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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

EL MEJORAMIENTO DE LA HABILIDAD DE LISTENING

AGUILAR BERMEO LIZBETH DAYANARA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

RAMIREZ AVELINO CINTHIA MARIA
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"SYSTEM OF ACTIVITIES WITH THE USE OF VIRTUAL DIDACTIC RESOURCES TO THE IMPROVEMENT IN THE ENGLISH LANGUAGE FOR PRIMARY SCHOOL CHILDREN"

por Aguilar Bermeo Lizbeth Dayanara Ramirez Avelino Cinthia Maria

"SYSTEM OF ACTIVITIES WITH THE USE OF VIRTUAL DIDACTIC RESOURCES TO THE IMPROVEMENT IN THE ENGLISH LANGUAGE FOR PRIMARY SCHOOL CHILDREN"

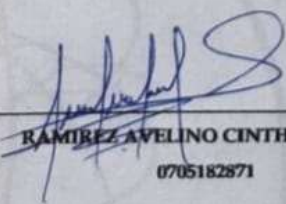## CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

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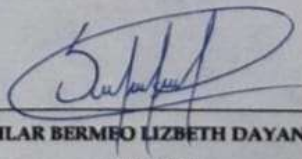
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DEDICATION

I dedicate this thesis to my mother Martha Rosario Bermeo Idrovo who was the engine of inspiration to achieve all my goals and objectives, especially to finish my university career, also to my siblings Snayder and Jamilette who were with me at all times giving me their best words of encouragement to achieve this great achievement that we have proposed each in our university stages.

Aguilar Dayanara

I dedicate this work mainly to my family, especially to my mother who supported me throughout this arduous process in my professional training stage. I also dedicate this work to all my teachers of the pedagogy career of national and foreign languages who helped me to form as a teacher in my academic process.

Ramirez Cinthia

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Aguilar Dayanara

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Ramirez Cinthia

RESUMEN

Acorde al aprendizaje del inglés como lengua extranjera en este contexto la capacidad de captar o identificar lo escuchado es lo más importante porque te permite desarrollar habilidades de los estudiantes en el proceso de aprendizaje y enseñanza. Se realizó una encuesta para mejorar las habilidades de inglés escuchado. Un marco de actividades de aprendizaje que implementa un enfoque activo basado en evidencia y deficiencias de los estudiantes. La investigación está basada bajo un paradigma cualitativo mediante un diseño investigación acción (IAP) para analizar el uso de sistemas activos con métodos de enseñanza para mejorar la habilidad del escucha en inglés. A construcción de un marco teórico a partir de la literatura bibliográfica, con apoyo a la validez y confiabilidad del estudio. Además, dentro de los métodos empíricos como la observación, pruebas de diagnóstico, entrevistas a maestros, etc. permite diagnosticar el estado inicial de la población de estudio a los estudiantes de 8vo año de básica general paralelo "B" del centro educativo Intercultural Bilingüe "KichwaKunapak Amawta Yachay". Se ha proporciona Sistema de actividades con empleo de recursos didácticos virtuales para las necesidades existentes de los estudiantes Finalmente, se recomienda seguir utilizando diferentes actividades innovadoras y creativas para resolver este problema que se está viviendo actualmente. El constructivismo es un enfoque muy esencial para lograr los objetivos de la competencia comunicativa como objeto de estudio.

Palabras clave: sistema de actividades didácticas, aprendizaje, competencia.

ABSTRACT

According to the learning of English as a foreign language in this context the ability to grasp or identify what is heard is the most important because it allows you to develop students' skills in the learning and teaching process. A survey was conducted to improve English listening skills. A framework of learning activities that implements an active approach based on evidence and student deficiencies. The research is based under a qualitative paradigm using an action research design (PAR) to analyze the use of active systems with teaching methods to improve English listening skills. A theoretical framework was constructed from the bibliographic literature to support the validity and reliability of the study. In addition, within the empirical methods such as observation, diagnostic tests, interviews with teachers, etc. allows to diagnose the initial state of the study population to the students of 8th year of general basic parallel "B" of the Intercultural Bilingual Educational Center "KichwaKunapak Amawta Yachay". Finally, it is recommended to continue using different innovative and creative activities to solve this problem that is currently being experienced. Constructivism is a very essential approach to achieve the objectives of communicative competence as an object of study.
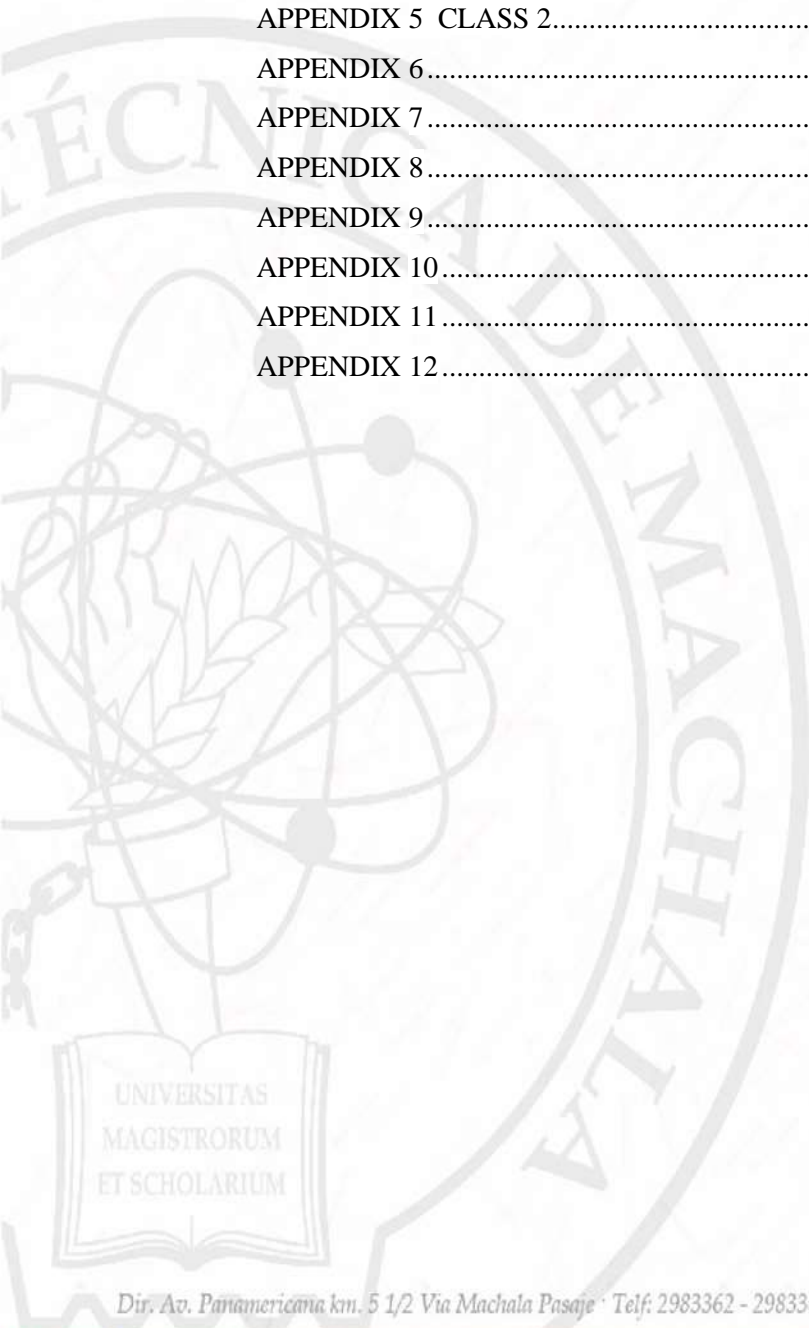
Keywords: system of didactic activities, learning, competence.

Índice General

INTRODUCTION

The learning of the English language world today has allowed us to communicate with people from different countries. Today, mastering the English language can provide a lot of opportunities, given that this language brings benefits to people in their academic, professional, and work environment. Currently, with the support of technology and many online platforms, it is possible to learn a second language in an easier way, which also contributes to the knowledge of different cultures.

A few years ago, the teaching of English was irrelevant in education because it was considered a discretionary subject where each institution had the authority to include it or not in its curriculum, leaving hundreds of children and young people in Ecuador's educational institutions without the possibility of learning a foreign language.

However, the relevance of English teaching has been gaining prominence in recent years. Thus, according to the Ministry of Education (2014), Ecuadorian government intended to make a change with ministerial convention N° 410-14, the teaching of the English language was declared mandatory in the Coast and Highlands region from second grade of elementary school to third grade of high school. Additionally, one of the requirements to become an English teacher is to obtain a B2 certificate according to the Common European Framework of Reference for Languages (CEFR). Consequently, this will help to develop students' listening skills since teachers pronounce words much more clearly with an accurate pronunciation and a correct use of intonation patterns.

Arevalo (2019) mentions that the key to listening is a good pronunciation. Of which an activity is carried out in accordance with the classroom, in this regard, he says "*The teacher should create a system for monitoring activities to keep the students' attention and improve listening skills.*". (p.9-10)

Despite all mentioned above, not all teachers have the appropriate proficiency level to teach a second language, nor do they use pedagogical activities that help students to effectively understand conversations, movies, podcasts, etc. in another language.

In the pre-professional practices, in the Intercultural Bilingual School "KichwaKunapak Amawta Yachay" at high school, the following difficulties have been identified:

- Students fail to correctly decode the sound of words.

- Teachers do not use a correct distribution of didactic and technological resources.

- Very little student participation due to teasing from peers.

- In course meetings, teachers complain about their students' failure to complete their homework.

The previous statements lead us to the formulation of the following **scientific problem**: How to improve the listening skills eighth-graders' listening skills at the intercultural bilingual educational unit "KichwaKunapak Amawta Yachay"?

Among the possible causes of the problem, we must deal with, we can cite the following ones:

- The teacher doesn't use adequate strategies to work on listening skills.

- Insufficient use of didactic resources that facilitate listening in English.

- Lack of exercises and activities that encourage the student.

- Scarce methodologies related to the development of listening skills.

The problem is delimited in the **object of study**, the process of teaching and learning English in basic education.

The **general objective** of the research is, "To implement a system of didactic activities through the use of virtual didactic resources for the improvement of Listening skills of eighth-graders' listening skills at the intercultural bilingual educational unit "KichwaKunapak Amawta Yachay"

The field of research: Virtual didactic resources.

The specific objectives are as follows:

- To diagnose the listening skills weaknesses of eighth-graders' listening skills at the intercultural bilingual educational unit "KichwaKunapak Amawta Yachay."

- To implement a system of didactic activities with the use of virtual didactic resources.

- To evaluate the progress obtained in the listening skills of eighth-graders' listening skills at the intercultural bilingual educational unit "KichwaKunapak

Amawta Yachay" with the application of a system of activities on virtual platforms.

The research is based on the qualitative paradigm, under the research and action design. The population consists of 20 students in the 8th year of general basic education from "KichwaKunapak Amawta Yachay"high school.

Theoretical and empirical methods were used to the development of the research process. Among the theoretical methods are the historical-logical, analytical-synthetic and systematic methods. The empirical methods used were observation and a pedagogical test.

The importance of this work lies with the improvement of students' English language skills by means of virtual didactic resources, user-friendly tools, which are mainly used to learn another language. As a result, they enable learners to acquire the English language effectively.

The work has as a **practical contribution** with the system of didactic activities based on the use of virtual resources to the improvement of listening comprehension in the English language of 8th grade "B" students from "KichwaKunapak Amawta Yachay" high school.

The research work consists of four chapters. The **first** chapter refers to the theoretical framework, the basis of the problem, the object of study, historical, conceptual, and contextual background focused on the listening skill. The **second** chapter focuses on the methodological framework. The **third** chapter deals with pedagogical intervention, that is to say, the proposal of the application of activities according to the said skill. Finally, the **fourth** chapter deals with the results of the proposal as well as the bibliography, recommendations, conclusions, and annexes of the resources used in the listening comprehension practice or the pedagogical intervention

CHAPTER 1. THEORETICAL FOUNDATIONS OF THE IMPLEMENTATION OF VIRTUAL TEACHING RESOURCES FOR THE TEACHING AND LEARNING PROCESS.

This chapter deals with the theoretical foundation of virtual didactic resources, from which a deep search was conducted on the system of didactic activities in the development of listening skills and the implementation of it in the area of foreign language towards children of general basic education. Therefore, in many countries there is a lack of virtual didactic resources, which is known to be of utmost importance in the last decades in the English language.

The necessary information has been obtained through Dialnet, reports, journals, articles and publications of the Ministry of Education of Ecuador, and other documentary sources on the Internet related to the subject of our research.

1.1 Historical background of the use of virtual teaching resources in the English teaching and learning process

1.1.1 English language teaching

English has been considered one of the most widely used languages, which explains why many academic institutions include it in their curricula. Learning English as a foreign language refers to learning a language different from the native language, which is also not used in the students' daily lives and the environments where they carry out their activities (Beltrán, 2017). The English teaching-learning process as a second foreign language usually takes place in each educational institution where different controlled activities, tools, and methodologies corresponding to the subject of the class are applied.

The implementation of a didactic resources system helps students to achieve a high development of their English language skills due to the choice of the communicative approach. Here, strategies, methods, techniques, and activities may help teachers produce peer interaction and the use of the English language in classroom activities thus producing meaningful learning in students. For example, the use of ICTs will help to awaken students' interest in learning. In this case, virtual platforms that include videos, songs will be of great help in developing students' listening skills.

Nowadays, English as a second foreign language is available in academic and professional environments. Having the ability to share through this language offers many job opportunities and possibilities to communicate with native English speakers. At the same time, although learning this language is not easy to acquire, it can be improved through a lot of practice.

1.1.2 Teaching English through listening skills.

Previously, different teaching-learning methods promoted listening skills in the classroom; however, research on this skill was until a few years ago displaced in both native and foreign language studies. Indeed, very recently, listening skills were not considered as an independent skill, but rather as a counterpart to oral skills. Evidently, for a while, different researchers and at the same time teachers did not consider listening skills as having their particular characteristics, functions, and good purposes that would serve as adequate teaching of English. (Patricia Córdoba, 2015)

Moreno (2018) points out that "The listening skill has been the least researched until the 1970s when it became a fundamental skill in learning processes." (p,11). For students learning a language as an oral skill, it is complicated for them, since from it comes the

listening skill. The first is to identify what is heard to get to the point of the oral. The learners themselves always present different deficiencies such as organizing and coherently structuring their ideas. To expose which are the primary or key ideas and which are the secondary ones to be able to communicate a message fluently without hesitation or any lack of phonetics, lexical or grammatical.

In this way, students can adapt to the situation in which the speech is developed, give themselves the right ideas and let themselves be guided by clues such as sounds or words they have identified. To find the main idea. It's a complex process, but with lots of personal practice and the help of trained teachers in the field, any student will be willing to learn.

1.1.3 The importance of virtual teaching resources in English language teaching (Listening)

In the educational field, the teaching of the English language is fundamental. Also, it is necessary to improve listening and communicative skills to interact with other people. As a result, either the sender or receiver of the information can interact with each other. And it would be very beneficial for students to learn new techniques and strategies. The use of songs and music videos allows students to get involved with the language, stimulating listening comprehension, and improving the language of students.

As Torres mentioned, García (2019) virtual teaching resources are means to deliver online content that helps students facilitate their learning and turn them into knowledge transmitters.

Therefore, as Tania (2019) states there is a great variety of didactic resources regarding the improvement of listening skills where teachers must identify the virtual tools and which are the most appropriate to use with their students. With the objective of obtaining good

results that favor the teaching-learning process of the English language. It must be emphasized that the system of representation of the ear is fundamental because through this system you can distinguish sounds, noise and tones. Students understand conversations through didactic resources such as music videos or listening to music and develop and organize their ideas in an orderly manner.

1.2 Reference-conceptual background of the use of virtual didactic resources in the English teaching-learning process

1.2.1. Theoretical approaches to the use of didactic resources in the English teaching-learning process

Resource development in an educational context should be developed in collaboration with teachers and students to identify needs. These educational materials will help in the learning process.

The use of educational didactic resources in English classrooms requires the commitment of teachers and updated management of the new information and communication technologies, whether using or developing computer resources with or without an Internet connection.

According to Murillo (2017) By educational didactic resources, all the means of documentation that may interfere and facilitate the teaching-learning process by making more accessible knowledge for students. This material can be physical or virtual, assuming it is the case, that interests' students, adapt to their physical and mental characteristics, and facilitates educational activities through the role of guide; Likewise, they have the great advantage of adapting to any type of content.

According to Vargas (2017), didactic resources are distributed in:

Printed texts:

- Study book or manual.

- Reading books

- Classroom library

- Notebook.

- Printed exercises and activities

- Specific material: magazines

Audiovisual equipment:

- Projectors

- Movies, videos, songs

Information and Communication Technologies (ICT):

- Microsoft presentations

- Encyclopedias

- Internet, online games

- Virtual classrooms

There are different ways in which virtual didactic resources can be integrated into the teaching-learning process Indeed, one of them is through the activities carried out during class.

According to Cordoba (2015), a system of activities is a set of actions defined by recreation and systematically applied to each other, aimed at achieving a specific purpose in a playful and exciting way, for those who perform these activities. From this, play is defined as a set of strategies and resources that allow teachers to use inherent play, and develop meaningful learning for children.

Constructively the innate inclination of the learner towards the game who at the same time enjoys and recreates is learning. Formative games should be selected and compatible with the values of education.

Structurally, it learns the innate disposition of students to play while having fun and recreating. Educational games also fit into a system of academic activities. For that reason, they need to align with the values of education.

The system of activities aims to be a flexible and multidisciplinary approach, taking into account the four linguistic skills, their secondary competencies, and their function. It was satisfactorily evaluated by experts who recognized its social transcendence, logical structure, pedagogical and scientific value (Jaqueline Cárdenas, 2021)

The activities developed and implemented represent a set of actions by which students can personalize language using their social experiences. Listening comprehension plays a critical role in second language learning. In effect, the ear of the person who hears the tongue begins to adapt to it, "listening becomes an essential part of society for virtually all human beings, except for those with hearing impairment." (Patricia Córdoba, 2015)

When a child learns a second language, it is easier and more engaging to develop their listening comprehension skills through songs, rhymes, games, or any exercise or activity where students feel motivated to participate. Therefore, as teachers, we must consider each student's interests and know what classroom activities they are primarily keen on doing in class.

Activity systems show the following features:

- They promote communication skills related to the student's social context.

- They align with the methods and strategies used to teach general English: group work, role play, small group, pair, or individual work.

- They are structured through activities that are fun, stimulating, and unique because they are done primarily in daily practice.

- They have been adapted for the development of teaching tasks. Students exchange personal opinions, experiences, and interests.

Román (2016) points out that "Communicative activities in language teaching should be diverse and complementary so that all communicative skills and functions are taught" (p.3). The elaboration of a system of educational activities to develop oral comprehension through intensive listening is fundamental to enhance the development of this skill, especially from the use of audiovisual materials in the classroom.

The activities provided ensure students' interaction with the language and its behavioral aspects, such as rhythm, pronunciation, and intonation. Activities that can be directed, listened to aloud, or self-directed by motivation, can be developed outside the school environment. (Martínez Dayani, 2020)

1.2.2. Characterization of listening skill development

The listening skill is the ability to understand everything spoken orally. In this case, learning a foreign language is one of the main factors that convey the teaching-learning process, in which reading, writing, listening, and speaking are the principal axes. All the above skills must be validated and achieved appropriately through various methodological strategies devised by teachers in education.

It is essential to develop English language skills. It emphasizes auditory development (listening skills), as it practically opens the door to comprehension and the development of mental structures. Audiovisual tools will promote this objective and better prepare students to learn English.

According to Roman (2016) he study of auditory comprehension is distinguished by the remarkable property of hearing, which converts sound waves into sensitive nerve impulses in the brain, interpreted as sound. Overall, oral comprehension is a series of natural processes that an individual carries out through his experience to understand, hear and perceive spoken language.

Now, technology is not only being integrated into distance education, where teaching is not done in regular classrooms but also face-to-face education so they can coexist or work individually.

That is why technology should be seen as a powerful tool to support the teaching and learning process because it offers many possibilities for curricular planning.

1.3 Contextual characteristics of the use of virtual didactic resources in the English language teaching-learning process (Listening)

Teaching English in our country has evolved. As time goes by, it influences society, and many people nowadays interact with each other to communicate in a globalized world. In short, learning a second language provides a significant advantage in the labor, cultural and technological fields.

Likewise, with the emergence of technology (ICT), virtual teaching resources are more feasible for students. However, not all students have access to them due to the country's situation with COVID-19 appearance. That is why the losses in Ecuador have resulted in the loss of 532,359 jobs, resulting in a nationwide crisis in which not everyone has access to the Internet, and only 37% of households have access to the service. (Beltrán, 2017)

That is to say that in the Ecuadorian context, virtual teaching resources are pretty limited in public education establishments for lack of resources. In 2020, public spending on education decreased to $504.3 million, giving a total percentage of 4.13% of public expenditure obtained in 2020, a drop of 0.1% in 2019, which had an expenditure of 4.23% of GDP. For this reason, the use of virtual didactic resources is limited even more with the pandemic. The country has undergone radical changes in bilingual education, obtaining a significant challenge from the Ecuadorian government.

These improvements range from offering teacher seminars and workshops to training and upgrading their skills in online settings.

It is necessary to say that no country was ready to implement virtual education globally.

In 2021, the Minister of Education stated that there would be a 17% increase in the general education budget, giving a value of $2,905 million and increasing to $3,410 million in the funding process. They are providing a significant advantage in education where the teacher can provide virtual classes and use didactic resources that promote enthusiasm to their students in a more interactive way promoting the development and empowerment of the student.

In this context, online education has provided several tools such as:

- Virtual platforms: Moodle, Evea

- Videoconferencing applications: Teams, Cedía Zoom, Google meet, among others.

- Instant messaging: Messenger, Telegram, WhatsApp, and others.

- Emails: Gmail, google drive, and outlook.

With the help of these virtual teaching tools, teachers have employed new strategies and methodologies according to the needs of the students since many of them lack technological resources. Even so, some teachers saw a way to help their students and thus increase their previous knowledge in learning English as a foreign language.

1.3.1 Characteristics of virtual didactic resources in the learning-teaching process in Latin America and Ecuador.

From 2020 to date, the use of virtual teaching resources has become indispensable in education due to the worldwide pandemic. However, it is also true that these teaching resources were already applied where the teacher interacts with the students face-to-face. There is no doubt that these resources have their advantages and disadvantages. However, since many students are not motivated by the new model of virtual teaching, the thread of communication and interaction with teachers has been lost. The sudden change in isolation caused frustration and discouragement among students by not interacting with their classmates and teachers.

Likely, there is still no return to face-to-face classes due to pandemics, but the teacher's role must be to motivate students' interest and ongoing participation in EFL classrooms by making good use of virtual didactic resources; therefore, it is recommended to take into account the following characteristics before applying them to achieve the desired learning with Open Educational Resources (OER), a term designed by UNESCO (2002), which are resources aimed at teaching, learning and research under a free license and in the public domain, The main characteristics of OER are that they are free of charge and in the public domain:

- Accessible

- Adaptable

- Free and

- Innovative.

Accessible: Students can use it through electronic devices such as PCs, smartphones, tablets, laptops, etc.

Adaptable: The teacher can create tasks or edit quizzes such as Kahoot, Quizizz, Evea, and others.

Free: we must consider that not all students come from financially stable homes.

Innovative: It allows the student to develop in specific topics reinforcing their meaningful learning.

Undoubtedly, using OER contributes to the teaching-learning process and improves the English language. Also, implementing ICTs influences listening skills, so teachers must familiarize themselves with virtual didactic resources to teach the class innovatively, which facilitates listening skills.

1.3.2 Analysis of the results obtained from the application of the instruments.

This section of the research analyzes the improvement of listening skills in different basic English subjects in eighth-grade students of the Intercultural Bilingual School "KichwaKunapak Amawta Yachay". Here, we applied empirical methods such as participant observation (APPENDIX 1), the diagnostic test (APPENDIX 2), and the interview (APPENDIX 3). The results obtained are detailed below:

Analysis of the results:

The first instrument applied was the observation guide; said instrument yielded the following results:

We identified the following difficulties during the participant observation:

- Students had trouble understanding each English word in the audio presented in class.

- Students cannot identify words when listening to audio or conversations in English.

- Students don't differentiate the accents of English words.

- Students show disinterest in listening exercises.

- Students are afraid to participate or interact in class.

The above results in the diagnostic test show the students' difficulties in putting their listening skills into practice. A large group struggles to identify words or ideas from audio and conversations in English. In other words, the lack of listening practice hinders the improvement of communicative competence.

In addition, the diagnostic test results also show difficulties in extracting ideas or words from a vocabulary based on previously acquired knowledge. However, when performing listening practice, there are great distractions and a lack of interest. Vocabulary and grammar in the audio transcripts do not allow them to get it right.

These diagnostic test results scored based on the following table, where they were assigned:

Level	Value
High	3
Medium	6
Low	11
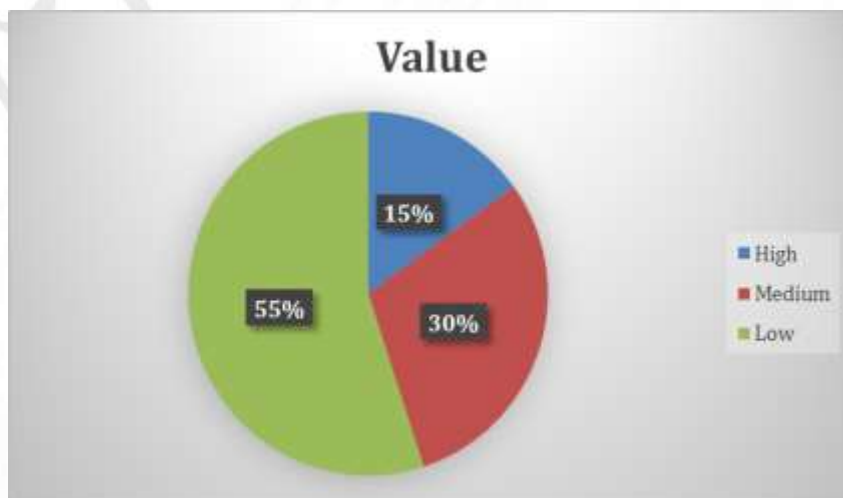
Finally, to obtain an unbiased perspective of the situation, we conducted a semi-structured interview with the teacher as follows:

Unit of analysis 1: Listening skills

They are developing listening skills in English, such as videos, music, and audio.

1.- Students are not usually interested in listening skills.

2.- English audio and songs with the basic vocabulary used with the students.

3.- Students are easily distracted when participating in class.

Unit of analysis 2: Perception of the message.

1. Students have difficulty picking up vocabulary in English audio and conversations.

2. Students need more interest and participation to interact in class.

3.- Students have insufficient knowledge of vocabulary and grammar of the topics of their

required level.

Unit of analysis 3: Vocabulary

1.- The students lack recognition of listening skills when performing their activities in

class.

2.- Students have difficulty understanding the audio of the topics required in class with

ease.

Unit of analysis 4: Practice

1.- The teacher performs interactive activities to practice and improve listening skills.

2.- Students are easily distracted when practicing listening skills in class.

Unit of Analysis 5: Coherence

1.- The teacher believes that more practice with audio and songs in English can improve the

student's listening skills.

2.- Students need to learn more vocabulary and grammar to recognize the main ideas of

each listening activity.

After the application of these instruments, it is shown that students usually present some difficulties in learning listening skills in aspects such as vocabulary and correct grammar, as well as the incidence of factors related to motivation, participation, and behavior when capturing or identifying the main ideas of audios in English. That is to say, the presence of these deficiencies generates limitations in the effectiveness of the student's teaching-learning process, so demotivation and disinterest in this skill often arise.

Therefore, according to the difficulties found in teaching the listening skill in English with the shared results obtained in the instruments, it is necessary to implement a system of didactic activities based on active learning. Consequently, the following chapter presents the methodology used in the research work.
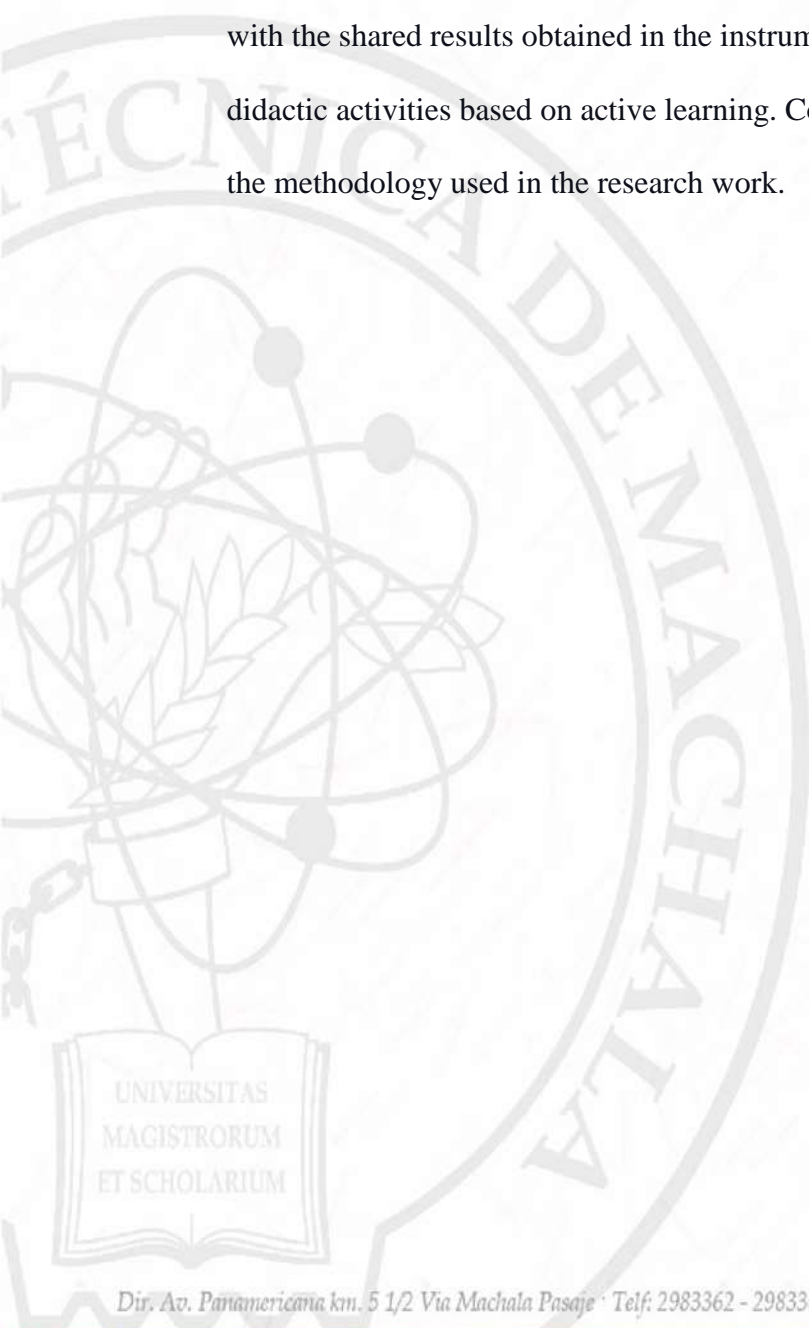
CHAPTER 2. METHODOLOGICAL FRAMEWORK

This chapter details the different methodological aspects used to carry out a correct procedure in the research work. This section interprets each of the points developed in the framework section. Therefore, it is convenient to begin by detailing the type of research, design, theoretical and empirical methods, and population—likewise, the techniques for analyzing data from the application of the instruments discussed in this project.

2.1 Paradigm and type of research

The research responds to a qualitative paradigm, since it attempts to interpret the latent structures of society, which cause social processes to develop in one way and not in another.

Álvarez (2017) points out that qualitative research emphasizes meaning (the author's interpretation of his/her reality), context (aspects that are part of the actor's social, cultural, historical, physical life) holistic perspective (conception of the scenario, participants and activities as a whole), culture (what the actor does, what the actor knows and what thing the actor constructs and uses.

2.2 Research design

A specific research design must be selected or developed to respond to the problem statement. Design refers to the plan or strategy conceived to obtain the desired information. According to the needs observed in the students in the Speaking skill, the present work follows an "Investigacion accion participativa" (IAP).

2.3 Population and sample or object of study

The selected population comprises 20 students from the 8th grade of General Basic Education, room "B" at "KichwaKunapak Amawta Yachay"

2.4 Research methods

Research methods are the procedures that define how to create a structure to achieve the research objective. (López Nelly, 2016). The researchers employed theoretical and empirical methods. Theoretical methods allow for a conceptual interpretation of empirical data, and empirical methods allow for the discovery and collection of facts. These methods helped to gather information and answer research questions.

2.4.1 Theoretical methods

The theoretical methods used in the research are detailed below:

Historical-Logical

This method aims to study the historical course of the object and show the development of the variables covered eventually.

Analytical-Synthetic

This method allows us to reliably identify all the factors that are part of the research and to find out the relationships' causes and effects. Also, it helps to study the behavior of each part of the analytic and synthetic. The synthesis is the inverse operation, which mentally establishes the connection or combination of the features previously analyzed and enables it to discover relationships and general characteristics between the elements of reality.

Systematic Method

This method emphasizes the organization and development of knowledge that has been put into practice in the progress of resource planning used in the field of work. This systemic approach is a guide to support a research project on improving listening skills in the English language.

This method provides our general guide to the object of study as a unique and composite reality.

2.4.2 Empirical Methods

The empirical methods were participant observation, a diagnostic test, and interviews. These methods play a fundamental role in research development since they aim to obtain direct and immediate information about the chosen sample. Consequently, they identify the factors that influence it using problem analysis.

o   **Participant observation**

"Observation is an essential skill for researchers. It consists of systematic and advanced planning that entails recording the observations made and evaluating them for validity and reliability.

Participant observation is one of the most important techniques used in scientific research. It aids in understanding the behavior of the subject under study and the effect that the context may have on his behavior. This technique involves the researcher in the phenomenon's context. For this reason, we decided to opt for participant observation as a technique to gather information from the natural environment where the actual problem occurs.

o **Diagnostic test**

The diagnostic test is an essential educational tool that teachers can use to identify the acquired knowledge of their students, which means collecting information that enables us to identify the acquired knowledge, learning gaps, and student learning needs in a particular skill or subject. This assessment instrument assesses the student's mastery of listening skills in the English language. Therefore, a 10-question test for students includes exercises aligned with logical reasoning skills.

o **Interview**

The interview is beneficial for gathering information because it provides a specific purpose, not simply talking. This dynamic and flexible resource takes the form of a familiar dialogue. On this occasion, this pedagogical instrument is applied to the responsible teacher to learn more about his students' teaching and learning process.

2.5 Data processing techniques

After the data collection, the following technique analyzes and interprets the results obtained to understand them.

2.5.1 Content analysis

The content analysis attempts to interpret the results obtained from the data collection techniques.

When we speak of content analysis, we refer to an indirect methodology, that is, a methodology based on the analysis and interpretation of existing sources rather than on direct observation of the facts (Ocampo, 2020)

2.6. Working with the unit of analysis of the research.

For the correct research development, it is necessary to identify the variables needed to work. The achievement of the research objectives will depend on these variables.

Therefore, in this research, we identified two variables: variable one is a system of didactic activities based on virtual didactic resources, and variable 2 is the improvement of listening comprehension in the English language in students in the eighth year of elementary school.

2.6.1 Working with the unit of analysis: Improving Listening Skills

Table 1. Work with the variable English - Listening skill.

DEFINITION		UNIT OF ANALYSIS	CATEGORIES	SUBCATEGORIES	SCALE
CONCEPTUAL	OPERATIONAL				
The Listening skill is a cognitive task that requires intense exposure to oral texts, which learners do not always absorb.	A set of basic skills to quickly identify, through listening, the sounds necessary for performing activities that require the use of	Listening skill	Listening development in English : Videos, music, audios	Understand common phrases and conversations. Identify the main idea of short, clear, and simple messages.	Ordinal scale in three levels: HIGH MEDIUM LOW

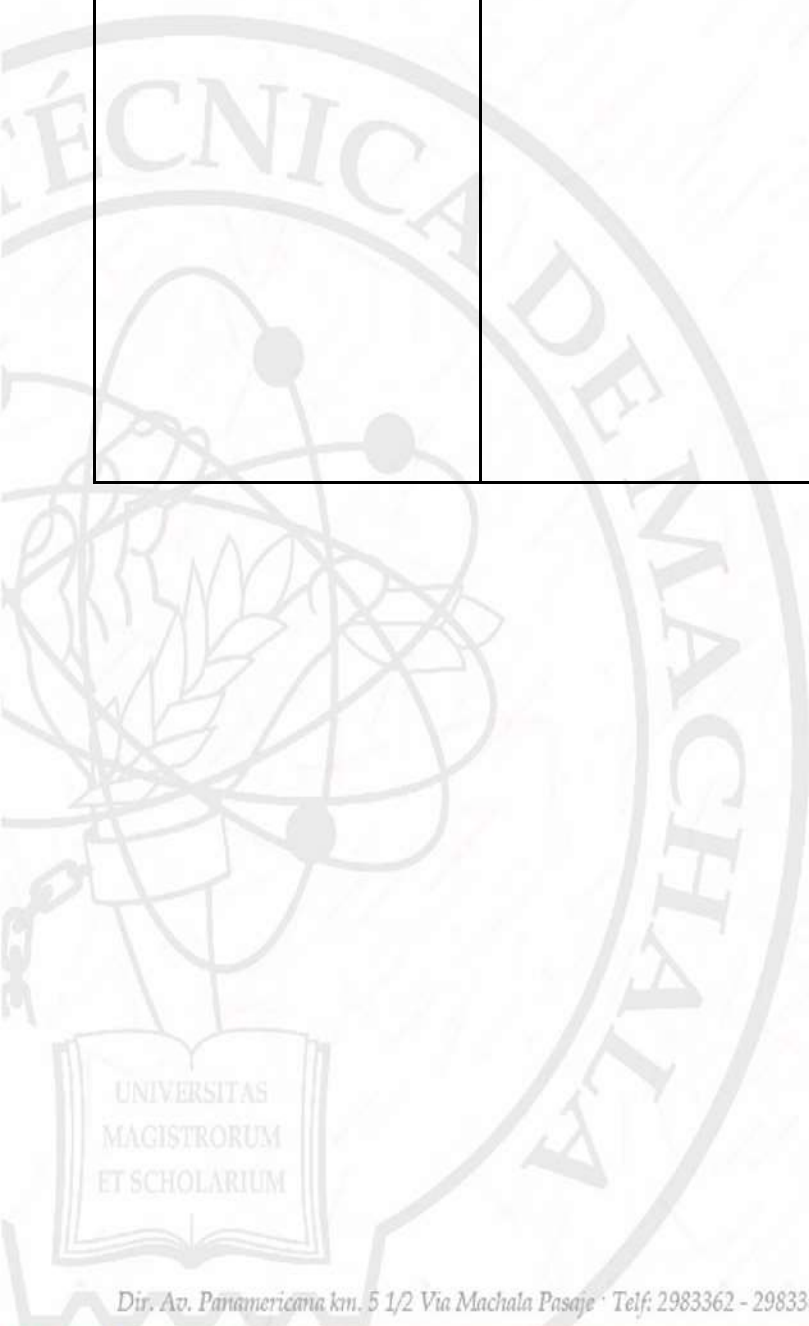| It depends on cognitive and linguistic aspects and the communicative and social context in which the communication occurs. (Martínez, 2018, p. 4) | the English language. | | Perception of the message | -Recognize acceptance and intonation to construct information. | |
			Vocabulary	-Understand the words in titles, headings, subheadings.	
			Practice	- Recognize the distractors in the conversations. -Identify the gist of information in conversations.	
			Coherence	-Logical order of information during conversation.	

Source: Own Elaboration

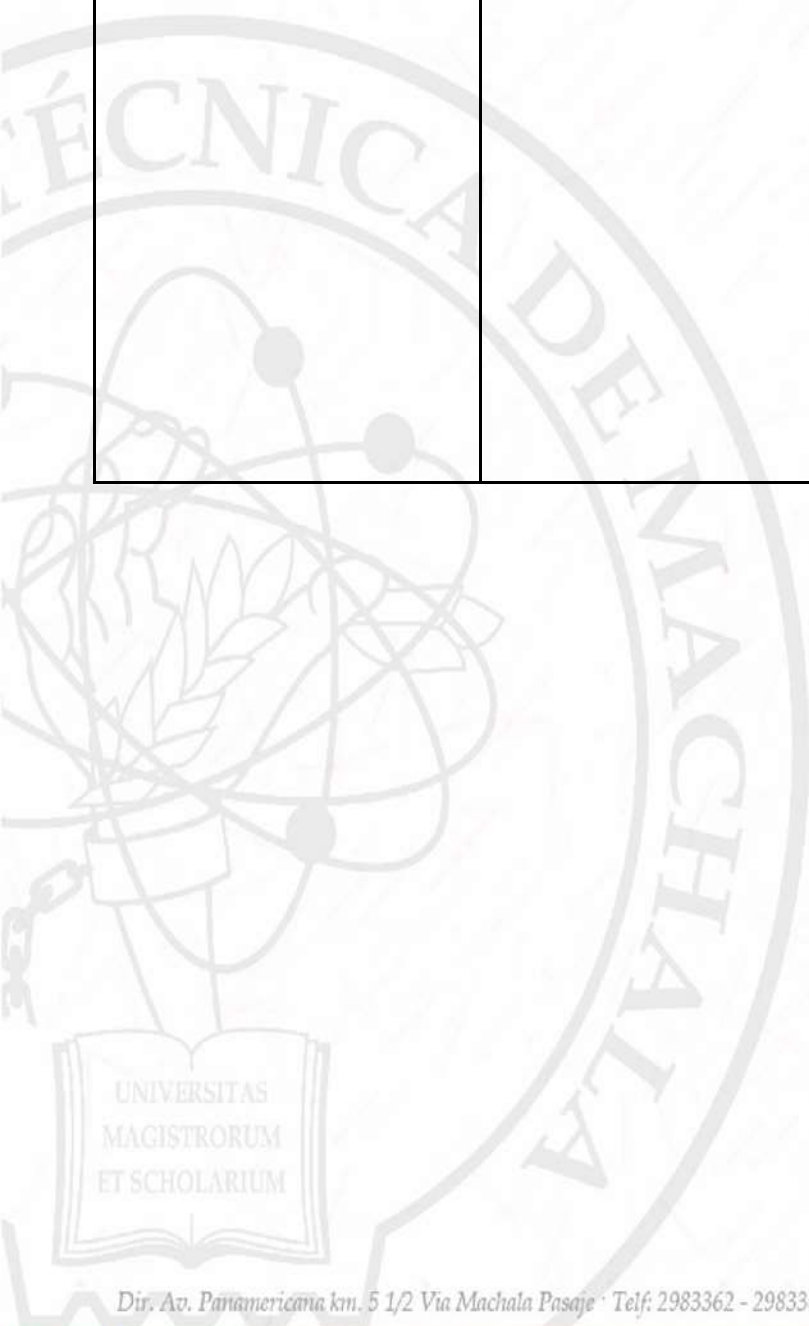**2.6.2 Representation of the categories in the instruments used.**

Table 2:

Categories	Participant observation	Diagnostic test	Teacher interview	Analysis
Listening development in English: Videos, music, audios	CATEGORY 1/UNIT OF ANALYSIS 1			**High:** When the student has a good auditory command and is able to understand conversations, audios, videos, generating motivation in listening skills.
				Medium: When the student has little auditory mastery and very little understanding of conversations, audios, videos and does not generate motivation in listening skills.
				Low: When the student does not have auditory mastery and is not able to understand audios, videos and does not generate motivation in listening skills.

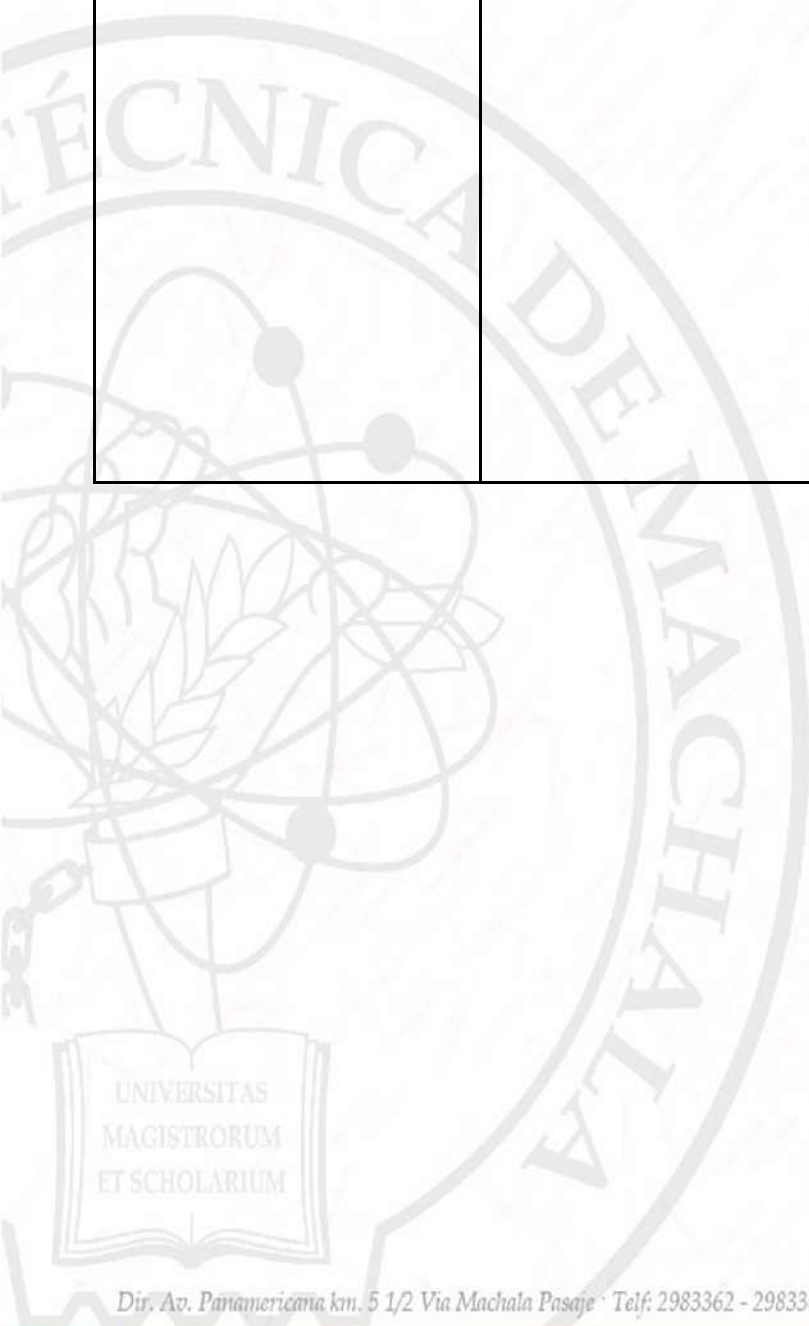| Perception of the message	CATEGORY 2/UNIT OF ANALYSIS 2	**High:** When the student has a good auditory command and is able to understand conversations, audios, videos, generating motivation in listening skills. **Medium:** When the student has little auditory mastery and very little understanding of conversations, audios, videos and does not generate motivation in listening skills **Low:** When the student does not have auditory mastery and is not able to understand audios, videos and does not generate motivation in listening skills.

Vocabulary	CATEGORY 3/ UNIT OF ANALYSIS 3	**High:** When the student has a good auditory command and is able to understand conversations, audios, videos, generating motivation in listening skills.
		Medium: When the student has little auditory mastery and very little understanding of conversations, audios, videos and does not generate motivation in listening skills
		Low: When the student does not have auditory mastery and is not able to understand audios, videos and doesn't generate motivation in listening skills.

Practice	CATEGORY 4/ UNIT OF ANALYSIS 4	**High:** When the student has a good auditory command and is able to understand conversations, audios, videos, generating motivation in listening skills. **Medium:** When the student has little auditory mastery and very little understanding of conversations, audios, videos and does not generate motivation in listening skills **Low:** When the student does not have auditory mastery and is not able to understand audios, videos and does not generate motivation in listening skills.

Coherence	CATEGORY 5/ UNIT OF ANALYSIS 5	**High:** When the student has a good auditory command and is able to understand conversations, audios, videos, generating motivation in listening skills.
		Medium: When the student has little auditory mastery and very little understanding of conversations, audios, videos and does not generate motivation in listening skills
		Low: When the student does not have auditory mastery and is not able to understand audios, videos and does not generate motivation in listening skills.

2.7 Description of the instruments

Observation: A participant observation was applied to the students to collect the necessary data to organize and draw a conclusion based on the information provided.

Diagnostic test: This test was applied at the beginning of the teaching-learning process to obtain information about the student's level of knowledge to evaluate them at the end of the class.

Interview: School teachers answered the semi-structured interview, which had the objective of collecting data reliable to our research.

The interview has five main points related to the development of listening in English: Videos, music, audio, message perception, vocabulary, practice, and coherence.

Description of data analysis techniques.

Due to its qualitative nature, the research used content analysis applied to what the established research subjects expressed. It was developed manually and considered the search of audios, conversations, and a Lyrics Training application.
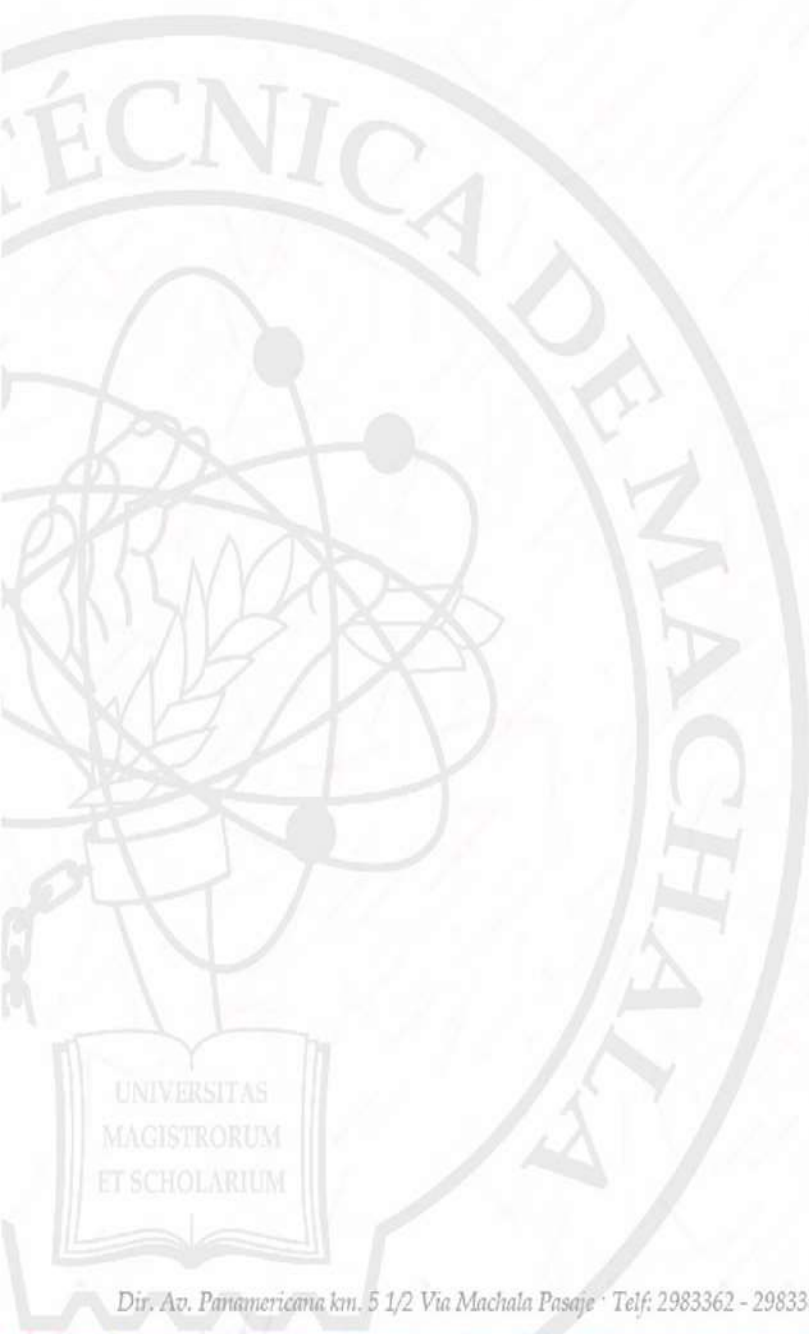
ÇHAPTER III: INTERVENTION PROPOSAL

This chapter shows the system of activities based on virtual didactic resources as an intervention proposal in this research to contribute to the improvement of listening skills in English. It was applied in the Intercultural Bilingual Educational Unit "Kichwakunapak Amauta Yachay" in eighth grade parallel "B." In addition, the theoretical and methodological foundations that give validity and reliability to the activities to be developed are highlighted, considering the established contents and skills.

3.1. Theoretical foundation of the system of didactic activities based on active methods for improving listening skills.

The main objective of this research is to elaborate on a system of didactic activities based on active learning methods to implement them in teaching listening skills in English.
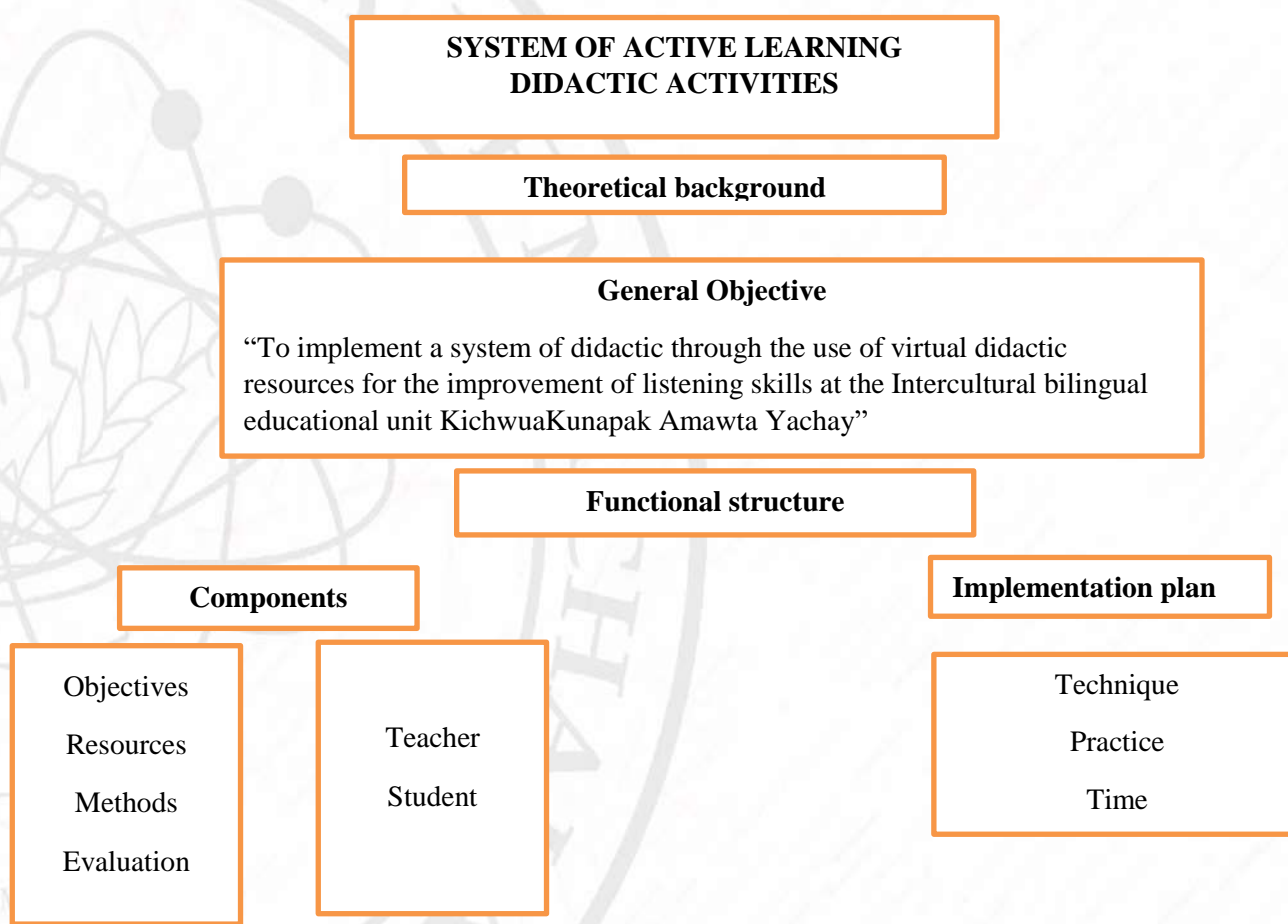
"A system as a scientific result of Pedagogy is characterized by the need for educational practice and based on certain theories; it no longer represents the existing object in reality; it is proposed to create a new one; there is an organization of the system and the systemic organization is found in the functions that are already to be chosen." (Jesus Perez, 2017) Students at all levels of education are exposed to information far beyond the most realistic images. Neither the institution nor the students can afford to extend the study period. It is becoming more evident every day that more effective teaching and learning methods must be sought and implemented where basic concepts are taught and learning becomes essential.

Considering the need for learning focused on the fluid development of practice, Fernandez (2020) defines teaching-learning activities as a procedure performed in the classroom to improve student's knowledge and is chosen to stimulate participation in the teaching and learning process.

Likewise, the system of learning activities can be a scientific result. To the extent that its purpose is to help improve the learning process, mainly in the classroom or other forms of organization, the basis of the system of educational activities to be developed is determined.

3.2 Functional structure of the system of didactic activities

SYSTEM OF ACTIVE LEARNING DIDACTIC ACTIVITIES

Theoretical background

General Objective

"To implement a system of didactic through the use of virtual didactic resources for the improvement of listening skills at the Intercultural bilingual educational unit KichwuaKunapak Amawta Yachay"

Functional structure

Components

Implementation plan

Objectives

Resources

Methods

Evaluation

Teacher

Student

Technique

Practice

Time

3.3 Description of the system of didactic activities.

At this point, we detail the organization of the didactic contents within the system of activities with the use of virtual didactic resources for the improvement of listening skills in English in general elementary school children described in lesson plan 1 (APPENDIX 4), lesson plan 2 (APPENDIX 5) and lesson plan 3 (APPENDIX 6). These were implemented in the Intercultural Bilingual Educational Unit "KichwaKunapak Amawta Yachay" carried out with the students of the 8th year of basic education parallel "B," which took place on August 03, 09, and 10, 2022.

CLASS 1:

Content: Be going to

Objective: Students should be able to identify vocabulary words correctly using the future expression ***be going to.***

Resources:

- Papers

- Audios conversations

- Youtube Audios

- Blackboard

- Markers

- Speaker

Activities to be developed:

Time: 1: 20 hours per class

Introduction: 15 minutes

Presentation of the new topic.

Development: 45 minutes

System of activities with the use of didactic resources related to the theme.

Activity 1: Students listen to a song and identify words they know as vocabulary (APPENDIX 7).

Activity 2: Students participate by writing words they know on the board.

Activity 3: Students make sentences using the future expression "Be going to" in pairs (APPENDIX 8).

Activity 4: Students orally present their partner's sentences to the whole class.

 Conclusions: 20 minutes

Students perform an activity given by the teacher on the applied topic.

Evaluation: Students can identify future be going to expressions correctly.

CLASS 2:

 Content: Irregular and Regular Verbs

Objective: By the end of the class, students will be able to correctly identify and recognize irregular and regular verbs.

Resources:

- Papers

- Audios conversations

- Youtube Audios

- Blackboard

- Markers

- Speaker

Activities to be developed:

Time: 1: 20 hours per class

- Introduction: 15 minutes

Presentation of the new topic.

- Development: 45 minutes

System of activities with the use of didactic resources related to the theme.

Activity 1: Students listen to a song and identify new vocabulary words for the topic

(APPENDIX 9).

Activity 2: Students make sentences with regular and irregular verbs on the board (APPENDIX

10).

Activity 3: Students dictate regular and irregular verbs to their partners to correctly identify

and write in their notebooks.

Activity: Students orally present the verbs they identified in the audio contributed by the

teacher.

- Conclusions: 20 minutes

Students complete an activity given by the teacher on the class topic.

Evaluation: Students can identify irregular and regular verbs correctly through voluntary

participation.

CLASS 3:

Content: Present simple/ Evaluation

Objective: By the end of the class, students will be able to identify sentences in the present

simple tense.

Resources:

- Papers

- Audios conversations

- Youtube Audios

- Blackboard

- Markers

- Speaker

Activities to be developed:

Time: 1: 20 hours per class

- Introduction: 15 minutes

Presentation of the new topic.

- Development: 45 minutes

Activity 1: Students listen to a song and identify vocabulary to speak to the class as participation (APPENDIX 11).

Activity 2: Students work in pairs making sentences with present simple and writing them on the board.

Activity 3: Students make a conversation with simple present sentences to expose in class (APPENDIX 12).

- Conclusions: 20 minutes

Students perform an activity given by the teacher, and at the end, an evaluation of the three topics previously given.

Evaluation: Students assess by developing listening skills on all previously covered topics.
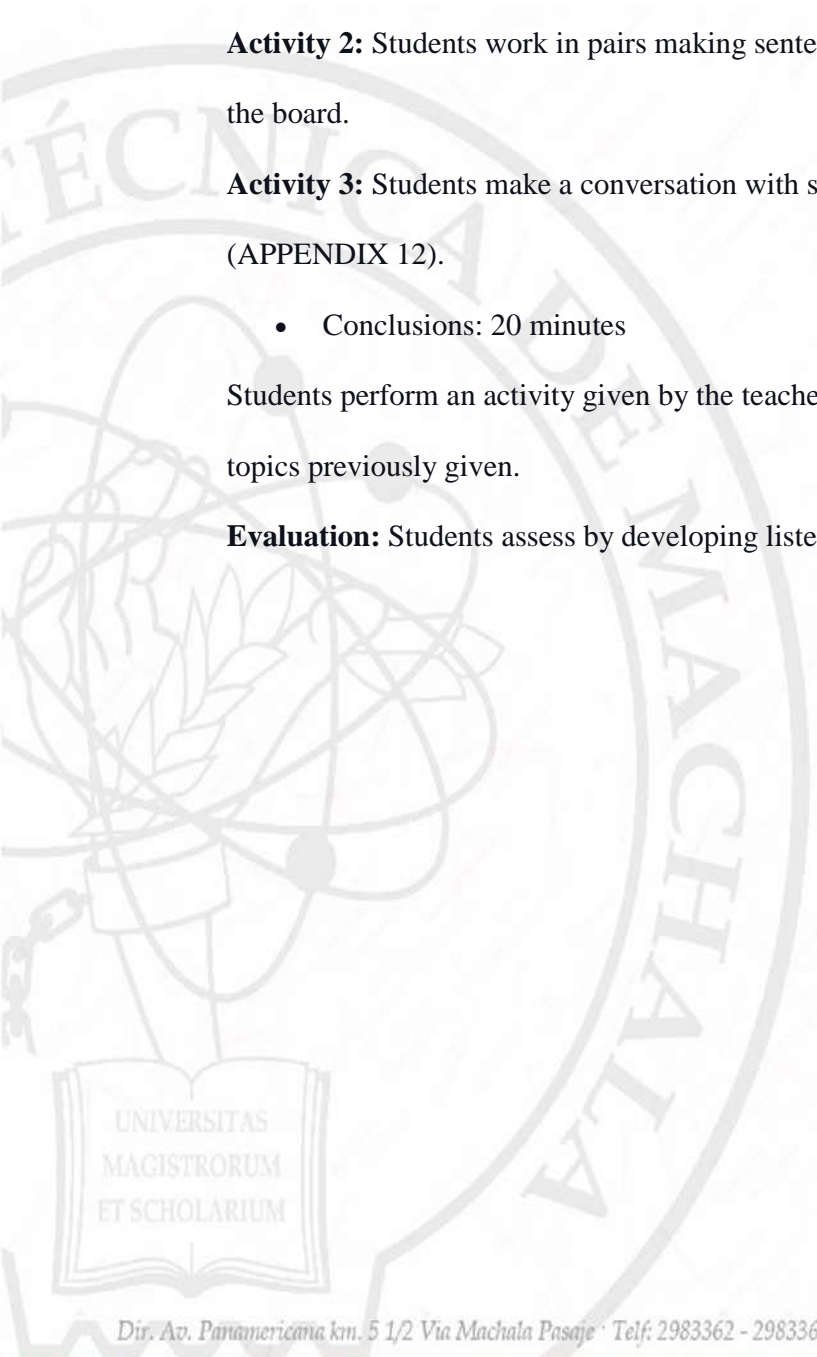
CHAPTER IV: RESULTS AND DISCUSSION

At the end of the research, it is necessary to compare the results obtained with previous research on using virtual platforms in the teaching-learning process of English.

Based on the results obtained, it can be seen that the use of virtual didactic platforms has excellent advantages in the educational process, such as supporting the practice of a foreign language through a large number of synchronous and asynchronous individual or group activities, allowing the student to learn the English language more easily. Serrano (2006) points out that using platforms will enable students and teachers to work in a more interactive and collaborative way, both synchronous and asynchronous. It gives a new perspective to the one that has been implemented.

The use of virtual platforms helped students learn more interactively, achieving auditory stimulation in the teaching-learning process of listening skills, in which students could change their point of view on the classes, fulfilling continuous participation and improving listening skills.

(Santizo, 2021) agrees that the use of virtual didactic resources in education means the creation, search, and selection of digital educational resources by desired cognitive development level, such as tutorials, hypertext, HTML documents, audiovisual aids, educational games, application and exercise exercises, simulators, apps, media, etc. where an environment that promotes student learning is created, causing new changes in their school level.

Students will be able to develop their listening skills through practice, providing them with opportunities to express their opinions critically.

With the implementation of the virtual platforms, it was possible to observe a change in the students at the time of performing the activities; they felt very motivated and predisposed to any assigned activity. Therefore, before designing a system of educational activities, it is essential to consider the content of the teaching so that there are no gaps between exercises and a participatory intervention.

Thus, (Díaz, 2009) emphasizes that virtual platforms are a highly qualified way of teaching in the future, not only as a training space but also as a social experience for personal learning. By providing platforms with the appropriate pedagogical skills to develop educational content, we will be able to contribute to a more complete and adequate technical education.
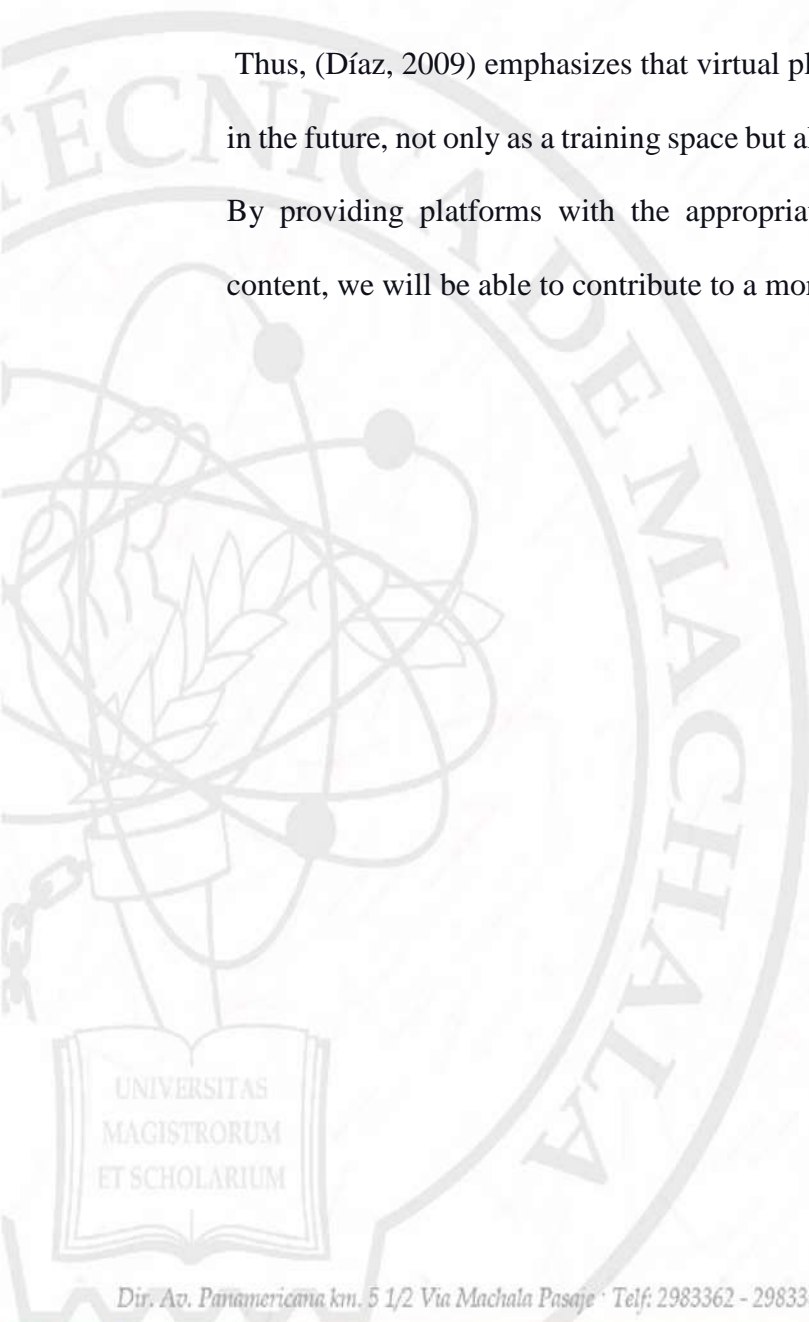
CONCLUSIONS

- The search for bibliographic information made it possible to correctly establish the variables under study, which allowed us to understand their transformation throughout the educational process.

- The use of virtual didactic resources promotes significant student participation.

- The data instruments allowed us to identify the reasons for the poor development of eighth-graders' listening skills at the intercultural bilingual educational unit "KichwaKunapak Amawta Yachay" of General Basic Education in the teaching-learning process.

- The didactic activities system around the topics helped to improve the eight-graders' listening skills due to the learning progress shown in the post test results.

- After applying a system of activities, an interview was conducted with the teacher where there was a significant change in the learning of the students, who felt enthusiastic and motivated and improved their listening skills in the English language.

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APPENDIX

APPENDIX 1

Observation guide

Table of values:

Levels	Values
High	Always
Medium	Sometimes
Low	Almost never

Unit of analysis: Listening ability	
Category 1: Listening development in English: Videos, music, audios	
The student possesses a good auditory command and is able to understand conversations, audio and video, generating motivation in listening skills.	
The student has little auditory mastery and very little understanding of conversations, audios, videos, and generating motivation in listening skill.	

The student does not have auditory mastery and is not able to understand audios, videos in which doesn't generate motivation in listening skill.	
Category 2: Perception of the message	
The student constructs the message with ease such information through what he	
The learner is able to construct the message but with little ease by what he or she hears.	
The learner is not able to construct the message of such information by what he .	
Category 3: Vocabulary	
The student understands and grasps the words of the statement without any ems.	
The student is able to understand and grasp the words in the statement but with some difficulty.	

The student is not able to understand and grasp the words of the statement.	
Category 4: Practice	
The student recognizes and identifies accurate audio information through practice.	
The student is able to recognize and identify accurate audio information through practice.	
The student fails to recognize and identify accurate audio information through practice.	
Category 5: Coherence	
The student gives a logical relationship to the conversation through listening skills.	
The student is able to give a logical relationship to the conversation through listening skills.	
The student fails to make a logical relationship to the conversation through the y to	

APPENDIX 2

DIAGNOSTIC TEST

NAME:

COURSE:

DATE:

1. **Who is Rocky?**

   a) He's

   b) She's

2. **Who is Alex?**

   a) He's

   b) She's

3. **Where's Jim?**

a) Chicken

b) Kitchen

4. **Where's David?**

a) Living room

b) Dinning room

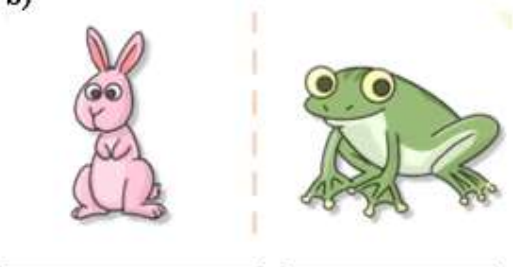5. **Listen letter by letter to form each person's name.**

   a) _____

   b) _____

   c) _____

   d) _____

6. Choose the correct option.

a)

_____   _____

b)

_____   _____

7. Listen and practice. Then, listen and circle the numbers you hear.

0 zero	1 one	2 two	3 three	4 four	5 five	6 six	7 seven
8 eight	9 nine	10 ten	11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty	21 twenty-one	30 thirty	40 forty
50 fifty	60 sixty	70 seventy	80 eighty	90 ninety	91 ninety-one	100 one hundred	101 one hundred one

2. Write the number you hear.

a) _____

b) _____

c) _____

d) _____

3. **Listen and complete the conversation. Use the Word Bank.**

4. **Look at the words in bold and circle the one you hear.**

APPENDIX 3

Semi structured Interview with the Teacher.

Semi-structured interview with the teacher:

Objective: To know the teacher's point of view about the skills used for listening comprehension.

Unit of analysis 1: Listening development in English: Videos, music, audios.

1. Do the students feel motivated by the listening skill?

2. What methodology do you use with your students to improve listening?

3. Do you promote habits of participation that motivate students to practice listening through videos, music, audios, etc.?

Unit of Analysis 2: Perception of the Message

1. Is the student able to easily grasp the listening presented through the classes?

2. Do you consider that the student requires any incentive to improve his/her listening?

3. Is the student able to acquire the message of a conversation or audio presented through the class?

Unit of Analysis 3: Vocabulary

1. Does the student correctly perform activities in which listening skills are immersed?

2. Does the student easily understand the statements presented through the audio?

3. What methodology or strategy do you use with your students to improve vocabulary?

Unit of analysis 4: Practice

1. Do you motivate students to practice often listening to audios, music, videos to improve listening skills?

2. Are students motivated to practice listening skills in class?

Unit of analysis 5: Coherence

1. What do you think students need in order to give coherence to an audio or conversation in English?

2. What do you want students to learn in terms of listening?

APPENDIX 4 Class Plan 1

UNIVERSIDAD TÉCNICA DE MACHALA
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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS

Lesson plan N° 1

School: Unidad Educativa Intercultural Bilingüe "Kichwakunapak Amawta Yachay"	**Subject**: English		**Grade**: 8vo	**Academic** period: 2022- 2023
Didactic Unit:	**Topic**: Be going to		**Time**: 1:20m	**Date**: 03/08/22

Teacher: Dayanara Aguilar- Cinthia Ramirez

Class objective: Students should be able to identify vocabulary words correctly using the future expression be going to.

Content	Stages	Activities	Techniques and strategies	Resources	Evaluation
Be going to	Introduction: 15 min. Development: 45 min. Conclusion: 20 min.	Greetings Warm up Introduction of the topic Students listen a song and identify words they know as vocabulary. Students practice the future expression "be going to".	Questions and answers Role play Participation	• Papers • Audios conversations • Audios Youtube • Blackboard • Markers	Students are able to identify future be going to expressions correctly.

		Students learn more about the usage and structure of this future expression		• Speaker	

APPENDIX 5 CLASS 2

UNIVERSIDAD TÉCNICA DE MACHALA
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Lesson Plan N2

School: Unidad Educativa Intercultural Bilingüe "Kichwakunapak Amawta Yachay"	**Subject**: English		**Grade**: 8vo	**Academic** period: 2022- 2023
Didactic Unit:	**Topic**: Irregular and regular verbs		**Time**: 1:20m	**Date**: 09/08/22
Teacher: Dayanara Aguilar- Cinthia Ramirez				
Class objective: By the end of the class students will be able to identify and recognize irregular and regular verbs correctly.				

Content	Stages	Activities	Techniques and strategies	Resources	Evaluation
Irregular and regular verbs	Introduction: 15 min. Development: 45 min.	Greetings Warm up Introduction of the topic	Questions and answers	• Papers	Students are able to

	Conclusion: 20 min.	Students listen a song and identify words they know as vocabulary. Students practice verbs regular and irregular verbs. Students learn more about Irregular and regular verbs in sentences	Role play Participation	- Audios conversations - Audios YouTube - Blackboard - Markers - Speaker	identify irregular and regular verbs correctly through voluntary participation.

APPENDIX 6

CLASS PLAN 3

UNIVERSIDAD TÉCNICA DE MACHALA
"Calidad, Pertinencia y Calidez"
D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS

Lesson Plan N3

School: Unidad Educativa Intercultural Bilingüe "Kichwakunapak Amawta Yachay"	**Subject**: English		**Grade**: 8vo	**Academic** period: 2022- 2023
Didactic Unit:	**Topic**: Present simple		**Time**: 1:20m	**Date**: 10/08/22
Teacher: Dayanara Aguilar- Cinthia Ramirez				

Class objective: By the end of the class, students will be able to identify sentences in the present simple tense.

Content	Stages	Activities	Techniques and strategies	Resources	Evaluation
Present simple	Introduction: 15 min. Development: 45 min. Conclusion: 20 min.	Greetings Warm up Introduction of the topic Students listen a song and identify words in Present simple Students make sentences in the present simple tense. Students learn more about present simple	Questions and answers Role play Participation	• Papers • Audios conversations • Audios YouTube • Blackboard • Markers • Speaker	Students complete an assessment by developing listening skills on all the topics already covered.

APPENDIX 7

APPENDIX 8

APPENDIX 9

APPENDIX 10

APPENDIX 11

APPENDIX 12