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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Title of the Research Work

Technological resources in the development of listening skills

Degree's Work to obtain the Bachelor's Degree in Pedagogy
of the English Language

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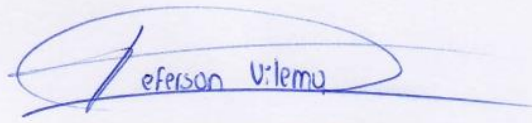
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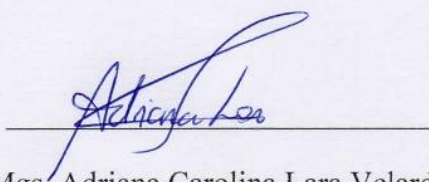
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FAVORABLE OPINION OF THE TUTOR PROFESSOR

The undersigned, Adriana Carolina Lara Velarde, professor attached to the Faculty of Ciencias de la Educación, Humanas y Tecnologías, hereby certifies that I have advised and reviewed the development of the research work entitled: “Technological resources in the development of listening skills”, under the authorship of Jeferson Rivaldo Vilema Macas. Consequently, it is authorized to execute the legal procedures for its socialization.

It is everything to report, in all honesty. In Riobamba, on the 17th of August, 2022.



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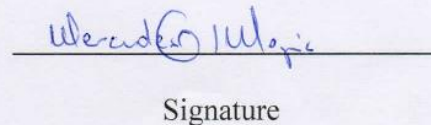
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DEDICATION

I want to dedicate this work with all my heart to my parents, Miryam Macas and Gerardo Vilema, who have been my strength and inspiration. In addition, they have been my primary engine to meet my goals, and I know they will be happy and proud of this great achievement.

Finally, this research project is directed to my sister Mireya Vilema and the rest of my family and friends, who have been my fundamental support in achieving my goals.

Jeferson Rivaldo Vilema Macas

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First, I want to thank God for helping me achieve my longings and purposes and for allowing me to fulfill this great dream. Then, I would like to thank my parents and sister for their unconditional support. They, for me, have been a primary pillar in making this dream come true. In addition, I thank the rest of my family, who have given me their support at all times.

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Jeferson Rivaldo Vilema Macas

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RESUMEN

Vilema, J. (2022). Recursos tecnológicos en el desarrollo de la capacidad de escucha (Tesis de grado). Universidad Nacional de Chimborazo. Riobamba, Ecuador.

El estudio titulado "Los recursos tecnológicos en el desarrollo de las habilidades de *listening*" tuvo como objetivo analizar el uso de los recursos tecnológicos para el desarrollo de las habilidades de *listening* de los estudiantes de EFL del Tercer Bachillerato de la clase "A" del colegio "Unidad Educativa Federico González Suárez" de la ciudad de Alausí, provincia de Chimborazo, durante el período académico 2021-2022. Para cumplir con el objetivo principal, se empleó el enfoque cualitativo y el método etnográfico con el fin de estudiar el fenómeno en un contexto real. Además, se aplicó la técnica de observación a través de fichas de observación, las cuales fueron llenadas al observar tres clases con la población seleccionada, un profesor de inglés y 40 estudiantes. Los resultados indicaron que las plataformas busuu, lyrics training, Randall's ESL Cyber Listening Lab - English Listening y ESL video no se utilizaron durante las clases, pero sí otra plataforma llamada LiveWorksheets. Esta plataforma contenía algunas actividades con ejercicios de *listening* presentados en diferentes formatos. Además, se observó la importancia del desarrollo y organización de las tres etapas principales del *listening* y cómo esto puede afectar a los resultados finales. Como conclusión, las plataformas para la enseñanza del *listening* son herramientas innovadoras que proporcionan contenidos significativos basados en las necesidades de los alumnos y facilitan el proceso de enseñanza y aprendizaje.

Palabras claves: enseñanza del inglés, enseñanza del *listening*, destreza *listening*, recursos tecnológicos,

ABSTRACT

Vilema, J. (2022). Technological resources in the development of listening skills (Graduate thesis). Universidad Nacional de Chimborazo. Riobamba, Ecuador.

The study titled "Technological resources in the development of listening skills" aimed to analyze the use of technological resources to develop listening skills of EFL Learners in Tercero de Bachillerato of the class "A" at "Unidad Educativa Federico González Suárez" high school in the city of Alausí, province of Chimborazo, during the academic period 2021-2022. In order to fulfill the main objective, the qualitative approach and ethnographic method were employed to study the phenomenon in a real-life context. Moreover, the observation technique was applied through observation checklists, filled while observing three classes with the population selected, an English teacher and 40 students. The results indicated that the platforms busuu, lyrics training, Randall's ESL Cyber Listening Lab - English Listening, and ESL were not used during the classes, but another platform called LiveWorksheets was. This platform contained some activities with listening exercises presented in different formats. Moreover, the importance of the development and organization of the three main stages of listening and how this can affect the final results was observed. In conclusion, the platforms for teaching listening are innovative tools that provide meaningful content based on the students' needs and facilitate the teaching and learning process.

Keywords: English teaching, teaching listening, listening skills, technological resources.

Reviewed by:



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Degree's Director

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CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1 INTRODUCTION

English is one of the most important languages worldwide, and for this reason, most people try to master all its skills: listening, reading, speaking, and writing. However, listening is a skill that has been considered a challenge because of its complexity. This skill is a mental process that allows us to receive and understand a spoken message. It also involves pronunciation, enunciation, grammar, and meaning.

However, when dealing with listening skills, students face challenges from the real-life context, like new vocabulary and accents, which should not be considered a constraint but an opportunity to learn and expand their linguistic knowledge. However, in order for students to understand this perspective, teachers need to employ innovative strategies that allow them to be active and critical participants in the teaching and learning environment.

Based on the last premise, technology plays an important role in the English teaching and learning process, specifically when teaching listening. Different digital tools create opportunities for students to improve their listening skills and overcome the problems that arise when dealing with this skill. It is critical that teachers and students recognize the effective connection between technology and English. For this reason, the following study focuses on analyzing the use of technological resources to develop the listening skills of EFL Learners.

In order to develop this research, the qualitative approach was used alongside the ethnographic method allowed an approach to the reality of how listening skills are developed inside the classrooms and the presence of digital tools during that process. The observation was carried out with a population formed by one teacher and 40 students from Tercero de Bachillerato of class "A" at "Unidad Educativa Federico González Suárez" high school in the city of Alausí, Chimborazo province.

The study is framed in four chapters which are organized as follows:

Chapter 1. - The referential framework contains the principal administrative information of the study in terms of general data, introduction, problem statement, and objectives.

Chapter 2. - In the theoretical framework, it is presented the historical and theoretical background data regarding the topic and the epistemological foundations of the study variables.

Chapter 3. - This chapter presents the methodological framework in which the research paradigm, approach, level, and method are identified. Besides, it is explained in detail how the research study was carried out.

Chapter 4. - Finally, in this chapter, the results are presented and analyzed, and the principal conclusion and recommendations are posted.

1.2 RESEARCH PROBLEM

Students of class "A" from Tercero de Bachillerato at "Unidad Educativa Federico González Suárez" have a low level of their listening skills. It means most students have problems with their listening comprehension because more attention has been paid to grammar, reading, writing, and vocabulary when teaching English.

1.3 PROBLEM STATEMENT

English is the world's most widely spoken language. The English language is involved in various fields, such as medicine, economics, and education. Mastering the four English skills, such as listening, reading, speaking, and writing, is critical to learning English as a second language. Due to the difficulty in acquiring and understanding spoken messages, listening is one of the most challenging language skills to teach in English as a Foreign Language classes.

The Ecuadorian government has implemented English in the teaching curriculum as a foreign language because this language is currently paramount for social interaction in this globalized world. The Sierra cycle began in the 2016-2017 school year, and the Costa cycle started in the 2017-2018 school year. All private, fiscomisional, municipal, and public institutions in Ecuador were required to teach English from the second grade of Basic General Education to the third year of Bachillerato. Furthermore, the Ministry of Education's primary goal is to graduate from high school with a B1 level in English. However, it is no longer true that all students are capable of mastering English as a communication language.

Ecuador has a low level of English proficiency, as evidenced by the company EF English Proficiency Index (EF EPI) results for the years 2020-2021. Ecuador is ranked 90th out of 112 countries/regions in this exam, with a score of 440, which corresponds to a level A1 in the Common European Framework. This exam revealed that Ecuadorian students have a low level of English proficiency because communicative competencies are not adequately enhanced in students during teaching and learning English to establish optimal communication. In some educational institutions, the teaching of English focused on the four language skills has not been taught in-depth, which demonstrates that the student's listening skills are low.

The ability to listen is fundamental for learning English as a foreign language. Still, it has become evident that some pupils in the third year of Bachillerato in class "A" at the "Unidad Educativa Federico González Suárez" high school have a low level of listening comprehension because the teaching is focused on grammar which does not allow students to develop their communicative competence and at the same time, have difficulty understanding listening. It was evidenced during my teaching practices. Some causes contribute to this problem in the teaching and learning process. For instance, the teaching methodology taught in the classroom to teach listening is ineffective. Therefore, students do not get motivated when Learning English. Another reason is that there is no constant practice

of listening inside or outside the classroom, which causes students not to have mastery of this skill.

Furthermore, the lack of self-preparation of students to improve their learning of English in listening skills means that students do not allow them to a high level of proficiency in the language, which makes it difficult for them to improve their listening. The complexity of the language, specifically in the listening skill, makes students not feel interested in learning a foreign language. Finally, another reason contributing to this problem is the little use of technological tools that do not allow students to practice the language authentically.

Considering all the above, the objective of this research is to analyze the use of technological resources to develop the listening skills of EFL Learners in Tercero de Bachillerato of class "A" at "Unidad Educativa Federico González Suárez" high school in the city of Alausí, province of Chimborazo, during the academic period 2021-2022.

1.4 PROBLEM FORMULATION

How do technological resources contribute to the development of listening skills?

1.5 JUSTIFICATION

The English teaching and learning process is focused on four linguistic skills; listening, reading, speaking, and writing. Some learners have difficulties when developing the listening skills. This one has been defined as one of the most complex skills because it is in charge of receiving and comprehending the spoken language.

Training the listening skills appropriately is essential in the learning process of English as a foreign language. The students need to be able to understand what others are saying in order to achieve optimized communication. Moreover, this skill allows the learners to acquire new vocabulary and identify sounds and, most important, accents, which are present in the real-life context.

Based on the previous statement, this research is necessary because using technological resources is one of the most important strategies to help students improve their English skills. For this reason, the information presented in this study can increase English teachers' knowledge and change their perspectives regarding implementing technology to enhance their students' listening skills.

Moreover, this study is relevant because it covers important aspects regarding teaching listening by using digital tools, which are necessary for the current technological era. In addition, it presents new and more detailed information about specific platforms that can help improve listening skills.

Furthermore, this research is innovative because it has reliable information and analyzes and presents data obtained from the real context, which indicates the current situation of listening skills and its relationship with technology.

This study can help English teachers to analyze their teaching methodology when dealing with listening skills and also to know about technological resources that could help students who want to improve this skill by using free and easy platforms.

1.6 OBJECTIVES

1.6.1 GENERAL OBJECTIVE:

To analyze the use of technological resources to develop listening skills of EFL Learners in Tercero de Bachillerato of the class "A" at "Unidad Educativa Federico González Suárez" high school in the city of Alausí, province of Chimborazo, during the academic period 2021-2022.

1.6.2 SPECIFIC OBJECTIVES:

- To identify the digital tools used to develop listening skills inside the English classrooms at Unidad Educativa Federico González Suárez.
- To describe the process for teaching listening.
- To determine the advantages of using digital tools for enhancing listening skills.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND RESEARCH

Once reviewed some virtual repositories about the topic "Technological resources in the development of listening skills." Some similar works related to the study were found. These works are mentioned below:

The first investigation is "Use of Technological Resources in the Development of Listening and Speaking Skills of EFL Learners in the Tercero de Bachillerato– Computer Science, at Amarilis Fuentes Alcivar High School" by Ortiz David & Mónica Ruth. The general objective of this research is to analyze the listening and speaking performance of Tercero de Bachillerato - Computer Science EFL students at Amarilis Fuentes Alcivar High School in Guayaquil, Ecuador, in the scholastic year 2018-2019, to determine the factors that promote or inhibit the development of both skills through dedicated language activities. The study design methods were based on quantitative and qualitative approaches to data collection. The results showed that each student had serious deficiencies when learning a foreign language. The most frequent problems have their incidence in the methods adopted by the teachers for teaching the language. The interviews and surveys stated that each teacher focused only on teaching their class but not identifying whether the students understood the class. It can be asserted that both teachers and students need a change of approach to enable meaningful learning. To conclude, the performance of the students based on listening skills is poor for several reasons; lack of motivation in the students, inadequate methodology used, and a traditional learning model governed them. Not to mention that even the teachers did not have a good command of English and did not teach using a communicative methodology; these are two additional factors that inhibit the development of competencies in the learners (Ortiz & Ruth , 2020).

The second research entitled "Use of technology to develop listening skills in the English language for level 1 students at Academia Nacional de Idiomas". Olga María Díaz Vivas carried out this study. This research explores how technology can maximize the development of listening skills in level 1 students at Academia Nacional de Idiomas. In addition, this work was based on developing listening skills through technological resources in A1 learners. Qualitative and quantitative methods were used, including classroom observation, interviews, questionnaires, and surveys. As a result, this process allows learners to listen to the available information as often as necessary until they understand it. Not to mention that it reduces stress and anxiety in learning and increases second language learners' motivation. To conclude, there is no doubt that technology provides content and communication opportunities for teachers and learners to enhance language teaching and learning. Teachers and learners must integrate multimedia technology into language lessons and take on new roles and appropriate available technology. Teachers must learn professional skills, including academic and technical skills. The more enthusiastic and knowledgeable a language teacher is, the more successful he or she will be in applying the Internet in the language classroom. Learners can benefit from technology-enabled activities only if adapted to their needs and interests (Vivas , 2016).

Finally, the research about "Didactic technological resources in the listening development of English language students in the fourth year of primary education at Unidad Educativa "La Inmaculada" in Quito Metropolitan District in 2014-2015". Liliana Maribel Cuesta Flores carried out this study. The general objective of this research is to determine how technological didactic resources strengthen listening skill development in the learning of English in students in the fourth year of lower primary education at the "La Inmaculada" in the 2014-2015 academic year. Besides, this research work had a quantitative-qualitative methodology; it is called quantitative because a survey was applied to teachers and students of the educational unit "La Inmaculada" in Quito, DM, in 2014-2015. The research results allow new methods and requirements for the students, as with new learning and teaching methodologies. For this reason, each methodological strategy should be focused on placing the student at the center of the whole process to achieve meaningful learning. This situation makes it possible to abolish the shortcomings highlighted by the inquirer without mentioning that the work's whole focus should be oriented towards the student's active participation. To sum up, the use of didactic audiovisual technical resources promotes the learning of the English language in a playful, interactive, and motivating way, at the same time strengthening the auditory development of the students while they receive a message. Different technical audiovisual resources such as (virtual platforms, the Internet, videos, songs, and karaoke) facilitate the teaching-learning process. These resources appeal to learners because they learn a new language using their access tools (Cuesta , 2017).

2.2 THEORETICAL FOUNDATIONS

2.2.1 LISTENING

Listening is considered an active and complex process involving understanding what people say, including pronunciation, enunciation, grammar, and meaning. According to Irvan & Sugeng (2020), listening is the first communicative skill acquired by human beings and plays a significant role in everyday life of individuals. It is considered an active process since listeners must interpret what they hear and thus relate what they learn to the previously acquired basics.

Listening is a mental process of recognizing and constructing meaning from spoken input. This receptive skill fosters an open-ended process where all individuals communicate and receive messages. It is often considered the most complex skill to acquire when learning a foreign language. Listening in a second language is the most challenging aspect because there are no set guidelines (Morales , 2018).

Listening skills are often underestimated when teaching a second language, but this should not be the case, as it is fundamental to developing other language skills, mainly speaking. Auditory development helps learners recognize and differentiate between specific sounds, pronunciations, and vowels in real-life contexts and directly understand and comprehend appropriate language (Polat & Eristi , 2019).

According to Zhang (2019), it is essential to note a direct relationship between auditory content and auditory outcomes in developing listening skills. To illustrate this with an example, elements of speech production, such as speed of speech, unfamiliar vocabulary,

and level of complexity of resources, can make a difference. Teachers must introduce learners to different environments to normalize different pronunciations and expand their vocabulary to address these problems. Listening turns listeners into flexible listeners, allowing them to hear and receive accurate information.

2.2.2 IMPORTANCE OF LISTENING AS A SKILL

The purpose of language teaching is to prepare the learner for life. Listening, an essential part of everyday life, must be practiced thoroughly. Learners must be prepared for life situations, even outside the classroom and after leaving school. The learner may receive information through chats, conversations on the radio or television, videos, advertisements, telephone information, or even instructions (Segura , 2012). Listening develops a person's verbal capacity. Nevertheless, it is necessary to remember that every day this skill must be perfected by employing:

- New grammatical structures when the speaker uses new expressions to the listener.
- New vocabulary, as listening, exposes the listener to vocabulary in context.
- New phonological patterns allow the listener to learn the permitted sound combinations and phonemic clusters of words in a given language.
- Practical information, such as the derivation of meaning from the speaker's accent, tone, expression, and body language, indicates the speaker's meaning, intention, and purpose.

It is necessary to remember that this implies that pupils must be exposed to a great deal of language in daily conversations, stories, poems, plays, instructions, debates, and announcements.

2.2.3 PROCESSES FOR TEACHING LISTENING

Listening comprehension can be taught using various techniques, such as using a tape recorder, answering text-based questions, rewriting songs, listening to television while watching video clips, listening to CD-ROMs, radio, dictation, etc. The teacher tries to use appropriate techniques to understand the text better and develop other English skills such as speaking, reading, and writing.

Teaching listening comprehension is one of the most challenging tasks for teachers. Good listening skills are acquired over time and with much practice. It is frustrating for students as there are no rules like teaching grammar. It does not mean there are no ways to improve listening skills; however, they are challenging to measure (Hidayah , 2014).

When selecting suitable listening material for language lessons, a distinction should be made between authentic and didactic material. Both have advantages and disadvantages depending on the target group and the purpose of the activity. Authentic content may be lessons produced by native speakers and not initially intended for language learning. Authentic material may often include less familiar language use and may be difficult for learners in most cases. If teachers want to use authentic material, they should develop a lesson plan based on it and obtain appropriate support (Celik & Kurt , 2016). The author, Richards (2005), points out three benefits of integrating authentic material into the classroom environment:

1. It introduces the culture of the target language.
2. It demonstrates actual language use.
3. It makes for a more creative way of teaching.

It is correct to state that the choice of authentic or educational material is mainly related to the purpose, the target group, and the context of the teaching process.

2.2.4 STAGES OF LISTENING

When planning listening comprehension activities, attention should be paid to the steps that guide learners towards developing this skill. These steps are as follows: before listening, during listening, and finally, after listening.

Before listening

Students are ready to listen. They can listen to a brief introduction to the text, including the title, the first sentence, or several sentences. Students can then infer the lesson's content, vocabulary, structure, and organization. In this way, prior knowledge or patterns (schemas) are activated. Moreover, students' interest and curiosity in what they are about to hear are aroused (Cubillo et al., 2005).

During listening

Students listen to the text to understand the message and determine the main idea without paying attention to all the details, as they do when listening to the news, advertisements, interviews, etc. Students can also look over information or details about specific parts of the lesson, such as listening to the weather report, following instructions on the radio, or giving the names or numbers of car accident victims presented in the information. It is important to note that students should listen several times during this second phase to develop their listening comprehension. Students receive feedback at the end of this phase as they revise the exercises (Cubillo et al., 2005).

After listening

Through oral and written production, students express their opinions about a narrated text orally or in writing while expressing their feelings and perspectives in scenarios, interviews, character analyses, essays, or debates. These three steps are essential in all listening activities and gradually help students absorb information (Cubillo et al., 2005).

2.2.5 PRINCIPLES FOR DEVELOPING THE LISTENING ABILITY

The first principle of teaching listening should be selecting appropriate material for learners according to their different levels and needs. There are different types of listening material, such as videotapes, films, news, songs, cassettes, and even live content. Recorded material is mainly used in classrooms in China and is likely to remain the most widely used globally. Teachers prefer to use recorded material because it can be listened to repeatedly. It is also easier for teachers to design a listening activity long before class.

The second issue is planning appropriate student assignments, exercises, or activities. When developing listening exercises, it is crucial to consider the following factors:

1. Identify the type of real-life situation for which we are preparing the learners, identify the specific challenges they may face, and work to overcome them.
2. Exercises or activities should be planned to consider the nature of the audience, such as audience size, number of students, or equipment availability.
3. Furthermore, most importantly, try to arouse interest and motivate the learners.

Lastly, the third principle is to help learners develop good practice and not worry about saying or misunderstanding a word or phrase they missed while listening. It is common for many foreign language learners to understand each line. They become anxious and frustrated if they cannot understand a word or phrase. Once this point is made clear, teachers must make it clear to students that a good language learner must be one who can tolerate ambiguity and incompleteness. In other words, he or she must be able to cope with such situations (Wang , 2018, pp. 3-4).

2.2.6 USEFUL STRATEGIES TO DEVELOP LISTENING SKILLS

Techniques represent how a well-defined learning objective is made effective. According to Saltos & Coveña (2017), several techniques are used to teach listening.

Lyrical Techniques: These often accompany vocabulary learning because they reinforce words that learners need to remember. The lyrics of these songs are usually straightforward and repetitive. Such repetition contributes to memorizing new words and the consolidation of known words.

Rhyming technique: Rhyming is also beneficial, as it helps students with pronunciation by training them to pronounce sounds. In addition to repetition, another verbal activity used is asking questions. These techniques require various responses: the simplest ones include simple physical responses such as pointing, moving, touching, and choosing something, and single English words in the most difficult and even the shortest ones. Sentences include responses.

Puppet technique: Another very active technique is puppets, which include all kinds of puppets (hand puppets, finger puppets, stick puppets, string puppets, stuffed puppets, etc.) Teachers often use them to motivate learners of all ages in foreign language classes using L1 and L2. They can be an essential tool to justify using another language, as the puppet only knows it.

Play techniques: Play techniques develop areas such as understanding instructions and managing a group. It is common to use games that require minimal development time. This technique is considered to be the key to learning at any age.

2.2.7 LISTENING IS THE MOST CHALLENGING LANGUAGE SKILL TO TEACH IN ENGLISH AS A FOREIGN LANGUAGE CLASSES

In the English teaching and learning process, listening comprehension is considered the most challenging skill to master, which is explained, among other things, by the difference between the vowels and the grapheme in the English language, and not only by the different pronunciations. However, it is also the skill that requires the least amount of time; Listening comprehension tasks seen in textbooks are minor and rare and are usually

aimed at introducing new vocabulary, identifying a central idea, looking up specific information, or developing other skills such as pronunciation, which are common throughout the text covers related words. In addition, the complexity of listening skills is because some students do not know the language's vocabulary; they are learning in-depth, making it difficult to understand and capture the message transmitted in different audios. Finally, some students' lack of consistent practice in listening skills does not allow them to reach a high level of mastery of listening skills (Martínez , 2018).

2.2.8 ADVANTAGES AND DISADVANTAGES OF USING DIGITAL TOOLS FOR ENHANCING LISTENING SKILLS

ADVANTAGES:

When students are learning a foreign language, it is essential to use digital tools because it offers us a variety of aspects that help us improve our listening skills, and these are the following:

- Different digital tools facilitate the teaching-learning process of a language, maximizing people's listening skills development.
- The technological resources have significant content containing listening activities where the student and teacher can constantly practice listening to become effective listeners.
- Thanks to the free nature of some digital resources, people can choose their topic of interest and level of complexity to train in activities related to listening skills.
- It allows innovative teaching through new strategies and methodologies that capture the student's interest and motivation to explore new ways of learning English through training in listening activities.
- Teachers and students can access original audios of native speakers through technological resources, which allows students to experience a natural spoken language. They can repeat the listening activities several times until they understand the message.
- The technological tools are manageable, making it easier for the teacher and student to practice listening activities in and out of classes.
- Teachers can implement listening exercises according to the nature of their audience.
- Practicing listening exercises found in digital resources allows training of each person's ear, which improves the ability to quickly recognize words and sounds of a foreign language.
- Some digital tools provide relevant information that allows them to strengthen their growth in developing listening ability in English language learning in students and teachers.
- Practice in listening activities allows people to understand and know the new vocabulary, phonological patterns, different accents, expressions, and tones.
- Students' motivation to learn something new and enhance their listening skills grows due to the quality and authenticity of some technological tools (Moreno , 2012; Díaz D. , 2015)

DISADVANTAGES

When students are learning a foreign language, they can find digital tools that are not suitable and others that do not allow them to conclude with the teaching and learning process, which does not help to improve listening skills, and these are the following:

- Authentic material immersed in some technological resources does not include a familiar language, making it difficult for the learner to understand the audio's message entirely.
- Due to the complexity of the content that technological resources possess, students may feel stress and anxiety about not understanding the message of several audios, which causes students to be disinterested in learning a foreign language.
- Some teachers cannot handle specific digital tools owing to their complexity and lack of knowledge; as a result, they may not have access to resources that provide exercises to help them improve their listening comprehension.
- Because some technological resources are paid for, it does not allow students and teachers to conclude their internships in listening activities.
- Some teaching materials on listening skills are inappropriate for students according to their different levels and needs (Jiménez , 2018).

2.2.9 TECHNOLOGICAL RESOURCES FOR TEACHING ENGLISH

ICT tools mediate between students' creative mental activity and learning processes. Therefore, Andrade (2019) states that ICT is a tool for thinking, learning, knowing, representing, and transmitting acquired knowledge and learning to other people and generations. In general, ICT can be understood as technologies that allow access, production, processing, and communication of information presented under different codes (text, image, sound). In this sense, they are tools that people use to share, distribute and collect information through interconnected computers or computer networks, and to communicate among themselves or in groups. This technology has enabled societies to develop more rapidly as it optimizes modes of production, transport, trade, and entertainment and enhances human skills and abilities (Jiménez , 2018).

Randall's ESL Cyber Listening Lab - English Listening

ESL Cyber Listening Lab is a multimedia listening site designed to help ESOL students improve their English listening skills. The site is completely free and requires no login. The site includes over 300 basic quizzes and learning activities on functional language topics that can be used for teacher-led or self-directed learning. The listening quiz is organized into levels by topic and has many learning activities. The site has countless listening functions grouped by level. All exercises can be completed online and will receive a grade at the end. In addition, each task includes pre-and post-listening exercises and some grammar and vocabulary exercises. The recordings are made in real English in everyday situations, recommended for middle and high school students.



Figure 1.- Randall's ESL Cyber Listening Lab - English Listening

Source: (Randall's ESL Cyber Listening Lab , 2016)

Busuu

With a user base of more than 90 million users, Busuu is making a solid commitment to digital language learning. It was created in 2008 and remains a trendy and affordable option for language learners. The platform offers 12 languages, with practice opportunities as various short exercises grouped around common lesson themes. One area that makes Busuu stand out is the social aspect. Users can give and receive feedback on their writing or pronunciation and add each other as friends.

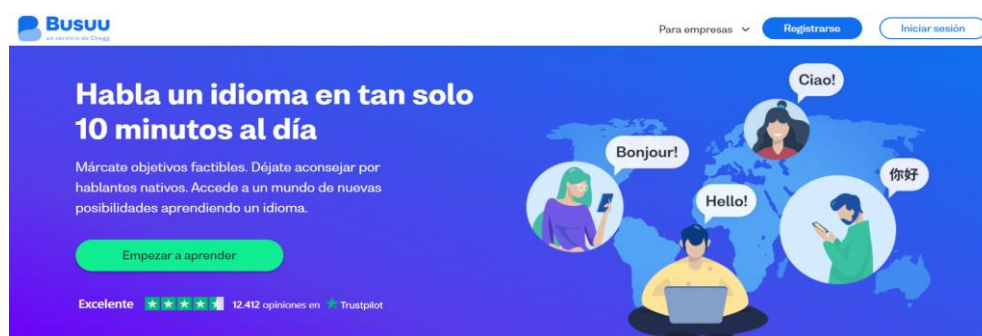


Figure 2.- Busuu

Source: (Busuu , 2008)

Lyrics training

Exposure to a second language's sounds helps our brains form the structures and connections necessary for learning. LyricsTraining is a fun and easy way to learn and improve learner language skills through music videos and lyrics of favorite student songs. LyricsTraining also has a special karaoke mode where pupils can sing along and enjoy the song's full lyrics. LyricsTraining allows the learner to learn new vocabulary and expressions and reinforce grammatical concepts through continuous practice in writing missing words. However, above all, it helps train the ear to improve its ability to recognize sounds and words of a foreign language in a short time, almost unconsciously training the brain.



Figure 3.- Lyrics training

Source: (Lyrics Training, 2015)

ESL video

ESL Videos is a multi-functional platform that offers grammar and listening comprehension exercises for learners and English teachers. It is equally important to highlight that it allows users to create their learning materials. In addition, ESL Video allows teachers to follow their students' progress through graded activities. All videos are divided into levels, from beginner to advanced, to offer complete and interactive work.

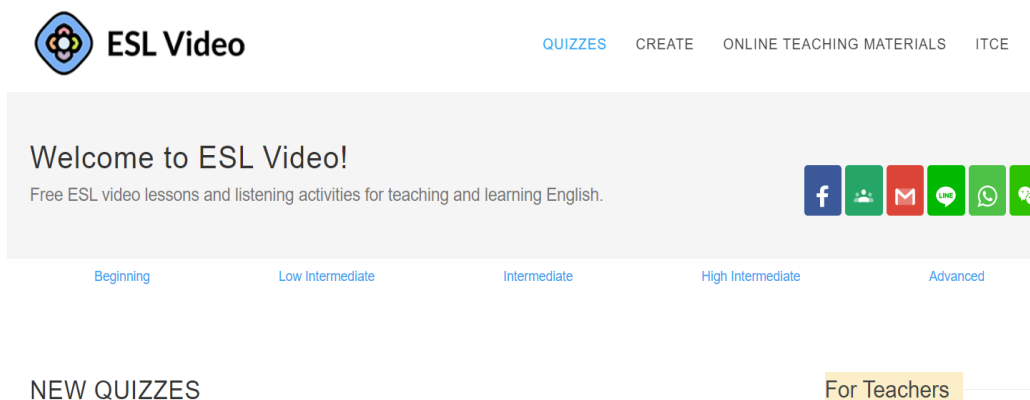


Figure 4.- ESL Video

Source: (ESL Video , 2015)

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

The methodology that was applied in the following research project is outlined below. It is important to mention that each aspect outlined is allowed to refer to achieving the objectives.

3.1 THE APPROACH OF THE RESEARCH

3.1.1 QUALITATIVE APPROACH

The qualitative approach aims to obtain information to analyze, understand, and describe phenomena through data from texts, narrations, or other qualitative sources. Moreover, qualitative research does not need to prove a hypothesis using statistical processes (Sampieri, 2008). This research fulfills the characteristics of this approach because its main objective was to discover those technological resources that develop listening skills by identifying the experiences of the participants from the selected high school, which does not require the use of quantitative data.

3.2 METHODS OF THE RESEARCH

3.2.1 ETHNOGRAPHY RESEARCH

This study was based on this method because, according to Sharma & Sarkar (2019), in an ethnography study, the researcher pretends to observe and analyze the behavior or experiences of a group of people in their context; in this case, the participants were the teacher and learners from Tercero de Bachillerato of the class "A" at "Unidad Educativa Federico González Suárez.". In addition, in this research, the interaction in the classroom among the observed group can be witnessed.

3.2.2 BIBLIOGRAPHICAL RESEARCH

According to Allen (2017), bibliographic research gathers and analyzes information from published materials, such as articles, journals, books, reports, and others. Also, one of the biggest challenges in this method is to develop the ability to identify reliable data to be used in the study. This method was applied because data regarding the use of technological resources to develop the listening skills of EFL Learners were analyzed consciously and deeply.

3.3 LEVEL OF THE RESEARCH

3.3.1 EXPLORATORY

This research was exploratory because Sampieri (2008) indicates that it allows us to explore reality and better understand the existing problem. In addition, obtaining the information helped the researcher become familiar with the existing phenomenon to form a more precise problem. In this case, the reality of how the English teacher uses technological resources to develop the listening skills of his students was analyzed.

3.4 POPULATION

The participants were one teacher and 40 students from Tercero de Bachillerato of class "A" at "Unidad Educativa Federico González Suárez" high school in the city of Alausí, Chimborazo province. It consists of students. Also, the teacher participates.

3.5 SAMPLE

Due to the small population, it was not necessary to take a sample.

3.6 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

3.6.1 TECHNIQUE

Observation was employed as the main technique for collecting data for this research. According to Díaz (2011), in this technique, the researcher can play different roles depending on the study's main objective; in this situation, the researcher was a complete participant, so it was not necessary to participate with the observed group. This technique was useful for obtaining information regarding the use of technological resources to develop the listening skills of EFL Learners in the classroom.

3.6.2 INSTRUMENT

The observation checklist was used as an instrument for collecting information. This instrument allowed the researcher to establish all those parameters related to using technological resources to develop listening skills, which are relevant to identify in the classroom setting. It also permitted the contrast between the literature review and the real-life learning context.

3.7 DATA ANALYSIS AND INTERPRETATION TECHNIQUES

The following process was carried out for analyzing and interpreting the information collected after applying the three observation checklists: in the first place, the information from the instruments was examined and compared to each other to achieve a final result. Secondly, the information was examined based on the study's specific objectives. After that, the main parameters covered were established for each objective alongside with the results.

CHAPTER IV

4. RESULTS ANALYSIS AND DISCUSSION

4.1 RESULTS ANALYSIS

For collecting the data of the research entitled "Technological resources in the development of listening skills." an observation checklist was used to establish indicators for each research objective.

The first objective was "To identify the digital tools used to develop listening skills inside the English classrooms at Unidad Educativa Federico González Suárez." Based on that, the platforms Busuu, Lyrics training, Randall's ESL Cyber Listening Lab - English Listening, and ESL video were not used. However, another platform called "Liveworksheet" appeared. First, the link to the platform was sent to the learners, and an explanation was provided. This tool contained different activities; however, only some of them were focused on listening skills. This type of task had audios with exercises such as multiple-choice questions, matching, and true or false. During this process, it was evidenced that some students did not understand the audio since they did not have constant practice in using technological resources to develop listening skills. In addition, the students lacked knowledge of English vocabulary, and therefore it was difficult for them to understand the topics discussed in classes. In all the listening practices that were developed, the scores obtained were not satisfactory.

Regarding the second objective, "To describe the process for teaching listening." The development of the three main listening stages was observed in the class: before, during, and after listening. In the first one, warm-up activities to give students the necessary knowledge and vocabulary to understand the audios were not presented. Even though the students often listened to a brief introduction of the class topic, inferring the lesson's content, vocabulary, structure, and organization were difficult for them due to the lack of reinforcement of previous knowledge and understanding of the instructions. This last aspect negatively influenced the learners because their interest and curiosity decreased.

In the second stage, the learners frequently asked for more explanations of the instructions to understand what they had to do. Moreover, they did not look for the meaning of unfamiliar words presented in the audios. This could happen because the audios were not played for them more than once, and there was no feedback.

In the after-listening stage, the students' critical thinking was not developed at all. The learners did not share their points of view in an oral or written way regarding the audios that they listened. They seemed to be afraid of committing mistakes. Furthermore, the students' doubts were rarely clarified. In conclusion, the objectives of the activities were not fulfilled completely.

Finally, for the third objective, "To determine the advantages of using digital tools for enhancing listening skills,". The platforms focused on enhancing listening skills are useful tools that facilitate the teaching and learning process, and cover meaningful content with innovative activities. Furthermore, these platforms allow educators to easily adapt the activities to the learners' needs and levels. Based on the previous premise, it was observed

that Liveworksheet helped to maximize the listening skills of those who were able to practice; however, due to the fact that there was not enough equipment for all the students, some of them could not do it. On the other hand, the tool used by the teacher had meaningful content through engaging activities, but sometimes, the learners did not take advantage of this; this resulted from their lack of interest or understanding of the activities.

In addition, some other aspects were observed that influenced the teaching of listening. It was evidenced that this skill was not practiced constantly because it could only be done when the computer lab was available, this space was not equipped adequately, there were not enough computers and headphones, and the internet connection was a problem. Moreover, the time assigned for the English subject was not enough for the students to learn it appropriately. Another important aspect was the lack of motivation; students were not interested in improving their English language and listening skills. Also, the lack of English vocabulary, low listening comprehension training, and the limited use of technological resources affected the development of listening skills.

4.2 RESULTS DISCUSSIONS

There are digital tools for teaching listening, such as Busuu, Lyrics training, Randall's ESL Cyber Listening Lab - English Listening, ESL video, and Liveworksheet, that was the one used in Unidad Educativa Federico Gonzáles Suárez. These are interactive and easy to use. These platforms allow the student to be the center of the teaching and learning process and participate more actively in the class. The multiple exercises help learners to practice their listening comprehension and expand their lexicon through multiple exercises.

In the classes observed, Liveworksheet contained certain tasks that covered the listening skill. This tool presented meaningful content; for instance, most of the audios were made by native speakers and covered different topics, which helped the students to deal with new accents, vocabulary, and knowledge. This aspect helped the learners to have an idea of the use of English in a real context.

Additionally, the use of this platform was helpful for the teacher because the students were assessed immediately, and the results or grades from their tasks reflected if they understood not only the audios but the instructions given previously. Therefore, the teacher was able to recognize the problems in the class and look for solutions.

Regarding the listening process, the three stages (Before Listening, During Listening and After Listening) were not fully developed. The lack of activities for the first stage negatively affected the development of the whole process and the activities established in the platform selected by the teacher. This indicates each stage's importance in enhancing listening skills. The connection among the activities is a work that needs to be done by the teachers because, based on their planning and organization, the process will be easier or harder for their learners.

Furthermore, the digital platforms have the following advantages: a) free access, b) authentic material, c) listening comprehension tasks, d) audios (different topics, levels, new vocabulary, and accents), e) interactive, f) easy to use, and g) all the listening stages are covered. Based on this, Liveworksheet, the platform used by the teacher, covered some of

the advantages already mentioned; for instance, it was free, there were multiple tasks presented in different formats, it contained authentic material, and the audios were adapted according to the English level of the students and also new vocabulary was presented.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- Some platforms that can enhance listening skills are Busuu, lyrics training, Randall's ESL Cyber Listening Lab - English Listening, and ESL video. The platforms for teaching listening are innovative tools that provide meaningful content based on the students' needs and their English and also facilitate the teaching process.
- The teaching of Listening presents three main stages; the first one is Before Listening, which helps students to be ready for listening. The second one is During Listening, which focuses on listening activity, and finally, there is the After Listening stage, which reflects the learners' understanding.
- The use of digital tools has multiple advantages in teaching listening, for instance, enhancing listening skills, covering significant content, dealing with audios made by native speakers, learning new vocabulary, expressions, and accents, and recognizing sounds and words. Moreover, these platforms are manageable and flexible, which allows the teacher to adapt the tasks based on the students' linguistic needs.

5.2 RECOMMENDATIONS

- It is recommended that English teachers use platforms such as busuu, lyrics training, Randall's ESL Cyber Listening Lab - English Listening, and ESL video, which are free digital tools that are focused on improving listening skills. However, there are also other websites than can also be used to enhance students' oral skills.
- The three stages for teaching listening should be taken into account when working with listening activities; if not, this can be accomplished by planning the lesson and selecting the activities that fulfill the main purpose of each stage.
- It is essential to recognize the advantages of the current technological resources available, not only for improving listening but for all English skills.

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ANNEXES

ANNEXE 1: Example of the Observation Checklist.



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANGEROS

OBSERVATION CHECKLIST

Objective: To analyze the use of technological resources to develop listening skills of EFL Learners in the Tercero de Bachillerato of the class "A" at "Unidad Educativa Federico González Suárez" high school in the city of Alausí, province of Chimborazo, during the academic period 2021-2022.

Author: Jeferson Rivaldo Vilema Macas

Objective 1. To identify the digital tools used to develop listening skills inside the English classrooms at Unidad Educativa Federico González Suárez.					
Indicators	Always	Often	Seldom	Never	Observations
<i>Platforms</i>					
The teacher uses Randall's ESL Cyber Listening Lab - English Listening platform for listening development.					
The teacher utilizes the Busuu platform for listening development.					
The teacher applies the Lyrics training platform for listening development.					
The teacher usages the ESL video platform for listening development.					
<i>Teacher uses other Platforms</i>					

Objective 2. To describe the process for teaching listening.

Indicators	Always	Often	Seldom	Never	Observations
<i>Before Listening</i>					
Warm-up is used to help students focus mentally.					
Learners listen to a brief introduction to the text.					
Pupils infer the lesson's content, vocabulary, structure, and organization.					
Students' interest and curiosity in what they will hear are aroused.					
<i>During Listening</i>					
Students listen to the text to understand the message.					
Pupils look over information or details about specific parts of the lesson.					
Learners listen several times during this second phase to develop their listening comprehension.					
Students receive feedback at the end of this phase.					
<i>After Listening</i>					

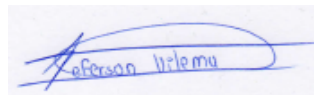
Students express their opinions about a narrated text orally or in writing.					
The teacher clarifies the students' doubts.					
The stated objectives of the activities are achieved.					

Objective 3. To determine the advantages of using digital tools for enhancing listening skills.

Indicators	Always	Often	Seldom	Never	Observations
Digital tools facilitate the teaching-learning process, maximizing students' listening skills development.					
The technological resources have significant content.					
Pupils can choose their topic of interest and complexity level to train in listening skills activities.					
The teacher and students engage in listening activities.					
Teachers implement listening exercises according to the nature of their audience.					
Teachers and students access original audios from native speakers.					
The teacher repeats the listening activities several times until learners understand the message.					
Practicing listening improves the ability to recognize words and sounds of a foreign language quickly.					
Practice in listening activities allows learners to understand and know the new					

vocabulary, phonological patterns, different accents, expressions, and tones.					
Listening activities used by the teacher increase the interest of the students					

Done by Jeferson Vilema



Sr. Jeferson Vilema

ESTUDIANTE

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ANNEXE 2: Observation checklist of the first class.



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VERSIÓN 01: 06-09-2021

• **OBSERVATION GUIDE**



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

OBSERVATION GUIDE

Objective: To analyze the use of technological resources to develop listening skills of EFL Learners in the Third Baccalaureate of the class "A" at "Unidad Educativa Federico González Suárez" high school in the city of Alausí, province of Chimborazo, during the academic period 2021-2022.

Author: Jeferson Rivaldo Vilema Macas

Objective 1. To identify the digital tools used to develop listening skills inside the English classrooms at Unidad Educativa Federico González Suárez.

Indicators	Always	Often	Seldom	Never	Observations
<i>Platforms</i>					
The teacher uses Randall's ESL Cyber Listening Lab - English Listening platform for listening development.				X	
The teacher utilizes the Busuu platform for listening development.				X	
The teacher applies the Lyrics training platform for listening development.				X	
The teacher usages the ESL video platform for listening development.				X	
<i>Teacher uses other Platforms</i>	X				



Objective 2. To describe the process for teaching listening.

Indicators	Always	Often	Seldom	Never	Observations
<i>Before Listening</i>					
Warm-up is used to help students focus mentally.			X		
Learners listen to a brief introduction to the text.			X		
Pupils infer the lesson's content, vocabulary, structure, and organization.			X		
Students' interest and curiosity in what they will hear are aroused.			X		
<i>During Listening</i>					
Students listen to the text to understand the message.			X		
Pupils look over information or details about specific parts of the lesson.				X	
Learners listen several times during this second phase to develop their listening comprehension.				X	
Students receive feedback at the end of this phase.				X	
<i>After Listening</i>					
Students express their opinions about a narrated text orally or in writing.				X	



The teacher clarifies the students' doubts.			X		
The stated objectives of the activities are achieved.			X		

Objective 3. To determine the advantages of using digital tools for enhancing listening skills.					
Indicators	Always	Often	Seldom	Never	Observations
Digital tools facilitate the teaching-learning process, maximizing students' listening skills development.		X			
The technological resources have significant content.	X				
Pupils can choose their topic of interest and complexity level to train in listening skills activities.				X	
The teacher and students engage in listening activities.			X		
Teachers implement listening exercises according to the nature of their audience.			X		



Teachers and students access original audios from native speakers.	X				
The teacher repeats the listening activities several times until learners understand the message.			X		
Practicing listening improves the ability to recognize words and sounds of a foreign language quickly.		X			
Practice in listening activities allows learners to understand and know the new vocabulary, phonological patterns, different accents, expressions, and tones.	X				
Listening activities used by the teacher increase the interest of the students			X		

Jeferson Vilema

Sr. Jeferson Vilema
ESTUDIANTE
C.I. 0605895457

ANNEXE 3: Observation Checklist of the second class.



Dirección
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• **OBSERVATION GUIDE**



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
OBSERVATION GUIDE

Objective: To analyze the use of technological resources to develop listening skills of EFL Learners in the Third Baccalaureate of the class "A" at "Unidad Educativa Federico González Suárez" high school in the city of Alausí, province of Chimborazo, during the academic period 2021-2022.

Author: Jeferson Rivaldo Vilema Macas

Objective 1. To identify the digital tools used to develop listening skills inside the English classrooms at Unidad Educativa Federico González Suárez.					
Indicators	Always	Often	Seldom	Never	Observations
<i>Platforms</i>					
The teacher uses Randall's ESL Cyber Listening Lab - English Listening platform for listening development.				X	
The teacher utilizes the Busuu platform for listening development.				X	
The teacher applies the Lyrics training platform for listening development.				X	
The teacher usages the ESL video platform for listening development.				X	
<i>Teacher uses other Platforms</i>	X				



Objective 2. To describe the process for teaching listening.

Indicators	Always	Often	Seldom	Never	Observations
<i>Before Listening</i>					
Warm-up is used to help students focus mentally.			X		
Learners listen to a brief introduction to the text.		X			
Pupils infer the lesson's content, vocabulary, structure, and organization.			X		
Students' interest and curiosity in what they will hear are aroused.			X		
<i>During Listening</i>					
Students listen to the text to understand the message.		X			
Pupils look over information or details about specific parts of the lesson.			X		
Learners listen several times during this second phase to develop their listening comprehension.				X	
Students receive feedback at the end of this phase.				X	
<i>After Listening</i>					
Students express their opinions about a narrated text orally or in writing.				X	



The teacher clarifies the students' doubts.			X		
The stated objectives of the activities are achieved.			X		

Objective 3. To determine the advantages of using digital tools for enhancing listening skills.					
Indicators	Always	Often	Seldom	Never	Observations
Digital tools facilitate the teaching-learning process, maximizing students' listening skills development.	X				
The technological resources have significant content.	X				
Pupils can choose their topic of interest and complexity level to train in listening skills activities.				X	
The teacher and students engage in listening activities.		X			
Teachers implement listening exercises according to the nature of their audience.			X		



Teachers and students access original audios from native speakers.	X				
The teacher repeats the listening activities several times until learners understand the message.				X	
Practicing listening improves the ability to recognize words and sounds of a foreign language quickly.		X			
Practice in listening activities allows learners to understand and know the new vocabulary, phonological patterns, different accents, expressions, and tones.	X				
Listening activities used by the teacher increase the interest of the students			X		

Jeferson Vilema

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ANNEXE 4: Observation checklist of the third class.



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Objective: To analyze the use of technological resources to develop listening skills of EFL Learners in the Third Baccalaureate of the class "A" at "Unidad Educativa Federico González Suárez" high school in the city of Alausí, province of Chimborazo, during the academic period 2021-2022.

Author: Jeferson Rivaldo Vilema Macas

Objective 1. To identify the digital tools used to develop listening skills inside the English classrooms at Unidad Educativa Federico González Suárez.					
Indicators	Always	Often	Seldom	Never	Observations
<i>Platforms</i>					
The teacher uses Randall's ESL Cyber Listening Lab - English Listening platform for listening development.				X	
The teacher utilizes the Busuu platform for listening development.				X	
The teacher applies the Lyrics training platform for listening development.				X	
The teacher usages the ESL video platform for listening development.				X	
<i>Teacher uses other Platforms</i>	X				



Objective 2. To describe the process for teaching listening.

Indicators	Always	Often	Seldom	Never	Observations
<i>Before Listening</i>					
Warm-up is used to help students focus mentally.			X		
Learners listen to a brief introduction to the text.		X			
Pupils infer the lesson's content, vocabulary, structure, and organization.			X		
Students' interest and curiosity in what they will hear are aroused.			X		
<i>During Listening</i>					
Students listen to the text to understand the message.		X			
Pupils look over information or details about specific parts of the lesson.			X		
Learners listen several times during this second phase to develop their listening comprehension.				X	
Students receive feedback at the end of this phase.				X	
<i>After Listening</i>					
Students express their opinions about a narrated text orally or in writing.				X	



The teacher clarifies the students' doubts.			X		
The stated objectives of the activities are achieved.			X		

Objective 3. To determine the advantages of using digital tools for enhancing listening skills.					
Indicators	Always	Often	Seldom	Never	Observations
Digital tools facilitate the teaching-learning process, maximizing students' listening skills development.	X				
The technological resources have significant content.	X				
Pupils can choose their topic of interest and complexity level to train in listening skills activities.				X	
The teacher and students engage in listening activities.			X		
Teachers implement listening exercises according to the nature of their audience.			X		



Teachers and students access original audios from native speakers.	X				
The teacher repeats the listening activities several times until learners understand the message.				X	
Practicing listening improves the ability to recognize words and sounds of a foreign language quickly.		X			
Practice in listening activities allows learners to understand and know the new vocabulary, phonological patterns, different accents, expressions, and tones.	X				
Listening activities used by the teacher increase the interest of the students			X		

Sr. Jeferson Vilema
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C.I. 0605895457

ANNEXE 5: Observation Schedules

PARTICIPANT	COLLEGE	COURSE	30-05-2022	31-05-2022	01-06-2022
Teacher A	"Unidad Educativa Federico González Suárez"	Tercero de Bachillerato of the class "A"	7:00am	8:20am	7:00am
			TOPIC	TOPIC	TOPIC
			Very and Much	Tag Questions	Verb Tenses

Done by Jeferson Vilema

ANNEXE 6: Photo applying the observation checklist.

