



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA
ELENA**

**SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“THE USE OF SELF-LEARNING TECHNIQUES ON
THE DEVELOPMENT OF THE LISTENING SKILLS OF
EIGHTH-SEMESTER STUDENTS OF PINE.”**

RESEARCH PROJECT

**As a prerequisite to obtaining a:
BACHELOR'S DEGREE IN PEDAGOGY OF
NATIONAL AND FOREIGN LANGUAGES**

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2023

La Libertad, July 19th, 2023.

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title " THE USE OF SELF-LEARNING TECHNIQUES ON THE DEVELOPMENT OF THE LISTENING SKILL OF EIGHTH-SEMESTER STUDENTS OF PINE." prepared by Asencio Briones Cristopher Alexander and Parra Suarez Elsa Leonor, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied, and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal

Sincerely,

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Declaration

The information and content in this degree and research work are our responsibility;
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Acknowledgment

First, thank God for giving us wisdom, strength, and perseverance to make this research project possible and for not allowing us to give up until we achieve our goal. To our advisor, Sandra Caamaño Lopez, MSc., who guided and supported us throughout this process. To the career director, Ing. Eliana León Abad, MSc., and to every single professor of Pedagogy of National and Foreign Languages Major at Universidad Estatal Península de Santa Elena, as they contributed with knowledge in our formation as future professionals. Finally, to our future colleagues who gave us unforgettable experiences.

Dedication

I dedicate this thesis to my loving family, whose unwavering support and encouragement have been my pillars of strength throughout this journey.

To my parents, my mother Letty Briones, and my father Segundo Asencio, who sacrificed so much to provide me with the best education and opportunities, I am eternally grateful.

To my siblings, Byron, Emilio, Jayleen, and Joel for always cheering me on and reminding me that I am capable of achieving anything I set my mind to.

To my professors and mentors, for imparting knowledge and wisdom, and for pushing me to explore new frontiers in my field of study.

Finally, to all those who believed in me even when I doubted myself, this thesis is the heart of my soul. My drill is the drill that creates the heavens!

Thank you, from the bottom of my heart.

Cristopher.

Dedication

First of all, I would like to dedicate this work with love and all my heart to my mother, Tannia Parra, my grandmother Elsa Suarez, and my uncle Milton Suarez who have supported me in my college career, have motivated me to be better every day, and for believing in my abilities.

This process was a challenge but they were there to motivate me and not let me give up. Thanks to you I have achieved many purposes in this life and you have helped me to keep a clear perspective of each goal.

Second, to my angel, my uncle Jose, who during his time in this earthly life always gave me his support and I am sure he would be proud of me for how far I have come he supported me and I am sure he would be proud of me for how far I have come.

Thanks to all of them I am the person I am today; I owe it all to you.

Lastly, to all my pets, thank you for giving me love when I needed it and for being with me through long nights. This is for you.

With Love,

Elsa

Abstract

Self-learning is a difficult process that requires a great deal of dedication to develop listening skills. For this reason, this research was executed to identify the impact of self-learning techniques on the development of listening skills in eight-semester students of PINE, and look for alternative to facilitate the learning process. To achieve this objective, existing studies on the subject will be used and compared with the responses collected from the students, which will be based on their personal experiences obtained through a focus group interview. Consequently, the phenomenological method will be employed to analyze the students' experiences in relation to self-learning techniques. The findings of this research project have yielded positive results, clearly demonstrating how students have managed to improve their English listening skills through the application of self-learning techniques in their learning process.

Furthermore, to collect data appropriately, interviews were conducted with seven students from Universidad Estatal Península de Santa Elena of eighth- semester of PINE. The sample of the study stated different perspectives on self-learning techniques that were compared with the authors' statements of the background.

Thanks to the gathered information and the previous studies that were researched, it was possible to conclude that the self-learning techniques for to improve listening skills are effective.

Keywords: Self-learning, Techniques, Learning process, Listening skills.

Resumen

El autoaprendizaje es un proceso difícil que requiere mucha dedicación para desarrollar la habilidad de escuchar. Por esta razón, esta investigación fue ejecutada para identificar el impacto de las técnicas de autoaprendizaje en el desarrollo de las habilidades de escucha en estudiantes de ocho semestres del PINE, y buscar alternativas para facilitar el proceso de aprendizaje. Para lograr este objetivo, se utilizarán los estudios existentes sobre el tema y se compararán con las respuestas recogidas de los estudiantes, que se basarán en sus experiencias personales obtenidas a través de una entrevista a un grupo focal. En consecuencia, se empleará el método fenomenológico para analizar las experiencias de los estudiantes en relación con las técnicas de autoaprendizaje. Las conclusiones de este proyecto de investigación han arrojado resultados positivos, demostrando claramente cómo los estudiantes han conseguido mejorar sus destrezas de comprensión oral en inglés mediante la aplicación de técnicas de autoaprendizaje en su proceso de aprendizaje.

autoaprendizaje en su proceso de aprendizaje.

Además, para la adecuada recolección de datos, se realizaron entrevistas a siete estudiantes de la Universidad Estatal Península de Santa Elena de octavo semestre de PINE. La muestra del estudio manifestó diferentes perspectivas sobre las técnicas de autoaprendizaje que fueron contrastadas con las afirmaciones de los autores de los antecedentes.

Gracias a la información recabada y a los estudios previos que se investigaron, se pudo concluir que las técnicas de autoaprendizaje para mejorar la habilidad auditiva son efectivas.

Palabras Claves: Autoaprendizaje, Técnicas, Proceso de aprendizaje, Habilidades de escuchar.

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Introduction

Listening skills play a crucial role in the process of learning English, listening comprehension is not only fundamental to understanding the spoken language but also forms the basis for effective communication and language proficiency. Listening skills can be challenging to develop due to various factors such as unfamiliar accents, fast-paced speech, and the complexity of spoken language.

English is a globally used language, thanks to globalization, which has provided numerous opportunities for people to travel and communicate with others. The key to good communication is listening; developing listening skills is essential to facilitate English proficiency. Learning English in the educational context offers great prospects, as it opens doors to scholarships for studying abroad and enables individuals to immerse themselves in different cultures by interacting with native speakers. However, this is not always enough for students, so it is necessary to look for alternatives that facilitate self-learning in order to improve their listening skills.

Communication is essential among human beings to share ideas, thoughts, and ideologies, but language differences can be limiting. Learning a new language, like English, presents numerous advantages and opportunities for individuals. To achieve proficiency, students need to go through various steps, and one crucial stage in this process is self-learning. Self-learning is significant for students learning English, as it allows them to reinforce what they have learned in the classroom from teachers. Utilizing self-learning techniques and resources independently and autonomously helps students identify the best ways for them to learn effectively, leading to improvement in their English language skills.

Nowadays, accessing self-learning techniques is very accessible for students because the majority of these techniques are available on the internet. This is a significant advantage as students can access them at any time and from anywhere. Additionally, they have the freedom to choose their study location, which can optimize their learning process. However, not everything is perfect for learning and improving a skill like listening; it has its disadvantages. These can include issues such as poor internet connection, cultural barriers, or even a lack of knowledge about self-learning techniques.

The motivation behind initiating this project is the scarcity of studies on self-learning techniques and their importance on eighth semester students at the Universidad Estatal Península de Santa Elena, as well as the students' underestimation of the importance of these techniques. Throughout this research, previous works conducted in other countries will be explored, highlighting the significance of this topic for students learning a new language. By comparing the gathered information with data obtained from the study subjects, this project will shed light on the subject and be beneficial for its successful completion.

Chapter I

The Problem

1.1 Research of topic:

Self- learning technique and listening skills

1.2 Title of project:

The use of the self-learning techniques on the development of listening skills in eight-semester students of PINE.

1.3 Problem statement:

Most English language learners agree that one of the basic language skills they find most difficult to learn is listening. This is usually because learning this skill requires more effort on the part of the student. One of the factors why it is difficult for the student to learn a new skill is due to the little culture of learning that students have today, because they use their free time for entertainment and self-enjoyment, from a very young age. Students have not been instilled with a culture of autonomous learning, this is because students think that the time, they spend in school is enough to develop a skill or acquire knowledge. Listening could be the most essential skill to acquire a second language, which is why students need to apply self-learning techniques to help develop listening skills. According to Rivers (1978), there are three basic steps that a listener consciously or unconsciously must consider when listening to an oral text, First, the author says that the individual has to identify the message as a systematic corpus. This means that the listener can understand that the sounds that the learner is listening to are phonemes of a specific language. For instance, if a person listens to a different kind of text. Secondly, the listener has to assimilate the foreign sounds; this recognition is made by means of the distinction of the sounds that are similar to our language. Finally,

the individual starts making an elementary segmentation of the text; in other words, he needs to try keeping information in her mind to know the meaning.

There are several reasons why it is difficult to apply the self-learning process, first from the student's point of view, when starting autonomous learning they are totally disoriented since they do not have a guide that pressures and motivates them to learn, there is also anguish due to the lack of a program of studies by not having a pattern to follow it is difficult to know if there is progress. In addition, the expectations that a student has are very high when it comes to self-learning since they must invest several hours of their free time to start getting results, as a last reason, the student's motivation must be taken into account since it is difficult for a student to motivate himself to study, young students only think about enjoying and playing, with which they lose motivation in the study.

Self-learning is about students finding the best way to learn on their own, to learn independently to improve their knowledge and facilitate their academic life, it is also necessary to create a habit of constant learning with the aim of satisfying academic needs, it will also give the student a more competitive approach that will serve them in the academic field and labor.

However, self-learning is not being used by many students because it requires a little more effort and time, on their part to practice without someone's supervision result unimportant, but that is the problem; people have seen learning a new language as just another subject in academic life, but not as what it is, a communication tool. Therefore, the absence of these techniques among students makes one of the language skills, such as speaking, suffer as this skill requires a lot of practice. For these reasons, the main objective of this project is to identify the importance of the self-learning techniques on a sample student of PINE 8/1 at Universidad Estatal Peninsula De Santa Elena.

1.4 Problem question.

1.4.1 General question.

- How the use of self-learning techniques can influence the development of listening skills in eight-semester students of PINE?

1.4.2 Specific questions.

- What kind of self-learning techniques help to develop listening skills?
- How effective are self-learning techniques in improving listening skills in English?
- How can listening skills be a strength using self-learning techniques?

1.5 Objectives

1.5.1 General Objectives.

- To identify the impact of self-learning techniques on the development of listening skills in eight-semester students of PINE.

1.5.2 Specific Objectives.

- To explain the importance of the use of self-learning techniques.
- To detail the advantages and disadvantages of the use of self-learning techniques in the development of listening skills.
- To consider how effective is the use of self-learning techniques.

1.6 Delimitation of the study.

The target population of this research is a group of students from eight semester students of PINE, the interview consist in a grout conversation during the interview the students interact about they self in order to recollect relevant information.

1.7 Justification.

Acquiring a new language is not always an easy activity to develop, students must prioritize which method they should apply to apply a technical method that makes learning easier, after class students consider that their daily activities are over, since they finish their hours of classes and return to their respective homes, but this is not entirely true. Students must apply self-learning techniques to start autonomous learning.

According to Goh, (1997,1998) suggests metacognitive strategies for self-regulation in the learning of listening. He proposes a sequence to carry out the listening processes. First, planning, it consists of being aware of the learning objectives and deciding what to do to achieve them, then, monitoring, it consists of assessing the progress made during the development of the task, finally, evaluating, it consists of determining whether the strategies used during the task were effective or not.

It is necessary to take into consideration that improving a skill is not something that happens suddenly, you must keep in mind that developing a skill requires a lot of effort, time, and most importantly practice, not only in class but also in your free time, that is the key in this technique. Goh also presents a general overview of the listening process (1997,1998) and explains that there is a sequence of steps that you must follow to make sure if you are developing good autonomous learning in the process of acquiring a listening, planning, monitoring and evaluation skill. On the other hand, students today are unaware of the processes to follow to carry out successful autonomous learning, starting from the base that they do not have a tutor who guides them and guides them on their way to learning, it is also necessary to carry out a study plan so that students are not disoriented, then it is important for learners to apply constant monitoring, which can be used to track their progress which serves to reflect

the progress of the learner, as a last point the student must perform a self-evaluation, to apply the previously acquired knowledge. In theory, this sounds easy to follow and apply, but in reality, it is complicated to develop and carry out, since in the lives of students they usually cannot apply this, due to lack of time, lack of interest, and lack of motivation, or in other words due to a lack of information. Which makes it difficult to apply the self-learning process in listening.

Córdoba Zúñiga, E., & Rangel Gutiérrez, E. (2018). This methodology provided suitable opportunities to foster listening fluency through the development of meaningful oral tasks. Participants developed dynamic assignments that included pre, while, and post intensive-extensive listening practices

Vanitha, S., (2022). Listening is considered as an important part of communication skills. The listeners have to listen acutely to enhance their skills. When listening is done consciously the communication bond improves better among the communicators.

Students have the habit of leaving their notebooks aside when they finish their classes and forget about their studies, the reason is that this is a custom or a bad habit that nobody wants to stop because we must take into account that we do not have a culture of reading or culture of self-learning, students in their spare time prefer to play soccer than read the news or read a book, and this is not bad, the bad thing is that they do not know how to distribute their free time in order to improve a skill like in this case listening.

Other authors have conceived of listening as a tool to engage learners with other cultures, Losada Rivas, J. J., & Suaza Cardozo, D. A. (2018), the implementation of video-mediated listening activities under a multiliteracies approach. Findings show that students established interactions with different sources of information provided by the

videos that enabled them to create and disclose new meanings derived from their transformed interpretations.

Based on De Carlo, A., Dal Corso, L., Benevene, P., Vicente, F., & Corbo, M. (2019).

Active listening is a powerful tool for the prevention and reduction of organizational disease and stress as well as for performance enhancement and even corporate social responsibility development. This means that in addition to developing a skill, the student finds a way to release stress and feel less anxious, and in this way the student can better manage their time and daily activities.

Chapter II

Theoretical Framework

2.1 Background

Education has evolved over time, showing that the stages alter depending on the student, the teacher and the way in which they acquire knowledge. Self-learning strategies have gradually manifested themselves throughout the educational process, thanks to the intervention of technology and modern education.

Today's education is based on the teaching that promotes comprehensive training in students of any age, in which the teacher creates, organizes, and plans appropriate teaching methods, techniques, methodologies, resources, and creative activities, so that through them, students effectively receive the contents, whether they are knowledge, skills or attitudes. In this way, the student becomes a capable person and develops self-learning techniques. Self-learning in the context of listening refers to the ability to independently learn and improve one's auditory comprehension skills in a language without the need for a teacher or tutor. Self-learning process in listening centers around the recognition of the crucial role listening skills play in language acquisition and the increasing focus on learner autonomy in language learning methods. While speaking and writing skills traditionally received more attention, listening was often overlooked.

Some principles keys and foundations for self-learning in listening. Regular exposure to the target language is crucial for improving listening skills. Actively listen to authentic material such as radio programs, podcasts, interviews, lectures, songs,

movies, or TV shows in the language you are learning. The more you expose yourself to the language, the more you will develop your ability to understand it.

It is important to diversify your audio sources to have a broader listening experience. Listen to different accents, speech speeds, and styles to become accustomed to various communication situations. Additionally, repetitive practice is a useful technique for improving listening skills. Repeating and re-listening to the material allows you to familiarize yourself with the rhythm, intonation, and linguistic structures used. Take advantage of online resources specifically designed to enhance listening skills in a particular language, such as websites with listening exercises, online learning platforms, youtube channels, mobile applications, and specialized courses. The self-learning process in listening involves learners setting their own goals, choosing appropriate resources, and determining the pace of their learning. Active engagement with authentic audio materials, such as podcasts, interviews, movies, and music, is encouraged to expose learners to real-world language usage and enhance their comprehension skills. "What we will henceforth refer to as 'immersion' is akin to the Freudian notion of 'projection-identification' (see Freud, 2013), through which the representations that the individual constructs in their consciousness become autonomous and separate from themselves."

While listening is recommended to take notes of key words or phrases that you find challenging to understand. You can then research their meanings or find additional examples to reinforce your understanding. Active listening involves paying careful attention to the details of the speech and trying to comprehend the overall meaning. Regularly assess your progress in listening through self-check exercises or practical tests and seek feedback from native speakers or other language learners. Remember, self-learning in listening requires consistency, patience, and dedication. As you immerse

yourself more in the language and practice regularly, you will see significant improvements in your listening skills.

Theory of comprehensible input Krashen, S. D. (1985), This theory, proposed by Stephen Krashen, argues that learners acquire a new language by receiving comprehensible input, which means exposure to target language content that aligns with their level of understanding. In the context of listening, this implies that learners will benefit from regularly exposing themselves to authentic and meaningful audio material that they can largely comprehend.

Auditory processing hypothesis Schmidt, R. (2010), This hypothesis, developed by Richard Schmidt, suggests that language learning occurs through processing auditory information. In the context of listening, this implies that learners need to pay attention to aspects of spoken language, such as sounds, intonation, and linguistic structures, in order to improve their listening comprehension.

The theory of communicative competence, Dell Hymes (2005), is highly applicable to the self-learning process of listening. It emphasizes the importance of developing listening skills within a communicative framework, acknowledging that listening extends beyond the mere understanding of individual words and sentences. Instead, it involves the comprehension of meaning, the interpretation of context, and the extraction of relevant information. In the self-learning process, communicative competence in listening entails the utilization of various strategies, such as prediction, inference, and summarization. These strategies aim to enhance the ability to interpret and respond to spoken language in genuine and meaningful ways.

Moreover, communicative competence in listening encompasses an awareness of cultural and contextual factors that exert an influence on communication. This includes recognizing diverse accents, speech patterns, and non-verbal cues, which

significantly impact comprehension and interaction. By integrating the theory of communicative competence into the self-learning process of listening, learners can nurture their proficiency in comprehending and engaging in real-life communication, thereby bolstering their overall language skills.

Note-taking theory Lotfollah Karimi (2011), it is a crucial aspect of the self-learning process in listening comprehension. It allows learners to actively engage with the material, enhance understanding, and retain key information. Selecting relevant information, organizing it effectively, and utilizing personalized abbreviations and symbols are important principles in notetaking. Visual representation and active engagement contribute to better comprehension and retention. Regular review of notes reinforces learning and promotes long-term retention. Incorporating note-taking techniques into the self-learning process enhances listening skills and overall language proficiency.

In summary, the background of the self-learning process in listening acknowledges the significance of listening skills in language learning and highlights the shift towards learner-centered and autonomous approaches. It emphasizes the need for learners to actively engage with authentic audio materials, utilize technology, and take ownership of their learning to become proficient listeners in the target language. However, it is important to note that the self-learning process is highly individual and can vary based on the learner's context, skills, and preferences.

2.2 Pedagogical basis

The self-learning process in listening is supported by various principles, theories, and approaches. According to Krashen's input theory (1985), regular exposure to authentic language materials such as podcasts, radio programs, and music can significantly improve learners' listening comprehension. The global understanding

approach suggests that learners should focus on grasping the overall meaning of an oral text rather than trying to understand every individual word. Active listening strategies, such as predicting, inferring, summarizing, and note-taking, help learners process auditory information more effectively and enhance their comprehension skills.

The exposure to diverse accents and varieties of the target language is emphasized as it familiarizes learners with different intonations, rhythms, and pronunciations. This exposure aids in understanding native speakers in various communicative contexts. Feedback and self-assessment play crucial roles in the self-learning process. Learners can evaluate their own performance, compare it with audio recordings, or receive feedback from native speakers or teachers to identify areas for improvement.

Task-based learning Ellis, Rod (2003), it is another effective approach, involving practical activities related to listening, such as listening to simulated conversations, interviews, or presentations. This approach allows learners to apply their listening skills in real-life situations. By incorporating these principles and approaches, learners can develop their listening proficiency and become more fluent in the language.

Self-learning process in listening involves implementing principles and approaches that support independent learning and skill development in listening comprehension. The following key pedagogical aspects are associated with the self-learning process in listening:

A learner-centered approach lies at the core of the self-learning process in listening, placing the learner as the focal point of the learning experience. This approach encourages learners to take ownership of their learning, set their own goals, and actively participate in the listening process. By promoting autonomy and self-direction, learners become more engaged and responsible for their learning journey.

Authentic materials play a fundamental role in the self-learning process, providing learners with exposure to real-world language use. Authentic audio materials, such as conversations, interviews, and speeches, expose learners to different accents, speech speeds, and contexts. By interacting with authentic materials, learners develop listening skills that are relevant and applicable to everyday communication.

Scaffolded learning Jerome Bruner (1960), it suggests is another important aspect of the self-learning process in listening. It involves providing learners with structured support and guidance as they gradually progress in their listening skills. This scaffolding can take the form of step-by-step tasks, clear instructions, and increasing levels of complexity. By building their skills incrementally, learners gain confidence and develop a solid foundation in listening comprehension.

Reflective practice, Schön (1983), recommend as an integral part of the self-learning process in listening. Learners are encouraged to reflect on their listening experiences, identify their strengths and weaknesses, and set goals for improvement. Through reflection, learners become aware of their learning processes, make informed decisions about their learning strategies, and monitor their progress over time.

Technology integration, is another valuable component of the self-learning process in listening. Online platforms, mobile applications, and language learning tools provide learners with a wide range of resources and interactive activities tailored to their individual needs. Incorporating technology enables learners to engage in independent practice, receive immediate feedback, and access authentic listening materials, thereby enhancing their listening skills. Advancements in technology have significantly contributed to promoting self-learning in listening. Online platforms, language learning apps, and multimedia resources offer interactive materials that facilitate practice and

skill enhancement. Learners can access diverse content, including different accents, speech speeds, and topics, fostering adaptability and understanding in various contexts.

By incorporating these pedagogical principles, the self-learning process in listening fosters learner engagement, autonomy, and the development of effective listening strategies. It empowers learners to take control of their learning, adapt to diverse listening contexts, and continuously improve their listening comprehension skills.

In summary, the self-learning process in listening involves regular exposure to authentic materials, focusing on global understanding, utilizing active listening strategies, exposing oneself to different accents, and engaging in task-based activities. Learners benefit from feedback, self-assessment, and applying these principles and approaches to enhance their listening skills. Ultimately, through consistent practice and application of these techniques, learners can improve their overall listening comprehension and become more proficient in the language.

2.3 Theoretical basis.

The theoretical foundations of the self-learning process in listening involve several key aspects. Firstly, it encompasses the cognitive and linguistic processes Goh, C. C. (2000), involved in auditory comprehension. This includes how individuals receive, interpret, and understand verbal information through listening.

Secondly, the theoretical basis addresses the concept of perceptual skills in listening Brownell, J. (1986), It suggests to explores how individuals perceive and differentiate various speech sounds, rhythms, intonations, and acoustic features of language. Understanding these perceptual mechanisms is crucial for effective listening comprehension.

Thirdly, the theoretical foundations delve into the strategies employed in self-learning for listening skills. These strategies encompass cognitive, metacognitive, and social approaches that individuals can use to enhance their autonomous listening abilities. Examples include identifying keywords, making inferences, taking notes, and monitoring comprehension during listening activities.

Moreover, the theoretical basis acknowledges the significance of context and prior knowledge in listening comprehension. Understanding the situational context, topic, relevant vocabulary, and linguistic structures can greatly facilitate autonomous learning in listening.

Lastly, the theoretical foundations may draw upon linguistic, psychological, and educational theories to further explain the acquisition of listening skills and provide a more comprehensive understanding of the self-learning process. These theories contribute to the development of effective instructional methodologies and techniques for autonomous listening improvement.

In conclusion, the theoretical foundations of the self-learning process in listening encompass cognitive and perceptual processes, strategies for autonomous learning, the influence of context and prior knowledge, and relevant theories. Understanding these foundations is essential for designing effective learning approaches and facilitating autonomous development in listening skills.

2.4 Legal basis.

This project is backed by the Organic Law of Intercultural Education. Within the fifth section of the 'Constitution of the Republic of Ecuador,' there exist three significant articles that offer legal support to intercultural education. As it indicates, Article 27 ensures the provision of an inclusive, participatory, compulsory, intercultural, democratic, diverse, high-quality, and nurturing educational system. In this article also

emphasizes the indispensability of education for the acquisition of knowledge, the exercise of rights, the construction of a sovereign nation, and its role as a strategic pillar for the future of this country.

Ministerio de Educación in 2012 stipulated educational quality standards in the document "Ecuadorian in-service English Teachers Standards". This document relates important information related to the teaching-learning process of the English language which serves as support and bases for the training and competence of the institutions of the Republic of Ecuador.

2.5 Variables of the study.

The legal basis in the context of the self-learning process in listening refers to the legal principles, laws, regulations, and precedents that are relevant to this specific area of study. It encompasses the legal framework and provisions that govern the self-learning process and its implications for the development of listening skills. The legal basis includes various aspects, such as educational laws and regulations that outline the rights and responsibilities of learners and the role of educational institutions in self-learning. Additionally, intellectual property laws protect content creators' rights, necessitating compliance with copyright laws when using audio materials or other resources.

Data protection and privacy laws are also important considerations in the self-learning process. Compliance with these laws ensures the proper collection, storage, and use of personal information, protecting both learners' privacy and the privacy of others. Furthermore, accessibility and equal opportunity laws are essential in promoting inclusivity and ensuring equal access to education. Adherence to these laws in the self-learning process fosters an environment that is accessible to all individuals, regardless of their backgrounds or abilities. By acknowledging the legal basis in the self-learning

process in listening, researchers and practitioners can align their approaches and practices with legal requirements. This ensures the respect of legal principles, protection of rights, and responsible engagement in autonomous learning activities.

Chapter III

Methodological Framework

3.1 Methods

According to Sampieri (2014), in research under the qualitative approach, the aim is to describe, understand and interpret the phenomena, through the perceptions and meanings produced by the experiences of the participants, so that the researcher may form the researcher to form his or her own beliefs about the phenomenon studied. Therefore, data collection is oriented to provide a better understanding of the phenomena studied. Oriented to provide a greater understanding of people's meanings and experiences and does not begin with pre-specified instruments. And does not start with pre-established instruments, but rather the researcher begins to learn by observation and descriptions of the participants and the observation and descriptions of participants and devises ways to record data that are refined as the research progresses. Refined as the research progresses.

This type of approach in analytical work does not require the collection of numerical data, but rather non-numerical data such as videos, audio, etc., which can serve as a basis for analysis. In this way it is possible to better understand the different ideas or experiences that the sample population has, that is why it is necessary to use tools such as interviews, oral histories, or case studies. The data collection for this work will be based on interviews directed to Pine students in the eighth semester.

3.2 Type of Research

This research has a phenomenological approach. “Intention of understanding the lived experiences of the researchers generated by the interaction with the technology towards their research ventures” Danganan, & Gamboa. (2019). This particular methodology relies on examining human experiences within a specific subject matter.

Its significance and utility lie in enabling a more direct connection with the subjects under study.

For this work, it is based on qualitative research through data collection, organization, and description which help us to understand and comprehend the different experiences and opinions expressed by those who make up the educational community with respect to the implementation of self-learning techniques on the development of listening skills in eight-semester students of PINE. It should be emphasized that the application of techniques such as surveys, or in some cases, interviews, will facilitate the process of collecting data from this population in order to proceed to a tabulation and analysis that will detail the characteristics of the research problem. The application of the phenomenological method will aid in developing an analysis that reflects the effectiveness of utilizing self-learning techniques in listening, specifically focusing on eighth-semester PINE students.

3.3 Data Collection Techniques

The techniques applied in this research are surveys which will allow us to obtain specific data, for this reason, participants should answer honestly. This project is sustained on questionnaires sheets as instruments oriented in the application of self-learning techniques on the development of listening skills in eight-semester students of PINE.

3.4 Instruments

The technique applied in this research is the survey which contains a series of essential questions to apply in eight-semester students of PINE. In order to obtain their opinion regarding the self-learning techniques for the development of listening skills in the learning process.

To conduct the interviews with the students, open questions are essential, in a face-to-face modality in order to obtain a result about our research, through this instrument which is based on a series of written questions that provide information in a clear and precise way. A questionnaire was designed to collect information for this research, which includes questions about listening skills and self-techniques. The questions set out in the questionnaire are composed of questions related to the variables. To make a good analysis, in this work, the way to collect data will be through the use of a six-question interview conducted in a focus group. The focus group will be applied among some eighth-semester students of Santa Elena Peninsula State University, with the purpose of acquiring the necessary information about self-learning techniques for the development of listening skills.

3.5 Data Collection Processing and Resources

Data collection plays a crucial role as it is essential to gather individuals' experiences in order to conduct a comprehensive analysis. In this research, the data will be analyzed based on the responses to six questions for specific groups of eighth-semester PINE students in the academic period 2023-1, with the purpose of obtaining valuable information about the utilization of self-learning techniques for enhancing speaking skills in the English language.

3.5.1 Basic Questions and Explanations

- **What for?**

One For one Interview

- **Where?**

At Universidad Estatal Península de Santa Elena

- **When?**

Academic Period 2023-1

- **How?**

Questionnaire and open-ended questions.

- **What are data collection techniques?**

Surveys and Questionnaire.

3.5.2 Population and Sample.

The study population is located in the province of Santa Elena College Eight-semester students of PINE that will be part of this research will be surveyed. It is important to emphasize that the participation of the population responds to their availability and willingness to be part of this research.

Chapter IV

Analysis of Finding

For this research, the qualitative technique known as focus group is being employed. It entails assembling a group of approximately 6 to 10 participants who represent the target audience of the study. The purpose is to acquire detailed information regarding opinions, perceptions, attitudes, and experiences concerning the topic. A focus group involves a discussion facilitated by a moderator who presents open-ended questions and scenarios to encourage active engagement among the participants. In addition, focus group are useful to identifying common patterns or differences in participants' responses, focus groups offer valuable qualitative data that supplements the qualitative data gathered through other research methods.

4.1 Interpretation of data from the focus group.

A Focus group was conducted with 6 students in the eighth semester of PINE major, and the data collection would be more efficient, the interview was conducted in the English language, to recollect essential information based on students' experiences. The data from these questions were used for academic purposes, respecting the privacy of the participants.

4.2 Results and analysis for Interview Questions:

Question 1: What self-learning technique has helped you to improve your English skills?

Figure 1

Interview made by: Cristopher Asencio Briones and Elsa Parra Suarez, 2023

Analysis.

According to the answers, the participants consider that watching movies, listening to music, listening podcast and YouTube videos are very useful in order to improve listening skills. The participants mentioned that nowadays it is very accessible and versatile to improve listening skills using technology. One way is to watch a movie with English or Spanish subtitles to guide you and learn pronunciation in a more entertaining way. Another tool used by the participants is podcasts, which cover interesting topics for learning about culture and current affairs. Lastly, they mentioned listening to music on applications like Spotify, which provides song lyrics to help understand and learn pronunciation.

Question 2: Why self-learning techniques are useful for learning a new language?

Figure 2

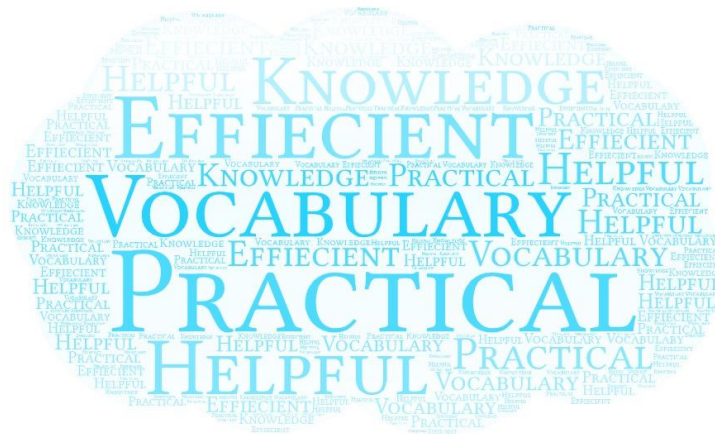
Interview made by: Cristopher Asencio Briones and Elsa Parra Suarez, 2023

Analysis.

Based on the participants answers, it is considered useful because it helps in enhancing skills independently, without the need for a guide or teacher to provide guidance. Furthermore, the participants have complete control over the environment, allowing you to improve and focus on the skill you find most challenging, such as listening, for example.

Question 3: What is the impact of self-learning techniques on the development of your listening skills?

Figure 3



Interview made by: Cristopher Asencio Briones and Elsa Parra Suarez, 2023

Analysis.

According to the answer, the participants think that self-learning techniques are very useful for different reasons. They do not need a teacher who guides them, allowing them to learn in a way that they find practical and efficient. This way, they can expand their vocabulary. Additionally, this is very helpful even if they do not have a broad knowledge of English.

Question 4: How have videos, audio, podcast, and movies helped you to practice English?

Figure 4



Interview made by: Cristopher Asencio Briones and Elsa Parra Suarez, 2023

Analysis.

According to the response, self-learning techniques are very useful to improve a skill, in this case, listening. Podcasts can help in their daily life because you can listen to a podcast while doing other activities, treating it as a passive background activity. Furthermore, it is a practical technique for people who easily get bored in classes, as you can change the content you are listening to.

Question 5: Is it better to practice listening activities alone or in a group?

Provide your reasons.

Figure 5



Interview made by: Cristopher Asencio Briones and Elsa Parra Suarez, 2023

politics, economy, nature, and more. Additionally, you can listen to them as passive background activity while doing other things. The same applies to YouTube videos and selected audio.

Question 7: What are the challenges that you face when you applied self-learning techniques for listening?

Figure 7



Interview made by: Cristopher Asencio Briones and Elsa Parra Suarez, 2023

Analysis.

According to the responses, participants shared some challenges they faced when applying self-learning techniques in listening. These challenges included internet connection issues, pronunciation difficulties of the speakers in different learning tools, background noises in their study environment, and problems with the playback speed when listening to podcasts or watching movies. Repeating a specific scene multiple times to understand the pronunciation could become boring, tiring, and tedious, potentially leading to the abandonment of the activity. Additionally, the motivation needed to start studying each day might never come, resulting in a cycle of procrastination. Since it relies solely on oneself, there is no one to push or initiate the study session. Furthermore, there is the barrier of accents in videos, podcasts, and movies, which can complicate understanding at times.

4.3 Analysis and discussion of the focus group vs bibliographic review.

The first question was asked to determine if participants had prior knowledge about self-learning techniques. Based on the responses, it can be understood that they had knowledge and applied some self-learning techniques. In fact, they coincided those techniques such as watching videos and listening to music were useful. These techniques greatly helped the participants.

The second question was asked in order to find out why self-learning techniques are useful in the process of learning a new language. Self-learning techniques can be a very important tool in the development of a skill for the participants. In this case, based on the participants' experiences, techniques such as watching movies, listening to music, and practicing with audio materials were fundamental in the development of listening.

The third question was asked in order to find out what the impact of self-learning techniques is on the development of listening skills. Therefore, it can be recognized that people consider it important to learn this language. On the other hand, based on the participants' responses, it can be deduced that the application of self-learning techniques has a positive impact on the improvement of a skill, in this case, one of the most difficult skills in this case listening.

The fourth question is essential to highlight how much self-learning techniques can help the participants. Based on the participants' opinions, techniques such as listening to podcasts, listening to music, and watching videos significantly improve your listening skills. Additionally, applying a technique that you enjoy is not as stressful for the participants to study. They even affirm that it is an enjoyable experience.

In the fifth question, it is necessary to know whether the participants practiced this skill alone or in a study group. Based on their response, it can be argued that

practicing listening skills is better when you are alone since you can manage the situation and study pace according to your own knowledge. Additionally, you don't depend on anyone to start this practice, and you can focus on what you are doing at all times. On the other hand, a small portion of the participants consider that studying in a group has its advantages, such as comparing and sharing ideas, opinions, and experiences. It is also a good way to improve pronunciation by having someone to study with.

The sixth question is a bit more specific about the advantages of using self-learning techniques in improving listening skills. According to the participants' opinions, self-learning techniques offer many possibilities. One of the advantages is that you don't need a guide or a teacher to start your study session. This means that participants can apply a self-learning technique that best suits their learning of listening skills. Additionally, it is enjoyable to learn using these techniques. They can watch a movie or listen to an interesting podcast passively while unconsciously improving their skills.

The last question is designed to find out the challenges that the participants faced when applying self-learning techniques. Based on the students' opinions, using self-learning is not entirely easy. It is true that technology greatly facilitates the use of these techniques. On the other hand, not everything is perfect, as problems always arise when applying self-learning techniques. For example, connectivity issues, noise in the study environment that hinders concentration, and lack of motivation to start studying were some of the challenges faced by the participants. It is difficult to begin studying if you are not motivated, and your productivity is affected as a result.

Chapter V

Reflection of the Study

Listening skills are fundamental for effective communication. When learning a new language, understanding spoken words and expressions is essential to engage in conversations, comprehending instructions, and conveying thoughts and ideas clearly. In addition, the feature of listening skills is that involves the ability to comprehend spoken language in various contexts, such as conversations, lectures, interviews, presentations, and audio recordings.

This research project was entitled “The use of the self-learning techniques on the development of listening skills in eight-semester students of PINE”, its objective was to know what self-learning techniques are used by students are and what impact they have on the development of listening.

To carry out this research, several previous studies, techniques, and theories related to the topic were analyzed, in addition to collecting data from a group of students belonging to the eighth semester of the PINE at Peninsula Santa Elena State University some aspects were revealed. The results revealed that self-learning techniques are essential for improving listening skills as they provide the opportunity to practice and develop this important skill independently.

While doing this investigation we encountered several challenges among them we had some limitations with the information, managing time, conducting thorough research, and gathering relevant information was challenging.

At the beginning it was difficult to start working as we had limited access to resources, such as academic journals, and books. Time management and balancing investigation work with other academic or personal commitments was a struggle.

Formulating research questions and developing clear and focused research questions was essential for a successful investigation.

After collecting the data, it could be said that self-learning techniques are effective and have many advantages, students learn new things day by day and look for different methods, strategies, or techniques to facilitate the learning process, that is why these types of activities as self-techniques are important and useful because they support the learning process of acquiring a new language.

The most challenging part of this research project was the scarce of updated information as a reference for data comparison; however, the information that was available was quite useful. The experience of doing this research was very satisfying because even though we encountered difficulties, we have enriched our minds by investigating, reading, learning, and comparing.

During the execution of the focus group, we found out that some of the self-learning techniques can lead participants to successful outcomes. Additionally, while doing the interpretation of the results, it was evident that the same tool may not always work for everybody due to various reasons, motivational, technological, and economical issues.

At the beginning of this project, it was thought that self-learning techniques were not commonly applied, and we thought that they were unknown by students., however, after analyzing and finishing the research, we discovered that students who are highly motivated and want to learn usually apply self-learning techniques to self-educate. The learning pace can be adjusted according to the level and needs of the student. By acknowledging the existence of various techniques, the significance of learning intensifies, enhancing the development of diverse skills. In this scenario, the

application and regular practice of self-learning techniques take a main role in refining listening skills.

Therefore, the perception of self-learning techniques remained consistent throughout the project, as their significance was always acknowledged from the outset., from the very beginning, there was a belief in the value of independent learning and the continuous pursuit of opportunities for practice, with the expectation of yielding positive outcomes.

To conduct more in-depth research on the topic, we would need additional time and a more comprehensive study, such as implementing self-learning techniques among a group of students for a specific period and comparing them with a control group that has not used these techniques. By doing this, we can observe and document the differences that arise throughout the process, providing stronger evidence to determine the significance and relevance of employing self-learning techniques. Another important point is that prior to initiating this research, we did not have a clear idea of what a self-learning technique was or how it could be applied. It is worth emphasizing that even the participants were not entirely familiar with the concept of a self-learning techniques, they were unconsciously applying the without knowing. This demonstrates that there is not much awareness of these techniques in our academic lives.

As a result, after comparing our investigation with other studies, it became evident that the participants' listening skills significantly can be improved if they apply these techniques. After this experience of learning and investigation we have come to realize the tremendous impact that active listening can have on interpersonal relationships and personal growth. Through practicing various techniques such as listening to music, and videos, we have witnessed how these simple actions can transform the quality of communication. We have learned that listening is not merely

the act of hearing words, but rather a conscious effort to truly understand and connect with others. It requires setting aside one's own agenda, suspending judgment, and offering undivided attention.

Furthermore, this investigation has underscored the importance of self-awareness in improving listening skills. We have discovered that cultivating a reflective mindset allows us to identify and address personal barriers or biases that hinder effective listening. We have learned that improving listening is a continuous journey that requires self-discipline, humility, and a genuine desire to connect with others on a deeper level.

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Annexes

Annex 1: Tutor and Specialist assignment.



FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

MEMORANDO

REFERENCIA: PINE-121-2023

DE: MSc. Sara González Reyes
DIRECTORA DE CARRERA (e).

PARA: Asencio Briones Christopher Alexander
Parra Suarez Elsa Leonor
ESTUDIANTES CARRERA PINE

Cc: MSc. Sandra Caamaño López
MSc. Christian Puya Quinto
DOCENTES CARRERA PINE

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 05 de mayo del 2023

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2023-012, Sesión Ordinaria del 27 de abril del 2023, fue aprobado el tema de su trabajo de integración curricular denominado "The use of Self-learning techniques on the development of listening skills in eighth semester students of PINE.", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
MSc. Sandra Caamaño López	scaamano@upse.edu.ec	0990794148	Tutor
MSc. Christian Puya Quinto	cpuya@upse.edu.ec	0960701230	Especialista

Particular que informo para los fines pertinentes.

Atentamente,



Lcda. Sara González Reyes MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).

C/c Archivo

Annex 2: Anti-plagiarism Report**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA****BIBLIOTECA****Formato No. BIB-009****CERTIFICADO ANTIPLAGIO**

La Libertad, 19 de Julio de 2023

En calidad de tutor del trabajo de titulación denominado “THE USE OF SELF-LEARNING TECHNIQUES ON THE DEVELOPMENT OF THE LISTENING SKILLS OF EIGHTH SEMESTER STUDENTS OF PINE” elaborado por los estudiantes Asencio Briones Cristopher Alexander y Parra Suarez Elsa Leonor, egresados de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciados en Pedagogía del idioma inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto mi similitud.

Atentamente,

A handwritten signature in blue ink, which appears to read "Sandra Caamaño López".

MSc. Sandra Caamaño López

DOCENTE TUTOR



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fecha de fin de análisis: 17/7/2023

Número de palabras: 6839
Número de caracteres: 46.726

Ubicación de las similitudes en el documento:



Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	www.scielo.org.co http://www.scielo.org.co/pdf/calj/v20n1/0123-4641-calj-20-01-00011.pdf	< 1%		Palabras idénticas : < 1% (54 palabras)
2	www.redalyc.org Promoting Listening Fluency in Pre-Intermediate EFL Learners Thr... https://www.redalyc.org/journal/1692/169255824011/169255824011.pdf 5 fuentes similares	< 1%		Palabras idénticas : < 1% (29 palabras)

Annex 3: Interview Transcript

Question 1: What self-learning technique has helped you to improve your English skills?

P1: Okay, I think that the movies are a good way to practice listening skills because we can identify many words or some vocabulary applying the subtitles in the movie. So that is my opinion. I don't know how you think.

P2: I according with him, but I consider that listen to music is also another self-development technique because you can imitate some of the words that you don't know how to pronounce it.

P3: Yes, I couldn't agree more with my partners. Instead of that, I could say that podcast could be a good way to improve my listening skills because you are listening to real situations of real people talking about specific things or topics, so we must handle with that.

P4: If you must improve your listening skill, you could also repeat what they are saying. I think the best technique is the videos YouTube has become a global platform to broadcast information not only in entertainment. This is a multiple post tool with a single clip you just get millions of explanations in an impressive artificial manner. These videos are stimulating, energetic and very practical. A technique like this could be applied in any class regardless of the major so I think it's the best option to take.

P5: I agree with my partner, and he said video could be a great option, especially as he said YouTube because you can, for example, do other things while you are listening. So, you are practicing in this case you're practicing your listening skill without notice that so that is my it in comparison to my partners.

P6: I would like to provide music as an answer because this is what has helped me and it is a resource, learning resource that is very easy to get since nowadays we have alert technology, and we can get some apps like Spotify and these kinds of sources will help us to listen to music and have the lyrics of the music very present. So, in this way we can learn a lot of vocabulary, idiomatic, expressions as well as improve our listening skills since it has the Our organization.

Question 2: Why self-learning techniques are useful for learning a new language?

P1: Okay, I think that self-learning techniques are useful because we don't only need a teacher to teaching us the skills, we also need our self-education to improve or to develop our abilities in this language. In that way, the impact that these techniques have on me are to. Enhance my vocabulary could be because when I listen to music, for example, I can comprehend most of those lyrics in my life. Like students they were the most useful technique that all teachers apply when we need to take lessons or other tasks.

P2: I think that the audio and podcast was the most useful. So, I think that technique, it's more useful in learning to improve the listening. Yes, indeed. In this case, to improve your listening skills. And if you must learn a new language, these self-learning techniques like watching movies or listening to music could be useful because you are listening from the beginning. Of this.

P3: If you don't know anything about that language, you can improve that. And you can also listen to new words that in this case, everything is new for you. So, you can listen to all of this. Watching. Series also because you watch the context, and you must enhance that skill by watching this type of video. So, the impact would be in this case. Well, for me, you can also improve another language, like French, perhaps. Or Italian so you can also apply these

techniques in the path was grateful for me because I was learning a lot watching this kind of videos perhaps.

P4: Okay, I state my opinion. The videos are the best techniques here. Audio and video combined with transitions and examples in a practical format that you can control yourself is really shocking. And I speak from a general point of view because all these techniques can be manipulated under this rule. It pauses in a video and rewind it, so you understand just vocabulary, then play the podcast while you are preparing a snack. To take advantage of the time are actions that I have repeated chosen of times that in a long run helped you a lot with certain English skills, especially with listening and speaking. They are precisely useful for the fact of being techniques of self-learning. It facilitates you too much that from your own mobile device you can have audiovisual learning resources.

P5: Well, first answering the first question yes, I think that self-learning techniques are useful since it's an easy way to access to learning and, it's cheap. Also, in this technique we can share with others or different techniques. For example, I can learn from my partner if she or he likes watch videos and on the other hand, I like to hear audios he can say I like videos for that reason and the reason so I can learn from him or her. So, it's a useful technique. The impact that it has on my development or listening, it's good because, as I said before, we can learn from others, and we are learning from ourselves. As my partner said before. I think that one of the main reasons that people chose this technique is because they are very accessible and it's easy to access to different resources and turn them into learning resources.

P6: In my case, my main self-learning technique is hypnotic, so it is fair to mention that this has a great impact in my learning process because is not only about listening skills the benefits are. A huge vocabulary as well as speaking skills. So, they are very useful for the

learning process, especially if we use these resources in the target language since we are foreign language learners.

Question 3: What is the impact of self-learning techniques on the development of your listening skills?

P1: Okay, so I stay with my answer that I said before podcast in this case help have helped me in the everyday practicing because while you are perhaps studying or doing another thing, you can listen to a podcast for a specific purpose.

P2: So, let's say that you are listening something regarding to movies or something that you like. So, you are watching, you are listening I mean that those persons are talking about that topic, and you like the topic,

P3: So, you are feeling that like you are not studying at all. Instead of that you are feeling that podcast and enjoying it. That's the way that have helped me for practicing. It okay.

P4: In my case, it was different. In this part, I apply the audio techniques because when I am listening to song, I think that the song is included in the audios. When I listen to songs, I put the lyrics to follow the song and I can recognize using this technique.

P5: I can recognize some words that are new for my vocabulary and practicing in this way, I improve my listening skills. Okay? I practice listening to music, watching movies of series I mentioned that. So, the way those things helped me was like assimilate new words so it could be taken as teaching me the pronunciation or the sound of new words and especially.

P6: It helped me to acquire new vocabulary. So, we know that it is important to have a better performance in the speaking or listening. All these techniques have helped me a lot.

Question 4: How have videos, audio, podcast, and movies helped you to practice English?

P1: A class is not the same as a video but in the sense a video has limitations it but its advantages too. You can repeat it as many times as you want until you manage the process about the information thanks to that many topics that were difficult to me.

P2: To understand at the first time became more digestible of using this method. Well, in my case, the principal helps that I had found in the Spanish is improved my pronunciation throughout listening because all those niche videos, audios, podcasts and movie have the same thing in common you can hear those things.

P3: So, having this advantage of hearing the audio of a person that practiced the real English can help me to improve that self. So, it is the main help that I have found in practicing self-learning techniques.

P4: In my case, as I said before, music has been my main helper. However, I would like to mention movies and TV series as other alternatives to improve my listening skills because my permit teleport also has many benefits, and this will help us to acquire more vocabulary such as earmark expressions.

P5: And some sentences that could help us to sound more like native people, which could be taken as a personal goal for its learner. And we can be attached to other benefits in case of listening hear, because when we hear, we learn the pronunciation of some words as we may find difficult to pronounce before. And, of course, if we improve our listening skill, our speaking skill will improve as well.

Question 5: Is it better to practice listening activities alone or in a group?

Provide your reasons.

P1: I'm better practicing alone, because you can improve more disability because you are in your environment, and you can control those type of things. Perhaps if you want to watch a video or watch TV series, you can watch it, watch it on your bedroom or perhaps when nothing is tough in this thing and so you can learn more, acquire more vocabulary, perhaps so you could also practice in groups, but it has the opposite development of this. So alone is the better way for me.

P2: I agree with that perspective. I prefer to practice this skill alone. I like to concentrate more on what I do instead of concentrating. If other people understood it in groups, it's useful sharing ideas. I do not try to say that practicing listening in a group is heavy, but it is tedious. I like to be in control of my actions and honestly know the esca I can have. And then I self-assess myself and without remorse know the troubles and then welcome them.

P3: I agree with my partner because in the way that practice alone. Because when we are practicing listening, we can make mistakes and we can correct those mistakes. In my case, I practice listening along to improve my skills. I take notes that I listen it. It okay.

P4: On my experience I can say that it's better to practice in group because I can understand many things that perhaps I didn't listen now and my classmate can help me of that so we can share ideas, some ideas of that. So, I prefer to practice in book.

P5: Well, in my case I prefer practice my listening alone because I can be more concentrated. Also, for me it's better because as one of my partners said, you are in your own environment so you can relax and just think and hear and be concentrating in the listening part.

P6: And in my case, I prefer practicing alone and it could be a personal reason, but in my case, I don't like noisy places and noisy environments and I need to. Make the self-learning tool a learning resource. I need to be in a quiet place to take as much as information as I can, as I can. So, I prefer to practice alone,

Question 6: What are the advantages of using self-learning techniques to improve listening skills?

P1: by the way, because in this way I can also take more control of the timing of the song if I want to stop to investigate some expressions that perhaps I don't know at that moment. So, I think that it is important for me to practice all alone.

P2: I would like to mention simple and daily activities or daily factors that we can find while practicing practicing listening skills is the fact that many learners are not used to noisy environments. So, a classroom can be very noisy. In this case, it could be very challenging for this person to hear correctly.

P3: However, there are other challenges that learners can. Find in the learning process, such as difficulty to remember some words. Perhaps they know their words, but now they don't remember. And in my case,

P4: I would like to mention the understanding of some accents, like the Australian accent, the British accents. It could be very difficult if we don't have enough practice listening other accents besides the American rule. Okay, the biggest challenge I must face when I practice listening is pronunciation.

P5: In many cases when I practice, I can recognize many words by the intuition or knowledge, and it is great rectifying. But when I apply the British pronunciation, it becomes complicated. So, to change in pronunciation is the biggest challenge that I had when I practice listening.

Question 7: What are the challenges that you face when you applied self-learning techniques for listening?

P1: Ah, I could face some challenges while practicing listening skill, in this case with the same example of the podcast. The challenges that I faced were the internet connections.

One, the second one, of course, were the pronunciation of some people because they are talking in the natural way.

P2: Sometimes I couldn't understand at all what they were saying. So, other challenges that I could face were the noise of the environment. Also, we can handle with this. Sometimes it's out of our hands, so we cannot control this.

P3: Okay. I consider one of the challenges that I've been through is the speed of playback. If you are starting to practice a new vocabulary focusing on a movie, it can be tiring to be bouncing the film just so you understand then one or certain words. In the end, you do not enjoy the movie and it becomes exhausting to be adding more and more vocabulary in a short time.

P4: The same happens with podcasts. By not having a transcription, it is easy to confuse certain words when you only have an audio playing. However, there are other platforms or processes such as Brainstorm, that together with these techniques, can help you better understand what you are listening to.

P5: Okay. I think that the main challenge could be the motivation because as we know, it depends on ourselves to improve with this kind of technique, and we are not motivated. It's like you don't feel ready to practice and you prefer to do something else. It well, in my case, the first challenge that I have found is,

P6: as one of my partners said, environment. Because we are usually when we practice that self-learning technique, we are in our home or in our home and not in the correct place. For example, a place without noise. So, it could be a real know. In my case, my challenge to apply this technique for this question honestly.