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OF SANTIAGO DE GUAYAQUIL**

**OFFICE OF GRADUATE STUDIES
MASTER'S DEGREE PROGRAM IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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**Analyses of EFL listening strategies for listening
comprehension applied on bacalaureate students at the Dr.
Alfredo Baquerizo Moreno Public High School, scholastic
period 2018 – 2020.**

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degree of:
MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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**OFFICE OF GRADUATE STUDIES
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Sara.

Dedication

This work is dedicated to my
beloved parents with all my
love and heart.

Sara



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ABSTRACT

Listening is a difficult skill to develop in English language for some students due to the lack of practice in class. Therefore, the teachers need to apply appropriate strategies to enhance students' listening comprehension. In the city of Guayaquil, it is analyzed Listening comprehension of students of second year technical baccalaureate in Dr. Alfredo Baquerizo Moreno public secondary school according to English as a Foreign Language (EFL) technological strategies. An examination was carried out, about how technology currently offers a range of applications that allows the improvement of English language learning. The approach applied was a "basic research" one, to identify the problem in the academic institution mentioned. The instruments applied for this study were surveys and interviews to gather information about the teaching methods applied by the teacher in listening practices and the resources and materials used to work in English classes. This study proposes the implementation of technology through the use of a social network (YouTube) allowing the learners to work on English listening comprehension workshops on-line & off-line, in a dynamic way, by using mobile devices.

Keywords: Technology, Listening comprehension, Social Networks, EFL classroom, English language.

INTRODUCTION

The education system is innovating with the main goal of enhancing the quality of education. Therefore, it is necessary to change the traditional way of teaching English and start applying the ELT in a more constructivist way. The main aim of teaching English is to make the students achieve communication among others in a real context setting and develop their skills in this language. Life has changed thanks to the current technological era populations are living in, and people have quickly adapted to this technological change.

Technology offers an unlimited world of possibilities where teachers and students take active roles in their learning and teaching. Teachers have had to develop digital competences in this new society of the 21st century facing the challenge of knowing how to manage new information and communication technologies. Furthermore, teachers take a new role being “facilitators of learning”, applying technology as a powerful tool to improve students’ learning inside and outside the classroom. According to Harmer (2007) in some countries there are the schools with well-equipped rooms and the latest classroom equipment and information technology (IT) (p. 121). Thus, teachers can take advantages towards technology for enhancing and motivating students’ learning. Furthermore, teachers could combine tasks and technology inside the classroom for empowering students in English language learning.

Sometimes, it is difficult for students to understand short conversations in English because their Listening skills are not developed through practice especially in public high schools due to some issues where authorities do not allow the practice and improvement of students’ Listening comprehension though the use of certain technological strategies. Therefore, students feel stressed and unmotivated in the English language learning process. This research seeks to analyze the effects that technological ELT strategies have on listening comprehension workshops

Nowadays English language learning can be more effective as students can use technological tools for improving language skills like reading, listening and speaking. In different countries, the implementation of digital portable audios in ELT have been positive for students’ learning and teachers need to immerse

their ways of teaching in the technological world and learn how to manage useful apps for the ELT process.

Chapter 1

The Problem

1.1. Problem Statement

Technology is part of people's lives. There are powerful technological tools that people can use in order to do or learn different things in benefit of themselves. In education, the use of technology can be a great advantage for teachers who are able to apply some electronic devices as resources in English language teaching. Technology provides a wide range of resources and an unlimited world of possibilities where teachers and students take active roles in their learning and teaching.

In Ecuador, there are lots of public high schools that do not have the technological resources students need for educational purposes specifically in English listening practices. Most of the students use smartphones and tablets during classes for chatting or playing. Furthermore some teachers say that these technological tools are distractors in the teaching and learning processes. However, these devices can be implemented in an effective way in order to encourage and improve the English language learning process in students.

Based on the observation conducted at Dr. Alfredo Baquerizo Moreno public high school, it was identified the English teachers use tape music players for their listening practices, (considering that music players have become obsolete). Thus, they have to read the audio scripts aloud. In other cases, they sometimes use their laptops with speakers when the students need to listen to some audios in order to practice Listening however, this does not work well because the audio files do not have the quality required for teaching,

Furthermore, the students of this institution have issues with listening comprehension due to:

- Using smartphones and tablets for chatting or playing instead of listening to English audios during class time.
- Teachers' unawareness of applying technological tools in benefit of their classes.

- Traditional methods of teaching and learning in the English language that do not help improve their Listening comprehension.

As a consequence, learners have inconveniences in their English learning process such as: Low grades in quizzes and tests related to listening because they do not comprehend what they listen to, making them unable to develop their learning in EFL. It could be observed that students understand the instructions to follow in the exam, however, it is difficult for them to develop the listening exercises, because they do not comprehend what they listen to. Therefore, the structure of the exam is not the cause for students low grades, the problem is that they do not comprehend what they listen to in the audios. Listening is an important skill in English language learning, if students do not understand what is said, they will not achieve communication in this language.

Enhancements in the ELT process through the implementation of technology, specifically digital portable audios seeks to improve listening comprehension, but teachers need to be technologically prepared and create a good environment in the classroom because of the engagement students will have in the process of learning English. When students are encouraged, they learn in a fun way. Therefore, teachers can create this environment by using technology in classes. There are a variety of free applications that teachers can use for enhancing students' skills, but they do not use them for various reasons.

1.2. Justification

The importance of this study focuses on breaking down and evaluating all the bilingual educational methods carried out by English teachers, specifically in listening practices worked with second technical baccalaureate students, at Dr. Alfredo Baquerizo Moreno public high school. This research offers the opportunity to identify all the obsolete elements that unable an effective English language learning focused on listening comprehension practices in students. To formulate a technological contribution that could improve the English language teaching process and that could help solve the problem stated in this study, it is essential to carry out this thesis to attain all the information surrounding the issues identified in this investigation.

By working on this thesis, it is possible to analyze that Listening skills are not practiced in class because of the lack of effective resources for audio listening, furthermore, most of the students find English language learning boring when teachers apply traditional ways. Hence, EFL learners cannot develop and improve their auditive comprehension, specifically at Dr. Alfredo Baquerizo Moreno public high school.

This study seeks to demonstrate how the application of new technological resources can enhance students' learning in English classes, changing the traditional way of teaching this language in Dr. Alfredo Baquerizo Moreno secondary school. Currently, English is an important language spoken in different parts of the world. For this reason, it is very important that students learn English to communicate with others. Furthermore, the English language provides better personal and professional opportunities in life. It is because of this that the educational system in Ecuador is currently innovating. School authorities, teachers and students must implement technological change in the English classroom.

Finally, this research proposes the use of smartphones for educational purpose, since this can be used as an advantage in the ELT process and can be considered in benefit of English language learners.

1.3. General Objective:

To analyze the effect that technological ELT strategies have on English listening comprehension workshops applied on baccalaureate students at Dr. Alfredo Baquerizo Moreno Public High School, scholastic period 2017 – 2018.

1.4. Specific Objectives:

2. To analyze what types of teaching resources and methods are applied by teachers for listening comprehension practices.
3. To identify elements in the ELT process that unable an effective teaching and learning process specifically in listening practices.
4. To identify the students' needs in regards to listening comprehension workshops.

1.5. Research Questions:

1. What types of teaching resources and methods do teachers apply for listening comprehension workshops?
2. What elements interfere in teaching and learning process in listening comprehension?

Chapter 2

Theoretical Framework

2.1. EFL Teaching

Broughton, Brumfit, Flavell, Hill, & Pincas (1980) affirm Language learning is not just based on grasping grammar or vocabulary but in developing communicative competences (p. 35). Therefore, Language Learning goes beyond learning of grammatical rules or repetition of vocabularies. There are four language skills that learners have to develop during Language Learning: Listening, Reading, Writing and Speaking. These skills are divided in Receptive and Productive skills.

Receptive skills are: Listening and Reading. Learners receive information through these skills. For example: Listen to videos or audios, Read books or magazines, and so on. Harmer (2007) sums up “Receptive skills are the ways in which people extract meaning from the discourse they see or hear” (p. 197). On the other hand, Productive skills are: Writing and Speaking. Learners convey information through speech, compositions, and so on. Harmer (2007) states “The productive skills are different in many ways. However, there are a number of language production processes which have to be gone through whichever medium we are working in” (p. 246).

Foreign learners need to enhance these language skills however, Broughton, Brumfit, Flavell, Hill, & Pincas (1980) argue foreign learners have a limited range of competence because they are not prepared for any real communicative purpose. Their learning is based on “classroom English” or “textbook English” (p. 35). Therefore, students must to be exposed to real situations where they can practice the language, as well as developing and improving their communication skills. According to Broughton, Brumfit, Flavell, Hill, & Pincas (1980), “It is important for learners to be equipped with the command of English which allows them to express themselves in speech or in writing in a much greater variety of contexts” (p. 35).

The communication is an important process in a language learning through which people interchange messages whereby it is transmitted meanings,

symbols or feelings. Powers (2010) states “Effective communication is a two-way activity involving both a sender and a receiver of a message” (p. 4). Some people think that speaking skill is more important than the others in English language learning and they immediately seek to develop it. However, according to Powers (2010), “for effective communication to occur, people must not only speak or write; they also must understand how others have perceived their messages if they are to respond in ways that address their audience’s concerns and questions” (p. 4).

Thus, Listening is a foremost skill that learners firstly need to develop and enhance for English language learning. If they do not understand the message, it will be impossible to communicate with others. It is shown that listening has a high percentage in a communication process, because people are always listening to information through conversation, radios, among others (Fig. 1) (Iqbal, 2017)

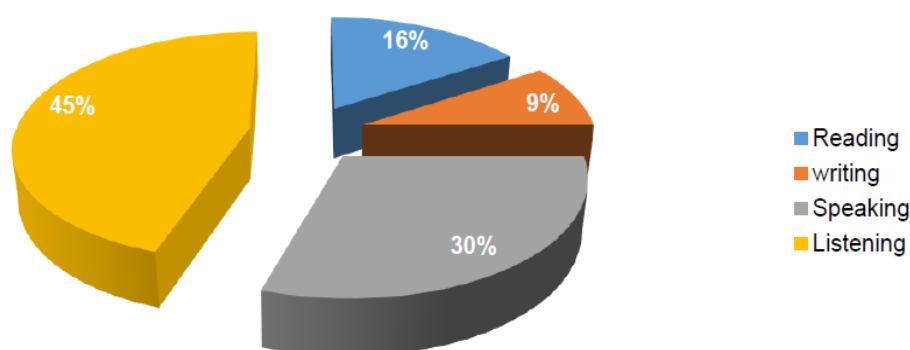


Figure 1. Total Communication Process in a day, (Iqbal, 2017)

Hence, it is necessary teachers focus on enhancing this skill in students’ English language learning. There are different situations that interfere the improving of Listening and what techniques and strategies could be used during English classes.

2.2. Listening

Listening is a foremost communication skill in English language. Purdy & Borisoff (1997) highlight “among the basic skills we need success in life, listening is primary – there is no meaningful communication without listening” (p. 4). Thus, it is important that learners develop and master this skill in order

to communicate with other people in English. On the other hand, Hassen (2016) defined “Listening, as a one of the crucial skills in language learning, can be developed through exposing the learners to the different types of podcasts” (p. 24). In EFL, Students have to acquire listening skills because they need to develop their comprehension in not only foreign language but in all fields of a curriculum (Amir & Akhtar, 2018).

2.2.1. Definitions

It is important to mention Listening is not the same as Hearing. These terms have different meanings. According to The American Heritage (2004), Hear means “to perceive by the ear” (p. 393), and Listen is “to make an effort to hear something” (p. 494). When someone listens, he pays attention to what is being said; however, when someone hears, that person receives sounds through the ears. On the other hand, according to Oxford (2001) “hear means to receive a sound without necessarily trying it; and listen means to make a conscious or active effort to hear something” (p. 308).

Lundsteen (1979) contrasted “hearing as a physical act; and listening a mental act” (p. 15). Finally, listening is defined by Purdy & Borisoff (1997) “as the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings” (p. 8).

Ministerio de Educación del Ecuador (2016) points out “Listening is the act with a greatly complex process in which the listener have to activate schema, infer, predict, construct meaning, and use short and long term memory functions most simultaneously”. (p. 19)

2.3. Listening skills and sub-skills

According to Wilson (2008), “Animals listen either to stay safe or to get food. However, humans have another reason to listen: sounds can stimulate the imagination and enrich our lives. People learn to listen and people listen to learn” (p. 9). Thus, we can see the difference in listening between animals and humans. For that reason, the importance of developing listening skills in humans in order to gather information, to understand it and to be able to

communicate with others, expressing ideas, criticisms, suggestions, opinions, among others.

In everyday life, different types of listening are presented in humans. Wilson (2008) classifies these types of listening as follows:

2.3.1. Listening for gist

This type of listening is focused on the main idea of what is being said. Learners have to understand what the speaker wants to convey through communication.

2.3.2. Listening for specific information

In this type of listening, learners have to listen for explicit information. In real life, people listen only for specific information in different situations, avoiding the rest of the whole message, for example, we listen to news to know information about a particular data. Wilson (2008) points out “this type of listening refers to the occasions when people do not need to understand everything, but only a very specific part, ignoring everything else” (p. 10).

2.3.3. Listening in detail

This type of listening occurs when people listen to some kind of information and they cannot forget anything because they might need something. Furthermore, for learners, listening in detail means listen to for explicit information in order to achieve a task. Wilson (2008) adds that “in this type of listening, people do not know exactly what information will help them to achieve their task” (p. 10).

2.3.4. Inferential listening

This type of listening is focused on knowing the speaker’s feelings or attitude. According to Wilson (2008), “this refers to the type of listening people do when they wish to know how the speaker feels” (p. 10). Listeners have to infer what the speaker tries to convey through the speech or lecture. Wilson (2008) said that “Inferring is a thinking skills in which people make deduction by going beyond what is actually stated” (p. 84).

2.4. Difficulties when developing Listening skills

Although some people consider the speaking skill as complicated one, it can be said that the listening skill is also difficult for learners in English Language Learning. Listening involves a lot of things such as to understand the message, to pay attention to the pronunciation, contractions, among others. If learners do not understand what others speak, it will result really frustrating to communicate in any language. Wilson (2008) sums up four general categories that hinder listening skill:

2.4.1. Characteristics of the message

The message plays an important role in communication. It has to be clear, explicit, and understandable in order to catch the audience's attention.

Many times there are linguistics difficulties when a person listens to a message. This may be because the message has unknown words, lexical density (issues with content words), and complex grammatical structures. Furthermore, students can know the written form of a word, however, they could have difficulty in spoken form (p. 13).

2.4.2. Characteristics of the delivery

The process of delivering a message between people is a fundamental point, since this communication can be reciprocal or nonreciprocal listening. Reciprocal listening refers to a conversation between people. Therefore, if the communication is not clear among the speakers and something was not understood in what was said, the person can ask to repeat in order to clarify their doubts (p. 13).

On the other hand, Nonreciprocal listening is a unilateral communication, that is, the receiver is only listening, for example: watching videos or television, listening to music, among others. There is not an interaction between people like in reciprocal listening. Wilson (2008) mentions "the listener has no opportunity to contribute to a dialogue. Furthermore, the listener has no influence the speed at which the speaker talks, the vocabulary and grammar used, causing incomprehensible the speaker's pronunciation" (p. 13).

2.4.3. Characteristics of the listener

Wilson (2008) mentions “someone with musical intelligence may choose to learn a language through listening to songs” (p.14). We know that learners have different types of learning: some of them learn by seeing, others by experimenting, others by reading, and others by music. Each person is different and learns in their own way. Therefore, teachers have to know their students and plan their classes based on students’ needs.

Besides, an important fact in language learning is the age. Wilson (2008) states “young differ from adults considerably in their needs as listeners” (p. 14). Hence young people can improve their English listening skill a little faster than adults. Several factors, such as fatigue, hearing problems, among others, do not allow adult learners to develop faster their English listening comprehension.

2.4.4. Characteristics of the environment

When it is worked the part of listening comprehension with the students, teachers need to keep in mind that the place have to be adequate and there are no interfering factors during the practice of listening. There may be environmental conditions that disturb listening performance, such as inadequate rooms, rooms with excessive noise or insufficient equipment which affects the clarity of recordings (Wilson, 2008)

2.5. Different Listening Sources

2.5.1. Teacher talk

Learners, who are studying a foreign language, often think that listening to teachers’ talk is boring and a waste of time. However, on the words of Ur (1992), the teacher has the information and knowledge about the students need to know in new language learning; otherwise they will have issues with their learning (p. 62). In addition, Wilson (2008) points out, listening to teachers is a beneficial mode of input in which learners are able to practice and enhance Listening comprehension. Furthermore, teacher’s talk allows students to get used to the sounds of the new language (p. 42). Some advantages can be

given through teacher talk, as in reciprocal listening, since learners can ask the teacher to repeat in order to clarify their doubts about what they listened.

In some educational institutions, teachers do not have technological resources, such as laptops, speakers, projector, even there are no tape recorders to work on the listening part. Therefore, the teacher have to use his own voice to read aloud the audios from textbooks in order to do listening exercises with the learners.

2.5.2. Student talk

Student talk is another type of listening source, in which learners can express their ideas and talk about what they have listened through different activities worked inside the classroom. According to Harmer (2007), “using jigsaw techniques in listening presents greater logistical difficulties than it does in reading. However, if these difficulties can be overcome such tasks are well worth doing since they involve both listening and speaking in a thoroughly attractive way” (p. 238).

Thus, Jigsaw is a good activity for developing both skills in students. It consists in forming group of three or four students and each learner have to read a piece of a reading. After that, each learner has to explain briefly what understood and the others listen to carefully because it will be fundamental to answer some questions.

2.5.3. Guest speakers

The third type of listening source is “Guest speaker”. Wilson (2008) states “inviting a native speaker of English into the class provide potential advantages” (p. 46):

- 1) It creates a motivational environment for students when they see a new face and voice in a regular class because the students do not have the opportunity to listen to native speakers.
- 2) This is a great moment for students in order to know about a new foreign culture.

3) The students can interchange experiences to native speakers in a real conversation instead of just listening to course book recordings.

4) Finally, the students can improve their pronunciation and their listening in the English language because they will listen to the correct accent of native speakers

2.5.4. Textbook recordings

Another type of listening source is “textbook recordings”. Harmer (2007) points out, most of the coursebooks includes recordings. It is an advantage for students’ learning because they listen to a diversity of people’ voices through the recordings, providing an important source of language input (p. 229). It means that textbook recordings can help students to improve their listening comprehension.

2.5.5. Television, video, and DVD

Television, videos, DVD and radio are media of communication that if they are used in English language teaching, they could be power tools to improve students’ listening comprehension. There are advantages and disadvantages using each one of them. For example, learners can watch videos through television or DVD. The students will be motivated and they will engage in English language learning. Ur (2009) points out “Video also makes a positive contribution to the effectiveness of listening practice, in that it supplies the aspect of speaker visibility and the general visual environment of the text” (p. 108).

On the other hand, when learners watch videos through television, they cannot select to repeat again to see some part of it. However, DVD has this advantage to allow teachers to pause or to select parts of the video in order to check students’ answers. Furthermore, some videos have subtitles and learners can read what it is being said.

2.5.6. Songs

According to Izzah (2014), the use of song in the listening class, it is a positive strategy to engage them in listening comprehension workshop. Otherwise, if teacher always use the same type of listening , it could cause the students feel

bored (p. 2). The students feel bored when the listening class always proposes the same kind of audio". Most of teachers have applied songs in students' English language learning and teachers need to design worksheet with exercises that learners have to develop while they listen to the songs. On the other hand, some textbooks bring the lyrics of the songs and it could be a little boring for students because they only sing and listen to the songs.

It is better to allow students to select the songs instead of teachers choose them. Thus, teachers need to be updated with the new singers and songs. Nowadays, it is easy to access to songs thank to the technology. Additionally, if learners have mobile devices, they can listen to the songs rather than using of a tape recorder into class. Teachers can take advantages of mobile devices if they have a huge classroom.

2.5.7. The Internet

The Internet is a useful and power tool for teachers and learners. The internet can be applied during teaching and learning process. In some educational institutions, there are well-equipped English laboratories. Thus, learners can access to some web sites for practicing Listening activities. According to Rost (2011), it is important to select internet sources for listening taking into account some points: relevance of content, length of extracts, support material for comprehension. availability for help menus. Furthermore, the students no only listen recordings inside websites, but they have to do some activities: answer questions, fill the gaps, complete missing words, among others exercises. Motteram (2013) affirms, "technologies like the internet can provide access to large quantities of authentic input material and at the same time can provide opportunities for practice" (p. 20).

2.6. Types of Listening Activities

Learners are exposed to different types of listening tasks. These activities are based on students' responses. According to Ur (2009), they are divided into (p. 113):

2.6.1. Listening and making no overt response

During these activities, the learners only have to listen instead of doing other activity. For example: Listening to stories, songs, films or videos are activities that can be applied inside the classroom or even listen to anywhere. Nation & Newton (2008) state that listening to stories is a good activity for learners who have difficulties with listening skills. Thus teachers need to choose an appropriate story for them. On the other hand, teachers need to apply activities according to students' needs and likes.

2.6.2. Listening and making short responses

These activities can be applied inside the classroom in order to start producing short responses in students' Listening skills. Ur (2009) proposes some listening tasks:

2.6.2.1. Completing Grids

In this activity, learners have to listen and complete specific information in the grid. Furthermore, this activity is a good option for beginners learners. Ur (1992) states, "the content of informative listening passages, such as sports reports, the news or other topic, can be expressed using a grid (p. 121).

2.6.2.2. Multiple choices

This activity can be applied with the students to know their Listening comprehension. The teacher provides a sheet of paper with questions, each one has multiple choices, thus, learners has to listen and choose the correct option.

2.6.2.3. True / False

This task is similar to multiple choices; the difference is that learners have to choice True or False according to listening audios. The level of complexity can be varied according to the level of students. It means learners can write the correct answer when the question or statement is false.

2.6.3. Listening and making longer responses

While learners are improving their listening comprehension through some activities, these also need to have a higher level of complexity. Among these

tasks, there are: Answering questions, Note-taking, Summarizing, Paraphrasing, among others; learners can make longer responses.

2.6.3.1. Answering questions

Learners need to listen to the audios carefully since they have to answer full responses. Ur (2009) indicates, one or more questions in the task need full responses, thus, it is necessary to pay attention to the listening text since it provides the answers (p. 114).

2.6.3.2. Note-taking / summarizing

Note-taking is a good strategy that can be complemented with summarizing. When learners listen to lectures, they can apply note-taking after that they can summarize what they had listened. Nation & Newton (2008) states “Note-taking is a meaning-focused listening activity, the information can be stored for later use, and it provides the opportunity to encode information” (p. 52). On the other hand, through summarizing, learners write a brief summary of the content of the listening passage or lecture

2.6.4. Listening and making extended responses

Listening and making extended responses is a little more complex because in this part are involved other skills. Ur (2009, p. 114) stated “combined skills” activities because Reading, Writing and Speaking work together with Listening skills. The most common are: Problem-solving and Interpretation.

2.6.4.1. Problem-solving

Ur (2009) points out “a problem is described orally, thus learners discuss how to deal with it”. It means that learners listen lectures or speeches and they write or speak giving possible solutions. This strategy can be applied to advanced students (p. 114).

2.7. Reasons for Listening

People have different reasons for reading or listening. Sometimes people read for pleasure, for necessity, to know relevant information, among others. Harmer (2007) had divided in two important categories that are reasons for listening:

2.7.1. Instrumental

This type has an instrumental purpose in mind. It means through a considerable amount of Listening; people accomplish the aim. For example: We listen to a customer advisor because we are desperate to know what to do next; or when we ring up a technical support company because we cannot make our computer or washing machine work.

2.7.2. Pleasurable

This kind of listening in change is for pleasure. For example, some peoples enjoy listening to Talk Radio, Podcasts or another type of program (p. 200).

2.8. Types of classroom Listening Performance

According to Brown (2001), there are several kinds of listening performance which they show what students do in a listening technique (p. 255):

2.8.1. Reactive

This Listening performance is focused on pronunciation. The learners have to listen to a structure of an utterance and repeat it. Brown (2001) states, the role of the listener as merely a “tape recorder” is very limited because the listener is not generating meaning.

2.8.2. Intensive

According to Rost (2011), listening learning is focused on phonology, syntax, lexis. The students need to listen closely, since intensive listening is involved in higher level comprehension and listening (p. 183). Brown (2001) provides some examples of intensive listening performance:

* Students listen for cues.

* The teacher repeats a word or sentence several times to “imprint” it in the students’ mind.

* The teachers ask students to listen to a sentence with the purpose to notice a specified element, such as intonation, stress, a contraction, a grammatical structure, among others (p. 255).

2.8.3. Responsive

This type of listening performance is focused on asking students information and giving immediate responses. According to Brown (2001), teacher prepares the class using listening activities that allow students to listen something and provide responses. Some examples for responsive listening:

- Asking questions (“How are you today”)
- Giving commands (“Open your book”)
- Seeking clarification (“What did you say?”)
- Checking comprehension (“When did the woman go yesterday?”)

2.8.4. Selective

Learners need to listen to longer discourses, however it is probably they cannot understand everything but they have to look for certain information. Rost (2011) adds this type of listening aims to listen to have specific information and doing an activity (p. 187). For selective listening performance, teachers can apply some techniques in which students need to listen for people’s names, dates, facts or events, main ideas and among others.

2.8.5. Extensive

This type of Listening performance is different from Intensive Listening performance because learners have to listen to lectures or conversation for a better comprehension. Brown (2001, p. 257) states that “the aim is to develop a top-down, global understanding of spoken language”. Sometimes, learners need to use other interactive skills, such as note-taking and/or discussion.

2.8.6. Interactive

In this type can be included other types of Listening performances above since learners participate through debates, conversations and others. Interactive listening is a great opportunity for students, since they can practice each other, inclusive with native speakers allowing students to increase their vocabulary and learn new structures to communicate with others. Rost (2011) states that “Interactive refers to a type of conversational interaction in which the listener takes a leading role in understanding through providing feedback asking questions and supporting the speaker “(p. 190).

2.9. Listening in Early days

Field (2009, p. 13) points out Listening was a means of introducing new grammar through model dialogues during the early days of English Language Teaching (ELT). Many teachers used an early format for listening lessons. (Figure 2). Traditional Listening lessons are based on three stages: Pre-listening, Listening and Post-Listening.

<p>Pre-listening Pre-teach vocabulary 'to ensure maximum understanding'</p> <p>Listening Extensive listening followed by general questions on context Intensive listening followed by detailed comprehension questions</p> <p>Post-listening Teach any new vocabulary Analyse language (<i>Why did the speaker use the Present Perfect here?</i>) Paused play. Students listen and repeat</p>

Figure 2. Early format for a listening lesson.
Source: Field (2009, p. 14)

2.9.1. Pre-listening stage

In this stage, learners had to focus on the new vocabulary of Listening activities. Through this stage, the learner activates the prior knowledge and they were familiarized with the words to listen in the recording of the Listening activity. (Field, 2009, p. 13)

2.9.2. Listening stage

This stage is also known as "During listening". Inside of this stage, Extensive listening and Intensive listening are involved. According to Field (2009) this stage is listening at two levels because learners have to listen to the recording firstly, with the purpose of having ideas about the listening, for example: who the speakers are and what the topic is (p. 14). Extensive listening allows listeners to be familiarized with the recording. Teachers can ask some questions with the purpose of to know basic information about the audio. On the other hand, Intensive listening allows to listeners to listen for details and respond to more focused questions (Field, 2009, p. 14).

2.9.3. Post-listening

In this stage, teachers check students' answers of the listening activities in order to know the comprehension of the recording.

2.10. The Importance of Listening Comprehension

Listening comprehension is as important as speaking, one does not work without the other. If the learners do not understand what it was said, it will be impossible they can communicate. According to Ziane (2011), it is essential an intensive concentration in listening comprehension and it is required a fast understanding of what is said (p. 10). Some factors, such as body language and facial expressions, are useful in English language learning because the learners can understand in a better way the message. Ziane (2011) highlights context, facial expressions and body gestures are elements that benefit the learner in the interpretation of the message to be conveyed by the speaker (p. 10).

2.11. Pedagogical research for Listening comprehension

Some years ago, speaking skill was considered the most important in language learning because some educators did students drill phrases or words. Brown (2001) points out the part of speaking was relevant in a foreign language learning instead of listening comprehension because it was necessary that students speak the language through repetition (p. 247). It means when someone wanted to learn other languages, the main objective was to speak that language instead of the other skills.

Nunan (2003) expressed that in the past, foreign language learning meant learning to read and write, and listening was disregarded (p. 25). Furthermore, Brown (2001) said: "In the decades of the 1950s and '60s, language teaching methodology was concerned about preoccupied with the spoken language, and classrooms full of students could be heard performing their oral drills" (p. 247).

During the 20th century, a variety of language teaching methods have appeared: Direct method, Audio-lingual method, Communicative Language Teaching, Total Physical Response and more. Each new method is a variant

of the previous one. Moreover these methods were developed for being applied in language teaching and achieved the objectives planned by teachers. Some of them focused on practicing and developing Listening skill. Direct method was focused on the direct students' participation in common everyday situations. It means that students were engaged in oral activities, they listen to and speak in a spontaneous way without grammar rules and syntax.

Another method was Audio-lingual, it is an oral-based approach. This method was based on spoken language and oral communication. It means that students had to repeat grammatical sentence patterns. Furthermore, this method was based on Skinner's behaviorist theory in which language was taught through conditioning. Learners responded correctly to stimuli provided by teachers through reinforcement. Osada (2004) adds "Language development was thought to be explained in a similar way: languages are ultimately finite entities and might be learned through imitation and practice" (p. 54).

2.12. Factors affecting EFL Learners' English Listening Comprehension

In daily life, people listen to news, programs, songs, conversations, audios, video; through different means of communication: TV, internet, radio, and so on. Nunan (2003) said in a native language at least, people know "how to listen" and "what they are listening for". However, to language learners, listening implies a challenge (p. 24). Therefore, learners have to face difficulties affecting their English Listening Comprehension. Mustafa , Behcet , Naci , & Cagri (2014) highlighted some listening comprehension problems:

2.12.1. Quality of recorded material

Although, the use of technology has expanded in this twenty first century, there are still schools that do not have technological equipments to practice listening activities in a better way. In the past, in a foreign language classroom, students had only the opportunity to listen to teachers' voices for listening audios; at other times, a tape recorder was implemented to practice Listening comprehension activities, and the audios were difficult to understand due to the quality of recorded material.

2.12.2. Cultural differences

When a student is learning a new language, it is also important to learn about the culture. If learners are not unfamiliar with the cultural differences, this can affect their listening comprehension. According to Brown (1994), the marriage between language and culture is inseparable. Thus, teachers need to activate learners' prior knowledge before working on listening activities.

2.12.3. Accent

Another issue in listening comprehension is accent. It is known that there are American and British accents. Therefore, learners have to practice both accents in order to be familiarized so that they could be able to work their listening comprehension activities easier.

2.12.4. Unfamiliar vocabulary

Learners have to increase their vocabulary to improve their language learning. A word has some meanings and it could be confused when they do not understand what it is said. Thus, the teacher needs to implement activities that help learners improve their vocabulary and so that they can communicate in a better way by not using the same words over and over again.

2.12.5. Length and speed of the listening

Teachers have to know the level of their learners to work listening comprehension activities inside the classroom. Length and speed of the listening activities must be considered according to the level of students. For instance, if learners are in pre-intermediate level and the listening activities are focused on advanced levels, it creates difficulties for understanding main ideas in listening comprehension.

2.12.6. Physical conditions

The size of classroom or large classroom are problems for developing listening comprehension. When learners do not listen enough, they cannot work listening activities correctly. Therefore, it sometimes makes difficult for teachers to monitor students' work or to give students feedback about listening exercises.

2.12.7. Lack of concentration

It is necessary learners' concentration; teachers have to motivate students before to start working otherwise it can affect their listening comprehension. Mustafa , Behcet , Naci , & Cagri (2014) mention that “the students can understand and comprehend better a listening audio, when the topic of this audio is of their interest” (p. 3).

2.13. Listener's responsibility

Listening is a hard skill that many people remains to develop. Brownell (2017) states Listening takes time being this a reason why people never learned to listen. Thus, Listening has to be considered a high priority (p. 7). Sometimes, it could be frustrated for some people because they could not understand what others said, however, the practice will help them to improve in this skill.

In the English Language Learning, it has been considered the speaker as an important element for the communication instead of the listener. Therefore, if learners do not listen to and understand, it will be an issue because they could not say anything coherent or answer what they have been asked. Brownell (2017), highlights “Effective communication begins with listening, not speaking” (p. 7). Thus, learners have to develop an effective communication in which the percent of Listening is greater than the speaking (Figure 3)

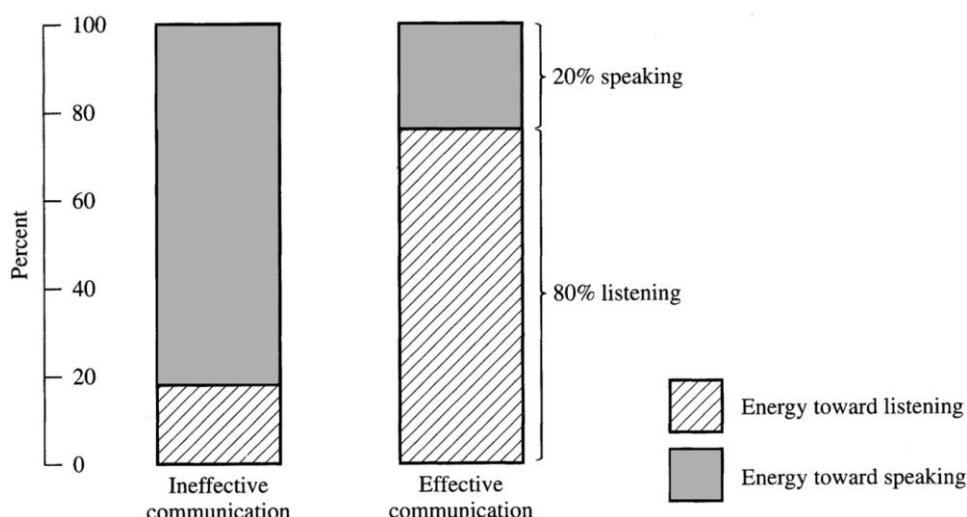


Figure 3. Listening Responsibility.
Source: Brownell (2017, p. 8)

Brownell (2018) affirms “Listening is critical to language development and to your appreciation of the world around you. With technology making more and more sophisticated media available, your entertainment options are increasing rapidly. Many of them require active listening” (p. 13).

Chapter 3

Literature Review

Nowadays, Technology has allowed the development of people's lives both professionally and personally. There are an unlimited of technological tools that people can use to learn new things and they are able to apply in benefit of themselves. It is therefore, if the world of technology offers multiple resources with useful information, it can be used in education, especially in English language learning. However, English language is taught in traditional ways in some high schools and teachers do not implement any technological resources. In this chapter, it seeks to demonstrate the benefits that have been obtained by applying technology through technological resources for English language teaching.

3.1. ICT (Information and Communications Technology - Or Technologies)

Bright (2016) defined "ICT is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer network, hardware, software, satellite systems as well as the various services and applications associated with them" (p. 9). All these devices have been used by people over the last 20 years, devices which have changed and facilitated their personal lives.

ICT being used in many contexts, such as ICTs in education, health care, or libraries. Computers facilitate different learning tasks and have enormous potency as teaching aids. ICT is focused on the different programs and media used to convey and receive information digitally. Thamarana (2015) said that "ICT is referred to technologies that provide access to information through telecommunications. Furthermore, ICT is defined as the combination of informatics technology with other related technologies, especially communication technology" (p. 227).

Another definition of ICT, according to Dhull (2019) "Medium of knowledge transmission: ICT changes teaching and learning through its potential as a source of knowledge, a medium to transmit content and a means of interaction and dialogue" (p. 60). When considering the field of education, the application

of ICT in an effective way promotes constructivist learning for students, encouraging them with technology. Furthermore, technology promotes creative and critical thinking involving learning. Worldwide research has shown that ICT can lead to improved student learning and better teaching methods. Weert and Tatnall (2005) indicated that previous studies have shown the effectiveness of using ICT, since that educational quality has been raised and learning has been connected to real life situations (as cited by Dhull, 2019, p. 59).

Effective tech integration must happen across the curriculum when teachers decide on applying new technological ways. This integration has to deliver positive results and enhancements in the learning process otherwise there is no sense in including technology. Teachers need to consider four important components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts.

Brownell (2018) affirms:

The consequences of poor listening are far-reaching since we communicate regularly over thousands of miles and interact with people from diverse cultures. Technology has increased the number of messages and the speed with which they are delivered, requiring listeners to confront a constantly changing and increasingly complex listening environment (p. 6).

This means that people did not have the opportunity to interact with others from different countries in a fast way through technology, but nowadays it is possible due to the internet. Therefore, people should pay attention to the message they are receiving. For example, people who conduct negotiations must often speak other languages; if they do not understand what they are listening to, they may have losses in their business. Thus, Brownell (2018) said that “millions of dollar and thousands of personal relationships could be saved or improved every day if people were better listeners” (p. 6).

3.2. Technology in English Language Teaching

Technology offers an unlimited world of possibilities where teachers and students take active roles in their learning and teaching activities. Teachers have had to develop digital competences in this new society of the 21st century

facing the challenge of learning and applying new information and communication technologies. Furthermore, teachers take a new role being “facilitators of learning”, applying technology as a powerful tool to improve students’ learning inside and outside the classroom. Roy (2019) points out “Technology facilitates active engagement with the learning material. It makes the learning process interactive, and students learn by engaging, researching and receiving feedback” (p. 358).

It is necessary that schools have well-equipped laboratories so that students can practice the English language through different online programs. Alkaromah, Fauziati, & Asib (2020) indicate “Language lab is one of the modern technological teaching aids, where students can listen to the audios and can understand the different accent used, the students are able to speak and even” (p. 124). Thus, teachers can take advantages towards the technology combining tasks and technology inside the classroom for empowering students in English language learning. Nowadays English language learning can be more effective as students can use technological tools for improving language skills like reading, listening and speaking. In different countries, the implementation of cell phone and tablets has been positive for students’ learning although some teachers think these mobile devices are distractors. Therefore, it is necessary that teachers immerse in the technological world and learn useful apps for English language learning.

Constitucion de la Republica del Ecuador (2015) establishes in the article 347 number 8 “Incorporate information and communication technologies in the educational process and promote the link between teaching and productive or social activities” (p. 156). Furthermore, Ministerio de Educación (2015) established in the article 6 literal j “Guarantee digital literacy and the use of information and communication technologies in the educational process, and promote the link between education and productive or social activities” (p. 16). It means The Ecuadorian State guarantees the implementation of technologies in order to improve the quality of education. It has been a challenge for teachers to implement technology inside the classroom, however some of them have overcome it and use technological tools in English language teaching. Cadena, Castillo, Céleri, & Damían, (2018) pointed out

With time going on so fast, the management of new technological resources for teaching and learning of English are viewed as the requirement of major importance, which make teachers be aware and alert of the different ways that can be followed if the objectives that are to be developed in the teaching of English in the classroom come to happy and satisfactory ending (p. 129).

3.3. Teaching Listening using CALL

The use of CALL (Computer Assisted Language Learning) in language learning is a good strategy that teachers can implement for students can practice in listening comprehension classes. Lakshmi & Reddy(2015) highlights “the goal of CALL is to provide students with resources and experiences that will provide instruction and practice in speaking, reading, writing, and listening in the target language” (p. 4). Furthermore, learners achieve significant learning towards use of technology.

In language learning, smartphones and tablets are useful resources because students could access some applications in order to practice English. For example, YouTube is an app that learners can use for watching videos. Furthermore, it can be used by teachers and students in English listening classes. In some smartphones, there are educational apps to download and practice English language. It depends on teachers’ knowledge towards technology because if teachers have been trained, they can use the technology to innovate the teaching methodology. According to Chartrand (2016), some educators consider that mobile devices should not use in classes because they are distractions, since that students waste time texting, surfing websites or chatting online with others instead of paying attention to the teacher (p. 9). However, teachers can apply the technology in a positive way through a planning.

Social networks and podcasting are two of some educational applications of mobile devices that teachers can use inside or outside the classroom for improving students’ learning. Moreover, through multimedia teachers design their own materials like podcasts, platforms in which learners are engaged and motivated to learn English language improving Listening comprehension. According to Sloan & Quan – Haase (2017), “Social media are web-based services that allow individuals, communities and organizations to collaborate,

connect, interact, and build community by enabling them to create, co-create, modifies, share, and engage with user-generated content that is easily accessible (p. 17). On the other hand, Naidionova & Ponomarenko (2018) indicated “Podcasting is one such novel tool being exploited by teachers to enhance language skills and to encourage learning outside the classroom” (p. 177). Manj defined “Podcasting is a way to create and publish audio and video files on the World Wide Web as a collection of shared themes and themes (Cited by Fardavoodi, Gojar, & Bakhtiarvand, 2020, p. 102)

3.4. Ecuadorian Curriculum Standards in ELT

The Ecuadorian Education Ministry has implemented changes throughout these 10 years. The creations of new schools, technology integration, culture consideration, teacher training are some examples of these changes in education (Soto, 2015, p. 1131). Additionally, the English curriculum in Ecuador has had some modifications with the main objective of improving the English Language Teaching. In 2012, there was a document “Ecuadorian in-service English Teachers Standards”, which it was organized into five domains that fit with those stated for the general curriculum and of some which are related to English language teaching and learning.

One of these domains was based on “Curriculum Development”, which it was focused on the use of resources and technology effectively. Paredes, Henríquez, Zurita, Pinos, Apolinario, & Campoverde (2018) point out “ this domain assumes that teachers are people who are well prepared on teaching models and strategies to integrate the four language skills as well as in the use of technology to design new resources for ELL” (p. 9). It means that the Ecuadorian Education Ministry suggested that English teachers should implement technology inside the classroom. Towards the technology, teachers can find a wide range of resources online that they can adapt and implement in English language teaching motivating students’ learning. Within the third domain, there are two specific standards about technology in Ecuadorian education:

3.c.3. Employ materials for language learning, including books, visual aids, and realia in addition to the textbook.

3.c.4. Use technological resources (e.g., internet, software, computers, and related devices) to enhance language and content-area instruction for students (Ministerio de Educación, The Ecuadorian in-Service English Teacher Standards, 2012, p. 5).

A new English as Foreign Language curriculum was established in 2016 in Ecuador, in which it is indicated the use of ICT as a means to enhance students' learning. Ministerio de Educación (2016) claims "to develop future global citizens aware of their national and personal identity as well as provide future opportunities for work, travel, academic scholarship, and access to information and resources through ICT (p. 8).

Nowadays, teachers can apply useful technological tools and apps specially to enhance students' listening comprehension. This new way of learning motivates students because some of them find it boring to learn English. Furthermore, the traditional English classes were based on learning grammar or translate reading. Thus, Ministerio de Educación (2016) recommended the use of ICT as a means to expose learners to a variety of authentic listening texts, from songs and poetry to short dialogues and informative texts such as advertisements and announcements (p. 19).

3.5. Podcasts

Podcast is defined as a digital radio and it transmits information to a group through the internet. Thus, people can listen to them anywhere and anytime. For some people, podcasts are the world of audio content, thus they enjoy listening to audio stories Fardavoodi, Gojar, & Bakhtiarvand (2020) defined Podcast as "A powerful and complementary tool for popular educational resources, and not an alternative to them and the constant communication between teachers and learners, it also increases learners' motivation" (p. 102). Podcasts are multimedia file (audios or videos) available on the internet and they can be downloaded for free by students. These audio items are used for listening on a computer or an MP3 player. Podcasts can last two to three minutes or up to an hour. The podcasts phenomenon started in 2004 and initially they were audio files, but nowadays podcasts include videos.

Chaikovska, Zbaravska, & Bilyk (2019) claim "Podcasts generate a lot of interest due to their ability to be integrated in studying to improve students

listening, speaking and reading skills; and Podcasts provide positive students' attitude towards learning, behavior and self-efficacy" (p. 1916). There is a diversity of podcasts with different topics related to culture, sports, science, technology, education and so on. According to Alfa (2020), Podcast is a strategy that teachers can apply with the students in English language learning. They are various topics spoken by English speakers, such as report, conversation, discussion, and interview (p. 66).

According to Swetha (2013) there are some different types of podcasts:

3.5.1. Audio podcasts

This is an MP3 file format being this type compatible with computer and mobile devices. Audio podcasts are easy to create and they do not usually exceed 10 Mb (as cited by Hassen, 2016, p. 20).

3.5.2. Video podcasts

This type of podcasts is also known as vodcast or videocast. It is an MP4 format and the length of video podcast is more than 100 Mb. The creation of a video podcast requires more production time. According to Oñate (2018) , "video podcasts as multimedia files that allow to broadcast audio and video information through the use of the internet. They contain graphics, sounds, video and animations allowing better interactivity, and better control of the learning objects" (p. 17).

3.5.3. Enhanced podcasts

It is an MP4 file and this type of podcasts is the combination of audio podcast with images. It is similar to a narrate slideshow. The advantage of this type of podcasts is that both visual and audio content are presented at the same time and the size of the file is similar to audio podcasts (Hassen, 2016, p. 20).

3.5.4. Screencast Podcasts

This type of podcasts allows people to record the events that are happening on the computer screen in real time; it is usually applied for making tutorial videos. According to Horne (2015), "A screencast is recording of your

computer screen which is usually accompanied by audio narration or captioning”



Figure 4. Types of Podcasts

Source: <https://es.slideshare.net/andreisy15/podcast-33916824>

In education, podcasts can be used as learning tool for students. This technology is a powerful tool that teachers can apply for encouraging students’ learning. Teachers can also encourage students to download podcasts on their own so that they have more listening input. Furthermore, teachers can have their own virtual library with different useful Podcasts for improving students’ Listening comprehension. Podcasts can be seen as an encouragement technique to teach students a more interesting learning experience. Fardavoodi, Gojar, & Bakhtiarvand (2020) claim “Today, the use of podcast training has come to the aid of educational systems and has been used as a good teaching aid tool” (p. 102).

3.6. Podcasts and Language Teaching

In the last few years, the process of teaching has been changing; nowadays technology has allowed teachers to implement technological tools with the aim of reinforcing and improving the level of learning in students. It is known Listening has been one of the most difficult skills to be able to work in the classroom, thus teachers have had to use recorders and audio cassettes to practice this skill inside the course. Afterwards, CDs and DVDs with listening audios appeared. Currently, many teachers have had to adapt to the

technological world. Therefore, some teachers have applied a variety of applications and programs offered by the internet to improve English language learning in students.

A current tool is podcast which has served as a useful resource to enhance learners' listening comprehension. Chaikovska, Zbaravska, & Bilyk (2019) claims "listening to podcasts only for one time and having no learning strategies will, unfortunately, lead to poor results". Teachers can use Podcasts as teaching tools if they have planned the procedure for podcast usage (p. 1917). It means teachers need to plan the activities for working podcasts in English classes. According to Naidionova & Ponomarenko (2018), "Teaching listening to students by using podcasts makes it possible to increase student listening comprehension as this technology provides students with authentic and contextual material" (p. 183).

Jana & Iveta(2019) highlight some concrete activities that teachers can apply within English lesson using podcasts:

- Conversations between the native speakers.
 - Comprehension activities, interviews and vocabulary.
 - Idiomatic expressions with their usages.
 - Story-based podcasts followed by listening comprehension questions.
- (p. 33).

Rosell-Aguilar (2007) indicate the taxonomy of uses of podcasting for language learning (Figure 5) which it shows two alternatives of using existing podcasts or creating new ones. (cited by Yaman, 2016, p. 63)



Figure 5: Taxonomy of uses of podcasting for language learning
Source: (Yaman, 2016, p. 63)

Some benefits offer the implementation of podcasts in teaching English:

- Teachers can apply podcasts according to the level of students (from beginners to advance). Podcasts help beginner students to enhance their listening comprehension since that they are expose to new language. On the other hand, advance students can choose content of podcasts according to their needs (Abdulrahman, Basalama, & Widodo, 2018, p. 25).
- Podcasts enhance learner autonomy. It means that students are able to listen to them at their own peace and as many times as necessary to understand the podcast (Yaman, 2016, p. 65).
- Podcasts allow learning through listening. Rosell-Aguilar (2013) claims that listening to the podcasts facilitate learning because comprehensible input is provided through meaningful and engaging activities (cited by Alfa, 2020, p. 70)

3.7. Efficacy of application of Podcasts in EFL classroom

There are various online resources for developing listening skills like videos and audios, podcasts, and video clip tools that teachers can use during English classes. Podcasts offer possibilities of facilitating language learning to change

the traditional teaching methods. Currently, Podcasts are used by teachers as supporting materials for enhancing students' learning and proficiency in English language learning. Podcasts can be found on the web; however teachers can create their own podcasts according to students' needs for developing listening competence.

In the past few years, many studies have been carried out by some researchers about the effectiveness of the implementation of podcasts to improve English language learning: "Podcasts effects on EFL learners listening comprehension" was a study developed by Rahman, Atmowardoyo & Salija (2018). They concluded that Podcasts enhanced learners' listening comprehension, since the students who used podcasts got a better performance than those who do not. Furthermore, the pupils considered podcast as a useful additional resource in the process of teaching and learning listening comprehension (Rahman, Atmowardoyo, & Salija, 2018, p. 7).

An investigation was done in an educational institution in Bogota. A group of students (30) from ninth course of EGB (Educación General Básica) was selected to know the linguistic level of English in students. After the analysis of the results, the teacher decided to implement some Podcast content to carry out six listening comprehension workshops using activities, achieving an advance in listening comprehension (Peña , 2015, p 3). This study was effective for students' learning, giving the following conclusions:

- The use of podcasts in the English language learning strengthens listening comprehension, since the results obtained showed the students' progress. Thus, Peña affirms "the use of the technological tool improves the learning process" (2015, p. 3).
- Learners can improve their learning, especially their listening comprehension, because they were exposed to technology. It was known that the implementation of podcast was effective, since the pupils enhanced their listening level.

In Indonesia, the students who were learning EFL , they have issue with listening skills, because it needs listeners' focus and concentration. Ahmed (2016) did a study with these students, and the result was that "implementating

podcasts in language teaching can assist learners to have a good understanding about the content and to develop their ability in listening comprehension” (cited by Yoestara & Putri, 2019, p. 17).

In the research “The Impact of Podcasts on EFL students’ listening comprehension” done in high school in Jakarta, Indonesia, the findings showed a positive result concerning the application of podcasts on students’ listening comprehension in EFL teaching and learning. Abdulrahman, Basalama, & Widodo (2018) highlighted podcasts can enhance students’ listening comprehension, however, depends on the teachers’ competence using the technology and the correct selection of the materials to help learners achieve learning objectives (p. 30).

Chapter 4

Methodology

This chapter describes the methodology carried out for this research. It was detected inconveniences in English listening comprehension classes in Dr. Alfredo Baquerizo Moreno secondary school. Thus, it is required to gather information for identifying the issues through the analysis of them and providing solutions in order to improve the teaching and learning process in this high school. The methodology followed out in this study is based on a basic research approach with a mixed method focus on Qualitative and Quantitative.

4.1. Research Approaches

4.1.1. Basic research

Lodico, Spaulding, & Voegtle (2006) defined that, “basic research is used in the Educational research field and its goal is to design studies than can test, refine, modify, or develop theories” (p. 10). It means basic research is focused on learning or understand a specific situation in the educational field. According to Hoffmann (2017), basic reasearch is a scientific research, in which scientists have hyphotesis, mske obsrvations in order to provide new proposal to solve problems. It means to seek practical applications. Another definition, according to Ary, Cheser, Sorensen, & Walker (2019), “basic research is aimed at obtaining data used to formulate theory and expand knowledge” (p. 15).

This study mainly focused on gathering information in regards to the problem statement that it is the difficulty of listening comprehension in students. Since they do not constantly practice listening skills due to a lack of good quality resources. Therefore, a basic research will be apply to know how teachers works with the students in listening comprehension activities.

4.1.2. Mixed method

A mixed methods approach is going to be used in this educational research.

Creswell (2014) claims “Mixed method research is an approach to inquiry involving collecting both qualitative and quantitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical framework” (p. 4). On the other hand, Ponce & Pagán (2014) stated that Mixed methods as a study in which is combined quantitative and qualitative approaches as elements of a inquiry (p. 113). According to Ary, Cheser, & Sorensen (2010) “the goal of mixed methods research is not replace qualitative or quantitative approaches, but rather, to combine both approaches in creative ways that utilize the strengths of each within a single study” (p. 559).

4.2. Population

This research will be applied in Dr. Alfredo Baquerizo Moreno public high school. It is located at Lizardo Garcia and A streets. It is in the southwest side of Guayaquil city. This institution has two shifts: morning and afternoon. Furthermore, it has 1450 students. 960 students in the morning shift and 490 in the afternoon shift. English is taught only in secondary school for five hours per week in eighth, ninth and tenth courses and bacculaureate (last 3 years of high school). The social status of the students is medium low economic class. Most of the students belong to divorced parents or they live with their grandparents. The population for this research is represented by high school students of bacculaureate (first, second and third year). They are 246 in total.

4.3. Participants

The participants selected for this research were:

- a) Two teachers of the English subject will be interviewed and questioned about the methodology and issues in an EFL classroom. There are only three English teachers including the author of this research in this educational institution. One teacher works in the morning and the others work in the afternoon.
- b) Sixty-four high school pupils of the third year bacculaureate technical: Informatics and Accounting (twenty-one female students and forty-three male students) will be questioned about how the development of their listening comprehension workshops and equipments and didactic

materials applied by the teacher. Their ages were between 15 and 18 years old. This group of learners of high school was selected because it was observed the current issues in Listening comprehension workshop previously written in problem statement. Thus, it is fundamental to detect the deficiencies, since when they will be in third year baccalaureate, the degree of difficulty in English subject will be higher according to English curriculum.

Additionally, it was needed the authorization from the principal of Dr. Alfredo Baquerizo secondary school in order to apply the surveys during class hours of English area.

4.4. Data Collection Techniques and Instruments

The technique and instruments applied for this research are:

4.4.1. Survey

Pinsonneault & Kraemer (1993) defined “survey is a means of data collection about the aspects or opinions of a group of people” (p. 77). Therefore, this technique was applied in order to gather relevant information for this investigation. Learners and teachers were surveyed in order to know how Listening comprehension classes develop. In addition, it needs to have information of teachers’ knowledge about useful technological tools in order to implement in English language learning. Creswell (2012) points out, “Surveys are procedures in quantitative research which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population” (p. 376)

4.4.2. Questionnaires

The instrument used in the survey was the questionnaire. According to Dörnyei (2003) highlighted “questionnaires are research instruments for measurement purposes to gather reliable and valid information” (p. 6). According to (Gillham, 2007, p. 2) “Questionnaires are just one of a range of ways of getting information from people (or answers to our research questions), usually by posing direct or indirect questions “. Thus, In this research two questionnaires were applied to teachers and learners in Dr. Alfredo Baquerizo Moreno

secondary school with the purpose to collect reliable information about teaching resources and methods applied by teachers in English classes.

4.4.2.1. Questionnaires for students

High school pupils were surveyed through two questionnaires:

- 1) The first has the purpose to know the equipments and materials used in ELT for Listening comprehension. This questionnaire has twelve closed questions with multiple options. Five of these questions allow students to choose more than one answers (See Appendix 1).
- 2) The other questionnaire is focused on knowing the development of Listening comprehension workshops in their class. It has ten closed questions with multiple options, of which seven questions are based on Likert scale with four options (SD=strongly disagree; D=Disagree; A=Agree; SA=Strong Agree). The other questions allow students to choose more than one option (See Appendix 2).

4.4.2.2. Questionnaires for teachers

This questionnaire was focused on knowing the methodology applied in Listening comprehension workshops. It had nine closed questions with multiple options. There are two questions in which teachers can choose more than one option according to their methodology applied in class. (See Appendix 3)

4.5. Adapted Data Gathering Instruments

The gathering instruments (questionnaires and interview) for students and teachers have been adapted from other research projects in order to gather information about the difficulties that have been in Listening comprehension workshops. These data collection instruments have already been validated by different authors who have carried out previous studies.

- 1) The students' surveys were adapted from:
 - a. Survey 1 was based on the research carried out by Sharif (2012) "Sources and Suggestions to Lower Listening Comprehension Anxiety in the EFL Classroom: A Case Study" in the University Chittagond, Bangladesh

- b. Survey 2 was based on a study carried out by Lotfi (2012) “A questionnaire of beliefs on English language listening comprehension problems: Development and Validation” in Islamic Azad University , Tehran , Iran
- 2) The teacher’s survey was adapted from the thesis carried out by Bennui (2007) “A Survey on First-Year Students’ Opinions Concerning Causes of Their Low Performance in Listening in the English II Course at Thaksin University, Phatthalung”. Furthermore, the questions for teacher’s interview and the rubric used for class observation was adapted from these thesis.

Chapter 5

Data Analysis

In this section, the results obtained through the data collection instruments will be shown.

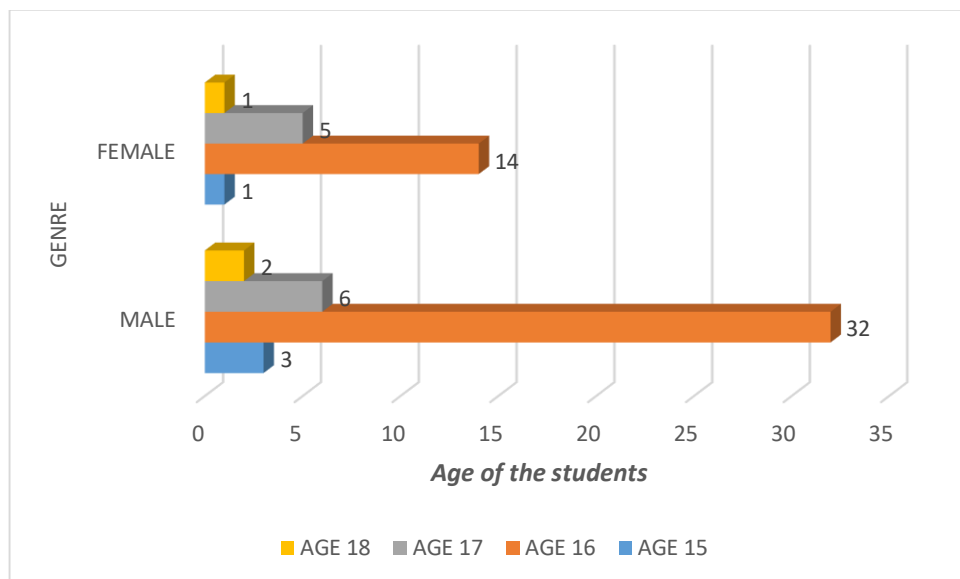
5.1. Analysis of students' surveys

Firstly, two surveys were applied to students; the first survey sought to investigate the equipment and materials used in ELT for Listening comprehension, and the second one was oriented to know how Listening comprehension workshops were.

Survey # 1

Question 1:

Genre and Age

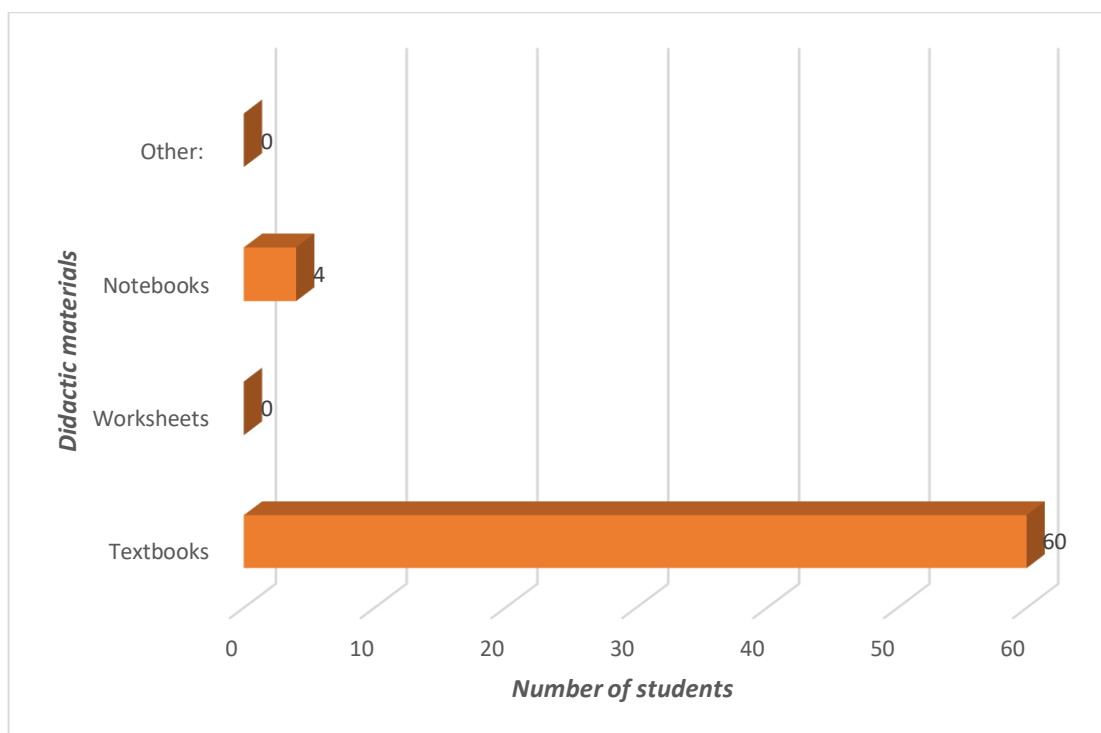


Graph 1. Genre and Age
Adapted by. Aucapiña Sara, 2018

The students surveyed were 64 divided in 43 males and 21 females. Their ages are between 15 to 18 years. Most of the students of second baccalaureate are 16 years: 32 males (74%) and 14 females (67%).

Question 2:

What didactic materials does your teacher use for Listening comprehension activities?

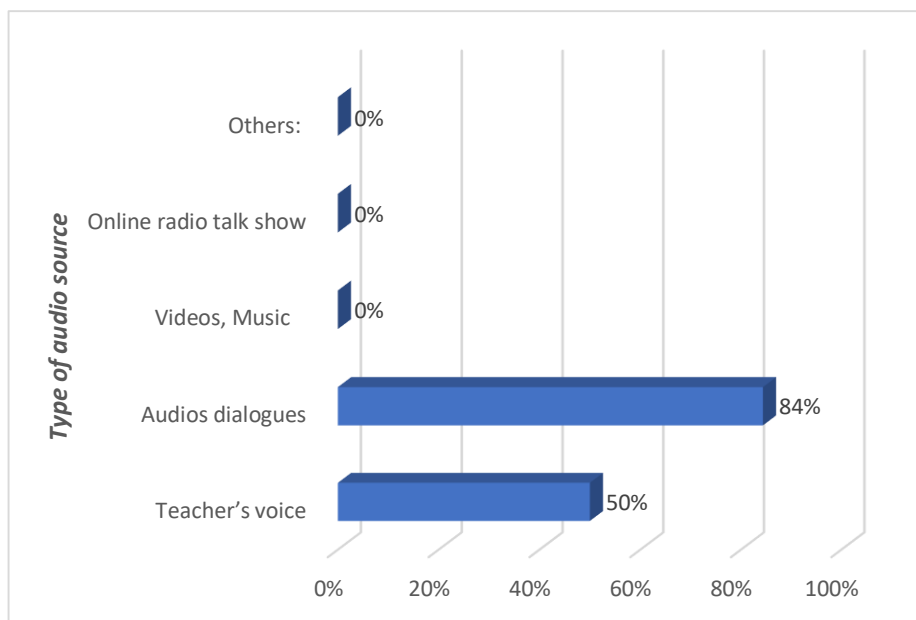


Graph 2. Didactic material applied in English Listening
Adapted by. Aucapiña Sara, 2018

The findings from this study indicate that the majority of students use only their textbooks for listening comprehension activities, exactly 60 pupils (94%) while only 4 (6%) of them indicated that they use notebooks. It means that teacher do not apply other activities for his/her classes. A textbook is a guide but it is not the unique didactic material to work. Students could get bored just by working on exercises from the textbook. It would be advisable for the teacher applies other types of didactic materials for their listening comprehension classes.

Question 3:

What type of audio sources does your teacher apply for practicing Listening comprehension workshops?

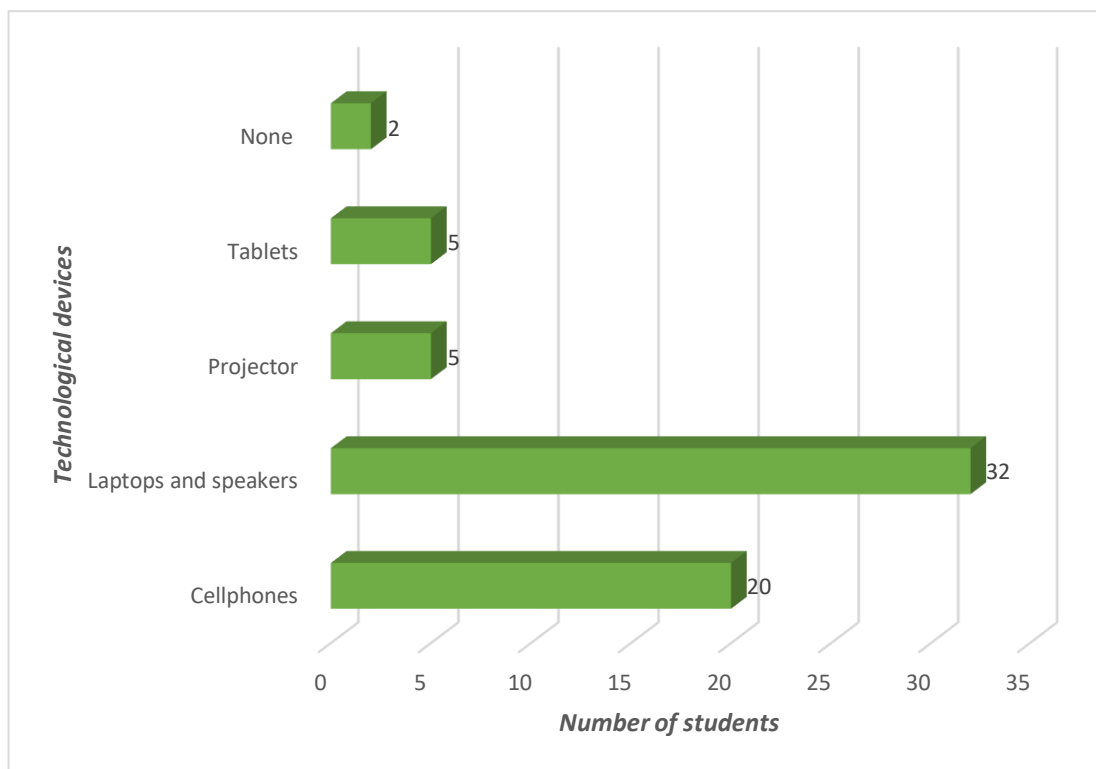


Graph 3. Type of audio sources
Adapted by. Aucapiña Sara, 2018

This graph shows a high percentage between two types of audio sources selected by the students. It should be noted in this question 54 (84%) students chose “audios dialogues” and 32 (50%) of them selected “teacher’s voice”. Therefore, it is inferred that pupils only listen to English audios and sometimes the teacher uses his/her voice in listening comprehension exercises. On the other hand, the learners will not improve their listening skill, when it would be beneficial for them to listen other types of audio sources (songs, radio, among others) with the aim of listening and understand other speeches.

Question 4:

What types of technological devices should be applied for Listening comprehension workshop?

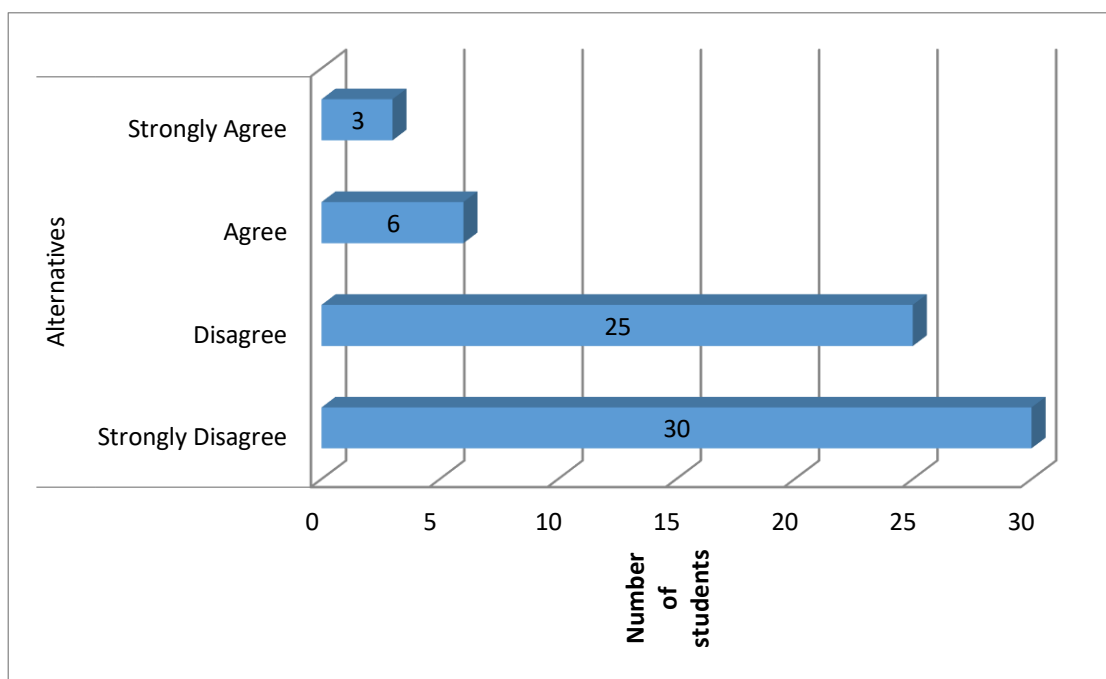


Graph 4. Types of technological devices
Adapted by. Aucapiña Sara, 2018

The statistics in this graph show that 32 pupils (50%) consider laptops and speakers as useful technological devices for Listening comprehension workshop. However, 20 (31%) of them said that cellphones could be great to work in class. On the other hand, 5 students (8%) selected tablets while 5 pupils (8%) chose “projector” and only 2 of them (3%) selected “none”. Generally, most of the teachers have access to a laptop and speakers that could be used in listening classes.

Question 5:

The Listening comprehension material makes the language more meaningful

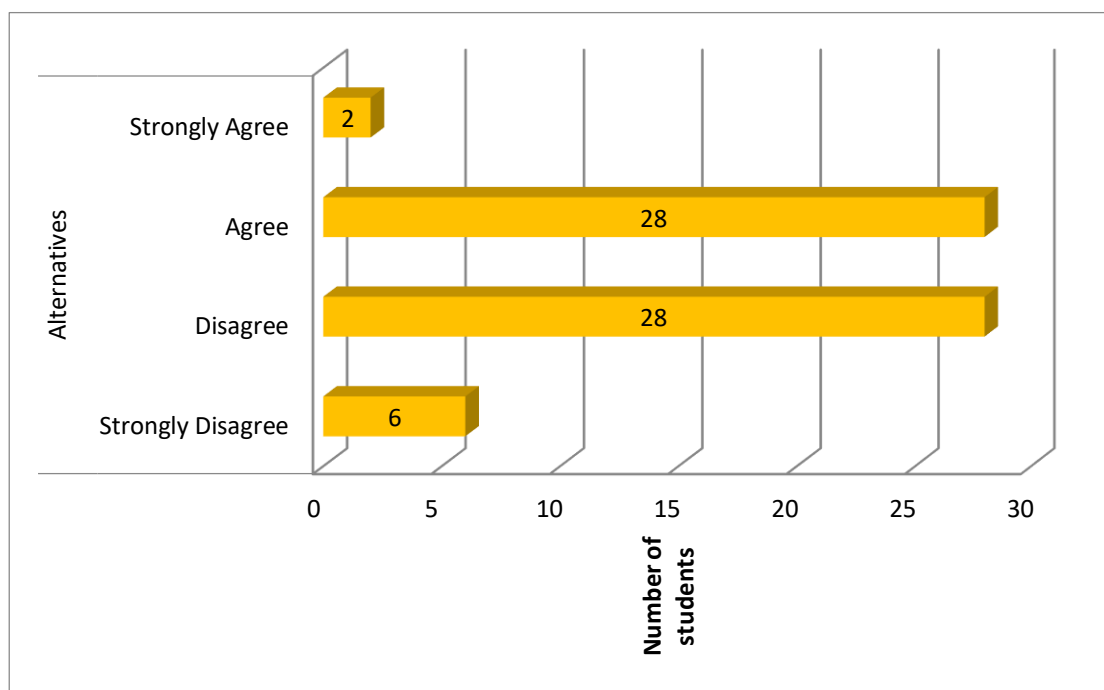


Graph 5 Listening comprehension material
Adapted by. Aucapiña Sara, 2018

The graph shows the high student rate that indicates the listening comprehension material is not meaningful for them. 55 pupils (86%) disagree with this, and only 8 students (14%) consider meaningful this material. It means that the activities cannot be important for the pupils and they cannot be interested in practicing Listening comprehension.

Question 6:

The tasks and activities are interesting in the Listening comprehension workshop.

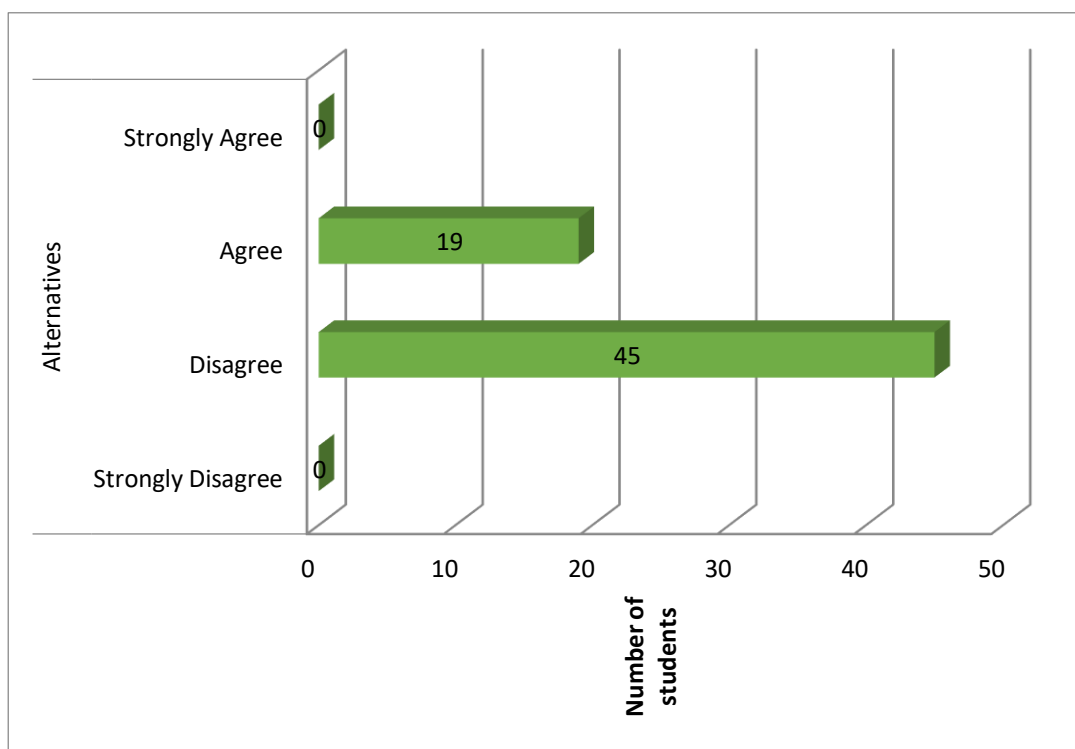


Graph 6 Task and Activities
Adapted by. Aucapiña Sara, 2018

The data in this graph show; 2 students (3%) are strongly agree while 28 pupils (44%) are agree about the interesting activities and tasks using in Listening comprehension. However, 28 pupils (44%) selected between “disagree” and 6 of them (9%) choose “strongly disagree”. It can be that the teacher is not using meaningful activities that engage students in English language learning.

Question 7:

Using Listening material enhance my motivation in Learning English.



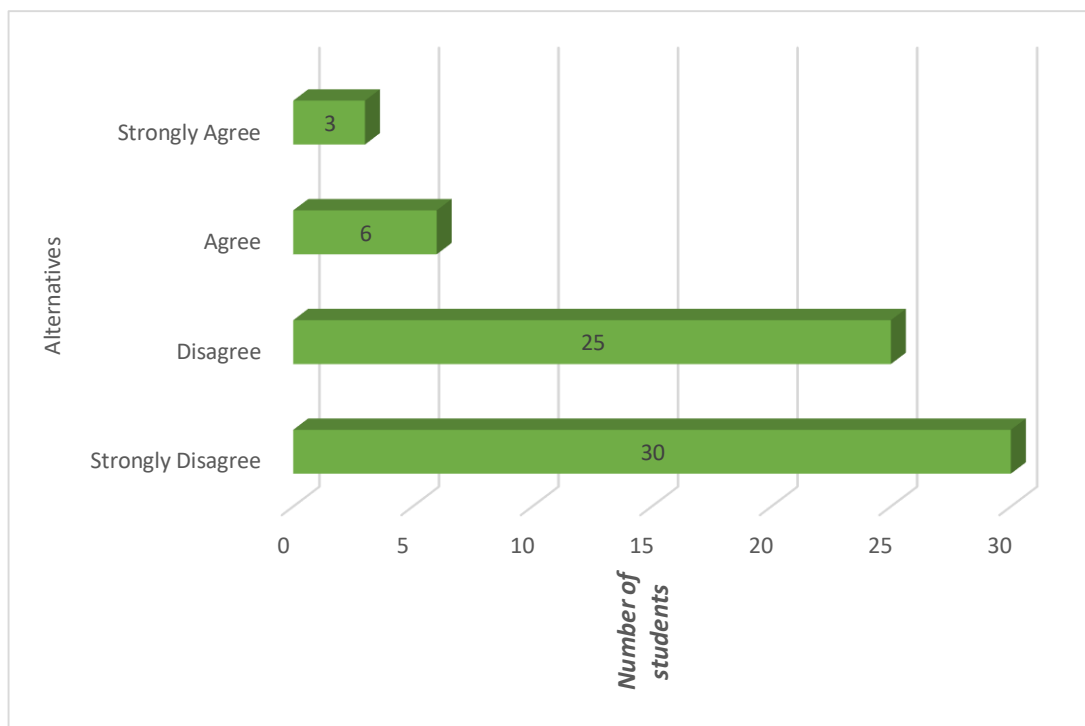
Graph 7 Listening material enhance motivation

Adapted by. Aucapiña Sara, 2018

In this graph, it can be shown that 45 students (70%) selected “disagree” while 19 of them (30%) choose “agree”. Definitely, most of the pupils are not motivated learning English through listening material. Teachers need to realize this situation, the motivation is a good point in the learning, if the students are not motivated, their learning will be deficient.

Question 8:

Classrooms are well equipped with technology resources/devices for listening comprehension workshops



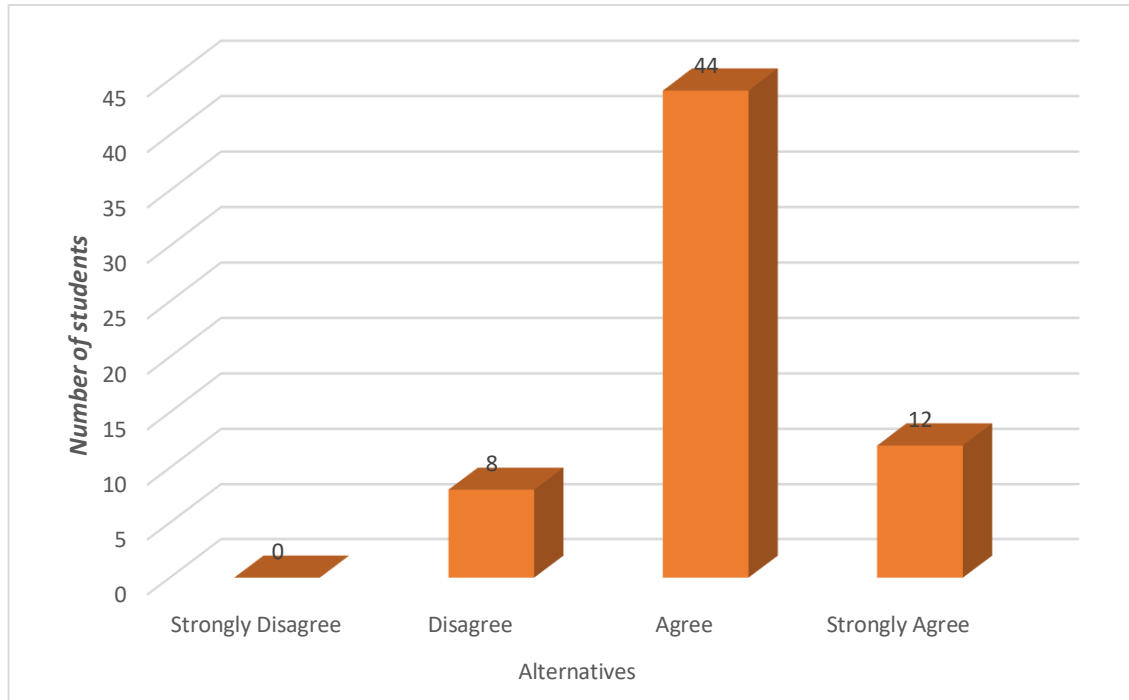
Graph 8. Well-equipped classrooms to teach Listening comprehension
Adapted by. Aucapiña Sara, 2018

It can be seen that 30 students (47%) choose “strongly disagree” while 25 of them (39%) selected “disagree”. However, 9 students (14%) selected between “agree” and “strongly agree”. It can be observed that most of the students indicated there are not well-equipped classrooms to teach English listening comprehension. Thus, this is a negative effect on the learners’ listening learning. The high school should have adequate and well-equipped classrooms for practicing listening workshops. If there is interference or noise inside the classroom, the pupils will not pay attention to what they are listening to. Sometimes it results difficult to understand what is said in the mother tongue, thus listening to something in a foreign language will be more complicated for them.

Survey # 2

Question 1:

Your teacher gives instructions before starting Listening comprehension activities

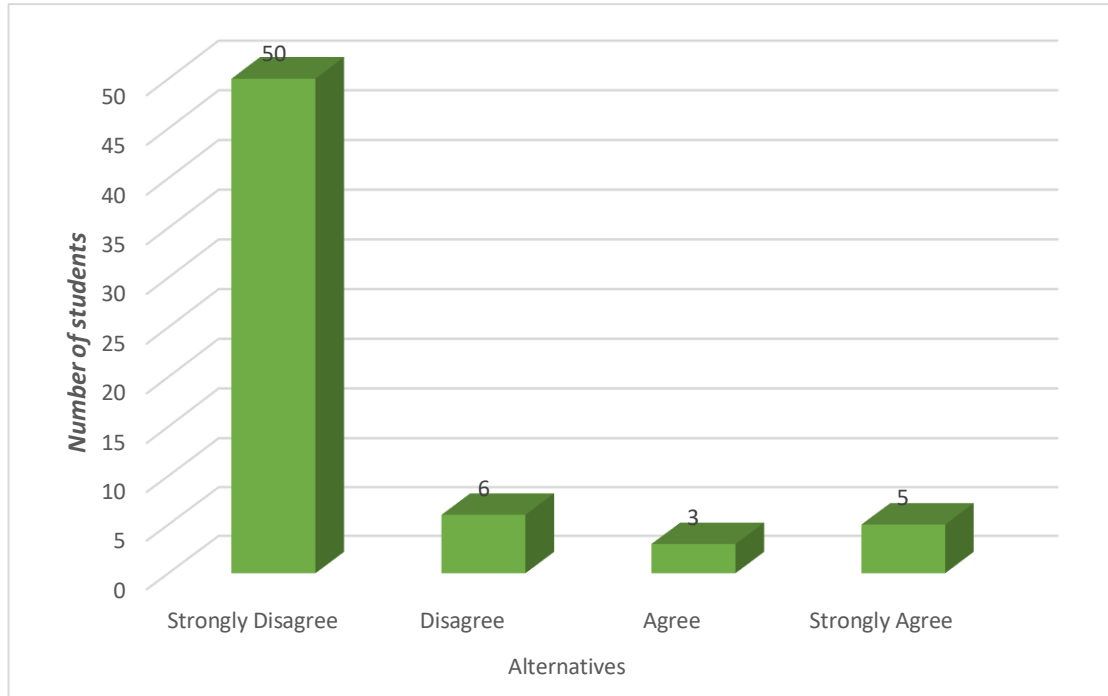


Graph 9. Instructions before to start Listening comprehension activities
Adapted by. Aucapiña Sara, 2018

The statistics of this graph show that 44 (69%) students selected the option “agree” while 12 (19%) of them indicated the option “strongly agree” and 8 (13%) pupils are disagreed. It means that their teacher explains what they have to do before they start working the exercises. Thus, it implies the teacher checks students’ comprehension about the activities.

Question 2:

Seeing images help me to have an idea about the listening text that I am going to listen to.

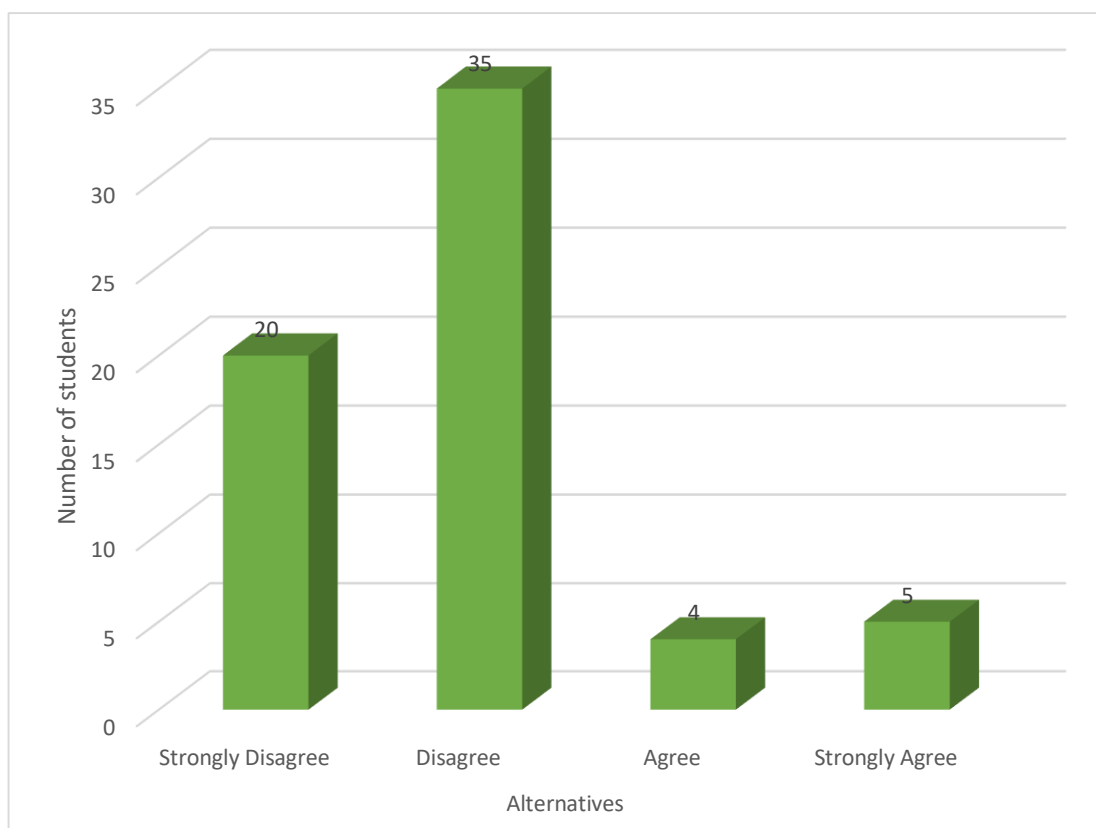


Graph 10. Practice Listening activities
Adapted by. Aucapiña Sara, 2018

In this graph, it can be shown that 50 students (78%) are strongly disagreed while 6 of them (8%) disagree about the prediction from visuals what they will listen to. However, 3 students (3%) selected between “agree” and 5 of them chose “strongly agree”. This shows that students can have an idea about what they will listen to through the visual. Thus, this is a good strategy that teachers can apply for students’ listening comprehension activities.

Question 3:

I can remember easily words or phrases on listening audios.

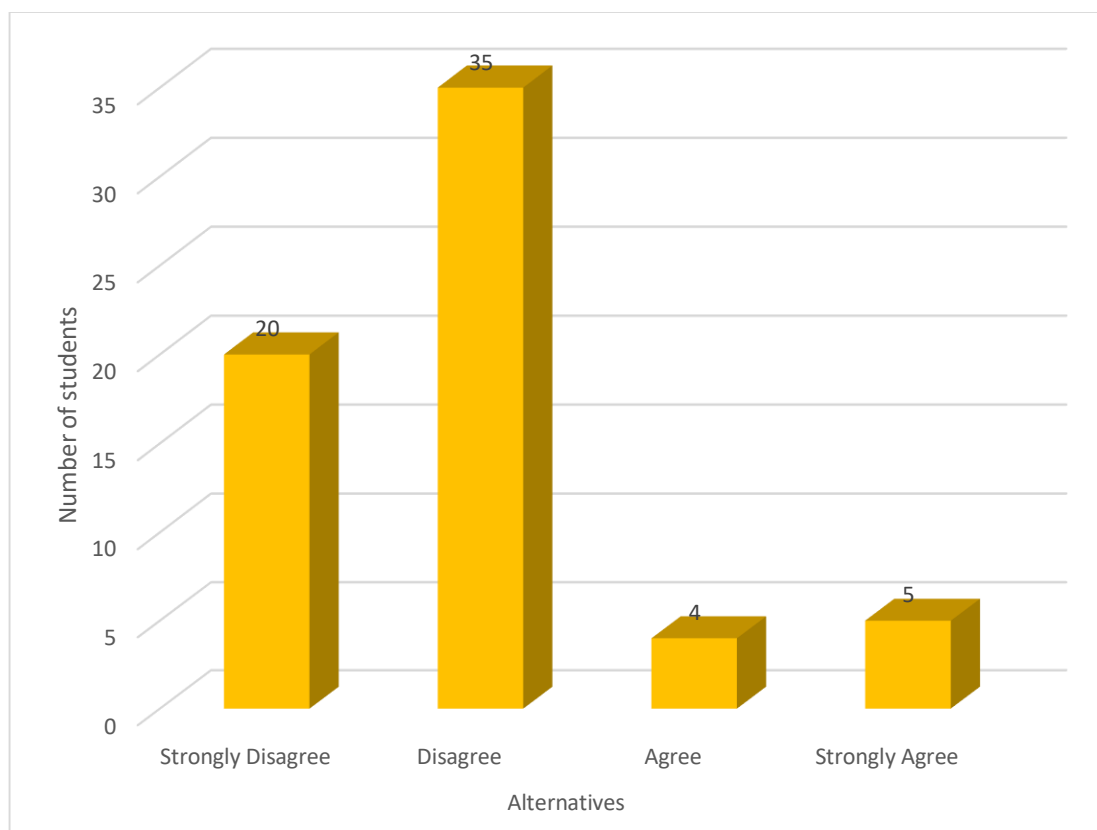


Graph 11. Retaining information
Adapted by. Aucapiña Sara, 2018

This graph shows the following data: 20 students (31%) are strongly disagreed while 35 pupils (55%) chose “disagree”. However, 4 pupils (6%) indicated “agree” and 5 (8%) of them are strongly agreed. Looking at the graph, it can be seen that most of the students are indicating the difficulty to remember words or phrases heard. It can be inferred the teacher need to apply strategies in order to help students with this situation..

Question 4:

I have no trouble concentrating on listening text

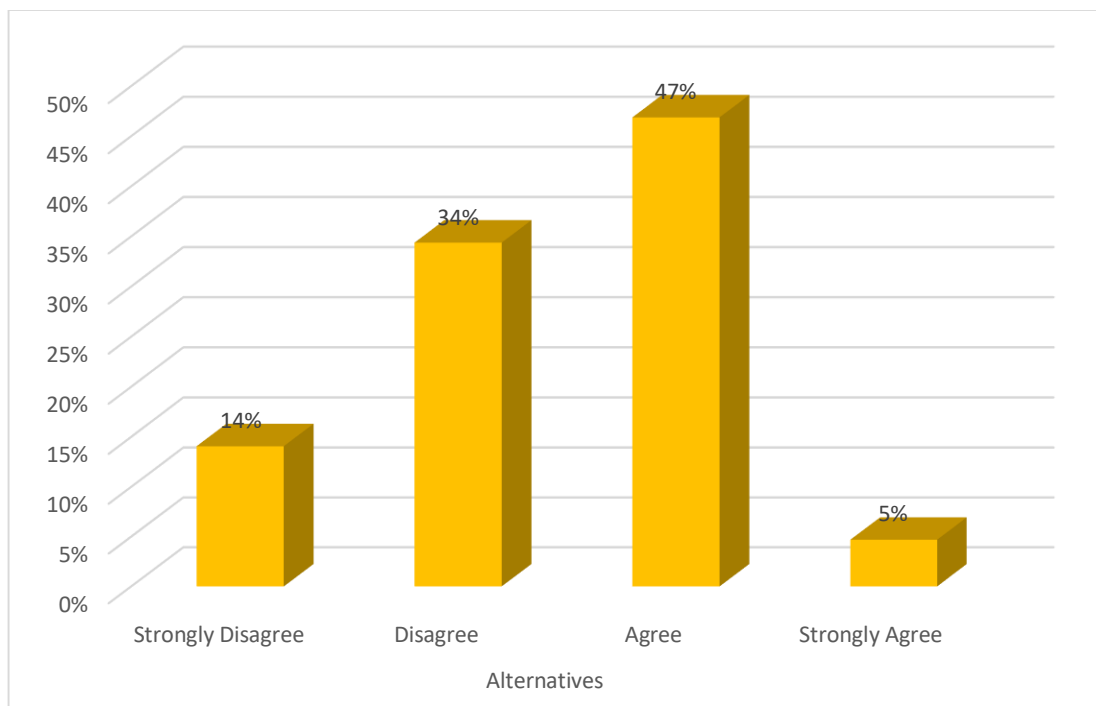


Graph 12. Retaining information
Adapted by. Aucapiña Sara, 2018

This graph shows the following data: 20 students (31%) are strongly disagreed while 35 pupils (55%) chose “disagree”. However, 4 pupils (6%) indicated “agree” and 5 (8%) of them are strongly agreed. Looking at the graph, it can be seen that most of the students are indicating their retention problem after having listened to a recording. It can be inferred the students would have issues to solve the exercises.

Question 5:

I have trouble understanding the listening audio when people speak quickly

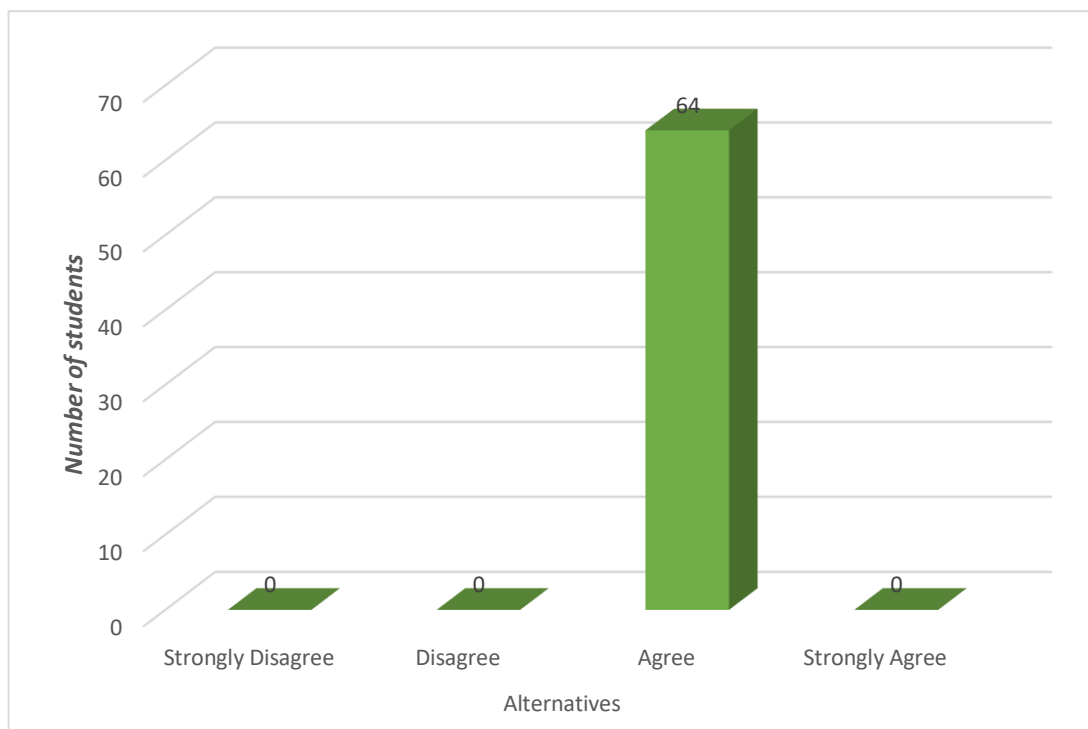


Graph 13. Understanding Listening practices
Adapted by. Aucapiña Sara, 2018

This graph shows the following data: 9 learners (14%) indicated they are strongly disagreed while 24 (34%) of them are disagreed. On the other hand, 30 pupils (23%) chose the option “agree” and the remaining 3 (5%) indicated they are strongly agreed. Analyzing this information, it could be seen that a little more than half of the do not understand what they listened to. It is a serious problem in students’ learning because they do not understand the audio dialogues due to speech. Teacher needs to apply audios according to students’ levels.

Question 6:

When I do not understand a listening text, I do not prefer to continue listening to it.

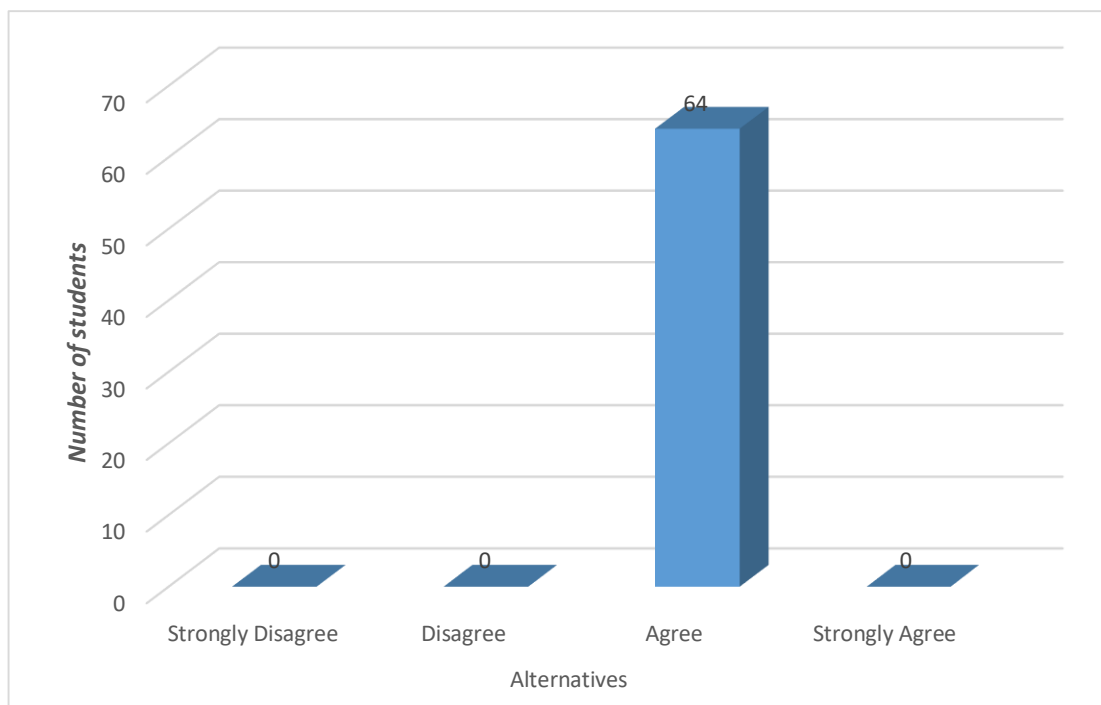


Graph 14 Problems in understanding a listening text
Adapted by. Aucapiña Sara, 2018

In this graph is shown the 64 students are agreed in this question, since they stop a listening text when they do not understand. It means that students do not continue listening to the audios dialogues. Furthermore, it can implied that texts are not according to students' level. Learning a language take a process, and the students need to practice constantly.

Question 7:

If I don't arrive at a total comprehension of an oral text in English, I feel disappointed.

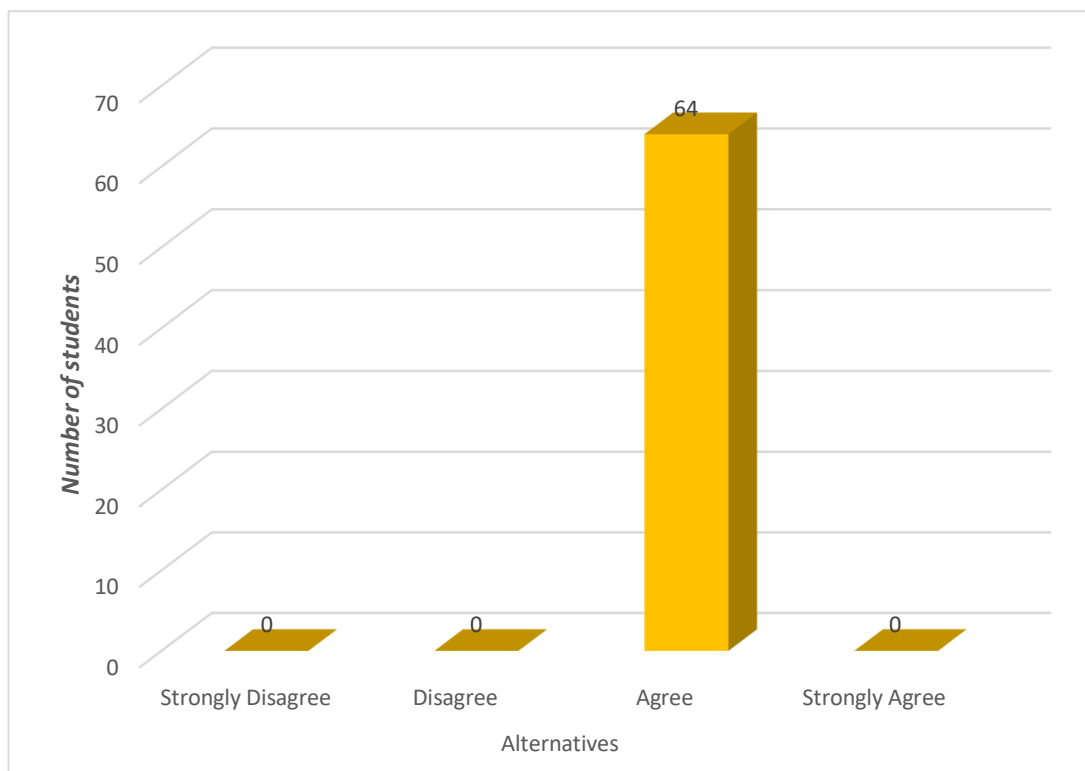


Graph 15 Misunderstanding in comprehension of an oral text in English
Adapted by. Aucapiña Sara, 2018

The statistics data show that 64 pupils (100%) selected “agree” in this questions. It can be shown that all students feel disappointed when they do not comprehend a listening text. It can be shown that this question is related to the previous question. It implies the students have problems with activities in listening comprehension.

Question 8:

I do not apply any strategy while listening, therefore I have problem to comprehend the listening text.

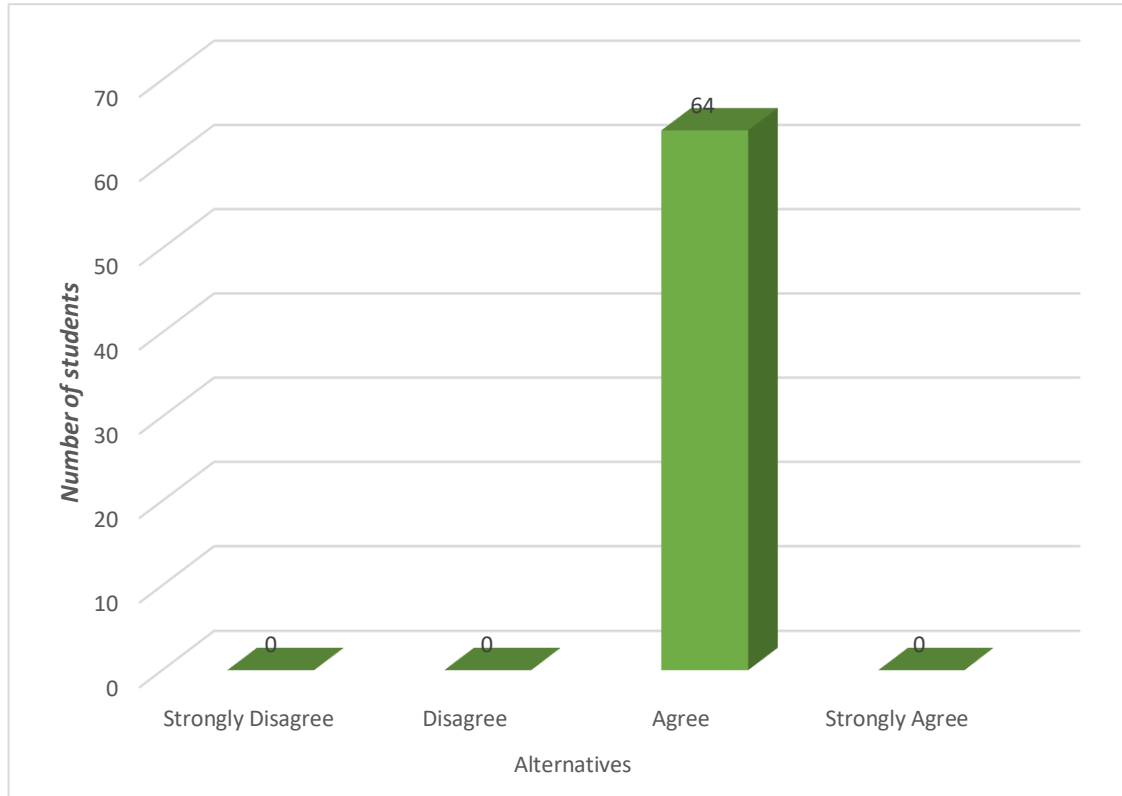


Graph 16 Strategy to use while listening
Adapted by. Aucapiña Sara, 2018

It can be seen in this graph the difficulty to use a listening strategy in classes. The whole class, 64 students, chose the alternative “agree”. It implies the difficulty that students have in listening comprehension workshop of using a good listening strategy. One strategy that pupils could use is note taking, however, they students do not know how to use it.

Question 9:

My listening comprehension is interfered when I listen to audio with unclear sounds.



Graph 17 Unclear sounds interfere in listening comprehension
Adapted by. Aucapiña Sara, 2018

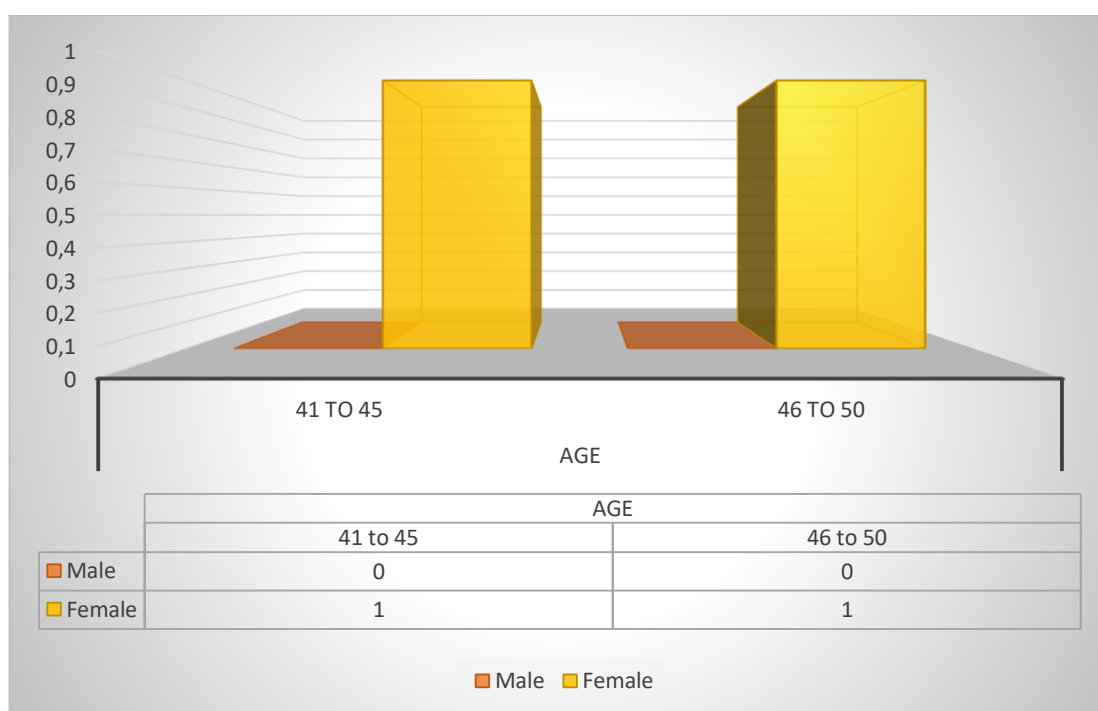
This graph shows the statistics data: 64 pupils (100%) said that they are agreed unclear sounds resulting from a poor-quality CD player interfere with their listening comprehension. Using CD player in a huge classroom is very difficult, since the sound is sometimes not heard clearly. Therefore, if the students are not being able to understand the main idea about the listening text, they cannot do comprehension activities indicated by the teacher.

5.2. Analysis of teachers' survey

Two English teachers from this secondary school were surveyed. This survey seeks to know the methodology applied by teachers in Listening comprehension workshops with students. The first three questions are related to the teacher's gender and years of experience in teaching. The remaining six questions are related to know what the teacher uses to English listening comprehension practices and his/her point of view about the implementation of technology in English classes.

Question 1:

Gender and Age

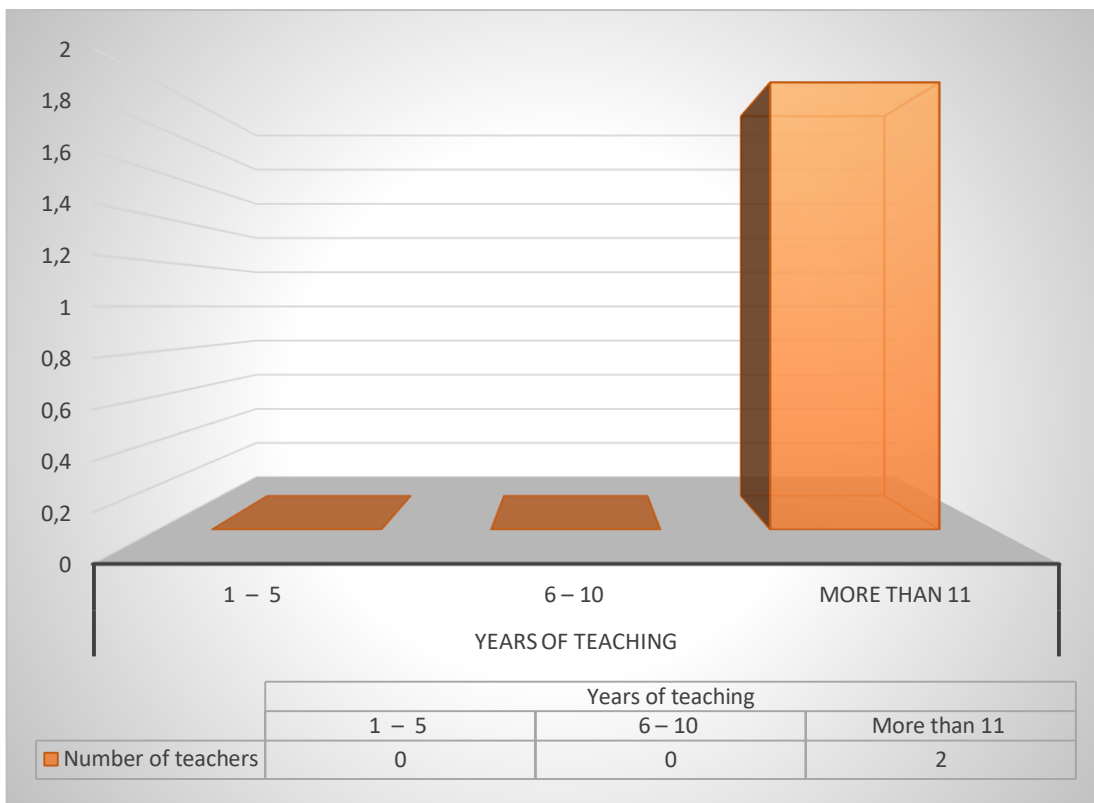


Graph 18. Teacher's genre and age
Adapted by. Aucapiña Sara, 2018

The total number of English teachers surveyed was two. It can be seen in this chart 2 English teachers (100%) are female and their age ranges are from 41 to 50. This graph shows the age of one of the teachers is between the ranges of 41 to 45; the other one is between the ranges of 46 to 50.

Question 2:

How long have you been teaching English?

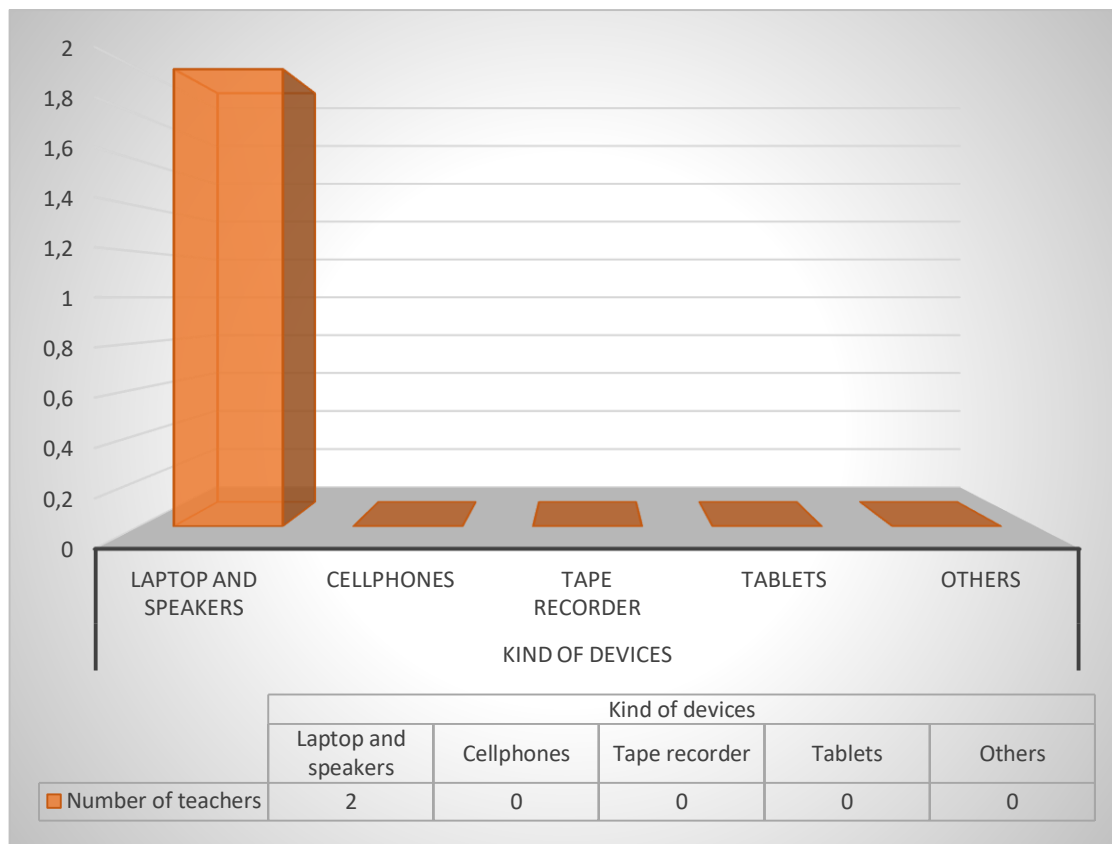


Graph 19. Teachers' years of teaching
Adapted by. Aucapiña Sara, 2018

This graph shows the years of teaching of both English teachers. The two schoolteachers have been teaching in this high school more than 11 years.

Question 3:

What kind of devices do you usually use?

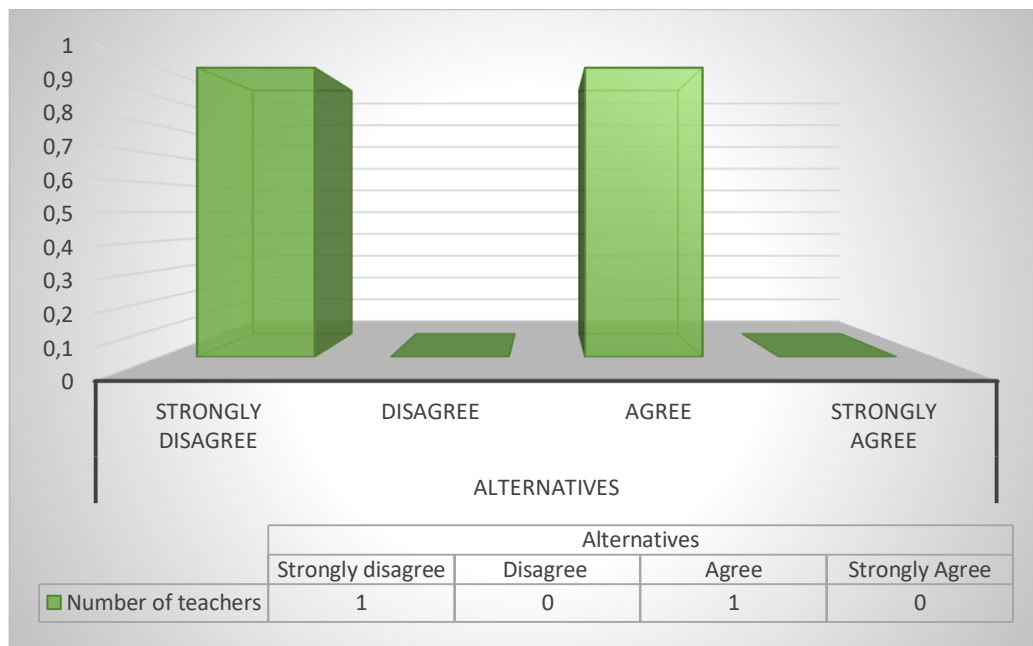


Graph 20. Types of devices
Adapted by. Aucapiña Sara, 2018

It can be shown in this graph that 2 English schoolteachers (100%) use laptops and speakers as tools for working listening comprehension activities. It can be inferred that both teachers do not apply other kinds of devices in their English classes.

Question 4:

Do you use technology to teach English listening?

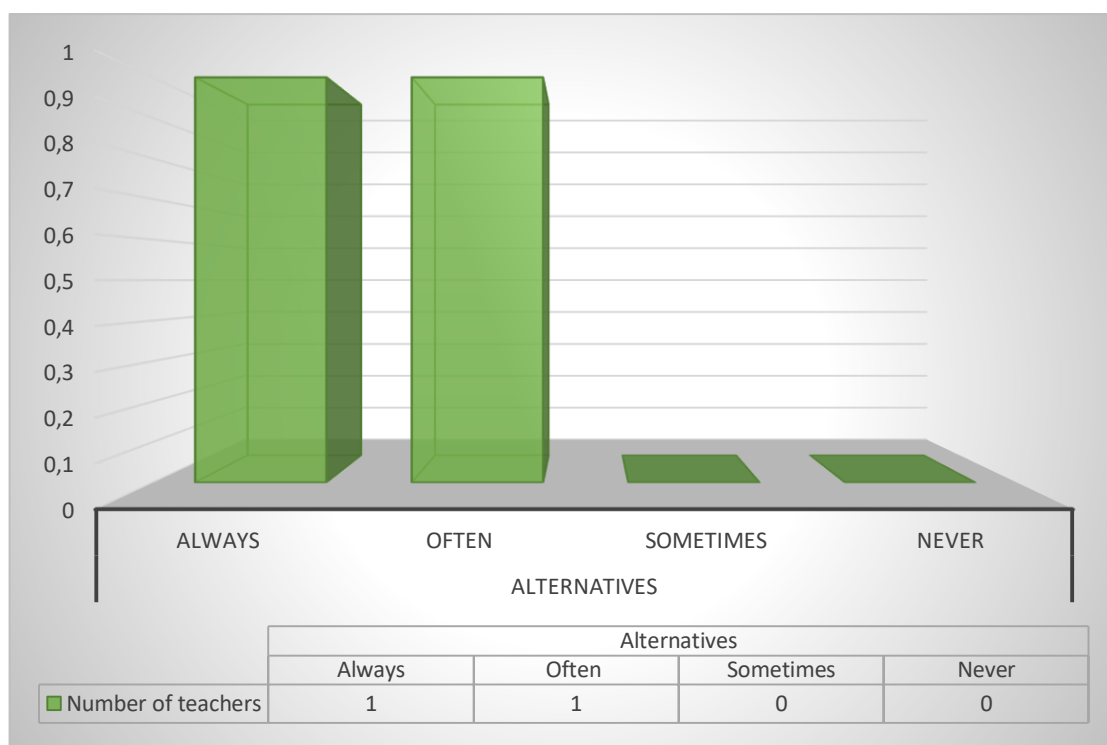


Graph 21. Technology is helpful for English listening
Adapted by. Aucapiña Sara, 2018

The statistics data show that 1 teacher (50%) is strongly disagreed and 1 teacher (50%) is agreed. It can be shown that one of the English teacher considers useful the implementation of technology for teaching English listening. However, the other does not think that.

Question 5:

Are your students encouraged when they practice Listening comprehension workshop?

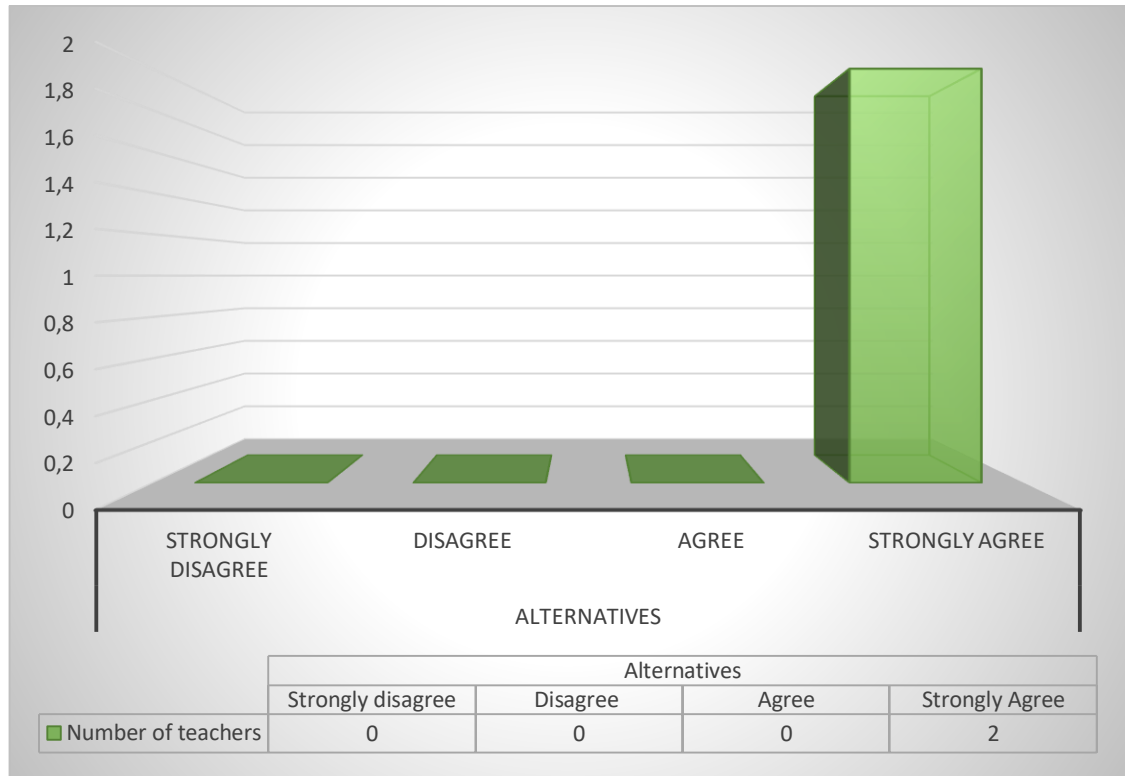


Graph 22. Teacher encourages students to practice Listening comprehension
Adapted by. Aucapiña Sara, 2018

The statistics data show that 1 teacher (50%) said that the answer “always” while 1 teacher (50%) chose “often”. It can be shown that one of the English teacher considers that her students are constantly encouraged when they are practicing listening comprehension workshop. However, the other teacher said that her pupils are many times on different occasions inspired when they are working on listening comprehension exercises.

Question 6:

Is the classroom size too large and some students have opportunities to participate in listening activities?

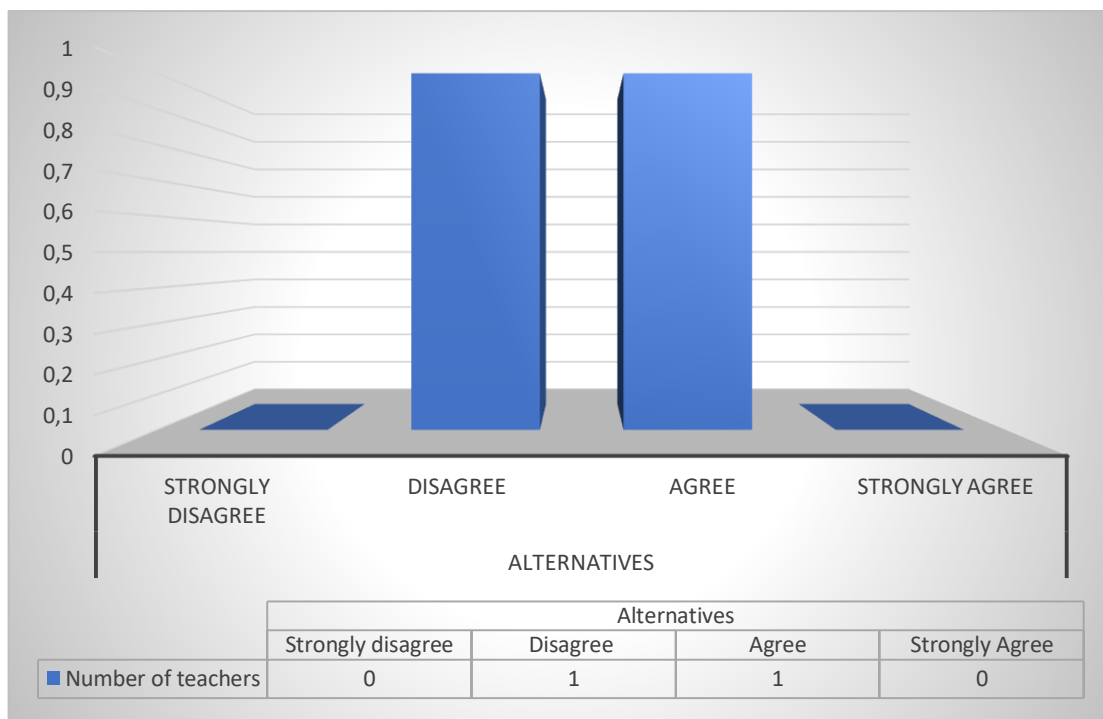


Graph 23. Classroom size
Adapted by. Aucapiña Sara, 2018

It can be seen in this graph both teachers (100%) agreed to indicate that they work with a large class and it is an issue because most of the students can participate in listening comprehension activities. This is a big problem in high school, for that reason it result a little difficult to work with all students.

Question 7:

Do you use English songs and listening games through technological tools to motivate the students?

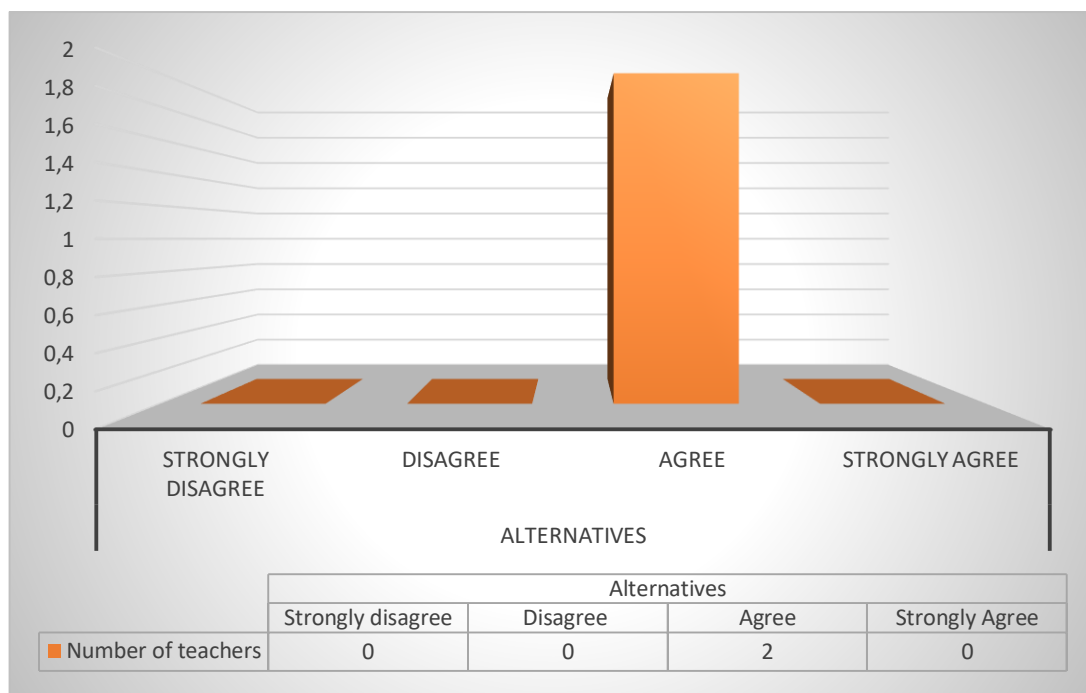


Graph 24. The implementation of technological tools to motivate the students
Adapted by. Aucapiña Sara, 2018

This graph shows the statistics data: 1 teacher (50%) agree and the other disagree. It means that one of both use English songs and listening games through technology for enhancing their students' learning in Listening comprehension. It is a motivated strategy, since the listening comprehension workshops should not be repetitive and traditional only listening to dialogues.

Question 8:

Is the time for listening activities limited?



Graph 25 Limited time
Adapted by. Aucapiña Sara, 2018

This graph shows that both teachers (100%) agree the time for listening activities is limited. In a public secondary school, teachers need to follow a schedule. Although they plan the activities, sometimes they cannot be accomplished due to limited time.

5.3. Analysis of teachers' interview

Two English teachers of this institution were interviewed. The questions that were used for the interview were designed with the objective of gathering the teacher's opinion about the resources applied during listening classes and the causes that interfere in the teaching and learning processes of this English language skill.

The first question was based on the importance of listening skills in which both English teachers agree that listening is a foremost skill in the English language because people need to understand and comprehend messages in order to communicate with other people. However, this ability is not efficiently developed since the students of Dr. Alfredo Baquerizo Moreno high school have a low level of listening comprehension. Furthermore, they also agree that it is difficult to constantly practice this ability because public schools do not have good tools or English labs.

The question focuses on the possible difficulties learners have to develop their listening ability. Both teachers agree that there shouldn't be any difficulties because the key for developing the listening skill is practice. Therefore, if students practice listening on their own through music or watching videos and movies in English, they will be able to improve their listening comprehension. Additionally, the two teachers said that mastering vocabulary, grammar, intonation, linking sounds, among others is required because when the learners listen to recordings, music or other types of audios, they need to understand the speech.

Concerning the questions related to the use of materials and technological tools in English listening comprehension workshops, teacher A said that works with the exercise from the textbook given by the Ministry of Education while teacher B indicated that she prefers to work with worksheets. Moreover, the technological tools implemented by both teachers are speakers and a laptop when carrying out English listening practices.

Regarding the English textbooks, there were some questions about the suitability of the teaching methods immersed in the exercise provided by the books mentioned. There were also other questions concerning the English

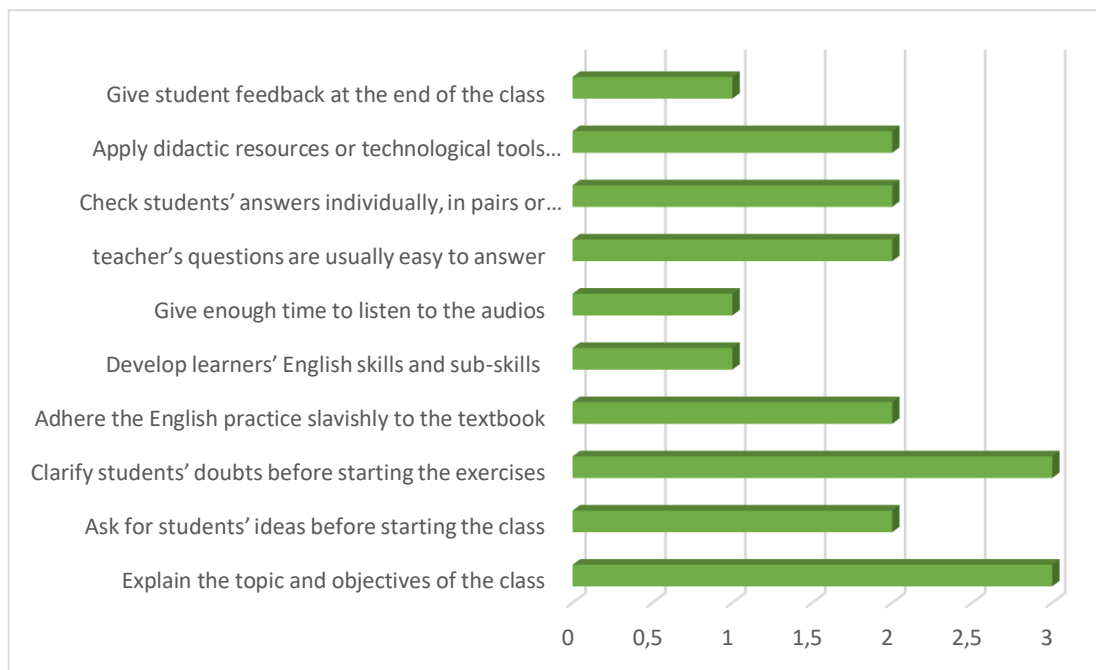
level the exercises have when students start to work on them. Therefore, the teachers' responses varied. Teacher A said that although the textbook covers all the English teaching methods, it is recommendable to apply the best ones according to students' needs, while teacher B mentioned that she does not agree.

Finally, there are some difficulties that teachers and students face in Listening comprehension practices. Both teachers said that the real problem relates to large classes, noisy environment, and the lack of technological resources. It means that in this secondary school there are from 40 to 55 students per class. Additionally, the noisy environment classrooms have is because the high school is located in a trafficked street. Thus, the classrooms are not well equipped for practicing Listening comprehension activities.

5.4. Analysis of Class Observation

The last instrument applied to collect data was a class observation. The English teacher who works with the second year baccalaureate students was observed. Furthermore, a rubric was used to gather information about her class.

The class observation rubric had 10 questions using a Likert scale with 4 options: 1 (need to improve), 2 (good), 3 (very good) and 4 (excellent). The main objective is to know the teacher's performance in the classroom and the students' needs during the listening section..



Graph 26. Class Observation
Adapted by. Aucapiña Sara, 2018

The class observation took place in Dr. Alfredo Baquerizo Moreno secondary school on January 16th, 2018 in the afternoon session. The schedule was from 13h50 to 15h10 (40 minutes per hour class) and the course was for 64 second year technical baccalaureate students.

In general aspects, it was observed that the teacher started the class by greeting the students first. After that, the teacher asked the students to open their textbooks and read the title of the lesson. Then, she asked the learners for ideas about what they were going to view in the lesson. It was also observed that the classroom environment was noisy, since that day there was an activity in the school yard interfering with the teacher's class due to the high volume used in the activity mentioned.

However, the teacher continued with her class although it was difficult for the pupils to pay attention to her because of the noise. Therefore, it was seen that the classrooms are not well-equipped for working on listening comprehension activities. The teacher worked with a laptop and speakers to listen to the audios in order to do listening activities from the textbook. She did not apply extra activities for listening comprehension workshop. The audio was played only once.

Additionally, it was observed that the students limited themselves to only listen. This, apparently shows that they are not developing strategies for listening skill. Nor was the teacher heard or seen asking the students to take notes while they listened to the recordings. This is a disadvantage for students when it comes to improving their English language learning. The students did not seem encouraged. Although the teacher asked easy questions about what they had listened, the students did not want to participate. It was also observed that the teacher chose some students to check their answers (individually and in pairs).

The class was over and the teacher did not give students feedback. This is a serious obstacle in English language learning because feedback is a fundamental factor for effective learning. Finally, the lack of technological resource was also verified. This represents a great disadvantage for students to practice and enhance their listening comprehension.

5.5. RESULTS ANALYSIS

After the analysis of the data gathered from each instrument, lots of issues appeared regarding factors that prevent an effective development of the listening skill in the English language in students of second year technical baccalaureate. Through the information collected from the surveys, interviews and class observation, it was seen that teachers do not have the required tools to practice listening. In addition, the lack of pedagogy in their methodology carried out in their classes is also evidenced. It is seen that the teachers do not apply an effective method in the English language learning.

On the other hand, the educational institution where this study was conducted was a public high school. This type of institution does not have English laboratories nor materials for working on listening exercises. The unique electronic devices that the teacher uses in class are a laptop and speakers. Furthermore, it was observed that the teacher does not use extra material to work on listening exercises and the students only do the exercises from the textbook. Moreover, the students do not apply listening strategies when they are listening audios. Therefore, students' learning is not enhanced. Listening is a foremost skill in the English language because it is the basis for the other

skills, since learners do not comprehend what they listen, they cannot communicate correctly.

Chapter 6

Conclusions and Recommendations

5.1. Conclusions

After the results obtained through the application of the instruments of data collection (students' surveys, teachers' surveys and interviews and observation class rubric), it could be concluded that:

- The analysis showed that the teachers do not apply a variety of materials to practice and work on student listening skills. The teachers only follow the English textbook doing the exercises with the students. Furthermore, the pupils do not have the opportunity to use other types of audio sources to develop their listening comprehension. They listen to audios and sometimes the teacher reads the tape scripts out loud to work listening exercises.
- Classrooms are not properly suited to practice listening exercises. In addition, the environment in the whole high school is noisy. The learners receive English in ordinary classrooms because there is no well-equipped English laboratory to practice in.
- Some English teachers do not apply useful technological tools for their classes. They do not know how to manage practical apps and programs to improve the English language learning furthermore, they are not trained in the use of technology for bilingual educational practices, since they still continue using the traditional method of reading loud the audio transcripts

5.2. Recommendations

Based on the conclusions mentioned, the following is recommended:

- Teachers should implement other resources that allow students to develop English language skills, especially the Listening skill, since it is the foundation needed for students to communicate. It is recommended that the teachers search for extra material for their students on the internet. Furthermore, the implementation of other types of audio sources is also important.

- Due to the difficulty to practice listening inside the classroom, the teachers could use applications for listening comprehension that students can install on their mobile devices. Therefore, pupils can practice and strengthen their listening skills by using audios, music, among others; at anytime and anywhere.

Chapter 7

Proposal

Design of interactive listening workshops – articulating a social media network in ELT for listening comprehension workshops carried out by high school students at Dr. Alfredo Baquerizo Moreno public secondary school, scholastic period 2017 – 2018.

7.1. Introduction

With the gathered results in the data analysis, it is necessary to apply an interactive tool to strengthen learners' listening comprehension of senior year students at the Dr. Alfredo Baquerizo Moreno Public High School. For this study, the use of podcasts through a YouTube channel and WhatsApp is suggested. The implementation of podcasts through a social network seeks to engage and encourage students to listen anywhere and anytime. In addition, this proposal will provide a technological and interactive tool for reinforcing listening comprehension workshops in students of second year technical baccalaureate.

The educational institution does not have a well-equipped English laboratory; however it has been known that the learners carry smartphones to school. Therefore, the English teacher can use these mobile devices for the benefit of the students when practicing English language learning, using podcasts, a social network (specifically YouTube) and WhatsApp, inside the classroom in an easy and fast way.

The proposal was designed by the integration of the following software:

Tools used by students	Tool	Description of the tool
	YouTube	To watch video-podcasts about interesting topics according to their English level

	WhatsApp	To share links to the students for downloading podcasts and worksheets.
	Mp3 player	To play and to listen to podcast.
	Mp4 player	To play and to watch video-podcast.
	Internet	To connect to social networks and work listening comprehension activities.
	Mobile devices	To work listening comprehension workshop inside the classroom.

Tools used by teachers	Gmail account	A requirement to work in different programs
	Google drive	To share listening comprehension activities to the students
	YouTube	To upload video-podcasts and share links to download activities.
	Mp3 converter	To convert video-podcast to podcast.
	PowerPoint	To create video-podcast for the students
	WhatsApp	To share podcasts and worksheets.
	Word	To create listening comprehension activities about podcasts.
	Adobe reader	To create pdf file about listening activities
	Web programming code	To create link to share downloadable podcasts, video-podcasts and worksheets.

7.2. Justification

Nowadays, technology is evolving in different areas and also engaging people in the virtual world. For that reason, it is considered a great opportunity to implement technology in education through the use of social networks and podcasts inside the classroom to enhance the students' issues presented in listening skill. The teenagers of this century are considered digital natives because they have been born in this current digital era. Therefore, the proposal is focused on improving the deficiencies presented in students' listening skills in the English language. Through this proposal, the students will have the opportunity to practice and develop this skill little by little using podcasts inside or outside the classroom. This research

This project seeks a change in the English language teaching, through the implementation of new technological tools to improve students' English listening at Dr. Alfredo Baquerizo Moreno public secondary school. Sabouri & Gilakjani (2016) suggests "The implementation of authentic materials in order to the students understand better the natural speech uttered by native speakers through radio news, podcasts, among others. It helps them to create and reinforce a good habit of listening by themselves" (p. 128). The development of this proposal search the teachers apply useful and authentic materials in benefit of students to overcome their listening comprehension problems.

7.3. General Objective

To design an applicable structure of digital portable audios in ELT for students in listening comprehension workshops at Dr. Alfredo Baquerizo Moreno public high school.

7.4. Specific Objective:

- To formulate new listening comprehension material for the development of digital portable audios.
- To apply on-line technological tools and distribute material for listening comprehension practices.

- To implement a social media network to enhance links between the teacher and the students.

7.5. Students' technological resources

Mobile devices

The teacher can use mobile devices with the students for English classes specifically in listening practices. Mobile devices could be used as technological tools if the teacher plans it correctly (See Appendix 5). The use of smartphones for listening comprehension practices could be a good strategy and allows the teacher to implement a small laboratory inside the classroom. Students will be able to work comfortably without interruption and listen to podcasts as many times as they need. Furthermore, the students will use their own headphones concentrating on what they have to listen.



YouTube Channel

It is known that YouTube channel is a social network used by people to listen to music or to watch videos. However, this social network can be used in education with the purpose of teaching and learning interesting contents in a dynamic way. According to Watkins & Wilkins (2011) "Youtube is a valid resource for teachers seeking to enhance their lessons with lively, topical content for the EFL and SLA community" (p. 118).

The proposal is based on the creation of a Youtube Channel where the students can watch and listen to video podcasts created by an English teacher. The students can access this channel using their mobile devices (Smartphones) during the Listening comprehension workshops. The name of the Youtube channel is "Improving your English listening". Furthermore, this proposal seeks to engage students, having them learn in a fun way, by using a well-known social network like Youtube.

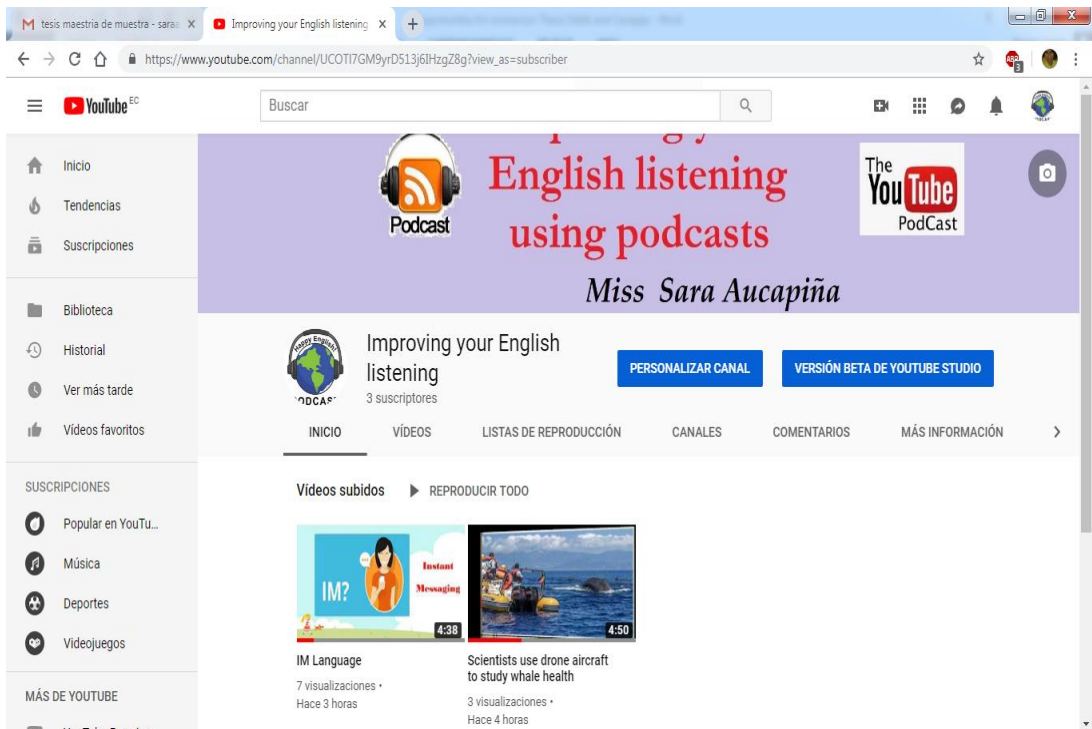


Image 1. YouTube channel

Each video-podcast comes with a brief description and two links to access and download the worksheet and audio podcast.

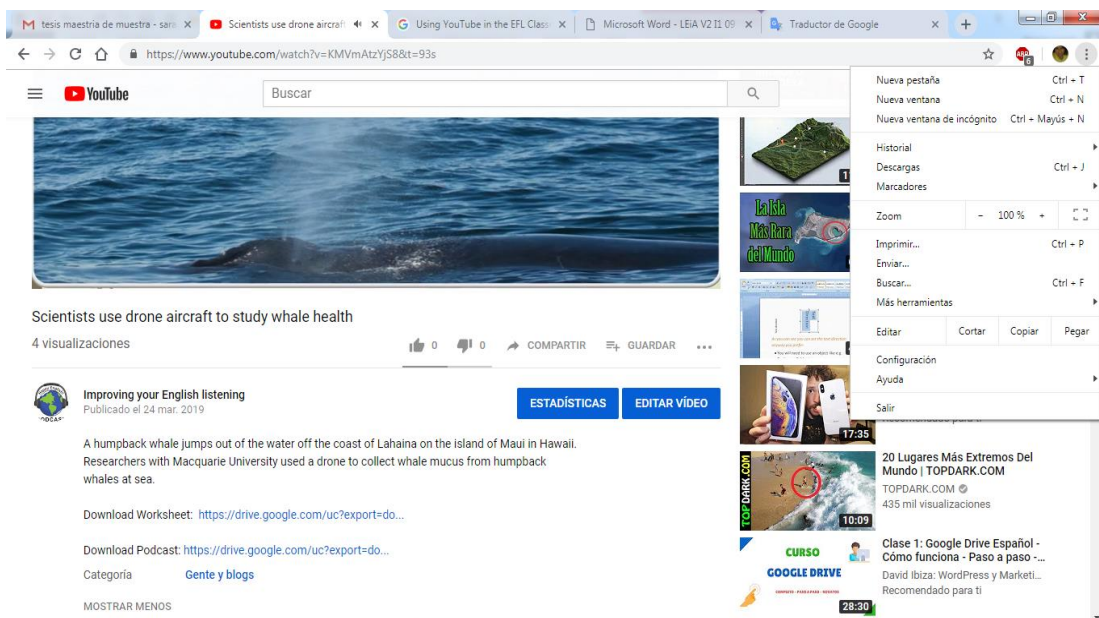


Image 2. Links to download worksheet and audio podcast.

Watkins & Wilkins (2011, p. 117) highlight that “YouTube is an ideal vehicle to teach World English and expose students to a variety of English dialects”. Thus, the students will have the opportunity to listen to different English

dialects through the videos. The video-podcasts were created using a teacher's voice and a native speaker's voice.

WhatsApp

WhatsApp is a useful APP for keeping people communicated among them. All smartphones have this mobile app installed, thus, the teacher can apply it to communicate with their students, sharing useful information for English language learning. First of all, the teacher needs to have students' cellphone numbers in order to create a group in WhatsApp.

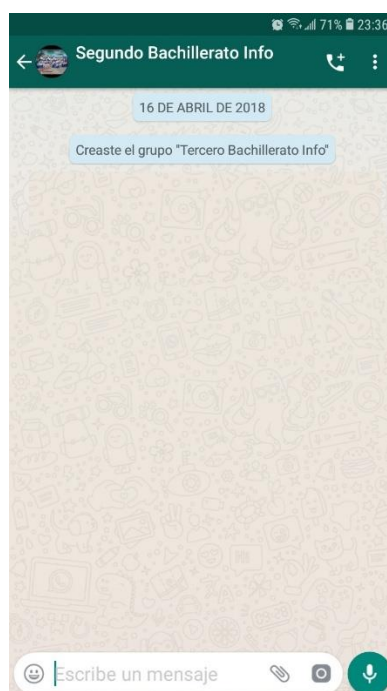


Image 3. WhatsApp group

The teacher can share the links of audio-podcasts that the students can download and practice anywhere and anytime. Furthermore, links of worksheets or homework, that pupils have to work on, inside or outside the classroom, can be shared.

7.6. Programs used to develop the proposal

Google Drive

This is an application in which users can store information online and free, such as, images, videos, audios, among others. The storage of this tool is 15 Gigabytes. For the proposal, this application was used in order to create a

folder that contains the files that the students need to download in order to work on listening comprehension workshops. The name of this folder is "PODCASTS". It is suggested to have all the files that will be used in class well organized. The two folders created for storing all the podcast files can be seen, according to the topics that the teacher will go through in the class.

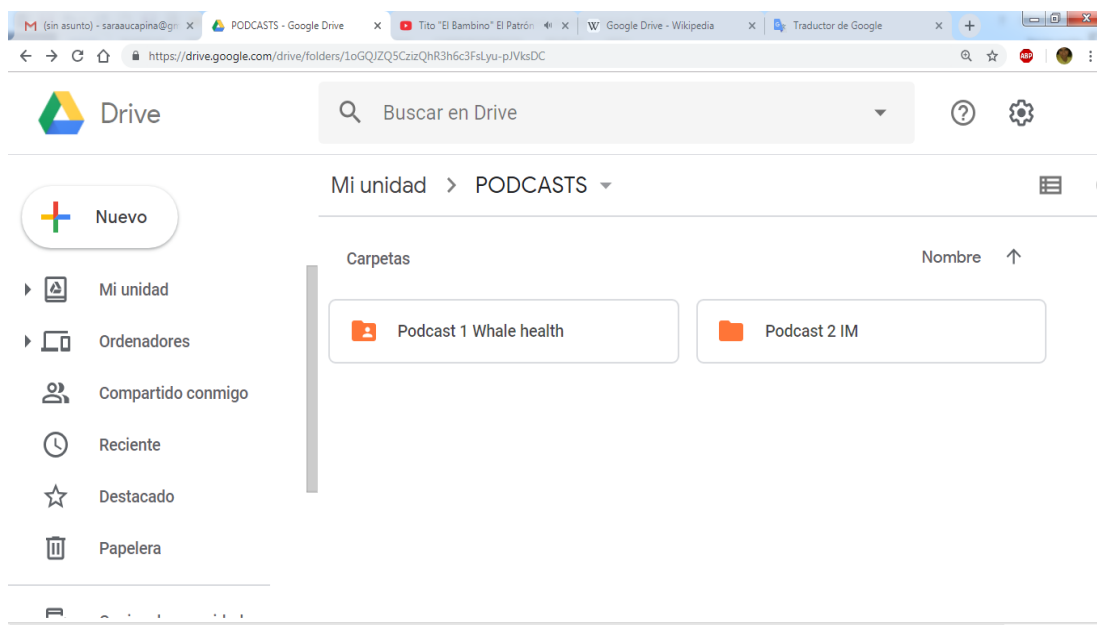


Image 4. Google Drive file storage

There are the two files stored (worksheet and audio-podcast) inside of each folder. The teacher has to create links for students, so that they can download these files on their smartphones.

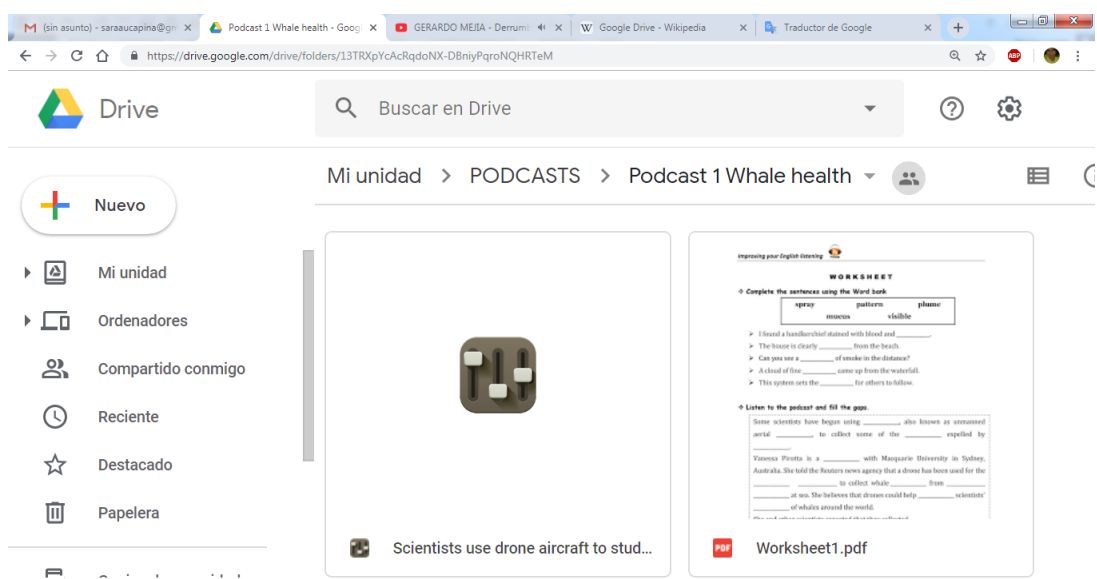


Image 5. Files of Podcast folder

PDF

A worksheet was designed in Microsoft word and was converted to PDF by the teacher. This worksheet has different exercises based on the podcasts. The students can work on the exercises while they are listening to the podcast. The listening activities are divided in the three listening stages: Pre-Listening, While Listening and Post-Listening.

Pre-Listening activities

There are different activities like: to look the pictures and describe them, to discuss, among others. These exercises try to active students' prior knowledge

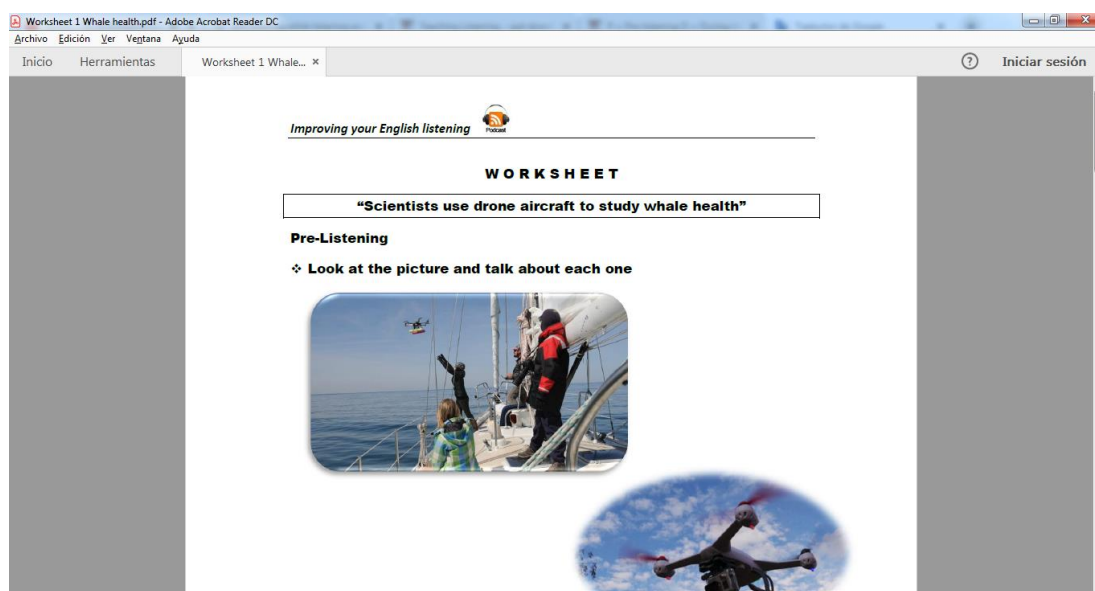


Image 6. Pre Listening activities

While Listening activities

The students need to pay attention to the podcasts in order to do the activities while they listening. For some teachers, this stage results difficult since the students do not quickly understand what they are listening.

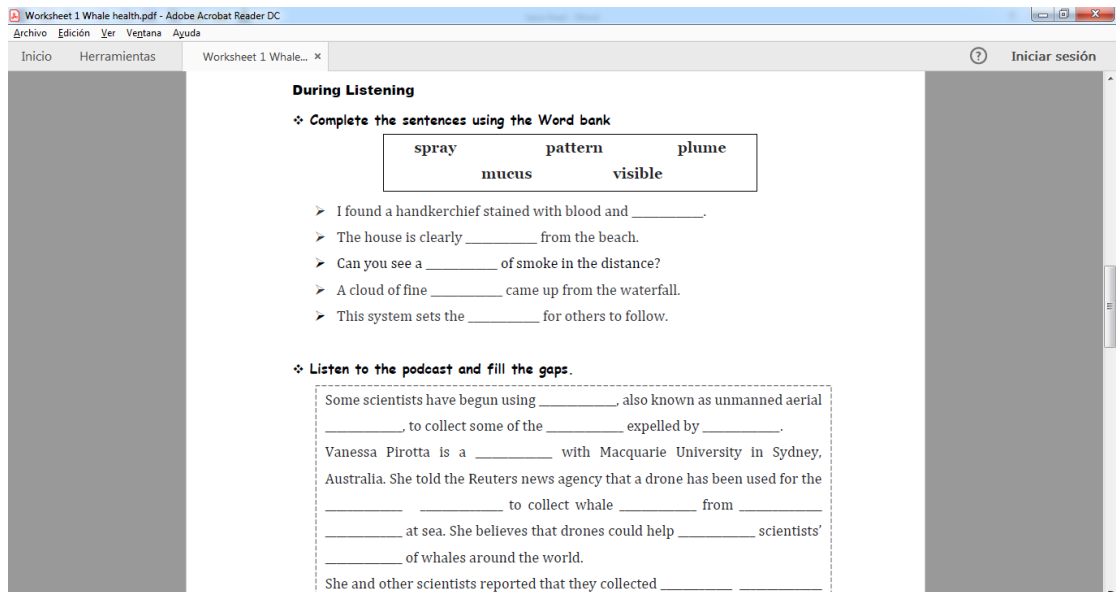


Image 7. While Listening activities

Post Listening activities

In this section, the students have to do some activities in order to demonstrate their comprehension about what they listened. The activities were designed to work in pairs or groups.

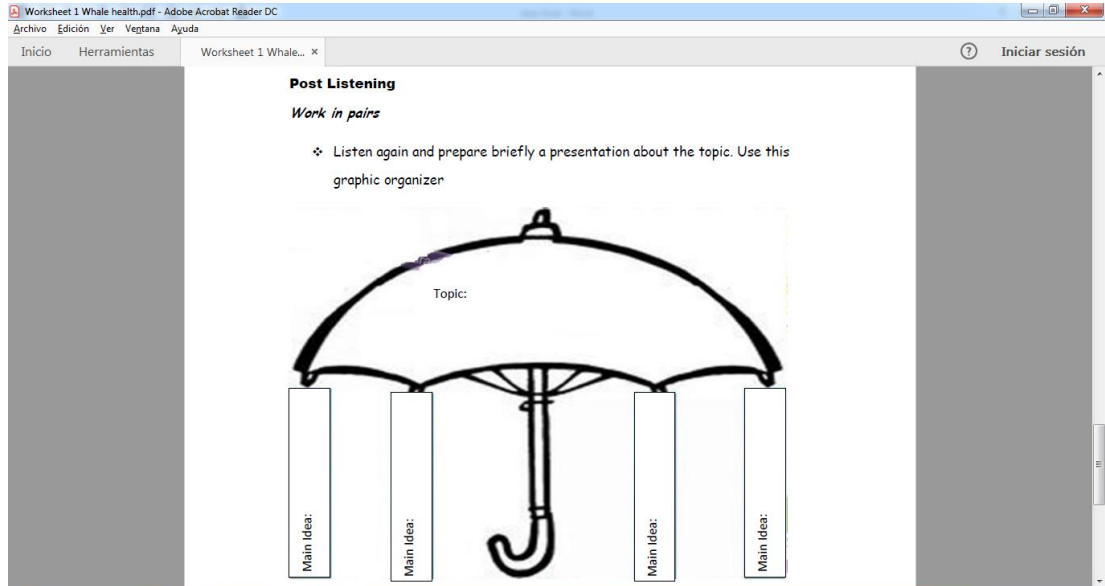


Image 8. Post Listening activities

Depending on the teacher's course planning (See Appendix 5) this can be inside the class or maybe sent as homework. In this case, this worksheet has activities that the students have to work on, alone and in pairs.

7.7. Proposal Assessment

Student Impact: This proposal seeks to motivate and engage students in their English language learning. This proposal can be implemented by teachers inside or outside the classroom. It will be required to evaluate the effectiveness of the proposal through academic reports at the end of each quimestre.

Financial Budget: This cost of the implementation of this proposal is completely free. The students should only have the apps “WhatsApp”, since teachers will send podcasts and worksheets through this application. Furthermore, the students can access internet through the internet Wi-Fi offered by the major of Guayaquil

7.8. Sample Plan

Unidad Educativa Fiscal Dr. Alfredo Baquerizo Moreno
School year 2018 – 2020

Lesson Plan

Teacher’s name: Sara Aucapiña Sandoval

Course: Second year technical baccalaureate.

Book: English textbook B1.1

General Objective: Students will be able to describe tech habit and wishes

Unit (Textbook)	Time	Activity	Resources
Unit 1. A Tech- world Lesson 1 I wish I had one	Week 1 Thursday Two hours’ classes	Listening section <u>Podcast 1: “Whale health”.</u> a) Listen to the audio-podcast b) Do the worksheet activities ➤ Complete the sentences using the Word bank ➤ Listen to the podcast and fill the gaps. ➤ <i>Work in pairs</i>	Smartphones Worksheet Headphones Board Markers Internet

	<p>Week 2 Wednesday Two hours classes</p>	<p>Listen again and prepare briefly a presentation about the topic. Use this graphic organizer</p> <p><u>Podcast 2: "IM Language"</u></p> <p>a) Watch to the video-podcast on YouTube channel</p> <p>b) Do the worksheet activities</p> <ul style="list-style-type: none"> ➤ Read the definition and circle the correct word. ➤ Listen to the podcast again and choose the correct answer. ➤ Match texting abbreviations 	<p>Smartphones</p> <p>Worksheet</p> <p>Headphones</p> <p>Board</p> <p>Markers</p> <p>Internet</p>
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7.9. Conclusions

The following conclusions are based on the information gathered:

- ❖ The technological proposal mentioned in this thesis is one that used tools that are already in hand and ready to use.
- ❖ Most of the resources mentioned are virtual and are always available for any student and teacher to use. It will be easy to access to the YouTube channel inclusive to the links to download the podcasts and worksheets

7.10. Recommendations

The recommendations are:

- ❖ Teacher should look for training courses in the use of technological tools for ELT specially focused on listening comprehension practices.
- ❖ The teacher has to start developing video-podcasts with current topics according to the interest of students in order to encourage them to practice and to strengthen their understanding in English listening comprehension. Managing a YouTube channel is essential when trying to apply the proposal mentioned in this study. The podcasts uploaded

to the YouTube channel have to be related to different, current and flexible topics, this could encourage them to consume podcasts for listen comprehension practices, outside the classroom.

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APPENDIXES

APPENDIX 1

STUDENTS' QUESTIONNAIRE

This survey aims to know the equipment and materials used in ELT for Listening comprehension.

- 1) MALE FEMALE AGE: _____
- 2) What didactic materials does your teacher use for Listening comprehension activities?
 Textbooks Worksheets Notebooks Others
- 3) What types of audio sources does your teacher use for practicing Listening comprehension workshops?
 4) Teacher's voice Audio dialogues Video, Music
 Online radio talk show Others
- 5) What types of technological devices are applied for Listening comprehension workshop?
 Cellphones Laptops and speakers Projector
 Tablets None

	Strongly disagree	Disagree	Agree	Strong Agree
6) The listening comprehension material makes the language more meaningful.				
7) The tasks and activities are interesting in the Listening comprehension workshop				
8) Using Listening material enhance my motivation in learning English				
9) Classrooms are well equipped with technology resources/devices for listening comprehension workshops				

APPENDIX 2

STUDENTS' QUESTIONNAIRE

This survey aims to know the development of Listening comprehension workshops in your high school.

MALE

FEMALE

AGE: _____

	Strongly disagree	Disagree	Agree	Strongly Agree
1. Your teacher gives instructions before starting Listening comprehension activities				
2. Seeing images help me to have an idea about the listening text that I am going to listen to.				
3. I can remember easily words or phrases on listening audios.				
4. I have no trouble concentrating on listening text.				
5. I find it difficult to understand well when speakers speak too fast.				
6. When I do not understand a listening text, I do not prefer to continue listening to it.				
7. If I don't arrive at a total comprehension of an oral text, I feel disappointed.				
8. I do not apply any strategy while listening, therefore I have problem to comprehend the listening text.				
9. My listening comprehension is interfered when I listen to audio with unclear sounds				

APPENDIX 3

TEACHERS' QUESTIONNAIRE

OBJECTIVE: To know the methodology applied in Listening comprehension workshops. Tick (x) in the answers that you consider relevant.

- 1) Male Female Age
- 2) How long have you been teaching English?
- 3) Do you use technology to teach Listening comprehension?
- 4) What kind of devices do you usually use?
- Laptop and speakers
- Cellphones
- Tablets
- Others
- 5) Are your students encouraged when they practice Listening comprehension workshop?
- 6) Is the classroom size too large and some students have opportunities to participate in listening activities?
- 7) Do you use English songs and listening games through technological tools to motivate the students?
- 8) Is the time for listening activities limited?

APPENDIX 4

TEACHERS' INTERVIEW

- 1) Do you consider Listening and important skill? Why?
- 2) How is the listening comprehension in your students?
- 3) What do you think about the level of the listening presented in the textbooks?
- 4) Do you consider that textbooks material provide enough listening exercises? Why?
- 5) Do you think that the listening exercises in ELT books cover all the teaching methods that are necessary to apply in student listening practices? Why?
- 6) Which materials or tools do you use when teaching listening?
- 7) What type of technological devices do you use for Listening comprehension workshop? Why?
- 8) What are the difficulties which faced by the students in Listening comprehension?
- 9) Do you think it is hard for your students to learn listening? Why?
- 10) Do you consider that the role of the vocabulary and grammar is helpful for listening comprehension?

APPENDIX 5

SAMPLE PLAN

Unidad Educativa Fiscal
Dr. Alfredo Baquerizo Moreno
School year 2017 – 2018

Lesson Plan

Course: Second year technical baccalaureate.

Book: English textbook B1.1

Unit (Textbook)	General Objective	Time	Activity	Resources
Unit 1. A Tech- world Lesson 1 I wish I had one	Students will be able to describe tech habit and wishes	Week 1 Thursday Two hours classes	Listening section <u>Podcast 1: "Whale health".</u> c) Listen to the audio-podcast d) Do the worksheet activities ➤ Complete the sentences using the Word bank ➤ Listen to the podcast and fill the gaps. ➤ <i>Work in pairs</i> Listen again and prepare briefly a presentation about the topic. Use this graphic organizer	Smartphones Worksheet Headphones Board Markers Internet
		Week 2 Wednesday Two hours classes	<u>Podcast 2: "IM Language"</u> c) Watch to the video-podcast on YouTube channel d) Do the worksheet activities ➤ Read the definition and circle the correct word.	Smartphones Worksheet Headphones Board Markers Internet

			<ul style="list-style-type: none">➤ Listen to the podcast again and choose the correct answer.➤ Match texting abbreviations	
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DECLARACIÓN Y AUTORIZACIÓN

Yo, **Aucapiña Sandoval Sara Esther**, con C.C: # **0918169848** autor/a del trabajo de titulación: **Analyses of EFL listening strategies for listening comprehension applied on baccalaureate students at the Dr. Alfredo Baquerizo Moreno Public High School, scholastic period 2018 – 2020** previo a la obtención del título de **Master en Enseñanza del Inglés como Lengua Extranjera** en la Universidad Católica de Santiago de Guayaquil.

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RESUMEN/ABSTRACT:	<p>Listening comprehension of students of second year technical baccalaureate in Dr. Alfredo Baquerizo Moreno public secondary school in the city of Guayaquil is analyzed according to EFL technological strategies. An examination was carried out, about how technology currently offers a range of applications that allows the improvement of English language learning. The approach applied was a “basic research” one, to identify the problem in the academic institution mentioned. The instruments applied for this study were surveys and interviews to gather information about the teaching methods applied by the teacher in listening practices, and the resources and materials used to work in English classes. This study proposes the implementation of technology through the use of a social network (YouTube) allowing the learners to work on English listening comprehension workshops on-line & off-line, in a dynamic way, by using mobile devices.</p>		
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