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DE GUAYAQUIL
FACULTAD DE EDUCACIÓN
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**PROYECTO DE INVESTIGACIÓN
PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN LENGUA INGLESA: MENCIÓN EN
ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS
EDUCATIVOS EN TEFL**

TITLE

**TECHNOLOGY-BASED TEACHING STRATEGIES AND
LISTENING SKILL OF THIRD GRADE EGB STUDENTS AT
UNIDAD EDUCATIVA BILINGÜE LA INMACULADA, SCHOOL
YEAR 2020-2021**

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RESUMEN: English language is considered the world language as communication depends on it. For this reason, the development of the listening skill is crucial for an effective communication. This study covers the use of technology to improve the listening skills in students. Its broad objective was to establish the influence of Technology-Based Teaching Strategies on the Listening Skill of Third Grade Students. To reach this objective, it was necessary identifying the most important theoretical foundations that support the technology-based teaching strategies and the listening skills, as well as determining the way in which technology-based teaching strategies help students enhance the listening skill. This research work uses the inductive and deductive methods to get information and build conclusions about the object	

of the study. It is also a descriptive and a field study because it details all the characteristics, qualities and aspects that are part of the problem, and collect data to be processed and analyzed. The research techniques and tools applied were the survey and the questionnaire as a tool, the interview and the interview guide as a tool, and the test, with the pre and posttests as tools. The population considered in this research work were 4 English teachers, 25 students and the school Principal. The sample represented the 100% of the population. The results obtained allowed to conclude that Technology-Based Teaching Strategies influence positively on the Listening Skill of Third Grade EGB at Unidad Educativa Bilingüe La Inmaculada, school year 2020-2021.

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DEDICATION

We dedicate this work primarily to God, for being our creator and for helping us achieve this great goal of our life. In addition, offering me his protection, seen he was there for me every second, to listen to my anguish and fill me with courage and strength.

Tanya Isabel Jalón León

Kimberlyn Roxana Quezada Veloz

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INTRODUCTION

In this modern world, it is essential to understand educational technology as a tool and a benefit for teaching that together with content of quality and good educators, improves knowledge acquisition and makes students go even further in their learning (Velton, 2017). Nowadays, young people are believed to belong to a digital native generation, that is, the kind of people that was born after the internet was invented. For this reason, technology incorporation into the classroom improves efficiency and increases productivity in students (Duarte, 2020). This research is of great relevance as it highlights the most important theoretical references and applies research tools to establish the influence of Technology-Based Teaching Strategies to enhance the Listening Skill of Third Grade EGB at Unidad Educativa Bilingüe La Inmaculada, school year 2020-2021.

Chapter I of this research work includes the subject matter, the background of the problem, the statement and systematization of the problem, as well as the broad and specific objectives, which are aimed to establish the influence of Technology-Based Teaching Strategies on the Listening Skill of Third Grade EGB Students at Unidad Educativa Bilingüe La Inmaculada, school year 2020-2021. To reach this goal, the study identifies the most important theoretical foundations that support the research variables and determines how use of technology-based teaching strategies help students enhance the listening skill. The rationale of the study that is also included in this chapter emphasizes the importance and social relevance the research has. Finally, in this section the beneficiaries and the impact of the proposal are described.

Chapter II of the study defines the Theoretical Framework, which includes important theories that validate the current work. In addition, definitions for the main concepts found along the document are included, plus the Legal Framework, which summarizes the main laws or official regulations regarding Education and related to the English language teaching.

Chapter III details important facts about the Research Methodology. It includes the research type and approach, the techniques and tools used to collect the information needed to achieve the objectives, as well as the population and sample. Then, the results from data processed are discussed.

Chapter IV includes the proposal, which is aimed to solve the main problem of the study, which is based on appropriate teaching strategies to improve the listening skills in students of Third grade EGB at Unidad Educativa Bilingüe La Inmaculada. Finally, after the description of the proposal, conclusions and recommendations are built.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Title

Technology-Based Teaching Strategies and Listening Skill of Third Grade EGB Students at Unidad Educativa Bilingüe La Inmaculada, school year 2020-2021.

1.2. Background of the problem

English language is by far the target or world language because global communication depends on it. Currently, learning this foreign language is a necessity, especially for business and education. Decoding a message is then, an especially important purpose, so the development of the listening skill is essential. Even though speaking is considered the most important skill when learning a foreign language, it cannot be denied that understanding the content of a message is also crucial and indispensable. In this sense, listening is a crucial skill for an effective communication.

In this modern world, it is essential to understand educational technology as a tool and a benefit for teaching that together with content of quality and good educators, improves knowledge acquisition and makes students go even further in their learning (Velton, 2017). Nowadays, young people are believed to belong to a digital native generation. To this generation belong people that was born after the internet was invented. For this reason, technology incorporation into the classroom motivates them and helps them improve their efficiency and increases their productivity (Duarte, 2020).

According to Escobar, et. al (2018), educational processes imply a shift in the way people think and learn in the information society, which is also called the knowledge society. According to the authors, current times have also determined the way teachers teach, because demands and needs in education are very different from those of a few years ago, given the incorporation of new technologies especially in the educational field. Authors also affirm that technology is a tool that favors the development of abilities and skills in students.

The English standards were launch by the Ecuadorian Ministry of Education, explaining five domains to be develop in English language teaching and learning. The domains refer to structure and communication, as well as language acquisition and the ability to decode a message. Students are required to reach a good level performance in this skill at the end of

each educational level (Ministerio de Educación, 2012). However, according to Education First (EF) report about the way and the places around the world where proficiency is developed, Ecuador English language proficiency has reached a very low rate, ranking 93rd out of 100 countries surveyed. The EF English Proficiency Index 2020 measures the English skills of 100 countries and regions worldwide and affirms that nowadays there is a strong impact of the English language: the more people use it, the more useful it is (EF, 2020).

Unidad Educativa Bilingüe La Inmaculada is a private institution located in Guayaquil, that offers medium education. The high school includes an important load of English hours in the curriculum giving students an education according to the standards. In Third Grade A, there are 25 students, and it was perceived some problems in their listening decoding performance, which caused poor oral communication. Students showed difficulties to decode a message and could not establish an acceptable communication in English. Some possible causes for this problem, would be the application of traditional strategies to develop listening skills, insufficient resources in the classroom, inadequate teachers' digital competences, or lack of training in technology. The above, may have consequently students' lack of motivation to learn English, difficulties to decode a message, little effective communication, and a decreasing confidence in students to communicate in English. For this reason, the current study proposes the design of a teachers' guide including technology-based teaching strategies to enhance the listening skills.

1.3. Statement of the Problem

What is the influence of Technology-Based Teaching Strategies on the Listening Skill of Third Grade EGB at Unidad Educativa Bilingüe La Inmaculada, school year 2020-2021?

1.4. Problem Systematization

- What are the theoretical foundations that support the technology-based teaching strategies and the listening skills?
- In what way technology-based teaching strategies help students enhance the listening skill?
- How can the technology-based teaching strategies be classified?
- What is the importance of the technology-based teaching strategies?
- What are the benefits that the technology-based teaching strategies bring to the learning process?

- Why is the development of the listening skills important for EFL students?
- What are the subskills that listening has?
- How can the listening skill be developed?
- What is the teachers' role in the development of the listening skills?
- What technology-based teaching strategies are suitable to be included in a teachers' guide aimed to enhance the listening skills?

1.5. Broad Objective

To establish the influence of Technology-Based Teaching Strategies on the Listening Skill of Third Grade Students EGB at Unidad Educativa Bilingüe La Inmaculada, school year 2020-2021.

1.6. Specific Objectives

- To identify the most important theoretical foundations that support the technology-based teaching strategies and the listening skills.
- To determine the way in which technology-based teaching strategies help students enhance the listening skill.
- To create a teachers' guide with relevant technology-based teaching strategies to enhance the listening skill in students.

1.7. Rationale of the Study

This research is of great relevance as it highlights the most important theoretical references and applies research tools to establish the influence of Technology-Based Teaching Strategies to increase the Listening Skill of Third Grade EGB at Unidad Educativa Bilingüe La Inmaculada, school year 2020-2021.

The social relevance of the current project focuses on the fact that, through a teachers' guide with technology-based teaching strategies, students will improve their listening skill in English, and therefore their oral communication. Developing this skill, students will have the chance of becoming an active listener, which means that they will be able to use what they hear from other people as part of the communication process.

The beneficiaries of this study are the third year old students of the UE La Inmaculada, who need support for the achievement of the listening skill. In addition, the teachers of the

Institution are also beneficiaries, as they will be able to access a guide with technology-based strategies.

Finally, the study proposes the design of a teachers' guide with relevant technology-based teaching strategies to enhance the listening skill in students. This proposal has an important impact as it offers teachers a reliable set of resources that will motivate students to learn and improve their listening skill. In addition, the high school will improve learner' outcomes.

1.8. Delimitation of the Study

Responsible Unit: Universidad Laica Vicente Rocafuerte de Guayaquil
Responsible researchers: Tanya Isabel Jalón León
Kimberlyn Roxana Quezada Veloz
Field: Education
Area: English
Population: 25 Third grade A students EGB at UE La Inmaculada.
Period: School Year 2020-2021

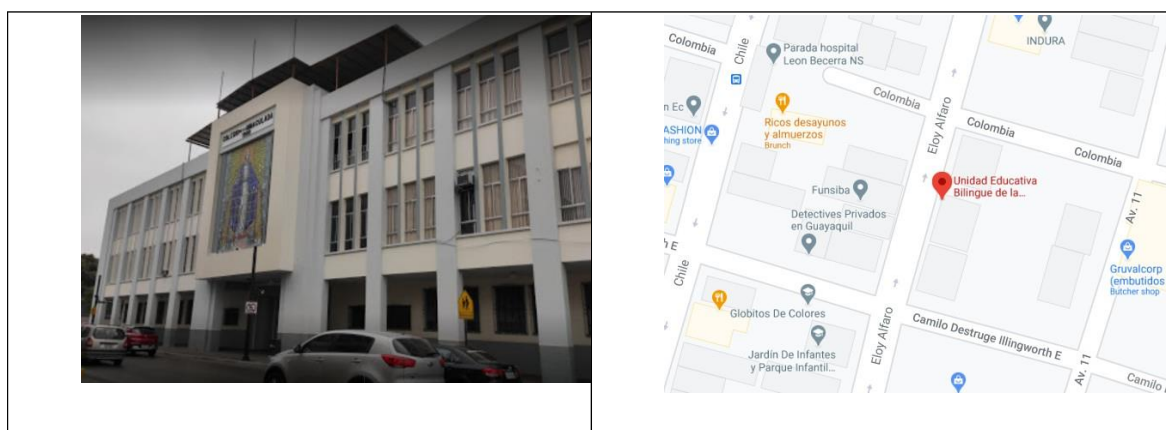


Figure 1. UE Bilingüe La Inmaculada location.

Source: Google Maps (2020).

1.9. Idea to Defend.

Technology-Based Teaching Strategies influence positively on the Listening Skill of Third Grade EGB at Unidad Educativa Bilingüe La Inmaculada, school year 2020-2021.

1.10. Institutional Research Line

This research project has been framed within the Education Faculty research, English Career, which is the “performance and professionalization of the teacher”. It is also within its research sub-line “communicative competencies in teachers and students”.

CHAPTER II

THE THEORETICAL FRAMEWORK

2.1. Literature Review Background

Several works about technology-based teaching strategies and listening skill were consulted to support this study. Among them, five have been found in repositories of foreign and domestic universities, such as Pontifical Bolivarian University, Colombia; Universidad de Almería, España; Universidad Estatal Península de Santa Elena; Universidad Católica Santiago de Guayaquil; and Universidad Laica Vicente Rocafuerte. The main facts and similarities with this current project are discussed below:

Grandisson (2020) worked on research regarding *Using video materials to help EFL learners facilitate their listening comprehension skill* from the Pontifical Bolivarian University of Medellin, Colombia, to obtain the master's degree in Learning and Teaching Processes in Second Languages. This study was directed to determine the impact that using video material has on listening comprehension in English; thus, the author considered necessary to implement tasks for listening comprehension using videos and selecting a set of strategies to teach listening by including multimedia material. The research work implemented a case study methodology, with a descriptive type of research and a qualitative approach, as observations, interviews and document reviews were applied. The results obtained confirmed that listening comprehension can be improved by using video materials, and that video materials offer several advantages over audio-only, which at the end will improve students' English learning.

Both studies have similar methodology. The results that Grandisson' study present are important for the current research work because it managed to confirm the positive results of the use of technological resources in improving the listening comprehension skill. The author proposed an intervention directed to promote the listening skills. The intervention considered sessions of implementation with activities based on games, multimedia material, or drawing.

Escobar (2016) carried out a study with the title *Integrating podcasting in the ESL classroom*, from Universidad de Almería, España, to obtain the master's degree in High School Education. The research work was directed to prove that emphasis on listening input

enhances student's attitudes. To fulfill this objective, the author planned to identify relevant literature for podcasting application in high school, to collect data about student's attitudes towards technology, and information regarding the use of podcasts within the EFL classroom as input material. The author applied a qualitative approach based on students' observations. The results obtained allowed to conclude that the selection of podcasting as the technology based strategy applied, improved students' listening skill and attitude towards the second language.

This research work supports the fact that technology can be used successfully to improve listening skill and proves that with the use of a carefully selected strategy such as podcasting, students can improve listening in a great deal, which supports the idea that the current study defends. The author proposed the implementation of a set of activities using podcasts and based on projects that promoted and motivated students, and make them infer and apply perception, interpersonal exchanges, and autonomous learning strategies.

Lucas (2016) worked on a research project titled Smart device application as teaching tool for improving listening skill to students of second Bachillerato BGU at UE Liceo Cristiano, from Universidad Estatal Península de Santa Elena, to obtain the bachelor's degree in English. The main objective of this research was to establish the benefits of using Mobile learning, particularly WhatsApp messaging application to improve the listening skills in students. For this purpose, the author designed supportive activities built with mobile learning methodology, implemented activities based on a WhatsApp cross-mobile platform, and evaluated the listening skills in students. The research designed was qualitative, including the techniques of observation, interview, and focus group, to gather perceptions. It was a field, bibliographic, and applied research type. The application of the research tools allowed to conclude that technology promotes an active way to learn English and the use of mobile technology improves listening skills.

Even though this research work has a qualitative approach, the objectives are like the current study, as they author is interested in establishing the benefits that technology, specifically the mobile, can help students to improve their listening skills in English and in the language in general. The extensive bibliography becomes an important source of information that supports the topic. The author proposed the implementation of a set of activities based on the instant messaging application WhatsApp exclusively on smart devices to improve students' listening skills. The activities were planned with pre-listening, while-

listening and post-listening stages, designed to provide students with fun and motivating tasks.

Ortiz (2020) carried out a research work titled *Use of Technological Resources in the Development of Listening and Speaking Skills of EFL Learners in the Third Baccalaureate – Computer Science*, at Amarilis Fuentes, from Universidad Católica Santiago de Guayaquil, to obtain the master's degree in TEFL. The objective of this work was to analyze students' performance on listening and speaking skills through technology resources. Among the processes the author followed to achieve this objective were the diagnostic of the skills and the collection of information through the research tools. It was a descriptive type of research with a mixed approach. The results affirmed that strategies applied to improve listening were not appropriate and did not motivate students to learn. Teachers applied traditional methods and did not consider the use of technology to improve students' skills in English, specially listening.

This study is important for the current research work because the process followed, and the results support the idea defended. The application of a similar methodology indicates that the structured proposed in this current work is correct and that is possible to fulfill the objectives and results desired. The author proposed the design of a new course syllabus that includes technology, with the objective of recognizing the way virtual platforms foster the listening skill.

Villón (2016) developed a research work titled *Development of listening skills in the English class to improve the oral expression in 8-10 year old children at CEN* from Universidad Laica Vicente Rocafuerte de Guayaquil, to obtain the bachelor's degree in English language with a major in teaching and management of educational system in TEFL. The objective of this study was to determine the way listening activities can be used to help students improve their oral expression with the support of technology. The author identified students' level in listening and a set of technology-based activities to achieve this objective. It is a descriptive work with a qualitative and quantitative approach. The author concluded that technological resources are important and effective to develop the listening and speaking skills in students.

The research work developed by Villón is an important source of reference for the current study because it covers the listening skill and the way it can be improved through

technological resources, focusing also on how the oral skill can be enhanced. The conclusions that the study built makes possible to increase the confidence in the process selected for this current research. The author proposed a set of activities to improve listening skills in students, such as song, stories, role-plays, and concluded that motivation in students through the activities proposed managed to foster listening.

2.2. Theoretical Framework

2.2.1. Technology-Based Teaching Strategies

Pérez (2017) conceptualizes the teaching strategies linked to the use of technological resources. The author explains that strategies applied to improve skills in students should seek real pedagogical appropriation of ICT in different educational contexts, where the daily use of Information and Communication Technologies (ICT) were promoted. Teachers must acquire levels of technological appropriation to succeed in the classroom. The author list three levels:

- a) **Level of access to technology.-** According to Pérez (2017), it occurs when teachers identify their new educational context and are aware of the development of pedagogical and technological skills to be applied as new teaching strategies. The author affirms it is essential that the teacher acquires certain skills, knowledge and attitudes that enable them to apply innovative strategies and alternative models that include teaching through ICT.
- b) **Technology adoption level.-** The author explains that this level refers to the importance of having the support of ICT for the application of teaching methods, so teachers need to become aware of the need to find a didactic sense to incorporate technology into their classes. Pérez (2017) affirmed that training and constant updating of teachers strengthen their skills to generate strategies so that the transformation of learning environments happens.
- c) **Level of appropriation of technology.-** This level, the author says, happens when teachers adopt ICT as an essential element within their classroom practices, that is, the teaching process is supported by technological resources, digital tools to facilitate learning, and teaching strategies or projects with strong pedagogical and didactic purposes (Pérez I. , 2017).

According to the levels explained, it is possible to conclude that these levels help to transform education. However, as in many other aspects of education, success in the acquisition of technological appropriation will depend on the way in which teachers are committed.

Campusano and Díaz (2017), explain that technology-based teaching strategies seek to respond to the different learning styles of students, and therefore constitute the central axis of the process, especially because they are integrated with technology, which strengthens and enhances learning. Additionally, the authors state that the application of this type of strategies promotes the development of critical thinking, increases responsibility for learning, favors collaborative learning, self-reflection, and organization.

2.2.2. Teaching strategies linked to technological tools

The use of teaching strategies supported by ICT are functional if their application is focused as an aid for the different subjects. Additionally, these should benefit the development and performance of teachers and students during and after class sessions (Pérez, 2017). To find the usefulness of technological resources in the teaching of a subject, it is necessary to base oneself on parameters that allow deciding why, for what and how to make use of them (Escobar et. al, 2015).

Escobar et. al (2015) highlights the importance of the different teaching strategies used and applied by teachers in the classroom, and said the success depends on how teachers incorporate ICT into these practices. The authors also affirm that the use of teaching strategies supported with the use of ICT are functional if their application is focused as an aid for the different subjects; additionally, these should benefit teaching and the performance of teachers and students.

The technological resources used and how they generate a real impact on learning environments in co-relation with teaching strategies are identified by Gómez et. al (2016). The authors affirm that nowadays there is a vast number of technological resources that allow the teacher to have a range of possibilities for carrying out activities according to the characteristics of their educational modality, and that both teachers and students have a wide variety of educational modalities that are supported by ICT and that can be adapted to the needs of everyone, such as e-learning, b-learning, u-learning, and m-learning.

Ghavifekr and Rosdy (2015), stated that thinking in the digital classroom implies above all focusing on technology. At this point, the authors indicate that the teacher is challenged to guide students regarding the use of technology in a responsible way. The transition to a digital classroom requires teaching strategies to facilitates the implementation of technology. The authors also suggest a set of strategies that, according to their criteria, cannot be ignored in a classroom:

1) Mobile learning and social networks

The authors note that mobile learning and BYOD (bring your own device) are fast becoming staples of any digital classroom. These models help learners to participate with their own devices. Inside and outside the school, devices such as smartphones, tablets, or laptops, place boundaries in the classroom and promote a sense of community.

The student can stay in touch with their friends and at the same time access their tasks and lessons. Controlled social media apps go a long way in promoting learning in an environment that teachers can deal with.

2) Adopt a formative assessment philosophy

For Ghavifekr and Rosdy (2015), a better understanding of concepts in the classroom are gathered through formative assessment. It is important to highlight that struggling students can be identified to be helped on time, that is before their grades begin to drop, when teachers combine teaching with digital solutions.

3) Put communication and clarity first

Ghavifekr & Rosdy (2015) note that it is mandatory for teachers to state goals and grading standards in a clear way, as technology motivates learners to be autonomous and self-regulated. They affirm that the access to feedback in real time will make possible for students see and review their grades immediately. Students will follow their progress on their own based on teacher's standards.

4) Make the most of digital content

For authors, educators should consider the advantage having available e-books and resources on the Internet, and at no cost. Popular e-books and other kind of digital material

are usually cheaper than physical books. Teachers can even continually update the digital reading list to give students the most relevant content (Ghavifekr & Rosdy, 2015).

5) Encourage handwritten notes

Ghavifekr & Rosdy (2015) refer that for students to obtain a better understanding of a text read, they must have developed the ability to make letters that make up what they read. It does not mean that teachers will abandon handwritten notes only because they embrace e-books. Therefore, the use of web application that models writing will humanize feedback in a digital classroom.

6) Have brainstorming sessions in class

The authors note that it is important to encourage brainstorming, motivating students to express their thoughts and be creative, without feelings of fear to wrong answers. A discussion, they indicate, allows teachers to assess understanding of concepts and help students who require help through peers who complement their weaknesses (Ghavifekr & Rosdy, 2015).

7) Incorporate interactive learning

Ghavifekr & Rosdy (2015) state that participation in the classroom is reached through interactive learning. It encourages students and teachers to take advantage of technology in a collaborative way and obtain the best from their online education.

8) The learning process outside the classroom

For the authors, relevant real-world experiences used to engage students is an important step in the learning process. The digital classroom helps teachers to bring virtual reality into the classroom, using, for example, Periscope, a live streaming application that allows students to know different cultures and ways of leaving around the world (Ghavifekr & Rosdy, 2015).

9) Establish peer-assisted learning

Ghavifekr & Rosdy (2015) note that teachers can foster peer-assisted learning in the classroom with digital tools like OneNote. With this software, students can make suggestions

for their improvement in the documents themselves. Students can access to completed assignments and at the same time offer suggestions to improve the material and documents themselves.

10) Project Diversification

The authors state that the most important advantage of the digital classroom is that teachers are allowed to move away from the traditional teaching and implement new and motivating teaching strategies. Rather than asking students to write summaries based on books, it would be convenient to base the summary on a video. Instead of essays, students could create their own podcasts (Ghavifekr & Rosdy, 2015).

11) Seamless integration and management

Ghavifekr & Rosdy (2015) consider that reducing the time for students navigating the virtual classroom, will make easier keep them focused and engaged. The authors note that during the implementation of the digital tools, teachers should consider their combination into a digital classroom and suggest a user interface design solution such as LiveTiles Mosaic, in which the mosaic is selected with the functionality they want, and thus they can create an attractive digital classroom.

Mosaic, the authors explain, works with Microsoft SharePoint and is free for MS Office 365 users. It means that the online classroom can only be accessed by those students that have the login credentials.

Based on what the authors explained, it is possible to conclude that digital technology has changed people's lives and the way they learn. It has changed the companies as well as the way they do business. Also, it has changed people's communication. Education has changed. It is important for teachers and the development of a variety of teaching strategies with the purpose of guiding students through the learning process. While technology plays an essential role, without teaching strategies, digital tools are useless.

2.2.3. Types of technological resources used

Gomes (2016) explains how technological resources generate a real impact on learning environments in co-relation with teaching strategies. The author says that the wide number of technological resources, allow the teacher to have a range of possibilities for carrying out activities according to the characteristics of their educational modality and their teaching in

various subjects, which benefits self-management of time and teachers' training. Gomes manifests that "today, both teachers and students have a wide variety of educational modalities that are supported by ICT and that offer various characteristics that are adapted to the needs of each individual, these are e-learning, b-learning, u-learning and m-learning". (p. 13)

- **e-Learning**

The meaning of e-learning is linked to the learning process and the interaction with digital content. It makes a complete use of ICT to serve, improve and facilitate the learning process (Gomes, 2016).

- **b-Learning**

The author explains that b-Learning is a mix system of teaching, and derivates from e-learning. It also refers to a model of teaching that is transmitted from a distance with the use of the Internet and includes teaching sessions (Gomes, 2016).

- **u-Learning**

Universitat de Barcelona (2015) affirms that it is known as ubiquitous learning and is understood as the set of learning activities accessible at any time and from anywhere. This implies a generous range of possibilities that, in recent years, has expanded even further thanks to the new information and communication technologies (ICT).

- **m-Learning**

García-Bullé (2019) explains that Mobile learning, also called mobile electronic learning, is the educational strategy that takes advantage of Internet content through mobile electronic devices, such as tablets or phones. The author affirms that the educational process in m-learning occurs through mobile applications, social interactions, games, and educational hubs that allow students to access the assigned materials from anywhere and at any time.

In addition, García-Bullé details that this method has the purpose of facilitating the construction of knowledge and developing in students the ability to solve problems on a flexible platform that promotes self-learning: "The arrival of this trend can create a confusing picture for those who have known similar strategies, but there are merits to classify m-

learning in a different category from e-learning, for example, and to explain its difference from m-Learning” (p. 3).

2.2.4. Use of Technological Resources

The way to integrate both teaching strategies and technological resources within the classes, is observed and analyzed. The appropriate use of technological resources to be integrated with specific knowledge, requires in addition to the constancy in its use and the computer and informational skills of each teacher, this will allow to find a didactic sense of technology and there will be a significant incorporation in the teaching. Evaluating a teacher in her technology appropriation process for a short period of time is insufficient since a more in-depth evaluation of the competencies that can be achieved as a result of persistent use is needed. (Carroll et al. 2003)

Meneses (2020) explains that the new social reality that the pandemic has brought has affected all areas of our lives, changing the way we communicate, how we keep in touch with others, and, of course, the way we teach and learn, whether inside or outside the classroom. The author also affirms that schools and universities return to an activity that aspires to maintain a certain normality, and they do so by turning towards a digital model that can respond to the changing needs of teachers, students, and their families. A context in full transformation, Meneses said, in which solutions such as Google Classroom, audiovisual resources such as Zoom or YouTube and numerous other educational applications stand out, whose use, globally, grew by 105% last March alone.

There is no doubt that Education is transforming. Granados, et. al (2020) affirm that several strategies regarding cooperative learning are gaining prominence, as well as the development of soft skills such as teamwork, creative problem solving or leadership. In this sense, the authors stated that technology plays a crucial role helping those strategies to be successful and suggests teachers to incorporate both Educational Technology (EdTech) and e-learning into their study plans.

According to the author, Educational Technology brings benefits to teachers on the way they teach, not only online but also offline. It helps students to learn without going to a specific class or at a specific time. Some other benefits the authors describe are that EdTech changes the way students learn, making it fun and engaging students in the process. Consequently, students learn more and can apply knowledge better to real life. Another

important aspect that the authors emphasize is that with technology students can satisfy their needs (Granados, et. al, 2020).

Avila (2019) affirms that one of the resources that Educational Technology offers is the use of Interactive Applications as learning tools for teaching the English language, and specifically to enhance listening skill. The author explains that this option is progressing fast, and nowadays is considered an effective way to learn a language. Among the benefits that Avila describes interactive applications offer are to improve communication, give more opportunities to students for learning, motivate and encourage a more active learning, offer students a more timely and appropriate feedback, and facilitate students' access to content. The author highlights that this kind of resources increases the time students are exposed to the skill, because can be accessed even out of the classroom, so they can carry on learning.

2.2.5. Implementation of ICT strategies in the classroom

To illustrate the implementation of these categories and how it has been implemented in a more concrete way is as follows: the strategy has three components:

- The first is given from the accompaniment that is provided by the pedagogical tutor to the teachers and institutions that participate in the strategy, at this moment the pedagogical tutor takes with him to the territory a set of pedagogical, educational and didactic elements that will allow him to open the panorama of how they manage to implement digital educational resources with the contents established in their area plans according to the Institutional Educational Plan (PEI) within these resources we have (how to relate the curricular standards of the areas with ICT skills, how to do that the content established and applied in the areas can be cross-sectional between them, so that they can build a didactic unit which can be shared through the various educational networks and platforms, generating collaborative learning communities between teachers where feedback and the implementation of multiple strategies. They will be used by whoever wishes in the classroom.
- Have educational platforms where teachers can access digital educational resources for the construction of their activities or so that they can upload their activities carried out and be shared with other teachers, for this, platforms such as: the MEN website are considered (colombiaaprende.edu.co) Plan Digital Teso de Itagüí

(planteso.edu.co), EDMODO, the Metaportal of the Government of Antioquia (antioquiatic.edu.co) among others.

- Finally, the design of the training proposal for the classroom, considering the skills and competencies that will be developed in students through digital educational resources, whether from applications that are found on the network (online) or those that may be Worked offline due to lack of connectivity in some places. Having already structured all the material to be implemented in class, it is carried out with its students, where it is possible to identify the validity of what is built and what is developed by the teacher, as well as the shortcomings that may occur with respect to what has been built, to provide improvements and to have a product and quality planning.

2.2.6. Digital Applications used in the classroom

2.2.6.1.Zoom

Zoom is now the preferred video communication network for federal governments, software companies, and, of course, everyday individuals who want to communicate and even party with their friends and family. When people talk about Zoom, they usually say the following phrases: Zoom Meeting and Zoom Room. A Zoom meeting is a videoconference meeting that takes place using Zoom. You can join these gatherings by using a webcam or a phone. Meanwhile, Zoom Room is a physical hardware configuration that allows businesses to schedule and launch Zoom Meetings from their conference rooms.

According to Guzacheva (2020), Zoom encourages English teachers to annotate the screens they present, making classes more participatory. According to the statistics above, overall, the use of Google Meet received positive reactions from the students, with all of the students agreeing that this program was compatible to access on both a cellphone and a laptop. This is advantageous when participants are given the opportunity to present so that they can use the mouse to click on the point explained on screen. Every participant has access to the co-annotate tool, which allows them to utilize arrows, lines, and pens, among other things. This feature, particularly the arrow, is beneficial to participants when the instructor instructs them to point out images of specific words or locations on the screen (Dharma, Asmarani, & Dewi., 2017).

2.2.6.2. Web Quest

WebQuests can help students gain and transform knowledge in the classroom by utilizing constructivist learning and high-level critical thinking. Kundu and Bain (2006) demonstrate how WebQuests can be used to enhance constructivist learning by allowing learners to take an active role in their learning. Constructivist learning methods regard learning as a "organic process" in which "meaningful learning occurs through reflection and cognitive conflict resolution" (Kundu & Bain, 2006). "A WebQuest is an inquiry activity that poses a demanding assignment to student groups, provides access to an abundance of usually online resources, and scaffolds the learning process to stimulate higher order thinking," writes March (1997).

According to Awada & Ghaith (2015) the WebQuest's resource section contains connections to high-quality Internet-based resources that students will use to complete the task. Some WebQuests feature a separate area for information sources, whilst other designs integrate their resources as anchors leading to content on the Internet within the WebQuest. The most crucial aspect of this area is that the resources be of good quality and developmentally suitable for the age range targeted.

The process section outlines how to complete the task step by step. The WebQuest should include a detailed description of what students must accomplish in order to complete the job. Again, the resources may or may not be integrated as links to other websites. As the next to last portion, most high-quality WebQuests may additionally include an evaluation model or assessment instrument. The assessment could take the shape of a rubric or a checklist. The fundamental benefit of these technologies is that they allow for remote control of the learning process. Simultaneously, students are given the required teaching materials, information and communication technology, and their strong personal involvement and self-learning activities are encouraged (Shutenko et al., 2017; Shutenko et al., 2018).

2.2.6.3. Family.Me

Family.me is a private social network that helps families discover, share, and save their experiences. You may work with your family members to map out your history while sharing cherished moments with loved ones near and far using our unique online tree builder.

You may submit photographs and videos, tag keywords, share on social media, and search millions of historical documents using the free and simple tool. Family.me offers FREE access to millions of historical data such as marriage, birth, death, immigration, military, and more to help you complete your whole family tale. You and your loved ones can go deeper into your ancestral past together to map out your history and develop your family tree.

You may quickly add and tag memories (pictures, videos, and tales) within the tree, either manually or through social network import. Adding a memory is as simple as posting a social network update, but on Family.me, it is only shared with family members. You may also tag additional relatives in the memory or particular descriptors (such as wedding, birthday, vacation, etc.) to make it easier to find the memory or similar ones later.

2.2.6.4. Pokemon Go

Pokémon Go is a free-to-play location-based game that sparked a public outcry when it was released in 2016. This article aims to develop a theoretical model based on the success factors of Pokémon Go through a documentary investigation. Five success factors were identified: 1. nostalgia, 2. free download, 3. ongoing updates, 4. game dynamics, and 5. proper micropagos implementation. The designed theoretical model may have an impact on the development of subsequent strategic models that assist decision-makers in organizational strategic planning. The immersion in the game is aided by the use of GPS to show the user where the virtual creatures are located and the distance that must be traveled in order to "capture" them (Colley et al., 2017; Kondamudi et al., 2017, Wang y Kuo, 2018).

Cell phone games based on location provide an intriguing opportunity that organizations could capitalize on through digital marketing (e.g. sponsored advertisements) (Wu y Stilwell, 2018). The findings of Zach and Tussyadiah's (2017) study suggest that the factors "enjoyment of gaming" and "motivation to win a battle" increase the likelihood of persuading PG users to buy. Similarly, Rasche et al. (2018)'s findings allude to the relationship between PG player behavior and the acquisition of further content within the electronic application.

This represents an exceptional opportunity by encouraging "Poképaseos" to the most representative points of interest in each location; by doing so, the region's strategic competitiveness may be strengthened by attracting both children and adults to these distinct locations (Graells-Garrido et al., 2017; Mago, 2017).

2.2.6.5. Youtube Kids

YouTube created a separate platform for kids with the YouTube Kids App to give children with a safer watching experience, allowing parents to manage their child's search possibilities (Maheswari, 2018). According to the socialblade.com analysis, there are numerous YouTube Kids channels, including Cocomelon Nursery Rhymes, which has 76.7 million followers and 513 videos. Another channel, Chu Chu TV, has 32.8 million followers and 352 video postings.

YouTube Kids as an electronic media influence on the lives of newborns, toddlers, preschoolers, and parents' all parents referred identified learning as the one major benefit of television for their children (Rideout and Hamel, 2006). According to the findings, over 83 percent of youngsters aged 6 months to 6 years utilize screen media for an average of 2 hours every day. The App Economy and Mobile Parenting discuss the growth of free parenting as a result of the convergence of digital technology, parenting practices, and the identification of young children as the target market (Burroughs, 2017).

YouTube Kids is largely safe, but there is a tiny possibility that your child will encounter nudity, violence, strange content, or advertisements for junk food (Knorr, 2020). YouTube Kids, with its colorful aesthetics, goofy sound effects, and picture-based navigation, is a fun and friendly alternative to its parent site. By swiping left and right, children may navigate a huge menu of YouTube videos aimed towards their age range, or see channels at the top of the screen through the categories. Furthermore, YouTube Kids is a kid-friendly version of YouTube that includes curated, ad-supported TV shows, music, instructional videos, and user-generated material (Knorr, 2020).

2.2.7. Listening skill: Concept

For a long time, it was understood that the four fundamental skills that language teaching works with are: reading, writing, listening, and speaking. Tadeo (2015) explains that the term listening comprehension refers to the process of listening and understanding oral speech and affirms that hearing difficulties are common to all languages since they are affected not only by the level of knowledge of the language achieved, but also by psychological, contextual, and sociological factors. In the case of Spanish, the sonography relationship

allows an apparent advantage over other languages, since the word is read as it is written in most cases, which allows the student to recognize oral forms in written texts.

The different methods used in teaching foreign languages based on a grammatical approach gave preference to the development of reading and writing skills. It is not until the stage of the Second World War that attention begins to be paid to listening comprehension.

2.2.7.1. Listening Importance

Illingworth (2015) assures that the listening ability in English is of fundamental importance as it allows students to communicate effectively. If the students are not able to understand what the other person is saying to them, says the author, the communication process is interrupted, and the dialogue can break down. "Listening comprehension is probably the most important skill to optimize. Even in our own language, the ability to understand is superior to our ability to speak. It is possible for us to understand almost everything in a complex conversation on an unknown topic about which we could hardly articulate a few sentences. " (p. 29).

According to Illingworth (2015), the way to develop listening comprehension, as a first step, is to listen to oneself reading aloud. Likewise, it highlights the importance of using audiovisual media such as watching subtitled movies or watching news bulletins on television since these are easier to understand.

2.2.8. Listening sub-skills

Aleman and Guacaneme (2015) affirm that oral comprehension is vital because the other skills are not needed to develop it, on the contrary, listening provides the input to produce oral speeches since through reception, people internalize linguistic information without which a language could not be produced. So, since this is an information input skill, it needs to be one of the first to be developed when the learners are at the first proficiency level.

Follows a description of the listening sub-skills that the authors consider:

- Phonological recognition. The students have difficulty with recognizing the sounds in the language, especially supra-segmental phonology (sentence level phonology). These difficulties can be caused by the lack of a similar sound in their native

language or there being two or more phonemes that sound similar making it impossible for the students to distinguish between them. The difficulty at sentence level can be caused by difficulty in de-coding the individual words in connected speech. “Once words have been integrated into sentences within colloquial, spontaneous speech, recognizing them becomes much more difficult”. (Alemán & Guacaneme, 2015)

- Prediction. In this subskill students find difficulties in predicting the next word and general content. It may happen because they might not have enough knowledge for predicting a listening content. It could also be that students’ grammatical knowledge is not enough to predict the next word (Ahmed, 2015)
- Listening for specific information. The student may find difficult to recognize specific information, especially when they attempt listening to all the words. In addition, students may not be able to recognize the discourse markers that characterizes the information requested, and may not find it (Veintimilla & Romero, 2017)
- Global comprehension. In this subskill, learners might find difficult to identify what the speakers are saying. The possible cause could be that the listener tries to understand every single word, or maybe students do not have the change of listening to the class material in a relaxed way (Pérez A. , 2017)
- Inference. In this subskill, the student deduces the meaning of the listening material content. Inferring is considered a difficult sub-skill to master. A possible cause is students’ lack of knowledge in the second language. However, teachers should not over-simplify material or have a condescending attitude with students. (Alemán & Guacaneme, 2015, p. 51)
- Inferring attitude. This would involve the student making assumptions about the speaker’s attitude: whether the speaker is happy/sad/angry/upset etc. Difficulties that would prevent a listener from becoming proficient in this sub-skill would be an inability to understand the speaker’s body language, lack of knowledge in the topic area. A situation with which the student is unfamiliar, inability to read the meaning of word/sentence stress when listening to the speaker. (Rivas, 2016)
- Detailed comprehension. It means understanding everything. This subskill usually considers tasks in which students must focus on other things like placing sentences into gaps, or open cloze exercises (Case, 2019).

In addition to the previous classification, the authors detailed the following set of listening sub-skills:

1. Listening for gist: This subskill refers to extensive listening for skimming. It means to identify the main idea of a listening text (Ahmed, 2015).
2. Listening for specific information. This subskill refers to listening to identify a particular data or information regarding the topic (Craven, 2020).
3. Listening in detail. This subskill refers to intensive listening for scanning, and requires students listening carefully to understand as much information as possible (Alemán & Guacaneme, 2015)

A third classification of listening sub-skills to be considered and that are listed by Gu (Yongqi-Gu, 2018):

- Extensive listening.
- Listening for attitude.
- Eliciting meaning by word formation understanding and contextual clues in spoken text.
- Listening for individual sounds.
- Transferring and transforming information in speech to diagrammatic display.
- Understanding the different relationships that exists between the morphological characteristic of spoken language and the syntactic.
- Recognizing phonological features of speech.
- Recognizing discourse markers to understand relationships between parts of text.
- Using cohesive devices to understand the relationship between the text and utterances.
- Understanding the communicative function and value of utterances with and without explicit markers.
- Distinguishing the main ideas from supporting detail.
- Identifying the main points or important information in discourse.
- Interpreting spoken text by going outside information in the text to information not contained in the text.
- Understanding conceptual meaning in spoken text and utterances.

- Understanding ideas and information in spoken text and utterances which are not explicitly stated.
- Understanding attitudinal meaning in spoken text and utterances.
- Understanding explicitly stated ideas and information.

2.3. Conceptual Framework

- **Technology.** The term refers to inventions and processes with extensive potentialities for application, such as laser technology, chip technology, and DNA recombinant technology, and the applications of such technologies within existing or new machines and production processes. In education the main purpose is to change how teachers and students gather, access, analyze, present, and transmit information. (Wadell, 2015)
- **Strategy.** Strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. (Alberta Learning, 2015)
- **e-learning.** A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. (The Economic Times, 2020)
- **b-learning.** It is a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. (Oxford Dictionary, 2010)
- **Listening skill.** Listening is the ability to accurately receive and interpret messages in the communication process. (Skills you Need, 2020)
- **Gist.** It refers to the essence or main point: The gist of an argument is gotten in the first two minutes, but then we had to listen while he droned on for another half hour. (Ticak, 2020)
- **Connected speech.** Connected speech is spoken language in a continuous sequence, as in normal conversation. It is also called connected discourse. There is often a significant difference between the way words are pronounced in isolation and the way they are pronounced in the context of connected speech. In connected speech, words or syllables are clipped, phrases are run together, and words are stressed differently than they would be in writing. (Nordquist, 2019)

- **Extensive listening.** Extensive listening is a way to practice your English listening skills. It means listening to many different recordings, videos, and interviews about the same topic. (Kaplan Internacional, 2015).

2.4. Legal Framework

The Ecuadorian Constitution is important for this research work because it says that education is one of the most important rights for people and explains that it is a right that lasts their entire lives. It means that this right generates an obligation for the State in favor of people. On the other hand, the Constitution establishes that the society and family must promote children and adolescent development, which can be achieved with an education of quality, that is, through the application of appropriate strategies and methodologies.

CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR

Capítulo II - Derechos del Buen Vivir

Sección Quinta - Educación

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (Asamblea Nacional, 2008, p. 32).

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas... (Asamblea Nacional, 2008, p. 39)

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL

(II Suplemento al RO 417 de marzo 31 de 2011)

TÍTULO I: DE LOS PRINCIPIOS GENERALES

CAPÍTULO ÚNICO - DEL ÁMBITO, PRINCIPIOS Y FINES

The importance of the LOEI for the present research work lies in the fact that the LOEI is considered a norm that determines the principles and purposes that guide education in

Ecuador, guaranteeing the rights of the child to education, as well as the responsibility of the State, the family, and the community.

Art. 2.- Principios.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

h. Interaprendizaje y multiaprendizaje.- Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo...

The LOEI is an important law for this study. It regulates education in all its levels, and points to people needs and development. Teaching English as a foreign language allows people to learn other culture and a better way of thinking.

CÓDIGO DE LA NIÑEZ Y ADOLESCENCIA

It is pertinent to mention Código de la Niñez y Adolescencia since it protects children and adolescents who live in Ecuadorian territory, so that they achieve their integral development through an education of quality, that is, applying the right methodology and resources, which includes technology and teaching a foreign language.

El **Código de la Niñez y Adolescencia**, en el Título III Derechos, garantías y deberes, Capítulo II:

Art. 37.- Derecho a la educación.- Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

1. Garantice el acceso y permanencia de todo niño y niña a la educación básica, así como del adolescente hasta el bachillerato o su equivalente;

2. Respete las culturas y especificidades de cada región y lugar;

3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender;

4. Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos; y,

5. Que respete las convicciones éticas, morales y religiosas de los padres y de los mismos niños, niñas y adolescentes. La educación pública es laica en todos sus niveles, obligatoria hasta el décimo año de educación básica y gratuita hasta el bachillerato o su equivalencia.

El Estado y los organismos pertinentes asegurarán que los planteles educativos ofrezcan servicios con equidad, calidad y oportunidad y que se garantice también el derecho de los progenitores a elegir la educación que más convenga a sus hijos y a sus hijas.

PLAN NACIONAL DE DESARROLLO TODA UNA VIDA

This document issued by Senplades is a framework under which people rights are described. It also includes the procedures to reach goals in many fields. It considers education and technology as important points for society and establishes that it must be strengthened and prioritize, which complements the Constitution which demands that Education is a right that a person has during the entire life. This reinforces the idea that teaching English language and their skills correctly warrants an education of quality.

It is pertinent to mention the National Development Plan prepared by Senplades, since it contributes to the progressive fulfillment of the various development objectives, among which is to guarantee the right to an equitable and quality education, which constitutes a

support to what is proposed in the present study, as the use of technology to teach a foreign language skill guarantees quality.

Objetivo 1: Garantizar una vida digna con iguales oportunidades para todas las personas

Para el caso de la educación se señala que el acceso a los diferentes niveles (inicial, básica, bachillerato y superior) debe garantizarse de manera inclusiva, participativa y pertinente, con disponibilidad para la población en su propio territorio. Se debe implementar modalidades alternativas de educación para la construcción de una sociedad educadora en los niveles que mayor atención requieren: el bachillerato y la educación superior. Las mesas de diálogo por la plurinacionalidad, la cultura, la educación, entre otras, destacan la importancia de la profesionalización de la ciudadanía (oficios, artesanos, artistas, otros), para lo cual es prioritario fortalecer la educación técnica y tecnológica al considerarla como de tercer nivel...

Contrato social por la educación.- El fortalecimiento de la educación entendida como un sistema integral resulta prioritario; en este sentido, es necesario el fortalecimiento de la educación intercultural bilingüe, la formación docente y una nueva articulación armónica entre los actores del sistema de educación superior y la educación inicial, básica y de bachillerato, de igual manera, es una temática de política pública la vinculación de la educación técnica con el nivel superior y la respuesta de estos dos niveles a la demanda de talento humano del nivel nacional y la generación de oportunidades para la ciudadanía a lo largo del ciclo de vida; sigue siendo un pendiente la respuesta eficiente a las demandas de una educación especializada dirigida a personas con discapacidad, así como otros factores sociales y económicos que reduzcan la posibilidad de acceder al derecho a la educación. Por este motivo, la educación debe ser vista como un derecho durante todas las etapas de la vida (Senplades, 2017, p. 57)

Intervenciones emblemáticas para el eje 1

2. Calidad e inclusión: Ampliando las oportunidades en la educación superior A fin de garantizar el derecho a la educación gratuita hasta el tercer nivel, esta intervención respalda el acceso equitativo a la educación superior y potencializa la formación técnica y tecnológica, articulada en las necesidades productivas territoriales así como en la proyección

del desarrollo a futuro, con el fin de brindar las mejores oportunidades a los jóvenes ecuatorianos.

La garantía de este derecho se logrará con acciones coordinadas por la Secretaría de Educación Superior, Ciencia y Tecnología y el Sistema de Educación Superior.

ECUADORIAN IN-SERVICE ENGLISH TEACHER STANDARDS

The Ecuadorian In-Service English Teacher Standards is a particularly important document for this research work because it describes the way in which English must be taught in our country and includes descriptions of the expected learning achievements of the students. Teachers in Ecuador must consider this document as a reference to achieve their goals.

The Ecuadorian In-Service English Teacher Standards is a document issued in English by Ministerio de Education and based on the document developed by the Teachers of English to Speakers of Other Languages (TESOL) as the organization's K-12 ESL Teacher Standards (2009) which is widely used in countries such as Albania, Paraguay, and the United States. The document is 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.

The first domain, "Language" includes specific domains for language structure and communication, language acquisition and development and language fluency. Given the fact that Ecuador is a multicultural country, a certain number of Ecuadorian students who are learning English may descend from indigenous cultures- where Spanish is their second language; and English their third- the second domain is about "Culture". Therefore, Ecuadorian English teachers need to have knowledge of other cultures and know how culture may affect their learning of English in Ecuador.

The third domain is devoted to "Curriculum Development", particularly aspects related to planning for standards-based English, implementing and managing standards, and using resources and technology effectively.

The fourth domain deals with "Assessment" (i.e., the gathering and evaluation of information related to English language learning) and includes the issues involved for learners as well as those related to language proficiency and classroom-based assessment.

Finally, the fifth domain embodies the matter regarding “Professionalism and Ethical commitment” to keep teachers current with new instructional techniques, research results, and advances in the English teaching field for professional development. (Ministerio de Educación, 2012)

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Methodology

This work uses the inductive method to get information and build conclusions about the object of the study. This was achieved through the application of the research tools, that were directed to establish the influence of Technology-Based Teaching Strategies on the Listening Skill of Third Grade students. Additionally, the deductive method was also used to outline the idea to defend in the current work and to obtain logical conclusions.

3.2. Research Type

In descriptive research “those most characteristic, distinctive and particular aspects of people, situations or things must be described, that is, those properties that make them recognizable in the eyes of others” (Baena, 2017). The current research is descriptive because it details all the characteristics, qualities and aspects that are part of the problem, which will be analyzed and studied, so that the researcher knows in greater depth the problem of Third grade of Unidad Educativa Bilingüe la Inmaculada.

Field research is focused on knowing and staying immersed in the research study; that is, to get to the origin of the problem in listening skill to analyze the facts and collect data that will serve the purposes of the research process; (Hernández, Fernández, & Baptista, 2014). This study is also of a field type because it was carried out at Unidad Educativa Bilingüe La Inmaculada, through the application of various techniques and data collection tools, without altering the current scenario.

3.3. Research Approach

According to Hernández et al. (2014), mixed approaches are representations of processes described as empirical or systematic, which are based on collecting and analyzing data, both qualitative and quantitative, for their subsequent analysis and discussion. The approach on the present study is the mixed one, where the qualitative technique of the interview, will be used. In addition, a survey, which is a quantitative technique will be applied and the results will be detailed with charts and graphics for the presentation and analysis of the results achieved.

3.4. Research Techniques and tools

Labarca (2019) defines the survey as a technique that includes a set of standardized research procedures to collect data and analyzes them from a sample of cases representative of a larger population or universe. This study applies a 10-question survey to English teachers of Unidad Educativa La Inmaculada to gather information and identify the difficulties that Third Grade students have in the listening skill and to establish the influence of Technology-Based Teaching Strategies on its development. The tool used for this purpose is a survey questionnaire.

On the other hand, an interview is a technique that allows to get information that is not possible to obtain through observations (Hernández, Fernández, & Baptista, 2014). This field study includes an interview with the Principal of the institution, to know his opinion and determine the importance of the listening skill and the role the technology-based teaching strategies in the development of the listening skills.

A Pretest has a similar application than a diagnostic exam because it helps to classify and project the performance that English language students have at the beginning of the research and their deficiencies and strengths as well (Baena, 2017). The Post test, in contrast, is the standard of the students' proof of improvement with the assistance of the proposal and the methodologies applied to be effective and meaningful. It also evaluates the students in the proper and adequate process of learning the language and their proficiency.

3.5. Population and Sample

Hernández et. al (2014) describes a population in a research work as a set of all the cases that agree with a series of specifications. In the current study, the population is made up of four English teachers at Unidad Educativa Bilingüe La Inmaculada, as well as the school Principal.

Additionally, Hernández et. al (2014) define the sample as a subgroup of the population on which data will be collected, and which must be representative of the population. The sample that this research work considers corresponds to 100% of the population:

Table 1.*Population and Sample*

GROUP	POPULATION	SAMPLE	PERCENTAGE
English teachers	4	4	100
School Principal	1	1	100
Students	25	25	100

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

3.6. Results / Findings and Analysis

3.6.1. The Survey

A survey was applied to English 4 teachers Unidad Educativa Bilingüe La Inmaculada, to identify the difficulties that Third Grade students have in the listening skill and to establish the influence of Technology-Based Teaching Strategies on its development. This information is considered important to determine the causes of the students' limitation of listening skills. The questionnaire included 10 items. The results were the following:

Table 2.

Students have a background on vocabulary and sound system and apply them to decode a message in English.

Scale	Frequency	Percentage
Never	0	0%
Rarely	3	75%
Usually	1	25%
Very often	0	0%
Always	0	0%

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

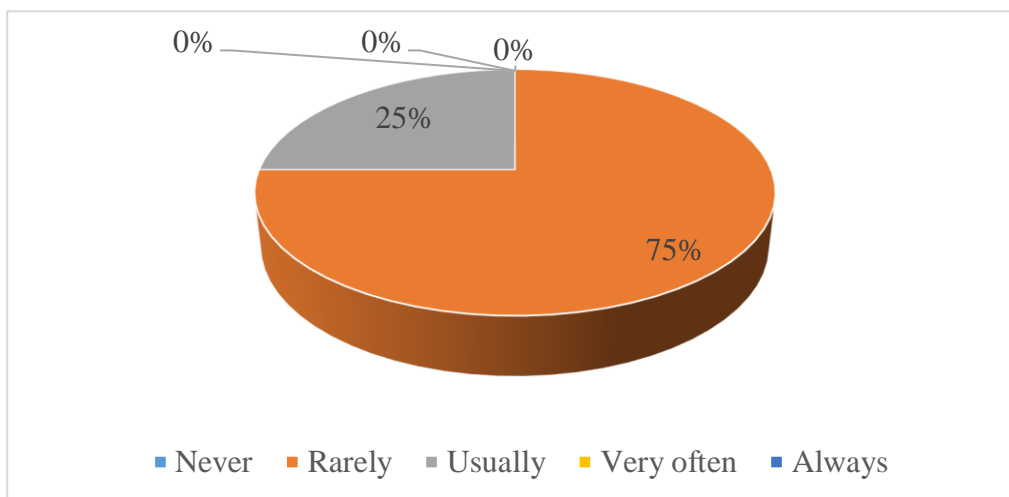


Figure 2: Students have a background on vocabulary and sound system and apply them to decode a message in English.

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis:

The first question of the survey asked teachers if students have a background on vocabulary and sound system and apply them to decode a message in English. Most teachers said students rarely have it. When students do not know enough vocabulary, their understanding is affected. Vocabulary has an important role in the listening process because it contributes greatly to a student's comprehension. It is difficult for a student to understand a message without knowing at least the meaning of the key words.

The importance of vocabulary cannot be overestimated since comprehension is the most important goal of listening. When students acquire the vocabulary needed, they will have a better performance to convey a message and to improve communication.

Table 3.

Students recognize sounds easily during a listening session.

Scale	Frequency	Percentage
Never	2	50%
Rarely	1	25%
Usually	1	25%
Very often	0	0%
Always	0	0%

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

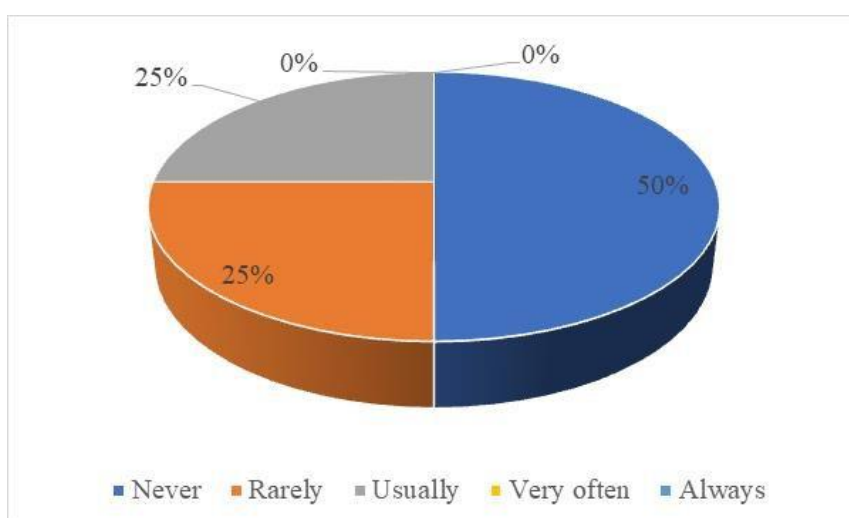


Figure 3: Students recognize sounds easily during a listening session.

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis:

An important aspect in teaching listening is when students can recognize sounds. Teachers were surveyed about students' sound recognition. Half of them answered that students never recognize sounds during a listening session. Students need to recognize sound to understand what someone is saying and for replying to a message. Listening is crucial for an effective communication. Without this ability, messages can be easily misunderstood.

Table 4.

Students try to understand every single word they listen.

Scale	Frequency	Percentage
Never	0	0%
Rarely	4	100%
Usually	0	0%
Very often	0	0%
Always	0	0%

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

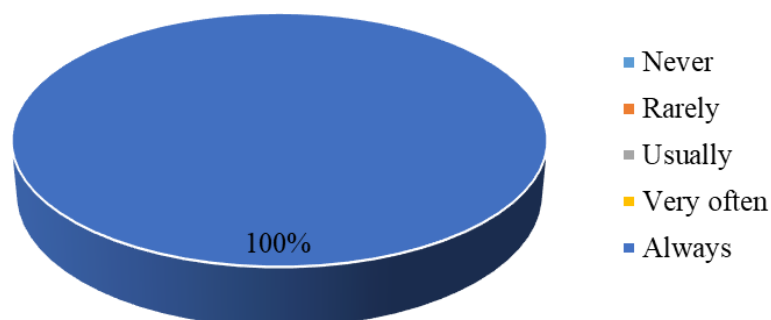


Figure 4: Students try to understand every single word they listen.

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis:

All the teachers surveyed answered that students always try to understand every single word they listen, which means they have a habit that may lead to students' failure to convey a message. Trying to understand every single word within a listening text is a waste of time, because in many situations this is just impossible.

Table 5.

Students show difficulties in listening because of the speech rate

Scale	Frequency	Percentage
Never	0	0%
Rarely	4	100%
Usually	0	0%
Very often	0	0%
Always	0	0%

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

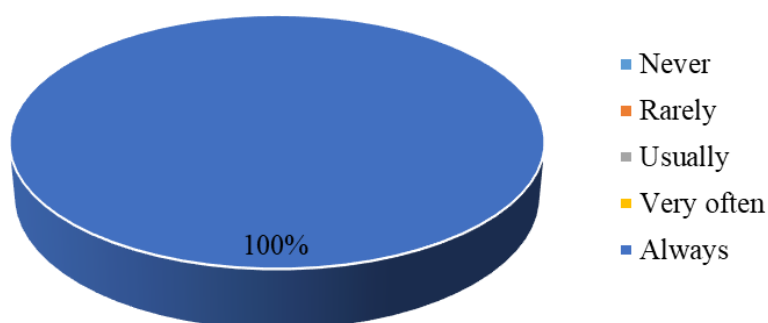


Figure 5: Students show difficulties in listening because of the speech rate.

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis:

All teachers affirmed that students show difficulties in listening because of the speech rate. Though speech rate is one of the main factors that causes difficulties in evaluating listening comprehension in students, it must go up according to the level. A slow rate of speech is often easier to comprehend than natural speech rate. However, students need to be exposed to a normal rate to achieve what they need to convey a message.

Table 6.

Students show difficulties in listening because of the vocabulary and grammar.

Scale	Frequency	Percentage
Never	2	50%
Rarely	1	25%
Usually	1	25%
Very often	0	0%
Always	0	0%

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

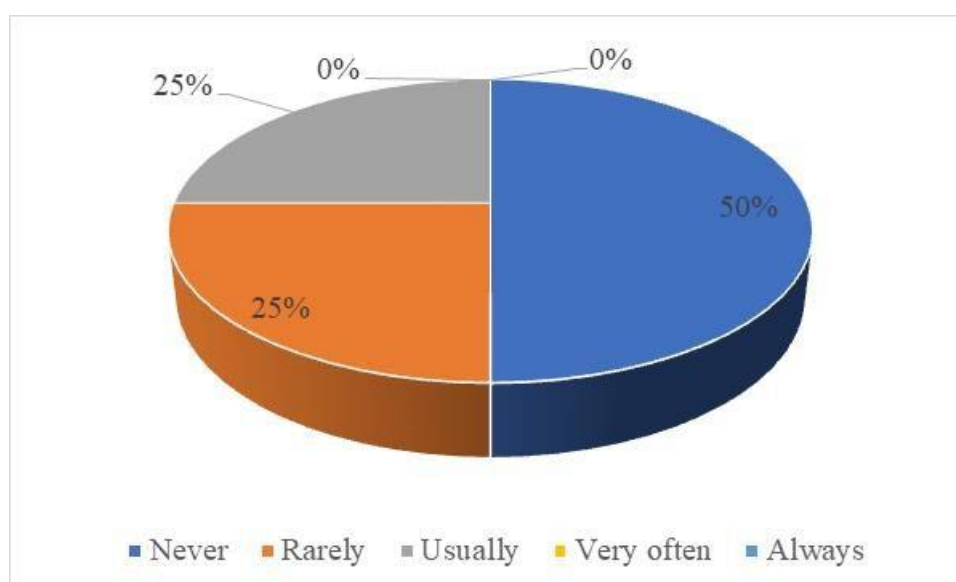


Figure 6: Students show difficulties in listening because of the vocabulary and grammar.

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis:

Most teachers answered that students show difficulties in listening because of the vocabulary and grammar. Knowing enough vocabulary contributes to students' comprehension of what they listen and all areas of communication. On the other hand, grammar is the basis for communication. Grammar makes students more accurate when using a language and makes possible a clear communication.

Table 7.

Technology is used in pre-, during, and post-listening activities.

Scale	Frequency	Percentage
Never	2	50%
Rarely	1	25%
Usually	1	25%
Very often	0	0%
Always	0	0%

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

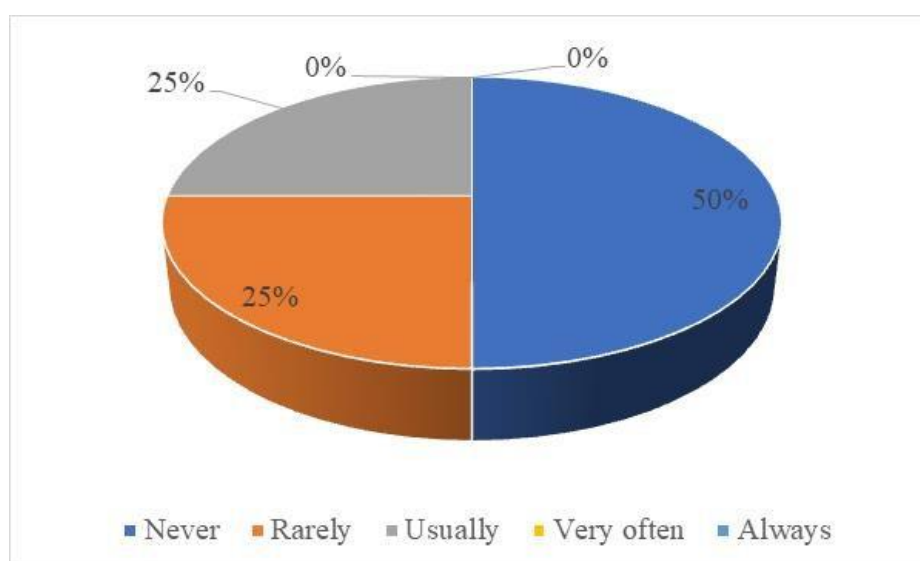


Figure 7: Technology is used in pre-, during, and post-listening activities.

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis:

An important number of teachers answered that technology is rarely or never included in pre-, during, and post-listening activities. It is possible that teachers experience lack of resources or lack of time to plan activities based on EdTech. Computer-based technology promotes listening skills and provide opportunities to improve that skill. Language teachers need to be aware of this trend to help students get involve in the experience.

Table 8.

Technology-based strategies are used to make students infer, predict, and listening for specific information.

Scale	Frequency	Percentage
Never	0	0%
Rarely	2	50%
Usually	2	50%
Very often	0	0%
Always	0	0%

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

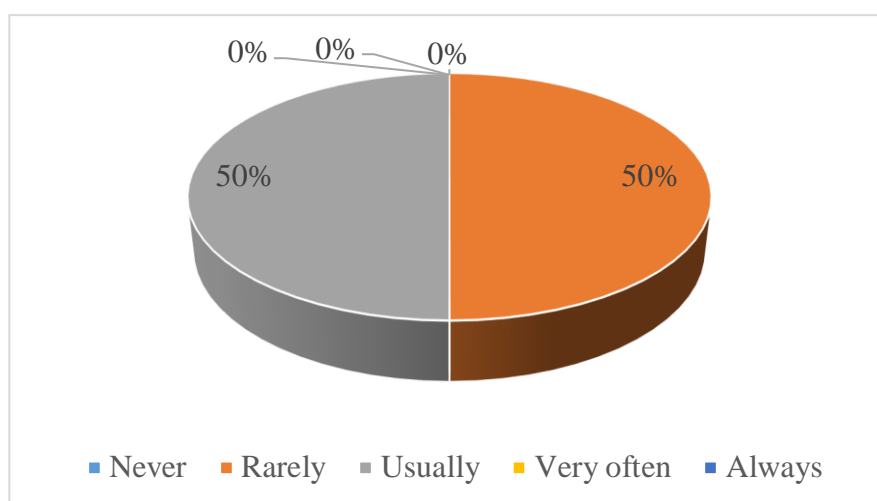


Figure 8: Technology-based strategies are used to make students infer, predict, and listening for specific information.

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis:

Only half of the teachers said that technology-based strategies are used to make students infer, predict, and listening for specific information. Using technology to improve listening can be highly effective. Teachers can take hand of many free resources available on the Internet such as apps, podcasts, online videos, or media outlets.

Table 9.

Several kinds of media are used in the classroom to improve listening skill.

Scale	Frequency	Percentage
Never	0	0%
Rarely	2	50%
Usually	2	50%
Very often	0	0%
Always	0	0%

Source: UE Bilingüe La Inmaculada (2021).

Elaborated by: Jalón & Quezada (2021)

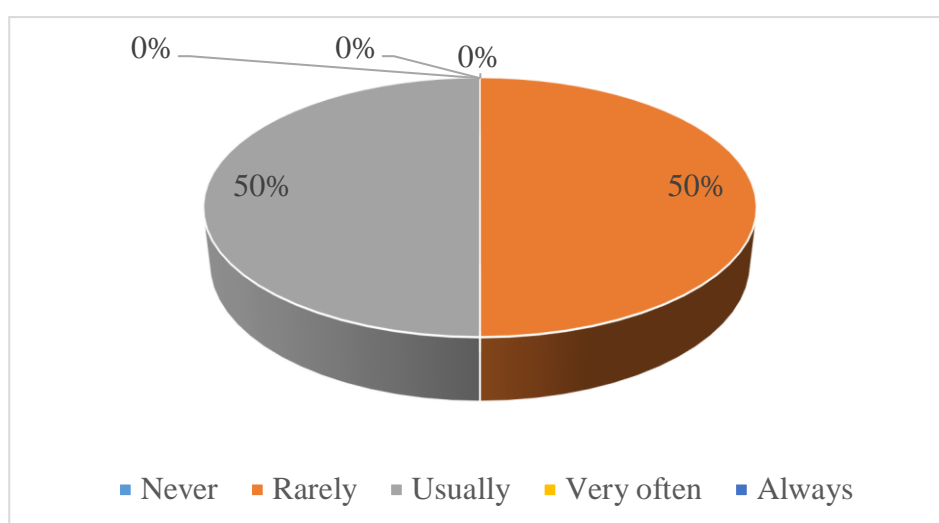


Figure 9: Several kinds of media are used in the classroom to improve listening skill.

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis:

Half of the teachers said that several kinds of media are rarely used in the classroom to improve listening skill. Teaching listening is meant to increase students' skills and linguistics competence. Media can effectively be used to enhance listening, both in class, and for out-of-class assignments. Teachers can select short film and television clips, to reinforce vocabulary and comprehension.

Table 10.

A set of online learning strategies are considered for listening sessions.

Scale	Frequency	Percentage
Never	2	50%
Rarely	1	25%
Usually	1	25%
Very often	0	0%
Always	0	0%

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

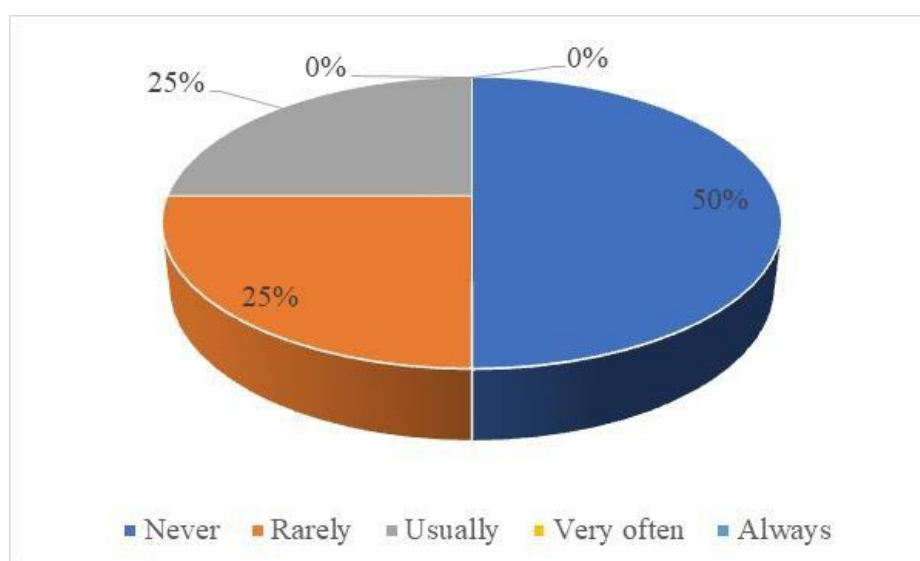


Figure 10: A set of online learning strategies are considered for listening sessions.

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis:

An important number of teachers answered that listening sessions never or rarely consider online learning strategies. The use of online listening strategies promotes the development of this skill in students, as motivates them to learn and practice actively. This kind of strategies contribute directly to the listening comprehension and recall of listening input.

Table 11.

Students can use apps in the class to enhance listening skills.

Scale	Frequency	Percentage
Never	0	0%
Rarely	2	50%
Usually	2	50%
Very often	0	0%
Always	0	0%

Source: UE Bilingüe La Inmaculada

Elaborated by: Jalón & Quezada (2021)

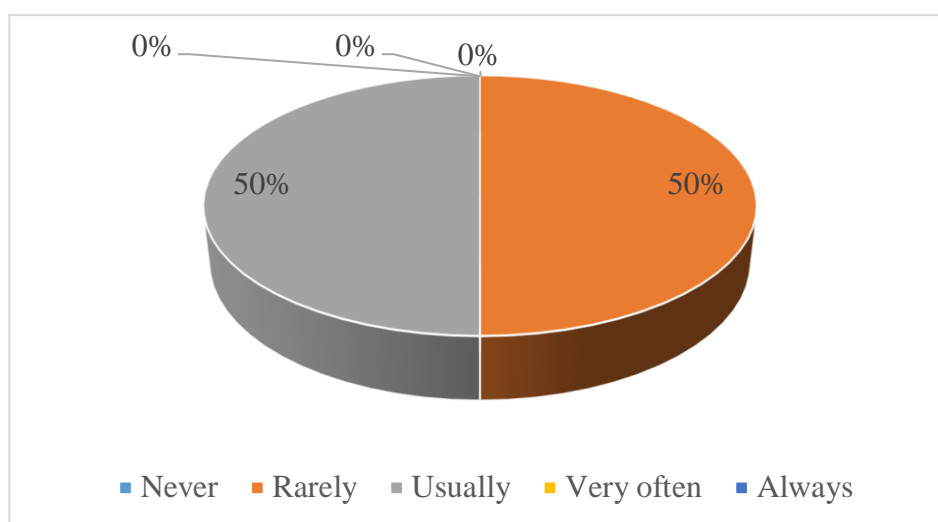


Figure 11: Students can use apps in the class to enhance listening skills.

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis:

Half of the teachers said that students rarely use apps in the class to enhance listening skills. The use of apps to enhance listening often requires a lab with the appropriate equipment. However, even if the institution has the resources, depends on the teacher to plan the activities, and dedicate time to this skill. Apps motivate students and help them to avoid low concentration. This kind of resources also facilitates students to pay attention and make teachers easier to provide feedback.

3.6.2. The Interview

An interview, and its instrument, the open-ended questionnaire, was applied to the School Principal. The purpose was to determine the importance of the listening skill and the role the technology-based teaching strategies. The interview questionnaire included 10 open-ended questions:

Table 12. School's Principal Interview

QUESTION	ANSWER
a) How important is the development of listening skill in English for students?	It is very important. People need to understand to reply. It is part of what a child needs to communicate.
b) What is the importance that teachers give to listening subskills?	Teachers try to help students improve their listening but without details. There are other skills they need to enhance also.
c) How much emphasis is given to listening skills in the English class?	The same emphasis than the given to the other skills.
d) What are the most important difficulties students may have to decode a message?	They cannot identify the way words sound because they do not know their pronunciation. There are also common problems with new words.
e) In your opinion, what strategies are important to develop the listening skill?	In my opinion, one of the most important is listening for specific information. If children can identify information then, they can communicate.
f) What part of listening ability can students develop by using technology?	Listening comprehension, because teachers can use videos or audio files that can be manipulated to make students practice as much as they want.
g) How is technology useful to teach listening?	When technology is available it helps a lot. Children are more motivated with technology and learn more and fast.

h) How important is teacher's training in technology for teaching listening skill in English?	It is important. However, sometimes teachers' training is oriented more to methodology than to a specific skill.
i) How frequent do teachers receive training on the use of technology-based strategies?	Not much frequently. Teachers usually attend to workshops organized by the Ministry of Education.
j) How does the institution support teachers to apply technology in the classroom?	Because of the Pandemic, teachers and students use their own resources. However, the institution gives them support with the license for a video conferencing system and had to implement an educational management information system, and.

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis

- The school Principal considers listening as an important skill but having the same importance as the others. It means that English teachers does not give any special emphasis to develop that skill or subskills.
- Pronunciation is recognized as the most important difficulty students face. It means that listening comprehension is a weak point for students. If students do not recognize words because they do not know the way they sound, they will not be able to understand a message.
- The most common strategy applied in the classroom for promoting listening is listening for specific information. It is a common strategy that teachers include in their activities. However, it is important to consider others that could motivate students more and make them improve this skill.
- Because of the pandemic, teachers and students must use their own resources. The institution offers the necessary software for videoconferencing and manage the classroom. That means, teachers must take hand of the internet to select what they need to improve listening in students.

3.6.3. The Pre test

In addition to the observation and survey techniques, a speaking Pretest was administered to identify in detail the possible problems of Third grade EGB students at UE Bilingüe La Inmaculada. The test selected is part of the Cambridge Assessment English A1 Movers (YLE) exam, updated to 2018.

The listening test includes five short listening pieces and pictures that include letters, without words. Students had to listen to some people's conversation and then match pictures to one of the names. A rubric was applied to mark students' listening performance. The results were the following:

Table 13. Students' Pre test

Items	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Listening 1	11	5	5	4	25
Listening 2	9	6	5	5	25
Listening 3	9	7	4	5	25
Listening 4	10	7	5	3	25
Listening 5	10	5	7	3	25

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis

More than half students obtained very poor or poor performance in the short listening included in the Pretest. Students had to identify specific information to match a picture with a name from each listening. Unfortunately, only a small number of students had a good or very good performance.

3.6.4. The Post test

As a last step of the research tools application, a listening Post test was administered to measure students' improvement in listening. The test selected is also part of Cambridge Assessment English A1 Movers (YLE) exam, updated to 2018. The same rubric than the one applied to the Pretest is applied to this Posttest to mark students' listening performance. The results were:

Table 14. Students' Post test

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Listening 1	4	3	9	9	25
Listening 2	5	2	10	8	25
Listening 3	5	2	8	10	25
Listening 4	6	1	7	11	25
Listening 5	6	1	9	9	25

Source: UE Bilingüe La Inmaculada.

Elaborated by: Jalón & Quezada (2021)

Analysis

Most students obtained a good or very good performance in the short listening included in the Post test. Though it was a different version of the test, students also had to identify specific information to match a picture with a name from each listening. Their performance denotes an improvement in the listening skill after the application of technology-based strategies.

3.7. Preliminary conclusions

- The teachers' survey showed that students' difficulties to convey a message happens because they do not have a background on vocabulary, grammar, and sound system to decode a message in English. Students also have problems to recognize sounds during the activities and try to understand every single word they listen. One of the most important causes for their lack un comprehension is the speech rate, as they are not prepared to face a normal rate of speaking. On the other hand, it was evident that teachers do not take hand of technology to motivate students and facilitate the development of the listening skill.
- The school Principal interview allowed to confirm that pronunciation is seen as an important difficulty that students face. In fact, it was recognized by the Principal as a weak point in students 'performance. However, the institution does not give listening a special treatment and is seen as having the same importance than to the others. The strategies are focused mainly to listen for specific information, on which the activities are centered. Furthermore, the Principal recognized that due to the Pandemic, teachers and students had to take hand of their own resources.
- The Pretest resulted into a high number of students having very poor or poor performance in short listening activities included in the Pretest. Students had to identify specific information to match a picture with a name from each listening. Unfortunately, only a small number of students had a good or very good performance. On the other hand, after the application of the Post test, most students got a good or very good performance in a short listening activity included. It can be seen as an improvement in the listening skill after the application of technology-based strategies.

CHAPTER IV

THE PROPOSAL

4.1. Topic

Guide of technology-based teaching strategies to enhance listening skill in students.

4.2. General Objective

- Offer teachers a set of technology-based teaching strategies for enhancing students' listening skills.

4.3. Specific Objectives

- Select suitable technology-based strategies to enhance listening skills.
- Improve teachers' competences in listening skills with a set of technology-based activities.

4.4. The Proposal Scheme

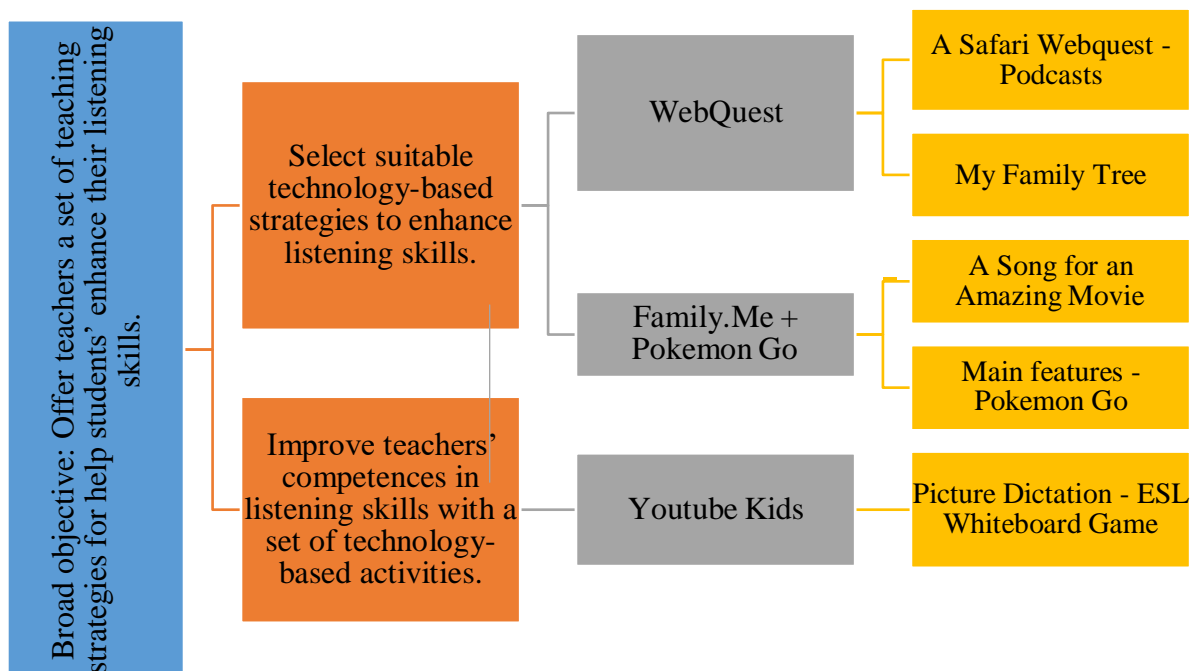


Figure 12. The proposal scheme.

Elaborated by: Jalón & Quezada (2021)

4.5. The Proposal Development



Guide of technology-based teaching strategies to enhance listening skill in students

Authors:

Tanya Isabel Jalón León

Kimberlyn Roxana Quezada Veloz

2021

Activity #1
A Safari WebQuest



Figure 13: Safari.

Source: Quest Garden (2021)

Sub-skill: Listening for gist and listening for specific information.

Objective: To identify specific information by finding clues from a podcast for listening skill enhancing.

Materials:

1. Internet
2. Computer
3. Speakers
4. WebQuest Platform
5. Podcast
6. Tale Splash
7. Safari hat
8. 2 toilet paper rolls
9. Colored paper
10. Scotch tape
11. A string
12. Printable Cardboard Template
13. White glue
14. Color markers
15. Scissors
16. WebQuest platform
17. Podcast maker app
18. Tale Splash site

Time: 30 min

Pre-Listening

Run the Safari WebQuest and project it on the board. Make students guess that the picture represents and the topic for the class. The teacher must consider that in every WebQuest there is an open-ended question. This question creates a clear purpose for the WebQuest, motivates students to access their prior knowledge, and creates a level of interest in students to explore further. Every new vocabulary should be explained in advanced. The teacher must provide students the background information needed. This information gives the main knowledge that the teacher wants students achieve. (5 min)

While-listening

Tell students to keep eyes closed to imagine what the podcast says about a story called Splash. Explain students they will listen to a podcast with eyes closed, and they will have to listen for gist, that is, to guess what the story is about. Then, ask students to imagine Africa and that they are tour guides in a safari. With eyes closed the teacher places on students' desks a safari hat, the cardboard camera, and the binoculars craft. (15 min)

Listen for specific information:

Tell students they will listen to the podcast again and they will have to identify the answer for the following questions:

- Which animals are hot, hot hot at the beginning?
- Which animal loves drinking water?
- What animals appeared in this story?

Post-listening

Tell students to open eyes and imagine they are in Africa now! Take your safari hats, binoculars, and cameras, and let us start the Safari expedition. Today you are going to learn about animals that live in Africa. First You are going to listen to stories about safari animals and tell what you learnt about your favorite safari animal. (15 min)

- Pretend you are a tour guide in the safari.
- You will need to know at least two facts about each animal to start the safari tour.
- Watch to the projected online WebQuest and listen the teacher explanation about each animal: <https://www.africa-wildlife-detective.com/>
- After listening to the teacher, choose and draw your favorite animal.

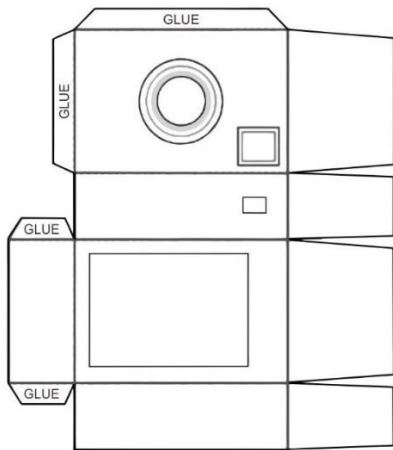


Figure 14: Cardboard Camera.
Source: Printablee (2021)



Figure 15: Binoculars.
Source: All Kids Network (2021)

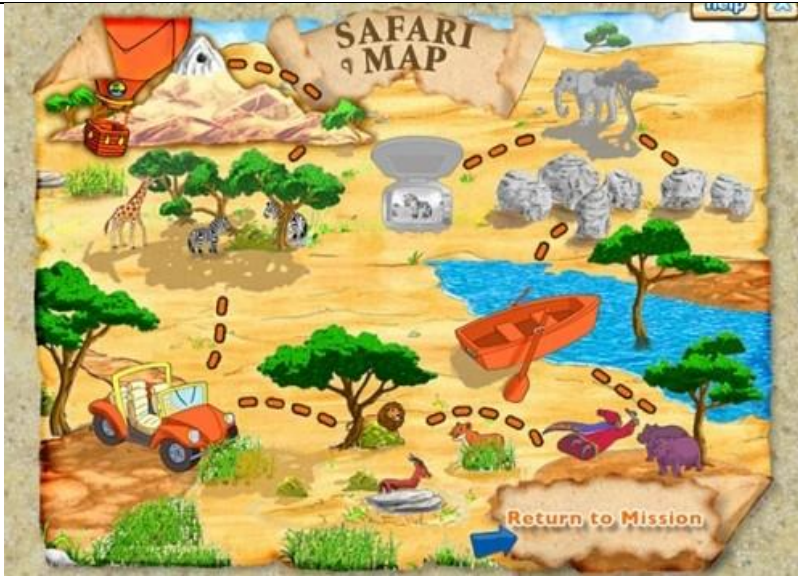


Figure 16: Safari Map.
Source: Quest Garden (2021)



Figure 17: Giraffe.
Source: Africa Wildlife (2021)



Figure 18: Binoculars.
Source: Africa Wildlife (2021)



Figure 19: Cheetah.
Source: Africa Wildlife (2021)



Figure 20: Elephant.
Source: Africa Wildlife (2021)



Figure 21: Zebra.

Source: Africa Wildlife (2021)



Figure 22: Buffalo.

Source: Africa Wildlife (2021)

Evaluation

- Message understanding
- Identifies specific information.
- Follows instructions.

Table 15.

Rubrics Activity 1

	Concern	Need to work	Good	Very Good
Infer the meaning of words and phrases.				
Identify basic information.				
Can follow speech that is carefully articulated.				

Elaborated by: Jalón & Quezada (2021)

Activity #2

My Family Tree

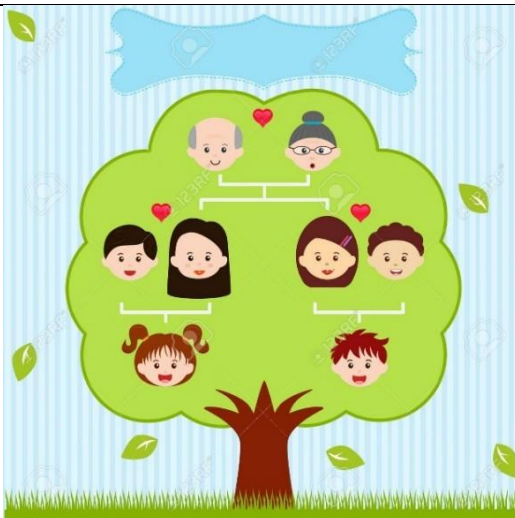


Figure 23: Family Tree
Source: Google Images (2021)

Sub-skill: Listening for specific information

Objective: To identify specific information by identifying clues from a podcast.

Materials:

1. Internet
2. Computer
3. Speakers
4. Recording device
5. Sheet of paper
6. Color markers

Technology:

- Family.me App
- Google,
- YouTube,
- Email,
- Recording devices

Time: 40 min

Pre-listening (5 min)

- Post a picture of a tree on the board and make students predict the topic of the class.
- Ask students to tell what they know about family trees. Elicit some answers and write them on the board.
- Explain that they are going to dig at the roots of their family tree.
- Recognize what they know and what they do not know in relation to the problem.
- Create an outline or representation that allows them to understand the problem.

While-listening (10 min)

Play the video Family Tree for Kids (Smile and Learn, 2021) for students to get acquainted with the vocabulary, and explain that they need to listen and give an answer to the T/F question below:

- People in the video are family..... T / F
- The tree includes parents..... T / F
- The tree includes brothers and sisters..... T / F

Listen and analyze the problem or situation. Play the video Family Tree for Kids again and ask them to list the members of a family they remember from the video (i.e., mother, father, brother, sister, grandfather, grandmother, cousin, etc.). Emphasize on the pronunciation of each word. Play the video Family Tree for Kids one more time and help students understand family tree diagrams and charting family relationships. Collect information about the problem.

Post-listening (15 min)

Students discuss about members of a family that should be included in the tree, such as pets (in many countries, pets are considered parts of the family), and individually draw their favorite pet. Tell students to imagine they must create a family tree starting with themselves. They give ideas to answer the question: Who would be on it?. Make a first approximation to the solution of the problem. Create an interactive family tree with media

resources from living relatives. The tree must include video, audio, and photographs. The class is divided in groups of 3 students. The teacher establishes the roles in each group:

Steps to follow

- Step 1. Parents help their child write the names of the members of their family.
- Step 2. With the help of their relatives, each student records a sound file with a brief presentation from each living member of the family.
- Step 3. Parents help the child create a family.me account.
- Step 4. In groups, children compile the information gathered in the classroom, and draw a draft for the family tree.
- Step 5. At the lab, students work in group creating the family tree at family.me, with the help of the teacher.
- Step 6. At the lab, students work in group adding the media resources to the family 3.
- Step 7. Students present their family tree to the teacher and class.

Results

- Students present their tree to teacher and class.
- The class selects randomly some members of the tree so listen who they are.

Table 16.

Rubrics Activity 2

	Concern	Need to work	Good	Very Good
Identify vocabulary about family				
Use digital media to create the tree.				
Can follow speech that is carefully articulated				
Domain by using technology for sharing devices and access content				
Time management				

Elaborated by: Jalón & Quezada (2021)

Activity #3

A Song for an Amazing Movie



Figure 24: Movies for children.

Source: Pixar (2021)

Sub-skill: Listening for specific information

Objective: To identify specific information by identifying clues from a sound file.

Materials:

1. Internet
2. Computer
3. Speakers
4. Song Lead the Way from Raya's movie.
5. Pictures from movies.
6. YouTube Kids App
7. Digital Songs
8. Movie file

Time: 30 min

Pre-Listening (5 min)

Write on the board the title of the song and ask students to predict words and phrases that they expect to hear. Write on the board a list of personal pronouns which appear in the song in a random order, including one pronoun which does not appear.

- I
- You
- He
- She
- It
- We
- They

Students write the pronouns so they can tick off the pronouns as they hear them, to discover which was the extra word. Elicit students to analyze the problem or situation that will be presented. Students will recognize what they know and what they do not know in relation to the problem. Students give ideas of how to find a solution to the problem. Explain to students that there is a song that need to be assigned to a movie.

While-Listening (15 min)

Students listen to the song. They must discover the pronoun from the list that is not mentioned. Give students the written song with some *either or* choice for personal pronouns. First, students choose which pronoun is more likely in each case. Then, they listen and check their choices. The mission is to discover to which movie the song belongs. Run YouTube Kids App, and show students the silent trailers for the 4 options of movies they have.

Post-Listening (10 min)

Students decide to which movie the song represents among the options given. Students draw a picture to represent what they hear and then explain their pictures in small groups. As soon as they represent, the teacher will measure through feedback and a rubric if they are accomplishing the objective and following the key vocabulary.

Lead the Way

Ooh-ooh-ooh, ooh-ooh, ooh-ooh, ooh-ooh

Ooh-ooh-ooh, ooh-ooh, ooh-ooh, ooh-ooh

Yeah-yeah, yeah-yeah, yeah-yeah

We / You have a choice to
Build or destroy to
Fight or to come together
Love is a bridge and
Trust is a gift, we
Give it and it / he gets better
There's an energy in the water
There is magic deep in our heart
There's a legacy that we / they honor
When we / you bring the light to the dark
Whatever brings us together
Can never tear us apart
We / I become stronger than ever
When we / they just trust
Trust and believe it
You'll see that, we'll lead the way
When

#1



Figure 25: Raya, the last dragon.
Source: Pixar (2021)

#2



Figure 26: Peter Rabbit.
Source: Pixar (2021)

#3

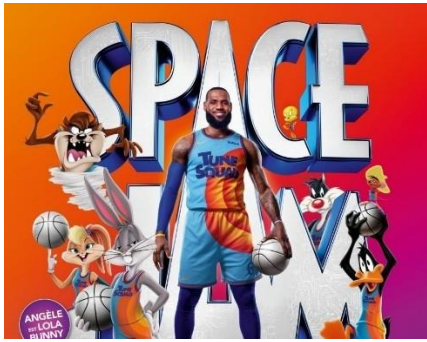


Figure 27: Space Jam.
Source: Pixar (2021)

#4



Figure 28: Luca.
Source: Pixar (2021)

Table 17.

Rubrics Activity 3

	Concern	Need to work	Good	Very Good
Infer the meaning of words and phrases.				
Identify specific information.				
Can follow speech that is carefully articulated				
Use of instructional media				

Elaborated by: Jalón & Quezada (2021)

Activity #4

Pokémon Go!



Figure 29: Pokémon Go App.

Source: Vincent (2018)

Sub-skill: Listening for gist and listening for specific information.

Objective: To recognize the main features of characters by matching pictures and descriptions from Pokémon App for improving listening comprehension.

Materials:

1. Internet
2. Computer
3. Projector
4. Speakers
5. Pokémon Go App
6. Color markers
7. Pokémon features worksheet
8. Pokémon Go App

Time: 30 min

Pre-listening (5 min)

Post a flashcard on the board about some Pokémon characters. Ask students if they like Pokémon and make them tell the name of some of them. Ask students if they know what

the class is about. Ask students to listen the main features of Pokémon again and to describe the following information of two of them (listening for specific information):

- Name
- What they do.

While-listening (15 min)

Divide the class into groups of 3. Explain they will be working with Pokémon characters and that they will need to remember some information about them. Project on the board detailed information of 10 character from the Pokémon Go App. Make students listen to their features and identify the general idea of the characters (listening for gist). Elicit students recognize the name of each Pokémon projected. Talk about each character on the worksheet. Ask students if they recognize any of the characters or if they know any of the features.



Figure 30: Bulbasaur

Source: Heath and Gilbert (2017)

“Bulbasaur can be seen napping in bright sunlight. There is a seed on its back. By soaking up the sun’s rays, the seed grows progressively larger.”



Figure 31: Ivysaur.
Source: Heath and Gilbert (2017)

“There is a bud on this Pokémon’s back. To support its weight, Ivysaur’s legs and trunk grow thick and strong.”



Figure 32: Venusaur.
Source: Heath and Gilbert (2017)

“There is a large flower on Venusaur’s back. The flower is said to take on vivid colors if it gets plenty of nutrition and sunlight. The flower’s aroma soothes the emotions of people.”



Figure 33: Charmander.
Source: Heath and Gilbert (2017)

“The flame that burns at the tip of its tail is an indication of its emotions. The flame wavers when Charmander is enjoying itself. If the Pokémon becomes enraged, the flame burns fiercely.”



Figure 34: Charmeleon.

Source: Heath and Gilbert (2017)

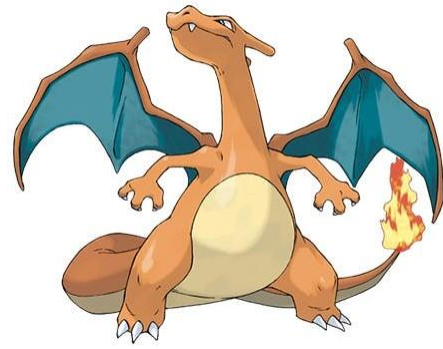


Figure 35: Charizard.

Source: Heath and Gilbert (2017)

“Charmeleon mercilessly destroys its foes using its sharp claws. If it encounters a strong foe, it turns aggressive. In this excited state, the flame at the tip of its tail flares with a bluish white color.”

“Charizard flies around the sky in search of powerful opponents. It breathes fire of such great heat that it melts anything. However, it never turns its fiery breath on any opponent weaker than itself.”



Figure 36: Squirtle.

Source: Heath and Gilbert (2017)



Figure 37: Wartortle.

Source: Heath and Gilbert (2017)

“Squirtle’s shell is not merely used for protection. The shell’s rounded shape and thick fur. The grooves on its surface help minimize deeper in color as Wartortle ages. The resistance in water, enabling this Pokémon to swim at high speeds.”

“Its tail is large and covered with a rich, thick fur. The tail becomes increasingly darker in color as Wartortle ages. The scratches on its shell are evidence of this Pokémon’s toughness as a battler.”



Figure 38: Blastoise.

Source: Heath and Gilbert (2017).



Figure 39: Caterpie.

Source: Heath and Gilbert (2017).

“Blastoise has water spouts that protrude from its shell. The water spouts are very accurate. They can shoot bullets of water before your eyes. From its antenna, this Pokémon releases a terrifically strong smell from over 160 feet.”

Post-listening (5 min)

Students will need to identify the main features of the Pokémon selected by listening to the Pokémon Go App explanation (listening for gist). Make students craft a compelling worksheet detailing each Pokémon character and their features. Pass students out the Pokémon ESL worksheet. Explain they will have to work under the following roles:

- Student #1 draws and colors a Pokémon of the group preference.
- Student #2 gets ready to describe the main features of the Pokémon the group selected to draw.
- Students #1 to #3 discuss the different Pokémon and decide how each character matches to the features in the worksheet.
- Each group presents their character to the class explaining its main features.
- Once the presentation is finished, students present the worksheet to the class.

Evaluation (5 min)

After each group finished presenting the word scramble worksheet, test their memories. Ask them to turn down the worksheet and select a member from each group to answer questions. Groups are awarded one point for each right answer. The group that collects more points is the winner.

Table 18. Rubrics Activity 4

	Concern	Need to work	Good	Very Good
Infer the meaning of words and phrases.				
Identify the gist.				
Recognize specific information.				
App interaction				
Use of instructional media				

Elaborated by: Jalón & Quezada (2021)

Activity #5
Picture Dictation – ESL Whiteboard Game



Figure 40: Picture dictation.

Source: Bikoi (2016)

Sub-skill: Listening for gist and listening for specific information.

Objective: To recognize and draw detailed information from dictation for facilitating the development of listening skill.

Materials:

1. Internet
2. Computer
3. Speakers
4. Whiteboard

Time: 30 min



Figure 41: Kids.

Source: Shutterstock (2021)

Pre-listening (5 min)

Before starting the activity, ask students to look at the picture in the whiteboard and answer the following questions:

- Where are the kids?
- What is the dog doing?
- Do they look happy?

Draw a square or rectangle to represent a piece of paper on the board and elicit vocabulary from the students that they will need to know for the activity. Example:

- in the middle of the piece of paper
- in the top/bottom/right-/left-hand corner of the piece of paper
- in front of
- behind
- on top of

Pre teach vocabulary by drawing on the whiteboard the things, the house, clouds, river, etc. that will appear in the figure 36 before starting the activity to review vocabulary.

While-listening (10 min)

Students listen and watch to a video once. They will have to guess the main idea. Students will listen and watch the video again but this time they will have to identify the following information:

- How is called the main character of the story?
- What makes car and factory chimneys to the air?

Post-listening (15 min)

Students do a picture dictation activity. The teacher describes a picture to them and that they must listen and draw what they hear. Describe a simple and easy-to-draw picture related to climate change for students to draw it.



Figure 42: Pollution.

Source: Shutterstock (2021)

Describe one object at a time slowly and repeat each description two or three times. Give students enough time to finish drawing one object before you move onto the next object. Walk around and look at the students' drawings as they are drawing them. Divide the class in groups of 3. Ask them to look at the picture on the whiteboard and discuss a topic for the picture they draw. Students may say Contamination. Explain the word is Pollution. Encourage students to formulate a question for the problem. Make them think how the problem affect their lives. How does pollution impact the Earth? Ask students to work in groups and think of a possible solution to reduce pollution on Earth. Each group represents their solution with a drawing. Each group present their ideas to the class.



Figure 43: Whiteboard picture.

Source: Shutterstock (2021)

Table 19. Rubrics Activity 5

	Concern	Need to work	Good	Very Good
Work in group appropriately using the app				
Identify basic words or phrases from vocabulary framework				
Can follow speech that is carefully articulated				

Elaborated by: Jalón & Quezada (2021)

4.6. Results / Benefits of the Proposal

The technology-based teaching strategies proposed in this study for enhancing listening skill will have an important impact for students and teachers. First, they will be useful to respond to the different learning styles that students who study the same subject may have. For this reason, it is essential to use a strategy as a central didactic axis, but that it can be integrated with the use of techniques that strengthen or enhance learning.

Second, the proposal will promote the development of several other skills and attitudes such as: critical and creative thinking, responsibility for learning, searching, organizing, creating information, promoting collaborative learning and self-reflection on one's own learning. In addition, the activities proposed will allow the student to enrich their knowledge and promote their oral communication, while the teacher will facilitate the creation of strategies that stimulate the assimilation of a foreign language.

Finally, this proposal will bring students an important impact since the technology-based teaching strategies help them to overcome the common anxiety felt during their listening performance.

CONCLUSIONS

The development of this study made possible drawing the following conclusions:

- The theoretical foundations that were included in this research, which were developed in a systematic and organized way, allowed to establish the scientific basis of this study, by consulting a variety of similar research work relevant to the topic investigated. This made possible to verify the relevance of the study, and at the same time interpret its results.
- The application of the research tools described in this work allowed to confirm a positive influence of technology-based teaching strategies on listening, helping students of third grade EGB enhance this skill.
- The teachers' survey showed students' difficulties to convey a message, which were focused on vocabulary, grammar, and sound system. Among the causes for the weaknesses in comprehension there was found the speech rate and the lack of technology in the classroom to motivate students improve their listening skills.
- The school Principal interview confirmed that students' pronunciation in English is seen as a major difficulty. However, the institution is not planning to give the listening skill a special treatment in the classroom. It was also concluded that listen for specific information is the subskill on which most of the activities are centered.
- Pretest determined a high number of students with very poor or poor performance in short listening activities, while the Post test showed an improvement in students' performance with short listening activities.
- The elaboration of a Guide with technology-based teaching strategies to enhance listening skill in students is relevant for the current study, as can be considered an important resource for teachers, as they can take it as an option to face listening weaknesses in students in a flexible and motivating way, and therefore, improve their teaching practices.

RECOMMENDATIONS

- The institution should be aware of the importance that has an appropriate teacher's training on technology-based strategies to improve the listening skills in students. Technology provides students many advantages for their development, among them, it is found an easy-to-access information, the opportunity of experience an accelerated learning, and fun opportunities that motivate students to practice what they learn.
- Teachers should consider the individual needs, capacities and learning styles of children in the application of the guide proposed, to guarantee the desired results. In this way it can be got an effective and productive learning-teaching process.
- It is essential for the improvement of the listening skill in children from 4 to 5 years that the institution could apply the guide proposed, as it is an important option to motivate the child to learn the various subjects, and especially, the implementation of the art corner for the development of logical mathematical thinking.

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ANNEX 1

School Principal's Interview

Objective: To determine the importance of the listening skill and the role the technology-based teaching strategies.

Instructions: This interview does not have a time limit and is individual.

1. How important is the development of listening skill in English for students?
2. What is the importance that teachers give to listening subskills?
3. How much emphasis is given to listening skills in the English class?
4. What are the most important difficulties students may have to decode a message?
5. In your opinion, what strategies are important to develop the listening skill?
6. What part of listening ability can students develop by using technology?
7. How is technology useful to teach listening?
8. How important is teacher's training in technology for teaching listening skill in English?
9. How frequent do teachers receive training on the use of technology-based strategies?
10. How does the institution support teachers to apply technology in the classroom?

ANNEX 2

Teachers' Survey

Objective: To identify the difficulties that Third Grade students have in the listening skill and to establish the influence of Technology-Based Teaching Strategies on its development.

Instructions: Read each statement carefully and choose your answer by checking the respective box according to the attached rating table. This survey does not have a time limit and is individual.

1 = Never 2 = Rarely 3 = Sometimes 4 = Frequently 5 = Always.

ITEM					
1. Students have a background on vocabulary and sound system and apply them to decode a message in English.					
2. Students recognize sounds easily during a listening session.					
3. Students try to understand every single word they listen.					
4. Students show difficulties in listening because of the speech rate.					
5. Students show difficulties in listening because of the vocabulary and grammar.					
6. Technology is used in pre-, during, and post-listening activities.					
7. Technology-based strategies are used to make students infer, predict, and listening for specific information.					
8. Several kinds of media are used in the classroom to improve listening skill.					
9. A set of online learning strategies are considered for listening sessions.					
10. Students can use apps in the class to enhance listening skills.					

ANNEX 3

Listening Pre Test

A1 Movers Test

A1 Movers Listening Test for the Cambridge Assessment English A1 Movers (YLE) exam. You should be able to listen for specific information.

In A1 Movers Listening Test, there are five short conversations. There is a set of pictures with letters but no words. You must listen to a conversation between two people and match pictures to one of the names.

Ben is showing his mum a photo of the school Sports Day. Who did what on Sports Day? Listen and write a letter in each box. There is one example.



A



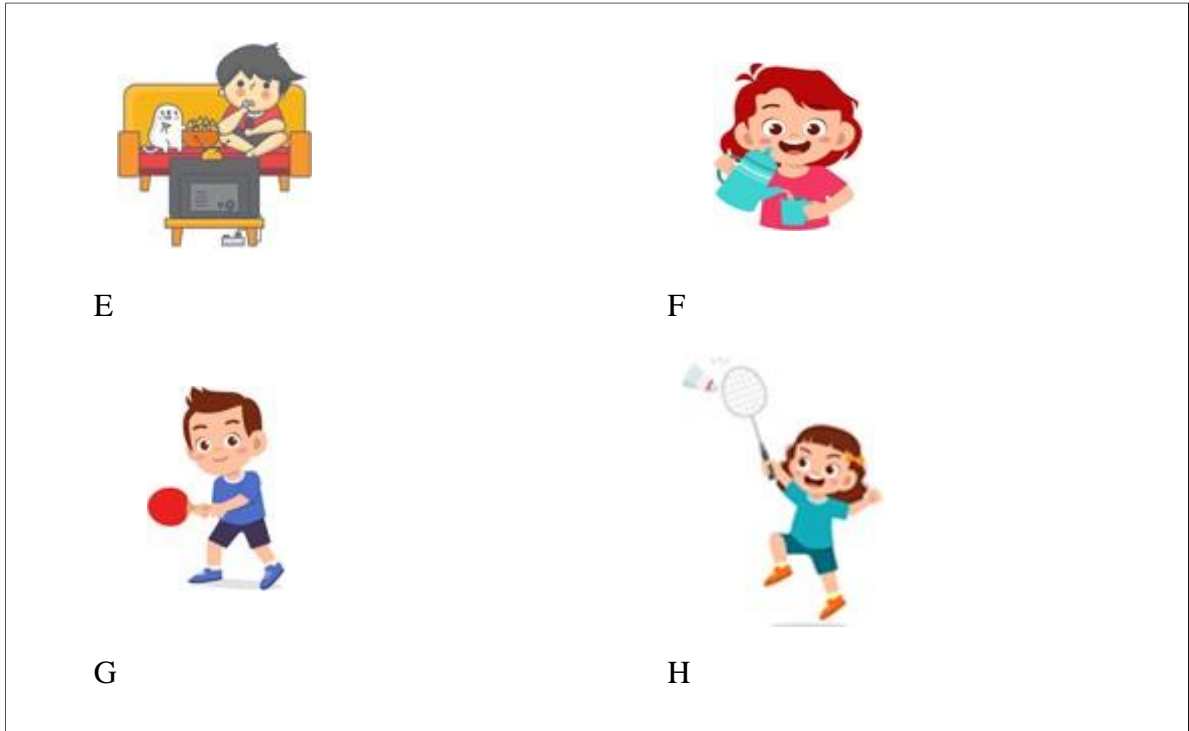
B



C



D



Example:

Miss Sky	B
His sister	<input type="text"/>
Fred	<input type="text"/>
Lily	<input type="text"/>
Sally	<input type="text"/>
Nick	<input type="text"/>

Bottom of Form

Submit

Source: ESLschool (2021). Retrieved from <https://www.esleschool.com/a1-movers-listening-part3-test1/>

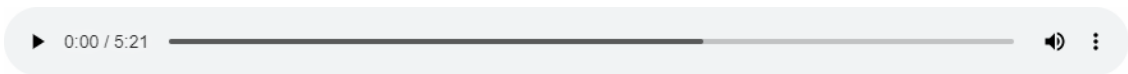
ANNEX 4

Listening Post test

A1 Movers Test




A1 Movers Listening Test for the Cambridge Assessment English A1 Movers (YLE) exam. You should be able to listen for specific information. In A1 Movers Listening Test, there are five short conversations. There is a question and three pictures for each conversation. You must decide which picture shows the right answer.

Choose the correct letter A, B or C.






Listen and choose the correct one.

1. Which fruit does Jack want?

 A	 B	 C
--	--	--




Answer =

2. How did Jack's cousin go to town?

 A	 B	 C
--	--	--




Answer =

3. What must Peter put on?

 <p>A</p>	 <p>B</p>	 <p>C</p>
--	--	--




Answer =

4. Where did Harry eat lunch?

 <p>A</p>	 <p>B</p>	 <p>C</p>
---	---	---

Answer =

5. Which animal did Harry like best?

 <p>A</p>	 <p>B</p>	 <p>C</p>
--	--	--

Answer =

Source: ESLschool (2021). Retrieved from <https://www.esleschool.com/a1-movers-listening-part4-test1/>


ANNEX 5

Validation of the Proposed Plan

TECHNOLOGY-BASED TEACHING STRATEGIES AND LISTENING SKILL OF THIRD GRADE EGB STUDENTS AT UNIDAD EDUCATIVA BILINGUE LA INMACULADA, SCHOOL YEAR 2020-2021

OPTIONS	RATING SCALE				
	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity		X			

Comments: It is a good guide that helps teachers work with Listening, a skill that sometimes is left behind.

NAME:	Francisco Villao	 Signature
OCCUPATION:	Rector	
PHONE NUMBER:	0992831226	

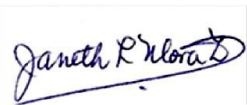
Elaborated by: Jalón & Quezada (2021)

Validation of the Proposed Project Plan

TECHNOLOGY-BASED TEACHING STRATEGIES AND LISTENING SKILL OF THIRD GRADE EGB STUDENTS AT UNIDAD EDUCATIVA BILINGUE LA INMACULADA, SCHOOL YEAR 2020-2021

OPTIONS	RATING SCALE				
	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact		X			
Feasibility	X				
Relevance	X				
Originality		X			
Language	X				
Comprehension	X				
Creativity	X				

Comments: The activities presented in the proposal encourage the use of ideas and thoughts expressed orally in an appropriated way.

NAME:	Janeth Mora Zapater	 Signature
OCCUPATION:	Professor	
PHONE NUMBER:	0990536501	


Elaborated by: Jalón & Quezada (2021)

Validation of the Proposed Project Plan

TECHNOLOGY-BASED TEACHING STRATEGIES AND LISTENING SKILL OF THIRD GRADE EGB STUDENTS AT UNIDAD EDUCATIVA BILINGUE LA INMACULADA, SCHOOL YEAR 2020-2021

OPTIONS	RATING SCALE				
	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality		X			
Language	X				
Comprehension	X				
Creativity		X			

Comments: This proposal is very useful for English teachers. good job!

NAME:	Norma Hinojosa Garcés	 Signature
OCCUPATION:	Professor	
PHONE NUMBER:	0993742876	

Elaborated by: Jalón & Quezada (2021)