UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ACTIVITIES SYSTEM USING AUDITORY STIMULATION TECHNIQUES TO IMPROVE LISTENING SKILLS

JIMENEZ TORRES KAREN BRISSETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

VALLE VILLON JULIETH NAHOMY
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

MACHALA
2024

UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ACTIVITIES SYSTEM USING AUDITORY STIMULATION TECHNIQUES TO IMPROVE LISTENING SKILLS

JIMENEZ TORRES KAREN BRISSETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

VALLE VILLON JULIETH NAHOMY
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

MACHALA
2024

UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O INTERVENCIÓN

ACTIVITIES SYSTEM USING AUDITORY STIMULATION TECHNIQUES TO IMPROVE LISTENING SKILLS

JIMENEZ TORRES KAREN BRISSETH
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

VALLE VILLON JULIETH NAHOMY
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

SANTIESTEBAN LEYVA KENIA

MACHALA
2024

FINAL_THESIS-KAREN JIMENEZ - JULIETH VALLE.

7%
Textos sospechosos

5% Similitudes
< 1% similitudes entre comillas
1% entre las fuentes mencionadas
⚠ **2%** Idiomas no reconocidos

Nombre del documento: FINAL_THESIS-KAREN JIMENEZ - JULIETH VALLE..docx
ID del documento: 40c8923604e47cd8ea3c296744e3db5df4cd6146
Tamaño del documento original: 595,19 kB
Autores: []

Depositante: Santiesteban Leyva Kenia
Fecha de depósito: 24/1/2025
Tipo de carga: interface
fecha de fin de análisis: 24/1/2025

Número de palabras: 15.447
Número de caracteres: 112.026

Ubicación de las similitudes en el documento:

Fuentes principales detectadas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	**TESIS EN INGLÉS-EDWIN CALVA-JENNIFER NAULA.pdf** | TESIS EN INGLÉS-E... #bb027b 🏷 El documento proviene de mi biblioteca de referencias	**1%**		📑 Palabras idénticas: **1%** (202 palabras)
2	**repositorio.pucesa.edu.ec** https://repositorio.pucesa.edu.ec/bitstream/123456789/3297/2/77452.pdf.txt **2 fuentes similares**	**< 1%**		📑 Palabras idénticas: **< 1%** (77 palabras)
3	**Documento de otro usuario** #eb9adb 🏷 El documento proviene de otro grupo **1 fuente similar**	**< 1%**		📑 Palabras idénticas: **< 1%** (51 palabras)
4	**doi.org** https://doi.org/10.37811/cl_rcm.v7i5.8211 **1 fuente similar**	**< 1%**		📑 Palabras idénticas: **< 1%** (43 palabras)
5	**repositorio.utmachala.edu.ec** https://repositorio.utmachala.edu.ec/bitstream/48000/22854/1/Farez-Carmona 004.pdf	**< 1%**		📑 Palabras idénticas: **< 1%** (32 palabras)

Fuentes con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	**CLASS SYSTEM IMPLEMENTING SPEAKING ACTIVITIES FOR THE DEVELOPM...** #c20c46 🏷 El documento proviene de mi grupo	**< 1%**		📑 Palabras idénticas: **< 1%** (40 palabras)
2	**doi.org** https://doi.org/10.46498/reduipb.v24i3.1389	**< 1%**		📑 Palabras idénticas: **< 1%** (32 palabras)
3	**revistas.unilibre.edu.co** http://revistas.unilibre.edu.co/index.php/saber/article/download/10109/9220	**< 1%**		📑 Palabras idénticas: **< 1%** (37 palabras)
4	**doi.org** https://doi.org/10.33539/aletheia.2020.n8.2422	**< 1%**		📑 Palabras idénticas: **< 1%** (27 palabras)
5	**repositorio.upse.edu.ec** https://repositorio.upse.edu.ec/bitstream/46000/6349/1/UPSE-TPI-2021-0017.pdf	**< 1%**		📑 Palabras idénticas: **< 1%** (17 palabras)

Fuentes mencionadas (sin similitudes detectadas) Estas fuentes han sido citadas en el documento sin encontrar similitudes.

1 🔗 https://bibliotecadigital.utn.edu.ec/download/files/original/fb0b0cfee2ae990609933d17c6890848960051aa.pdf

2 🔗 https://www.dspace.uce.edu.ec/server/api/core/bitstreams/faad5840-e0ab-45df-873f-8461506b8487/content

3 🔗 https://www.redalyc.org/articulo.oa?id=44750107

4 🔗 https://www.ecured.cu/index.php?title=Prueba_pedagógica&oldid=3501248

5 🔗 https://dialnet.unirioja.es/descarga/articulo/8995128.pdf

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

Las que suscriben, JIMENEZ TORRES KAREN BRISSETH y VALLE VILLON JULIETH NAHOMY, en calidad de autoras del siguiente trabajo escrito titulado ACTIVITIES SYSTEM USING AUDITORY STIMULATION TECHNIQUES TO IMPROVE LISTENING SKILLS, otorgan a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tienen potestad para otorgar los derechos contenidos en esta licencia.

Las autoras declaran que el contenido que se publicará es de carácter académico y se enmarca en las dispociones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

Las autoras como garantes de la autoría de la obra y en relación a la misma, declaran que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que asumen la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.

<table>
<tr><td>_____</td><td>_____</td></tr>
<tr><td>JIMENEZ TORRES KAREN BRISSETH</td><td>VALLE VILLON JULIETH NAHOMY</td></tr>
<tr><td>0750553109</td><td>0705196210</td></tr>
</table>

DEDICATION

    I dedicate this work to God, for guiding me to achieve my goals. To my parents, Wilson and Enith, who instilled in me a sense of responsibility and perseverance. To my siblings, Kleiner and Grace, for their constant support in every step of my education. And to all those who believed in me even when I doubted, because their trust was the driving force behind the completion of this academic project.

<div align="right">Karen Brisseth Jiménez Torres</div>

ACKNOWLEDGMENTS

I would like to express my sincere thanks to my professors for their invaluable guidance throughout this academic process, especially to my thesis advisor for her patience and dedication. To my friends, my group of eight, for their mutual support and shared experiences. To my family, for being my unconditional support during this university stage, always giving me the necessary encouragement to persevere. And last but obviously not least, to my thesis partner Julieth, for making a great team inside and outside the university.

Karen Brisseth Jiménez Torres

RESUMEN

La enseñanza de inglés en Ecuador presenta muchos desafíos entre los cuales se encuentra la constante lucha de los docentes por optimizar la habilidad de listening en los estudiantes. Es por eso, que la presente investigación se centra en los problemas que dificultan el desarrollo de esta habilidad en los estudiantes de segundo de básica, paralelo "A" de la Escuela "Oriente Ecuatoriano". Es por ello que, planteamos un sistema de actividades mediante el uso de técnicas de estimulación auditiva; con la finalidad de que los estudiantes logren fortalecer sus habilidades de escucha en las clases de inglés. Esta investigación está orientada hacia el paradigma cuantitativo con un diseño experimental, debido a que se pretende examinar el avance en el fortalecimiento de la habilidad de listening de los estudiantes. Además de probar la hipótesis planteada mediante la recolección de datos estadísticos y conocer los efectos de la aplicación de las variables, a través del empleo de la prueba pedagógica, previamente adaptada al plan académico y aplicada a los 26 estudiantes del salón. Se evidenció las problemáticas del objeto de estudio, tales como: los alumnos no identifican el vocabulario básico en inglés al reproducir el audio, los alumnos no están interesados en escuchar y repetir la pronunciación de las palabras, hay pocas actividades lúdicas durante las clases de inglés, el profesor no tiene en cuenta el nivel de los alumnos a la hora de planificar las actividades. Por tanto, este sistema incluye actividades combinadas que buscan impulsar el desarrollo de la habilidad de listening, brindándole diversión y confianza al alumno para lograr un buen resultado en las clases de inglés mientras que pone en práctica la enseñanza del idioma.

Palabras clave: habilidad de listening, sistema de actividades, técnicas auditivas, enseñanza de inglés.

ABSTRACT

The teaching of English in Ecuador presents many challenges among which is the constant struggle of teachers to optimize the ability of listening in students. For this reason, this research focuses on the problems that hinder the development of this skill in second-grade students, parallel "A" of the "Oriente Ecuatoriano" School. Hence, we propose a system of activities through the use of auditory stimulation techniques, so that students can strengthen their listening skills in English classes. This research is oriented towards the quantitative paradigm with an experimental design because it is intended to examine the progress in strengthening the students' listening skills. In addition to testing the hypothesis proposed through the collection of statistical data and knowing the effects of applying the variables, through the use of the pedagogical test, previously adapted to the academic plan and applied to the 26 students in the classroom. The problems of the object of study were evidenced, such as the students do not identify the basic vocabulary in English when playing audio, the students are not interested in listening and repeating the pronunciation of the words, there being few ludic activities during the English classes, the teacher does not take into account the level of the students when planning the activities. Therefore, this system includes combined activities that seek to promote the development of listening skills, providing fun and confidence to the student to achieve a good result in English classes while putting into practice the teaching of the language.

Key words: listening skills, activity system, listening techniques, English language teaching.

INDEX

TABLE INDEX

ILUSTRATION INDEX

INTRODUCTION

English has gained worldwide importance due to globalization. It has become the official language of business, science, technology, and education. That makes it the language of today's world. As a result, there has been a remarkable increase in the number of people who intend to learn this language. The ability to communicate in English guarantees not only academic success but also professional success. Es por esto que, el proceso de enseñanza aprendizaje del idioma inglés debe ser una prioridad desde la educación primaria hasta el punto máximo de la educación superior (Matute et al., 2021).

It is worth mentioning that the process of teaching and learning English falls mainly on the teachers, who are directly responsible for the success or failure of the students. For this reason, the educator must use various techniques and innovative strategies that generate a dynamic environment that facilitates this process, aiming to help develop receptive and productive English skills and thus ensure optimal learning of this foreign language.

On the other hand, knowledge of grammar is essential for English language proficiency. However, it is not everything, because according to Saltos & Coveña (2017), the development of the four language skills is of utmost importance, as none can afford to be left aside since it is possible to say that one does not work without the other, from this sense, it is unfortunate that some educators do not emphasize the strengthening of listening, since this skill is paramount for learning English because it favors effective communication, it also contributes to the acquisition of vocabulary and idiomatic expressions that allow a better understanding of the language.

Therefore, gradually strengthening listening comprehension is a fundamental factor to avoid the different difficulties that the researchers have observed during the

classes corresponding to the pre-professional internships in the students of the 2nd year of EGB of the "Oriente Ecuatoriano" School during the 2024-2025 school year, described below:

- Students do not identify basic English vocabulary when playing the audio.

- Students are not interested in listening and repeating the pronunciation of words.

- There are few play activities during English classes.

- Students are easily distracted during English classes.

- The teacher does not consider the level of the students when planning activities.

Now, it is clear that children require specific resources that favor and stimulate the auditory sense and thus enhance the ability to listen. Therefore, the teacher must guide this process, but the child must also be allowed to find his independence and autonomy in each activity. That leads to the following scientific problem: How to enhance the listening ability of the students of the 2nd year of EGB of the Oriente Ecuatoriano School during the school year 2024-2025?

Considering the **object of study**, the teaching-learning process of the English language in elementary general education. Among the **possible causes** of the problem are the following:

- The teacher does not carry out listening activities periodically.

- The audio presented in class is incomprehensible to the students.

- The auditory stimulation techniques used are inadequate for the students' learning.

- Insufficient activities and exercises focused on strengthening listening skills.

- Minimal interest in promoting the development of listening skills.

The **general objective of the research** is to implement a system of activities through the use of auditory stimulation techniques for the strengthening of the listening skills of the English language in the students of the 2nd year of EGB of the Oriente Ecuatoriano School during the 2024-2025 school year.

This objective focuses on the **field of action**: auditory stimulation techniques.

The present research work has the following **specific objectives**:

❖ To support theoretically the use of auditory stimulation techniques in the teaching-learning process of English in EGB to strengthen listening skills.

❖ To diagnose the state of the listening skills in the students of the 2nd year of EGB of the Oriente Ecuatoriano School.

❖ To design a system of activities through the use of auditory stimulation techniques that contribute to the strengthening of listening skills.

❖ To verify the effectiveness of the system of activities through the use of auditory stimulation techniques in strengthening the listening ability of the students of the 2nd year of EGB of the Oriente Ecuatoriano School.

It is developed based on the following **scientific hypothesis**: implementing the activity system through auditory stimulation techniques strengthens the listening skills of second-year EGB students of the "Oriente Ecuatoriano" School during the 2024-2025 school year. Based on the hypothesis, the relationship between two **variables** is studied:

The **independent variable** comprises implementing a system of activities using auditory stimulation techniques based on a series of planned and ordered exercises to meet particular objectives based on a unit or a specific topic in the educational environment.

The **dependent variable** is fortifying the listening skill in English, which refers to the interpretative action a listener takes to understand the meaning of what they hear.

This scientific research employs a **quantitative methodological** paradigm with a cross-sectional-explanatory experimental design. The population consists of 26 students in 2nd year of EGB parallel "A" of the "Oriente Ecuatoriano" School.

As a result, researchers use theoretical methods like analytical-synthetic, historical-logical, and hypothetical-deductive methods, as well as empirical methods such as observation, measurement, and experimentation. These will be further detailed in the methodological framework.

The **importance** of this research focuses on auditory stimulation techniques to strengthen listening skills in the English language through a system of activities, where the aim is to enhance listening skills in the target language through practical exercises during the class.

The practical **contribution** provided by this research reflects a system of activities based on auditory stimulation techniques for students to strengthen listening skills in the English language so that they can feel involved in the teaching and learning process of acquiring a second language.

This study comprises four chapters: **Chapter I** is a theoretical description of the object and field of research supported by bibliographical information. **Chapter II** establishes the type, methods, and techniques used. **Chapter III** presents the intervention proposal. Finally, **Chapter IV** includes a discussion of the results, closing with the conclusions, the bibliography, and the annexes.

CHAPTER I. Theoretical Foundations of Auditory Stimulation Techniques in the English Language Teaching-Learning Process

This first chapter presents the theoretical foundation of the research, including the historical background, conceptual characterizations, and contextual trends in foreign language teaching at the general basic education level aimed at improving listening skills through aural stimulation techniques.

1.1 Historical Background of Auditory Stimulation Techniques in the English Language Teaching-Learning Process.

The evolution of aural stimulation techniques in teaching English as a foreign language has experienced several phases of significant development. These methodologies have evolved to improve students' listening comprehension skills. In the following sections, these stages of evolution will be analyzed in detail, examining their distinctive features and impact on the language acquisition process.

1.1.1 Grammar-Translation Method (Late 18th - Early 19th century)

El método Gramática Traducción se enfoca en el aprendizaje de reglas gramaticales, la memorización de vocabulario, declinaciones y conjugaciones, así como en la traducción de textos y la realización de ejercicios escritos (Brown, 2000, citado en Putra, 2017). In the late 18th century, Prussia, Germany pioneered the adoption of GTM as the primary method of teaching foreign languages in secondary schools, known as Gymnasiums. During this period, GTM was implemented in other parts of Europe, not only in Germany, to teach Greek and Latin. This historical background led to the Grammar-Translation Method (GTM) being recognized as the traditional or classical method of the grammar school or, in America, as the Prussian method. Con la llegada de la industrialización, surgieron nuevas oportunidades de comunicación en Europa, lo que

impulsó el desarrollo de métodos de enseñanza de idiomas más adaptados a las necesidades de la creciente población estudiantil (Howatt, 1997 citado en Tetzner, 2004).

1.1.2 Direct Method (late 19th century)

In his study of the Direct Method, (Pérez E. , 2004) argues that this methodology arose as an urgent response to the need to develop successful oral communication skills in language learning due to the interaction between Europeans in the 19th century. Where the traditional method of translation, focusing on grammar and writing, was predominant, its effectiveness in schools was questioned.

According to (Pérez E. , 2004):

"La característica fundamental de este Método sería su oposición a la traducción, pues insiste en la idea de que la L2 se adquiere de la misma forma que la L1, esto es, mediante la asociación directa de palabras o frases con objetos o acciones".

Ultimately, the Direct Method gradually gained ground due to political-social and migratory changes, facilitating the rapid acquisition of language skills essential for survival in new environments. Pioneers such as Sauveur and Berlitz spread it widely in the United States, a host country for numerous European immigrants. Thus, the Direct Method represented a significant shift towards a more practical and communicative approach to teaching language.

1.1.3 Audio lingual Method (1940-1950)

It is possible to approach this point from the emergence of the audio-lingual method in the 1950s, which was born as a response to the needs of the US government during the Second World War since, in this period, there was a significant increase in the demand for language skills concerning foreign languages. This method held the idea that learning a foreign language was similar to the natural process of mother tongue

acquisition, that is, through repeated exposure and practice, similar to the direct method, which agrees with (Pérez O. , 2013) where he states that "al igual que el método directo, el Método Audio-Lingual aconseja que los estudiantes usen un lenguaje directo, sin necesidad de utilizar la lengua materna para explicar nuevas palabras o la gramática de la lengua extranjera".

On the other hand, the audio-lingual method focuses on memorizing complete dialogues, usually centered on real life and the repetition of the linguistic patterns, phrases, and sentences of the target language, giving importance to correct pronunciation and intonation. In addition, cassettes and audio-visual media facilitated learning the rhythm, pronunciation, and intonation within the target language, and errors were corrected immediately, providing grammatical examples so that students could deduce the grammatical rules on their own. (Larenas, et al., 2013)

1.1.4 Communicative Method (1960s).

The communicative method, which emerged in 1960, also focused on the importance of developing listening skills, recognizing that effective communication should not only focus on grammar and mechanical repetition but also on listening comprehension and the ability to interact in various contexts. Since, as Mariscal (2014) states "este enfoque pone atención en ayudar al alumno a usar el idioma en una gran variedad de contextos". In this sense, the communicative approach employed authentic material such as recordings, radio programs, videos, and other resources reflecting real situations in the target language, encouraging active listening and communicative interaction among learners.

1.1.5   Task-Based Language (1980s)

Task-Based Language Teaching, which emerged in the 1980s as a response to the perceived limitations of traditional approaches, supports the idea that students learn best when they are engaged in meaningful and authentic communicative tasks based on everyday life, also focuses on providing comprehensible input and effective feedback, while encouraging reflection and self-assessment after completing tasks, allowing students to be aware of their mistakes and progress (Naranjo, 2015).

In addition, according to Gil (2019), the task-based approach seeks the understanding of the English language in the actual context, which allows students to appropriate the language, so within this method, there are several techniques and strategies to promote the development of listening skills, such as the design of tasks that require active listening and processing information to achieve a specific objective, o providing selective listening exercises aimed at identifying certain information, as well as encouraging collaborative tasks where learners interact using the target language or engage in discussions on a particular topic of interest, and the use of online recordings, films, podcasts or interactive platforms.

1.1.6   Internet And Digital Resources (2000 Onwards)

In recent decades, digitalization has radically transformed our perception of the world. This change has shaped our skills, becoming indispensable in the workplace and education. However, integrating technology in the classroom has encountered some resistance, as traditional teaching methods need to adapt to a new generation of students, often referred to as digital natives.

Regarding language teaching and learning, new technologies offer impressive potential. "Entre los recursos en los que se han centrado los estudios destacan el uso del

software social, de la traducción audiovisual, de dispositivos móviles e incluso de videojuegos" (González, La evolución en el aprendizaje de idiomas, más allá de Internet, 2015). Within social software, we have blogs, wikis, and podcasts; according to López and Ballesteros (2015), estos recursos representan nuevos procesos de comunicación digital que fomentan la colaboración y el intercambio de conocimientos, experiencias de comunidades de aprendizaje entre otros países y recursos en línea (López, et. Al, cited in González, 2015)

Similarly, audio-visual translation, specifically dubbing and subtitling, are considered functional tools for language teaching, highlighting authentic videos based on existent communication situations and helping to develop practical language skills for students, (González, La subtitulación en el aprendizaje de lenguas extranjeras, 2013). Mobile phones have also evolved from simple communication tools to powerful educational resources for language learning. By offering a wide range of features that make them attractive for learning by providing access to the Internet, text messaging, cameras, audio, and video recording capabilities. The diversity of applications available allows for activities combining images and voice, improving pronunciation, learning vocabulary, and practicing different writing styles.

Finally, video games have emerged as potent educational tools thanks to their ability to motivate and engage learners, especially young people and children. Undoubtedly, "la tecnología utilizada en los juegos puede hacer que el software educativo sea más atractivo y entretenido, convirtiendo el proceso de aprendizaje en algo más divertido y menos tedioso" (Virvou, et. al., 2005).

1.1.7   Artificial Intelligence and Adaptive Learning (Years 2010 Onwards)

Artificial intelligence (AI) and its impact on education, especially language teaching and learning, promises to significantly transform pedagogy and didactics, providing innovative tools that promise a more inclusive and personalized future for learners of all abilities, including those with special needs. According to a British Council study, AI can facilitate adaptive and less intrusive learning, allowing students to progress at their own pace (Lightfoot, 2023; Rodríguez et al., 2023 cited in Hidalgo et al., 2024).

One of the significant advantages of AI is that it offers personalization of learning to the individual needs of learners, taking into account their level of ability, interests, and learning preferences. In addition, AI systems provide immediate feedback on grammar, pronunciation, and vocabulary, allowing students to correct mistakes and improve their fluency. AI-powered virtual tutors interact with students by offering instruction, answering questions, and providing emotional support during the educational process.

It also facilitates speech recognition and automatic translation, improving pronunciation, listening comprehension, and seamless access to content in different languages. AI systems also collect data on student progress, providing personalized recommendations to optimize learning. It can also function as study materials and provide exercises automatically, assisting educators in creating high-quality resources efficiently.

Techniques and strategies to strengthen listening skills within the foreign language teaching-learning process have evolved throughout history, from the traditional Grammar-Translation approach to the more contemporary Audio-lingual, Communicative, and Task-based methods. The integration of artificial intelligence (AI) is remarkable because it offers personalized and adaptive tools that promise more efficient and accessible learning for all learners, including those with special needs, through

facilitating interaction and effective language practice, opening new pedagogical frontiers, and preparing students for an increasingly digital globalized world.

1.2 Theoretical Characterization of Auditory Stimulation Techniques in the Teaching-Learning Process of the English Language.

This section of the study presents the theoretical foundations upon which the research's object, field, and variables are based. Thus, through a rigorous review of the scientific literature, valuable information will be provided on the teaching-learning process of the English language in elementary school, the techniques of auditory stimulation, and the strengthening of listening skills.

1.2.1 Conceptual characterization of the teaching-learning process of English in EGB.

Teaching is the act by which the teacher guides and helps the student to acquire new competencies through an organized, planned process with appropriate strategies to achieve the objectives. Meanwhile, learning is demonstrated when the student can apply the acquired knowledge in real-life situations (Benzerroug, 2021).

The teaching-learning process involves the teacher imparting knowledge to students by integrating learning objectives, didactic resources, and pedagogical strategies (Munna & Kalam, 2021). During this process, the teacher evaluates the needs of his students and establishes clear goals to improve learning.

On the other hand, teaching English as a foreign language involves the creation of an appropriate learning environment. The purpose is for students to develop skills in the language, for this reason, the teacher becomes the figure who provides the knowledge,

behaviors, attitudes, and values, and the student who receives them, analyzes them, internalizes them, and finally uses them (Benzerroug, 2021).

Similarly, the English language teaching-learning process aims to enhance students' linguistic, communicative, cultural, and methodological competencies, while also developing their proficiency in the language's four basic skills and components. This approach provides quality in the process, allowing students to learn more effectively, give meaning to the learning moments, and incorporate what they have learned intellectually and socially (Benzerroug, 2021).

To achieve the above, the teacher fulfills several roles. One of them is the role of facilitator, which according to Archana and Usha Rani (2017), "As a facilitator she has to direct and support students in learning for themselves as a self-explorer . . . As a facilitator a teacher should lay a strong foundation for their personal growth". In other words, this role will foster student autonomy. In turn, the teacher has the role of evaluator, so he must be able to develop appropriate and fair evaluations for his students (Archana & Usha, 2017).

Another crucial element for effective English language teaching, especially in elementary schools, is for teachers to be knowledgeable in foreign language pedagogy. That is, for the process to be successful, the teacher must set achievable objectives, adjust methods to suit student needs, and choose materials based on student proficiency level (Ikawati, 2017).

It is also noted that teaching English in schools has several advantages. According to Kolb and Schocker (2021), one of these advantages is that children seem to have ease when learning languages because they enjoy imitating the sounds of the language, causing them to develop pronunciation and intonation. In addition, children are very interested in

acquiring new learning and are constantly excited to learn about the world around them, so this positivity encourages them to learn a new language (p. 24).

In the same way, when teaching infants a new language, it's recommended to focus on visual, auditory, and kinesthetic activities, such as playing music by native English speakers and using games that are relevant to the child, without prioritizing grammar, writing, or reading tasks. However, between the ages of four and eleven, the teaching of English should not rely solely on repetition activities but should be viewed as an additional skill to be developed. In other words, the teaching methodology should be adjusted to the student's age (Moreno, 2020).

Motivation is also important in this aspect. The teacher must be able to encourage students from the beginning, generating an environment of trust where children feel comfortable talking or asking questions and promoting better communication. It is accomplished by incorporating interactive activities and utilizing various teaching resources while emphasizing the significance of acquiring a foreign language (Ricoy & Álvarez, 2016)

In short, the teaching-learning process of the English language in elementary education is delimited by several aspects that need to be considered. Children can develop language skills if the teacher implements clear objectives, teaching strategies, age-appropriate methodologies, interaction activities, and didactic material. This process can be affected by the teacher's actions, but it can be fruitful if the teacher works on motivating the group and employs good pedagogical practices.

1.2.2 Conceptual Characterization of Auditory Stimulation Techniques.

The child's auditory skills development in the first years is crucial for language, social interaction, emotions, and thinking. Therefore, auditory stimulation should

integrate elements that help direct the infant's attention and offer the opportunity to explore the similarities and differences between sounds (Salcedo, 2021).

Likewise, techniques for auditory stimulation are linked to processes that contribute *to the development of* listening skills in the English language. Wah (2019) identifies two processes: bottom-up processing and top-down processing. The former focuses on facilitating the recognition of lexical and pronunciation items essential to the comprehension of the listening resource. Within this category, tasks could be implemented in which the learner must find individual sounds, word quantity, stressed syllables, grammatical forms, contractions, and linguistic connectors.

In contrast, top-down processing is based on the learner's prior experience and knowledge of the auditory material. That is, the listener gives meaning to what he/she hears through familiarity with the topic, the speakers, and the situation. The listening skills that can be developed thanks to this technique are: distinguishing the main ideas, the theme, and the context of the audio, as well as recognizing specific information and its sequence (Wah, 2019).

In other words, bottom-up processing is a technique that aims to help the learner identify specific words and structures when listening to audio to then construct the meaning of the audio and understand the situation heard. Meanwhile, top-down processing usually gives the learner the tools to understand the audio and determine the main concept. Both techniques are good according to the type of exercise and sub-skill to be developed.

It is essential to teach students how to improve their listening comprehension through various strategies. Therefore, Odilovna (2020) establishes three main stages: pre-listening activities, while-listening activities, and post-listening activities. The first stage

contains the activities before a listening task. Here, the topic of the activity and the context in which it will be addressed are introduced. Its purpose is to generate student interest and confidence in completing the task. In addition, it facilitates comprehension by reviewing keywords, unknown words, and grammatical structures.

In the second stage, a series of listening comprehension activities are given, and listening subskills are practiced. During this time, the student should confirm his prediction about the task, and the teacher should monitor how the group is feeling and what the group is doing while the activity is occurring. Some students may have difficulty understanding, so replaying the audio is recommended. In the final stage of the activities, the group is asked to connect the task topic to everyday life situations and provide opinions.

Similarly, techniques for developing listening skills include using multimedia resources and interaction exercises. Saodat and Sherzod (2021) state that this skill is best learned through engaging and simple activities and list three modern techniques for its improvement: kinesthetic, verbal/auditory, and visual.

In this sense, for students who have a kinesthetic learning style, games such as Simon Says would be ideal. Likewise, if there are students who learn best when listening or talking about the topic the teacher is explaining, exercises where dialogues are presented or role-playing is required are the best. Similarly, students who are visual learners can improve their listening comprehension by using multimedia resources such as videos and movies and using activities where they have to relate what they hear to words they can observe on the board or a worksheet (Saodat & Sherzod, 2021).

In summary, listening stimulation techniques can be employed in different ways, and each author has their own classification. In this context, two main concepts are

identified to develop listening sub-skills: bottom-up processing and top-down processing. Also, a three-stage technique for improving listening comprehension is detailed: pre-listening, while-listening, and post-listening. Finally, kinesthetic, verbal/auditory, and visual techniques are established to strengthen listening skills through activities according to learning styles.

1.2.3   Conceptual Characterisation of Listening Skills.

Listening skill is the ability to receive, interpret, and understand the message communicated by another person through the auditory channel (Cova, 2020). It also involves paying active attention to the speaker's speech, processing the information received, and responding appropriately. Effective listening involves more than just hearing the words but also understanding their meaning and picking up on the tone of voice, body language, and the emotions implicit in the message.

Listening can also be defined as a person's ability to identify and understand what others are saying. It involves the simultaneous understanding of three things: the speaker's accent or pronunciation, the grammar and vocabulary used, and the message's meaning (Saodat & Sherzod, 2021).

Similarly, Martinez (2021) states that listening is a natural human linguistic ability that involves the interpretation of speech and links to perceptual and cognitive aspects and sociological attitudes. He further states that the linguistic understanding of this skill is determined by phonemes, syllables, and words that lead to the comprehension of the message and the active interaction of the listener.

Listening skill is also defined as understanding spoken discourse in face-to-face interactions or through electronic media. Mastering this skill involves capturing both the

message and considering aspects such as tone of voice, pauses, repetitions, incomplete sentences, and when it is possible to observe the speaker, gestures, and body language. All these components contribute to the overall understanding of the message (Rodríguez, 2018).

In addition to the above, it is necessary to indicate the difference between hearing and listening, as these terms are often mistakenly used as synonyms. "Hearing and Listening are two different activities. Hearing is passive whereas Listening is active. Listening is a psychological process." (Tyagi, 2013, p. 5). According to the same author, "It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view." (Tyagi, 2013, p.1). Therefore, listening skills are fundamental in interpersonal communication, both in academic, professional, and personal contexts.

On the other hand, developing listening comprehension in English plays a significant role in language proficiency. Pourhossein and Reza (2011) argue that listening comprehension is a dynamic process in which the listener focuses on specific aspects of the auditory resource, constructs meaning using fragments, and relates what they hear to their prior knowledge.

Similarly, improving listening skills is a complex process that requires conscious effort. Practice is the most commonly used method for developing this skill. In this respect, students often feel more comfortable practicing listening with non-assessed activities. Teaching strategies for this skill will allow the group to have a different self-concept and attitude toward listening comprehension (Pourhosein & Banou, The Significance of Listening Comprehension in English Language Teaching, 2016).

In the same vein, listening skills are fundamental for the English language learner because, in spoken communication, it is impossible to interact without hearing and understanding the speaker's utterances. In addition, there is a widespread desire to understand what native speakers say at a natural pace in various situations, such as films, series, music, and advertisements in English. For this reason, the goal of learning English focuses on the ability to communicate effectively in real-world situations, but mastering this skill is a challenge for learners (Wah, 2019).

Moreover, it is argued that listening comprehension involves several processes in which the listener must understand and assign meaning to the message. For this, the sounds of speech, the syntax of sentences, and the significance of words must be considered (Golchi, 2012, as cited in Martínez et al., 2020). In this context, Spratt et al. (2011) state that there are different types of listening called sub-skills of listening comprehension, classified as listening for details, specific information, listening for gist, intensive listening, and extensive listening.

In detail or scanning listening, the listener pays close attention to what they hear to understand most of the information received. An example might be when a judge listens to a person's statement. On the other hand, listening for specific information occurs when the listener wants to discover a particular piece of information and may ignore information that is not of interest, for example, when listening to a news item about the weather in the city. Listening for gist is when the listener hears something and tries to keep the general idea of the information without the need to understand every word (Martínez et al., 2020).

Intensive listening refers to the sub-skill which helps the learner to listen and pay attention primarily to the pronunciation, grammatical structure, and vocabulary of the

message rather than the overall meaning. In contrast, extensive listening focuses on extended activities geared toward total comprehension of the message, which means that the learner should not strive to understand each word but to understand the audio as a whole (Martínez et al., 2020).

In summary, the listening skill can be defined in various ways. Each author gave a meaningful concept to the topic under investigation and provided aspects that can be used in assessing this skill. In this research, the contribution of Spratt et al. (2011) will be considered to elaborate the assessment indicators of the instruments. The listening skill will be assessed according to the following sub-skills: listening for details, listening for specific information, listening for gist, intensive listening, and extensive listening.

1.3 Contextual Trends in Auditory Stimulation Techniques in the English Language Teaching-Learning Process.

This section develops the contextual characteristics of the study variables in teaching and learning English in primary education in Ecuador. It also includes the approach and application of the research instruments to meet the specific objectives and observe the performance of the study proposal.

1.3.1 Characterization of the Techniques of Auditory Stimulation in the Teaching-Learning Process of the English Language and its Application in Basic Education in Ecuador.

It is undeniable that English is currently considered a global language and that it has acquired significant importance worldwide. For this reason, its mastery is indispensable in various productive sectors, which agrees with Ponce et al. (2019), which states that the importance of learning English is constantly growing, given its position as

the predominant language in areas such as technology, commerce, and science, so that those individuals who master this language could access more prominent jobs and obtain higher wages.

Aware of this reality, Ecuador introduced the teaching of English in 1912, and later, in 1950, this language officially became part of the curriculum in all educational institutions. Since then, the Ministry of Education has implemented various measures and programs that have driven to transform the methodologies, strategies, and tools used in the English teaching-learning process, with the firm purpose of improving the quality of education and meeting the learning standards and objectives for each educational level, from pre-school to secondary education (Peña, 2019).

As for listening skills, they play a crucial role in the English language teaching-learning process, yet despite their importance, this skill is often one of the most challenging for students to strengthen and, in some cases, is underestimated in terms of its practice by teachers. According to Castillo (2022) "las habilidades lingüísticas relacionadas con la comprensión auditiva se desarrollan con el tiempo y se construyen gradualmente por medio de la interacción con la lengua extranjera que se está aprendiendo" (p. 49). In this sense, it is indisputable that aural stimulation techniques play a vital role in strengthening this skill by contributing to a better understanding of the language and enriching the learning experience.

According to Cocha (2016), using authentic auditory material in the English language teaching and learning process is becoming increasingly important, as this type of material leads to a deeper immersion in the language and culture, which can motivate students to learn through more active and participatory learning. It is, therefore, clear that success in learning this foreign language depends not only on the teacher's level of

instruction but also on the choice of effective methods, strategies, and techniques that respond to the needs of the learners.

Over time, however, English language teaching in Ecuador has undergone a remarkable evolution in the techniques used to improve listening skills. This transformation has resulted from the constant search for more effective methods that respond to the changing needs of students and the current educational environment. In addition, the material used in the classroom has been updated since:

> Until recently, we have been talking about written materials (literary and non-literary), listening through radio and music recordings, and audio-visual material through television and video. Today, we should expand this menu to include written, audio, and audio-visual Internet language, as well as its communicative and interactive potential in developing the listening skills of English language learners at any level (Cocha, 2016, p.4).

Consequently, techniques for improving listening in Ecuador have evolved towards more dynamic and participatory approaches, where technology has played a crucial role in this transformation, offering a wide range of authentic materials, such as podcasts, interviews, music, real-time video calls, films and television programs in English, providing exposure to different accents and speaking styles, reflecting the linguistic diversity of English in factual contexts, as well as allowing learners to enjoy artistic and cultural expression.

1.3.2 Diagnosis of the current state of the listening skill among 2nd-year parallel "A" students at the "Oriente Ecuatoriano" school.

This section shows the results obtained from the diagnosis of listening skills among 2nd-year parallel "A" students at the Oriente Ecuatoriano school. The instruments used for data collection were an observation guide (APPENDIX 1), a survey (APPENDIX 2), and the pedagogical test (APPENDIX 3).

Analysis of results

The first instrument applied was the Observation Guide, which demonstrated the following results:

- The students understand basic aural content only if they have studied it in previous lessons.
- The students sing the greeting song with the teacher at the beginning of the class but do not identify each word.
- The students do not recognize the speaker's attitude, in this case, the teacher, according to her tone of voice.
- The students respond quickly to listening comprehension questions, but their answers are often inaccurate.

A survey was also conducted with the English teacher to find out her views on the students' performance about listening comprehension in English classes, and the following information was obtained;

- Students' performance is predominantly medium to low in the areas related to English listening comprehension, highlighting significant difficulties in this skill.

- Thus, the main deficiencies are found in the distinction of similar sounds and the accuracy of responses during listening exercises, aspects that the teacher has classified as low performance. These critical areas suggest that students face barriers in both phonetic recognition and effective interpretation of auditory information.

- In other aspects, such as general comprehension of instructions, speed of response, and identification of keywords, performance has been rated as average. However, overall performance in the listening exercises continues to be low, pointing to possible limitations in phonological processing, integration of auditory information, and contextual understanding of English.

To conclude, a pedagogical test was applied to determine the current state of the listening skills of 2nd grade students, parallel "A" of the "Oriente Ecuatoriano" school. The analysis of the results obtained according to dimensions and indicators and, finally, in an integrated manner, is presented below.

Dimension: Listening comprehension
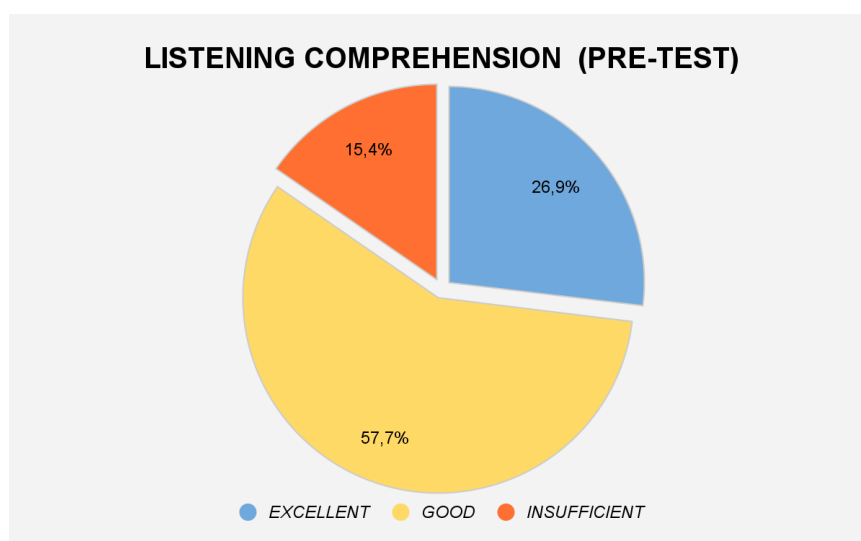
Ilustration 1: Dimension Listening Comprehension. Prepared by the authors.

Listening comprehension is a fundamental aspect of the proper development of listening skills. For this reason, the comprehension of basic listening content, as well as

the recognition of specific words or details, has been considered to assess students' level in these areas.

The results obtained in the pre-test applied to the students allowed us to determine that, of the 26 students evaluated, 15 got an "excellent" rating in the listening comprehension question, representing 27% of the students. On the other hand, seven students, equivalent to 57%, reached a "good" level. Four students, representing 15%, received an "insufficient" level, indicating they did not answer the listening comprehension question correctly.

Dimension: Tone of Voice
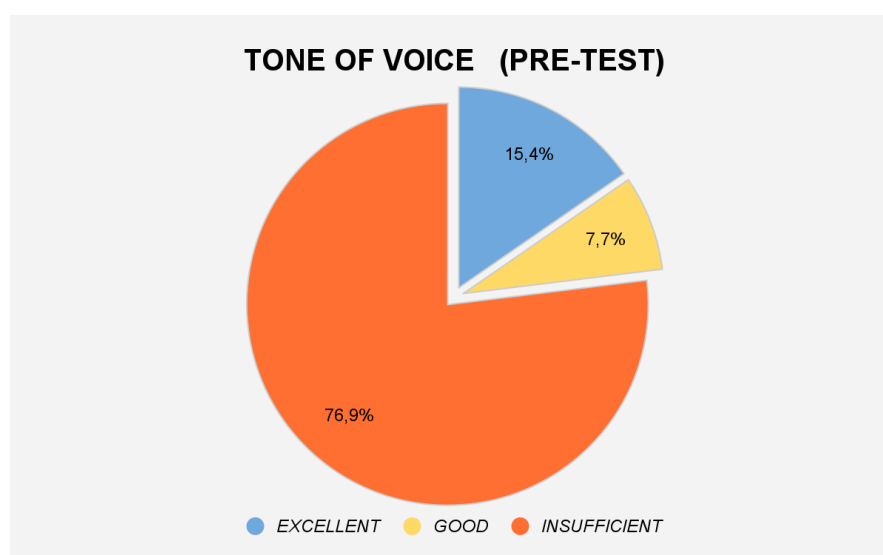
Ilustration 2: Dimension Tone of Voice. Prepared by the authors.

The recognition of the speaker's tone of voice, although often overlooked, is a fundamental aspect of acquiring and understanding this foreign language. It is because tone of voice contributes to making sense of what is expressed in spoken form. In this case, students focused on identifying the speaker's attitude through their tone of voice.

The results obtained in the pre-test, in the tone of voice dimension, allowed us to verify that, of the 26 students evaluated, 4 were able to recognize the speaker's attitude

through their tone of voice, representing 15% of the students and corresponding to an excellent level. On the other hand, 2 students, equivalent to 8%, reached a "good" level, while 20 students failed to correctly identify the speaker's attitude, obtaining an insufficient level in this indicator, equivalent to 77% of those evaluated.

Dimension: Auditory Response Speed
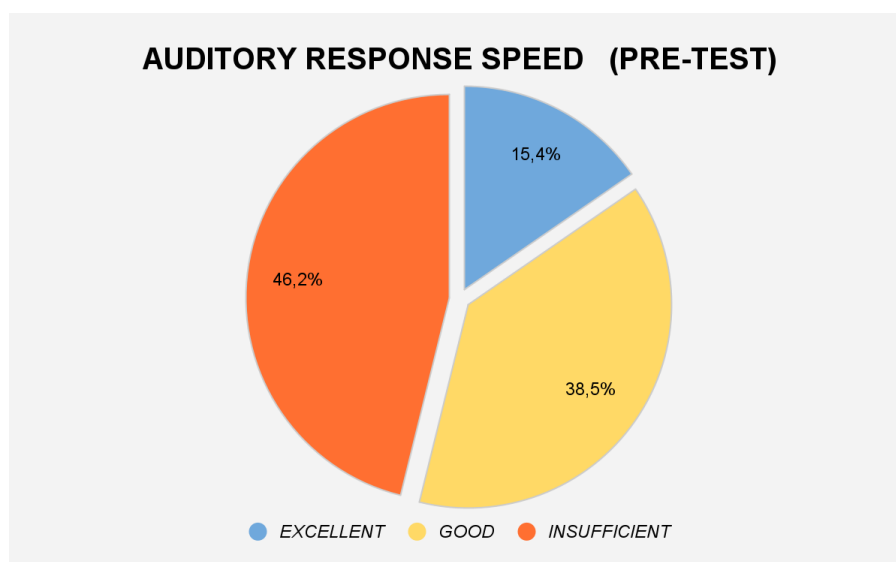
Ilustration 3: Dimension Auditory Response Speed. Prepared by the authors.

The speed of response to listening is a crucial factor in acquiring the English language, as it indicates whether a person has correctly understood what they have heard. In this context, listening speed was used to assess whether learners understood listening comprehension questions immediately and how accurately they responded to each question.

Regarding the dimension of the speed of listening response, applied to the 26 students in the pre-test, it was determined that 4 students (15%) showed excellent speed and accuracy in answering the listening comprehension exercises. On the other hand, 10 students (38%) presented problems in this indicator, reaching a "good" level; while 12 students (46%) presented insufficient speed and accuracy in answering these exercises.

General diagnosis
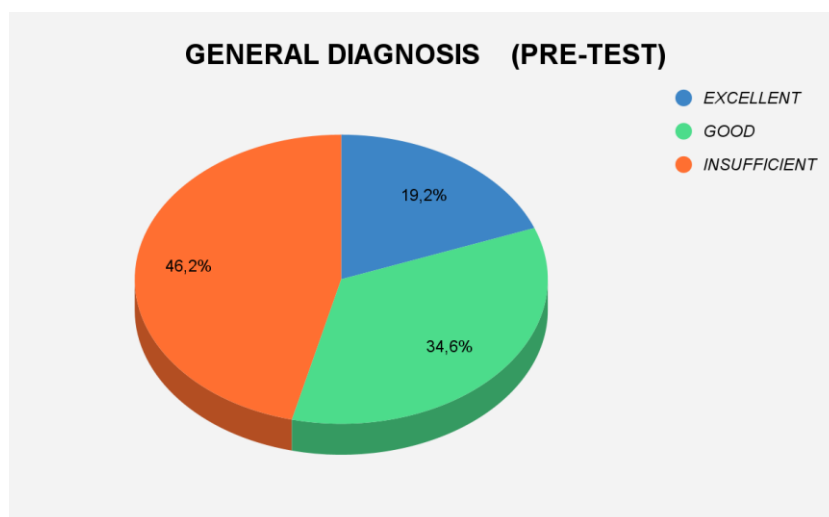
Ilustration 4. General Diagnosis (Pre-Test). Prepared by the authors.

According to the statistics presented, 19,20% of the second-year students in the General Basic Education (EGB) program, specifically those in parallel "A" at the Oriente Ecuatoriano School, have achieved a level categorized as "Excellent." Additionally, 34,60% of the students fall into the "Good" category, while 46,20% are classified as "Insufficient." These assessments were based on three dimensions: listening comprehension, tone of voice, and speed of auditory response.

While the results indicate that most students have good listening comprehension in English, according to their level, a significant proportion still face challenges in key areas that are fundamental to improving their performance in this skill.

The results indicate a need for an intervention in pedagogical practices by implementing a system of activities that incorporates auditory stimulation techniques. This intervention aims to strengthen listening skills in students in the second year of General Basic Education (EGB), parallel A, at the Oriente Ecuatoriano School.

CHAPTER II. METHODOLOGICAL FRAMEWORK

This chapter presents the research's methodological design, detailing the paradigms, types, and models used. It also presents the empirical and theoretical approaches adopted and the population selected for the study. In addition, the data collection techniques used to analyze the information obtained are described.

2.1 Methodological Perspective

This research employs a quantitative approach, which focuses on collecting and analyzing data to study observable phenomena objectively. According to Creswell cited in Temitope et. al. (2003), the quantitative research method is defined by its capacity to objectively evaluate theories by examining the relationships between different variables. Furthermore, it indicates that this method involves quantifying variables through measurement instruments, which allows for further analysis using statistical techniques to process the data obtained.

2.2 Type of Research and design

The current research utilizes an experimental explanatory design to identify and analyze the causal relationship between auditory stimulation techniques and the enhancement of listening skills in foreign language acquisition. Hernández-Sampieri and Mendoza Torres (2018) emphasize that studies based on experiments aim to examine how independent and dependent variables interact, focusing on establishing cause-and-effect relationships. This characteristic place this type of research within the field of explanatory studies, going beyond the scope of those limited to describing or correlating phenomena since its purpose is to establish causal connections between the elements analyzed.

In this context, we have opted for a pre-experimental design with limited variable control. This approach allows researchers to explore the issue more thoroughly and gain

a deeper, more effective understanding of the phenomenon being studied. This facilitates the detailed exploration of how auditory stimulation techniques influence the development of listening skills, thus providing a solid basis for the analysis and interpretation of the results obtained.

2.3 Population

The population under study in this research consists of 26 students in the second year of General Basic Education (EGB), belonging to the 'A' parallel of the 'Oriente Ecuatoriano' School during the 2024 academic period. The chosen group includes 11 girls and 15 boys aged 5 to 6. The school is located in the parish of Bellavista, in the canton of Santa Rosa, and is the only elementary education establishment.

2.4 Research Methods

Theoretical and empirical methods were used in this research, which are described below:

2.4.1 Theoretical methods

They were fundamental in the deep understanding of facts and the formulation of hypotheses, interpreting the essential relationships and qualities of the object of study to reach more precise conclusions. When used in the construction and development of theories, these methods create the conditions to go beyond the phenomenal and superficial characteristics of reality, making it possible to explain the facts and delve into the essential relationships and fundamental qualities of processes that are not directly observable (García & Cisnero, 2005 cited in Gordillo, 2023).

Analytical-synthetic method

This method was applied to systematically break down the object of study into its constituent elements, which made it possible to analyze them individually and, subsequently, integrate them coherently. This double process facilitated a deep understanding of the essence of the phenomenon under study, its fundamental relationships, and the identification of relevant solutions to the research problem.

Historical-logical method

The application of this method made it possible to examine the evolutionary trajectory of the object and field of study over time, establishing a logical sequence of relevant events that have shaped its historical development. This diachronic analysis made it possible to comprehensively understand the current context of the phenomenon under investigation and its contemporary implications, providing a solid basis for the proposal of contextualized solutions.

Hypothetical-deductive method

As Bernal (2016) points out, this method consists of a systematic procedure that starts from assertions as hypotheses and seeks to refute or falsify them, deducing from their conclusions that must be confronted with the facts. In this research it was used to verify hypotheses through logical deductions based on the existing theoretical framework, allowing to establish causal relationships and generate valid conclusions to resolve the study problem.

2.4.2 Empirical Methods and Techniques

Among the empirical methods and techniques used to understand the actual state of the object and its variables, the following were applied:

Pedagogical Test

The use of pedagogical tests enabled researchers to measure the state of the variable both before and after the intervention. These tests are commonly employed in educational research to evaluate individuals' knowledge, skills, and habits at a specific time. En términos generales, estas pruebas permiten medir la eficacia del proceso de enseñanza, supervisar el desarrollo del proceso educativo y valorar el rendimiento de los estudiantes en una disciplina particular (EcuRed contributors, 2019).

Observation

This technique yielded valuable insights into the subject of study. The data collected were analyzed systematically and rigorously, allowing a deeper understanding of the educational context in which English classes are conducted.

Measurement

According to Mendoza and Garza (2009), measurement is a methodological process that involves assigning numerical values to specific phenomena or objects (units of analysis) using systematically established criteria. This procedure must ensure that the quantification accurately reflects the characteristics of the concept under study, considering the various levels of accuracy required. In this research, the measurement implementation enabled a thorough statistical analysis of the collected data, enhancing the study's methodological rigor and scientific validity.

Experimentation

Experimentation constitutes an empirical research methodology through which the researcher systematically manipulates and controls the conditions of the environment to study a specific object or phenomenon. This methodological process involves creating

or adapting specific circumstances to foster a deeper understanding of the characteristics, properties, and relationships of the object of study, thereby generating substantial information for the research (Hérnandez, Argüelles, & Palacios, 2021). Consequently, its implementation in the present study made it possible to establish causal relationships between the variables since the rigorous control of the experimental conditions made it possible to isolate and specifically observe the effects produced by the factors analyzed.

2.5 Tools for the research

This section describes in detail the instruments used to diagnose the students' auditory skills in the 2nd parallel year "A" of the Oriente Ecuatoriano school. The instruments used for data collection were an observation guide, a survey, and pedagogical tests.

Observation Guide

The observation guide (APPENDIX 1) was presented as a table that organized the three dimensions of the research along with their respective indicators. For each indicator, one of three evaluation options was selected: Low, Medium, or Good; according to what was observed during the class. In addition, the table included an Observations section intended to record relevant details identified during the observation process.

The observation guide was designed to systematically organize and structure the data collection process, ensuring a focus on the key aspects of the phenomenon being studied. This tool allowed for more accurate observations, reduced potential biases, and ensured the collection of relevant information to evaluate and enhance educational practices. Additionally, it provided a foundation for reflection and informed decision-making regarding the teaching and learning process.

Survey

The teacher survey (APPENDIX 2) was administered in person following the observation of her class. The teacher recorded her responses by hand on the printed sheet provided. The survey included an introduction to its topic and objectives, along with instructions for completion and a section for the respondent's information. Following this, there were eight closed questions, which the teacher answered by selecting one of three evaluation options: "Low," "Medium," or "Good."

The purpose of this survey was to collect specific and objective information about students' listening skills performance. In addition, it allowed us to explore the teacher's perception of students' strengths and weaknesses in this area. The structured survey made it possible to obtain relevant data in an orderly and comparable manner. It served to analyze patterns, identify areas for improvement, and propose interventions to optimize the teaching and learning process of listening comprehension.

Pre-test

The Pre-test (APPENDIX 3) was a diagnostic test to assess the initial listening comprehension level before implementing the activity system. This instrument allowed for the identification of strengths, weaknesses, and specific areas requiring attention, establishing a baseline to measure progress. In addition, it provided objective and quantifiable data that facilitates comparison of post-implementation results.

The test structure was quantitative, consisting of 4 objective questions that respond to the indicators established in the consistency matrix. The activities included in the test cover formats such as:

- Recognizing the numbers mentioned.

- Selecting the correct word.

- Coloring the answer according to the video.

- Identify and draw the figure.

Post-test

The Post-test (APPENDIX 4) sought to evaluate the development of the students' auditory skills after the implementation of the system of activities with auditory stimulation techniques. This instrument made it possible to compare the results obtained with those of the initial diagnosis, quantitatively demonstrating the improvement of the students in this area, as well as the effectiveness of the system.

The structure of the post-test was quantitative and followed the format of the diagnostic test, consisting of 5 objective questions very similar to those of the pre-test, but with a higher complexity.

Table 1.

Consistency Chart. Prepared by the author.

Problema Científico	Objetivo General	Hipótesis Científica	Variables	Definición	Dimensiones e Indicadores	Items	Instrumentos	Escala de medición
¿Cómo fortalecer la habilidad de listening en los estudiantes del 2° año de EGB de la Escuela Oriente Ecuatoriano durante el período lectivo 2024-2025?	Implementar un sistema de actividades mediante el empleo de técnicas de estimulación auditiva para el fortalecimiento de la habilidad de listening del idioma inglés en los estudiantes del 2° año de EGB de la Escuela Oriente Ecuatoriano durante el período lectivo 2024-2025.	La implementación del sistema de actividades mediante el empleo de técnicas de estimulación auditiva fortalece la habilidad de listening de los estudiantes de segundo año de EGB de la Escuela "Oriente Ecuatoriano" durante el período lectivo 2024-2025.	**Variable independiente**: un sistema de actividades empleando técnicas de estimulación auditiva. **Variable dependiente:** la habilidad de Listening.	El listening en la enseñanza del inglés es la habilidad para comprender mensajes orales mediante la interpretación del significado general y detalles específicos, el reconocimiento preciso de sonidos, y la respuesta ágil y efectiva ante estímulos auditivos en diversos contextos comunicativos.	• **Comprensión auditiva** 1. Comprensión de contenidos auditivos básicos. 2. Precisión en la identificación de palabras y detalles específicos. • **Tono de voz** 1. Capacidad para reconocer la actitud del hablante. • **Velocidad de respuesta auditiva** 1. Tiempo de respuesta ante preguntas de comprensión auditiva. 2. Precisión al responder ejercicios de listening.	• **Comprensión auditiva** 1. ¿Los estudiantes comprenden contenidos auditivos básicos? 2. ¿Los estudiantes pueden identificar con precisión las palabras y detalles específicos del audio? • **Tono de voz** 1. ¿Los estudiantes son capaces de reconocer sonidos? • **Velocidad de respuesta auditiva** 1. ¿Los estudiantes responden a las preguntas de comprensión auditiva de manera inmediata? 2. ¿Los estudiantes responden con precisión los ejercicios de listening?	• Guía de observación • Prueba pedagógica • Encuesta	Se medirá una escala del 1 al 10 en el cual será una escala cuantitativa con su respectiva prueba • **Excelente:** 9-10 • **Bueno:** 7-8 • **Bajo:** 6 y menos

2.6 Data processing

The information was examined using the percentage (%) as an indicator for each criterion assessed. Data regarding listening skills were summarized in three levels: excellent, good, and insufficient, derived from the analysis of the dimensions and indicators, as presented in the table below.

Table 2.

Assessment **rubric.**

RÚBRICA DE EVALUACIÓN			
Indicadores	**Niveles de desempeño**		
	Excelente	Bueno	Insuficiente
	9-10	7-8	0-6
Comprensión auditiva	Comprende completamente instrucciones orales, preguntas y conversaciones simples. Responde de manera precisa y coherente.	Comprende parcialmente instrucciones orales y conversaciones simples. Ocasionalmente requiere repetición para entender.	Muestra dificultad significativa para comprender instrucciones básicas. Requiere constante repetición y apoyo visual.
Tono de voz	Discrimina claramente diferentes tonos de voz (alegre, triste, enojado, sorprendido) y responde apropiadamente a cada uno.	Reconoce algunos tonos de voz básicos, pero ocasionalmente confunde las emociones expresadas.	Tiene dificultad para distinguir entre diferentes tonos de voz y no responde apropiadamente a las variaciones tonales.
Velocidad de respuesta auditiva	Responde de manera inmediata y apropiada a estímulos auditivos. Procesa y reacciona a la información oral con rapidez.	Presenta un tiempo de respuesta moderado. Ocasionalmente necesita tiempo adicional para procesar la información auditiva.	Muestra una respuesta significativamente lenta ante estímulos auditivos. Requiere múltiples repeticiones para procesar la información.

Prepared by the author.

CHAPTER III. SYSTEM OF ACTIVITIES USING AUDITORY STIMULATION TECHNIQUES TO IMPROVE LISTENING SKILLS

This chapter presents the theoretical background and a detailed description of the activity system. It also emphasizes the importance of its implementation to strengthen the listening skills of second-year, parallel 'A' students. In addition, it discusses how this system is developed in terms of the stated objectives, highlighting its relevance within the context of the present study.

3.1 Theoretical foundation of the activity system using auditory stimulation techniques to improve listening skills.

This research focuses on designing a system of activities based on auditory stimulation techniques to improve listening skills in second-year students, parallel 'A' at the Oriente Ecuatoriano school. Understanding the concept of an activity system and the pedagogical approaches considered for its implementation is essential for its development.

A system of activities, in general terms, is defined as a structured set of interrelated actions, processes, and elements that operate in a coordinated manner to achieve a specific objective. According to Borrero (2010) cited in Comendador & Hidalgo (2019), a system of activities is composed of a group of interconnected elements, which remain linked, either directly or indirectly, forming a relatively stable structure and oriented, in essence, the achievement of a common purpose.

The system of activities employs auditory stimulation techniques that encourage gradual progress, moving from simple tasks to more complex ones. The design takes an educational, formative, and dynamic approach. This system stands out for its systematic,

adaptable, coherent, and creative nature, promoting effective and comprehensive learning.

In developing the system of activities to strengthen listening skills in 2nd-year students of the Oriente Ecuatoriano school, the pedagogical, didactic, and psychological foundations were considered to ensure the research character of the study.

From a pedagogical perspective, the system of activities for strengthening listening skills is based on sound principles that are adapted to both the needs of the students and their educational context, promoting the development of competencies that favor their learning process. Leontiev (1978) cited in Daniels (2008) defines a system of activities as an organized process that structures deliberate actions to foster learning and personal development. In the pedagogical domain, this system requires flexibility to adjust particularities and specific circumstances of learners, ensuring its effectiveness in diverse educational settings.

From a didactic perspective, the activity system combines various dynamic exercises rooted in kinaesthetic learning. This approach encourages students to engage actively and develop a genuine interest, leading to more meaningful learning experiences. Harmer (2007) emphasizes that well-designed activities incorporating diverse auditory stimuli—such as games, songs, and interactive exercises— improve language acquisition. These activities support students' learning speeds and motivate them to engage actively in their education.

Regarding the psychological approach, Posner and Petersen (1990) emphasize that the brain's attentional system plays a fundamental role in auditory perception. Therefore, activities for developing listening skills should focus on attracting and maintaining children's attention through interesting stimuli, such as environmental

sounds, songs, and interactive games. Students enhance their creativity by engaging in cognitive and emotional processes that help reduce stress and build confidence. These are particularly beneficial during listening exercises, which can lead to a significant improvement in language acquisition.

In summary, the system of activities to strengthen listening skills combines pedagogical, didactic, and psychological approaches. Pedagogically, it is adapted to the needs and contexts of the students to promote essential competencies. In terms of didactics, it uses dynamic exercises and a variety of auditory stimuli, such as games and songs, encouraging interest and meaningful learning. Finally, from the psychological point of view, it highlights activities that strengthen attention, reduce stress, and improve confidence, contributing to the integral development of language learning.

3.2 Description of the activity system using auditory stimulation techniques to improve listening skills of the 2nd-year parallel "A" students at the Oriente Ecuatoriano school.

This section presents the pedagogical proposal designed to strengthen listening skills in students in the second year of basic education through auditory stimulation techniques. This strategic approach seeks to enrich and consolidate students' knowledge throughout the educational process, using sequential activities that allow each exercise to be carried out in a structured way and relate it to the content previously taught.

Therefore, the following general objective has been proposed to be achieved at the end of each intervention:

• Reinforce listening comprehension by applying auditory stimulation techniques to improve, recognize, and differentiate oral content.

Specific objectives:

- To verify students' comprehension of auditory content.

- To implement activities that recognize sounds and tone of voice using audiovisual and kinesthetic resources.

Auditory stimulation techniques help learners recognize and process auditory content, enhancing their language comprehension skills and aiding vocabulary acquisition. The system of activities implemented is characterized by its flexibility, allowing it to be adapted to the topic being addressed. This system includes specific and structured activities to overcome difficulties in recognizing basic auditory material. In addition, the dynamic and visual activities, being creative, significantly strengthen students' learning, making it more effective.

The system consisted of six activities organized in two segments, designed to work with basic vocabulary related to animals and emotions. For each activity, a detailed plan has been established which includes:

- Specific learning objectives

- Estimated duration of implementation

- Didactic resources needed

- Step-by-step description

This systematic structure allows for an orderly and effective implementation of the teaching-learning process, facilitating the monitoring of student's progress in developing their listening comprehension skills.

Activity 1: Sound Detectives (bottom-up processing)

Objective: To introduce children to recognizing and differentiating sounds using basic vocabulary about animals, focusing on the recognition of specific auditory inputs and builds an initial foundation for active listening.

Time: 10 minutes

Explanation: The activity involves the teacher playing recordings or videos featuring familiar sounds, such as those made by animals. Students clap their hands or say "stop" when they recognize the sound of a specific animal. After each sound, the teacher states the name of the corresponding animal, reinforcing the students' auditory recognition and comprehension.

Resources:

- Audio recordings or videos with animal sounds

- Speaker or playback device

Activity 2: Picture and Song Match (bottom-up and top-down processing)

Objective: To connect sounds and words with images in a familiar context using prior knowledge of animals in a dynamic way.

Time: 10 minutes

Explanation: In this activity, the teacher presents the song Old MacDonald Had a Farm with pictures of the animals mentioned in the lyrics. As the melody is played, the children are encouraged to point to the image of the animal whose sound they hear, helping them connect the auditory content with the corresponding pictures.

Resources:

- Song recording: "Old MacDonald Had a Farm"

- Visual aids: images or flashcards of farm animals

Activity 3: Move with Sounds (bottom-up processing)

Objective: To connect single sounds with body movements to enhance students listening skills.

Time: 20 minutes

Explanation: In this activity, the teacher displays a picture of an animal and emphasizes the sound of its name (e.g., dog, horse, cat, panda). Students clap when they hear the sound /o/, as in "dog," and jump when they hear the sound /a/, as in "panda." They perform the corresponding movement based on the sound they hear, reinforcing their listening skills through active participation.

Resources:

- Flashcards or images of animals

- Audio files with word pronunciations

Activity 4: Magic Voice Box (top-down processing)

Objective: To match basic emotional tones with simple movements using what they have learned during the past activities to make the recognition of tone of voice easier.

Time: 15 minutes

Explanation: In this activity, the teacher creates a colorful box with two faces (happy and sad). The teacher then pulls out a face and says a simple word, like "Hello," matching the tone of voice with the corresponding face. Students respond by performing

a movement that matches the tone: jumping with arms up for a happy voice and sitting down with their heads down for a sad voice, helping them connect emotions with vocal tones.

Resources:

- Colorful box with happy and sad face cutouts

- Simple word list for tone practice

Activity 5: Guess the Mood (bottom-up and top-down processing)

Objective: To recognize the mood conveyed by tone of voice in familiar phrases.

Time: 10 minutes

Explanation: In this activity, the teacher repeats a phrase, such as "I see a dog!" but uses different tones of voice, like excited or scared. The children then guess the mood expressed by either selecting from mood cards (happy, scared) or mimicking the tone. This helps them connect vocal tones with emotions.

Resources:

- Mood cards with expressions or emojis

- Audio examples of tones of voice

Activity 6: Tone Bingo (bottom-up processing)

Objective: To identify tones of voice in a game format to check the students' understanding and knowledge about the topic.

Time: 25 minutes

Explanation: In this activity, each child receives a bingo card featuring pictures or emojis representing different tones of emotion, such as happy, sad, angry, and surprised. The teacher then says simple sentences using various tones of voice, and the children mark the corresponding emotion on their bingo cards, engaging them in recognizing different vocal expressions.

Resources:

- Bingo cards with tone-related emojis or images

- Markers or tokens for bingo game

- Pre-designed sentences for tone practice

The system of activities has been designed to prioritize kinaesthetic and visual learning styles, which allows for the development of auditory skills through constant movement and the active participation of students in their learning process. Its progressive structure favors the strengthening of listening comprehension, as it begins with preparatory activities that lay the foundations for better assimilation of the listening material, such as audio and songs. This sequential design, coupled with the dynamic nature of the activities, facilitates learners to gradually develop their listening skills, actively engage in their learning, and construct their knowledge through direct participation and movement, ensuring that the teaching-learning process is both motivating and effective for the learners.

In this chapter, the rationale for the system of activities was presented, the design of which was developed from pedagogical, didactic, and psychological perspectives, considering both the learning style of the students and the use of auditory stimulation techniques. Its importance for improving the listening skills of second-year GBS students was also determined, and its effectiveness will be evaluated in the next chapter.

CHAPTER IV. Assessment of the Results Achieved Through the Application of a System of Activities with Auditory Stimulation Techniques.

This chapter presents the results obtained through activities implemented to strengthen listening skills among second-grade students of the "Oriente Ecuatoriano" School during the 2024 school year. These activities were carried out using an experimental design on December 20 and 23.

4.1 Description of the Implementation of the System of Activities.

Once the diagnostic test was applied to the students and the results were analyzed, the system of activities was carried out in two scheduled sessions in the order described below.

Activity 1: Sound Detectives (bottom-up processing)

The activity began on Friday, December 20, 2024, and lasted 10 minutes. During the first few minutes, students listened to real animal sounds while images of each animal were displayed on a video. In the remaining time, students clapped their hands or said "Stop" as soon as they identified the animal they were asked to recognize. This process was repeated several times to enhance their sound recognition skills.

Activity 2: Picture and Song Match (bottom-up and top-down processing)

The second activity took place in the same class session and lasted 10 minutes. To start the activity, images of some animals were placed on the blackboard, that is, in front of the whole class. Then, the animated song "Old MacDonald Had a Farm" was played. Next, the students listened attentively to point to the image corresponding to the animal mentioned in the composition.

Activity 3: Move with Sounds (bottom-up processing)

The third activity was the final one of this session and lasted 20 minutes. For the first 10 minutes, the students practiced the pronunciation of a set of basic animal words. After that, the teacher showed a picture of an animal and emphasized the sound of its name aloud. The students were then tasked with performing specific actions in response to each sound; for example, they would clap when they heard the /o/ sound as in "dog," and jump when they heard the /æ/ sound as in "panda". This way, the students coordinated their movements while listening to the sounds.

Activity 4: Magic Voice Box (top-down processing)

The fourth activity was held on Monday, December 23, 2024, and lasted 15 minutes. The teacher brought a colorful box and inside cards with only two animated faces (happy and sad). Then, the teacher took one of them out of the box and said a simple word in the tone of voice corresponding to the card for the students to stand with their arms up (happy voice) or sit down (sad voice).

Activity 5: Guess the Mood (bottom-up and top-down processing)

This activity lasted 10 minutes and was carried out in the same session on Monday. The previous dynamic prepared the students for this exercise. First, the teacher repeated a simple sentence several times but with a different tone of voice each time. Later, the students had to guess the mood of the speaker according to the tone of voice used. For this, they chose among the emoji cards available on the desk.

Activity 6: Tone Bingo (bottom-up processing)

In relation to the previous exercises, in this final activity, which lasted 25 minutes, the students had to identify the tone of voice. At the beginning, a bingo board was handed

out to each student. Each card had drawings or emojis representing a tone (happy, sad, angry, surprised). Then, the teacher said a simple phrase in the corresponding tone as a replacement for the action of dictating numbers that is usually used. Finally, students crossed out the correct emoji and when they completed their chart they shouted "Bingo".

4.2 Results Obtained After Using the System of Activities Through Auditory Stimulation Techniques to Improve Listening Skills.

After conducting the diagnostic evaluation of the 2nd "A" students, the need to implement actions to strengthen their listening skills was identified. These measures included a set of classroom activities aimed at teaching auditory stimulation techniques in English, with the purpose of improving the students' listening skills. Also, the pre-test data were compared with the results obtained from the post-test through empirical methods, obtaining the following data:

Dimension: Listening comprehension (Post-Test)
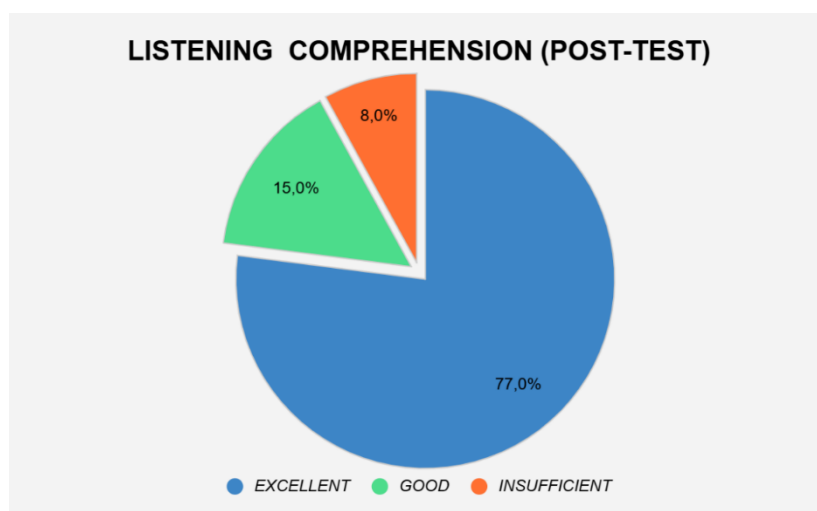
Ilustration 5: Dimension Listening Comprehension (Post-Test). Prepared by the authors

At first glance, the data show a significant improvement in Dimension 1: Listening Comprehension after the intervention, from 27% to 77% in the "Excellent" category. Nevertheless, a small percentage of students (8%) remained in the

"Insufficient" category. This information suggests that the intervention has had a positive impact on the majority of students, but that this small group requires more attention in this area.

Dimension: Tone of Voice
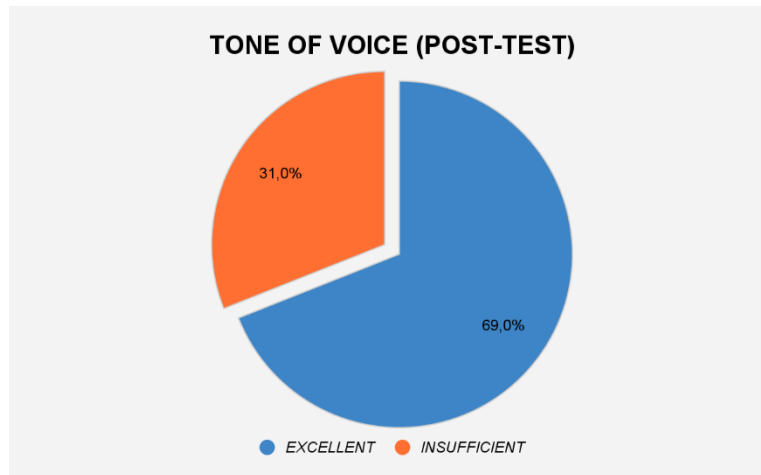
Ilustration 6: Dimension Tone of Voice (Post-Test). Prepared by the authors.

Based on this analysis, it is evident that there was also a clear improvement in Dimension 2: Tone of Voice, moving from 15% to 69% in the "Excellent" category. Regardless, it should be noted that a small percentage (31%) was in the "Insufficient" area. These results underscore significant progress in the student's learning process. However, they also indicate the presence of many students who require additional attention within the classroom.

Dimension: Auditory Response Speed (Post-Test)

Examining the data for Dimension 3: Auditory Response Speed in both the pre-test and post-test reveals significant changes. In the pre-test, only 15% of all students were in the "Excellent" category. In contrast, in the post-test, the results show substantial progress to 88%, with only a few percent of 12% of students in the "Insufficient" category.

General diagnosis Post-Test

The overall results revealed that at the beginning of the application of the pre-test, only 19% of the students were in the "Excellent" category, 34% in the "G" category, and 46% in the "I" category.

The success of the intervention of the system of activities based on auditory stimulation techniques shows that the overall results of the post-test were significant since

it can be observed that 78% of the students are now in the "Excellent" category, on the other hand, a small percentage of students are in the "Good" 5% and "Insufficient" 16% levels, this means that even after having concluded that the intervention was successful, there are still percentages of students who need support and attention.

These data support the hypothesis that the implementation of a system of activities based on auditory stimulation techniques can improve listening skills in the English classes of 2nd-grade students of the Oriente Ecuatoriano School in Bellavista parish.

4.3 Hypothesis Testing

Scientific Hypothesis: Implementing the activity system through auditory stimulation techniques strengthens the listening skills of second-year EGB students of the "Oriente Ecuatoriano" School during the 2024-2025 school year.

Statistical Hypotheses:

H0 (Null Hypothesis): Implementing the activity system through auditory stimulation techniques does not strengthen the listening skills of second-year EGB students of the "Oriente Ecuatoriano" School during the 2024-2025 school year.

H1 (Alternative Hypothesis): Implementing a system of activities using auditory stimulation techniques will strengthen listening skills and improve the academic performance of second-year EGB students at the Oriente Ecuatoriano School during the 2023-2024 school year.

Margin of error: 0,05

Degree of freedom: 2

4.3.1   Step by step solution

Table 3.

Overall pre-test and post-test results

INSTRUMENT	EXCELLENT	GOOD	INSUFFICIENT
PRE-TEST	5	9	12
POST-TEST	20	2	4

Note. Data was obtained from Figure 4 and Figure 8, where the 26 students were evaluated before and after the auditory stimulation activities, resulting in the frequencies obtained.

Table 4.

Frequency summation

OBSERVED	EXCELLENT	GOOD	INSUFFICIENT	TOTAL
PRE-TEST	5	9	12	**26**
POST-TEST	20	2	4	**26**
TOTAL	**25**	**11**	**16**	*52*

Note. The sum of the marginals was calculated, adding the total frequencies from the pre-test and post-test for each score category. The marginal totals we obtained were as follows: 25 for excellent scores, 11 for good scores, and 16 for insufficient scores.

The total data of the sample was obtained by adding the marginals of each column. The total is calculated by adding 25, 11, and 16, resulting in a sample total of **52.**

The degree of freedom was calculated by multiplying the number of rows minus one by the number of columns minus one, in this case, 2 rows minus 1 by 3 columns minus 1, resulting in 2. (2-1) (3-1) =2

Table 5.

Calculation of theoretical frequencies

OBSERVED	EXCELLENT	GOOD	INSUFFICIENT	TOTAL
PRE-TEST	5 (25*26) / 52=12.5	9 (11*26) / 52=5.5	12 (16*26) / 52=8	**26**
POST-TEST	20 (25*26) / 52=12.5	2 (11*26) / 52=5.5	4 (16*26) / 52=8	**26**
TOTAL	**25**	**11**	**16**	*52*

Table 6.

Chi-square (χ^2) Calculation

OBSERVED	EXCELLENT	GOOD	INSUFFICIENT
PRE-TEST	$(5\text{-}12.5)^2/12.5$	$(9\text{-}5,5)^2/5,5$	$(12\text{-}8)^2/8$
POST-TEST	$(20\text{-}12.5)^2/12.5$	$(2\text{-}5,5)^2/5,5$	$(4\text{-}8)^2/8$

Note. The calculation consisted of the difference between frequency and theoretical frequency divided by the theoretical frequency.

Table 7.

Results obtained

OBSERVED	EXCELLENT	GOOD	INSUFFICIENT
PRE-TEST	4.5	2.22	2
POST-TEST	4.5	2.22	2

Table 8.

Chi-square (χ²)

OBSERVED	EXCELLENT	GOOD	INSUFFICIENT	TOTAL
PRE-TEST	4.5	2.22	2	**8.72**
POST-TEST	4.5	2.22	2	**8.72**
TOTAL	**9**	**4.44**	**4**	*17.44*

Note. Chi-Square was obtained from the sum in columns and rows of the results obtained.

Table 9.

Chi-square(χ²) distribution table

V (GRADO DE LIBERTAD)	0.001	0.0025	0.005	0.01	0.025	0.05	0.1
1	10.827	9.140	7.879	6.634	5.023	3.841	2.7
2	13.815	11.982	10.596	9.210	7.377	5.9915	4.6
3	16.266	14.320	12.838	11.344	9.348	7.814	6.2

Note. Lastre, D., Paez Santana, M., & López Tumbaco, O. (2019).

4.3.2   Final Hypothesis Testing

Table 10.

Results Verification

CHI-CUADRADO(χ^2)	VALOR CRITICO 0.05(V=2)
17.44	5.9915

The value of the chi-square statistic (17.44) was higher than the critical value (5.99), indicating that there is a significant difference between the results obtained in the Pre-test and the Post-test. Demonstrating that implementing the system of activities based on auditory stimulation techniques influenced the strengthening of the listening skills of the 2nd year students, parallel "A" of the Oriente Ecuatoriano School.

4.4 Analysis and discussion of results

The analysis presented below was based on the results obtained from the initial diagnosis, which established a baseline to assess the development of listening comprehension skills. This comparative assessment carried out before and after the implementation of the activity system, made it possible to identify significant changes in students' performance.

According to the results obtained in this research, it can be deduced that the initial state of the population was dominated by a group of students with difficulties in their listening comprehension. This was evidenced in the pre-test, where only 19% of the students reached the "Excellent" category, demonstrating limitations in the three dimensions evaluated: listening comprehension, tone recognition, and speed of auditory response.

After applying the activity system, the post-test results show a significant improvement in listening skills, as well as a noticeable progress in general language comprehension. The percentage of students in the Excellent category increased to 78%, demonstrating that implementing aural stimulation techniques had a positive impact. This progress is because students actively participated in dynamic and structured activities that integrated visual and kinaesthetic elements. However, a small percentage (16%) remained in the 'Insufficient' category, mainly due to the need for more practice time and individualized attention.

The auditory stimulation activity system shows promise for enhancing listening skills due to its adaptability to various levels and learning styles. A remarkable feature of this system is the variety of activities that can be implemented, from sound recognition exercises to interactive games involving movement and active participation.

This chapter described the application of the system of activities and the validation of the results obtained through the chi-square test, which showed that there is a significant relationship between the implementation of the system of activities with auditory stimulation techniques and the strengthening of listening skills in the second-year students of the Oriente Ecuatoriano school.

5   Conclusions

At the end of this research, it was possible to conclude that:

- The theoretical foundation provided an analysis of the historical evolution of auditory stimulation techniques as a key pedagogical tool for strengthening listening skills in the English language teaching-learning process. In addition, its relevance was supported by an exhaustive review of bibliographical sources.

- The initial diagnosis applied to students in 2nd year parallel "A" at the Oriente Ecuatoriano school during the 2024 school year revealed significant deficiencies in listening skills. This assessment identified that students have difficulties in listening comprehension, tone of voice recognition, and speed of response to auditory stimuli.

- In response to the needs identified during the diagnosis, a system of activities was implemented based on listening stimulation techniques, specifically top-down and bottom-up processes. These techniques focused on improving students' listening comprehension skills through dynamic and participatory exercises.

- Finally, the effectiveness of the system of activities was proven, showing a significant improvement in the competencies related to listening comprehension skills. As a result, it is concluded that implementing this system strengthened the listening skills of second-year EGB students in parallel "A" at Oriente Ecuatoriano School.

References

Archana, S., & Usha, K. (2017). ROLE OF A TEACHER IN ENGLISH LANGUAGE
TEACHING (ELT). *nternational Journal of Educational Science and Research
(IJES R), 7*, 1-4. Obtenido de
https://www.researchgate.net/publication/312610317_ROLE_OF_A_TEACHE
R_IN_ENGLISH_LANGUAGE_TEACHING_ELT#:~:text=In%20this%20rega
rd%2C%20Archana%20and,3).%20...&text=This%20collaborative%20autoethn
ography%20analyzes%20the,within%20our%20teacher%20identity%20

Benzerroug, S. (2021). Effective Language Teaching and Learning Process in EFL
Classroom Situation: A Case Study. *InternationalJournal of Linguistics,
Literature and Translation, 4*. doi:10.32996/ijllt.2021.4.8.8

Bernal, C. (2016). *Metodología de la investigación* (Cuarta ed.). Colombia: PEARSON.
Obtenido de
https://bibliotecadigital.utn.edu.ec/download/files/original/fb0b0cfee2ae9906099
33d17c6890848960051aa.pdf

Bones, A., Beatriz, S., Hidalgo, N., & Magdalena, G. (01 de febrero de 2016). *El uso de
la metodología basada en tareas (tbl – task-based learning) en el desarrollo de
la destreza y producción oral (speaking) del idioma inglés en los estudiantes de
segundo de bachillerato de la Unidad Educativa Mayor "Ambato" del cantón
Ambato prov.* Obtenido de Repositorio:
https://repositorio.uta.edu.ec/handle/123456789/19546

Castillo, Á. (2022). El podcast como herramienta para la comprensión auditiva del
idioma inglés. Quito: Repositorio Digital UCE. Obtenido de

https://www.dspace.uce.edu.ec/server/api/core/bitstreams/faad5840-e0ab-45df-873f-8461506b8487/content

Cocha, R. (2016). "EL USO DE MATERIAL AUTÉNTICO (LISTENING) PARA EL DESARROLLO DE LA DESTREZA AUDITIVA DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DE PRIMER AÑO DE BACHILLERATO DE LA UNIDAD EDUCATIVA "GUAYAQUIL" DEL CANTÓN AMBATO". Ambato: Repositorio UTA. Obtenido de https://repositorio.uta.edu.ec/server/api/core/bitstreams/841a4499-3f51-41b6-a367-32be22167b81/content

Comendador, Y., & Jorge, H. (2019). Sistema de actividades para el desarrollo de un estilo de educación familiar cooperativo. *Revista Caribeña de Ciencias Sociales*. Obtenido de https://www.eumed.net/rev/caribe/2019/03/educacion-familiar-cooperativo.html#google_vignette

Cova, Y. (2020). La escucha en situaciones de enseñanza: Concepción, dificultades y estrategias. *Revista EDUCARE - UPEL-IPB - Segunda Nueva Etapa 2.0, 24*(3), 30-49. doi:https://doi.org/10.46498/reduipb.v24i3.1389

Cubillo, P. C., Keith, R. C., & Salas, M. R. (27 de junio de 2005). *LA COMPRENSIÓN AUDITIVA: DEFINICIÓN, IMPORTANCIA, CARACTERÍSTICAS, PROCESOS, MATERIALES Y ACTIVIDADES.* Obtenido de Redalyc: https://www.redalyc.org/articulo.oa?id=44750107

Daniels, H. (2016). An activity theory analysis of learning in and for inter-school work. *Educação, 39*, 24-31. Obtenido de https://www.redalyc.org/pdf/848/84850103004.pdf

EcuRed contributors. (13 de agosto de 2019). *Prueba pedagógica.* Obtenido de EcuRed:
https://www.ecured.cu/index.php?title=Prueba_pedag%C3%B3gica&oldid=350
1248

Gil, N. (2019). EL ENFOQUE POR TAREAS EN LA ENSEÑANZA DE LENGUAS
EXTRANJERAS: REFLEXIONES DE SU ORIGEN Y RELACIÓN CON
OTROS ENFOQUES. *8*. Colombia: Revista REDIPE. Obtenido de
https://dialnet.unirioja.es/servlet/articulo?codigo=7528316

González, P. (2013). La subtitulación en el aprendizaje de lenguas extranjeras. (17),
247-248. Obtenido de https://dialnet.unirioja.es/descarga/articulo/8995128.pdf

González, P. (Octubre de 2015). La evolución en el aprendizaje de idiomas, más allá de
Internet. (V. R. Studies, Ed.) *Verbeia*, 63-74.
doi:http://dx.doi.org/10.57087/Verbeia.2015.4071

Gordillo, A. (2023). IMPACTO DE LA PANDEMIA EN LAS POLÍTICAS
PÚBLICAS DEL SECTOR CULTURAL. Ambato: Repositorio PUCE.
Obtenido de https://repositorio.puce.edu.ec/server/api/core/bitstreams/be042604-
06c1-4810-be62-33638417ef6e/content

Harmer, J. (2007). *The Practice of English Language Teaching* (Cuarta ed.). PEARSON
Longman. Obtenido de https://coljour.wordpress.com/wp-
content/uploads/2018/09/jeremy_harmer_the_practice_of_english_language_tea
ching_4th_edition_longman_handbooks_for_language_teachers.pdf

Hérnandez, A., Argüelles, V., & Palacios, R. (2021). Métodos empíricos de la
investigación. *Ciencia Huasteca Boletín Científico de la Escuela Superior de
Huejutla, 9*(17), 33-34. Obtenido de

https://www.researchgate.net/publication/348288530_Metodos_empiricos_de_la
_investigacion

Hernández, R., & Mendoza, C. (2019). Metodología de la investigación. Las rutas
cuantitativa, cualitativa y mixta. *Revista Universitaria Digital de Ciencias
Sociales (RUDICS), 10*(18), 92-95. Obtenido de
https://virtual.cuautitlan.unam.mx/rudics/wp-
content/uploads/2019/02/RUDICSv9n18p92_95.pdf

Hidalgo, L., & Villán, Á. (8 de Marzo de 2024). *La inteligencia artificial en la
enseñanza de idiomas*. Obtenido de UNIR: LA UNIVERSIDAD EN
INTERNET: https://www.unir.net/revista/educacion/la-inteligencia-artificial-en-
la-ensenanza-de-idiomas/

Ikawati, D. (September de 2017). TEACHING ENGLISH AT PRIMARY SCHOOL:
WILL IT THREATEN THE GROWTH OF STUDENTS' NATIONALISM
FEELING? *NOBEL: Journal of Literature and Language Teaching, 8*(2), 129-
140. doi:http://dx.doi.org/10.15642/NOBEL.2017.8.2.129-140

Illicachi, G. K., Mantilla, P. N., Guayanlema, I. G., & Scotland., R. d. (2021). *307V6-
N2-2 (abr) 2021, pp. 307-315 | Recibido: 20 de marzo de 2021 - Aceptado: 30
de abril de 2021 (2 ronda rev.)Edición EspecialEstrategias auditivas en el
proceso de enseñanza-aprendizaje del idioma inglés en niños de edad media.*
Obtenido de Digital Publisher:
https://www.593dp.com/index.php/593_Digital_Publisher/article/view/601/1758

Kolb, A., & Shocker, M. (2021). *Teaching English.* Bibliografische Information der
Deutschen Nationalbibliothek. Obtenido de

https://api.pageplace.de/preview/DT0400.9783772715495_A42791707/preview-9783772715495_A42791707.pdf

Larenas, C., Aguilera, K., Fuentes, R., & Pérez, P. (Julio-Diciembre de 2013). Los recursos didácticos en la enseñanza y aprendizaje del inglés: una aproximación exploratoria. *13*(2). Obtenido de https://dialnet.unirioja.es/descarga/articulo/6576591.pdf

Larsen-Freeman, D. (2011). *Techniques and principles in language teaching.* Obtenido de Books Google: https://books.google.com.ec/books?hl=es&lr=&id=pO2dBgAAQBAJ&oi=fnd&pg=PT6&dq=Techniques+and+principles+in+language+teaching.+Oxford+University+Press.&ots=LL2wGmTp7Q&sig=oEsBtc328jGhcx5GMkPh9GFzAuY#v=onepage&q=Techniques%20and%20principles%20in%20language%

Lightfoot, A. (2023). *New report looks at how artificial intelligence could affect ELT.* British Council. Obtenido de https://www.britishcouncil.org/voices-magazine/new-report-looks-how-artificial-intelligence-could-affect-elt

Mariscal, M. C. (junio de 2014). *Revisión de los diferentes enfoques y métodos existentes a lo largo de la historia para la enseñando de lengua extranjeras.* Obtenido de CREA: https://crea.ujaen.es/bitstream/10953.1/890/7/TFG_CabreraMariscal%2CMarta.pdf

Martínez, D., Abreus, A., & Castiñeira, A. (2020). EL DESARROLLO DE LA COMPRENSIÓN AUDITIVA EN INGLÉS MEDIANTE LA AUDICIÓN EXTENSIVA. *REVISTA CIENTÍFICA: QUALITAS, 19*. Obtenido de https://revistas.unibe.edu.ec/index.php/qualitas/article/view/35/179#:~:text=Las

%20sub%2Dhabilidades%20de%20la,Pulverness%20y%20Williams%2C%2020
11).

Martinez, J. (2021). Desarrollo de la habilidad de listening a través de herramientas
audiovisuales. Lima, Perú: UNIVERSIDAD CATÓLICA SEDES
SAPIENTIAE. Obtenido de
https://repositorio.ucss.edu.pe/bitstream/handle/20.500.14095/1046/Trabajo%20
de%20suficiente%20Profesional%20-
%20Martinez%20Maza%2C%20Juan%20Alberto.pdf?sequence=1&isAllowed=
y

Mendoza, J., & Garza, J. (2009). Medición del Proceso de Investigación Científica
InnOvaciOnes de NegOciOs 6(1): 17 -32, 2009 © 2009 UANL, Impreso en
México (ISSN 1665-9627) La medición en el proceso de investigación
científica: Evaluación de validez de contenido y confiabilidad . 18-31. México:
Universidad Autónoma de Nuevo León. Obtenido de
https://www.researchgate.net/publication/315815267_La_medicion_en_el_proce
so_de_investigacion_cientifica_Evaluacion_de_validez_de_contenido_y_confia
bilidad_Measurement_in_the_scientific_research_process_Content_validity_and
_reliability_evaluation

Moreno, V. (2020). La importancia de la enseñanza del idioma inglés en la etapa
escolar. *Alétheia: Revista Académica de la Escuela de Postgrado de la
Universidad Femenina del Sagrado Corazón-Unifé, 8*(1), 41-52.
doi:https://doi.org/10.33539/aletheia.2020.n8.2422

Munna, A., & Kalam, M. (2021). Teaching and learning process to enhance teaching
effectiveness: a literature review. *International Journal of Humanities and*

Innovation (IJHI), 4(1), 1-4. Obtenido de

https://files.eric.ed.gov/fulltext/ED610428.pdf

Naranjo, G. (2015). El uso de la metodología basada en tareas (TBL- Task Based

Learning) en el desarrollo de la destreza y la producción oral (speaking) del

idioma Inglés en los estudiantes de segundo de bachillerato de la unidad

educativa mayor "Ambato" del cantón Ambato. Ambato: SCRIBD. Obtenido de

https://es.scribd.com/document/428524115/Gabriela-Naranjo-Tesis

Nazarieh, M., Razmi, M. H., Azizian, M., & Ghani, M. U. (28 de febrero de 2022). *A

Brief History of Listening Comprehension in Second Language Teaching and

Learning.* Obtenido de Hindawi:

https://www.hindawi.com/journals/edri/2022/3894457/#references

Nikolaevich, A. (1978). Activity, Consciousness, and Personality. (M. Hall, Trad.)

Marxists Internet Archive. Obtenido de

https://www.marxists.org/archive/leontev/works/1978/activity-consciousness-

personality.pdf

Odilovna, F. (2020). WAYS OF DEVELOPING LISTENING SKILLS OF ENGLISH

LEARNERS IN ESL AND EFL CLASSROOM. *European Journal of Research

and Reflection in Educational Sciences, 8*(10), 212-216. Obtenido de

https://www.idpublications.org/wp-content/uploads/2020/10/Full-Paper-WAYS-

OF-DEVELOPING-LISTENING-SKILLS-OF-ENGLISH-LEARNERS-IN-

ESL-AND-EFL.pdf

Peña, V. (2019). Enseñanza del inglés como lengua extranjera y desarrollo de

competencias lingüísticas. Quito: Universidad Andina Simón Bolívar . Obtenido

de https://repositorio.uasb.edu.ec/bitstream/10644/6603/1/T2833-MIE-

Pe%C3%B1a-Ense%C3%B1anza.pdf

Pérez, E. (2004). La aplicación del Método Directo desde las nuevas perspectivas de

enseñanza. Universidad Antonio de Nebrija. Obtenido de

https://www.educacionfpydeportes.gob.es/ca/dam/jcr:96747934-6dd0-4153-

899b-48ca549fce7b/2008-bv-09-25perez-vazquez-pdf.pdf

Pérez, O. (2013). Una mirada histórica al proceso de enseñanza-aprendizaje del inglés.

Su importancia a favor del tratamiento del vocabulario. Obtenido de

https://dialnet.unirioja.es/descarga/articulo/6320623.pdf

Ponce, S., Parrales, M., Baque, S., & Parrales, M. (2019). Realidad actual de la

enseñanza en inglés en la educación superior de Ecuador. *Dominio De Las

Ciencias, 5*(2), 523-539. doi:https://doi.org/10.23857/dc.v5i2.918

Posner, M., & Peterse, S. (1990). The Attention System of the Human Brain. *13*, 25-42.

Publicaciones ResearchGate. Obtenido de

https://www.researchgate.net/publication/20971732_The_Attention_System_of_

the_Human_Brain

Pourhosein, A., & Banou, N. (2016). The Significance of Listening Comprehension in

English Language Teaching. *Theory and Practice in Language Studies, 6*(8),

1670-1677. Obtenido de

http://www.academypublication.com/issues2/tpls/vol06/08/22.pdf

Pourhosein, A., & Reza, M. (2011). A Study of Factors Affecting EFL Learners'English

Listening Comprehension and the Strategies for Improvement. *Journal of

Language Teaching and Research, 2*(5), 977-988. Obtenido de

http://www.academypublication.com/issues/past/jltr/vol02/05/05.pdf

Putra, D. (2017). A Teacher's Belief and Practices of Grammar Translation Method In Teaching English (A Qualitative Study at One of Vocational High School in Surakarta). Obtenido de https://digilib.uns.ac.id/dokumen/detail/65002/A-Teachers-Belief-and-Practices-of-Grammar-Translation-Method-In-Teaching-English-A-Qualitative-Study-at-One-of-Vocational-High-School-in-Surakarta

Ramos, J., Moreno, D. A., & Andrés, C. (mayo de 2018). *La incidencia del enfoque basado en tareas como herramienta didáctica para fortalecer producción oral del idioma inglés.* Obtenido de Repository: https://repository.unilibre.edu.co/handle/10901/15693

Ricoy, M., & Álvarez, S. (2016). La enseñanza del inglés en la educación básica de personas jóvenes y adultas. *Revista mexicana de investigación educativa, 21*(69). Obtenido de https://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1405-66662016000200385&lng=es&nrm=iso&tlng=es

Rodríguez, N. (2018). LA HABILIDAD ESCUCHAR EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE DE LA LENGUA INGLESA. *Revista: Atlante. Cuadernos de Educación y Desarrollo*. Obtenido de https://www.eumed.net/rev/atlante/2018/08/escuchar-lengua-inglesa.html

Rost, M. (2011). *Teaching and Researching Listening.* Obtenido de repositorio: https://repository.dinus.ac.id/docs/ajar/(Applied_Linguistics_in_Action)_Michael_Rost-Teaching_and_Researching__Listening-Pearson_Education_ESL_(2011).pdf

Salcedo, V. (2021). Estrategias de estimulación auditiva para niños de educación inicial. Cuenca, Ecuador: Universidad del Azuay. Obtenido de https://dspace.uazuay.edu.ec/bitstream/datos/11240/1/16777.pdf

Saodat, Y., & Sherzod, Y. (2021). MODERN TECHNIQUES IN TEACHING LISTENING. *Proceedings of 4th International Multidisciplinary Scientific Conference on Innovative Technology*, (págs. 3-4). San Francisco. Obtenido de https://www.conferencepublication.com/index.php/aoc/article/view/540/595

Sarmiento, G., Coello, J., Montenegro, D., & Franco, M. (2021). Importancia del idioma inglés para el docente. *JOURNAL OF SCIENCE AND RESEARCH, 7*(1), 100-120. doi:https://doi.org/10.5281/zenodo.6525323

Sempértegui, B. (18 de noviembre de 2022). *La suficiencia en inglés, una brecha educativa de Ecuador.* Obtenido de CONEXIÓN PUCE: https://conexion.puce.edu.ec/la-suficiencia-en-ingles-una-brecha-educativa-de-ecuador/

Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT Course.* Cambridge University Press.

Temitope, A., Hossain, M., Whiteside, N., & Mercieca, P. (2020). Social media and entrepreneurship research: A literature review. *International Journal of Information Management, 50*, 90-110.

Tyagi, B. (2013). Listening : An Important Skill and Its Various Aspects. *The Criterion An International Journal in English, 1*(12), 1-8. Obtenido de https://pdf4pro.com/view/listening-an-important-skill-and-its-various-aspects-4e7c97.html

Villa, B. M. (2023). *Use of didactic materials as methods of vocabulary insertion in English language teaching.* Obtenido de repositorio: http://repositorio.utmachala.edu.ec/bitstream/48000/21383/1/Trabajo_Titulacion _1454.pdf

Virvou, M., Katsionis, G., & Konstatinos, M. (2005). Combining Software Games with Education: Evaluation of its Educational. *8*(2), 54-65. Obtenido de https://d1wqtxts1xzle7.cloudfront.net/8266172/10.1.1.126.6623-libre.pdf?1391845593=&response-content-disposition=inline%3B+filename%3DImplementing_an_Innovation_Cluster_in_ Ed.pdf&Expires=1737514165&Signature=OhAJYI6KKbYpXxib0LQiNOSW44 90nAFx33W1H-x~GLAz8LL

Wah, N. (October de 2019). Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies. *International Journal of Trend in Scientific Research and Development (IJTSRD), 3*(6), 883-887. Obtenido de https://www.ijtsrd.com/papers/ijtsrd29246.pdf

ANEXOS

Apprendix 1

GUIA DE OBSERVACIÓN

I. INFORMACIÓN GENERAL				
Institución Educativa: Escuela de Educación Básica "Oriente Ecuatoriano"				
Observadores: Karen Jiménez Torres y Julieth Valle Villón.				
Paralelo: **Fecha:**				
Objetivo: Evaluar el nivel de listening en los estudiantes en las clases de inglés.				

N°	Comprensión Auditiva	Bueno	Medio	Bajo	Observaciones
1	Comprensión de contenidos auditivos básicos.				
2	Precisión en la identificación de palabras.				
	Tono de voz	**Bueno**	**Medio**	**Bajo**	**Observaciones**
3	Capacidad para reconocer el tono de voz.				
	Velocidad de respuesta auditiva	**Bueno**	**Medio**	**Bajo**	**Observaciones**
4	Tiempo de respuesta ante preguntas de comprensión auditiva.				
5	Precisión al responder ejercicios de listening.				

Apprendix 2

ENCUESTA DIRIGIDA A LA DOCENTE DE LA UNIDAD EDUCATIVA
"ORIENTE ECUATORIANO"

Tema: Sistema de actividades empleando técnicas de estimulación auditiva para el fortalecimiento de la habilidad de Listening.

Objetivo: Recopilar información acerca de las técnicas de estimulación auditiva para el fortalecimiento de la habilidad de Listening.

Instrucciones: Por favor, tome el tiempo necesario para analizar cada pregunta antes de contestar. La calidad y veracidad de los resultados de esta investigación dependen directamente de su honestidad al responder.

Información personal:

Nombres:	Apellidos:
Título profesional:	Años de experiencia como docente:
Celular:	Correo electrónico:

1. ¿Cómo calificaría el desempeño de los estudiantes en comprensión auditiva?

Bueno ( )   Medio ( )   Bajo ( )

2. ¿Cómo evaluaría el desempeño de los estudiantes en la identificación de palabras clave durante actividades de escucha?

Bueno ( )   Medio ( )   Bajo ( )

3. ¿Cómo calificaría el desempeño de los estudiantes en la comprensión de instrucciones básicas en inglés?

Bueno ( )   Medio ( )   Bajo ( )

4. ¿Cómo evaluaría el desempeño de los estudiantes en la distinción de sonidos similares en inglés?

Bueno ( )   Medio ( )   Bajo ( )

5. ¿Cómo considera la precisión de respuesta de los estudiantes en ejercicios de listening?

Bueno ( )   Medio ( )   Bajo ( )

6. ¿Cómo evaluaría el rendimiento de los estudiantes en cuanto a velocidad de respuesta en actividades auditivas?

Bueno ( )   Medio ( )   Bajo ( )

7. ¿Cómo calificaría el desempeño general de los estudiantes al realizar ejercicios de listening?

Bueno ( )   Medio ( )   Bajo ( )

8. ¿Cómo calificaría la capacidad de respuesta de los estudiantes a preguntas o instrucciones en inglés?

Bueno ( )   Medio ( )   Bajo ( )

Appendix 3

<div align="center">

PRE-TEST

</div>

Instrucciones:

- o Escuche detenidamente los audios (se repetirán 3 veces)
- o Seleccione la respuesta correctamente

1. Escuche el audio y encierre solamente los números que se mencionan.

<div align="center">

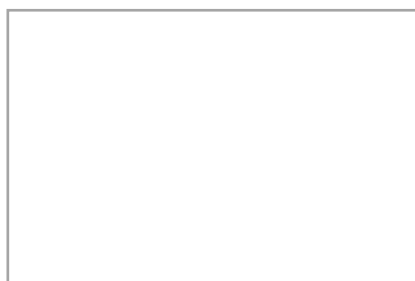$1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10$

</div>

2. Reconozca y encierre correctamente la palabra que se menciona en el audio.

a) car   cat

3. Escuche atentamente y coloree la imagen que corresponde con el tono de voz del personaje.

4. Escuche atentamente a la docente y dibuje la fruta que menciona.

Appendix 4

<div align="center">

POST-TEST

</div>

Instrucciones:

- o Escuche detenidamente los audios (se repetirán 3 veces)
- o Seleccione la respuesta correctamente

1. **Escuche el audio y encierre solamente los números que se mencionan.**

<div align="center">

7   – 2 – 10 – 3 – 8 – 6 – 1 – 5– 9 – 4

</div>

2. **Reconozca y encierre correctamente la palabra que se menciona en el audio.**

   a) Pig   Big

   b) Cap   Gap

3. **Observe el video atentamente y coloree la imagen que corresponde con el tono de voz del personaje.**

4. **Escuche atentamente a la docente y dibuje el animal que se menciona.**