



**UNIVERSIDAD TÉCNICA DEL NORTE  
(UTN)**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
(FECYT)**

**CARRERA: PEDADOGÍA EN IDIOMAS NACIONALES Y  
EXTRANJEROS MENSION INGLÉS**

**INFORME FINAL DE TITULACIÓN, EN LA MODALIDAD  
PRESENCIAL**

**TEMA:**

Digital applications for developing listening skills in first-level students at Universidad  
Técnica del Norte, academic period 2022-2023

**Trabajo de titulación previo a la obtención del título de Licenciada en Pedagogía de  
los Idiomas Nacionales y Extranjeros Especialización Ingles**

**Línea de investigación:** Gestión, calidad de la educación, procesos pedagógicos e  
idiomas.

**Autor (a):** Silvia Maribel Pupiales Farinango

**Director:** Franklin Fernando Narvárez Vega

Ibarra, 2024



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<b>DATOS DE CONTACTO</b>			
<b>CÉDULA DE IDENTIDAD:</b>	1004844716		
<b>APELLIDOS Y NOMBRES:</b>	Pupiales Farinango Silvia Maribel		
<b>DIRECCIÓN:</b>	San Pablo, Ángel Vaca - Carlos Troya		
<b>EMAIL:</b>	smpupialesf@utn.edu.ec		
<b>TELÉFONO FIJO:</b>	Ninguno	<b>TELF. MOVIL</b>	0960679602

<b>DATOS DE LA OBRA</b>	
<b>TÍTULO:</b>	Digital applications for developing listening skills in first-level students at Universidad Técnica del Norte, academic period 2022-2023
<b>AUTOR (ES):</b>	Pupiales Farinango Silvia Maribel
<b>FECHA:</b>	2024/ 01/ 30
<b>SOLO PARA TRABAJOS DE GRADO</b>	
<b>PROGRAMA:</b>	<input checked="" type="checkbox"/> <b>PREGRADO</b> <input type="checkbox"/> <b>GRADO</b>
<b>TITULO POR EL QUE OPTA:</b>	Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros.
<b>ASESOR /DIRECTOR:</b>	Msc. Franklin Fernando Narváez Vega

# CONSTANCIA

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Ibarra, a los 30 días, del mes de enero de 2024

### EL AUTOR:



Nombre: Pupiales Farinango Silvia Maribel

## CERTIFICACIÓN DEL DIRECTOR

### CERTIFICACIÓN DEL DIRECTOR

Ibarra, 30 de enero de 2024

Msc. Franklin Fernando Narváez Vega  
DIRECTOR DEL TRABAJO DE TITULACIÓN

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(f) .....

Msc. Franklin Fernando Narváez Vega  
C.C.: 100175802-6

## **DECICATION**

At this moment, I want to thank my parents for all their support. I have received over the years. They are a very important pillar in my life since they taught me to strive and fight for my goals. I feel so lucky to have parents like you. Thank you for teaching me the fundamental values of life and not giving in to the obstacles that may exist. Additionally, I want to thank a very special person who remained through thick and thin, giving me his unconditional support throughout this academic process and always motivating me to keep going. I deeply thank my loved ones for staying by my side.

## **ACKNOWLEDGEMENT**

First of all, I would like to thank the English teachers at the Universidad Técnica del Norte, who were a guide and motivation to develop our maximum potential. Thank you for providing your knowledge, being patient, answering our questions, and creating a stimulating and positive educational environment. I will also thank my internship tutors, who imparted their knowledge and strategies to work with the students. They gave me their absolute support throughout the entire internship period. Additionally, they allowed me to interact with young people using new teaching materials created by young practitioners. Teachers are an example to follow and are builders of the future of young people. Thank you for everything, my dear teachers.

## ABSTRACT

Listening skills are essential for effective communication and the development of other abilities. Since good communication will enable you to function more easily in the English language, whether interacting with teachers, foreigners, or classmates, this research focuses on the use of digital applications to improve listening skills in first-semester students at Universidad Tècnica del Norte. The research was carried out in the city of Ibarra, Imbabura province. Both students and teachers will be able to make use of this research due to the reliable content that validates it. Data were collected through the implementation of a survey applied to the first-semester student population to determine if digital applications are a support for improving listening skills. Likewise, an interview was conducted to obtain information about the strategies, methods, ideas, and methodologies used by the teacher in English classes. This project was developed with a mixed approach. In this way, the obtained results were analyzed and debated, concluding that listening skills are among the most complex when learning the English language. However, both teachers and students agree that the use of digital applications as a study strategy will be very useful in strengthening listening skills throughout the educational course. Finally, a didactic guide was created that includes several activities linked to the use of digital applications. This manual was developed to address the interests and needs of students, motivating them to make good use of technology.

**Keywords:** Listening ability, digital applications, strategies, research, communication, English language.

## RESUMEN

Las habilidades de escucha son esenciales para una comunicación efectiva y el desarrollo de otras habilidades lingüísticas. Dado que una buena comunicación permitirá desenvolverse con más facilidad en el idioma inglés, ya sea interactuando con profesores, extranjeros o compañeros de clase. Esta investigación se centra en el uso de aplicaciones digitales para mejorar las habilidades de escucha en los estudiantes de primer semestre en la Universidad Técnica del Norte. La investigación se llevó a cabo en la ciudad de Ibarra, provincia de Imbabura, tanto estudiantes como profesores pueden beneficiarse de esta investigación debido a su contenido confiable que valida este trabajo. Los datos se recopilaron a través de la implementación de una encuesta aplicada a la población estudiantil del primer semestre para determinar si las aplicaciones digitales apoyan la mejora de las habilidades de escucha. Además, se realizó una entrevista para obtener información sobre las estrategias, métodos, ideas y metodologías utilizadas por el profesor en las clases de inglés. Este proyecto se desarrolló bajo un enfoque mixto. De esta manera, los resultados obtenidos fueron analizados y discutidos, concluyendo que las habilidades de escucha son una de las más complejas al aprender el idioma inglés. Sin embargo, tanto profesores como estudiantes están de acuerdo en que el uso de aplicaciones digitales como estrategia de estudio será muy útil para fortalecer las habilidades de escucha a lo largo del curso educativo. Finalmente, se creó una guía didáctica que incluye varias actividades vinculadas al uso de aplicaciones digitales. Este manual se desarrolló para abordar los intereses y necesidades de los estudiantes, motivándolos a hacer un buen uso de la tecnología.

**Palabras claves:** Habilidad auditiva, aplicaciones digitales, estrategias, investigación, comunicación, idioma inglés.



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## INTRODUCTION

### **Problem Statement**

English is the most spoken language in the world, thanks to current globalization. Consequently, English has become a very practical tool in global communication. However, learning this language has become a challenge, considering that in Spanish-speaking societies there are few opportunities to practice English. For this reason, students turn to websites, educational platforms, and digital applications that help improve all four skills. Additionally, there are several factors that prevent students from having adequate listening comprehension, such as a lack of vocabulary, different accents, vocal sounds, or the limited use of technological and educational methods, among others. Therefore, it is suggested to implement digital applications and pedagogical resources that contribute positively to the development of listening skills and promote academic performance. Listening ability is one of the main skills when acquiring a new language, as it facilitates the development of other skills and allows for easier interaction in the classroom.

Latin American countries have a low command of English compared to other regions of the world. According to the authors (Cronquist & Fiszbein, 2017), test results indicate that English proficiency is very low. The education system simply is not producing students with the necessary levels of English proficiency. Often, schools cannot offer the necessary English classes, and those that do often provide low-quality classes (p. 4). However, it is important to note that most countries have educational strategies and methods implemented in educational institutions that contribute to the educational process of students. On the other hand, teachers need support from authorities so that classrooms are equipped with the necessary technological devices to provide students with quality education and better opportunities to strengthen language skills.

Education had a negative impact due to the COVID-19 health crisis that emerged in early 2020 with the closure of educational institutions. The government had to find a solution to this problem and implement virtual classes, where students had to attend classes from their homes through mobile or laptop devices. However, another problem arose since not everyone had a good Internet connection or devices, leading to low academic performance in the country. According to the authors (Carrillo & Izaguirre, 2022), the lack of connectivity hinders the work of teachers and students, increasing the difficulty of continuing education. Added to this are other barriers concentrated in rural areas, such as the lack of training and skills in the use of information and communication technologies among teachers (p. 6).

In the digital educational field, the use of digital applications is very useful since they can be used at any time and place. Likewise, the use of these applications allows for improving learning through self-learning. However, inappropriate use of digital applications can cause students to become distracted more easily and not complete tasks. Social networks do not have a negative impact on the pedagogical field, but excessive use can affect academic performance, leading to poor grades and possibly school failure.

Finally, the teacher guides, analyzes, and selects the applications that students can use to practice English. Consequently, the emergence of these digital tools today has become an essential part of the educational and professional environment. The use of digital applications in academic training allows learning to be interesting and meaningful, creating a professional with technological knowledge and skills (Sánchez, s.f.).

On the other hand, a lack of motivation is another highly relevant factor that can hinder the acquisition of another language, causing a mental block due to the stress and pressure that students may feel, preventing them from finding solutions to problems. Therefore, the teacher must implement learning strategies that motivate young people to achieve the required knowledge, and this motivation can be achieved through the use of digital applications, as they offer an extensive array of educational resources from which the teacher can choose and capture the student's attention. In this modern era, most English teachers use technology in the classroom to make teaching more enjoyable; learning through play is an effective method because the student retains the acquired knowledge for much longer, as more information is obtained when the brain enjoys and experiences new things. However, some educators continue to use traditional teaching methods, making language acquisition challenging as it limits learning and forces the student to listen passively.

Ecuador has one of the lowest levels of English proficiency, and this is due to the aforementioned factors that hinder proper mastery of listening. For example, first-semester students at the UTN of Ibarra, located in the province of Imbabura, face different challenges during their academic process, as not all students have the same level of English. Furthermore, one of the areas that learners need to better understand is listening, so they must train their ears and practice every day. The advancement of technology is a key point in improving this skill since a series of digital applications have been invented that are available to everyone and suitable for all types of learning.

Based on these recapitulations, the following questions arose and were answered through the research process:

- What are the advantages of using digital applications for the development of listening skills in the English language?
- Can digital applications improve listening skills?
- How important is the use of digital applications for the development of listening skills?

## **Justification**

The objective of this study is to implement digital applications as learning resources both inside and outside the classroom to develop listening skills, as technology plays a vital role in acquiring another language due to its easy access and use. In recent years, we have witnessed how education has evolved significantly, transitioning from being face-to-face to a blended or virtual modality. As a result, teaching and learning have had to adapt to new pedagogical models and approaches. The use of digital applications creates a motivational environment in the educational field, strengthening learning and teaching processes. First-semester students from Universidad Técnica del Norte are involved in this research. The purpose is to search for methods and strategies that contribute to the progress of listening comprehension through digital applications.

Nowadays, digital applications play an important role globally. These applications are useful when the student intends to constantly practice the skills that are most difficult for him to understand. However, individuals must be patient, as a language is not learned overnight; the use of technological devices will help make the most of the digital resources that will contribute during the process of learning English.

As mentioned earlier, digital applications encompass multiple benefits in education, and this needs to be implemented within the English classroom to enhance the relationship between teachers and students. According to Breen & Cadli (2021), "Through technology, students increase their knowledge of the English language and develop a global cultural perspective, with an emphasis on the use of authentic materials to promote communication" (p. 5). For this reason, first-semester students are motivated to practice, learn, and deepen their knowledge through technological tools.

## **Educational impact**

Digital applications are indispensable today and have had a positive impact on the educational system and the way students learn. These applications provide a variety of resources and exercises designed for listening practice. Studying through the applications has become easier and more enjoyable, significantly improving the learning experience. Regular practice is essential for improving foreign language listening skills.

## **Cultural Impact**

Learning a language has a considerable impact on various areas worldwide. Culture influences how the language is handled and learned. Additionally, it has an impact on culture and communication in this globalized and internet-connected era. Recognizing and understanding these cultural aspects will allow for appropriate communication and a deeper understanding of the foreign language.

## **Technological impact**

Technology has brought numerous benefits to education; it has also increased the importance of using digital applications to learn a language, preparing students to face the challenges of an increasingly digital world. Additionally, technology offers educators and learners interactive tools that facilitate the teaching-learning process.

## **Objectives**

### **General**

Propose digital applications for the development of listening skills in first-level students at Universidad Técnica del Norte, academic period 2022-2023

### **Specific**

- Identify types of technological and pedagogical strategies that will aid students in the development of listening skills.
- Design a teaching guide that integrates the use of digital applications to help students strengthen listening comprehension.

## **Description of the Research Structure**

- In Chapter I, the theoretical framework was created through scientific information, articles, blogs, texts, internet pages, and university research on the listening ability.
- In Chapter II, the methodology was structured by identifying the type of research, methods, approaches, and techniques, research instruments, population, process, and data analysis.
- In Chapter III, the results and discussion are obtained through a survey and an interview. The data obtained will be analyzed through statistical graphs, and the discussion will be carried out according to the results of the instruments applied to the population.
- In Chapter IV, there is proposal for an educational guide where digital applications and strategies will be implemented to motivate students to develop listening skills.



## CHAPTER I: THEORETICAL FRAMEWORK

### 1.1. Teaching English as a Foreign Language

Foreign language teaching focuses on teaching English to non-native speakers. Globalization played a fundamental role in language learning because it created the need to communicate and enter the world of work. Nowadays, listening to one or more languages is essential for professional and work development. English is one of the three most spoken languages in the world and is very useful for navigating the internet, traveling to another country, and even reading instructions for products that do not belong to the country. Learning languages has become an essential tool; it opens your mind to a world of possibilities and new ideas. However, teaching English as a foreign language (TEFL) can present several challenges for both teachers and students. According to Carmen (2010), the teaching and learning of a language mainly focus on teachers with experience in the subject. These teachers constantly reflect on the challenges of teaching and learning English, much of it through their own experiences.

It should be noted that the teaching of a new language is constantly changing over time. Initially, the English language was taught through texts with sentences and grammatical structures. At that time, teaching focused on grammar and translation. However, it was soon criticized, and other teaching methods were introduced. Where listening was the most important skill, they then focused on basic reading and, finally, on speaking and writing without the need for grammar and translation. Teaching methods are practical implementations of theories that have emerged through research. New language teaching approaches were introduced in the second half of the 20th century (Setiyadi, 2020). It must be taken into account that teaching and learning another language require patience, practice, and adaptability. Each student has a unique set of needs and abilities. Therefore, the teacher must implement appropriate methods and strategies so that students achieve meaningful learning through the acquisition of another language.

English was introduced into Ecuadorian education a long time ago, becoming a mandatory subject and forming part of the curriculum. However, the acquisition of this language has become a challenge for students, as working on the needs of each student is complicated because each has different objectives and abilities. "The acquisition and learning of the English language occur at different degrees or levels based on the learner's exposure to this language, used as a vehicle or medium for the transmission of content" (Guevara, 2015). Adding to the above, teachers should teach the four skills of English and not just focus on one or two skills, as this prevents young people from developing a foreign language. Additionally, it is useful to identify the most difficult areas to learn and master; addressing these weaknesses is the best option to acquire skills in the new language.

On the other hand, the teaching of English as a Foreign Language (EFL) presents a series of difficulties for both teachers and students. Firstly, there is a language barrier that causes the student to encounter obstacles in understanding grammatical structures, vocabulary, and pronunciation due to the difference in phonetic sounds between English and their native language. Another difficulty that arises when learning a foreign language is the lack of motivation among students. This is due to the fact that most students learn this language out of

obligation. Additionally, this problem leads the learner not to practice, which can limit their progress and affect fluency. Regarding teaching methods, teachers may face various challenges when trying to make classes more interesting and encourage active student participation (Harmer, 2015). To overcome these difficulties, it is important for EFL teachers to receive training and have access to updated resources and materials. Finally, teachers play an important role in motivating students and making classes interactive and participatory.

## **1.2. Learning Theories English**

Learning theories play a fundamental role in understanding how people acquire knowledge, develop skills, and change their behaviors. These theories provide structures and descriptions to comprehend the various methods and elements that impact the learning process. By exploring different theories, educators and researchers gain valuable information about teaching strategies, pedagogical design, and the learning process. Furthermore, it must be taken into account that language teachers are not theoretical researchers; for this reason, they must rely on research conducted by linguists, theorists, and pedagogues. The teacher puts all these theories into practice in the classes so that students engage. These theories help the educator create new teaching-learning methods, strategies, and techniques (Rao, 2018).

The acquisition of a second language can provide several benefits in various areas of study. As we well know, a second language refers to languages that are learned after the mother tongue. Theories of English language learning have been the subject of research and study for several years and have great relevance in the educational field for learning another language. Additionally, acquiring a new language depends on various factors, such as cultural, social, professional, and personal. Similarly, motivation, practice, and educational content allow learners to immerse themselves in the linguistic world. Finally, motivation plays an essential role in the process of learning another language; high motivation helps the student to commit more to the study, achieve meaningful, lasting, and enriching learning, and have the necessary materials to clearly communicate their experiences or routines. Therefore, educators and learners must work together to strengthen and maintain motivation during the process of learning another language (White, 2010).

Learning theories have evolved and influenced the way a teacher teaches a second language. Theories have advantages and disadvantages, and the educator must choose approaches that respond to the needs of the students. Learning another language must be a meaningful and authentic experience that prepares students for society. For this reason, it must be taken into account that the starting point when learning a language is the student, who is considered the object of training. Teachers use different strategies and approaches that guide language learning.

## **1.3. Language learning approaches**

Language learning approaches are teaching methods used to carry out the teaching and learning of a new language. These approaches vary depending on the methodology and have evolved over the years depending on our ability to acquire language. According to the authors (Guillermo, Cárdenas, & Hernández, 2018), a learning approach is:

The preferred path that an individual follows when faced with an academic requirement in the educational field is mediated by the motivation of the learning subject and the strategies used. The classroom is primarily the space where these events take place; numerous investigations have emerged there on the learning and teaching relationships that occur between students and teachers as the main actors in the educational act (p. 2).

An important point to keep in mind is that a single approach cannot work for all students, as each one learns and acquires knowledge differently depending on their abilities and pace. Therefore, educators combine various approaches and use strategies that adapt to them, helping students learn and improve their academic performance.

### **1.3.1. Constructivism**

The theory of constructivism is based on a pedagogical model in which the student is the main actor. This theory motivates the student to have active learning by providing a series of materials so that they themselves define and build their own knowledge during the educational process. It should also be taken into account that the teacher's role is that of a facilitator or mediator. They are the ones who provide students with the tools to acquire new knowledge or skills. This approach not only integrates different forms of learning but also gives it its own interpretation based on experiences; for the process to take place, individuals must actively participate and interact with others.

Constructivism offers various innovative approaches thanks to current digital applications that have been evolving over all these years. According to Requena (2008), "students have the opportunity to expand their learning experience by using new tools for constructivist learning. These tools offer options to transform the traditional classroom into a new space, where they have at their disposal innovative activities and collaborative and creative aspects that allow them to consolidate what they learn while having fun" (p. 2). This results in the teacher achieving greater motivation in the students during learning.

This theory has had a significant impact on the educational field, as it allows students to achieve meaningful learning through participative, dynamic, and interactive cooperation. The student becomes the creator of their own knowledge and is responsible for their own learning. Similarly, the teacher plays a crucial role by guiding and promoting study through experiential-based direct teaching. Additionally, the implementation of digital applications helps in acquiring knowledge that is more suitable according to individual skills and teachings. This implies that knowledge is formed through individual cooperation, with each person being solely responsible for the construction of their own intellect (Vargas, 2011). The most well-known theorists associated with this approach are Jean Piaget, Lev Vygotsky, and Jerome Bruner. However, they all have different perspectives, leading to diverse educational procedures based on this approach.

### **1.3.2. Connectivism**

Connectivism is a learning theory of the digital era where technology holds a fundamental place in the educational field and in the way individuals acquire knowledge and learn new things. Connectivism facilitates learning through digital applications, allowing for the selection of a variety of networks and digital tools for students to learn, study, and

investigate, as all this technology is available to everyone. Similarly, theoretical learning also enables the acquisition of skills. On the other hand, this digital society allows individuals to obtain knowledge cooperatively rather than individually. Teachers and students must adapt to this new form of study and leverage the technology of an updated society.

This learning theory is one of the most important today due to the teaching method and the impact it has in the educational field. For this reason, the learning process does not focus on the individual or an activity but is centered on collaborative work. The educational community has a great advantage thanks to the new technologies introduced in classrooms, ensuring students an inclusive and quality education that promotes opportunities to acquire new skills (Siemens, 2005). Additionally, digital technology encourages individuals to develop fluency, learn to set their goals, and learn to use and access resources correctly, providing each of them with the correct usage.

Learning within the connective approach is a process that takes place in various environments that are not directly under the control or direct supervision of a person. The main author of connectivism is the individual in charge of choosing the means of information and communication that adapt to the needs for proper education. On the other hand, the teacher also plays an important role in the teaching process, as they are responsible for searching and selecting reliable research sources and, in turn, choosing the most relevant information to be taught (Barón, 2018). The application of this pedagogical model supports the progress of all technological competencies through nodes. Nodes are individual elements in a learning network from which resources, ideas, and concepts are obtained.

#### **1.4. Language Learning Method**

The evolution of foreign language teaching methods has changed throughout history, leading to several methodological changes. This is due to different factors, one of which is the frustration that students feel when learning another language. Therefore, an appropriate method must be sought to solve language teaching and learning problems. Another important factor is the implementation of digital applications in classrooms, which have been widely accepted in recent years due to their easy access to information and digital resources. Additionally, these learning methods refer to a set of skills that are used to positively acquire skills. The methods and learning of a language can be transformed depending on the objective proposed during learning, individual needs, and circumstances. Some students may adopt various methods depending on their learning style (Richards & Rodgers, 2001).

In another context, education has also undergone various changes, with one of the most relevant being the advancement of technology. Recent technology allows for the expansion of education beyond the typical classroom. Improving educational quality, strengthening the teaching-learning process, developing skills, and increasing opportunities to access knowledge are the objectives of the digital era. Cotes (2018) mentions that the implementation of digital applications in bilingual educational institutions has several benefits, such as the acquisition of a new language in a dynamic, effective, and participatory way, as well as an increase in motivation among students. Furthermore, it encourages reflective analysis and independent learning, respecting learning styles and paces. Education and technology today work hand in hand to guarantee quality education, whether virtually or in person.

Motivation is the key element when we learn another language, as it can be a challenging process that requires effort, time, and dedication. The teacher must arouse the student's interest in learning because, from this point on, clear goals and purposes must be established to aid in academic preparation. Undoubtedly, motivation will be an essential part of the evolution of each individual, so not only should teachers carry out stimulating work, but parents are also a key point in the education of their children. This is because motivation constantly changes during the school period. On the other hand, motivation is a strategy that encompasses various pedagogical aspects. When someone is motivated to learn, they investigate, ask, experiment, and self-educate, as they are not satisfied with the knowledge acquired in the classroom but want to explore a little more on their own (Motivation, 2019). Encouraging the learning process is a responsibility that must be present in all areas of the student's life. When young people feel motivated, their confidence and self-esteem increase, thus achieving successful and enriching learning.

### **1.5. E-learning Method**

The e-learning method, or e-learning, is a teaching-learning approach created to facilitate the acquisition of knowledge and skills through online resources and digital technology. Nowadays, we can observe that traditional education does not have great relevance compared to e-learning, as it is a learning approach that practices and utilizes technological tools intensively. Students can interact and learn through digital platforms. This method has been very popular in recent years, providing people with the opportunity to choose whether they prefer to study in person or virtually, depending on the availability of time and personal needs. In addition to the above, virtual education has several benefits, such as a variety of resources and less social pressure, among others, which helps the learner to have greater self-confidence and to interact openly with their peers (Goyal, Krishnamurthi, & Yadav, 2021).

E-learning is changing the educational landscape due to its ICT-based learning style without the geographical limitations of space and time. According to Salvador (2013), virtual education has several benefits:

The most important benefit of virtual education for students and teachers is that it provides them with much more time and flexibility regarding deadlines and travel. Students have more time than they previously lost commuting to the university and can plan their study time. Additionally, they can focus on their difficulties, enable the development of professional autonomy, and facilitate self-evaluation processes. Students can attend classes whenever and wherever they want, according to their availability, stopping at a specific point and, if necessary, replaying recorded classes for better understanding. Multimedia features are probably very useful in maintaining students' attention and facilitating comprehension and interactivity (p. 11).

In summary, virtual or blended education allows the current generation to take advantage of technological resources; both teachers and students have the opportunity to study virtually. In addition, they will be able to master and adapt to applications, websites, and digital tools. Computer technology will significantly contribute to better quality education, encouraging a large part of the population to opt for online education.

## **1.6. M-learning Method**

Learning today is within everyone's reach, thanks to the internet and technology. Self-education encourages individuals to research and increase the knowledge they acquire in the classroom. Mobile learning (m-learning) is the best option to acquire another language, such as English, regardless of time or space, as it is carried out through mobile devices. For learning to have positive aspects, the student must practice constantly; therefore, there are various applications with exercises to improve English skills, interactive lessons, and games that motivate practice. It is important to consider that learning another language requires constant practice and being exposed to the language regularly (Mobile Technology, 2023).

The new online education model, now reinforced by mobile learning (M-learning), prepares individuals by strengthening their skills so that they can navigate smoothly in the digital world. This form of education has been very well received by young people, and for this reason, there is a need to create attractive strategies, content, and methods for students to have greater motivation to learn and incorporate them into their daily lives without needing to be in the classroom. Furthermore, learning is active at all times since these tools can be used anytime, anywhere, motivating our young people to make the most of their free time.

On the other hand, an important point that we must mention is the role of the teacher. As we saw previously, learning focused on mobile learning (M-learning) is very useful because, in recent years, educational institutions have implemented virtual education, and this modality has become more popular. During the impact of the pandemic in early 2020, the Ministry of Health was forced to seek solutions that allowed all young people to continue their education. M-learning offers a series of advantages and benefits. Teachers must guide and support students. In addition, they can design interactive activities, taking advantage of the variety of digital applications that exist. Mobile technology can increase the possibilities of learning every day, but a committed teacher remains essential in the educational field (Ponluisa, 2014).

### **1.6.1. Benefits of M-Learning**

Mobile learning (M-learning) saves time and energy for students, making education easier and more accessible for everyone without the need to be present in the classroom. Throughout history, people have acquired knowledge in various ways, and in this modern era, the world is coming together to offer flexible approaches and methods that suit everyone's needs. With the constant change in teaching-learning methods, it can be seen that they focus more on the student, and mobile learning seeks to have a significant impact on both the public and private sectors. Technological advances allow education to continue promoting change, establishing that gamification applications and mobile learning are fundamental elements in teaching from an early age (Sprecher, 2023). It is important to take into account that girls and boys must learn from an early age, as they create foundations for cognitive, social, and emotional development.

Mobile learning (M-learning) has gained popularity in recent years because it offers various benefits. For instance, by providing a more suitable education that adapts to students' busy schedules, M-learning can ignite interest and motivation by offering individual and

participatory learning. Another important benefit to mention is cost-effectiveness. By reducing the need for classrooms, teachers, and materials, it generates significant savings. Additionally, the prices of mobile devices constantly vary, making this type of learning available to everyone. Through mobile learning tools, collaboration among students can be encouraged, enhancing teamwork and communication, even if they are located in different parts of the world (Masero, 2023). Mobile learning has several benefits that contribute to making this teaching modality possible.

Learning through the mobile phone sparks students' interest, facilitating communication and interaction among them, carrying out proposed activities in a clear and precise manner, and allowing the student to develop their reflective and critical thinking. On the other hand, higher education institutions seek strategies and methods to aid the implementation of technology for innovating education, thereby obtaining positive results in teaching and learning. Likewise, teachers must develop their skills and competencies in using technology, with the aim of creating new teaching methods, moving away from traditional classrooms, and enhancing the quality of education. The inappropriate use of mobile phones may lead teachers to be reluctant to work with these devices in the classroom. However, the tutor should provide a talk about the benefits these devices have for learning without the need to invest capital for a good education, given that we all have access to mobile technology (Basantes, Naranjo, & Guevara, 2017).

### **1.6.2. M-learning tools**

Mobile learning tools are applications or software platforms designed to facilitate and optimize people's learning. As can be observed, mobile devices, laptops, and tablets, among others, have become essential tools in both the educational and work fields, with access to pedagogical resources such as worksheets, videos, books, podcasts, and blogs. Current learning spaces rely on the use of information and communication technologies as a means to transmit knowledge. On the other hand, it is essential to establish specific objectives that can be monitored and reviewed periodically in the academic process. Likewise, it is crucial to choose a comfortable environment without distractions that may affect studying (Mobile Learning Tools, 2023). Getting distracted is something very common among students, and this occurs due to several factors, with boredom and lack of interest being the most common. Therefore, teachers must implement new study strategies where young people interact and make use of digital applications, awakening the interest of students to continue learning.

This modality accredits students who can easily access educational materials, digital applications, and interactive tools. It is of the utmost importance to select platforms and tools that guarantee self-learning. Students have the opportunity to use these applications to learn, communicate, and work together while performing their duties. Furthermore, current information and communications technologies open the door to the creation of a virtual space, as they have teaching methods and the transmission of knowledge through communication networks (Mobile Learning Tools, 2023). A key point that we must mention is the possibility of offline access to some applications that work without the internet, allowing you to download or archive content and activities on your devices. Offline apps can come in handy in emergency circumstances.

The use of the Internet is essential in mobile learning; this tool has become one of the most widely used in the world due to its easy access to educational content, making it a useful

tool in people's daily lives. However, the Internet can have negative effects if not used properly, which is why teachers must be aware of which applications or websites are not suitable for education to avoid possible risks. Additionally, the Internet is crucial for being able to use blogs, technological tools, and educational resources. Without the Internet, the use of these applications would not be possible, just as online education would not exist.

### **1.7. Blended Learning**

B-learning is an educational approach that combines in-person and virtual teaching. This approach allows teachers and students to obtain a higher-quality education by leveraging both face-to-face interaction with students and online resources. According to Ramírez & Peña (2022), they state that:

Since its first application, B-learning has presented various benefits for students, such as the ease of having all the resources and learning materials they need to reinforce knowledge at any time, in addition to the opportunity to choose the time and suitable place for studying, regardless of whether self-managed learning is reinforced. Some of the characteristics that define hybrid teaching are that most of the training takes place in the classroom with the help of technological tools and resources that further reinforce the teaching work, resulting in effective support for both high-achieving students and those who learn more slowly (p. 15).

Over time, not only do new methodologies and approaches emerge in the field of blended learning, but opportunities and advantages also appear that are implemented in all educational institutions. This approach was created as a strategy to help reduce teacher workload. However, it has evolved to address different areas, such as sustainability and accessibility. On the other hand, this model guides the educational training process of the learner and focuses on the quality and availability of learning (B-learning, 2021). Blended learning replaces face-to-face hours with more independent teaching supported by the guidance of educators who have extensive knowledge to better guide young people, promoting the development of each person's capabilities and skills.

Blended learning is based on online and in-person resources, allowing teachers to more easily adapt to technological resources and teaching methods. In the context of knowledge acquisition, individuals are constantly faced with study material, motivating them to practice every day, anywhere. Therefore, the use of different technologies and digital media helps stimulate diverse learning styles, resulting in the student retaining, understanding, and applying the information obtained inside or outside the classroom (Blended Learning, 2008). Finally, individuals can choose the type of content to study, the resource, or the digital application. For the study to be well received, technology must be implemented and integrated with class activities.

### **1.8. ICT in Education**

Information and Communication Technologies (ICT) have become one of the most important pillars of educational society. The use of ICT in the educational sphere has different



purposes. One of them is to motivate citizen awareness and active participation. Likewise, develop the cognitive skills of each individual. This allows students to obtain good preparation in both the work and educational fields. On the other hand, ICT provides a wide range of approaches and resources that help improve the teaching-learning process, satisfying the doubts and needs of learners (Carneiro, Toscano, & Díaz, 2021). However, teachers must have the necessary knowledge and skills to incorporate technological resources in the classroom, to guarantee a successful academic year with the learning achievements obtained.

Teachers are a fundamental piece, as they must be trained in the use of ICT so that students comply with the established programs and study plans. Their work is not limited to providing information; they must also establish activities through which students investigate, acquire new knowledge, and learn about ICT. Likewise, the student can interact, communicate, and exchange experiences with others using the technological tools that they like the most and that adapt to their learning style. In this era, the technology supporting education is characterized by constant improvement; therefore, there must be adequate preparation to be able to offer high-quality teaching. This guarantees that our adolescents, children, and university students have a clear objective and make proper use of the internet, digital applications, and websites (Arguello, Nájera, & Gaibor, 2022). Year after year, technology has evolved, providing the opportunity to learn new things and study in another country, regardless of geographic location, and breaking barriers that were not possible before.

Currently, information and communication technologies (ICT) are present in the academic journey of students, helping them to have greater interaction and communication between students and teachers. Likewise, ICT serves as a motivating source that positively drives cooperation and contribution to the educational environment. They manipulate useful and relevant tools that stimulate students belonging to the generation of "digital natives." Therefore, education seeks to reflect on the challenges and objectives that will arise during the educational process. Firstly, it is essential to identify the purpose of ICT in education and establish the pedagogical model that has the greatest impact on improving the quality and equity of education (Carneiro, Toscano, and Díaz, 2021). Educational institutions, universities, and institutes have a significant advantage thanks to the implementation of ICT, as they provide students with the opportunity to acquire essential technological skills for success in professional and daily life.

### **1.8.1. Importance of ICT for Society and Education**

Information and communication technologies (ICT), society, and education play a fundamental role in this updated era. Individuals of the 21st century must be trained by educational institutions, as new educational challenges will arise in the knowledge and research society. It is also worth mentioning that traditional education lacks the necessary resources to develop the skills of tomorrow's students (Florez, Aguilar, & Perez, 2017). ICT offers a wide range of opportunities to transform the pedagogical methodology of traditional teaching. Therefore, when we talk about a revolution produced by ICT, we are referring to how technology has stimulated a profound change in education, having a significant impact on society, schools, teachers, students, and parents. Globalization motivated society to relearn and adapt to rapid and continuous changes, especially in the educational field (ICT, 2021).

Information and communication technologies (ICT) have innovated education globally, allowing students to receive education not only in person but also online. The combination of these two modalities is known as blended learning. This teaching methodology has had a significant opening in recent decades, enabling education to take place both within and outside the country. In other words, virtual education and ICT are effective instruments for educational training in a society characterized by the continuous growth of information, digital applications, and devices that facilitate quick and efficient access (Globalization, 2010). Not to mention that through the Internet, people share and exchange skills through interaction worldwide. ICTs have provided different opportunities for more accessible and collaborative learning within the globalized world. However, there are also challenges in education related to quality, equality, and curricular adaptation. When it comes to incorporating ICT into education, a balanced approach is necessary to leverage all the advantages presented. In this way, it is necessary to address the disadvantages while ensuring good learning.

### **1.9. Digital Applications for listening development**

Over the years, advanced technology has also adapted to the educational field with the purpose of assisting humanity in its daily activities. These applications are available on the internet, and each of them has a different function, but with the same objective: to educate the youth of tomorrow with unique skills that can function in the world of work. On the other hand, learning through play with digital applications is easier and more enjoyable; the idea is that people have fun while learning, as they are more motivated and committed. This way, it will be much easier to retain information. This learning strategy can be very useful for educational and personal development. Therefore, this method can be applied to all ages, making the learning process more interesting. This combination instills a positive attitude in teaching and is more relevant when it comes to mastering a foreign language (Kruk & Peterson, 2020).

Learning another language can be very challenging, as the most difficult skill to master can be the ability to listen because our ears are used to the same alphabetic sounds, making it difficult for our brain to quickly adapt to a new language. Traditional education may not be the best option when starting to study English. Therefore, other alternatives should be sought that strengthen the four skills, such as the implementation of technology, because it significantly benefits foreign language students (Weitzman, 2023). Not mastering this skill can cause frustration in young people. Fortunately, there are a series of applications that allow you to improve your hearing ability. However, the student must be disciplined in self-learning because if there is no coherence, they will not be able to improve their listening skills.

When it comes to learning English, all approaches provide advantageous contributions, just as applications play a very important role in the field of education. When referring to technical aspects, the mention will not always be about programming, as the teacher is not an expert in that field. On the other hand, it pertains to the ability to implement strategies that facilitate the teaching-learning process both inside and outside the classroom. Additionally, before using and installing an application, it is important to assess the equipment and verify if it is related to the applications that will be used as a resource or complement in the classroom. It is worth mentioning that if the teacher or student does not use technology correctly, learning will not have greater relevance (Lagla, 2017).

## **1.10. Language Skills**

Linguistic skills, also known as language skills or abilities, are comprised of a set of four skills that enable individuals to comprehend and reproduce speech for effective and understandable communication. Learning a second language involves mastering all communication skills. However, students often have strengths and weaknesses, so the development of these skills may be unbalanced, and it is necessary to practice to master the language and be considered bilingual. Making appropriate use of language leads to creating connections with people not only through words but also through understanding and mutual interaction. Communication is not solely based on verbal and written expression; it also implies having respect for other cultures (Linguistic Competences, 2022).

Linguistic skills and critical thinking are fundamental skills that must be reinforced for educational, social, and occupational quality to be effective and enduring. The authors (Mendoza, Morán, & Quiroz, 2023) state that:

In Ecuador, linguistic skills are a process that must be strengthened through the application of strategies by teachers to achieve significant results in children and young people from an early age. Currently, many inconveniences are evident in the educational processes of students, particularly in the development of their linguistic skills, which becomes a situation that leads to many conflicts in the development of communication skills. In Ecuador, the issue of linguistic skills is perhaps one of the major impediments for society to maintain signs of progress through classroom teaching, which includes the acquisition of these skills (p. 65).

It is important to mention that the linguistic skills that students have when they begin to study another language are at a somewhat low level because their development has not yet been completed and can be renewed over time. Therefore, teachers use teaching-learning strategies, methods, and resources that contribute to the development of learning (Mendoza, Morán, & Quiroz, 2023). In addition, it is necessary to have perseverance in the educational process to achieve the stated objective.

### **1.10.1. Reading Skill**

The ability to read is essential for communicating and obtaining information. This skill is fundamental and develops at an early age. The reading process is carried out through symbols and letters. Likewise, it is the procedure by which meanings are constructed, establishing connections with which the reader will interact with the text. Reading development generally ranks third in new language acquisition after audio and speech. On the other hand, reading is essential to learning another language since it helps to receive grammar and vocabulary more effectively. Reading in another language sparks interest in learning that new language and awakens the desire to understand and communicate it to others. Additionally, beyond being a study tool, it can become a fun activity as long as the appropriate reading content is chosen (Keyser, 2018).

### **1.10.2. Writing Skill**

Writing skills are a very useful part of communication. Mastering this skill will allow you to convey your message clearly and easily. Written expression consists of crafting messages using symbols in an orderly manner, following the rules, and respecting the language. Effective writing depends on proper grammar and spelling. Grammar is conveyed to readers, and the level of professionalism and dedication contributes to making the text more understandable. Additionally, better use is made of digital materials. On the other hand, having a command of written English is a very useful advantage in the workplace and education, allowing you to interact with people from different parts of the world, as effective written communication can open doors in various areas of life (The Written Expression, 2018).

### **1.10.3. Speaking Skill**

The ability to speak is one of the most important skills because it allows us to communicate efficiently, accurately, and effectively, enabling us to express our ideas and thoughts. Arias (s.f.) states that speaking, listening, writing, and reading are essential for interacting with society and expanding communication appropriately. Developing these skills not only facilitates communication but also strengthens relationships with the people around us. Therefore, communication plays a fundamental role in the educational field when one aims to learn another language, as it facilitates communication between the teacher and the student. Learning a language is about communicating, understanding, and being understood, which is achieved through oral expression. Fluency and confidence are essential when speaking English. On the other hand, the teaching of oral expression focuses on improving students' linguistic and communicative skills (Sánchez & Murcia, 2023).

## **1.11. Listening skill**

Listening is an effective skill in the process of learning and understanding a new language, especially when it comes to learning to speak and understand the language effectively. This skill consists of receiving auditory language, where we must identify and process the sounds that allow us to understand accents, letters, words, and sentences whose rhythm and pronunciation give rise to a specific meaning. The goal is for students to understand everything they hear by identifying keywords, as it is not necessary for them to understand every word but rather to comprehend the context in general. This skill is essential for effective communication. If we do not have the ability to listen correctly, messages can be easily misinterpreted, leading to controversies between individuals. Furthermore, it can create obstacles in communication and cause irritation and frustration (Listening Skill, 2010). Therefore, mastering the skill of listening is important to avoid problems.

### **1.11.1. Listening Sub-skills**

Listening skills are key elements of abilities and play a vital role in practical communication. This skill can be considered passive in the language teaching and learning process, but in general, it is considered a dynamic and active activity. Active listening is a

strategy that facilitates communication with greater clarity, allowing the transmitted message to be clear and precise for the listener. Listening is considered one of the four main language skills, along with speaking, reading, and writing. However, it must be taken into account that the ability to listen is not a single skill; rather, different types of listening are known as sub-skills (Listening sub-skills, 2010).

Next, the three sub-skills of listening that are carried out in a language classroom will be shown:

- Essential listening: This context speaks of the action of listening to obtain a general idea or vision of what is wanted to be expressed without needing to understand all the words in detail.
- Listening to specific information: This situation occurs when we listen intending to search for specific information, which keeps us focused on that objective and makes us ignore data that is not related to the information we want to find.
- Listening in detail: This is when you listen carefully to each word and strive to understand as much information as possible (Listening sub-skills, 2010).

Proper listening plays a vital role in acquiring new skills. Developing skills and adopting habits that help optimize the quality of your listening can assist you in following rules accurately. It is important to pay close attention to the guidelines, advice, and rules offered by the instructor; this way, you have the opportunity to learn new skills and improve the ones you already possess. Additionally, proper listening plays an essential role in building a positive work environment. By showing a positive interest in communicating with others, you can build trust and establish beneficial, long-term professional relationships. Likewise, listening properly avoids confusion and ensures tasks are carried out clearly in both academic and work environments (Narvaez, s.f.).

### **1.11.2. Listening accurately**

Both teachers and students emphasize accuracy as the main quality for learning another language. When starting to acquire knowledge of the English language, the focus is usually on the correct use of the language. Accurate listening refers to mastering alphabetical sounds and elements related to hearing. Improving listening is essential since most learning is accompanied by solid methods. On the other hand, listening practice can be complex. That is, when we cannot understand what they say, frustration appears, but we must keep in mind that when learning a language, it is normal not to understand; therefore, it is necessary to familiarize the ear to understand the sound stimuli (Pérez, 2022).

Accuracy is the main characteristic that both educators and students focus on. When someone starts learning English, they usually pay attention to the linguistic procedure. Accuracy involves mastering proper grammar, vocabulary, sounds, and pronunciation. To achieve accuracy, children must have constant practice and gradual study, allowing educators to monitor the progress of each child so that the teacher can help those with language deficiencies. On the other hand, approaches can help develop fluency; to acquire this skill, it is important to expose oneself to a foreign language through passive or immersion methods. Passive teaching involves the introduction to English during everyday activities that are not

necessarily educational, such as listening to music, audios, watching movies, or interacting with a language exchange partner (Hebe, 2023).

## **CHAPTER II: METHODOLOGY**

### **2.1. Description of the Study Area**

The present research was carried out at the Universidad Técnica del Norte, located in the city of Ibarra in the province of Imbabura. The university has a public education program and was founded on July 18, 1986. This educational center has around 12,500 students. The university has undergraduate and postgraduate courses. In addition, it works with face-to-face, blended, and virtual educational modalities.

### **2.2. Type of Research**

This research had a mixed approach, which was integrated with qualitative and quantitative research.

Mixed research is a method that has been widely accepted in research work. This is because this approach allows for deeper and more extensive data collection. Working with quantitative and qualitative methods gives you a greater advantage when expressing the problem statement. In addition, it will help to obtain more complete and enriching arguments, foundations, and analyses, as well as to develop new skills and competencies that would contribute to the research topic. Furthermore, the combination of these two approaches was of utmost importance since it quickly became an indispensable tool in various fields of research (Torres, Ortega, & Hernández, 2012).

#### **2.2.1. Qualitative research**

The qualitative methodology was carried out through an interview with teachers to learn about the strategies and methodologies they apply in the classroom and outside of it, with the aim of developing the students' listening skills. This approach was very relevant to collecting information based on the opinions and experiences of educators. Qualitative research is based on the study and collection of non-numerical data through the use of techniques such as interviewing and observation. This type of research involves different processes and methods that are not statistical. Furthermore, in data analysis, it is essential to select the most important information to achieve a deeper understanding of the study (Hancock, Ockleford, & Windridge, 2009).

#### **2.2.2. Quantitative Research**

The quantitative research aimed to select and examine information from different sources. In this case, the research was carried out through a survey to determine the level of listening comprehension that first-semester students have. The quantitative approach uses specific statistical and mathematical methods that help analyze, explain, and describe variables to obtain results and collect information. According to the results obtained, strategies can be sought and implemented to support the development of listening skills. These variables were used to improve learning and solve problems that may arise. Furthermore, the quantitative

methodology answers the following questions: who, how, when, where, and how many. These words are key to formulating research questions (Apuke, 2017).

## **2.3. Research Methods Used**

### **2.3.1 Deductive**

The deductive method involves reasoning from the general to the specific. This research is based on theories that have already been proposed by other authors. In this way, logical conclusions will be drawn from proposals or premises that will help solve possible problems that may arise in the research process. An important point to consider for a statement to be valid is that it must come from reliable and true sources. That is, if the premises or facts are true, the conclusion will also be true. The research is not experimental but theoretical; therefore, it does not rely on laboratory studies but is a methodology focused on formal sciences with abstract knowledge and logical reasoning (Kenneth, 2016). This technique will help find methods and strategies to improve listening skills through the use of digital applications.

### **2.3.2. Inductive**

The inductive method of reasoning starts from the individual to the general. This research is carried out through observation and the formulation of explanations based on the investigation of constant behaviors or patterns to reach general conclusions. A conclusion can be developed through particular experiences and analysis based on intuition or probabilities because conclusions provide more information than what is found in observations, allowing for the derivation of a universal conclusion with valuable information for ongoing research. Similarly, it is worth mentioning that the arguments of inductive reasoning can vary in their strength and can be valid or invalid (Pérez, s.f.).

## **2.4. Techniques and Instruments**

In the research process, it is necessary to use techniques and instruments that facilitate data collection. To achieve this, two types of analysis were used: quantitative and qualitative. Additionally, two fundamental instruments were applied, the survey and the interview. These two tools help store important data that serves as support when carrying out the analysis and interpretation of the results obtained.

### **2.4.1. Interview and survey**

On the one hand, the interview was semi-structured, included open questions, and was conducted at the Universidad Técnica del Norte with teachers in the English area specializing in listening skills. The questions were focused on the use of digital applications to improve listening skills. The interview is a very useful tool and is used in qualitative research, as it is more effective than a questionnaire in providing deeper and more detailed information. It is a data collection technique that allows researchers to explore and understand individual experiences (Diaz, Martinez, & Varela, 2013).



On the other hand, the survey is a widely used instrument in research work. In the descriptive method, the survey is responsible for collecting data from a specific population. In addition to the above, this tool is built from standardized questions that facilitate obtaining the necessary information and aims to help better understand certain events. However, the results obtained through surveys cannot be stated with certainty (Martinez, 2018). The survey was conducted on 28 first-semester students with the aim of knowing if they use digital applications to improve their listening skills.

## 2.5. Research Questions

- What are the advantages of using digital applications for the development of English language listening skills?
- Can digital applications improve listening skills?
- How important is the use of digital applications for the development of listening skills?

## 2.6. Matrix of Variables Operationalization

Table 1.

*Variables Matrix Chart*

Variables	Indicators	Techniques/ Instruments	Information sources
Digital applications / teaching strategies	<ul style="list-style-type: none"> <li>• Digital devices.</li> <li>• Technological knowledge.</li> <li>• Knowledge of the use of digital applications.</li> <li>• Motivation to use digital applications.</li> <li>• Student interaction through digital applications.</li> </ul>	Interview	English teachers at Universidad Técnica del Norte.
Listening skill	<ul style="list-style-type: none"> <li>• Importance of the use of technology and teaching strategies.</li> <li>• Difficulties in improving listening skills.</li> </ul>	Survey	First-semester students of the Universidad Técnica del Norte.

- 
- Digital applications to develop listening skills and encourage participation in classes.
- 

*Note.* \* Own elaboration

## 2.7. Research Participants

### 2.7.1. Population

The study population was carried out at the Universidad Técnica del Norte, among first-semester students of the language major and teachers in the listening area in the 2022-2023 academic period.

**Table 2.**

*Population of first- semester students*

<b>High School</b>	<b>Class</b>	<b>Level</b>	<b>Number of students</b>
Universidad Técnica del Norte	A	First-semester	28
Total			28 students

*Note.* \* Own elaboration

## 2.8. Sample

In this research, a statistical formula was not used because the survey had the participation of only 28 people. The sample is part of the population; therefore, it is essential to select the population that will be within the study to be carried out. Furthermore, the sample must be carefully selected and high-quality background information collected to obtain all the data necessary for the research (Toledo, 2010).

## 2.9. Plan Procedure

This research process was carried out using two instruments, the interview and the survey, under the supervision of teachers who guided the development and preparation of the questions so that they were clear and precise, with the aim of obtaining information and data of interest. On the one hand, the survey was administered to first-semester students at the Universidad Técnica del Norte with the objective of determining whether digital applications can help in the development of listening comprehension. On the other hand, the interview was conducted with a teacher from the university of the English major specializing in listening comprehension to discuss and understand the strategies used in classes to enhance the students' listening skills. In addition, statistical results were generated with the data obtained from both

teachers and students. These data were represented in graphs, and each question was analyzed in depth. Finally, a solid and substantiated final discussion of the results obtained that contributed to knowledge in the field of study was carried out.

## CHAPTER III: RESULTS AND DISCUSSION

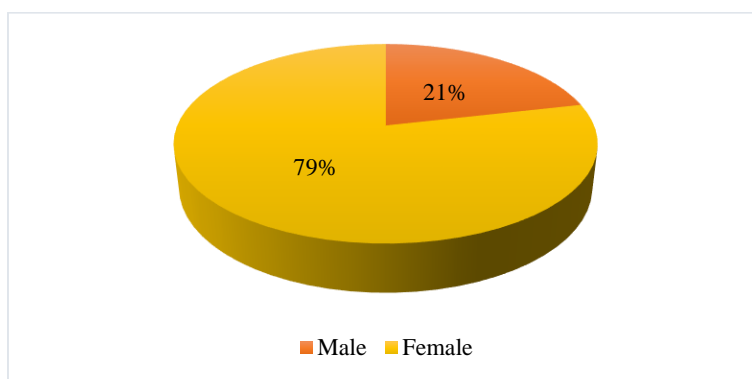
### 3.1. Results

In this section, the analysis and discussion of the results obtained through the instruments applied at Universidad Técnica del Norte for both teachers and first-semester students will be conducted. The survey and interview were developed using qualitative and quantitative approaches, providing valuable information for the research. Additionally, the instruments can be observed in the annexes.

#### 3.1.1. Analysis of the survey applied to first-level students at Universidad Técnica del Norte

*Figure 1.*

*Gender of the population*

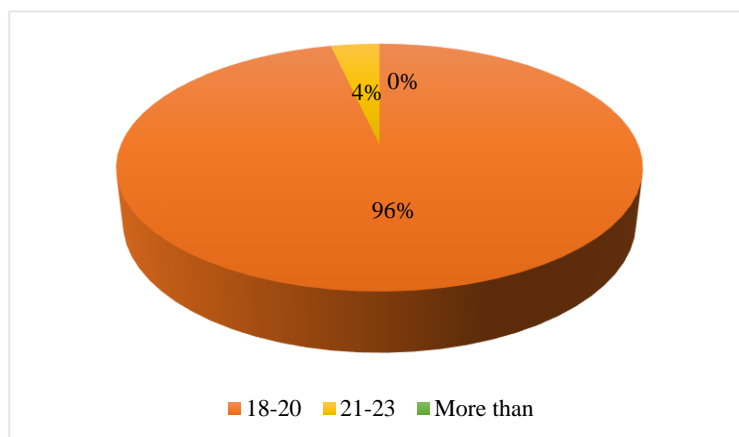


*Note:* Own elaboration. Source: July 2023 questionnaire

The following graph shows us the gender of the respondents at the Universidad Técnica del Norte. According to the results obtained, 79% of first-semester students are women, and 21% are men. With this, it can be affirmed that the career of pedagogy in national and foreign languages is preferred, mostly by women.

**Figure 2.**

*Age of participants*

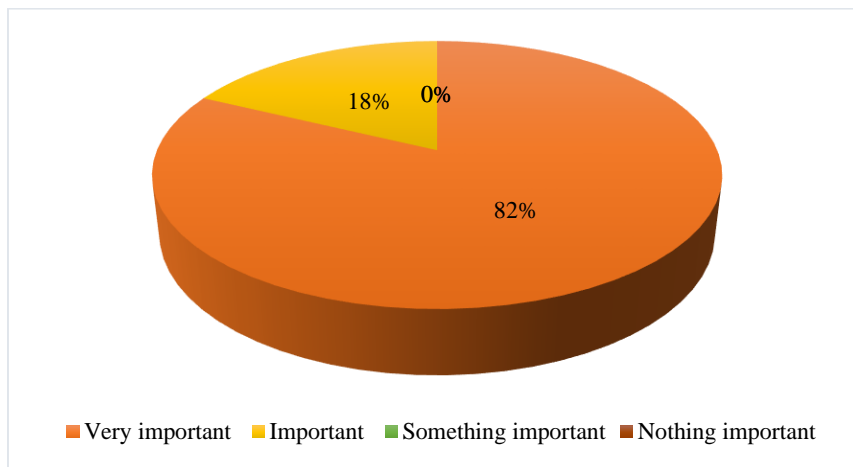


Note: Own elaboration. Source: July 2023 questionnaire

According to the results obtained in the survey, 96% of the participating students have an average age between 18 and 20 years old, while only 4% are between 21 and 23 years old. This leads us to the conclusion that a large portion of the young population decides to study English as a second language.

*Figure 3.*

*Manage a good level of English*

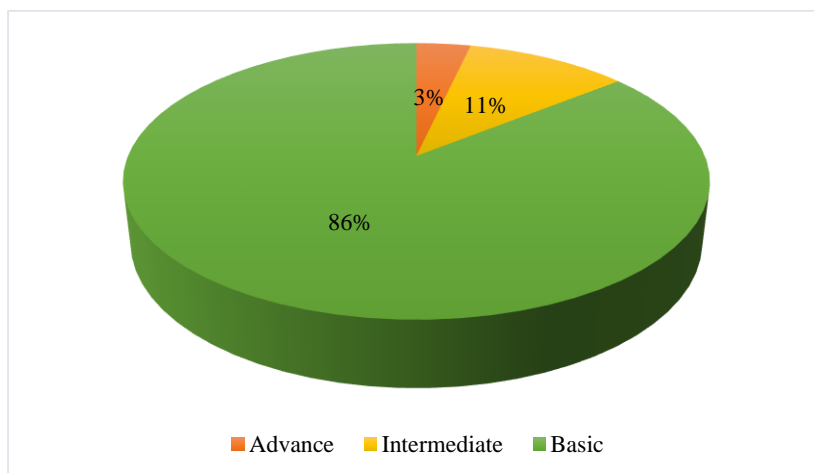


Note: Own elaboration. Source: July 2023 questionnaire

Based on the data obtained from the pie chart, it can be mentioned that proficiency in a foreign language is highly valued in the educational field, as 82% of students believe that mastering English is very important, while 18% consider it only important. However, none of them responded negatively, so they all feel motivated to continue their learning. In summary, students take into account that having solid foundations in the language will help them function more easily both inside and outside the classroom, allowing each of them to strengthen their academic and professional training.

*Figure 4.*

*Level of students according to the MCER*

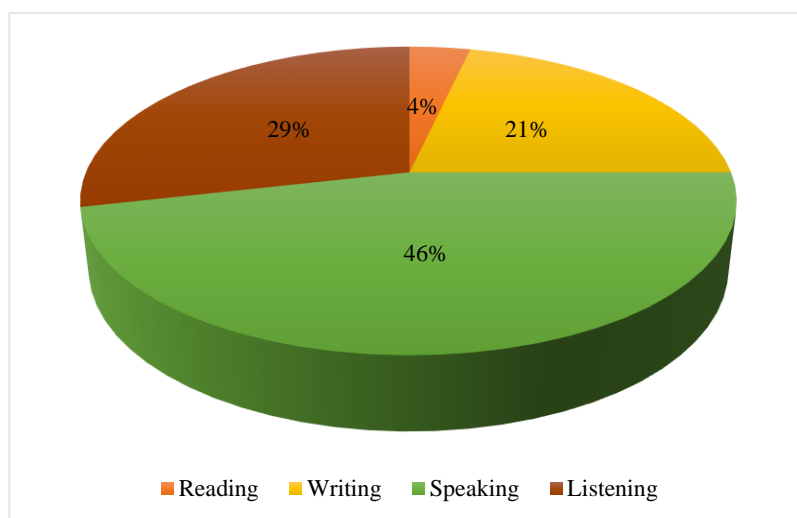


Note: Own elaboration. Source: July 2023 questionnaire

The following graph illustrates the English proficiency levels of students according to the Common European Framework of Reference for Languages (CEFR). Firstly, it can be observed that 3% of the students have an advanced level. Additionally, another 11% of the young people responded that they have an intermediate level. Finally, more than half of the population, 86%, has a basic level. In conclusion, the first semester of language studies has a high proportion of individuals with an A2 level, indicating low proficiency in the foreign language. On the other hand, the Common European Framework of Reference for Languages (CEFR) is used to define the language skills of students worldwide on a scale of English proficiency levels.

*Figure 5.*

*Challenge in acquiring skills*



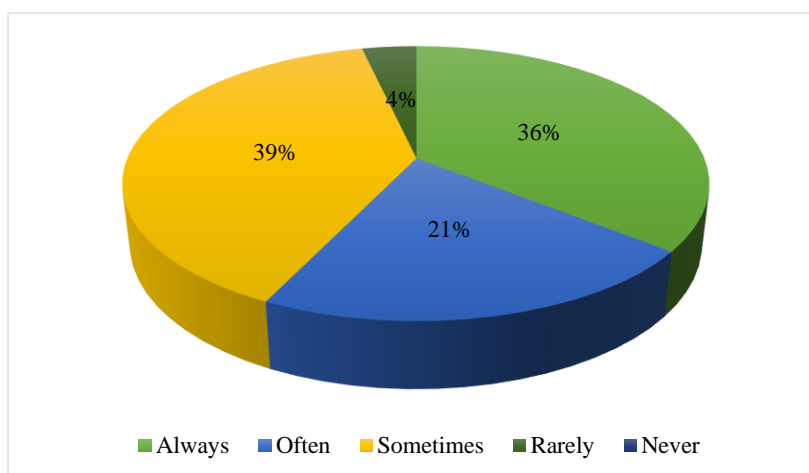
Note: Own elaboration. Source: July 2023 questionnaire

With the data obtained in the graph, it will be possible to determine the most challenging skill to develop according to young people. Firstly, the skill of speaking was chosen as the most difficult to master in the process of learning a new language. While listening also presents a high percentage of difficulty (29%), due to different factors that can intervene in teaching, On the other hand, young people also face problems with writing skills (21%). Finally, only 4% of them have problems with reading, which means that all skills have obstacles when acquiring a foreign language. However, this depends on each person since everyone learns differently at their own pace and capacity.



**Figure 6.**

*Listening practice*

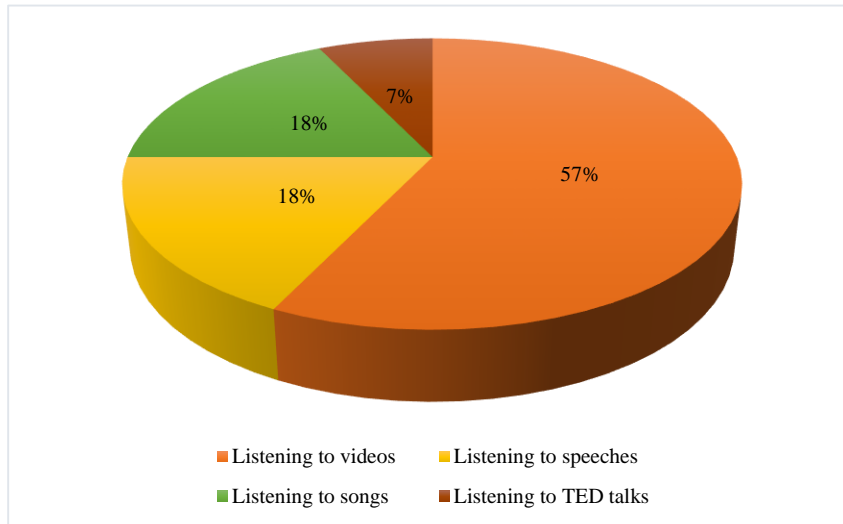


Note: Own elaboration. Source: July 2023 questionnaire

The above pie chart shows how often people practice listening in the classroom. Firstly, 36% of those surveyed exercised this skill in the classroom. Meanwhile, 21% of them also stated that they work on strengthening their listening skills to be able to understand teachers more easily. Then, it can be observed that 39% of the students practice only sometimes, which can be worrying because it is a high percentage that does not frequently exercise their listening skills. In the end, only 4% of the population practices it very rarely, which is interesting because young people practice the language in the classroom. An important point to keep in mind is that constant practice is essential to developing skills and helping to have more solid and adequate knowledge.

*Figure 7.*

*Activities to improve listening skills*

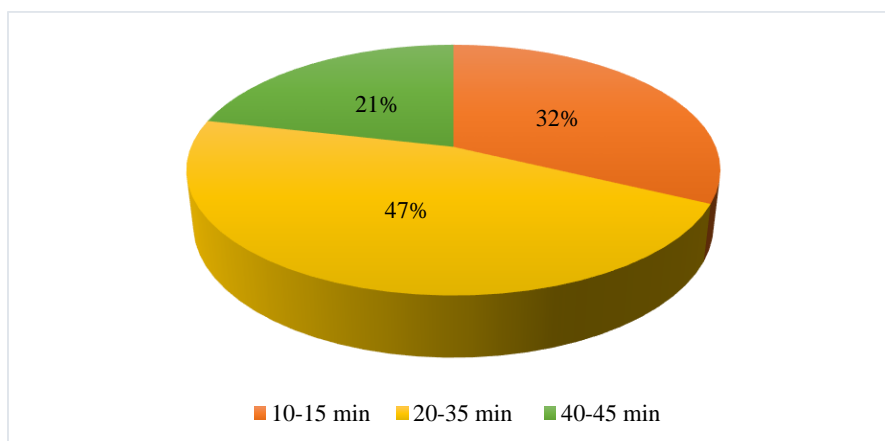


Note: Own elaboration. Source: July 2023 questionnaire

This chart describes the activities that people typically choose to improve their listening skills. Nowadays, thanks to technological advances, various platforms help practice and develop a new language. More than half of the population, 57%, prefers to use videos in English because it helps them become familiar with the vocabulary and pronunciation. Furthermore, another 18% of those surveyed opt for speeches, as this activity allows them to develop listening comprehension. On the other hand, music is preferred by 18% of the population because it is a fun way to learn. Finally, another 7% prefer to study through TED talks. In conclusion, all these activities are very useful for deepening the development of linguistic knowledge.

*Figure 8.*

*Listening practice within the classroom*

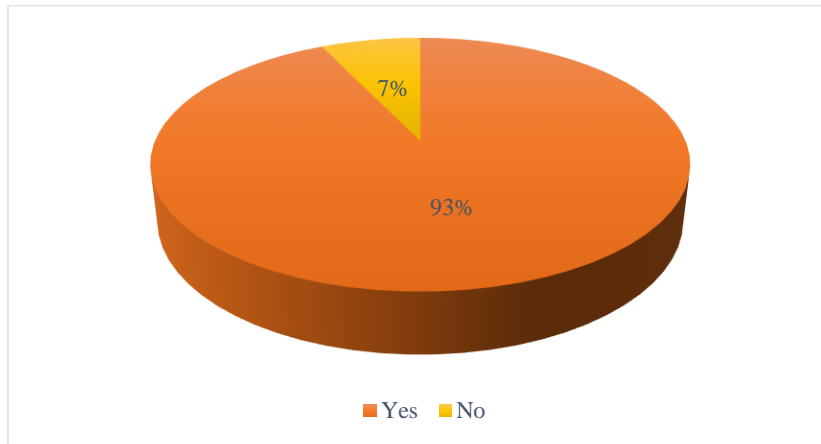


Note: Own elaboration. Source: July 2023 questionnaire

According to the graph, approximately half of the surveyed population, around 47%, dedicates 45 minutes a day to studying. As a result, students will be able to enhance their learning, achieving the proposed objective. Then, 32% of them practice 30 to 35 minutes in the classroom, which helps them overcome and address their weaknesses in language use. Finally, less than half of the young people spend 10 to 15 minutes studying, which is relevant, as they need to be in constant practice to strengthen their skills not only inside the classroom but also outside of it. However, it would be beneficial for respondents who only spend 10 to 15 minutes studying to consider extending their continuous study time to make significant gains in learning.

*Figure 9.*

*Digital applications strengthen listening skills*

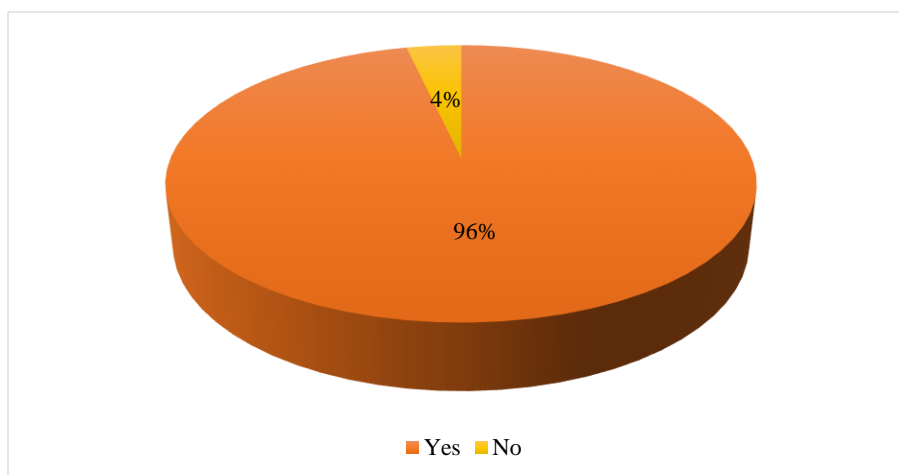


Note: Own elaboration. Source: July 2023 questionnaire

The graph shows that 93% of students believe that digital applications can improve listening skills, thanks to the various educational programs available to everyone. On the other hand, only 7% of individuals express that it is not possible to optimize listening skills through digital applications, so other strategies and methodologies should be sought to assist those with different opinions. In conclusion, digital applications have now become an essential tool for learning, being widely adopted within educational institutions and universities.

*Figure 10.*

*Incorporate applications into the educational environment*



Note: Own elaboration. Source: July 2023 questionnaire

The above graph indicates important information about the implementation of digital applications within the classroom. Firstly, 96% of the surveyed young people agree that teachers should work with digital applications. For this to be done in the best way, students must have learning objectives to be able to select the most appropriate applications. Secondly, only 4% of the population is dissatisfied with the digital implementation. In summary, teachers will be able to use the applications to achieve better results in the acquisition of a new language. Additionally, they will have the opportunity to choose digital applications that best suit the needs of the students according to each one's learning style.

### **3.2. Teachers' Interview Analysis**

#### **Question 1. From your point of view, what level of English do your students have?**

According to the teacher's response, all students have a B1 level of English.

#### **Question 2. What skills do you consider to be the most difficult to develop in students?**

The most difficult skills to develop, according to the teacher, are listening and speaking. This occurs due to several factors that intervene in learning, which can become a challenge when acquiring the English language.

#### **Question 3. What strategies do you use to develop listening?**

The strategies that the teacher uses to develop listening are watching videos, collaborative tasks, public speaking club activities, role plays, and discussions in pairs and groups.

#### **Question 4. What type of listening materials do you frequently use in your classes?**

The listening materials that the teacher frequently uses are Audios, videos, and online material.

#### **Question 5. Do you use digital applications to develop listening skills in your classes?**

The teacher considers that digital applications are a learning strategy to support the development of listening skills due to their infinite content, this allows students to choose the application that fits their needs.

#### **Question 6. Do you encourage your students to use digital applications to improve their level of listening comprehension?**

The teacher affirms that students do practice listening through digital applications, which allows most of them to improve their listening skills.

### 3.3. Discussion

According to the instruments applied, both teachers and students played a useful role; everyone collaborated and answered the questions honestly. In this way, it was possible to obtain valuable information about the shortcomings that students have when learning to listen. Similarly, the teachers contributed information on the proposed topic, which allowed the research to continue. Additionally, it was observed that digital applications are essential in the practice of listening skills.

This research is based on the use of digital applications to improve listening skills. Based on the data collected from the survey and interview, it can be said that it is important to implement these applications within the classroom so that students can function more easily in the classroom. Likewise, it is essential to carry out other activities that complement the mastery of listening according to the answers obtained in the interview conducted with the teacher. On the other hand, learners consider that the use of digital tools is an essential support for improving their English language skills. According to the survey results, each of them uses applications to practice the skills, although the amount of time varies, which means that not everyone has the same level. Furthermore, the use of these digital applications today has become very significant, as all young people turn to them to educate themselves.

Finally, teachers and learners agree on implementing digital applications to optimize language teaching and learning. Additionally, two key points to meet the proposed objective are the discipline and educational commitment of each of them. On the other hand, when learning another language, it is essential that people actively get involved in its practice, interacting constantly with the language, to obtain linguistic knowledge and skills. In this sense, promoting listening is fundamental to learning the English language, as that is how we learned our mother tongue. Furthermore, being able to master this skill will allow young people to have greater motivation and interest in the language, preventing frustrations from arising. English and digital applications go hand in hand because they have been increasingly implemented in language classrooms. These applications improve students' academic performance and contribute positively to teaching and learning.

Previously, it was concluded that the creation of a teaching guide will be very useful for both teachers and students, as they will have activities that will be carried out through digital applications and learning strategies.

## CHAPTER IV: PROPOSAL

### 4.1. Title

Digital applications for the development of listening skills in first-level students at Universidad Técnica del Norte, academic period 2022-2023

### 4.2. Introduction

Currently, acquiring the English language entails a series of benefits, and technological advancement supports language development due to easy access to applications, technological resources, virtual classrooms, and educational content. However, the student must engage in constant practice to improve their foreign language skills and broaden their cultural perspective globally. Regarding the listening skill, it is one of the most challenging skills to learn due to its phonetics and other factors that intervene in the teaching process. Finally, teachers must innovate in education inside and outside the classroom, implementing new approaches, methods, and tools that motivate students to continue acquiring new knowledge. This proposal seeks to implement new strategies that contribute to the progress of auditory learning through digital applications. On the other hand, technology has become an essential tool in the educational context, so both teachers and students must take advantage of and make use of its benefits to contribute in the best way to the educational training process.

This guide will be developed to meet the needs related to the progress of listening skills with the support of digital applications. The activities will be chosen considering the level of difficulty for the first semester at Universidad Técnica del Norte.

### 4.3. Justification

Next, a teaching guide will be prepared to be a fundamental tool for learners. Additionally, the activities will contain content that will be carried out through digital applications, contributing to greater success during the teaching-learning stage. These applications will be an essential aspect as they will contribute to the advancement of auditory comprehension in the first semester at Universidad Técnica del Norte. The proposal also includes technological strategies that will be tailored to the individual needs of the students. These strategies will assist individuals in transforming and enriching their knowledge through various approaches and tools. In this digital age, young people are accustomed to technology, so implementing digital applications in their studies will provide significant support for increasing their motivation each day and continuing to review the English language.

In addition to the above, and in accordance with the analysis obtained through the applied instruments, it can be added that students will have a greater opportunity to acquire a second language and improve their listening skills. Therefore, teachers must implement strategies and methodologies that benefit education, and students must adapt to the new learning methodology. On the other hand, first-year students consider this skill to be extremely important for being able to communicate and understand the language. In this way, it will be possible to achieve the established objective.



## **4.4. Objectives**

### **4.4.1. General**

Design a didactic guide based on digital applications to develop listening skills in first-semester students at Universidad Tècnica del Norte.

### **4.4.2. Specific**

- Identify some digital applications that support the development of listening skills.
- Develop activities using digital applications that help the progress of first-semester students in understanding the listening skill.

## **4.5. Units Development**

### **✓ Unit 1: People**

- **Lesson A:** Actor interview
- **Lesson B:** Family meeting
- **Lesson C:** A job interview

### **✓ Unit 2: Seasons**

- **Lesson A:** Months and seasons
- **Lesson B:** Weather
- **Lesson C:** Talk about 2 different places

### **✓ Unit 3: Lifestyle**

- **Lesson A:** Food and nutrition
- **Lesson B:** The lifestyle of a university student
- **Lesson C:** Three different lifestyles

# DIGITAL APPLICATIONS FOR THE DEVELOPMENT OF LISTENING SKILLS



DIDACTIC GUIDE



**UNIVERSIDAD TÉCNICA DEL  
NORTE**



Facultad de Educación,  
Ciencia y Tecnología



Pedagogía de los Idiomas  
Nacionales y Extranjeros



# 1

## INTRODUCTION

The following teaching guide is a study tool that will provide teachers with specific information, strategies, activities, and resources based on use of digital applications to improve listening skills.

Therefore, its objective is to strengthen listening skills through an appropriate method that includes the pre-, during, and post-phases. The guide is structured in 4 units, and each one consists of 3 lessons with various activities.

Finally, this proposal will include teaching-learning strategies and activities that will be carried out through digital applications and will motivate students to develop listening skills.

UNITS	LESSONS	TIME	LISTENING FOCUS	VOCABULARY
	Lesson A: Actor interview	40 min	Listening for gist	- daydreams - non-stop - departure - spoil - gush - amateur - switch
<b>UNIT 1</b>	Lesson B: Family meeting	40 min	Listening for gist	- support - run - mainly
<b>PEOPLE</b>	Lesson C: A job interview	40 min	Listening for gist	- expanding - provider - management - qualification - preconceived - measured
	Lesson A: Months and seasons	40 min	Listening for detail	- occasionally - sledding - stroll - soar - humidity
<b>UNIT 2</b>	Lesson B: Weather	40 min	Listening for detail	- patches - lunchtime - drizzle - foggy - temperatures - reach - mini- heatwave
<b>SEASONS</b>	Lesson C: Talk about 2 different places	40 min	Listening for detail	- litter - light - inform - juvenile
	Lesson A: Food and nutrition	40 min	Listening for main ideas	- amount - milligrams - micronutrients - healthy - sickness - vegetables - carbohydrates
<b>UNIT 3</b>	Lesson B: The lifestyle of a university students	45 min	Listening for main ideas	- hectic - specialty - land - work
<b>LIFESTYLE</b>	Lesson C: Marine life	40 min	Listening for main ideas	- dreaded - all-nighters - pulled - produce - vending machines - salad bar - dining hall

# UNIT 1

# PEOPLE



# TEACHER RESOURCES

## LESSON A

### Actor interview

#### Listening focus:

Listening for gist

#### Time:

40 minutes

#### Vocabulary:

- daydreams
- non-stop
- departure
- spoil
- gush
- amateur
- switch

#### App:

Vocaroo

**Objective:** At the end of the class, students will have the ability to understand the general idea of the interview and will be able to make a summary using the vocabulary learned.

#### WARM UP: key vocabulary

- Give a vocabulary about the topic.
- Select the unknown words.
- Look up its meaning and listening.

#### PRE-LISTENING

- The teacher makes known the subject of the class.
- The teacher gives a worksheet.
- The students must perform the activities within a specified time.
- The teacher reviews the activities.

#### DURIN-LISTENING

- The teacher informs us that the next task will consist of listening practice, focusing on an interview with an actor.
- The teacher gives a worksheet for students to fill in the blanks.
- The video will be played three times.
- The teacher gives the answers so that the students can compare and observe what their errors were.

#### POST-LISTENING

- The teacher will ask students to make a brief summary of the previous interview using a digital application.

Vocaroo



# STUDENT RESOURCES

## WARM UP



### Instructions:

The student will have to search for the meaning of the words and listen to the pronunciation of each of them.

Words	Meaning
Appearing	
Daydreams	
Rewarding	
Shooting	
Struck	
Amateur	
Frame	
Cinematography	
Mainly	
Shots	
Worthwhile	
Switch	
Controversy	
Disposal	
Theatre	

# PRE-LISTENING



## Instructions:

1. The student will choose six words from the previous list and make six sentences.

	1.
	2.
	3.
	4.
	5.
	6.

## 2. Write the missing vowels.

- |                  |                   |
|------------------|-------------------|
| 1. W__m__n       | 6. C__ntr__v__rsy |
| 2. T__l__nt__d   | 7. Pr__d__ct__ns  |
| 3. W__rthwh__l__ | 8. H__llyw__d     |
| 4. S__cr__f__c__ | 9. C__mm__tm__nts |
| 5. L__ngt__n     | 10. Ch__c__g__    |





# DURING-LISTENING



## Instructions:

### 1. Listen to the audio and choose the correct answer.

1. What does Jenny say about the last six months of her life?
  - a. She's been incredibly busy.
  - b. She feels she doesn't belong in this showbiz world.
  - c. She's had too much to learn.
2. Why does Jenny use the football metaphor when talking about the cast of her new movie?
  - a. to show how hard they have all been working on the film.
  - b. to give an idea of teamwork.
  - c. to say something about the plot of the film.
3. And how does she view her role in the football team when asked?
  - a. a minor, supporting role.
  - b. the mother of the group.
  - c. the serious one.
4. How did she find working with a famous actor on the film set?
  - a. she was determined not to let it affect her work.
  - b. she didn't find him very professional.
  - c. she felt relaxed around him.
5. Why is Jenny happy that she will be New York in a month's time?
  - a. she doesn't like working in Chicago.
  - b. family commitments make things difficult for her.
  - c. her husband and daughter don't like living in Chicago.
6. Why was Jenny criticized for her comments about Broadway?
  - a. she shouldn't have criticized something she profits off herself.
  - b. she was only repeating something she had previously stated.
  - c. she was too aggressive in her comments about Broadway.

Source taken from. <https://www.esl-lounge.com/student/listening/4L1-actress-transcript.php>

**Listen to the interview again and check the answers.**

## 2. complete the sentences.

1. Daydreams
2. Dennis
3. Arizona
4. Tom
5. Choices
6. Longton
7. Larry

an actor .....

the interviewer .....

a play.....

her husband.....

movie title.....

filming location .....

Actress's surname.....

## POST-LISTENING

### Instructions:

1. Make a short summary of the previous interview.

2. Uses the vocaroo application to perform the activity.



All the pictures were taken from Google.

# TEACHER RESOURCES

## LESSON B

### Family meeting

**Objective:** Students will acquire the ability to understand familiar dialogues and use the newly learned vocabulary to make their own family presentation.

Listening focus:

Listening for gist

Time:

45 minutes

Vocabulary:

- **support** (verb): give help or assistance
- **run** (verb): be in charge of
- **mainly** (adverb): for the most part

APP:

Canva

**Warm up:** Describe a picture

- Show the family photo on the board.
- Observe carefully
- Describe family members.

**Pre-listening**

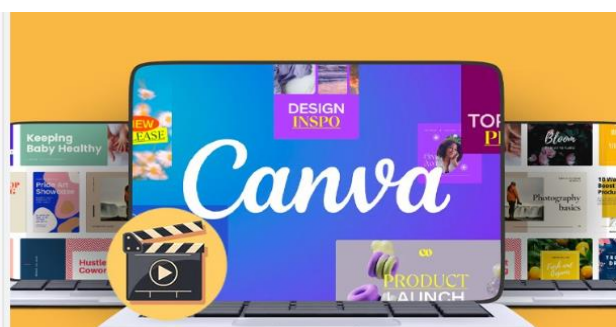
- The teacher will announce what the topic is about.
- The teacher will establish some objectives that must be met at the end of the lesson.
- The teacher will give a worksheet to each student where they must carry out the respective activities.

**During-listening**

- The teacher will play the audio of a family conversation.
- The audio will be played three times.
- At the end of the audio, students must answer some questions.
- The teacher gives time for the students to answer the questions.
- Students must compare their answers with those of their classmates.

**Post-listening**

- Students must make a presentation of their family.
- The teacher will ask some questions about each student's presentation.



# STUDENT RESOURCES

## WARM UP

### Instructions:

Look at the image and describe each member of the family.



## PRE-LISTENING

### Instructions:

1. Match the words with the corresponding sentence.

- |          |                                    |
|----------|------------------------------------|
| a. call  | 1. Nice to _____ you.              |
| b. three | 2. So, _____ me about your family. |
| c. works | 3. All my friends _____ me Josh.   |
| d. meet  | 4. My father _____ at a bank.      |
| e. tell  | 5. I have _____ older sisters.     |

## 2. Answer the questions based on the vocabulary you learned.

1. I want you to \_\_\_\_\_ my father. I'm sure you'll like him.

- a. meet                      b. introduce                      c. talk

2. There are three \_\_\_\_\_ in my family.

- a. people                      b. members                      c. humans

3. My \_\_\_\_\_ brother is a college student.

- a. older                      b. senior                      c. elder

4. My name is Joshua, but you can \_\_\_\_\_ me Josh.

- a. say                      b. call                      c. name

## DURING-LISTENING

### Instructions:

1. Listen to the family conversation and choose the correct answer.

**1. Where is Pancho from?  
have?**

- a. Paraguay  
b. Portugal  
c. Peru

**3. What is his father's job?**

- a. dentist  
b. taxi driver  
c. police officer

**5. Who works at the family business?**

- a. friends  
b. neighbors  
c. family

**2. How many brothers and sisters does Pancho**

- a. 12  
b. 11  
c. 13

**4. What does his mother do?**

- a. She runs a small family store.  
b. She owns a beauty salon.  
c. She works at a bread shop.

Source taken from. <https://www.esl-lab.com/quizzes/familyrelationships-mcquiz.htm>

## 2. Listen to the audio again and fill in the blanks.

taxi driver      support      run      kind      mainly      buy      parents

**Carl:** So, what do your \_\_\_\_\_ do?

**Pancho:** My father is a \_\_\_\_\_ in Lima, Peru. It is a hard job, but he works hard to \_\_\_\_\_ the family.

**Carl:** How about your mother?

**Pancho:** She helps \_\_\_\_\_ a small family store with some of my older brothers and sisters.

**Carl:** What \_\_\_\_\_ of store?

**Pancho:** We \_\_\_\_\_ sell food, like bread, eggs, soft drinks, rice, sugar, and cookies. Things that people \_\_\_\_\_ every day.

## POST-LISTENING

### Instructions

Prepare a family presentation using the Canva application.



All the pictures were taken from Google.

# TEACHER RESOURCES

## LESSON C

### A Job interview

**Objective:** Students will acquire the ability to clearly understand information and appropriately use the new vocabulary they have learned.

#### Listening focus:

Listening for gist

#### Time:

40 minutes

#### Vocabulary:

- expanding
- provider
- management
- qualification
- preconceived
- measured

#### App:

Free Screen Video Recorder

#### Warm up: Letter soup

- Send the link to students.
- Carry out the activity.
- Find the meaning of unknown words.

#### Pre-listening

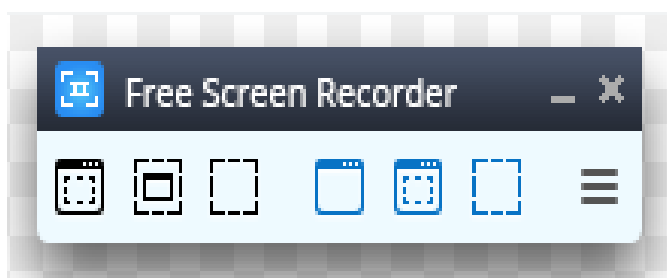
- The teacher will give an explanation of the topic.
- The teacher will explain what the objectives of the class are.
- The teacher asks students to select the correct answer in activity 1.
- The student must order the sentences in activity 2.

#### During-listening

- The teacher will guide the students towards the listening activity.
- The teacher will play the audio about a job interview.
- The video will be played three times.
- The teacher will give a worksheet to the students.
- The teacher will review the answers with the students to correct possible errors and reinforce learning.

#### Post-listening

- The student has to choose their favorite job and create a video talking about it.



# STUDENT RESOURCES

## WARM UP

### Instructions

Look for the words from the list in the following word search.



R E P R Y T I N U T R O P P O K  
S Q R X E T N E M E G A N A M Q  
O W U N G S M V I O U D U H E S  
O R G A D L P W I Y O M G Y C B  
L Q G X L V C O I P S R W T N W  
F F R A S I S O N E E R Y F E V  
E C S E N E F S R S F N T K I X  
C U O E D I T I E P I S K C R N  
N A A M C I S A C N O B P O E P  
E M M J P I V A D A K R L J P B  
I W U L K A V O T I T A A E X C  
R E O C H G N R R I D I E T E G  
E G O M E I F Y E P O N O W E L  
P M P U M F L V E S F N A N T O  
X X L R V P I E B V Q A A C S T  
E O W D E V E L O P M E N T D D

WEAKNESS	QUALIFICATIONS
CORPORATE	EXPERIENCE
SERVICES	CANDIDATES
ORGANISATION	PROVIDER
RESPONSIBLE	MANAGEMENT
DEVELOPMENT	OPPORTUNITY
EXPERIENCE	COMPANY

Source taken from. <https://puzzel.org/es/wordseeker/play?p=-NjjfK2L6nrB0oBoesRu>

## PRE-LISTENING

### Instruccions:

#### 1. Circle the correct answers.

1. I'm also a big follower/ creator of your brand and feel fully aligned with your image and values.
2. I am also currently working on a further diploma in doctorate/psychology.
3. I'm used to taking a very personal approach to employee/ teacher development.
4. I see what you mean. Right, so, do you have some/any questions for me?
5. Your role would be to devise and then successfully implement this strategy/ method.



## 2. Order the following sentences.

1. very/I /that/ think/ much/ and/skills/ my/are/ experience/ fit/ a/good.  
\_\_\_\_\_
2. diploma/go/I/a/years/two/ago.  
\_\_\_\_\_
3. would/mostly/who/I /work/on/a/ with/basis/daily/?  
\_\_\_\_\_
4. usually/two/there's/an/ intern/can/ or/who/some/you/get/also/support/from.  
\_\_\_\_\_
5. role/your/would/to/ be/and/devise/successfully/then/this/implement/ strategy.  
\_\_\_\_\_

# DURING-LISTENING

## Instructions

### 1. Listen and choose the answers correctly.

#### 1. Four years ago, Maria worked for a small HR services provider

- in the B2B sector.
- in the B2C sector.
- in both B2B and B2C sectors.

#### 2. Maria has been in her current job ...

- for four years.
- for three years.
- for one year.

#### 3. Maria's current role is focused ...

- only on learning and development.
- on a number of HR topics.
- only on payroll and she wants to do L&D.

#### 4. Maria ...

- did a diploma in L&D two years ago?
- is doing a diploma in psychology at the moment.
- Both options are true.

#### 5. Maria will need to ...

- identify and devise an L&D strategy.
- devise and implement an L&D strategy.
- implement an L&D strategy that has already been devised.

## 2. Complete the sentences.

responsible	report	replicated	stability	good fit	measured	personal	aligned
-------------	--------	------------	-----------	----------	----------	----------	---------

1. Maria feels her skills and experience are a \_\_\_\_\_ for the company.
2. Maria changed jobs because she was looking for more \_\_\_\_\_.
3. She was \_\_\_\_\_ for learning and development.
4. She feels \_\_\_\_\_ with the company's brand and values.
5. She's used to taking a \_\_\_\_\_ approach to L&D.
6. Her ideas can be \_\_\_\_\_ on a larger scale.
7. She would \_\_\_\_\_ to the HR manager.
8. Performance will be \_\_\_\_\_ in different ways.

## POST-LISTENING

### Instructions:

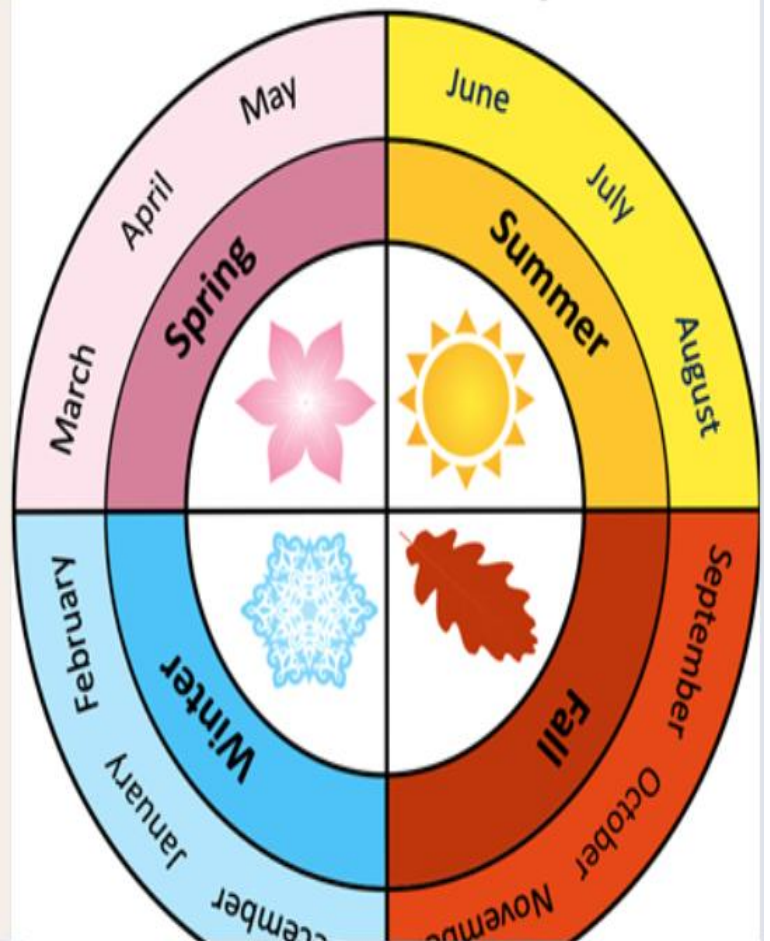
1. Record a video about your favorite job.
2. Use the Free Screen Video Recorder app.



All the pictures were taken from Google.

# UNIT 2

## SEASONS



# TEACHER RESOURCES

## LESSON A

### Months and seasons

**Objective:** Students will be able to improve their ability to communicate more effectively in daily situations and understand conversations related to the

#### Listening focus:

Listening for detail

#### Time:

40 minutes

#### Vocabulary:

- **occasionally** (adverb): from time to time
- **sledding** (noun): the activity or sport
- **stroll** (verb): take a leisurely walk
- **soar** (verb): rise quickly
- **humidity** (noun): wetness in the air

#### App:

Canva

#### Warm up: Pictures

- The teacher will indicate some vocabulary cards and images.
- The student must go to the board and match the month with its respective image of the season of the year.

#### Pre-listening

- The teacher will announce the topic that they will study in this unit.
- The teacher will describe what the objectives are at the end of the lesson.
- The teacher will distribute a worksheet to the students.
- Students must complete the tasks.
- Some students will be chosen at random to see their answers.

#### During-listening

- In the listening part, students will listen to an audio recording of the seasons of the year.
- The audio will be played three times.
- The teacher will give a worksheet to each student.
- Students must complete the activities.
- The work will be done in a certain amount of time.

#### Post-listening

- Work with a group of five students.
- Make a presentation.
- Choose a country you would like to visit.
- Research the climate and describe the region's seasons and temperatures.



# STUDENT RESOURCES

## WARM UP

### Instructions:

Match the words with their corresponding image



Beach

Spring

Snowman

February

Winter

August

Flowers

May

Summer

November

Rain

Autumn

August



# PRE-LISTENING



## Instructions:

### 1. Work with a partner and discuss the questions.

1. How many seasons does the year have?
2. How many stations are there in your country?
3. What is your favorite season? ¿Why?
4. Why are the seasons of the year important?
5. How do some animals prepare for the winter?

### 2. Write the words from the box in the gaps.

warmest    change    cold    temperature    warms  
fall    leaves    shorter    lengthen    summer    daylight

1. Summer is the \_\_\_\_\_ season.
2. The leaves \_\_\_\_\_ color and begin to \_\_\_\_\_ from the trees.
3. Most of the trees have no \_\_\_\_\_, and it is a very \_\_\_\_\_ time.
4. The days are \_\_\_\_\_, and the \_\_\_\_\_ begins to drop.
5. The days begin to \_\_\_\_\_, and the temperature \_\_\_\_\_ up.
6. There are more hours of \_\_\_\_\_ in the \_\_\_\_\_ than in the winter.

# DURING-LISTENING

## Instructions:

### 1. Listen to the recording and answer the questions.



**1. This presentation seems to be \_\_\_\_\_.**

- an academic speech at school
- an informal discussion between friends
- a TV debate

**2. How does the man describe the winter season?**

- January receives about 30 inches in snow.
- Some winter activities are sledding and skiing.
- Winter temperatures hover below freezing.

**3. In spring, people enjoy \_\_\_\_\_.**

- hiking in the mountains
- flying kites
- fishing in the park

**4. What is the summer season like in this area?**

- mild and breezy
- warm and humid
- What is the summer season like in this area?

**5. People often \_\_\_\_\_ in the fall.**

- clean their houses
- go and see the fall colors
- have a fall picnic

**2. Put the words and phrases in order to make sentences.**

1. The/ month / coldest /January / is. \_\_\_\_\_

2. season / The winter / usually / December/ begins / in. \_\_\_\_\_

3. like / People / my / in /city / to / often / on / go / picnics. \_\_\_\_\_

4. summer / my / is / dry / little / rain / The / city / in / very / with. \_\_\_\_\_

5. humidity / very / The / with / weather / is / dry / low. \_\_\_\_\_

6. driving / enjoy / A lot of / into / people / mountains / the. \_\_\_\_\_

Source taken from. <https://www.esl-lab.com/academic-english/four-seasons/>



# POST-LISTENING

## Instructions:



1. Make a presentation.
2. Choose a country you would like to visit.
3. Research the climate, describe the region's seasons and temperatures.
4. Use the Canva application.



All the pictures were taken from Google.



# STUDENT RESOURCES

## LESSON B

### Weather

#### Listening focus:

Listening for detail

#### Time:

45 minutes

#### Vocabulary:

- patches
- lunchtime
- drizzle
- foggy
- temperatures
- reach
- mini-heatwave

#### App:

PowerPoint

**Objective:** Students will develop the ability to understand listening content and expand their vocabulary in order to prepare a presentation.

#### Warm up: Crossword

- The teacher will hand out a crossword puzzle sheet.
- The students will have to carry out the task.
- It is necessary for students to pay attention to the pronunciation of the words.

#### Pre-listening

- The teacher will provide a brief description of the topic before beginning the lesson.
- The teacher will clearly establish the objectives that the students must achieve at the end of the lesson.
- The teacher will give instructions on how to carry out the tasks using the words recently acquired for the new topic.

#### During-listening

- The teacher will guide the students to the listening activity.
- The teacher will play an audio recording of a weather forecast.
- The video will be played three times.
- The teacher will send a link.
- Students must enter the link and complete multiple-choice answers.
- Students compare their answers at the end of the activity.

#### Post-listening

- The work will be done in groups of 5.
- Students must make a climate model.
- The work will be presented in the classroom.

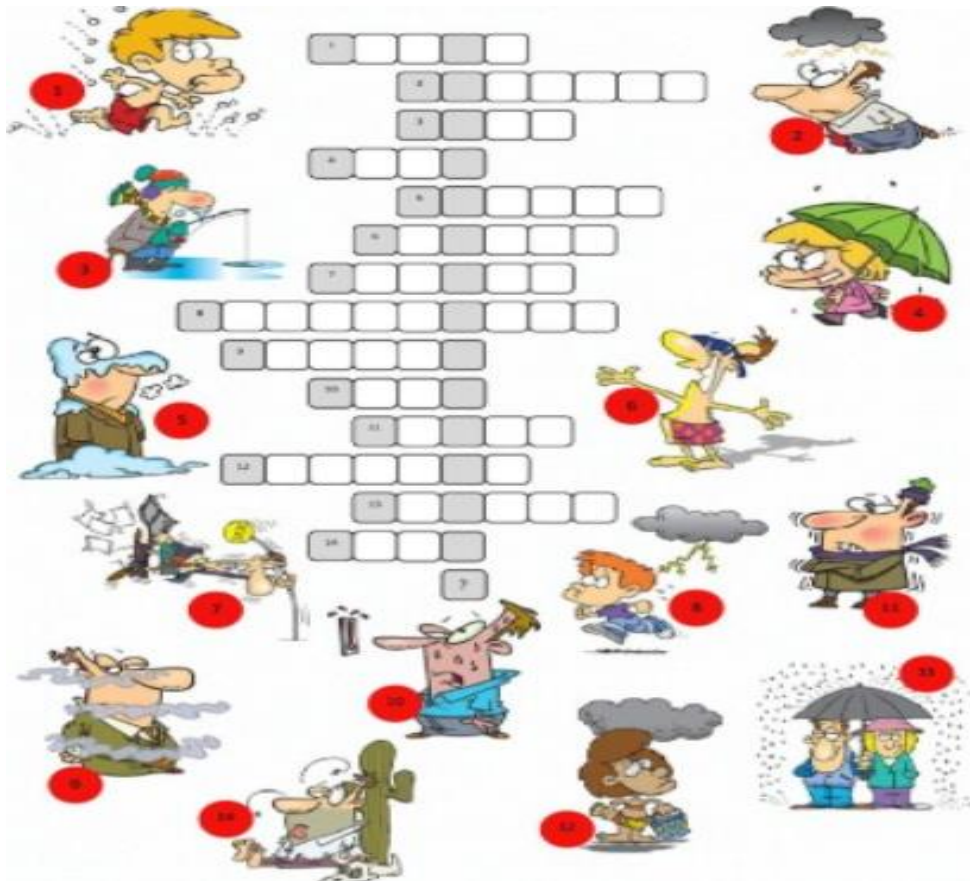


# STUDENT RESOURCES

## WARM UP

### Instructions:






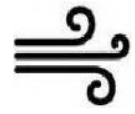








Fill out the crossword puzzle and listen to the pronunciation of the words.



# PRE-LISTENING

## Instructions:

1. Look at the weather forecast and complete the sentences.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						
						










1. Today is Thursday. The weather is..... and .....
2. Yesterday I ..... because it was..... and .....
3. Tomorrow I'll..... because the weather will be .....
4. On Saturday I'll ..... because the weather will be .....
5. On Monday I ..... because it was .....
6. On Tuesday I ..... because it was ..... and .....
7. On Sunday I'll ..... because the weather will be ..... and ..... again.

fly my kite  
 cloudy                      snowy  
 stay at home  
                                     went to the beach  
 rainy                      hot              stormy  
                                     sunny              hot              cold  
 windy                      cloudy  
                                     took my umbrella  
 went skiing  
                                     go camping



2. Write the weather word for each picture.

snow	partly cloudy	tornado	wind	
sunny	cloudy	stormy	rain	hail

 .....	 .....	 .....
 ..... .....	 .....	 .....
 .....	 .....	 .....



# DURING-LISTENING

## Instructions:

1. Listen to the audio about the weather forecast and put the words in the correct group.

bright	dry	drizzle	showers	thunderstorms	wet weather	a heatwave
--------	-----	---------	---------	---------------	-------------	------------

Rainy weather	Sunny weather

2. Listen and answer true or false.

1. It will start raining at lunchtime today in the east.

True

False

2. The weather in the north-west will be worse than in the south.

True

False

3. There will be thunder in Leeds tonight.

True

False

4. Most of England will be hot this week.

True

False

5. Wet weather will move from the north to the south at the weekend.

True

False

6. It will stay hot when the rain comes.

True

False

# POST-LISTENING

## Instructions:

1. Make a presentation of the weather in PowerPoint.
2. Create a model related to the weather and share it with your classmates in class.



All the pictures were taken from Google.

# TEACHER RESOURCES

## LESSON C

### Talk about two different places

#### Listening focus:

Listening for detail

#### Time:

40 minutes

#### Vocabulary:

- **litter** (verb and noun): make a place messy
- **ight** (noun): something you are legally
- **inform** (verb): tell, make aware, or notify
- **juvenile** (noun or adjective): a young person

#### App:

Open Camera

**Objective:** At the end of the class, students will be able to demonstrate skill in audited comprehension and expand their vocabulary by creating a video related to the topic seen previously.

#### Warm up: Air word

- Students must make a list of words.
- Get in pairs
- One of them must write the chosen word on their partner's back so that the other student can guess it.
- The game will end when both students have drawn and guessed the complete vocabulary list.

#### Pre-listening

- The teacher will address the novel content they are about to study.
- The teacher will announce the objectives of the class.
- Give students a worksheet.
- Students will work in pairs and discuss the questions.

#### During- listening

- The teacher will play the video about heatwaves in Canada and the United States.
- The video will be played three times.
- The teacher will hand out a worksheet.
- Students must carry out the activities.
- The teacher will give them a certain amount of time to carry out the activities.

#### Post- listening

- Team work
- Record a video
- Students have to choose a country to address the reasons and consequences associated with climate conditions.



Open Camera

# STUDENT RESOURCES

## WARM UP

### Instructions:

On the list of words, the student must write the chosen word on his partner's back so that the other student can guess it and write it down on the board.



Dozen	Stay
Though	Friendly
Trees	Cutting
Ice	Down
Those	Forecast
Branches	Emission
Want	Club
Could	Something.
Have	Juvenile
Historic	Heatwave

## PRE-LISTENING

### Instructions:

#### 1. Underline the best form of the word to complete the sentence

1. He seems to be completely **concerned/concern/unconcerned** about his exams. He says he's confident that he will do well.
2. They are **forecasting/forecast/forecasted** rain for tomorrow, so we should take umbrellas.
3. It was while we were **shelters/sheltering/shelter** from the storm under my umbrella that we kissed for the first time. It was really quite romantic!
4. I find the **historically/historic/history** of this country fascinating! So many things have happened here!
5. The device **emits/emission/emissions** a signal every 10 seconds so we can see exactly where it is going.
6. The main **industrial/industry/industrialise** in this town has always been producing cars. Everyone works for the local factories in some way.



## 2. Discuss the questions with your partner.

1. What is a heatwave?
2. Are you concerned about the increase in temperatures around the world during the last few years? Why/Why not?
3. What action do you think governments need to take to address the problem?

## DURING-LISTENING

### Instructions:

1. Watch the video, match the words to the definitions.



- |                      |   |
|----------------------|---|
| 1. forecast (n)      | a. a period of time when it is far hotter than usual in a particular area |
| 2. heatwave (n)      | b. a place which provides safety from the weather and danger              |
| 3. shelter (n)       | c. a prediction of what will take place in the future                     |
| 4. dozen (n)         | d. connected to making goods and products, especially in a factory        |
| 5. concerned (adj.)  | e. important or not seen previously                                       |
| 6. historic (adj.)   | f. showing that you are worried about something                           |
| 7. emission (n)      | g. the making of gas, heat or light                                       |
| 8. industrial (adj.) | h. twelve of a particular item  |

## 2. Now write the words from Part A in the correct gap in the following sentences.

1. If you are having problems with your....., this may be a sign that you are too hot.
2. You might require..... if you are hot but not sweating as usual.
3. Some.....and coffee are best avoided as they contain caffeine and will make you feel worse in hot weather.
4. Certain..... contain a lot of water and eating them is a good idea in hot weather.
5. In your home, you should switch off ..... because they heat up the room.
6. Keeping creams and lotions in the fridge is a good way to ensure you can keep your..... low.
7. You will feel..... in natural materials such as cotton in high temperatures.
8. Natural materials are better at absorbing sweat than..... materials

# POST-LISTENING

## Instructions:

- Record a video.
- Choose a specific place to address the reasons and consequences associated with weather conditions.



All the pictures were taken from Google.

# UNIT 3

## LIFESTYLE



# TEACHER RESOURCES

## LESSON A

### Food and nutrition

**Objective:** Students will acquire the ability to participate in conversations related to food and nutrition.

#### Listening focus:

Listening for main ideas

#### Time:

40 minutes

#### Vocabulary:

- amount
- milligrams
- micronutrients
- healthy
- sickness
- vegetables
- carbohydrates
- energy

#### App:

PowerPoint

#### Warm up: Broken phone

- The teacher will give a paper with a phrase to the first student in line.
- The student will read it silently.
- He will pass the message into the ear of the next student, and so on until he reaches the last student.
- The last student will write the phrase on the board, and the teacher will see if it is correct or not.

#### Pre-listening

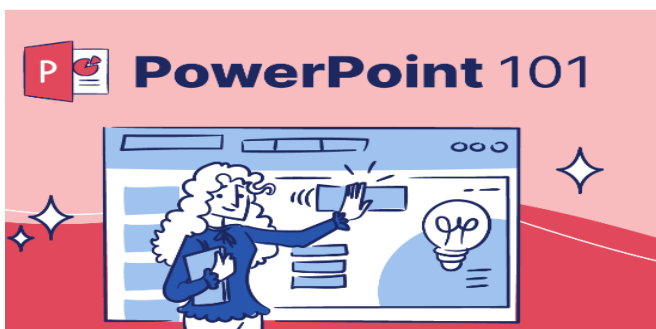
- The teacher will present the new topic to the class.
- The teacher will inform us of the objectives of the class.
- The teacher will explain the activities that the students must do.
- Students must work in groups and answer the questions.

#### During- listening

- The teacher will guide the students to the listening part.
- The teacher will play a video.
- The student must pay attention.
- The video will be played three times.
- The teacher will hand out a worksheet.
- The student will carry out the activities.
- The teacher will give feedback.

#### Post- listening

- Students must conduct a discussion in pairs.
- The topic will be good and bad nutrition.



# STUDENT RESOURCES

## WARM UP

### Instructions:

1. Whisper a message in a child's ear and ask him to pass the message to the child next to him.
2. The message has to be passed from one child to the next until the last child whispers it back in your ear.
3. Reveal the message you told the first child and write it on the board.



# STUDENT RESOURCES

## PRE-LISTENING

### Instructions:














1. Work in pairs and answer the following questions:



1. Name 6 foods that can affect your diet:
2. Is good nutrition important? Why?
3. Why is fiber so important and what does it do?
4. Name three diseases related to obesity:
5. Name four things that exercise does besides help you burn calories?

2. Relate each nutrient to the food that contains it.

- Proteins
- Carbohydrates
- Vitamins
- Minerals
- Fats

Pasta,	bread	and rice.
		
Chicken,	fish	and eggs.
		
Fatty fish,	olive oil	and nuts.
		
Fruits	and	vegetables.
		
Dairy products	and	vegetables.
		

# DURING-LISTENING

## Instructions:

1. Watch the video and order the words.



1. an/ day/ keeps/ a/ away/ the/ doctor/ apple.

2. contain/fruits/micronutrients /important.

3. minerals/are/vitamins/and / micronutrients.

4. health/running/help/they/smoothly/body/our/keep/and.

5. amount/need/we/them/day/of/each/only/a/small.

6. sickness/protect/also/they/help/from/you.

7. enough/foods/high/and/have/junk/not/too/protein/in/may/be/fat.

Source taken from. <https://n9.cl/phw8m>

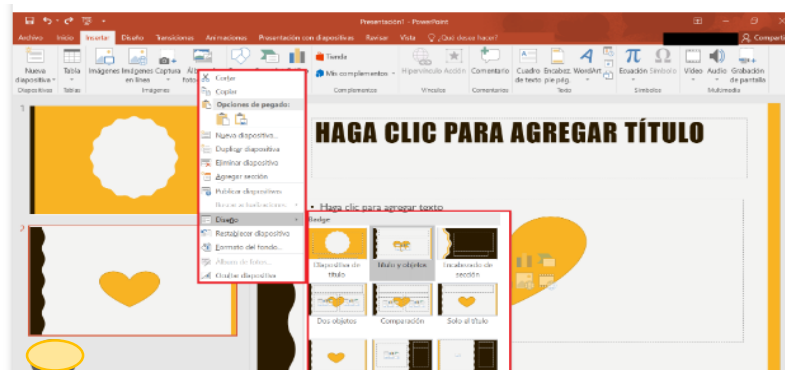
## 2. Classify. Healthy and unhealthy



# POST-LISTENING

## Instructions

1. Team work.
2. Students must make a PowerPoint presentation.
3. Students must carry out a debate about good and bad nutrition



All the pictures were taken from Google.



# TEACHER RESOURCES

## LESSON B

### The lifestyle of the university student

**Objective:** Students will have the ability to improve their listening skills as well as process and retain information more efficiently in order to communicate more clearly.

#### Listening focus:

Listening for main ideas

#### Time:

45 minutes

#### Vocabulary:

- **hectic (adjective):** very busy
- **specialty (noun or verb):** course of study
- **land (a job) (verb):** secure, earn or get a job
- **work (your way) through (school) (verb):** think carefully

#### App:

ASR Voice Recorder



#### Warm up: Sit down if

- Get everyone to stand up.
- Then read through the following list.
- The last person standing is the winner.

#### Pre-listening

- The teacher will give a short introduction to the topic.
- The teacher will announce the objectives that have to be met at the end of the lesson.
- The teacher will introduce the new vocabulary. The teacher will explain the activities that the students must do.

#### During-listening

- Getting ready to listen.
- The video will be played three times.
- It is necessary for students to listen carefully and concentrate.
- The teacher will give a worksheet to the students.
- Students must solve the activities carefully.
- At the end of the activity, students must compare their answers.

#### Post-listening

- Students must record an audio using digital applications.
- The topic will be the daily routine of each student.
- The audio will be played in the classroom.

# STUDENT RESOURCES

## WARM UP

### Instructions:

Get everyone to stand up, then read through the following list.



You have eaten chocolate today.

You are wearing purple.

You were born in September.

You have blue eyes.

You are the youngest child.

You have broken a bone.

Gone for two weeks without a shower.

You have an iPhone 13.



# PRE-LISTENING



## Instructions:

1. Write the words on each image as appropriate.

go to bed    go to work    take a shower    brush your teeth  
wake up    have breakfast    get up    go to school    go to home



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## 2. Check your vocabulary: matching

Match the vocabulary with the correct definition and write a–j next to the numbers 1–10.

- a. have dinner
- b. go to school
- c. have a shower
- d. go to bed
- e. go home
- f. wake up
- g. have breakfast
- h. brush your teeth
- i. get up
- j. do homework

- 1..... You do this after a long day and just before you fall asleep.
- 2..... You do this when your alarm clock goes off in the morning.
- 3..... You do this in the morning because it is the most important meal of the day.
- 4..... You do this at the dinner table with your family.
- 5..... You do this to make your body and hair clean.
- 6..... You do this after you wake up.
- 7..... You do this so you can meet your friends and learn new things.
- 8..... You do this to learn after school.
- 9..... Your dentist will be pleased if you do this twice a day.
- 10..... You do this in the afternoon when your classes at school have finished.

## DURING-LISTENING

### Instructions:

### 1. Fill in all the missing words below.

Maria: Oh, hi Dave. Long time, no see!

Dave: Hi Maria. I was in the neighborhood, so I thought I'd  by.

Maria: Come on in. [Thanks.] Take a . Would you like anything to drink? I have Sprite or orange juice.

Dave: Sprite would be fine. Uh, so, how have you been?

Maria: Oh, not . And you?

Dave: Oh, I'm doing okay, but school has been really  these days, and I haven't had time to relax.

Maria: By the way, what's your  anyway?

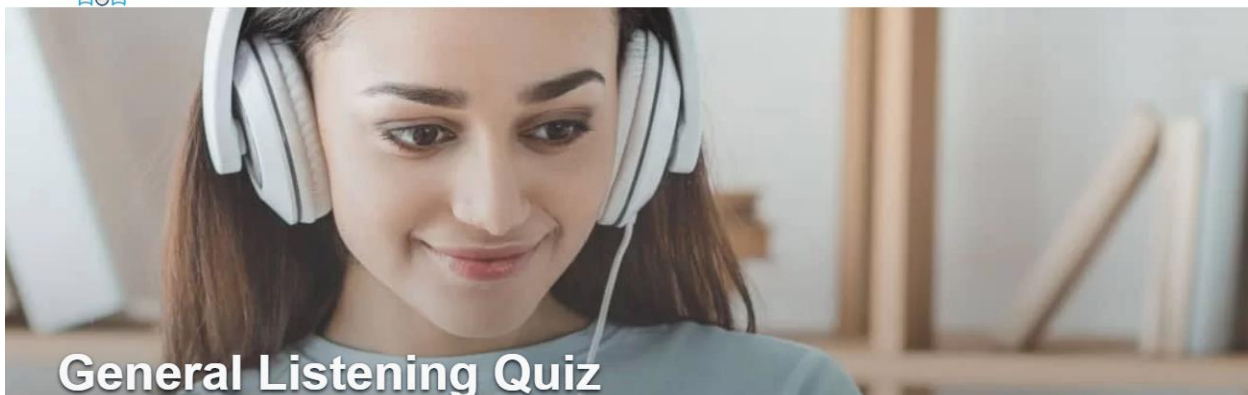
Dave: Hotel management.

Maria: Well, what do you want to do once you  ?

Dave: Uh... I haven't decided for sure, but I think I'd like to work for a hotel or  agency in this area. How about you?

**2. Answer the questions based on the vocabulary you learned.**

1. He didn't receive any money from his parents, so he had to work himself \_\_\_\_\_ school.
  - a. Through
  - b. By
  - c. on
2. Life has been very \_\_\_\_\_ these days. I'm going to school full-time, working two part-time jobs, and getting ready to get married. As a result, I have little free time for anything else.
  - a. relaxing
  - b. hectic
  - c. boring
3. After I graduate, I want to try to \_\_\_\_\_ a job in my hometown.
  - a. hire
  - b. land
  - c. buy
4. She received a \_\_\_\_\_ to pay for school expenses, so things should be easier for her now. She doesn't have to worry about paying back any money either.
  - a. scholarship
  - b. loan
  - c. major
5. So, what is your \_\_\_\_\_ at college? Someone told me you were studying computer science or something like that.
  - a. teacher
  - b. class
  - c. major

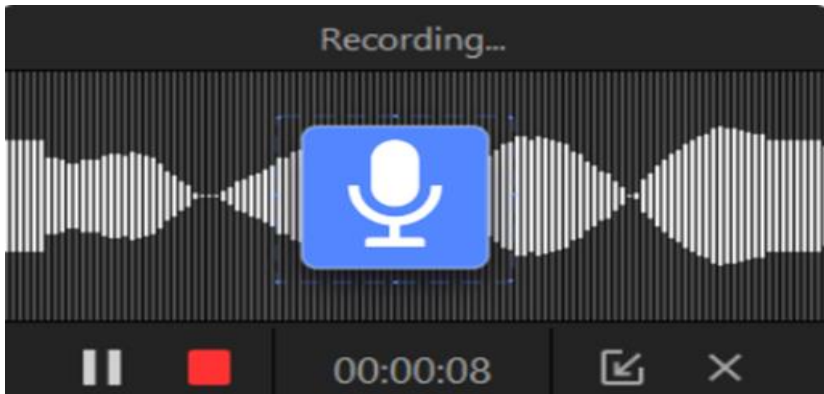


Source taken from. <https://www.esl-lab.com/easy/college-life/>

# POST-LISTENING

## Instructions:

1. Record an audio about daily life.
2. work in groups.
3. The audio must be 3 minutes long.
4. Use the ASR Voice Recorder app.



All the pictures were taken from Google.

# TEACHER RESOURCES

## LESSON C

### Everyday conversations

**Objective:** Students will have the ability to improve pronunciation and intonation by listening to audios from different lifestyles.

#### Listening focus:

Listening for main ideas

#### Time:

40 minutes

#### Vocabulary:

- dreaded
- all-nighters
- pulled
- produce
- vending machines
- salad bar
- dining hall

#### App:

vocal remover

#### Warm up: Hangman game

- The teacher thinks of a word and places as many lines as there are letters in it.
- A gallows is drawn, and the players say letters.
- If they are correct, write the letter on the corresponding line.
- If they fail, a part of the doll is drawn.

#### Pre-listening

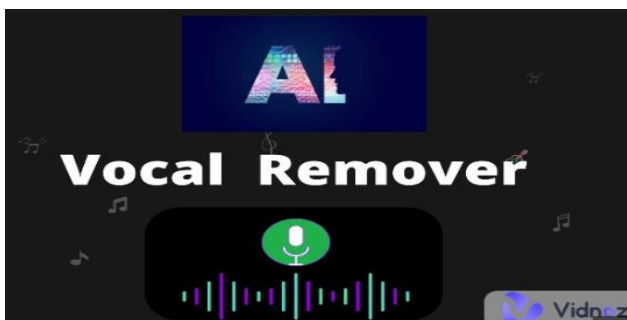
- The educator will present the new topic to the class.
- The teacher will talk about the proposed objectives at the end of the lesson.
- The teacher will review the new vocabulary.
- Then, the teacher will hand out a sheet where the students must complete the dialogue.

#### During- listening

- The teacher will guide the students to the listening activity.
- The teacher will use an application to play the audio.
- The audio playback will be repeated three times.
- The teacher will give a worksheet to the students.
- The teacher will give feedback on the answers to the activities.

#### Post- listening

- Work in groups.
- The student must talk about the life routine of three famous people.
- The student must create a radio program.
- The chosen topic will be broadcast on the radio program.



# STUDENT RESOURCES

## WARM UP

### Instructions:

1. The words of the game must be related to the topic of the class.
2. The student must guess the missing letters, avoiding completing the doll.



## PRE-LISTENING

### Instructions:

Look at the picture. Complete the conversations.



<p>bye later a good day</p>	<p>good morning of course can</p>	<p>just good afternoon help</p>
<p>A. _____ mom! It's time for school.</p> <p>B. goodbye, honey. have _____!</p> <p>C. Thanks. See you _____.</p>	<p>A. good morning!</p> <p>B. _____! _____ I have a coffee, an espresso, please?</p> <p>C. Yes, _____. Angry else?</p> <p>D. No, thanks you.</p>	<p>A. _____! Can I _____ you?</p> <p>B. No, thank you. We're _____ looking.</p> <p>C. That's OK.</p>





pleased to meet this is

A. Frank. \_\_\_\_\_ Gina. She's from our New York office.  
 B. Hello. Gina. Nice \_\_\_\_\_ you.  
 C. Hello. Frank \_\_\_\_\_ to meet you too.



a good weekend bye to you

A. thank goodness it's Friday! \_\_\_\_\_, Ian.  
 B. Bye. Dereck. Have \_\_\_\_\_  
 c. Thanks. Same \_\_\_\_\_  
 See you a Monday.



well see you

A. good night! Sleep \_\_\_\_\_!  
 B. Good night \_\_\_\_\_ in the morning.

## DURING-LISTENING

### Instructions:

1. Listen to the audio carefully.
2. Answer true or false.

	Lucia is an athlete.
	Ajay is hungry to study all night.
	Lucia's snack is unhealthy while studying.
	You cannot purchase products from vending machines.
	Jana always stays motivated to exercise.
	The audio is about three girls who have a bad diet.

## Instructions:

### 3. Listen and match the words for everybody's conversations (1-7) to the correct sentences (a-g).

1	healthy	I've heard so many people talking about the .....freshman 15.
2	machines	I get hungry when I stay up all.....studying.
3	dreaded	The key is to choose.....foods.
4	night	You can't buy produce in vending.....
5	motivated	I get vegetables from the..... in the dining hall.
6	running	My problem is staying.....to exercise.
7	salad bar	So I should get a.....partner.

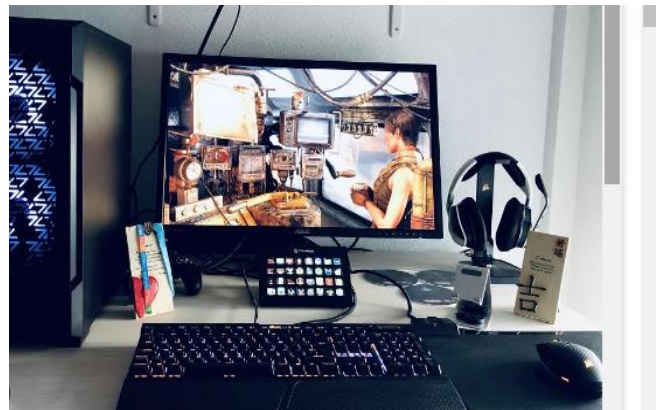
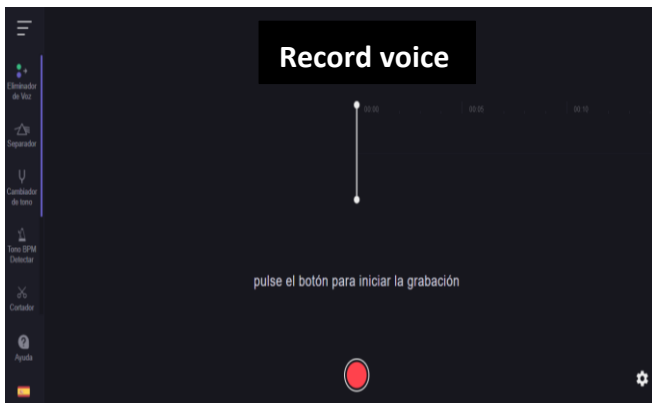


Source taken from. <https://share.america.gov/es/conversaciones-cotidianas-comersano-audio/>

# Post- listening

## Instructions:

1. Team work.
2. Invent a radio program.
3. Choose three celebrities and talk about their daily routine.



All the pictures were taken from Google.

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. CONCLUSIONS**

- ✓ The theoretical research was carried out meticulously by reliable sources, focusing on the development of listening skills in first-semester students of the Universidad Técnica del Norte. This allows us to demonstrate the importance of digital applications and how they positively support the teaching of the English language.
- ✓ The methodology was crucial in the research, as it collaborated with a large number of tools and appropriate methods to create study objectives that will be examined, as well as for the evaluation and selection of information.
- ✓ Digital applications strengthen and enhance the mastery of listening skills. This is due to the countless applications with various activities that adapt to the needs of each individual, paving the way for the digital era to enter traditional classrooms in a positive manner.
- ✓ Implementing digital applications in the development of new innovative teaching materials will help both the teacher and the learner to have greater motivation in the teaching-learning process, facilitating significant progress in listening skills. Listening is the most essential and challenging skill when acquiring a new language.

## 5.2. RECOMMENDATIONS

- ✓ It is crucial that the teacher motivate students during the learning process, using some study strategies that are key to the development of listening skills. This procedure can positively contribute to the development of other English skills.
  
- ✓ Digital applications should be implemented in the classroom due to their great support for oral expression. Likewise, teachers must guide students to make good use of these applications and take full advantage of the benefits they offer in learning a foreign language.
  
- ✓ The teacher should make use of digital applications in all their classes; this will allow students' learning to be more enjoyable, resulting in better academic performance. Since they can use these applications inside or outside the educational institution.
  
- ✓ For the learning to take place, students must be consistent in practicing the language and educating themselves with the various resources at their disposal, and the teacher will become a guide during the learning process.

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# ANNEXES

# Annex 1

**SOLICITUD:**



**Fecha:** 08 de junio de 2023

**Dirigido a:** MSc. José Revelo DECANO

**Solicitante:** Silvia Maribel Pupiales Farinango

**Facultad:** FECYT

**Carrera:** Pedagogía de los Idiomas Nacionales y Extranjeros

**Asunto:** Solicito muy comedidamente, la elaboración de un oficio dirigido al MSc. José Revelo Decano de la Universidad Técnica del Norte, con el fin de que me permita realizar el trabajo de grado titulado: **"DIGITAL APPLICATIONS FOR THE DEVELOPMENT OF LISTENING SKILLS IN FIRST-LEVEL STUDENTS AT UNIVERSIDAD TÉCNICA DEL NORTE, ACADEMIC PERIOD 2022-2023"**, a su vez se de todas las facilidades para realizar la investigación y recolección de datos a los estudiantes del primer nivel.



Firma

C.I. 1004844716

## Annex 2



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACION CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 03 de julio del 2023

Magister

Congo Maldonado Rubén Agapito

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevista y encuesta de Investigación del Proyecto “Digital applications for the development of listening skills in first-level students at Universidad Técnica del Norte, academic period 2022-2023”. Previo a la obtención del título de: Licenciatura En Pedagogia De los Idiomas Nacionales y Extranjeros Mención Ingles. Para la cual, se dignará encontrar adjunto la ficha e observación, escala emocional y los instrumentos de validación. Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

A handwritten signature in blue ink, appearing to read "Silvia Maribel Pupiales Farinango", is written over a horizontal dotted line.

Silvia Maribel Pupiales Farinango

C.C.: 100484471-6

## Annex 3



**UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS - INGLÉS**

<b>INSTRUMENTO DE EVALUACIÓN CUALITATIVO</b>			
<b>ITEMS</b>	<b>CRITERIOS DE EVALUACIÓN</b>		
	<b>MUCHO</b>	<b>POCO</b>	<b>NADA</b>
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

.....

.....

.....

.....



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			
8	✓			
9	✓			
10	✓			

Firma del Evaluador

C.C.: 1001417235

Apellidos y nombres completos	Congo Maldonado Ruben Agarito
Título académico	Magister
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	racongo@utn.edu.ec
Teléfono	099838 5076

Fecha de envío para la evaluación del experto:	5 de Julio del 2023
Fecha de revisión del experto:	5 de Julio del 2023

## Annex 4



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA - FECYT**  
**PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Ibarra, 03 de julio del 2023

Magister

Narváez Vega Franklin Fernando

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto "Digital applications for the development of listening skills in first-level students at Universidad Técnica del Norte, academic period 2022-2023". Previo a la obtención del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto la ficha de observación, escala emocional y los instrumentos de validación. Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Silvia Maribel Pupiales Farinango  
C.C.: 100484471-6



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS - INGLÉS**

<b>INSTRUMENTO DE EVALUACIÓN CUALITATIVO</b>			
<b>ITEMS</b>	<b>CRITERIOS DE EVALUACIÓN</b>		
	<b>MUCHO</b>	<b>POCO</b>	<b>NADA</b>
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

.....

.....

.....

.....





**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			

.....  
 Firma del Evaluador  
 c.c.: 1001758026

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	Mgs. En Educación y Des. Social
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	fnarvaez@utn.edu.ec
Teléfono	0992530502
Fecha de envío para la evaluación del experto:	04 de Julio del 2023
Fecha de revisión del experto:	04 de Julio del 2023

## Annex 5



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

**Topic:** Digital applications for the development of listening skills in first-level students at Universidad Técnica del Norte, academic period 2022-2023

### Survey for students

**Objective:** Collect data to know if digital applications can help students to develop their listening comprehension.

**Directions:** Please, read the questions carefully and mark with an (X) the alternative that you think is appropriate, answer honestly.

1. Choose your gender

- Male  
 Feminine

2. Age

- 18 - 20  
 21 - 23  
 More than 24

3. How important is managing a good level of English in your academic training?

- Very important  
 Important  
 Something important  
 Nothing important

4. According to the MCER, what level of proficiency do you consider you are at?

ADVANCE	C2	
	C1	
INTERMEDIATE	B2	
	B1	
BASIC	A2	
	A1	

**5. What is the most difficult skill for you to develop?**

- Reading
- Writing
- Speaking
- Listening

**6. How often do you practice the listening skill in your classes?**

- Always
- Often
- Sometimes
- Rarely
- Never

**7. From the following list of activities, which ones does your teacher usually do in class to develop listening skills?**

- Listening to videos
- Listening to speeches
- Listening to songs
- Listening to TED talks

**8. How much time do you spend practicing listening skills in each class?**

- 10-15 min
- 20-35 min
- 40-45 min
- Other: \_\_\_\_\_

**9. Do you believe that digital applications can enhance listening skills?**

- Yes
- No

**10. Do you think that the teacher should implement digital applications in English classes to practice listening?**

- Yes
- No

## Annex 6



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS**

**Topic:** Digital applications for the development of listening skills in first-level students at Universidad Técnica del Norte, academic period 2022-2023

### **Interview for teachers**

**Objective:** Know the strategies the teacher will use in his classes to improve the listening capacity of the students.

**Directions:** Please, read the questions carefully and answer honestly.

1. **From your point of view, what level of English do your students have?**
2. **What skills do you consider to be the most difficult to develop in students?**
3. **What strategies do you use to develop listening?**
4. **What type of listening materials do you frequently use in your classes?**

**5. Do you use digital applications to develop listening skills in your classes?**

**6. Do you encourage your students to use digital applications to improve their level of listening comprehension?**

## Annex 7



## Annex 8

