



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
**SCHOOL OF EDUCATION AND LANGUAGES**  
**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“EFFECTS OF DIGITAL BOOKS IN THE LISTENING SKILLS ON  
THE SECOND BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA  
AMERICANO”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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**La Libertad – Ecuador**

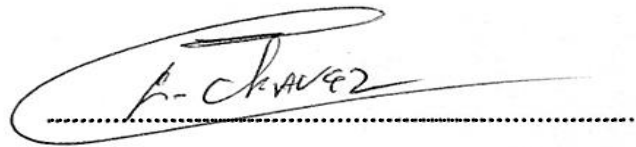
**2024**

La Libertad, December 20<sup>th</sup>, 2023

### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title “EFFECTS OF DIGITAL BOOKS IN THE LISTENING SKILLS ON THE SECOND BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA AMERICANO” prepared by Erick Alfonso Córdova Aucancela, an undergraduate student 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 in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

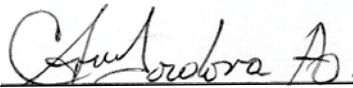
A handwritten signature in black ink, appearing to read "A. Chavez", is written over a horizontal dotted line. The signature is enclosed within a large, loopy oval shape.

Chávez Gonzabay Leonardo, MSc.

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## Statement of Authorship

I, ERICK ALFONSO CÓRDOVA AUCANCELA, with ID number 0912777083, an undergraduate student from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in my role as author of the research project "EFFECTS OF DIGITAL BOOKS IN THE LISTENING SKILLS ON THE SECOND BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA AMERICANO", certify that this study work is of my authorship, except for the quotes, statements, and reflections used in this research paper.



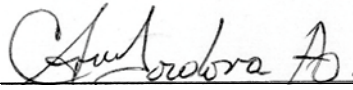
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## **Declaration**

The information and content in this degree and research work are responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.



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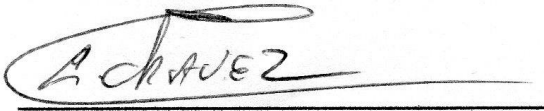
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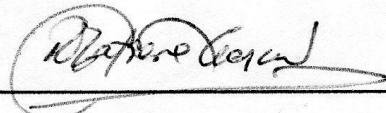
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## **Acknowledgment**

I would like to take this opportunity to first thank God for having given me health and strength to continue and be able to successfully complete another stage of my life, to my family I owe a lot for their patience and affection towards me, without them I could not have made it, to my father who helped me in everything within his reach, to my dear and beautiful mother who is in heaven and who gives me her blessing from there, to my sister for her encouragement to move forward. I know that it has been a hard battle to continue and that I have had bitter moments as well as joys, but the road continues towards the practice of my professional major.

Erick Alfonso Córdova Aucancela

## **Dedication**

I want to dedicate this research project to my beautiful and dear wife and children who have been my support of love they have always been my pillar and my motivation despite all the barriers that have arisen they have remained by my side, and I thank God that it has been so, I only hope to reward everything they have done for me, and strive to give them better days that they deserve to live, I have the conviction that from here on things will go in the right direction and that we will enjoy what we had longed to enjoy and remember in our lives.

With love,

ERICK ALFONSO CÓRDOVA AUCANCELA.

## **Abstract**

Digital books have been increasingly popular in recent years with the teaching and practice of English as a second language offered by these technological resources within a digital platform, and in which students have been motivated to improve their listening skills through different easy-to-use educational tools, which is why teachers have used this type of practices more frequently to raise the level of their students and have a better listening comprehension of written text or interactive narratives provided in class. For this reason, this research had the objective of identifying the potential advantages and barriers that teachers face when putting into practice their teaching students who are currently studying at the level of higher basic education in the "Unidad Educativa Americano". For this research, the qualitative method was applied to obtain the results through a group interview with the teachers of the English subject in person with open questions. The results showed that there are many advantages over the limitations that exist in the classroom, however, it is important to mention that there are challenges faced by teachers with students who have not yet raised their level of learning by learning in a traditional way with written texts without the use of technology and the lack of adequate resources provided by the educational institution for teaching.

**KEY WORDS:** Digital books, technological resources, listening comprehension, potential advantages and barriers, challenges, traditional way.



## Resumen

Los libros digitales han sido cada vez más populares en los últimos años con la enseñanza y practica del idioma inglés como una segunda lengua que ofrecen estos recursos tecnológicos dentro de una plataforma digital, y en la que los estudiantes se han motivado a mejorar sus habilidades de escuchar a través de diferentes herramientas educativas fáciles de usar, es por esto que los docentes han utilizado este tipo de prácticas más frecuentemente para elevar el nivel de sus estudiantes y tengan una mejor comprensión auditiva del texto escrito o narraciones interactivas brindadas en clase. Por tal razón, esta investigación tuvo el objetivo de identificar las potenciales ventajas y barreras que enfrentan los docentes al poner en práctica su enseñanza en los estudiantes que actualmente están cursando el nivel de educación básica superior en la "Unidad Educativa Americano". Para esta investigación se aplicó el método cualitativo para la obtención de los resultados a través de una entrevista grupal hacia los docentes de la asignatura de inglés de manera presencial con preguntas abiertas. Los resultados evidenciaron que hay muchas ventajas por encima de las limitaciones que existen dentro de clases, sin embargo, es importante mencionar que hay desafíos que enfrentan los docentes en estudiantes que aún no han elevado su nivel de aprendizaje por aprender de manera tradicional con textos escritos sin uso de la tecnología y la falta de recursos adecuados que brinda la institución educativa para la enseñanza.

**PALABRAS CLAVES:** Libros digitales, recursos tecnológicos, comprensión oral, posibles ventajas y barreras, retos, vía tradicional.

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## Introduction

Digital books in language learning have become increasingly popular in recent years. Although the use of digital books has many advantages, some potential drawbacks need to be considered. This research topic investigates the effects of digital book use on the listening comprehension skills of high school English language learners. Also, the effects contribute positively or negatively to learning listening skills in a foreign language. Additionally, it explains how students adopt certain techniques to improve their listening skills using digital books.

Research studies have been conducted on the effects of using digital books on English language listening skills for high school students, there are some such as incorporating e-books into teaching materials has a positive impact on listening comprehension, particularly for students with low proficiency. The use of audiobooks can improve the listening comprehension and listening comprehension attitudes of high school students. Authentic listening materials can have a significant impact on primary EFL learners' listening skills.

This research project adopts a qualitative research method employing interviews to explore and collect information on the effects of the use of digital books on the listening skills of second-year students in the English language at "Unidad Educativa Americano". Phenomenology serves as the philosophical and methodological framework, aiming to understand and interpret participants' knowledge. The data collection technique is collective surveys that allow to collection of in-depth information from respondents about their experiences in the use of digital books in English listening skills.

The research was conducted with students of the "Unidad Educativa Americano" where there are 35 students in total, located in the province of Santa Elena, chosen for their current academic performance in English language learning using digital books. Fifteen students

participated in the study with regular academic performance in English language learning using digital learning books within the academic formation of high school, who provided relevant elements for this research project.

This research project is organized into five chapters: The first chapter explains the problem statement to explore the effects of using digital books by defining the benefits and challenges as integration in English language learning. The second chapter compiles the research conducted by previous authors that form the basis of this research. The third chapter defines the methods that were applied to explore the effects caused in the English language learning process, the data collection techniques, the instrument, and the description of the sample, to collect information about the effects of the use of digital books on the listening skills of second-year students in the "Unidad Educativa Americano" through open-ended questionnaires. In the fourth chapter, the data collected on the positive and negative effects on students' learning of English and their relationship with the theories presented in the second chapter are analyzed in the correlation between the literature review and the data collected from the surveys. Finally, the fifth chapter presents the authors' reflections on the research process, insights gained, and experiences learned throughout this journey.

## Chapter I

### **Research Topic**

Digital books and listening skills.

### **Title of the project**

Effects of digital books in the listening skills on second bachillerato students at "Unidad Educativa Americano"

### **Problem statement**

The use of digital books in high school education has become increasingly popular in recent years. Individualized learning digital textbooks give students an adapted pathway for learning. Teachers can customize resources in e-textbooks to support different learning styles. Often includes interactive features that capture learners' attention, such as videos, animations, and audio clips. Also, digital books are portable and can be accessed on smartphones, tablets, and laptops, allowing students to access learning materials anytime, anywhere.

According to Haleem et al. (2022b), "With smartphones and other remote innovation devices becoming more prevalent, it makes sense for schools and teachers to competently use digital books as a technology resource". This is why there is great potential in the use of digital books as an effective teaching method for educators today and that has boosted the development of knowledge in the student field.

As Harman (2023b) mentions, "Digital books have created an instructional shift that makes students memorize better and faster, ensuring that learning is never boring from early childhood in schools through higher education". Rather than listening to one individual ceaselessly talking, students can now effectively take an interest in the learning preparation.



Coordination of digital books into classroom instruction makes learning a fun and safe encounter.

According to Hsieh, Yufen; Huang, and Siouwun, (2020). “The study found that the use of digital books had a positive impact of more than 60% improved listening skills in EFL students and caused greater interest in learning new words through narrations of everyday routines that people normally perform”. Overall, the use of digital English books in high school education in Ecuador is still in its early stages.

Nichols (2019), mentions that: “The barriers to listening skill preparation have been improving due to certain errors that are disappearing about not prioritizing listening skills over other skills to be learned. Teachers have noticed that listening can be a teachable skill”. In general, people feel that concentration while listening may be a more notable issue than concentration in any other form of individual communication.

This research focuses on examining the effects of digital books as technological tool that can create potential advantages during the English language learning process in the listening skills of high school students in the "Unidad Educativa Americano", and how teachers base their pedagogical knowledge to improve listening skills in a classroom in an interactive and dynamic way.

Additionally, this research will define how digital books facilitate students' academic preparation. Finally, the impact of the use of digital books on the academic learning of second baccalaureate students with their English teachers will be analyzed, focusing on the effectiveness of communication, feedback, and collaborative learning in the classroom.

## **Problem Question**

### ***General question***

How can digital books contribute to the learning process effects of English language listening skills in second bachillerato students in the province of Santa Elena, Ecuador?

### ***Specific questions***

1. What are the benefits of using digital books in listening skills for second bachillerato students at “Unidad Educativa Americano”, in the province of Santa Elena?
2. What are the potential advantages that students have when using digital books to improve listening skills?
3. What are the challenges that teachers must improve listening skills through digital books?

## **Objectives**

### ***General objective***

To explore the effects of digital books in listening skills on second bachillerato students at "Unidad Educativa Americano".

### ***Specific objectives***

To recognize the potential of digital books as a tool for developing students' listening skills.

To analyze what are the challenges of using digital books to improve listening skills.

To explain how digital books can create a positive impact and dynamic for students' listening skills.

### **Justification**

In recent years, digital books have become increasingly popular in educational institutions. With the development of technology, many schools and universities have started to integrate digital books into their curricula. Therefore, this research focuses on showing how there are many potential advantages of digital books in academic learning in the classroom and how students show an interest in learning more and more in an interactive and dynamic way. This in turn has helped teachers to have more alternatives to teach effectively and professionally.

Based on the research performed, listening skill is usually the weakest ability of EFL learners who experience different types of tuning problems. Digital books have some potential focal points for high school students to advance their listening skills in the classroom. That is why this research project aims to explore what contribution digital books can offer to the listening skill in the educational field used by educators as an interactive way to improve that skill.

Hsieh and Huang (2019) mention: “This study demonstrated the advantages of digital books in improving listening comprehension skills among high school students with different levels of English, conducted in the country of China. Test results showed positive effects in 40% of low-level students”. In the case of these students, the use of images, videos, audio, etc., with an outstanding standard seemed more viable for the advancement of listening in English with a foreign accent than that spoken by the educator.

Digital books provide students with a completely rich learning experience and help improve learning outcomes. Using digital books in educational institutions, students can use interactive features that attract their attention, watch videos and animations, and listen to audio clips. Digital textbooks also teach students to use technology responsibly and obtain information from a variety of digital sources, which can help them strengthen their executive functioning skills.

In summary, this research will provide relevant information to know the potential of digital books in schools. At the same time, it will provide a clear orientation for future research related to this topic and to know the listening skills of students using digital books as a technological tool. In addition, educational institutions will be able to take the different results obtained as a pedagogical basis in the integration of digital books in the classroom to offer students a more interactive and engaging learning experience.

## Chapter II

### Theoretical Framework

#### Background

As mentioned by Muhişom et al. (2023), this article called Utilizing Book Creator as a Digital Module to Improve Student Listening Skills in Elementary School conducted a study for non-English Indian students using digital books as a learning tool. It showed that students improved their skills. This is related to the fact that daily routines include listening to any stimulus that the brain receives and there are certain characteristics that every human being can have, such as the adequate listening comprehension capacity to carry out certain orders given through interactive media such as narratives within educational digital books.

Akdamar (2021), mentions that research on narrative stories in listening skills was conducted on 64 sixth and seventh-grade language learners in the city of Adana, Turkey, where they were divided into two groups (those before and those after the assessment) to note the attitudes and thoughts when they were given a listening comprehension test. The results showed that the pre-test group was more motivated than the post-test group and the post-test group was more discouraged, however, these statistical data provided that the post-test group was more interested in learning and improving their listening skills in a variety of narrations to be at the same level as the pre-test group.

Zeynep (2020) mentions that based on a study conducted on the language students of the Turkish State University to determine the opinions on digital storytelling being useful for academic application in English listening skills, a test was conducted beforehand and then another one at the end of the process, six questions were asked to the participants during the

research. The results were successful showing that the digital stories improved the listening comprehension ability and vocabulary of the participants.

Mayorie (2022) mentions that a research study was carried out with 3rd BGU students from the Juan León Mera “La Salle” Educational Unit to recognize the effect of digital narrative stories with a qualitative and quantitative approach, with the participation of 35 students divided into two groups, to take a pre-assessment of the PET Cambridge exam, during the one-week process there was an educator who applied listening activities. As a result, students overall improved their score from 5 to 8.9 out of 10. This study shows that the use of a technological alternative such as digital books can generate great interest in the teaching method within a classroom in educational institutions in Ecuador.

According to a study conducted by Jacqueline (2023), the main objective was to evaluate the effectiveness of the BrainLang application as a digital tool in 40 students in the second year of high school (BGU) of the Unidad Educativa "17 d Abril" in the listening skills. For which a previous evaluation was applied through the Cambridge PET (A2) to recognize the initial level of skill that the participants had, which showed as a result an average of 4.82 out of 10, then several interactive activities were carried out using the application mentioned above with audiovisual resources, giving different statistical results from the beginning of the process of which the overall average was 8.51 out of 10, showing positive evidence in their academic performance.

Zenger (2021) mentions that great listening was seen as an agreeable discussion. In these intuitive, criticism streamed easily in both headings with not one or the other party getting to be cautious around comments the other made. By differentiation, audience members were seen as competitive — as listening as it was to distinguish mistakes in thinking or rationale, utilizing their hush as a chance to plan their following reaction. That might make you a fabulous debater,

but it doesn't make you a great audience. Great audience members may challenge presumptions and oppose this idea, but the individual being listened to feels the audience is attempting to offer assistance, not needing to win a contention.

According to Magyar et al. (2022), the comes about appears that understudies have gotten way better comes about in listening in comprehension errands than in perusing assignments their execution in information securing was more noteworthy than their accomplishment in information application. The basic show appears that dialect learning and the procurement and application of information are emphatically interrelated; Besides, the level of utilization of memorization and elaboration procedures specifically influences both information securing and application abilities.

### **Pedagogical basis**

Digital textbooks are considered a reliable tool. They are bringing an innovative and creative way to help professors improve their lessons and develop a completely different structure of teaching compared to the traditional chapter-by-chapter lecture, where students don't interact and have minimum participation. E-textbooks are helping students to become active learners where they can participate more instead of being just listeners.

Vygotsky believed that all cognitive functions originate in (and must therefore be explained as products of) social interactions and that learning did not simply comprise the assimilation and accommodation of new knowledge by learners; it was the process by which learners were integrated into a knowledge community (Social Constructivism | GSI Teaching & Resource Center, n.d.).

### **Theoretical basis**

According to Sari et al. (2022), mention that: “The circumstance has changed. Within the advanced time, data and innovation have been created rapidly. The application of technology-based learning has numerous preferences, especially in learning resources and activities”. This leads students to seek autonomous and interactive ways to better learn a foreign language in and out of the classroom, through the knowledge that is created as information is acquired by practicing with digital resources such as audiobooks.

### ***Strategies for learning listening skills***

According to Xu et al. (2021), this thought explored diverse sorts of English listening in instruction, tuning in self-efficacy, and listening in methodology utilized, especially the intervening part of self-efficacy between tuning in instruction and methodology utilized. The comes about appeared that diverse sorts of listening in instruction had distinctive impacts on listening in self-efficacy and procedure utilization, in which self-efficacy played an interceding part between tuning in instruction and procedure utilization.

### ***Advantages of the listening skills***

When considering talking abilities, we disregard how effective our listening aptitudes must be, which they go before talking capacity. Listening in while somebody is talking is key. It models designs, sound, prosody, highlights, word arrangement, co-locations, and conversational activity. It's also a vehicle for obtaining data, and planning to proceed a discussion, whether with more data or addressing. Indicating all these concepts unequivocally to understudies, notwithstanding dialect capability, will increase metacognition and mindfulness of how dialect works (Ferlazzo, 2023).



### ***Barriers to the application of listening skills in learning***

According to Namaziandost et al. (2019), mention that: "No one can deny the importance of listening skills in prior dialect learning since the key to getting a dialect is to get the right comprehension". EFL students have real problems with listening comprehension in English due to the reality that high schools pay more attention to English language structure, reading, and lexis, as printed texts are still used and more advanced resources such as digital narrative texts, where listening skills are practiced much more.

### ***Disadvantages of listening skills in the learning of the English language***

Lstadmin and Lstadmin (2023), mention that for students with a limited information base and lexicon, listening to a news story can be especially disconcerting because most of the words used to refer to an event are not understood. Young learners may not be embarrassed to ask about words or thoughts that are known. Be that as it may, more experienced students often feel embarrassed not knowing something that the students around them know.

### ***Digital Books***

Utilizing advanced audiobooks in remote dialect education has become progressively well-known due to their various benefits. Audiobooks have customarily been utilized with second-language learners, learning-disabled understudies, and battling perusers or nonreaders. Audiobooks can offer assistance to learners in moving forward with the tuning in comprehension, lexicon, language structure, and elocution. Coordination of audiobooks into instructing and the learning environment, particularly in the remote dialect directions setting, is exceptionally critical.

Henriquez (2023) mentions that: "Reading is inevitable when learning a dialect, but it takes time and requires some concentration. A fix might be on the horizon: audiobooks."

Audiobooks present some impressive advantages for dialect learners and could be compared to almost conventional listening. This in turn makes the learner more interested in listening than reading, and thus the person would gain a better understanding of the language being learned.

According to Almaden (2022), a bit like perusing a physical book, tuning in to an audiobook makes a difference in diminishing push and negative considering. There are hundreds of cases not thousands of audiobooks accessible for anywhere person to listen to, from humorous stories to exciting experiences – there's a story fair right for any person.

Listening to an audiobook is an easy action, so a fun thing to do at the same time is to “practice self-care” like putting on a face mask or cooking a delightful feast.

Indeed, individuals who utilize audiobooks for listening can make strides in the lexicon. If the learner listens to a word a few times, it is put away in long-term memory. Numerous audiobooks utilize reiteration accurately for this reason, so the chances of moving forward lexicon are very great. Listening improves your comprehension. Think of an expression that continuously makes perplexity. When hearing the same expression, a handful of times, it'll get it immediately. After a while, it might find that understanding that Spanish woman isn't such an exertion because it utilized to be (Koubova, 2022).

### ***Advantages of the use of digital books***

The way of teaching in academic importance has developed considerably in the last long time. This incorporates the number of books distributed in open get to online. In turn, it has likewise made a difference in academic performance to require arranging with a lot of time, as diverse universal, territorial, and close to leading the way in driving quick changes inside the scene of distributing copies that help teaching. All this centered-on research accessible in journal

articles, and in open-access books to enhance students' education with online texts (Neylon et al., 2021).

According to Harman (2023), instructive teachers and companies are progressively turning to digital books for preparing since they are way better prepared to offer clients locks in learning and perusing encounters. Learners advantage the foremost from it, as one does not need to carry a pack full of books each day. It allows the client to store numerous books on the gadget, numerous more than anybody can examine in a lifetime. A few individuals might feel that since it's a modern innovation and unused gadget, the fetched clearly would be higher than that of printed books. But it's very the inverse. digital books take a toll much less than printed books. Since there's not much pre-production included like that in printed books.

Physical books are still more common than digital books. On the other hand, the number of people consulting books in a computerized organization has been increasing steadily. Younger users prefer advanced forms of books, as they can read these digital books anytime and anywhere, they need to. In addition, digital books can be accessed through versatile devices at any time and from anywhere. Unlike conventional libraries, advanced libraries allow users to access advanced resources via the Web using any device, such as computers, tablets, or smartphones (Admin & Admin, 2023).

### ***Disadvantages of the use of digital books***

In spite of the developing notoriety and benefits of perusing advanced books, these are not without blemishes. Digital books' prerequisites alter from stage to stage, and inaccurate designing does not go over well with individuals who examine computerized books and anticipate faultless conveyance to their gadgets. Print books are much less requested in terms of plan (Pros and Cons of Ebooks, 2022).

To specify a few well-being impediments to perusing advanced books:

- Eye weariness and vision issues.
- Issues perusing advanced books and having a wonderful perusing involvement.
- Control source required for the digital book.
- Counterfeit light from innovative gadgets with advanced books makes it troublesome to study with vision issues and inabilities.
- Well-being issues as a result of intemperate utilization of the screen.

According to Robb (2019), the utilization of advanced course listening has moreover been related to potential drawbacks. Major regions of concern detailed by specialists incorporate constrained modern substance, jumble with inclinations, lower comprehension, and rising costs. This move in the center has brought about a diminish in assertions between distributors and unused creators to make unused sources. Numerous teachers are reacting to the challenge of restricted unused listening material choices by self-publishing and making these possess open instructive assets.

Viktoria (2023) mentions that gadgets cannot be totally depended upon, as they tend to break down at the foremost unfavorable times. Cutting-edge apps may not back the favored digital book organization, and what's more, being stuck on phones and tablets for as long doesn't progress your visual perception. The choice to transition to digital books could seem appealing, helpful, and exceptionally interesting, but in conclusion, it all comes down to individual inclination. A few individuals are inclined to appreciate the feel and scent of paper books, whereas others like to have them helpful and digitized.

Students hold less: All the interaction and varying media data when working is more like amusement, students can get it small, analyze less, and hold exceptionally small. In expansion,

turning a page isn't the same as looking over. It appears that our brains have not advanced to the level of holding a huge sum of looking over the information. Numerous understudies favor difficult duplicates: shockingly, but genuine, the brightest understudies in specialized subjects still favor difficult duplicates. It makes a difference for them to get more and the learning result is much way better (Pros and Cons of Digital Textbooks - HT School, n.d.).

### **Legal basis**

This research is related to the Constitution of the Republic of Ecuador which is established in Article 26 on:

"Lo educación es un derecho de las personas a lo largo de su vida y un deber ineludible e Inexcusable del Estado. Constituye un área prioritaria de lo política pública y de la inversión estatal, garantía de igualdad e Inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo".

In this article, it mentions that everyone has the right to education without distinction of gender, race, religion, etc., where the State must provide guarantees and access to education.

On the other hand, the Organic Law of Intercultural Education clearly establishes certain aspects such as rights and duties that the State has towards its citizens as indicated in Article 1:

“La presente Ley garantiza el derecho a la educación, determina los principios y fines generales que orientan la educación ecuatoriana en el marco del Buen Vivir, la interculturalidad y la plurinacionalidad; así como las relaciones entre sus actores”.

In this article, you can establish equal opportunity to access education without barriers.

## Chapter III

### Methodological Framework

#### Method

This research project is focused on the qualitative method directed towards the English teachers at "Unidad Educativa Americano" High School, in reference to the use of digital books in listening skills, the potential advantages and the barriers that Digital Books may have in the application of academic teaching-learning as a digital resource and in turn to obtain a non-numerical analysis through a focus group.

As Aspers and Corte (2019) mention qualitative research facilitates knowing more closely the social phenomena in an empirical way within their environment to be studied and in turn provides the scientific community with a better understanding of the results obtained and how to approach new research on the analysis of information collected from opinions, perceptions and behaviors about a situation or object. In addition, the researcher knows that qualitative research is very relevant to understanding how society develops and changes over time.

Qualitative research has a deeper approach to exploring the behavior of human beings within society as a social phenomenon in which the different actions carried out by the individual in the environment are analyzed and interpreted which in turn facilitates taking more samples. Focused and specific to better present the data collected from different opinions on an existing social problem and the recommendations that could be determined in future qualitative work (Loyola Marymount University, n.d.).

Qualitative research can provide relevant data on the potential advantages and barriers of digital books on the English language listening skills of second-year students and, in turn, future

researchers can learn about the different experiences and appreciations that the participants have during the research. through focus groups where educators present their points of view on the use of digital books as a technological resource within the classroom for teaching a foreign language (Hsieh & Huang, 2019b). These mentioned data are very useful to recognize the different language domains and attitudes that students have in a classroom.

A focus group usually consists of a minimum group of people who contribute opinions and experiences in the field being discussed. These people come voluntarily to participate around a table to provide relevant information about questions of interest and to collect data about a problem present within an environment. In this way the researcher can understand and interpret the perceptions of the participants. (Characteristics of Focus Group Discussions | Bizfluent, n.d.)

This research project will set up a focus group for educators. This focus group concept aims to gather insights from educators in the English area who has used digital books to improve listening skills. The ten questions are designed to encourage seven participants to share their experiences and opinions, and to identify the best educational practices using digital books to improve the listening skills of the second bachillerato students. The results of this focus group can be used to inform the development of digital books that better support the development of listening skills in high school students.

### **Type of Research**

Phenomenological Studies

### **Case analysis**

Phenomenology in qualitative research provides a theoretical resource for the application of educational studies that allow researchers to have a more focused point of view to understand and describe certain complex social phenomena based on human experience, and how

perceptions and attitudes influence the decision-making that marks the life of the individual, through a qualitative analysis. (Alhazmi & Kaufmann, 2022).

The deciphering of the encounter by everyone as lived experience within society decides what is reality, which is the establishment of phenomenology, so what follows are the elementary rules of phenomenology, these are: the examination of discourses and themes and the search for their conceivable implications constitute the foundation of the phenomenological plan.

### **Data Collection**

#### **Focus group**

A focus group is an approach that allows researchers to use qualitative data collection techniques and that can be to access the thoughts and feelings of research participants, which can allow the development of an understanding of the meaning that people attribute to their experiences. In this way, different opinions and perceptions can be obtained through this technique, which will be done face to face to generate interaction between the participants and get the necessary information (Characteristics of Focus Group Discussions | Bizfluent, n.d.).

#### **Instruments**

##### ***Questionnaire***

A formal questionnaire will be conducted to address the research topic through questions and answers to the educators.

For this group interview, it is understood that a set of well-detailed open questions will be asked, easy to interpret for the participants based on the phenomenon of study in qualitative research, and that will be later analyzed and presented as results of the information obtained. These results will be presented as evidence of educators' expressions and interpretations of the



potential that may exist in digital books on listening skills as a technological resource in the educational area.

In this research, 10 questions will be used for an easy understanding of how teachers consider that digital books can provide potential advantages in the listening skills of the students of the "Unidad Educativa Americano" morning and afternoon sections, within the educational institution, and to know how the interviewees can use digital books on the listening skills in their pedagogical strategy in the classroom. In addition, with the results of the information obtained it will be possible to expose which were the potentialities and barriers that the educators had now of putting in practice digital books as teaching listening skills in the English language to the students of second bachillerato.

### **Processing and resources for data collection**

The teachers who were chosen using the theoretical technique will be contacted and the group interview will be scheduled on the premises of the educational institution "Unidad Educativa Americano". In this process, the focus group interview will be conducted with a general questionnaire, which will consist of open-ended questions clearly understandable to the participants in the most flexible schedule for them, on the topic Effects of digital books in the listening skills in second bachillerato students.

After the conclusion of the group interview, the data collected from the survey given by the participants on the research topic will be reviewed for the proper interpretation and conclusion, and in turn to know about the potentials and barriers that could be during the implementation of digital books in the classroom to teach listening skills.

Based on this, the researcher should be previously informed about the academic results obtained by the students using the digital books as a technological resource to acquire listening

skills, but it is relevant to mention that there will be reasons why certain students have not adapted adequately to the teacher's teaching strategy, so it is necessary to ask the questions related to the topic so that teachers can analyze the questions given one by one and can express themselves about the performance of their students.

### **Population**

This research is being conducted in "Unidad Educativa Americano". It is in the province of Santa Elena, La Libertad-Ecuador, on the main avenue that goes from La Libertad to Santa Elena. This educational institution is state-owned and provides a quality academic level to high school students in which there is the subject of English as a second language there are 7 teachers in total in the area where there are 4 teachers in the scheduled morning and 3 teachers in the afternoon hours respectively. The classes are in classroom mode in the educational institution, there are several levels of education and classrooms according to the schedule due to student demand and the large number of students per classroom.

### **Sample**

Although there are several teachers in different subjects within the educational institution, only the 7 teachers of the English subject were considered for this study, the reasons were that there are few teachers in the subject of English, and they are designated in two different schedules to compensate for the academic demand. The participants answered 10 open-ended questions about the research topic in a classroom of the educational institution, and data were collected based on their opinions and perceptions of the group interview.

## Chapter IV

### Analysis of Findings

#### **Brief explanation of the findings.**

The analysis of the data collected through the various opinions of the interviewees showed how digital books in listening skills have contributed to the teaching of English to improve academic performance in their students, considering as teachers the potential advantages and barriers that were presented to use a digital book as a technological resource in the learning process of the students in their class for listening skills.

This interviewed group included 7 teachers with English and Educational experience who use technological resources in their teaching strategies. The participants were chosen because they were all from the English subject and at the same time to obtain more precise information about the research carried out in the educational institution, considering their academic experience in the use of technological resources for teaching listening skills to high school students.

Through these resources, students have had more alternatives to improve their listening skills in the classroom, which has made them show a greater interest in learning English in an adequate way, and they can develop a greater knowledge to improve their level.

On the other hand, there were certain opinions that referred to the various challenges they have had as educators so that in an equitable and balanced way certain students go to the same level of understanding that unlike others learn faster or have already had an early preparation of the foreign language. In addition, the interviewees expressed other factors that create difficulties in teaching English such as low economic resources, connectivity problems, not having a technological device, lack of interest in learning, and fear of making mistakes.

In this focus group, the interview process consisted of ten open-ended questions so that the interviewees could freely express their perceptions and experiences in the teaching field, providing relevant data about the potential and challenges they face in improving their students' English proficiency. However, the educators showed some concern about the limitations that exist in certain students and the lack of educational resources to develop without complexity a better teaching by creating a more interactive and dynamic environment in the educational practice.

### Interpretation of data from focus group

#### 1. How do digital books affect the listening skills of students?

*Figure 1*

Description of keywords of whether digital books could affect students' listening skills.



*Note:* These words were chosen as the most relevant to create an interpretation of the question related to the interviewees.

Participants mentioned that in a globalized world, students are now immersed in technology and that it can have a positive impact on improving their listening skills through digital books, adopting a commitment to learning on their own, as they can play interactive audios whenever they need to inside or outside the classroom to practice their understanding of English. In addition, it allows students to acquire educational packages virtually through platforms or websites.



### 3. How do students perceive the use of digital books in improving their listening skills?

*Figure 3*

Description of keywords about the perception of students in the use of digital books.



*Note:* The most common words in this image are “social media”, “board game”, “perception”, “cell phone” and “interact”.

Most of the participants considered that students give significant importance to the use of social media through any technological device, and often prefer to choose to use a cell phone to learn something new and interact on the web than to use board games or read, this makes students feel more motivated to learn in a more fun and interesting way with digital books thinking they are using a social platform without much effort to understand, one such example is educational applications that they search for, in which there are many interactive videos that facilitate the learning of the English language according to the perception that students have shown.





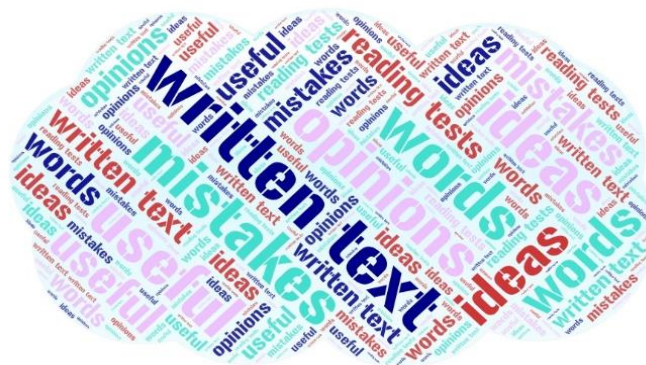




## 7. How do digital books with written text affect the listening skills of students?

*Figure 7*

Description of keywords about written text could affect listening skills.



*Note:* This image presents information gathered from the interviewees' interpretations of how written texts might affect listening skills using digital books.

For the participants of the interview, they consider that according to their interpretations, if a digital book has written text, it does not have repercussions or create some kind of barrier for the students but rather it favors so that they can connect their ideas with what they are reading and pronouncing at the same time. They affirm that there can also be mistakes that students make when pronouncing certain words but in certain digital books, there are tools that allow them to listen to the correct way to pronounce those words, which helps the student to feel more motivated in their learning process.

**8. What are the differences in listening skills among students who use digital books with written text and those who use traditional books?**

*Figure 8*

Description of keywords about the differences among digital books and traditional books on listening skills.



*Note:* The most common words are “experience”, “websites”, “preferences”, “tendency” and “public schools”.

Participants claim that there is a gap between students who have used digital books and those who have used traditional books. A case in point is students who move from a public to a private educational institution, as they lack listening skills and have trouble understanding or interpreting certain dialogues. In addition to this, there are those who have never even used digital books on a platform or website, unlike others who are more captivated by technology and the benefits it offers them to learn and improve their level of English.

**9. How do students perceive the use of digital books with written text in improving their listening skills?**

*Figure 9*

Description of keywords about the perception of students using digital books.



*Note:* The figure shows the most relevant words from the group interview in which the participants expressed themselves about their perceptions as teachers.

Based on the information provided by the interviewees, this can be interpreted as teachers must deal with different challenges in their teaching in the classroom, students have certain limitations in terms of fulfilling tasks or activities correctly, due to lack of access to the digital platform in class time, and use a textbook as another resource, and then send as homework at home the activities found in the digital book of the educational institution. They mention that this does not guarantee that all their students are committed to reviewing the educational platform and reinforcing their knowledge learned in class. However, they express that it is up to them to be more motivated to practice their English listening skills at home as well.



## **Interpretation of bibliographic review**

### **Analysis and discussion of focus group vs bibliographic review.**

**1. How do digital books affect the listening skills of students?** According to the answers, young people have been so captivated by technological advances and their benefits that they often prefer to choose digital books to listen to and understand anywhere and anytime. This has made students avoid going to a conventional library and better use advanced digital platforms to improve their level through some technological devices, this is mentioned by (Admin & Admin, 2023). Therefore, the researcher has concluded that the results gathered from the interviews presented above with the participants reflect their experience as educators and their perceptions of their students being influenced by technology and their ease of using the different options within a digital book.

**2. What are the differences in listening skills among students who use digital books and those who use traditional books?** According to the information interpreted and related to what Henríquez (2023) mentioned, there is a great difference between people who prefer to read and listen to a book in the traditional way to understand the context and those who prefer to have more options to listen again as many times as they want and improve their understanding of a specific story or text. This is why the participants mentioned that there are many advantages to their students preferring to use a digital book because they understand the dialect of a native speaker better than just listening by themselves to what they read in a conventional textbook or learning what only the teacher tells them in class.

**3. How do students perceive the use of digital books in improving their listening skills?** After analyzing the answers provided by the interviewees about their perceptions and the relationship with what is mentioned by (Almaden 2022) when listening to a digital book has

more benefits and utilities to better understand an order or steps to follow such as from educational stories to cooking recipes, and that is easily accessible on the internet for anyone, lowering the levels of complexity to enjoy and have more interest in using it. This shows that the interviewees have considered in a positive way what their students have presented throughout their teaching process in the listening skills thanks to digital books as technological tools for educational learning in English.

**4. What are the challenges that students face when using digital books to improve their listening skills?** This question shows the student reality of how other skills in English are given more importance and is connected to what was mentioned (Namaziandost et al. 2019) about the fact that students have listening comprehension problems because Schools and colleges focus more on teaching the grammatical structure, the way of reading and pronouncing the words to finally leave the listening skill in the learning process in a foreign language. For this reason, the interviewees stated that there is a gap between teaching and learning because a schedule is followed in which the classes that must be given must be set based on planning made by the educational institution.

**5. As a teacher how do you perceive the use of digital books in improving the listening skills of students?** Concerning the established question, what was mentioned (Ferlazzo, 2023) stands out in that the person, when using a technological resource such as a digital book, offers the learner a wide range of alternatives to learn interactively and raise their level of knowledge. understanding and even learning in advance how to address a dialogue if it is presented to the person in some circumstance.

**6. What are the best practices for using digital books to improve listening skills?** According to the answers of the participants of the group interview, to this question they

mentioned their teaching methodology and how it is closely related to what has been mentioned by certain authors Xu et al. (2021), who recognized through a study conducted in different types of understanding in the ability to listen in English, which highlights the methodology applied and the procedure to follow for students to obtain the same level, complementing with self-learning by them. Then, this also implies that students show interest in learning independently to reinforce the knowledge acquired in class.

**7. How do digital books with written text affect the listening skills of students?** To the answers provided by the interviewees to this question and what was mentioned by Henriquez (2023), it has been shown that digital books with text do not imply a negative impact for students but rather a potential advantage to have a better understanding. of the learned text, and the different alternatives to listen to a dialogue that is being displayed at the same time in an interactive way that includes images and audio about questions about reading. Therefore, this will make foreign language learners raise their level of understanding, and make fewer errors in their learning process, paying better attention to the reading text and what they are listening to.

**8. What are the differences in listening skills among students who use digital books with written text and those who use traditional books?** For this established question, a reality is presented that the interviewees have faced in their students and that relates to what Robb (2019) mentioned, where for certain students it has been difficult for them to raise their level using traditional books with which they have used books. digital, since not everyone has the appropriate resources for their learning, making them learn in their own way, which creates a difference in their academic training. This is why teachers have difficulties because certain students prefer the traditional way of learning, but it is worth mentioning that many of them prefer to have technology as a digital educational resource.



**9. How do students perceive the use of digital books with written text in improving their listening skills?** According to their perceptions, the interviewees have a connection that refers to what the authors Sari et al mentioned. (2022), in which there has been a growing advance in educational practice and how students have preferences for digital books because they provide them with resources and learning activities so that they can autonomously and interactively improve their listening skills. This means that inside and outside the classroom, as students receive each class, they capture more information and apply their knowledge with digital resources.

**10. What are the challenges that students face when using digital books with written text to improve their listening skills?** For this question, the participants in the group interview were able to give their opinions and frustration in order to teach their students in the appropriate way, which relates to the authors Namaziandost et al. (2019), because college educational institutions prefer to invest their resources in highlighting other skills in English in the traditional way with printed texts, copies or outdated textbooks that do not provide great knowledge for students. Therefore, this contributes to a delay in the innovation of more advanced resources to exercise students' listening skills.

## Chapter V

### Conclusions

The research carried out shows that there are certain factors that have contributed through digital books to improve the listening ability of school students in the "Unidad Educativa Americano" in the city of La Libertad, which was the implementation of a platform digital and narrative audios including videos that complemented the educational practice so that it was easier and more interactive to assimilate knowledge inside and outside of classes using a resource such as a digital book provided by the aforementioned educational institution, but despite all this, they have there were certain barriers and disadvantages that have prevented the development of the learning process of English language learners, such as the still traditional teaching methods established by the school and lack of technological resources for an effective teaching strategy in improving the level of the students.

The results of the group survey directed towards the 7 teachers reflect positive opinions on the potential advantages and benefits that they provide to the students in the "Unidad Educativa Americano" in the ability to listen, and in turn the challenges that their students face to show more interest in learning and be able to self-educate by reinforcing their knowledge of the class provided by the teacher.

Concerning the effects of digital books, the participants stated that they feel optimistic about how students are improving their level, being motivated by the ease of learning with tools that technology currently provides, committing to learning, and improving their listening comprehension in each class. This is a benefit for students to raise their level of listening in English have a better context of what they heard in class and know how to answer different exercises within a digital book with written text correctly.

### **Recommendations**

To the Education District, to train teachers of the subject in various ways of teaching and create more participation in today's students using technology as a digital resource to exploit the capabilities and skills of students through comprehension exercises. auditory without limitations of acquiring a digital book for free for the development and practice of your knowledge in English.

The educational institution must improve its educational planning in the subject of English by providing more hours of classes, so that teachers can put their teaching into practice with quality and effectiveness in their students, which will achieve better results in grades and encourage others to be motivated to learn and participate in class, without feeling afraid of making mistakes.

Teachers must expand their range of pedagogical resources available when putting their teaching into practice in the classroom, in order to systematically strengthen the teaching-learning process of their students, this will make the class not boring but more interactive and participatory for them, reflecting a greater commitment of the teacher as well as the student to learn more in each class.

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## Annexes

Annex A: Certified Anti-plagiarism System.



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
Facultad de Ciencias de la Educación e Idiomas



La Libertad, Diciembre 6 de 2023

### Certificado Sistema Anti Plagio

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En calidad de tutor del trabajo de titulación denominado “EFFECTS OF DIGITAL BOOKS IN THE LISTENING SKILLS ON THE SECOND BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA AMERICANO”, elaborado por el estudiante Córdova Aucancela Erick Alfonso, egresado de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en 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 4% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

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