story.

Students ask and answer questions about the story to understand better.

Students listen to it once, twice or three times.

Watch the video “My favorite clothes” and recognize the vocabulary about clothes.

Match the words with the correct picture.

Jumper

a)



Slippers

b)



Trousers

c)



d)



4. Answer the questions.

- 1) Where is his mom going to take his clothes? _____ (charity shop)
- 2) What is the Christmas gift? _____ (trousers)
- 3) What is he wearing in his feet? _____ (flippers)
- 4) What is his grandmother's gift? _____ (jumper)
- 5) Who wore his old clothes? _____ (the bear)

While-listening Stage

Evaluation

Imagine you are the author of this story. Think in a different end and rewrite it on the Moodle Platform. Use from 20 to 30 words. Include present simple, more vocabulary about clothes and possessive pronouns.

For example:

Finally, his mother goes to the charity shop and donates his old clothes. She decides to buy a new T-shirt and socks for her son.

STRATEGY 9



TAKING NOTES OR MAKING FLASHCARDS

5.6.3.9 Lesson plan # 9

9. STRATEGY: TAKING NOTES OR MAKING FLASHCARDS

Topic: Present Continuous

Online resource: Series on Netflix or YouTube or part of series:

(<https://www.youtube.com/watch?v=tVuVrVr4dvI>)

Digital Tool: <https://es.educaplay.com>

Level: A1

Time: 40 minutes

Goal: Students are going to be able to apply the Present continuous tense correctly by expressing the activities that people and themselves are doing at the moment.

Pre-listening Stage

Activity:

Students answer questions about the activities that their family members are doing at the moment.

I'm teaching English. What are you doing?

What is your mother doing at the moment?

What is your father doing right now?

What is your sister doing at the moment?

What is your sister doing now?

While-listening Stage

Procedure:

Students watch a video about short parts of a series on Netflix or Youtube in which actors are using Present Continuous Tense.

Students take notes about what they hear in Present Continuous Tense, the video contains English subtitles.

Some sentences in Present Continuous in the video:

Are you dancing now?

Charlie's writing on the wall.

She's writing on the wall.

Yes, I'm listening.

I know what you're doing?

Having breakfast?

Merlin, what are you doing?

What are you talking about?

I know what you're thinking.

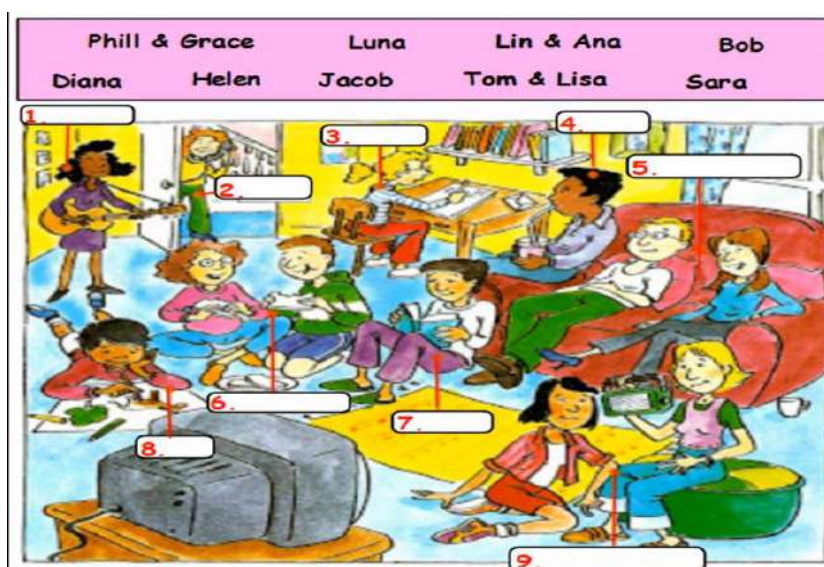
I'm not thinking anything.

At the end everybody shares the information, carry out the analysis of the sentences and the teacher makes corrections and feedback.

Post-listening Stage

Evaluation:

Listen and associate the information given with the pictures.



Source: <https://www.youtube.com/watch?v=RFt0KtDvf30>

Dayana, my favorite cousin is playing the guitar.

Helen is at the kitchen, talking on the phone with her boyfriend.

And Jacob, he's just sitting there and drinking his juice I think.

Helena is such a nerd, she's doing her homework.

Phil and Grace are eating sandwiches.

And look how cute! Bob, my brother is drawing on the floor.

Tom and Lisa are sitting together, watching at TV series as usual.

Lin and Ana are listening to music on the radio.

And me? I'm trying to read my books but I think it's too noisy to do it right now.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

Before implementing the proposal, the online test to identify difficulties in listening comprehension was applied. As a result, the students average was 3/10, which means their low score reflected they really had difficulties in listening. Then, those results hindered the listening comprehension improvement in that group of students. Hence, it was essential to change the strategies and tools utilized by the teacher in order to get better results specially talking about that skill.

The design and implementation of the academic proposal with technological strategies focused on the listening comprehension improvement was successful because innovative activities were created according to the appropriate strategies, necessities of students and the content from the syllabus. Additionally, this new material was implemented on “Moodle” which was the platform used by the institution. Thus, all the participants had the opportunity to know and use the activities.

The level of listening comprehension on that group of students increased after implementing the academic proposal. It was possible to know because the technological strategies were evaluated. That means, 71,4% of the students got more than 85/120 or 7/10 in listening activities. On the other hand, only 28,6% of the participants still had problems to understand the content. Therefore, that new material had a high level of effectiveness and was helpful for them to enhance that skill.

6.2 Recommendations

All the teachers must select and design any tool or material according to the needs of students. Not all the students learn in the similar way. However, there are several technological strategies to enhance the listening skill. This thesis work showed how to use some of the most

relevant ones. Thus, teacher should apply in class the strategies mentioned through this research.

The students should use every day the academic proposal showed in this research because it was created with appropriate listening strategies, digital tools and activities focused on increasing difficulties in listening comprehension. Teachers must encourage the learners to take advantage of this innovative technological material.

As a final recommendation, the teacher could reinforce the comprehension process using the academic proposal and new technological activities based on the strategies proposed through this research in order to keep helping students, especially the ones who still have difficulties in listening comprehension.

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Appendixes

Appendix 1. Teacher's Interview

This interview was designed with the purpose of taking into consideration the teacher's opinion about how important the implementation of technological strategies is to improve the listening skill for Young-Adult Students in the "Alfonso Herrera" Higher Technological Institute in order to design an academic proposal focused on Students' needs. Additionally, it is essential to mention the author has the required permission paper which was signed by the principal of the Institute. Therefore, all the answers provided by the teacher will be used only for the development of an academic research.

1. According to your opinion, which listening problems do you think students have? How much time a week do you dedicate for practicing the listening skill?

2. Do you apply listening strategies with your students to help them understand what they hear? If that is the case, which ones are the most common used in your classes?

3. From the following list of listening strategies, which one do you apply for the pre, while and post listening stages?
 - a) Top down strategies
 - b) Bottom up strategies
 - c) Dictation
 - d) Podcasting
 - e) Digital stories
 - f) Others

4. Nowadays, we have to teach our classes virtually because of the pandemic. Then, which kind of multimedia, apps or websites do you apply to enhance the listening skill?

5. Do you think the digital tools have helped you to foster the listening skill?

6. Would you like to use an academic proposal based on the students' needs, designed with different innovative strategies and digital tools to improve their listening skill and overcome their listening difficulties?

a) Yes

b) No

Appendix 2 – Interview’s Scripts

Teacher’s Interview

Researcher: Good afternoon teacher Anderson Córdova, welcome to this interview. It was designed with the purpose of taking into consideration your opinion about the listening problems that your students face in class and how important the implementation of technological strategies will be to improve the listening skill in order to design an academic proposal focused on the students’ needs. I have the required permission paper which was signed by the principal of the Institute and all your answers provided will be used only for the development of this academic research.

Teacher’s response: Ok I understand, thank you

1. Researcher’s question: Well, let’s start. According to your opinion, which listening problems do you think the students have? How much time a week do you dedicate for participating the listening skill?

Teacher’s response: *“I think the principal problem could be many of them don’t have enough vocabulary. That’s why maybe many students don’t understand when they are listening something. I think that is the principal reason, the principal problem. And in other cases I think that could be they don’t practice to improve their vocabulary. That’s why, when they are in classes, they don’t understand a few listening tracks.*

Now I am with a platform. Listening, I am applying all the records with the students, if it’s possible, trying to solve some problems that they have, but I use to apply or to use listening all the time, in this case, 5 hours a week”.

2. Researcher’s question: Do you apply listening strategies with your students to help them understand what they hear? If that is the case, which ones are the most common used in your classes?

Teacher's response: *"Yes. As I said, one strategy that I use is for example try to explain the words that they don't know and invite the students to try to understand all the context, all what they are hearing or listening and trying to motivate all the time the students to practice listening out of the hours of English if it's possible. As I said, explaining the words that they don't know and, in another case, I said the students they need to record to listen five times these parts of listening. They have to do it, because this is the only way to improve the listening skills"*.

3. Researcher's question: Teacher's interview: From the following list of listening strategies, which one do you apply for the pre, while and post listening stages? How often do you apply them?

- a) Top down strategies
- b) Bottom down strategies
- c) Dictation
- d) Podcasting
- e) Digital stories
- f) Others

Teacher's answer: *"dictation and maybe digital stories could be in post listening stages. They need to improve vocabulary"*.

4. Researcher's question: Nowadays, we have to teach our classes virtually because of the pandemic. Then, which kind of multimedia, apps or websites do you apply to enhance the listening skill? How often do you use them?

Teacher responded: *"Now, as I said at the beginning, I'm using a platform all the time and in there the students have many information for improve their vocabulary, their knowledge and in other cases I used to use this website Duolingo once a week. The students improve their skills. The students use this application at home as a homework"*.

5. Researcher's question: Do you think the digital tools have helped you to foster the listening skill? Which ones can you mention? Have you seen if these technological tools have motivated your students in the listening activities?

Teacher's answer: *"Yes, I think that is very important because in there you can find many activities that are attractive for the students for learning English".*

6. Researcher's question: Would you like to use an academic proposal based on the students' needs, designed with different innovative strategies and digital tools to improve students' listening skill and overcome their listening difficulties?

Teacher's answer: *"Yes, I would like to use another different strategy in this case with digital tools because the students can improve, learn and listen to English from native people and this is maybe more attractive for the students and in this case they want to learn more and more and I think this is interesting for the students".*

Researcher: Thank you so much for your participation and your time.

Appendix 3 – Interview’s data validation

DATA INSTRUMENTS VALIDATION

Theme: “Implementing Technological Strategies to Improve Listening Skills”.

General objective: To identify difficulties in listening comprehension in order to design and implement technological strategies to improve this skill during the learning process in students of A1 English level.

Author: Daniela Paulina Chalapú Puentestar

Judge: MSc. Fernando Flores A.

Academic tutor: Kari Miller B. M.A.

Data instrument collection: Interview

Use a check mark

Nothing	Low	Middle	High
1	2	3	4

Scale:

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?				X
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the question clear and concise?				X

Validated by: MSc. Fernando Flores A.

ID: 1002188470

Signature:



Appendix 4. Students' Survey

This survey was designed with the purpose of taking into consideration your opinion in different aspects related to technological strategies and listening in order to design an academic proposal focused on your needs. Additionally, it is essential to mention the author has the required permission paper which was signed by the principal of the Institute. Therefore, all the answers provided in this survey will be used only for the development of an academic research.

Please select the answer or answers you consider the most appropriated.

1. According to your opinion, how difficult is for you to understand when your teacher is speaking in English or using audios in English?

- a) From 75 % to 100 % (excellent)
- b) From 50% to 75 % (Good)
- c) From 25% to 50 % (Regular)
- d) From 0% to 25 % (low)

2. Which listening problems do you think you have when you are practicing this skill?

- a) Audios are so fast
- b) Audios are more difficult to understand
- c) Some words are not understandable
- d) Nervousness
- e) Lack of previous knowledge
- f) Short time to practice
- g) Others

3. Do you think the listening strategies and listening activities your teacher applies in class help you to improve your listening difficulties?

- a) Yes
- b) No

4. Can you identify the listening activities your teacher uses?

- a) Listening for the main idea
- b) Making predictions / Inferences
- c) Making notes
- d) Listening for specific details
- e) Recognizing word order

5. How often does your teacher apply different activities before, during and after you listen to get your comprehension?

- a) Always
- b) Almost always
- c) Sometimes
- d) Almost never
- e) Never

6. How often does your teacher make the listening exercises easier to understand through the use of images, text, videos, stories, songs, digital tools?

- a) Always
- b) Almost always
- c) Sometimes
- d) Almost never
- e) Never

7. How often does your teacher use listening activities like these: digital stories, dictation, podcasting, lyrics training?

- a) Always
- b) Almost always
- c) Sometimes
- d) Almost never
- e) Never

8. Would you like to use innovative activities based on your needs, designed with different digital tools to improve your listening skill and overcome your listening difficulties?

- a) Yes
- b) No

Appendix 5 – Survey’s data validation

DATA INSTRUMENTS VALIDATION

Theme: “Implementing Technological Strategies to Improve Listening Skills”.

General objective: To identify difficulties in listening comprehension in order to design and implement technological strategies to improve this skill during the learning process in students of A1 English level.

Author: Daniela Paulina Chalapú Puentestar

Judge: MSc. Fernando Flores A.

Academic tutor: Kari Miller B. M.A.

Data instrument collection: Survey

Use a check mark

Nothing	Low	Middle	High
1	2	3	4

Scale:

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?				X
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the question clear and concise?				X

Validated by: MSc. Fernando Flores A.

ID: 1002188470

Signature:



Appendix 6 – Online Listening Test

Euro A1 Webset - Listening Questionnaire

Task One: Short Conversations – Questions 1-5

Listen to two people talking about a family photograph.

- You will hear six short conversations.
- Match each name with a person in the picture.
- Place a X in the correct box on your Answer Sheet.
- You will hear each conversation twice.
- You will hear an example.



Example:

Kathy

1. Peter

2. Jack

3. Jane

4. Mark

5. Maggie

Task Two: Making Notes – Questions 6-10

You will hear a woman talk about her new house.

- There are five questions.
- You have one minute to read the questions.
- Now listen. Answer each question with one word.
- You will hear the recording twice.

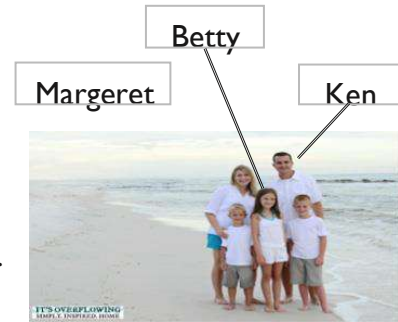
Martha's New House



• Where:	
• Number of rooms:	
• Colour of front door:	
• Size of garden:	
• Nearest shops:	

Task Three: Multiple-Choice Listening – Questions 11-15

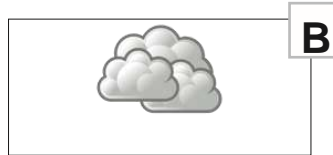
You will hear about a family trip to the beach.



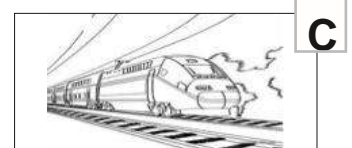
- On the test paper you have 6 questions.
- The first is an example and has been done for you.
- Choose the best picture (A, B, or C).
- Place a X in the appropriate box on your Answer Sheet.
- You will hear the recording twice.

Example: What was the wheather like?

The correct answer is: **A**.



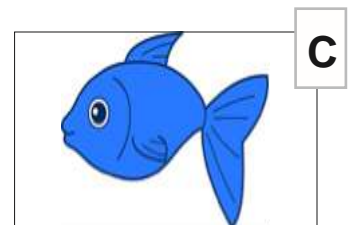
11. The family went by...



12. What did Margaret do?



13. What was Betty collecting?



14. What did Dave do?



15. What did they do in the evening?



Appendix 7 – Research Screenshots



Figure 13. Student's survey

Students' survey

This survey was designed with the purpose of taking into consideration your opinion in different aspects related to technological strategies and listening in order to design an academic proposal focused on your needs. Additionally, it is essential to mention the author has the required permission paper which was signed by the principal of the Institute. Therefore, all the answers provided in this survey will be used only for the development of an academic research.
Please select the answer or answers you consider the most appropriated.

1. According to your opinion, how difficult is for you to understand when your teacher is speaking in English or using audios in English?

- a) From 75 % to 100 % (excellent)
- b) From 50% to 75 % (Good)
- c) From 25% to 50 % (Regular)
- d) From 0% to 25 % (low)

2. Which listening problems do you think you have when you are practicing this skill?

- a) Audios are so fast
- b) Audios are more difficult to understand
- c) Some words are not understandable

Figure 14. Student's survey

Source: The author

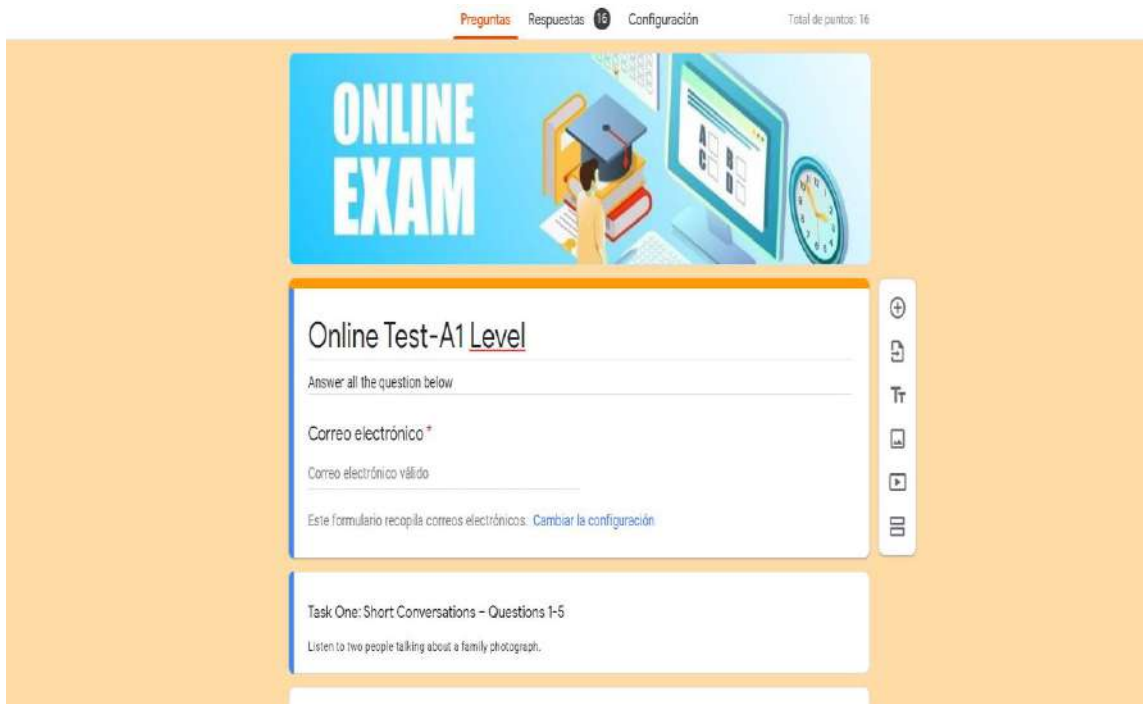


Figure 15. Student's online exam



Figure 16. Teacher's interview.

Source: The author

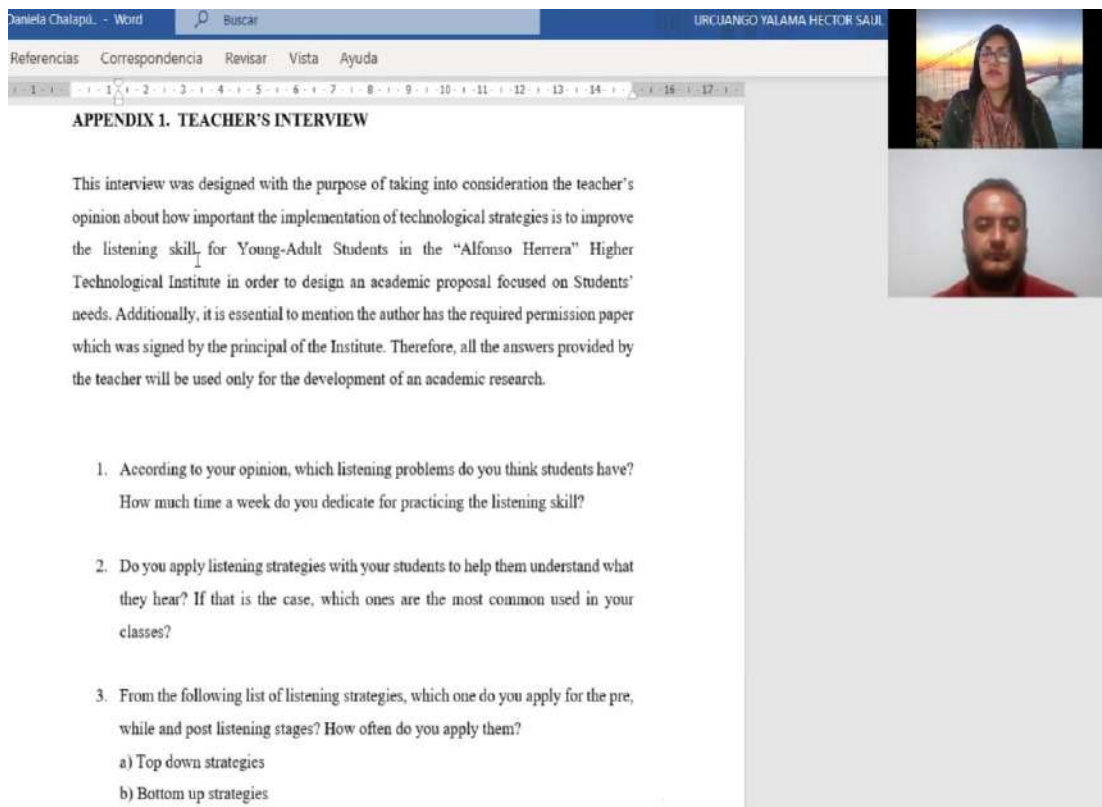


Figure 17. Teacher's interview.

Source: The author

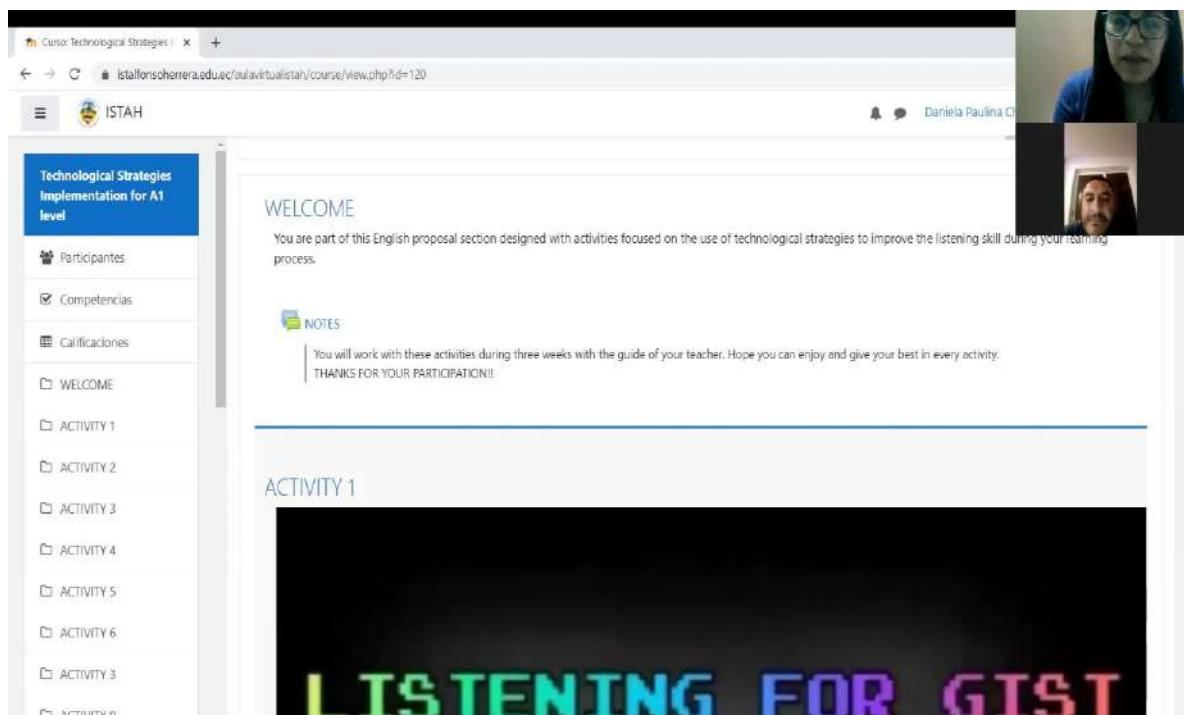


Figure 18. Proposal's Socialization.

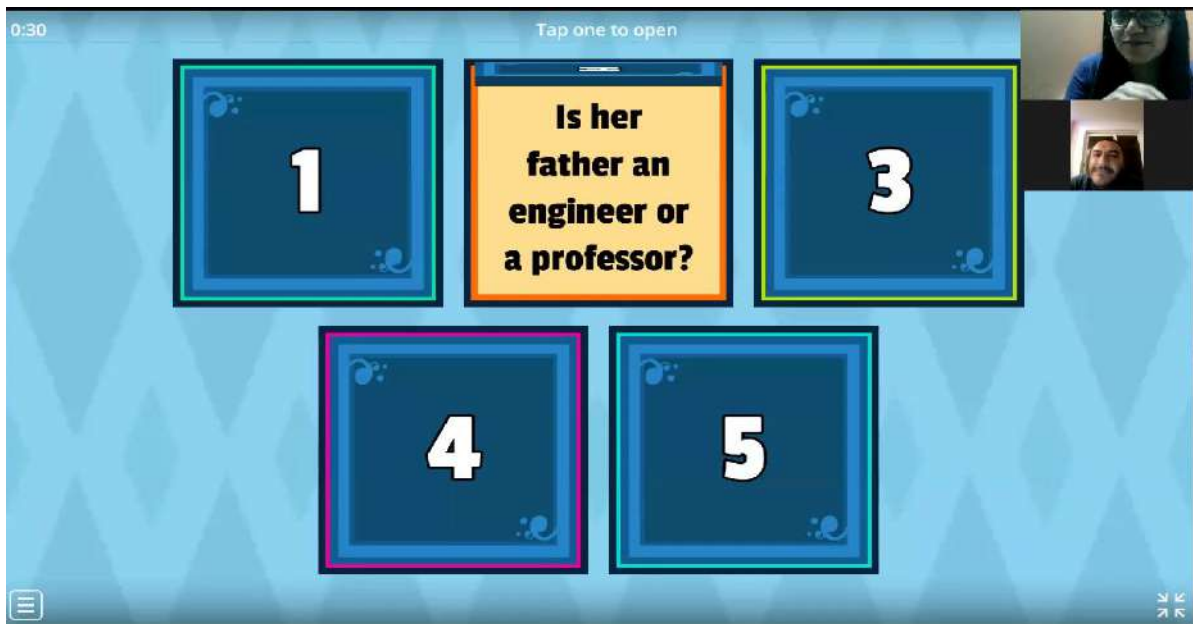


Figure 19. Proposal's Socialization.

Source: The author

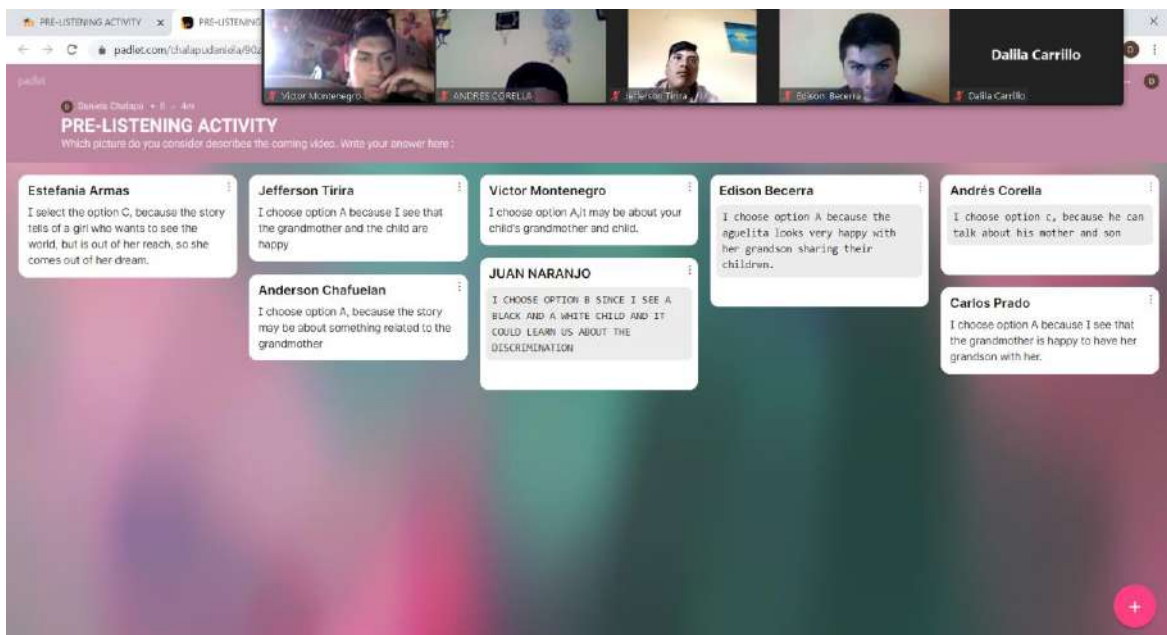


Figure 20. Proposal's Application.

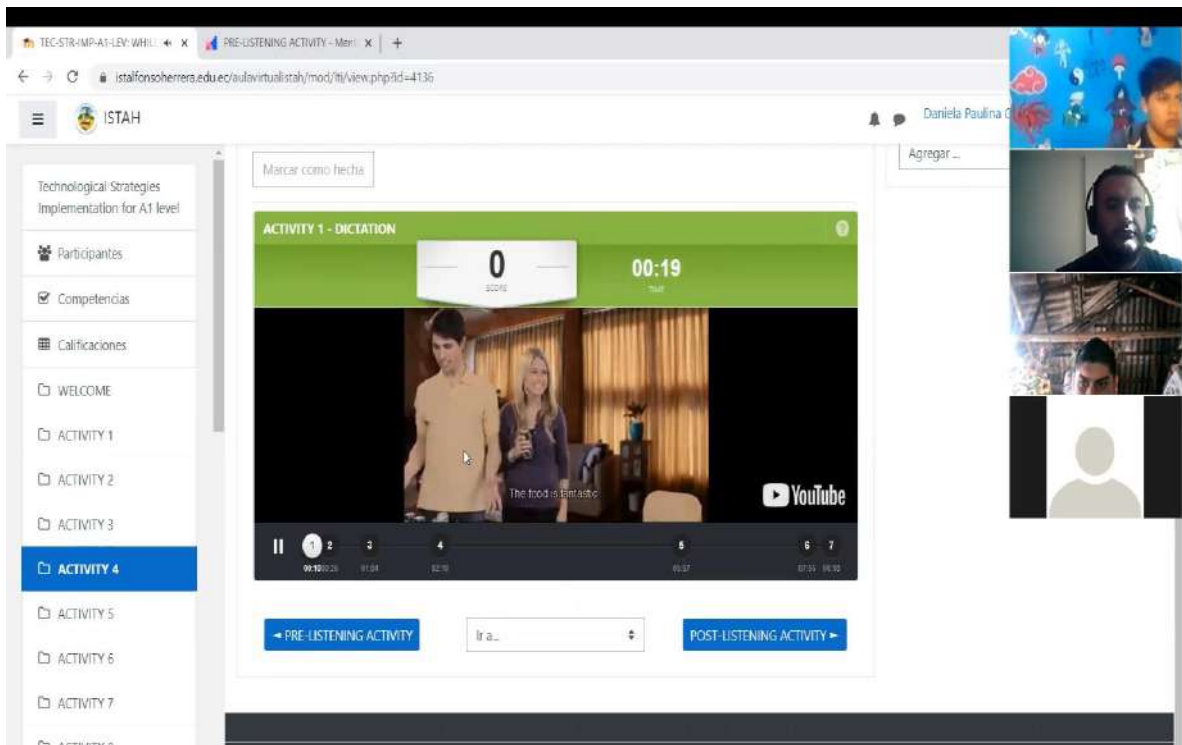


Figure 21. Proposal's Application.

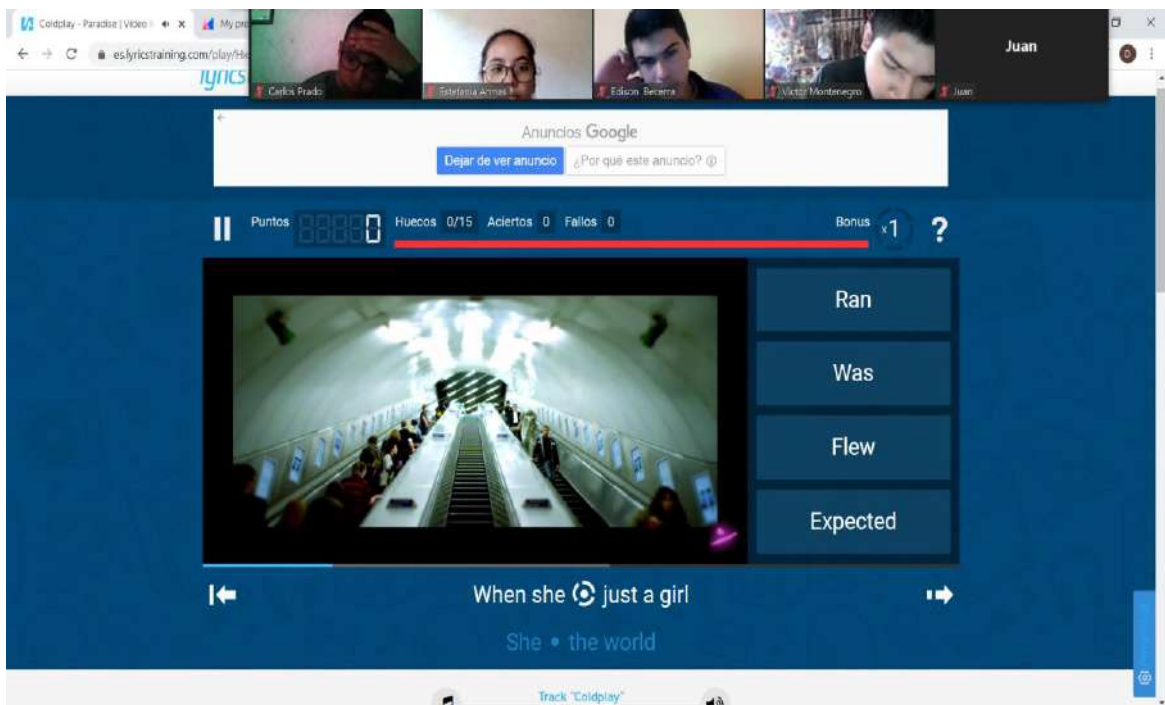


Figure 22. Proposal's Application.

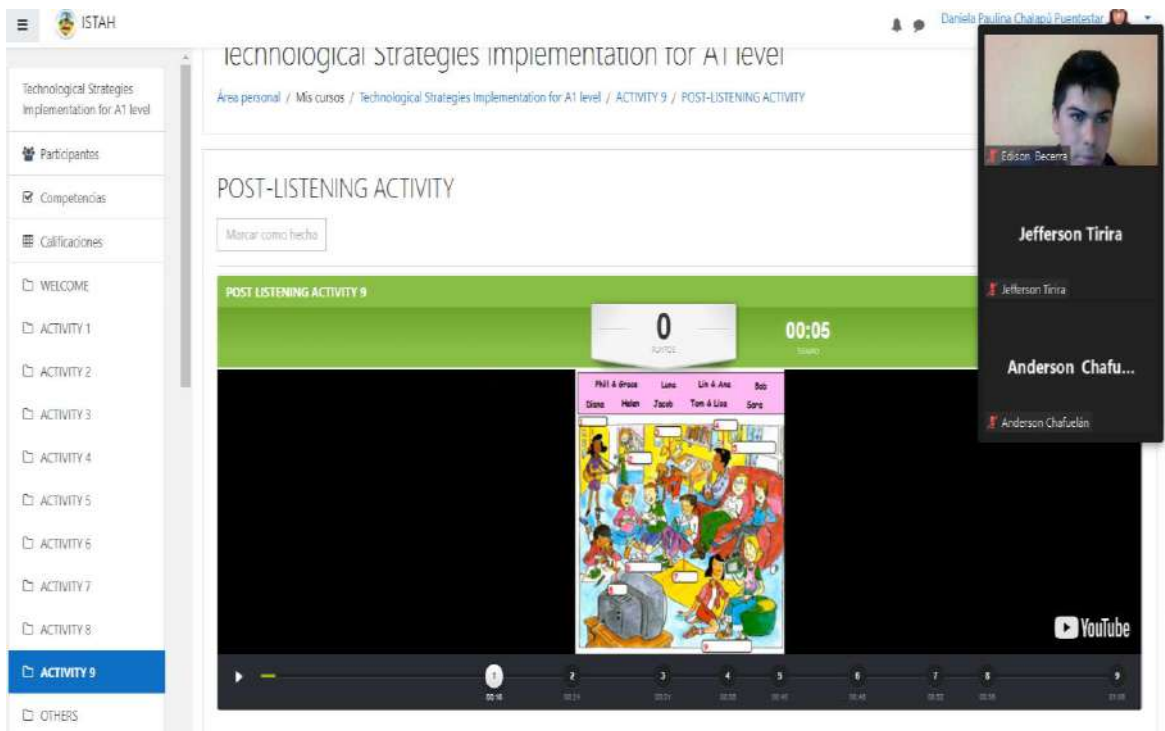


Figure 23. Proposal's Application.

Source: The author

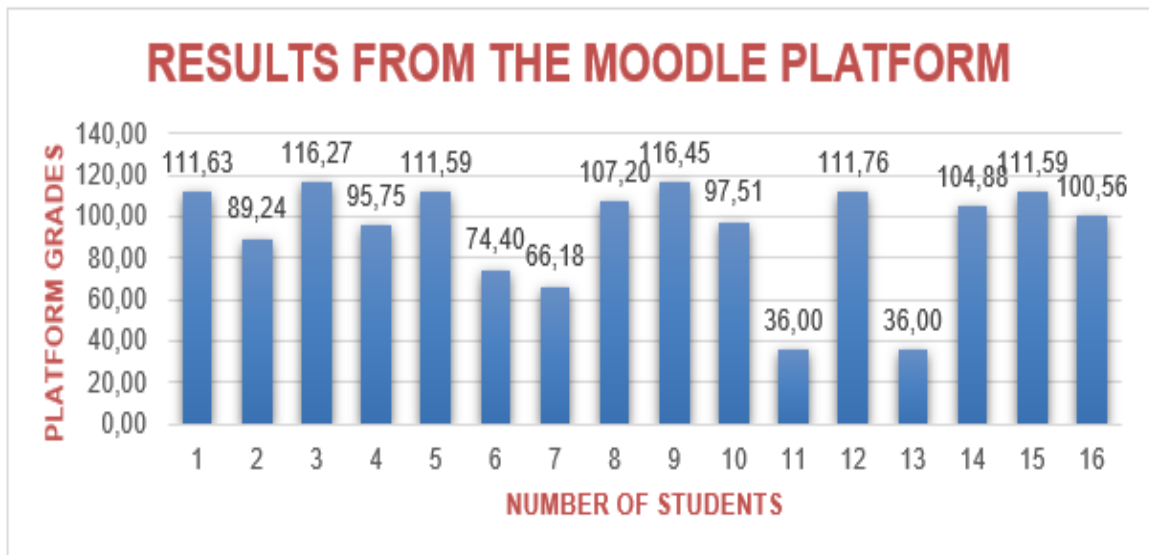


Figure 24. Proposal's Results

ISTAH

Unidad Pedagógica Chalapa Puntarenas

Technological Strategies Implementation for AI level

Participantes

Competencia

Calificaciones

WELCOME

ACTIVITY 1

ACTIVITY 2

ACTIVITY 3

ACTIVITY 4

ACTIVITY 5

ACTIVITY 6

ACTIVITY 7

ACTIVITY 8

ACTIVITY 9

ACTIVITY 2

ACTIVITY 3

ACTIVITY 4

ACTIVITY 5

ACTIVITY 6

ACTIVITY 7

ACTIVITY 8

ACTIVITY 9

OTHERS

Nombre completo del usuario	Rango	Calificación	Retroalimentación	Asistir Todos / Ninguno	Excluir Todos / Ninguno
ESTEFANIA MISHELL ARMAS CHAMORRO	0,00 - 126,00	111,60		<input type="checkbox"/>	<input type="checkbox"/>
EDISON FERNANDO BECERRA MORAN	0,00 - 126,00	69,24		<input type="checkbox"/>	<input type="checkbox"/>
DALILA ESTEFANIA CARRILLO SANTACRUZ	0,00 - 126,00	116,27		<input type="checkbox"/>	<input type="checkbox"/>
ANDERSON ALVEIRO CHARUELAN CORDOVA	0,00 - 126,00	95,75		<input type="checkbox"/>	<input type="checkbox"/>
ANDRES CORELLA	0,00 - 126,00	111,39		<input type="checkbox"/>	<input type="checkbox"/>
WILMAN SEBASTIAN ERAZO HUAQUERAIN	0,00 - 126,00	74,40		<input type="checkbox"/>	<input type="checkbox"/>
JUAN CARLOS GUALPA DE LA CRUZ	0,00 - 126,00	66,18		<input type="checkbox"/>	<input type="checkbox"/>
OSCAR DANIEL MALÉS LÓPEZ	0,00 - 126,00	107,20		<input type="checkbox"/>	<input type="checkbox"/>
VICTOR ALEXANDER MONTENEGRO CHAMORRO	0,00 - 126,00	116,45		<input type="checkbox"/>	<input type="checkbox"/>
JUAN CARLOS NARANJO VASQUEZ	0,00 - 126,00	97,51		<input type="checkbox"/>	<input type="checkbox"/>
LENIN JOEL PAZMIO ENRIQUEZ	0,00 - 126,00	36,00		<input type="checkbox"/>	<input type="checkbox"/>
CARLOS ISAAC PRADO ANGULO	0,00 - 126,00	111,76		<input type="checkbox"/>	<input type="checkbox"/>
BYRON SANTIAGO REVELD CARLOSAMA	0,00 - 126,00	36,00		<input type="checkbox"/>	<input type="checkbox"/>
ALEXIS LEONARDO TANA PLETATE	0,00 - 126,00	104,88		<input type="checkbox"/>	<input type="checkbox"/>
JEFFERSON STEVEN THIRA MENDEZ	0,00 - 126,00	111,59		<input type="checkbox"/>	<input type="checkbox"/>
JESON SANTIAGO USUAY FLORES	0,00 - 126,00	100,56		<input type="checkbox"/>	<input type="checkbox"/>

Finalizar inscripción manual

Figure 25. Proposal's Results.

Source: The author

Appendix 8 – Authorization from “Alfonso Herrera” Higher Technological Institute



SUBSECRETARIA DE FORMACION TECNICA Y TECNOLOGICA
INSTITUTO SUPERIOR TECNOLÓGICO
ALFONSO HERRERA
(CÓDIGO: 2007)



Oficio No. ISTAHR-2020-024
El Ángel, 06 de marzo del 2018

Doctora
Lucia Yépez
DIRECTORA DE POSGRADO UTN

De mi consideración:

En base a Memorando Nro. DCTA-DPCHAP-2020-002, de fecha 05 de marzo del 2020, emitido por Lic. Daniela Paulina Chalapú Puentestar, en donde solicita que se autorice desarrollar su trabajo de grado denominado “**Implementing technological strategies to improve liste Ning skills for Collegue students in Carchi - Ecuador**” en el Instituto, se indica que la solicitud ha sido aceptada, considerando que la ejecución y resultados de la misma, será de gran utilidad para la institución.

Particular que informo para los fines pertinentes.

Atentamente,

INSTITUTO TECNOLÓGICO SUPERIOR
“ALFONSO HERRERA”
RECTORADO
El Ángel - Ecuador


Mgs. Karla Fernanda Dávila Pantoja
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Celular: 0987621743
Correo electrónico: r.alfonsoherrera@institutos.gob.ec - kdavilap@yahoo.com

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CIENCIA, TECNOLOGÍA E INNOVACIÓN

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