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**“CONNECTIVISIM THEORY TO DEVELOP ENGLISH LISTENING
SKILLS ON SENIOR STUDENTS AT MONTE OLIVO HIGH
SCHOOL ACADEMIC PERIOD 2021 -2022”**

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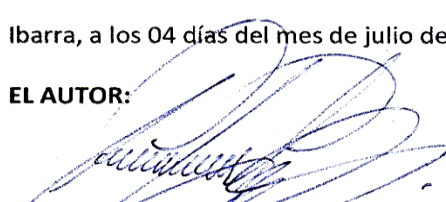
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DEDICATORY

This research project is dedicated to my family, especially to my mother, who is the person that always supports me in every step of my life. Thanks to her, I have been able to achieve my professional goals. In the same way, I dedicate this research work to my siblings, who are the engine of my life and source of inspiration for my life studies; my girlfriend, who has been with me since the first day of my university career, has shown me that to succeed in life I have to try every day to fulfill my dreams. Furthermore, this research work is specially dedicated to me because it inspires me to work hard on my projects and opens my eyes to look for a better life achieving all my life goals.

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ABSTRACT

Learning theories understand how people acquire different types of knowledge and describe methods to make understanding clear. Assuming that in this research work are described five learning theories that were used to reach the main objectives. They are Behaviorism learning theory; it is based on the stimulus-response scheme and is based on objective and experimental procedures. It determines that learning is based on human behavior change and modifies behavior through stimulation, response, and reinforcement. This research is supported by the Connectivism learning theory, it is one of the most important theories in the present research because it uses technology as an important role in society. Furthermore, their technological tools helped create the proposal's creation activities, which is useful for students in their education in the digital age. In the globalized world acquiring a second language is important because it allows people to relate to different labor branches. Language acquisition involves structures, rules, and representation. The capacity to use language successfully requires one to acquire a range of tools including phonology, morphology, syntax, semantics, and an extensive vocabulary. This research is focused on listening skills, language is one of the essential parts, because it allows students not only to understand but also to imitate sounds and to be understood more clearly, in addition to being able to understand the speakers of the language. It refers to the capacity for listening comprehension and, as we mentioned at the beginning, it allows us to imitate sounds and improve precision when speaking. The reason for the importance of Listening is that when people are babies and children, they only identify the phonemes of their own language and do not consider the others, because it does not resemble what they were used to since they were born.

Key words: strategy, didactic, technology, strengthen, guide, tools.

RESUMEN

Las teorías del aprendizaje entienden como las personas adquieren diferentes tipos de conocimiento y describen métodos para aclarar la comprensión. Asumiendo que en este trabajo de investigación se describen cinco teorías de aprendizaje que se utilizaron para alcanzar los objetivos principales. Son la teoría del aprendizaje del conductismo; se basa en el esquema de estímulo-respuesta y se basa en procedimientos objetivos y experimentales. Determina que el aprendizaje se basa en el cambio de comportamiento humano y modifica el comportamiento a través de la estimulación, la respuesta y el refuerzo. Esta investigación se apoya en la teoría del aprendizaje del Conectivismo, es una de las teorías más importantes en la presente investigación porque utiliza la tecnología como un papel importante en la sociedad. Además, sus herramientas tecnológicas ayudaron a crear las actividades de creación de la propuesta, que es útil para los estudiantes en su educación en la era digital. En el mundo globalizado adquirir un segundo idioma es importante porque permite relacionar a las personas con diferentes ramas laborales. La adquisición del lenguaje involucra estructuras, reglas y representación. La capacidad de usar el lenguaje con éxito requiere que uno adquiera una variedad de herramientas que incluyen fonología, morfología, sintaxis, semántica y un vocabulario extenso. Esta investigación está enfocada en la habilidad auditiva, el lenguaje es una de las partes esenciales, ya que permite a los estudiantes no solo comprender sino también imitar sonidos y ser comprendidos con mayor claridad, además de poder comprender a los hablantes del idioma. Hace referencia a la capacidad de comprensión auditiva y, como comentábamos al principio, nos permite imitar sonidos y mejorar la precisión al hablar. La razón de la importancia de la Escucha es que cuando las personas son bebés y niños, solo identifican los fonemas de su propia lengua y no consideran los demás, porque no se parece a lo que estaban acostumbrados desde que nacieron.

Palabras clave: estrategia, didáctica, tecnología, fortalecer, guía, herramientas

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INTRODUCTION

The quality of education is important to grow economically as a country and improve the lifestyle of each inhabitant. For this reason, how teachers teach in classrooms plays an important role in the development of each organization of the country either public or private. The quality of education is one of the essential elements that every government must consider and therefore those responsible must determine which are the best ways and strategies to improve education and thus significantly improve this process.

Additionally, English is one of the languages more spoken around the world with 1121 million people. It is considered a subject in the national curriculum of some Spanish spoken countries since it helps to improve the social and economic relations of each person who practices it, improving significantly in this way the development of each country. This is the main reason to teach the four skills of this language because is fundamental to achieving the different academic and economic objectives of a country. Being listening skills one of the fundamental skills to acquire a second language since this natural ability is how the learning process develops cognitively (Hammond, 2019).

Based on the results in 112 countries and regions in the world by Education First (2021) Ecuador is in the 90 positions with very low proficiency in English. These results show that the level of English in this country is very low according to the evaluation of the skills in this foreign language. Due to the concern of the educational authorities in Ecuador about the level of English in students in the country, the Ecuadorian Ministry of Education (2016) ratified in agreement 41014 the obligation to teach English in different educational institutions from the second year of basic education up to the third year of high school.

The direct beneficiaries of this research work are senior students from Monte Olivo High School with their English teachers. On the other hand, the indirect beneficiaries are the other students who belong to the educational institution together with the community in which they live because the technological tools that will be offered by the researcher can be shared among the inhabitants of the community for learning English as a second language.

The expectations generated by this project are the contribution of technological resources to the education of senior English students and teachers at Monte Olivo High School.

Research Problem

Problem Description

Listening is a vital skill in second language learning. The problems with the development of this skill have been identified by some researchers around the world to find different solutions related to this English. Azmi Bingol, Celik, Yildiz, and Tugral (2014, how was cited in Gilskjani, 2016) mention in their research made at the Islamic Azad University that there are some difficulties that students could find in listening comprehension like the quality of recorded materials, cultural differences, accent, unfamiliar vocabulary, and length and speed of listening.

Research made by Heredia (2018) with university students from Universidad de las Fuerzas Armadas in Ecuador states that the second language learning process implicates sense cognition such as perception, attention, and memory. She established that insufficient exposure to a second language; a lack of interest and motivation reduces the levels of cognitive demands. In the same way, vocabulary, fast speech, and unfamiliar topics are some problems that students face when they are learning English. Those problems prevent the development of listening making it difficult to learn English.

According to Martínez (2021) students from Monte Olivo High School have some problems in the English learning process due to a lack of vocabulary and motivation. Mainly, problems related to the development of listening skills. As this is one of the most difficult skills to develop in students, the information provided by teachers is not taken by them. She considers that technological resources are the main problem that her students have because they are essential to teaching in this current century.

Problem Delimitation

Senior students from Monte Olivo High School, located in the Carchi province, have some problems learning English related to the four English skills, but the listening skill problems are those which are emphasized in the English learning process. Problems like fast, speech, unfamiliar vocabulary, lack of motivation, and technology prevent the development of this skill. On the other hand, traditional methods used in class like the Grammar translation method, or the Audiolingual method do not help students enough because teachers use their

mother tongue to say instructions or to give students some vocabulary. In this way, students have difficulties in learning English.

Problem Formulation

- How can teachers develop listening skills in their students?
- What technological resources could English teachers use to teach English as a foreign language?
- How can teachers apply connectivism theory in the development of listening skill with resources available?

Impacts

Educational impact present

The use and application of new technological and didactic strategies help students reinforce their listening skills in an interactive and motivating way in which they enjoy learning. Students will be able to listen in real context to improve their level of English, specifically these skills. Students will be able to cope naturally and interact with other members of society.

Cultural impact

The cultural impacts are directly related to the linguistic diversity that contributes to society since it is possible to establish relationships with foreigners to socialize the culture and national identity, thus enriching the student's knowledge.

Technological impact

The technological impact of the proposal aims to consolidate the use of technological and didactic tools in the teaching-learning of students. Technology is an essential tool to facilitate student learning through dynamic and recreational activities.

Objectives

General Objective

- Analyze the Connectivism theory for the development of English listening skills on senior students at Monte Olivo High School.

Specific Objectives

- Describe Connectivism principles that help learners to improve their English Listening skills.
- Identify what academic activities teachers use to improve English listening skills on senior students.
- Design a listening handbook applying Connectivism theory for the development of English listening skills on senior students.

The following components structure this research work:

- In Chapter I, the theoretical framework was structured, based on scientific information from texts, internet pages, and research to analyze the variables under study.
- In Chapter II, the methodology was established, identifying the type of research, research methods, techniques and instruments, operationalization matrix of variables, participants (population), and the data analysis procedure and plan.
- In Chapter III, the results and discussion are determined by analyzing the surveys and interviews through statistical graphics and their corresponding analysis. The discussion was structured, determining the results found in this research, the relationship with the conceptualizations of the theoretical framework, and the results of the research carried out.
- In Chapter IV, the proposal for a guide of technological and didactic strategies to improve the ability of "listening" was structured, in which the fundamental reason, theoretical foundations, objectives, beneficiaries, impacts, and the development of the guide are established.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Learning Theories

Learning theories understand how people acquire different types of knowledge and describe methods to make understanding clear. The instructional design is based on this last aspect: identifying which methods should be used to create the instructional process and determining in which situations these methods should be used.

The principles and theories of learning are determined by combining these two elements: methods and situations. It is essential to mention the learning theories used in education to achieve an adequate learning level depending on the student's situation (Gallardo Pedro, 2008).

1.1.1. Behaviorism learning theory

The behaviorist theory is based on the stimulus-response scheme, which dominated in the 19th century. This theory was proposed by John Watson, who stated that this theory is based on the behaviors and behaviors of human beings. This theory does not focus on studying mental processes because it is based on objective and experimental procedures.

Behaviorism determines that learning is based on the change in human behavior and modifies behavior through stimulation, response, and reinforcement, which ends in meaningful learning. This theory emphasizes that the stimulus relationships form the study, response giving rise to new behaviors.

Likewise, the American psychologist Burrhus Skinner developed behaviorism by describing processes accompanying voluntary behaviors after various experiments determining that behaviors result from operant conditioning based on attention, information coding, motor reproduction, and motivation (Macías, 2017).

1.1.2. Cognitive learning theory

This psychologist was interested in acquiring knowledge of human beings from an early age. Jean Piaget, a Swiss psychologist, developed the Cognitive theory, he stated that children have a simple mental map at birth, and as they grow up, they learn new things about the world around them, making their mental map structure more complex. To develop this theory, Piaget studied and investigated groups of children within schools and everyday life to determine how children acquire knowledge. This theory was instrumental in the educational branch.

Jean Piaget approached his theory in four stages. The first stage is the sensory motor, which begins from the child's birth until he reaches two years of age. In this stage, the child acquires information based on the people around him. The second stage is Pre-operational: It is the stage that begins from two years to seven. At this stage, relationships with school

friends expand the mind map because the circle of social relationships is wider. The third stage is concrete operations. This includes ages from seven to eleven years old. New knowledge is acquired through experience. The last stage continues until adulthood, in which own and external experiences facilitate the acquisition of new knowledge, strengthening the mental map (Jiménez, 2018).

1.1.3. Constructivism learning theory

Constructivism is a learning theory based on constructing and reconstructing knowledge by incorporating new knowledge acquired from experiences already learned. David Ausbel, a North American psychologist and pedagogue, is the forerunner of this theory, explaining that all new experiences are based on past experiences generating information necessary for further learning. The knowledge and skills already learned are the basis for rebuilding knowledge in human beings.

The learning processes in this theory are based on assimilation, which is the internalization of information in a pre-existing cognitive structure, relating it to knowledge obtained from previous experiences. Similarly, this theory is based on accommodation, incorporating new knowledge by modifying a pre-existing scheme. Finally, constructivism defends that reality is not an external factor but an internal one. This refers to the fact that two or more people can experience the same thing but interpret it differently, creating different meanings. All this depends on previous experiences related to each event.

Constructivist learning is that as people repeatedly experience new situations, this will build new learning with a wide variety of information. Each constructs their knowledge actively through interaction. In this theory, learning is an internal constructive process that grows with new data and experiences. For further knowledge to exist, the social factor plays the leading role because it influences information about the experimentation of new learning, providing new meanings. All this knowledge will help solve future problems or share information in society in the sociocultural context (Cotes, 2018).

1.1.4. Humanism learning theory

Himself. One of the leading representatives of this theory was Abraham Maslow (1908-1970), who created the hierarchy of needs in five large groups: philosophical needs, security needs, love and belonging needs, esteem needs, and the need to update. This hierarchy has been established to improve students' academic performance by promoting personal growth. Each person can work on their freedom and interpretation through this systematic order.

This learning theory proposes that ethics, conscience, and emotional experience are essential elements with which human beings establish their knowledge. This theory is like the cognitive theory and the conductive theory because it shows education as a pedagogical technique that guides students to create philosophical thought and increases the formation of values, criteria, and respect for members of society.

This theory is interpreted as one of the best educational theories because it proposes significant learning in which the people who use it acquire high levels of learning derived from the reality in which they live. Therefore, each student chooses different school activities to achieve academic achievements with their study ideas. Over time, some models have emerged that explain the behavior of the mind of human beings, which helps to understand the concepts of everyone. Humanism proposes to the world the importance that each person creates the meaning of their life, which has been reflected in humanistic psychology. When people have total freedom, they ask themselves how things came to be, encouraging them to discover various characteristics that improve their intellect and logic (Guerrero, 2020).

1.1.5. Connectivism learning theory

This is a learning theory used today where technology has played an essential role in society. Teachers need to use this theory with the foundations of Siemens and Downes because they interpret learning as networking. Furthermore, networks, self-organization, and complexity are principles found within this technological theory marking neural connections in students to create meaningful learning.

Connectivism is based on understanding decisions. (Siemens, G, 2006, in The Author, 2008). Learning is a process that takes place in diffuse environments of changing core elements, not entirely under the control of individuals. Learning, defined as actionable knowledge, can reside outside us within an organization or a database; it is focused on connected specialized information sets and connections that allow us to learn more and are more important than our usual state of knowledge.

1.1.5.1. Advantages of connectivism theory

When dealing with the flow and updating of information and the use of the knowledge of others who, in turn, also learn from others, it is observed that this theory uses many tools to facilitate the flow and updating of information. It is related to collaborative learning since it allows sharing, collaborating, discussing, and reflecting with others. In this type of learning, it is not necessary to "know everything" but what is needed; the required knowledge can be accessed through the different nodes.

It fits with today's reality, where students are suitable digital natives bombarded daily with various emerging tools. Learning stops being individualistic and becomes cooperative and collaborative; in the first, it is the teacher who designs and maintains almost complete control over the structure of interactions and the results to be obtained, and in the second, it is the opposite, the students design how the form of interactions will be carried out and maintain control over the different decisions that will affect their learning (Ortiz, 2015).

1.1.5.2. Disadvantages of connectivism theory

Information and Knowledge: Due to the diversity of nodes and knowledge to be explored, it is often difficult to guarantee the availability, quality, and correctness of the information necessary to form the connections that ensure learning. Teaching-Learning: Being a new learning theory of the digital age, a new teaching-learning methodology is required, in which, instead of designing courses, learning environments (learning ecologies) are designed so that students find and create your network of knowledge nodes based on your interests and needs (Saldarriaga, 2016).

Lack of Teacher Training: Teachers must still prepare for this change and be trained in technology and its use from this perspective of connectivism. Preparing teachers for new digital tools becomes a hard reality to adapt to as technology advances. This is because teachers need continuous training to handle new digital platforms.

1.1.5.3. Electronic Learning

Electronic Learning (E-learning) is a teaching and learning system based on using the Internet and all the devices and tools that can be connected to this network. The first to coin the term was Jay Cross and Elliot Masie in the 1990s. When the revolution that brought the concept of e-learning began, it was accompanied by many criticisms and contradictions. Still, there needs to be more discussion about which online learning method presents the most incredible opportunity to improve education, training, and teaching processes.

E-learning has multiple advantages, of which the following stand out: Training costs are reduced, like travel costs for trainers, teachers, and apprentices are reduced. This represents a great advantage, especially for organizations of great size and dispersion in different geographical points. Digital methods with face-to-face methods, only a limited number of students can be impacted; e-learning, thanks to the power of the internet, can transcend the barriers of space to present courses to an almost unlimited number of students, this reduces costs for students and makes organizations more competitive.

E-learning has as its central point the students and learners, which differs from traditional approaches to education; it seeks to make it the most comfortable and easy for the student to learn, allowing them to learn at their own pace, in the place they want, in the moment you wish to and from multiple technological devices depending on your convenience. E-learning allows greater control over the learning process since instructors or teachers can use data to track the results.

The contents become more dynamic and interactive, which helps to captivate and engage the learners more; the wide range of content formats allows for covering all learning styles: visual, auditory, and kinesthetic, through readings, videos, podcasts, games, and even augmented reality or virtual reality it is possible to create an experience of immersion in knowledge.

E-learning allows knowledge to be distributed more quickly within organizations, facilitating the permanent management of change, an essential skill for the adaptation of an organization (Ganduxé, 2018).

1.1.5.4. Mobile Learning

García (2019) states that Mobile learning or m-learning is a type of learning that uses any mobile device, smartphone, tablet, etc. Its main features are multifunctionality, connectivity, customization, diversity, flexibility, and accessibility. Those devices have wireless connectivity as a teaching tool and adapt the methodology to it. Still, without a doubt, its strong point is motivation since the new generations of students are more familiar with them.

M-learning is a derivative of e-learning, but there are nuances between the two forms of learning. The fundamental difference lies in the mobility that mobile learning offers. E-learning can be done from a fixed device. This influences the content, while m-learning is lighter, educational mini-sessions with easy-to-remember images, videos, and checklists. E-learning offers more extensive and detailed information. Consequently, therein lies another difference, mobile learning sessions are designed to last a few minutes, while e-learning sessions can last up to an hour (García, 2019).

1.1.5.5. Blended Learning

The advancement of the Internet and new technologies has brought many educational changes. For a time, many believed that distance learning would completely replace the face-to-face modality. However, there is already a more flexible that takes advantage of both models: blended learning. Blended learning, also known as hybrid, blended, or b-learning, is an educational model that combines face-to-face teaching with technology-based remote learning. Although it is a term still unknown to many people, hybrid teaching has become very popular thanks to digital transformations (E-ABC, 2019).

Blended learning is teaching in the classroom and virtual environment. It is a mix of the traditional education that we all know and distance learning to obtain the best possible result. In practice, the student will have face-to-face classes with a teacher and other students in a virtual environment through digital platforms and other technological resources that allow them to acquire knowledge. In other words, it perfectly combines the face-to-face and online worlds (Sharpe et al., 2006).

1.2. Digital Age

The cultures of Western countries and their most prominent historians have accepted, with due exceptions, the denomination of Ancient, Middle Ages, Modern Ages, and Contemporary Ages, to delimit the long periods that correspond to the profound transformations of human history.

Some historians set its beginning in 1991 when the Soviet Union was dissolved, the cold war ended, and the American Empire with its elected and all-powerful Caesars was imposed without resistance, the last of them waving the flag of his carded hair. However, several particularly sagacious intellectuals point to January 9, 2007, as the closing date of the Digital Age, the day Steve Jobs introduced the first intelligent mobile phone, which Noam Chomsky has called the muscle of God.

The last third of the 20th century saw the rise of computers and the global outbreak of digitization. It seems to many of us that the Digital Age starts with the smartphone, the phone “brought from the future to the present,” as Steve Jobs put it. This is an increasingly generalized opinion, even if it occurs in landscapes of unrest. Apart from so much gallinaceous ideology, the mobile phone has already become the sixth sense of man, the third arm of the human body. Three thousand million people today have a mobile phone with an internet connection. In other words, 40% of the world's population deploys its activity around a device that has become essential. Moreover, this is because the mobile has become a minicomputer with most of the digital functions of interest.

The digital age is so advanced that any citizen with a smartphone can search for biographies in seconds. People can talk to family or friends on the other side of the world with just one click. At this age, people can use their cell phone as a flashlight, compass, alarm clock, clock, stopwatch, calendar, and thermometer. They can shoot movies, take photos, and have it all in one file for easy reference. Users can control their blood pressure, their pulse, and the most diverse issues related to health; they can read newspapers from anywhere in the world, listen to the radio or watch television, and even record conversations at the exact moment (Denning, 2021).

1..2.1. Digital Age in Education

It is a reality that the digital age is making great strides in education worldwide. The pedagogy used by teachers today facilitates the teaching-learning process. In the network, there are many educational materials that teachers and students can use to understand different subjects of study without any difficulty.

The world of education is being handled in a pedagogical model different from the traditional one. Connectivism has connected valuable educational information with high-level multimedia content. Currently, virtual education is used daily in more public and private schools. This is increasing the level of education in the world, where students educate themselves most of the time, and teachers serve as guides to achieve the required curricular objectives.

1.2.2. Problems caused by limited resources in the digital age

Since the last economic crisis, inequality has continued to rise in most countries worldwide. A situation that affects many minors not only in terms of financial issues but also in terms of inequality in accessing new technologies. This unique situation may affect

children and adolescents in the future. A digital disconnection can affect their preparation, making them more vulnerable to bullying.

UNICEF has recently warned that inequality goes beyond economic issues. Another is being forged with more significant consequences in the future, inequality in access to new technologies. According to Unicef (2021), "Digital access is becoming the new dividing line since millions of children who could benefit more from digital technology are not satisfied. " It affects children in developing countries and increases the digital divide between minors in many European countries. More than 300,000 minors in Spain do not have access to a computer (in the last three months), and about 150,000 to the Internet.

1.3. Second language acquisition

Language acquisition involves structures, rules, and representation. The capacity to use language successfully requires acquiring a range of tools; among all the tools to develop a new language are morphology, vocabulary, syntax, and phonology. With all this, it is easy to understand new sentences.

According to Stephen Krashen, the theory (Krashen) of second language acquisition or the monitor model is based on five hypotheses: the hypothesis of the differentiation between acquisition and learning, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis.

Krashen's theory of second language acquisition is made up of five hypotheses:

The acquisition/learning hypothesis. There are two different paths in the appropriation of a foreign language; it is established that acquisition is an automatic process at the subconscious level, and learning is a conscious process due to "formal knowledge about the language."

The monitor's hypothesis. Due to acquired competence, they understand the skills to produce sentences in a foreign language. Therefore, the conscious knowledge of grammar rules has a unique function of making sentences as a monitor, a corrector, and modifying them if they are not according to the practices learned.

The natural order hypothesis. This hypothesis is directly related to the acquisition and not to learning, determining a predictable order of grammatical structures acquisition of the foreign language in the same way that there is an order of the acquisition of rules of the mother tongue; that is, some rules are internalized before others.

The input hypothesis. This hypothesis is the axis of all Krashen's theory, in which he states that the acquisition of a second language will only occur if the learner is exposed to samples of the target language (inputs) that are a little beyond his level of proficiency.

The affective filter hypothesis. This hypothesis considers affective factors' significant importance because they are directly related to a second language's acquisition/learning process and the results obtained throughout and at the end (Barriga & Lluquin, 2020).

1.3.1. Importance of learning a foreign language

Culture. Nowadays, languages are used in most areas of knowledge and human development. Still, it is an investment since this learning increases the possibility of getting a better job and enriches social and cultural life since language is the key to understanding.

The globalization of education, markets, and the world, in general, requires people to prepare much more than just a few decades ago, and mastering a language other than their mother tongue has become essential to develop and excel at a professional level. It has been proven that bilingual people have superior skills than those who only communicate in a single language. Although English is the preferred language for students, other languages have also become relevant globally (Daley, 2019).

1.4. English Skills

Four skills are necessary to learn this universal language in English, as in other languages. Developing the four skills facilitates understanding a language and improves the speaker's communicative and cognitive skills. Learning to "speak" a language helps to improve the understanding of the mother tongue because during the learning process, the linguistic structures are reviewed, and our brain takes the current language as a reference, relates it to the new one, and adopts it more easily (Rouyer, 2019).

The development of each skill allowed the student to understand, express, argue, and analyze. Mastering the four skills will determine if understanding the language is essential, intermediate, advanced, or learned as a second language; fluency is equal to the mother tongue.

1.4.1. Reading skill

It is the ability to understand a written text; in the learning process, perfect integration and understanding of words, sentences, expressions, and the entire structure in general that readers have is sought. This skill helps reinforce the language's writing which we will also mention below. Every time you read a text, set a goal. You can start paying attention to the structure of the text. Identify the introduction, the main idea of each paragraph, the introduction, etc. You can also focus on the connectors and their functions (The Anglo, 2019).

Sometimes people focus on reading topics related to work or school; however, good use of any language knows how to function in various contexts and adapts to situations. Therefore, reading all kinds of texts will give you an idea of how the language is used. Do

not just read books and scientific articles; read magazine articles, instructions, recipes, news, or something funny to pass the time.

1.4.2. Writing skill

Effective communication is made when a sentence is written correctly and is understandable. Writing is a part of training when studying a language because what has been learned is put on paper. It helps orality by associating words and phrases (The Anglo, 2019). When registering, oral practice is reinforced because people must be aware of the use of grammar, vocabulary, and syntax that allow them to transmit ideas and establish effective communication with other people in a written way.

Writing is not just about tracing or typing letters; it is also about connecting words to create sentences, connecting sentences to make paragraphs, and connecting sections to develop writing. Keeping the objective of writing a text is vital to communicate our ideas optimally. One way to create it is to be in chats where communication is entirely in English, or it can also be to write words or phrases with their respective meaning.

1.4.3. Speaking skill

Speaking is a skill that is developed hand in hand with listening. Generally, a person learning a language aims to "speak" it. Communicating verbally and clearly in a language other than the mother tongue is the sum of the four skills. Having a vast vocabulary to formulate ideas, know the culture or social contexts of the language being learned, understand what is heard or read and express it orally efficiently, and use linguistic structures appropriately leads a person to consider bilingual (The Anglo, 2019).

One of the most complex skills in any language is the monologue since no other person can give a break when speaking. Monologues are present in our daily lives through presentations at our jobs or schools, important anecdotes, or simply a WhatsApp voice note of more than a minute.

If people do not have a foreign friend or are embarrassed to speak English with other people, they must talk to themselves. Imagine that they are sending a voice note to their friends in another country and they are going to tell them how their day was or some other relevant topic.

1.4.4. Listening skill

The ability to listen to understand when learning a language is one of the essential parts because it allows not only to understand but also to imitate sounds and to be understood more clearly, in addition to being able to understand the speakers of the language. When the mother tongue is learned, one of the skills that are used the most is auditory, the child begins to hear sounds, and by imitating them, he emits words. Listening comprehension can be considered the beginning of the language learning process (The Anglo, 2019).

It refers to the capacity for listening comprehension, and, as we mentioned at the beginning, it allows us to imitate sounds and improve precision when speaking. That is why

it is considered the beginning of the learning process. To listen well, people must communicate well. Fine-tuning certain aspects of your English pronunciation can help you improve your understanding when listening to others speak.

Many think that speaking well is just learning to pronounce each word correctly. However, pronunciation goes further. Pay attention to the connection of the terms when said in a complete sentence; these details can help you understand the contractions, hidden consonant sounds, or simply the intonation when speaking. An excellent way to develop your ear is by listening to music and paying particular attention to the lyrics of the songs, so listening to those with straightforward lyrics without very complicated terms is recommended.

1.4.4.1. The Importance of Listening Skills in EFL

The reason for the importance of Listening is that when people are babies and children, they only identify the phonemes of their language and do not consider the others because it does not resemble what they were used to since they were born. When they grow up not constantly identifying sounds, they need help understanding other languages. Their brains do not register those strange sounds as words that produce a blockage in the face of that new language.

Studies confirm that people who focus on Listening can learn the rest of the skills (Writing, Reading, and Speaking) much faster; the best way to improve the other essential aspects of the language is to focus first on Listening. On the other hand, another study from the Journal of Memory and Language showed that it is much more effective to listen to the sounds of the new language that you want to learn silently than to pronounce them so that our perception is not distracted from the same phoneme and sound that the word produces, and, instead of memorizing it, being able to assimilate it (English'n Action, 2019).

The Listening skill in the teaching-learning process of the English language is considered by many researchers, teachers, and students the most challenging skill to master, which is given, among other factors, by the difference between the phonemes and graphemes of the English language and by the different pronunciation variants, not only from one country to another but also within the same country.

It is also the skill to which less time is devoted; the listening activities that appear in textbooks are short and insufficient, generally aimed at the presentation of new vocabulary, the identification of the central idea, the search for specific information, or the development of other skills such as pronunciation, which do not require an understanding of the complete text, nor of all the words it contains; Nor are extensive listening activities proposed, in addition to listening activities they are generally intended to assess what students are capable of hearing and not teach the skill (Rodríguez, 2018).

A.- What does listening involve?

Listening skill has four critical stages in this cognitive process: receiving, understanding, evaluating, and responding. For this, those listening must receive the message

through sounds emitted by the sender, understand each sound that forms words and letters, critically evaluate what they have heard, and finally remember and respond verbally or nonverbally. This process is essential to store information that will serve as new knowledge for everyday life.

❖ **Receiving**

Listening is a process that is always active, which gives meaning to verbal or non-verbal messages through sounds that are heard by the receiver. In this process, we find attention, the other half in this first stage. This is what keeps human beings alert to everything that happens in the social environment in which they find themselves to correctly process all the information that is received by the ears. This process allows us to identify all the sounds that make up words and messages. These sounds have meaning within different social contexts.

❖ **Understanding**

The comprehension stage is the second stage, which gives meaning to everything that is heard. This is a crucial stage for developing communication between two or more individuals. At this stage, the listener is the one who gives his meaning to what he hears according to each context in which it is found; each word and each message has its meaning. It is vital to determine the context so that, in this way, people can give the meaning of each word and understand simple and complex sentences so that communication develops without any inconvenience.

Sometimes, the environment plays a vital role in understanding the messages. This is because there are times when much noise interferes with the sounds that make up the different words. Also, if the person who transmits the messages has a foreign accent or their fluency could be better, it is challenging to capture the message perfectly. To better understand the letters in a conversation, asking questions is necessary to help the receiver understand the message.

❖ **Evaluating**

During this third stage, the receiver of the message can state if what he heard is true or false or if the information received is essential. In addition, this implies the personal or professional objectives of the one who transmits the message. This stage happens effectively when the information heard is captured in its entirety. Evaluating the news is always important to have a correct knowledge of all the topics different speakers are addressing. A clear understanding helps avoid ambiguity or wasting time trying to understand things that are optional to effective communication.

❖ **Responding**

The response stage is the last in the listening process, in which the listener gives an opinion on all the information that has just been heard. This response can be verbal or non-verbal. In a nonverbal way, the answer is transmitted through all kinds of gestures, either with the gaze or involuntary body gestures. On the other hand, responding verbally means

speaking to request more information, ending the conversation, or repeating what you just heard to check whether the data captured is correct.

B.- Listening sub-skills

❖ Listening for gist

The learner tries to listen to the keywords because, many times, it is not possible to listen to all the information. This helps to get a general idea when listening to some information, which often comes in sequence. In this sequence, learners can evidence nouns, verbs, and adjectives. Each of these articles facilitates the listener to create an image of what the speaker says. It is what is known as essence. The essence is the most crucial part that contains details. In this way, the meaning of the message is interpreted.

❖ Listening to specific information

Listening for specific information refers to predicting what you want and need to hear. In the educational field, it searches for information to complete certain curricular activities. The required information is found in the middle of different words that give context to what is heard.

❖ Listening in detail

This refers to listening in which it is necessary to listen to as much information as possible. It often needs clarification with listening for specific details where only a tiny amount of information needs to be heard. However, scanning is used in this sub-skill, but with various reports detailing important features that complement the information required to understand the message sent by the speaker.

❖ Listening to the attitude

Many things generally are expressed with idiomatic expressions, idioms, cultural phrases, or metaphors. This makes communication terrible for those who need to meet those terms. Typically, these phrases are accompanied by challenging body gestures, stresses, or intonations. To decode these messages, it is necessary to pay close attention and use different visual aids to interpret the information that each speaker transmits. Expressive language helps listeners improve their language attitudes by analyzing each message best (Waring, 2010).

❖ Extensive listening

Extensive listening refers to learners listening to different texts, songs, debates, or topics of interest without trying to listen to specific or detailed information to complete school activities. Extensive listening practice helps improve listeners' listening since they will not feel pressured when listening to the news. This makes it easier for learners to enhance their listening skills significantly, thus developing the different sub-skills for this process. In extensive listening, students will feel motivated and connected when interpreting English as a second language. They will choose the materials to work and study, enhancing their independent learning (Waring, 2010).

❖ **Listening to individual sounds**

This is usually one of the most challenging sub-skills to develop in the case of children or beginners in a second language. Hearing different sounds unfamiliar to the native language often causes listeners frustration by not understanding new sounds. The constant exposure to these new sounds that form other words helps the listeners understand the meaning of the different messages uttered by the speakers. The practice of listening must be constant so that the ability to listen can be improved and therefore know the importance of each sound heard.

C.- A-frame to teach Listening

The basic framework to teach listening is divided into three stages:

❖ **Pre-listening**

The main goals to be achieved by students are motivation, contextualization, and preparation. All these goals are enormously important before a listening activity to know what the listening is about. Before starting the exercise, it is necessary to choose a topic of interest to the students because they will be motivated, interested, and curious to learn more about the issue. After this, the contextualization must be related to the social environment, which generates new expectations about the subject to be discovered. Lastly, it is advisable to teach new vocabulary and expressions that could be found in the activity since it will be reinforced to complete different practices. This is essential for the preparation of students (British Council, 2011).

❖ **While listening**

When the audio or videos are played, the students must listen three to four times, pausing at each listen. In the first listening, learners become familiar with the content, speed, and accent with which people speak. When the listening material is played for the second time, an easy task, such as answering a general comprehension question, should be performed, which will then be checked among students. It is recommended that the answer only requires a little information to avoid frustration. The tasks to be developed for the last repetitions must increase the complexity with single words or definitive answers (British Council, 2011).

❖ **Post-listening**

There are two tasks for the post-listening stage: text reaction and language analysis. The first is to give an opinion or reflect on the exposed topic. This can be done with basic questions related to daily life or asking for a summary of what the issue is about or what the students have just heard. On the other hand, we find the content of the language that consists of carrying out an analysis of the text heard. This could be done using the vocabulary learned by developing an understanding of the text (British Council, 2011).

1.5. Common European Framework (Ecuadorian) Descriptors for level

The CEFR proposes six levels.

- A1-A2: primary users of the language.
- B1-B2: independent users of the language.
- C1-C2: proficient users of the language.

For students to reach level B1, they must achieve the curricular objectives of the three levels that are detailed below:

▪ **Level A1**

The interlocutor must ask the questions slowly (Council of Europe, 2003). This is achieved when students manage to understand expressions that are used in daily life to be able to satisfy needs such as eating, traveling, or communicating. In addition, learnings can be presented by providing personal information.

▪ **Level A2**

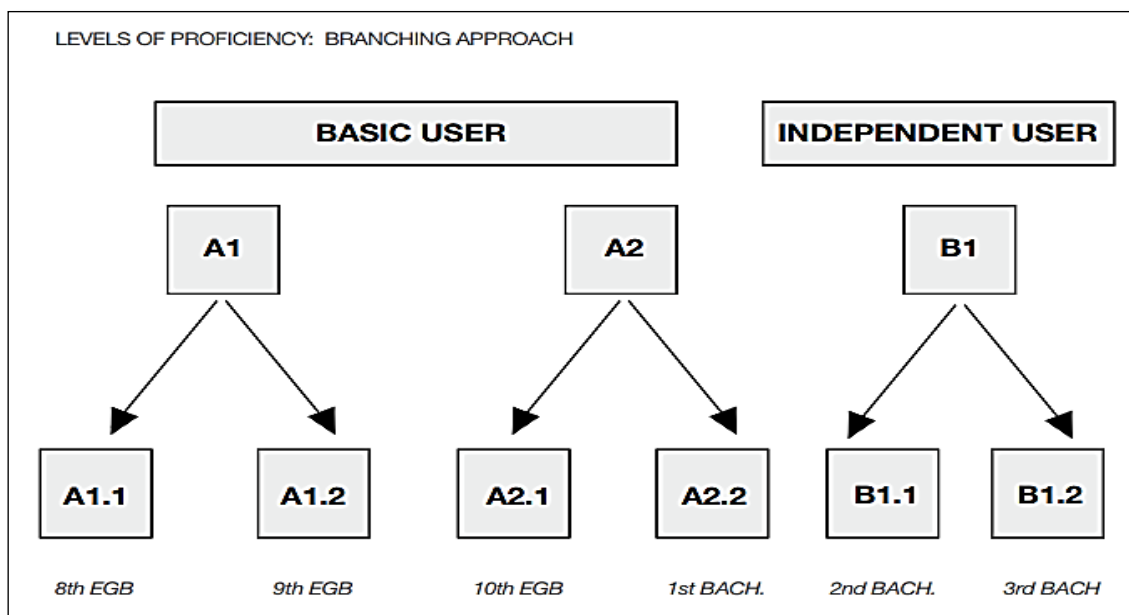
This level is achieved when students understand different phrases that are used daily. They can provide personal and family information and talk about topics of interest. They also perform activities that do not require high verbal interaction. At this level, they can talk about past issues related to the environment in which they find themselves (Council of Europe, 2003).

▪ **Level B1**

This level is reached when learners can talk about future topics, communicate while traveling with the target language, and carry out activities with readings on leisure, work, and personal life. They can discuss familiar issues, experiences, and desires, giving reasons and arguing their opinions (Council of Europe, 2003).

Figure 1

Levels of proficiency and their application for the school year



Adapted from the standard European Framework of Reference for Languages: Learning, teaching, assessment, by the Council of Europe, 2003

CHAPTER II METHODOLOGY

2.1. Type of research

2.1.1. Mixed-methods research

This is a mixed-methods research that is focused on a quantitative and qualitative approach to collecting and analyzing information in this research. It is quantitatively focused because statistical methods were applied to determine how many students and teachers the research project used. This approach solved the research questions. The qualitative approach developed in this research helped to expand information with data, opinions, and experiences from the population analyzed (Hernández, 2014).

2.2. Methods

2.2.1. Inductive method

The inductive model etymologically derived from driving to or from is a method based on reasoning, which "allows passing from particular facts to general principles" (Hurtado León & Toro Garrido, 2007, p. 84). Fundamentally, it consists of studying or observing particular facts or experiences to reach conclusions that can induce or allow the foundations of a theory to be derived from it (Bernal Torres, 2006).

2.2.2. Deductive method

The deductive method means to lead or extract in terms of its linguistic roots. This is based on reasoning, like inductive. However, its application is different since, in this case, the intrinsic deduction of the human being allows us to go from general principles to particular facts. The preceding is essential in the analysis of the general principles of a specific topic. Once verified and verified, the principle is valid and applied to contexts (Bernal Torres, 2006).

2.3. Research techniques and instruments

2.3.1. Documentary analysis

It was used to review the literature, understand the nature of listening, and choose the most valuable information to support this work. The information was collected from scientific articles, books, videos, conferences, websites, and dictionaries. The theories and methods that support this work were mainly gathered from books specialized in language

teaching and learning. Finally, findings and facts to compare the results of this study with others were mainly collected from scientific articles.

2.3.2. Survey

This technique was used to obtain information about the specialized materials used by English teachers in classrooms. The instrument used was a questionnaire with seven close questions. The survey was written in Spanish to avoid misunderstandings while students answered the questions.

2.3.3. Interview

This technique was used to collect data from two Monte Olivo High School English teachers. The instrument used was a questionnaire with open-ended questions, which were chosen according to the main objective of the present research work. This interview was applied to collect important information that helped support the creation of an English Listening Handbook with different resources that help students develop the most difficult English skill.

2.3.4. Data analysis process

After collecting the data, the programs “Microsoft Word” and “Microsoft Excel” were used to organize all the data collected. The seven questions’ results were analyzed and compared with similar studies and theories to understand them better.

2.4. Population and sample

This research will be carried out at “Monte Olivo” High School. This High School is in Carchi province, in a rural place, “Monte Olivo.” This High School is appropriate for this research because the interest in quality education is high. It has a unified General Baccalaureate, which allows students to project to different university degrees when they finish high school. In addition, this High School is appropriate since there are no English research studies.

The universe selected to apply the research is 140 students with a sample of 102 students and 2 English teachers. The sample of these Educational Institutions will be chosen using a pattern in students’ payrolls. With the teachers, it will be possible to show their way of adapting to their planning technological resources for developing listening skills in the students. The probabilistic sampling approach will be used to determine the sample size. According to (Hernández, 2014), all the universe members have the same possibility of being elected. The following sampling formula established by Hernández Sampieri was used to establish the sample number of both universes:

$$n = \frac{Z_{\alpha}^2 \cdot N \cdot p \cdot q}{i^2(N-1) + Z_{\alpha}^2 \cdot p \cdot q}$$

The reasons why the High School mentioned above were selected are summarized in the following table of information:

Tabla 1

Population and sample

High School	Location	Sector	Baccalaureate Modality	Books Used in Teaching English	Population Students	Population Teachers	Sample Size
“Monte Olivo High School”	Carchi Province (Bolívar)	Rural place	General Baccalaureate	Government books.	140	2	102

Produced by: Diego Montenegro



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
LICENCIATURA EN INGLÉS



**TRABAJO DE GRADO: “CONNECTIVISM THEORY TO DEVELOP
LISTENING SKILL IN ENGLISH SUBJECT IN SENIOR STUDENTS FROM
MONTE OLIVO HIGH SCHOOL IN THE PERIOD 2021-2022”**

Encuesta dirigida a: Estudiantes de Tercero de Bachillerato General Unificado de la Unidad Educativa Monte Olivo.

Fecha de aplicación: ___ / ___ / ___

Objetivo: Crear una guía didáctica aplicando la teoría del conectivismo con recursos para desarrollar la habilidad de escuchar en estudiantes del último año de la Unidad Educativa Monte Olivo en el periodo 2021-2022.

Agradecemos de antemano por la información brindada con la honestidad de sus respuestas. A continuación, marque con una (X) la respuesta que se acerque a su realidad como estudiante.

1.- ¿Utiliza su profesor material tecnológico durante las clases de inglés?

Siempre () Algunas veces () Rara vez () Nunca ()

2.- ¿Cuáles de los siguientes materiales usa el profesor para practicar la destreza de Listening?

Canciones () Diálogos () Series () Videos ()

3.- ¿Cómo practica Ud. la destreza de Listening?

Escuchando música ()

Viendo y escuchando videos en inglés ()

Viendo y escuchando películas en Inglés ()

Escuchando a personas nativas ()

Escuchando diálogos del texto ()

4.- ¿Cree usted, que con el uso de recursos tecnológicos mejorará la destreza de Listening?

Muy de acuerdo () De acuerdo () Desacuerdo () Indiferente ()

5.- ¿Ha utilizado herramientas virtuales para mejorar su habilidad de escuchar durante las clases de Inglés?

SI () NO ()

6.- ¿Qué temas desearía que estén presentes en las actividades tecnológicas en Inglés?

Documentales () Canciones () Series () Dibujos animados ()

Educación () Deportes ()

7.- ¿Le gustaría tener acceso a un libro de mano con actividades tecnológicas en Inglés para mejorar la habilidad de escuchar de una forma divertida?

SI () NO ()

¡GRACIAS!



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**TRABAJO DE GRADO: “CONNECTIVISM THEORY TO DEVELOP
LISTENING SKILL IN ENGLISH SUBJECT IN SENIOR STUDENTS FROM
MONTE OLIVO HIGH SCHOOL IN THE PERIOD 2021-2022”**

The interview was addressed to: English teachers from Monte Olivo High School.

Application date: ___ / ___ / ___

Objective: To create a listening blog using connectivism theory to develop English listening skills in senior students from Monte Olivo High School in 2021-2022.

I thank you in advance for the information provided and your answers' honesty.

- 1.- What kind of listening activities do you use to teach English in class with the help of audio and videos?**
- 2.- What activities do your students find easier to understand audio and videos?**
- 3.- Do you use an internet connection to teach English to your students?**
- 4.- Do you use technological resources that require an internet connection to teach English?**
- 5.- What technological resources do you use to improve your students' listening skills?**
- 6.- Do you consider that creating a handbook with activities to develop listening skills for students will help you as didactic support in teaching English as a foreign language?**

Thank you for your cooperation!

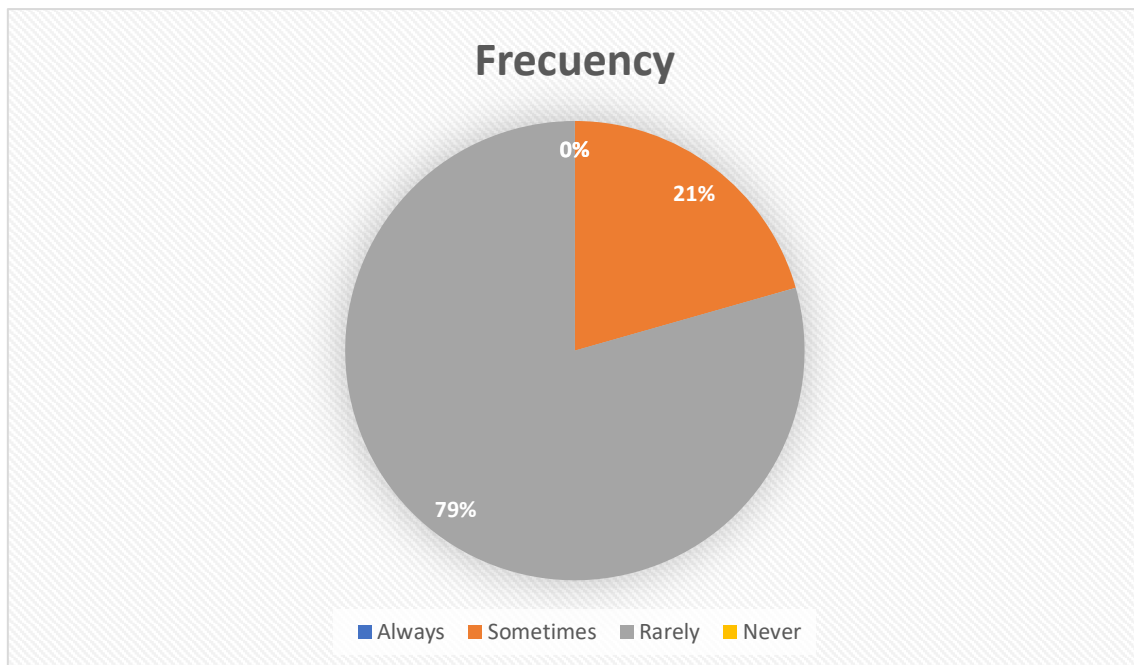
CHAPTER III RESULTS AND DISCUSSION

This chapter shows the results and analysis of the questions applied in the survey to students and interviews with English teachers based on the instruments used.

3.1. Survey analysis applied to senior students at “Monte Olivo” High School

Figure 2

Use of technological resources in class.



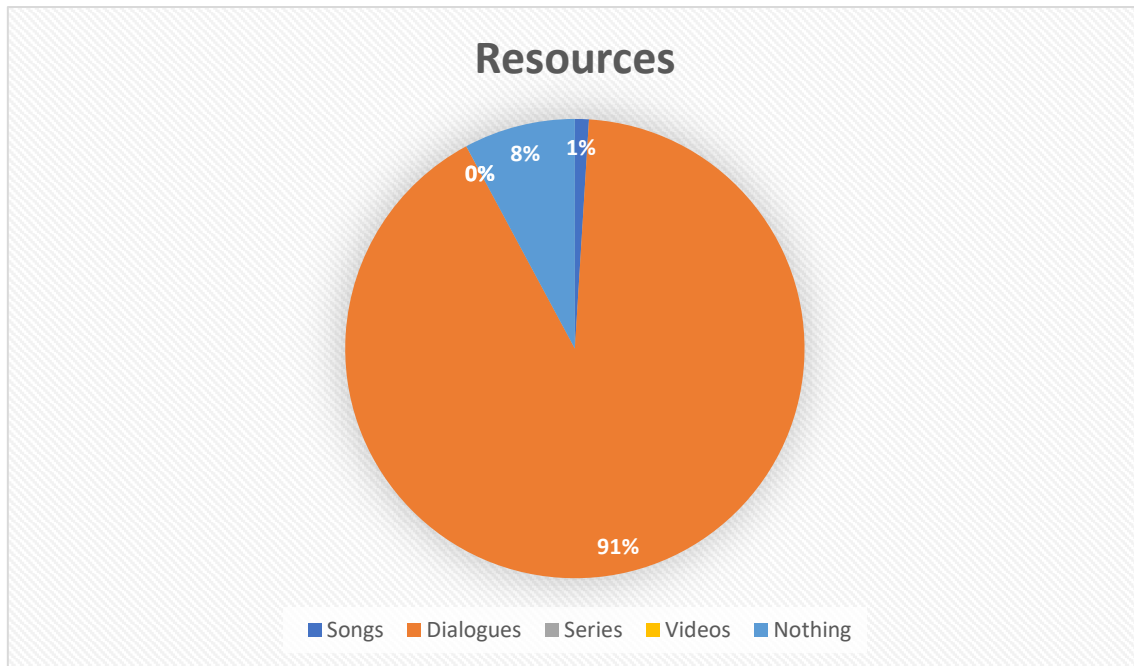
Note: Own elaboration. Source: October 2022 questionnaire.

Analysis

Graph one shows data about teachers' use of technological resources during their lessons. Data revealed that most student participants agree that teachers rarely use specialized teaching tools. This may suggest that teachers are not familiar with technology. It may also be inferred that they continue using teacher-centered instruction. A proposal should consider a quick guide to support teachers using specialized tools. It should be deemed to include a short manual to help teachers use technological tools.

Figure 3

Resources used by the teacher to teach Listening skills.



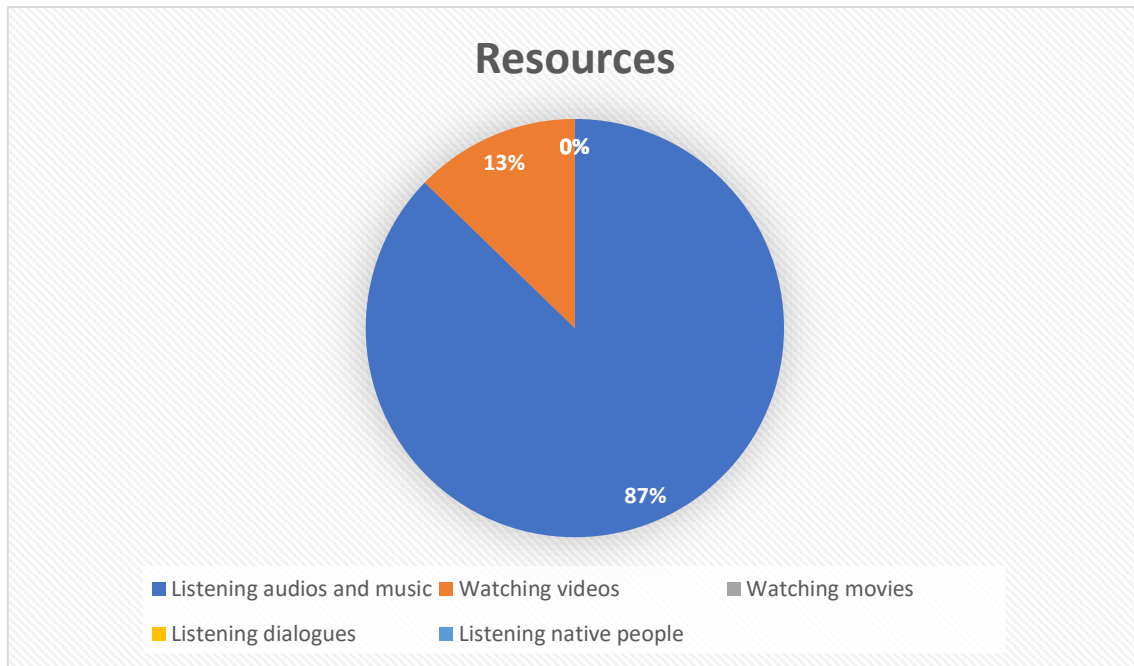
Note: Own elaboration. Source: October 2022 questionnaire.

Analysis

Graph two shows data about the resources teachers use to practice listening during their lessons. Data revealed that most student participants agree that teachers use dialogues to practice this skill. This may be because teachers need more technological resources to include more listening resources in their lessons. It may also be inferred that they must focus more on developing listening skills. The proposal should consider improving listening activities in the English pedagogical module granted by the country's government. In this way, teachers will add listening activities to their lesson plans.

Figure 4

Resources used by students to practice listening skills.



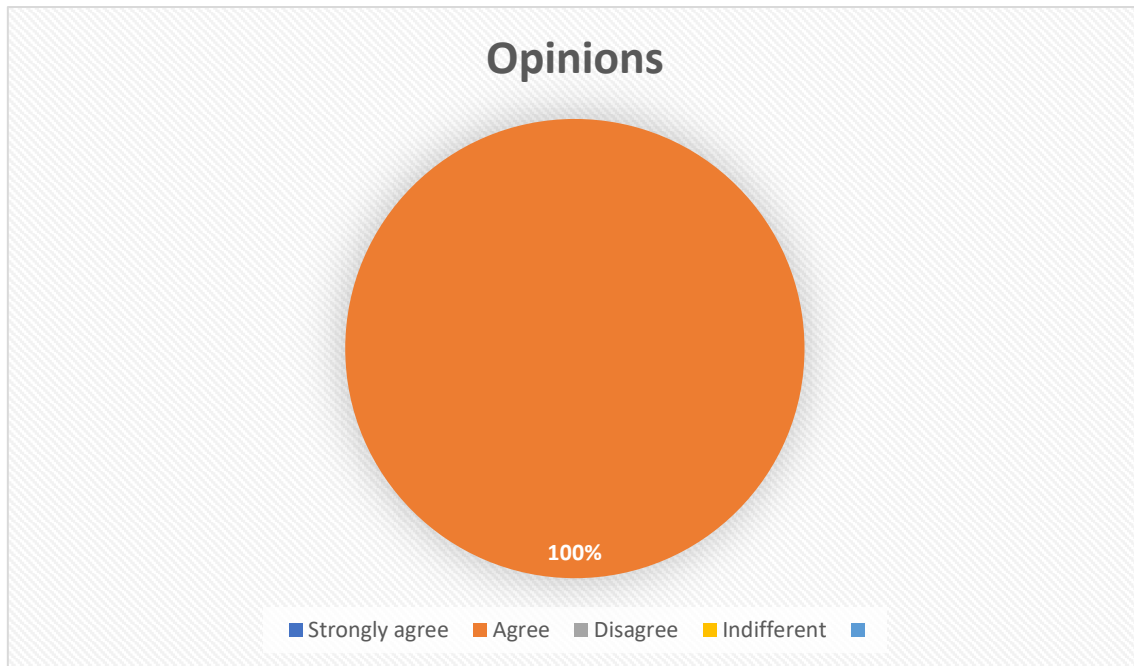
Note: Own elaboration. Source: October 2022 questionnaire.

Analysis

Graph three shows data about how student participants preferred to practice listening skills. Data revealed that music and audios are the resources most students use when not in class. This may suggest that participants consider music easier to find and preferred this because it is shorter than movies. The data also revealed that students are not surrounded by people who can talk in English. The proposal should consider modern music in some activities that students can enjoy while learning funnily.

Figure 5

Opinions about Technological resources could improve listening skills.



Note: Own elaboration. Source: October 2022 questionnaire.

Analysis

Graph four shows data with opinions about technological resources that could improve listening skills. Data evidence that student participants agree with the use of technical help in the development of listening skills. They consider that it could be fundamental to learn English fluently. Students may desire to learn English by practicing various exciting activities, including technological resources. In addition, the data is interpreted that teachers need to use more technical resources to develop their students' listening skills. The proposal should consider the use of technological resources to develop the activities.

Figure 6

Use of virtual tools to improve the listening skills of students.



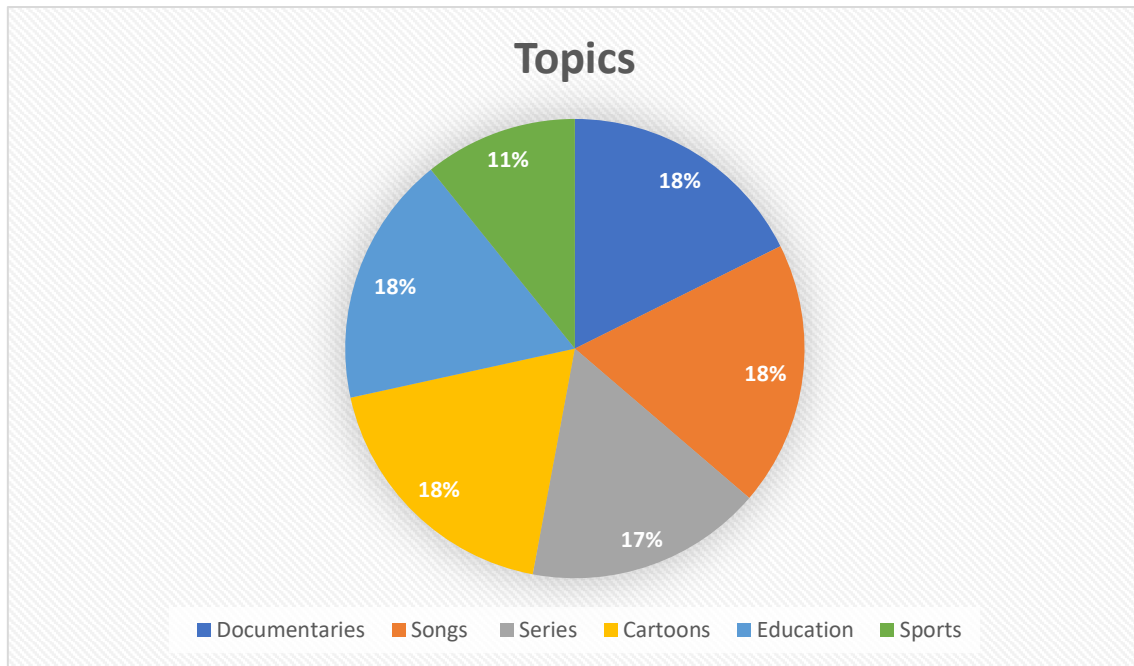
Note: Own elaboration. Source: October 2022 questionnaire.

Analysis

Graph five shows data about using virtual tools to improve students' listening skills. Data revealed that 100% of student participants had not used virtual tools to develop their listening skills. It may be because teachers are unfamiliar with them and traditionally create their lessons without adding learning techniques to the activities. The proposal should consider the use of virtual tools to improve listening skills. It could be a good opportunity for students to practice and develop this skill which is less practice in English lessons.

Figure 7

Topics to include in technological activities.



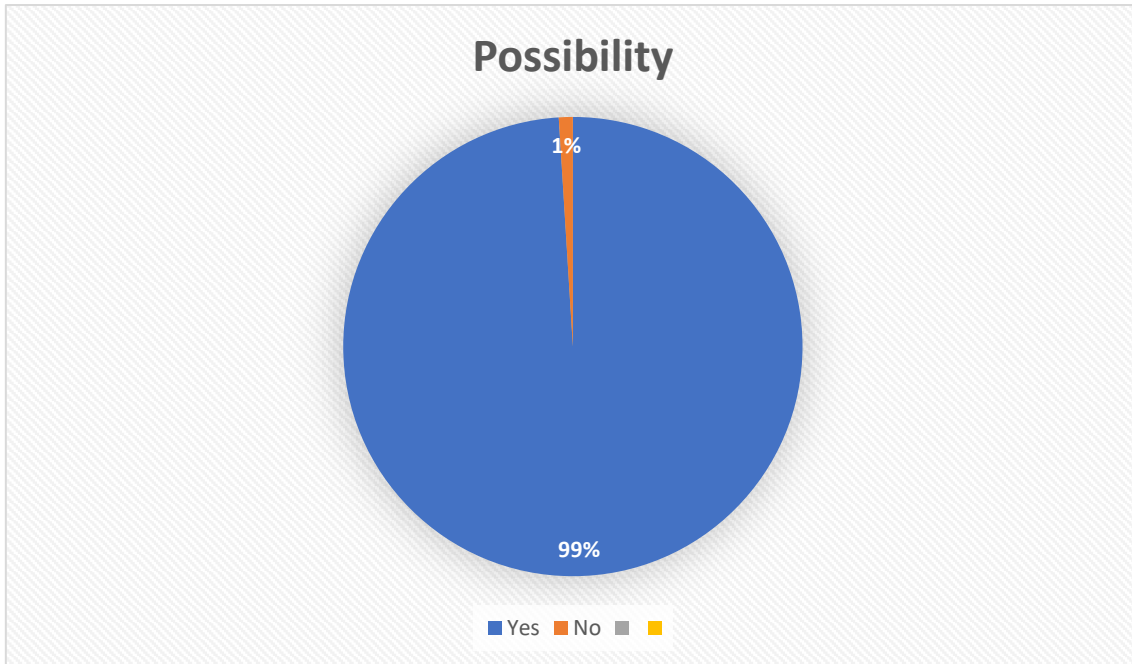
Note: Own elaboration. Source: October 2022 questionnaire

Analysis

Students may find it exciting to learn in a new way involving technological resources that could help make each lesson more entertaining and helpful for their learning of English as a second language. Graph six shows data about topics to include in technological activities. Data revealed that students desire all the issues to practice listening skills. The proposal should have activities with resources like documentaries, songs, series, cartoons, education, and sports.

Figure 8

Access to a handbook to improve listening skills.



Note: Own elaboration. Source: October 2022 questionnaire

Analysis

Graph seven shows data about access to a handbook to improve listening skills. Data revealed that most student participants would like the opportunity to have this handbook to improve their listening skills funnily. This data can be interpreted in that the teachers do not use didactic guides to plan their class lessons. For this reason, students may want to learn in a new way where they can have fun while learning. Moreover, they could free themselves from the stress that monotony causes. The final proposal should be shared with the senior students and teachers.

3.2. Interviews analysis applied to English teachers at “Monte Olivo” High School

Interviews

1.- What kind of listening activities do you use to teach English in class with the help of audio and videos?

“We use the songs that students like and try to practice.”

“Sometimes I use different activities such as listening to music and practicing with new vocabulary.”

The data above corresponds to the answers given by the English teachers’ participants to the question about the listening activities with the help of audio and videos used by them.

Analysis

Data revealed that songs are used as material to help students develop listening skills. Vocabulary practice is also part of their listening lessons.

It may be deduced that the teachers consider that music may favor the development of listening subskills. It can also be inferred that vocabulary practice is done in the pre-listening stage. It can be concluded that the teachers limit their actions to using music as a unique audio and video resource. There is no evidence of the use of frames to teach listening.

2.- What activities do your students find easier to understand audio and videos?

“The song very easy.”

“I think the easier is to practice with easy songs or their favorite songs.”

The data above corresponds to the answers the English teachers’ participants gave to the question about the kind of activities students find easier to understand audio and videos.

Analysis

Data showed that teachers choose easy English songs and songs students like as listening activities.

It may be inferred that the teachers must become more familiar with listening activities. It can also be deduced that the teachers could be more focused on planning moves to develop listening skills for their students. Furthermore, if students do not do activities linked to this skill, developing English listening skills could be a real problem.

3.- Do you use an internet connection to teach English to your students?

“I sometimes use this in my class, but it is difficult because I don’t have the technology resources.”

“No, in this High School, we don’t have a connection to the internet, and I don’t use it now.”

The data above corresponds to the answers the English teachers’ participants gave to the question about using an internet connection to teach English.

Analysis

Data revealed an internet connection in Monte Olivo High School, and teachers need more technological resources to teach English.

It may be established that teachers do not use internet connection to teach English because they need technological resources necessary. Based on this problem, teachers cannot use modern resources that require an internet connection in this era, the “Digital age.” It can be concluded that students are not familiar with these due to the limitation of the internet connection in English teaching.

4.- Do you use technological resources that require an internet connection to teach English?

“No, I don’t like it.”

“Sometimes I use the laptop or cellphone.”

The data above corresponds to the answers the English teachers’ participants gave to the question about using technological resources that required an internet connection to teach English.

Analysis

Data showed that teachers sometimes use resources that require an internet connection to teach English, like laptops and smartphones.

It may be deduced that teachers use their laptops and smartphones to teach English but without the Internet. They may be reproduced songs and audio using these technological resources. The limitation of an internet connection may not be favorable in learning English since teachers continue to use traditional teaching in class. It can be concluded that teachers need to take full advantage of their technological resources when teaching English. There is no evidence of the use of an internet connection.

5.- What technological resources do you use to improve your students’ listening skills?

“We use, in this case, the computer and phone.”

“I especially use my cellphone in class to practice different songs.”

The data above corresponds to the answers the English teachers’ participants gave to the question about the kind of technological resources to improve students’ listening skills.

Analysis

Data showed that teachers use their laptops and smartphones to reproduce songs to improve the listening skills of their students.

Playing songs is a unique resource teachers use to develop listening skills for senior students. Moreover, It can be inferred that students struggle to hear and understand English conversations.

6.- Do you consider that creating a handbook with activities to develop listening skills for students will help you as didactic support in teaching English as a foreign language?

“Yes, I consider that it is very important that the students have the opportunity to learn this foreign English, but in my case in my students it’s very difficult, but they don’t like the resources necessary to practice English.”

“I think that it’s a great idea because the students can improve this listening skill, and your knowledge can be better.”

The data above corresponds to the answers the English teachers’ participants gave to the question about creating a handbook with activities to develop listening skills for students as didactic support in teaching English as a foreign language.

Analysis

Data revealed that the proposal is an excellent idea because it could improve listening skills. On the other hand, some students do not like the resources teachers use to practice English.

Creating a handbook will be didactic support for teachers to develop listening skills for their students. It may attract students’ attention to acquiring English as a second language. The variety of activities and resources could arouse the students’ interest to continue learning English and, in this way, develop their listening skills. It can be concluded that the proposal will help teachers as didactic support in class.

CHAPTER IV
PROPOSAL



Listening Handbook

**“CONNECTIVISM THEORY TO DEVELOP
ENGLISH LISTENING SKILLS ON SENIOR
STUDENTS AT MONTE OLIVO HIGH
SCHOOL”**



1.- Lesson Listening

Favorite actor or actress



Before We Listen...

- Do you have a favorite actor or actress?



I have a famous for sharing!



Teach me

Have you heard those words?

Give each student a couple of words and expressions.
Ask students to explain the terms in small groups.

Famous
Movies
Comedian
Teenager
Married
Actors

Match the words on the left to the pictures on the right.



1. Famous
2. Movies
3. Comedian
4. Teenager
5. Married
6. Actors



MONKEY MIRROR:

In breakout rooms, one person chooses a secret word from below, then tries to imitate the word without sounds to have their partners guess it.



Famous
Movies
Comedian
Teenager
Married
Actors



During

- **What is the best title for the video?**
 - a. Famous actor and actress.
 - b. Important people.
 - c. Activities to do at work.



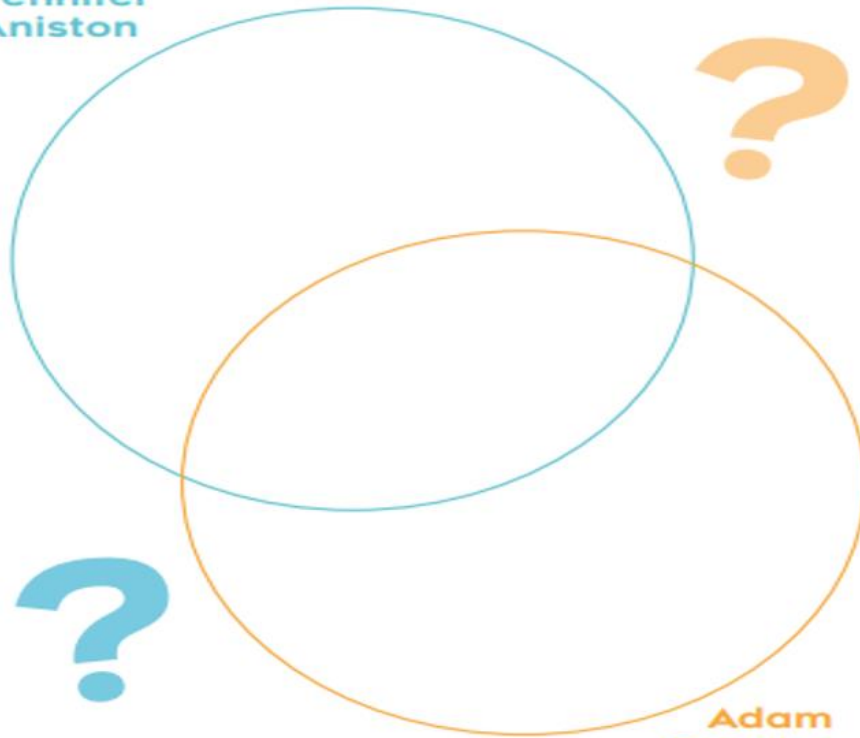
<https://www.youtube.com/watch?v=SCDfm7rQ3hg>

While Listening...

Now listen again and organize your notes in the Venn Diagram below. Write the things that the two actors have in common in the middle.



Jennifer Aniston



Adam Sandler



After Listening...

Would you like to meet some celebrities?
Who?

What do these celebrities have in common
with your favourite actor or actress?



2.- Lesson Listening

Movie Theater Food Around the World



Before We Listen...

- What do you prefer to eat when you watch a movie?

Before We Listen...



What Theme is it?

- Guess the theme according to the images?



Match the words on the left to the pictures on the right.



1. Popcorn
2. Nachos
3. Fries
4. Hot Dog
5. Soda
6. Mozzarella Sticks

a



b



c



d



e



f



During

- **What is the best title for the video?**
 - a. The best Movie Theater snacks
 - b. Healthy and fast food
 - c. Fiction movies



<https://www.youtube.com/watch?v=7L6HLhLldgo>

• **Instruction**

Listen to the speaker telling you about the type of food served in movie theaters worldwide. Take notes in the chart below. Fill in the countries and the food that they do in each one.

Country	Food

After Listening...

What would you like to eat at the movies?

What do you usually eat at the movies?



3.- Lesson Listening

Movie Producer



Before We Listen...

- Do you want to be a famous producer?
Why?

Before We Listen...

Basic Brainstorming

Revealing the theme of the listening passage. Make notes on a paper and then share their ideas with their classmates.



Match the words on the left to the pictures on the right.



- 1. film
- 2. filmmaker
- 3. retired
- 4. Website stories
- 5. TV series
- 6. award

a



b



c



d



e



f



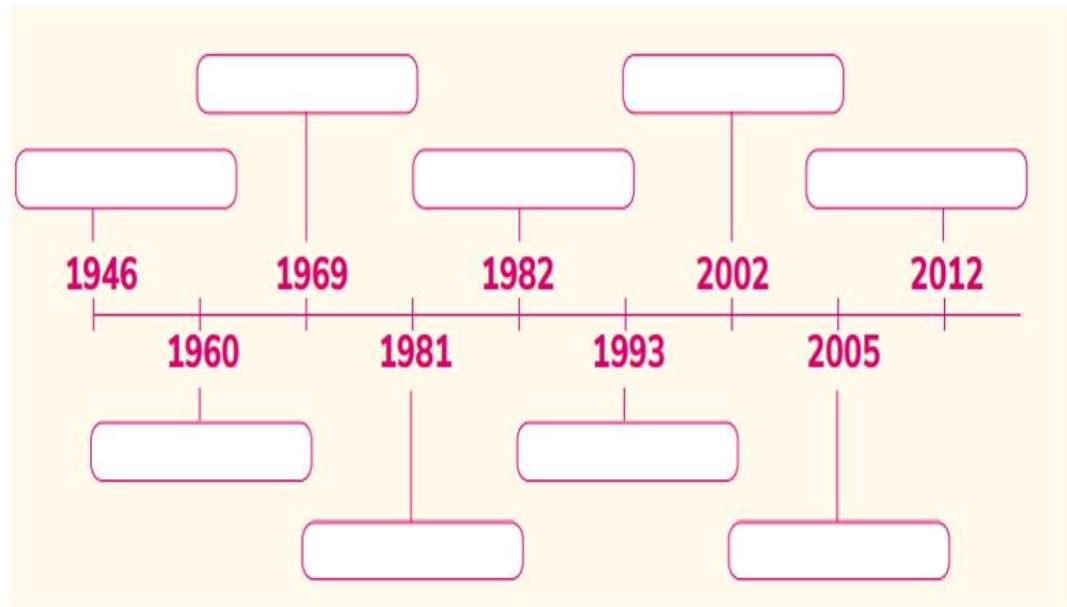
During

- **What is the best title for the video?**
 - a. How to be an actor?
 - b. What does a film producer do?
 - c. American actor.

https://www.youtube.com/watch?v=RJGA_ctARGY

• **Instruction**

Listen to the following recording about Steven Spielberg. As you listen, fill in the timeline with years and important events in his life.



After Listening...

Have you ever watched the Oscars on TV? Do you like this awards show?

Do you know any movies from your country?



4.- Lesson Listening

Cost of Movie Theaters Around the World



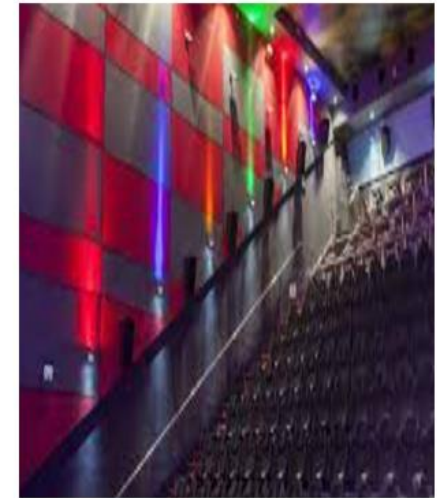
Before We Listen...

- Have you ever watched the Oscars on television?
- Do you like this awards show?

Before We Listen...

Brainstorming: Brain Walking

Paste posters around the classroom and divide students in small groups, students go to the poster and talk about what comes to mind after looking at the posters.



Match the words on the left to the pictures on the right.



- 1. luxury
- 2. cheap
- 3. ticket
- 4. expensive
- 5. Movie theater

a



b



c



d

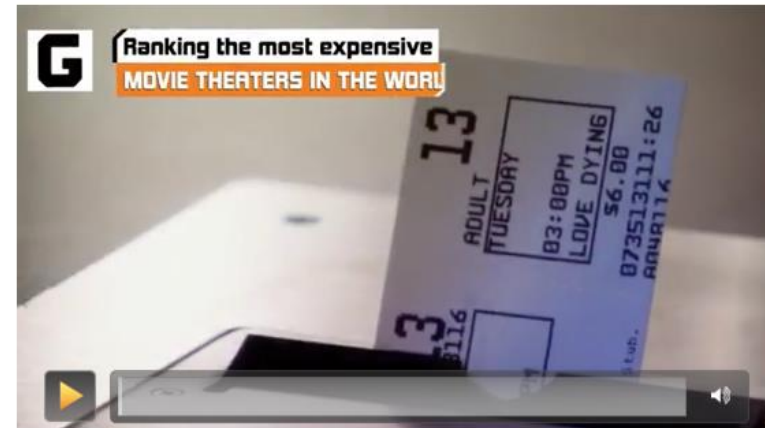


e



During

- What is the best title for the video?
 - a. Workers at a Movie Theater.
 - b. The best movie in the world.
 - c. The most expensive Movie Theater.



https://www.youtube.com/watch?v=YjuWNVtLk_s



- **Instruction**

Listen to the following audio about movie ticket prices around the world. Take notes. Then answer the questions in class.

Complete the sentences with the missing word or words.

- It is a **luxury** for some people to go to the _____.
- Switzerland is the most expensive place to go to the movie theaters. It costs _____.
- In Sweden and _____, tickets cost \$15.
- In western Europe and North America, movie tickets usually cost around _____.
- The cheapest country to go to the movies is _____.

After Listening...

How much does going to the movie theater in your country cost?

Do you think this is too expensive?



5.- Lesson Listening

Movies in other languages.

Before We Listen...

- What is your favorite Disney movie?
- Why do you like it?

Before We Listen...

Visuals – What Do you Think Happened?

Show a picture of the listening passage and ask students to explain what happened.
Students can work in small groups, produce an idea, and share it with the rest of the class.



Match the words on the left to the pictures on the right.



1. Illustrator
2. animator
3. voice actor
4. famous character
5. Oscars

a



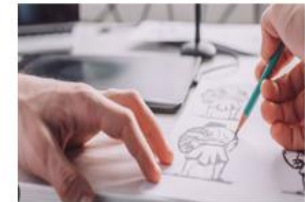
b



c



d



e



f

During

Watch the video without sound.

- **What is the best title for the video?**

- a. Walt Disney / Jobs
- b. Walt Disney / Life
- c. Walt Disney / Dreams



https://www.youtube.com/watch?v=TbGu3wVd7_Q



Instruction

- Listen to the following audio about Walt Disney. Decide if the statements are True (T) or False (F).

- Walt Disney was born in 1901 in the city of Chicago.
- He was most famous for his acting.
- He received a total of 20 Oscars.
- His brother Roy created Mickey Mouse.
- Walt died when he was 65 years old.

After Listening...

Would you consider that Walt Disney was successful?

How do you define success?



6.- Lesson Listening

Movie Talk

Before We Listen...

- What is your favorite movie gender?
- Why?

Before We Listen...

Chinese whispers

Use a sentence or expression related to the theme of the listening.

Arrange students in two lines, whisper a word/expression to the first in the line, who whispers it on to the next in line, and so on until the last student in the line shouts out the word/expression they hear or writes the word/expression on the board.

Score points for correct words.

spoiler - thriller - blooper - movie - dramatic - suspense - intrigue



Match the words on the left to the pictures on the right.



- 1. thriller
- 2. spoiler
- 3. audience
- 4. scene
- 5. dramatic

a



b



c



d



e



During

- **What is the best title for the video?**
 - a. What is cinema for?
 - b. How to become a producer?
 - c. Movies in the World.

<https://www.youtube.com/watch?v=nZWceRO94dM>



Instruction

- According to the dialogue, what do the following words mean? Choose the best option for each one.

- spoiler
 - a. a movie that nobody wants to see
 - b. a character who is the bad person in the story
 - c. when someone or something tells the end of a movie you haven't seen
 - d. a movie that starts horribly but ends very well
- thriller
 - a. character in a horror movie
 - b. genre of movie involving intrigue and suspense
 - c. genre of movie that causes great happiness in the audience
 - d. a scene in a movie that has a lot of blood
- blooper
 - a. a scary scene in a movie
 - b. a sad scene in a movie
 - c. the most dramatic scene
 - d. an embarrassing error made by the actors

After Listening...

Have you ever seen movies in different languages?

Do you like when people upload spoilers from new movies? Why? Why not?



7.- Lesson Listening

The Hollywood Walk of Fame

Before We Listen...

-Have you heard of Hollywood?

Before We Listen...

Controversial Opinions



Is there an age to be on the Hollywood Walk of Fame?

Match the words on the left to the pictures on the right.



- 1. fiction
- 2. famous
- 3. business
- 4. Walk of Fame
- 5. celebrity

a



b



c



d



e



During

- **What is the best title for the video?**
 - a. Facts about The Hollywood Walk of Fame.
 - b. Records in Hollywood.
 - c. Security at Hollywood.



https://www.youtube.com/watch?v=lKnq7_M5d8g



Instruction

- Listen to the audio about the Hollywood Walk of Fame. You will hear a lot of numbers. Complete the questions below with the correct information.

- In 1953 _____
- In 1960 _____
- Now there are 2600 _____
- 47% _____
- 24% _____
- 17% _____
- 10% _____
- 2% _____
- It costs \$40,000 _____
- In 1978 _____

After Listening...

Who is your favorite Hollywood celebrity?
Why?

Would you like to be a famous actor or
actress? Why? Why not?



8.- Lesson Listening

Idioms

Before We Listen...

-What is your favorite idiom in your language?

Before We Listen...

Brainstorming: Brain Walking

You can paste posters around the classroom and divide students in small groups, students go to the poster and talk about what comes to mind after taking a look at the posters.



Match the words on the left to the pictures on the right.



- 1. hype
- 2. go on
- 3. break
- 4. kick-off
- 5. road

a



b



c



d



e



During

Watch the video without sound.

- **What is the best title for the video?**
 - a. How to speak fast?
 - b. Phrases.
 - c. Idioms.



<https://www.youtube.com/watch?v=XvsopmnMfg8>



Instruction

- Listen to a conversation between two friends about idioms. What does each of the idioms mentioned in the dialogue mean? Write it in your own words.

- Get the show on the road

- To kick something off

- Live up to the hype

- Break a leg

- The show must go on

After Listening...

What is your favorite English idiom?

What is the best idiom that describes you?
Why?

CONCLUSIONS

- The results obtained from the surveys applied to the senior students at Monte Olivo High School determine that the majority consider the usefulness of learning the English language and that they prefer the development of activities through games and technological activities. It is necessary to formulate technological and didactic strategies that promote optimal environments from the interaction of digital processes with appropriate tools.
- From the interviews with the teachers of the English subject of the senior students at Monte Olivo High School, it is established that in the development of their classes if they apply virtual media, through different platforms to generate greater interest, and motivation in students. For this reason, it is essential to continue using technological tools adapted to the principles and innovation, quality, perspective of didactic possibilities, and the practical use of these tools in their classes.
- The didactic technological strategies guide interactively facilitates access to information, providing teachers with opportunities to develop better communication skills while listening in English through flexible, dynamic, interactive, motivating environments.

RECOMENDATIONS

- Senior students should take advantage of the scope of technological resources to generate collaborative, interactive teamwork, to obtain significant learning from listening and using technological tools in the development of their knowledge.
- Teachers must motivate students in the systemic processes of managing the available technological tools as a principle of academic innovation and integration of digital proposals for listening. Moreover, adjusted to the needs, expectations of the students, and the principles of improvement educational continuity of the high school, to take advantage of the opportunities and advantages they have as a means of teaching and learning.
- Teachers must promote the use of specific technological tools for listening depending on the curricular blocks, and the performance criteria to be obtained. It guarantees flexible teaching-learning processes, content ownership, processes, and optimal methodologies that create classroom environments conducive to third-year high school students from this campus.

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ANNEXES

Questionnaire format



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
LICENCIATURA EN INGLÉS



TRABAJO DE GRADO: “CONNECTIVISIM THEORY TO DEVELOP LISTENING SKILL IN ENGLISH SUBJECT IN SENIOR STUDENTS FROM MONTE OLIVO HIGH SCHOOL IN THE PERIOD 2021-2022”

Encuesta dirigida a: Estudiantes de Tercero de Bachillerato General Unificado de la Unidad Educativa Monte Olivo.

Fecha de aplicación: ___ / ___ / ___

Objetivo: Crear una guía didáctica aplicando la teoría del conectivismo con recursos para desarrollar la habilidad de escuchar en estudiantes del último año de la Unidad Educativa Monte Olivo en el periodo 2021-2022.

Agradecemos de antemano por la información brindada con la honestidad de sus respuestas. A continuación, marque con una (X) la respuesta que se acerque a su realidad como estudiante.

1.- ¿Utiliza su profesor material tecnológico durante las clases de inglés?

Siempre () Algunas veces () Rara vez () Nunca ()

2.- ¿Cuáles de los siguientes materiales usa el profesor para practicar la destreza de Listening?

Canciones () Diálogos () Series () Videos ()

3.- ¿Cómo practica Ud. la destreza de Listening?

Escuchando música ()

Viendo y escuchando videos en inglés ()

Viendo y escuchando películas en Inglés ()

Escuchando a personas nativas ()

Escuchando diálogos del texto ()

4.- ¿Cree usted, que con el uso de recursos tecnológicos mejorará la destreza de Listening?

Muy de acuerdo () De acuerdo () Desacuerdo () Indiferente ()

5.- ¿Ha utilizado herramientas virtuales para mejorar su habilidad de escuchar durante las clases de Inglés?

SI () NO ()

6.- ¿Qué temas desearía que estén presentes en las actividades tecnológicas en Inglés?

Documentales () Canciones () Series () Dibujos animados ()

Educación () Deportes ()

7.- ¿Le gustaría tener acceso a un libro de mano con actividades tecnológicas en Inglés para mejorar la habilidad de escuchar de una forma divertida?

SI () NO ()

¡GRACIAS!

Interview format



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
LICENCIATURA EN INGLÉS**



**TRABAJO DE GRADO: “CONNECTIVISM THEORY TO DEVELOP
LISTENING SKILL IN ENGLISH SUBJECT IN SENIOR STUDENTS FROM
MONTE OLIVO HIGH SCHOOL IN THE PERIOD 2021-2022”**

The interview was addressed to: English teachers from Monte Olivo High School.

Application date: ___ / ___ / ___

Objective: To create a listening blog using connectivism theory to develop English listening skills in senior students from Monte Olivo High School in 2021-2022.

I thank you in advance for the information provided and your answers' honesty.

- 1.- What kind of listening activities do you use to teach English in class with the help of audio and videos?**
- 2.- What activities do your students find easier to understand audio and videos?**
- 3.- Do you use an internet connection to teach English to your students?**
- 4.- Do you use technological resources that require an internet connection to teach English?**
- 5.- What technological resources do you use to improve your students' listening skills?**
- 6.- Do you consider that creating a handbook with activities to develop listening skills for students will help you as didactic support in teaching English as a foreign language?**

Thank you for your cooperation!



CERTIFICADO DE COINCIDENCIA TURNITIN

Una vez analizado el tema de Trabajo de integración curricular titulado: “Connectivism Theory to Develop English Listening Skills on Senior Students at Monte Olivo High School, Academic Period 2021-2022”, de autoría del Sr. Montenegro Paspuel Diego Fabricio de la carrera de Inglés, se determinó que existe un 4 % de similitud en sus contenidos, lo que está dentro del porcentaje aceptable reglamentario y por lo cual certifico que es procedente y aceptable para continuar con el proceso de titulación.

Ibarra, 30 de junio de 2023

Atentamente,
“CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO”



JOSE MIGUEL O'BANDO
ARROYO

MSc. José Miguel Obando Arroyo
Director TIC