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

"SHORT EDUCATIONAL VIDEOS FOR THE
DEVELOPMENT OF LISTENING SKILLS IN YOUNG
LEARNERS"
RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES

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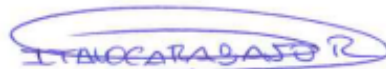
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title "SHORT EDUCATIONAL VIDEOS FOR THE DEVELOPMENT OF LISTENING SKILLS IN YOUNG LEARNERS'' prepared by Sebastian Jesus Muñoz Rodriguez, an undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, 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.
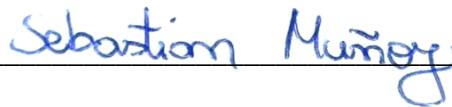
Sincerely,

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ADVISOR

STATEMENT OF AUTHORSHIP

I, SEBASTIAN JESUS MUÑOZ RODRIGUEZ with ID number 2450009952 undergraduate student from the Península de Santa Elena State University, School of Education Sciences and Languages, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research project "SHORT EDUCATIONAL VIDEOS FOR THE DEVELOPMENT OF LISTENING SKILLS IN YOUNG LEARNER" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

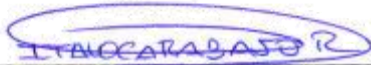SEBASTIAN JESUS MUÑOZ RODRIGUEZ

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DEDICATION

Firstly, I would like to dedicate this work to my family, specifically to my parents Milton Muñoz who sacrificed his higher education to give his family a father and a livelihood in our life. Ignacia Rodriguez, for giving me the love of a mother that every son needs. Thanks to you, there are not enough words to express everything I feel.

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With love

Sebastian Jesus Muñoz Rodriguez

ABSTRACT

Acquiring knowledge about a language, in this case, English is a crucial point in the educational system of Ecuador; this new language is essential for the fact being handled around the world; in Ecuador, educational institutions should guide their students to this new language as it offers more excellent knowledge and development for their future.

However, most institutions carry out this process guided by traditional methods, using textbooks, audio, and other resources. These methods are pretty tedious for some students at the time of learning, lacking originality and adaptability; that is why this research project was born, which is called "Short educational videos for the development of listening skills of younger students." Qualitative research was carried out to analyze the effectiveness of the use of short educational videos that develop the teaching of listening comprehension in English as an educational resource.

This research project has five chapters that provide theoretical information supporting and sustaining the research; in the final chapter, it is shown whether it is feasible to use these resources and if it is possible to implement a more educational class with the facility for different students to absorb knowledge quickly or otherwise continue with a more traditional methodology as it is typically carried out in institutions.

Keywords: Short educational videos - methodology - resources – listening comprehension.

Resumen

Adquirir conocimientos sobre un idioma en este caso el inglés, el cual es un punto clave en el sistema educativo del Ecuador, esta nueva lengua es fundamental por el hecho de ser manejado en todo el mundo, en Ecuador las instituciones educativas tienen la obligación de orientar a sus estudiantes este nuevo idioma ya que ofrece una mayor conocimiento y desarrollo para su futuro.

No obstante, la mayor parte de las instituciones realizan este proceso guiándose de métodos tradicionales, usando libros de textos, audios entre otros recursos, estos métodos son bastante tediosos para algunos estudiantes al momento de aprender, carecen de originalidad y adaptabilidad por eso nació este proyecto de investigación el cual tiene por nombre "Vídeos educativos cortos para el desarrollo de la capacidad auditiva de los alumnos más jóvenes". En donde se llevó a cabo una investigación cualitativa cullo objetivo es analizar la eficacia del uso de vídeos educativos cortos que desarrollan la enseñanza de la comprensión auditiva en inglés como recurso educativo.

Este proyecto de investigación cuenta con cinco capítulos que aportan información teórica apoyando y sustentando la investigación, en el capítulo final se muestra si es factible el uso de estos recursos, si realmente con estos se puede llegar a implementar una clase más educativa con la facilidad para que los diferentes estudiantes puedan absorber conocimiento de manera rápida o caso contrario continuar con una metodología más tradicional como se lleva a cabo normalmente en las instituciones.

Palabras claves: Videos educativos cortos – metodología – recursos – compresión auditiva.

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INTRODUCTION

English is a fundamental part of today since it represents a window of opportunities either for work or to try to socialize with people from other parts of the world; this places English as something necessary today to move in society; many institutions provide the teaching of this language in both first and third level education.

However, English classes taught in schools have a traditional teaching method using the same resources and methodologies that were used at the beginning when they began to teach this new language in Ecuador; English teachers are based on basic methods as they are carried away by the reliability of the same and avoid trying new resources or new teaching styles.

This research project focuses on analyzing the effectiveness of using short educational videos that develop the teaching of listening comprehension in English as an educational resource. There are several investigations on the use of videos for developing listening skills in students; however, there needs to be more research in Ecuador.

At present, resources are abundant for teaching the English language; this is thanks to technological developments such as the internet, which need time and patience to apply and test their effectiveness; in this case, we will analyze whether the resources such as short educational videos arouse some interest in students and if these same could understand and engage well with this methodology, it is not mandatory to try new resources or methodology. However, it is undoubtedly very informative to know how to evolve as a teacher so that students have a teaching not only of quality but can develop their knowledge in a fast and entertaining way.

In order to properly conduct this research, it was essential to divide the contents into five sections. The first chapter introduces the topic and includes problems in English language teaching. The second chapter compiles different previous studies with the same background and different theories, approaches, and legal contents that support this research. The third chapter incorporates the methodology and the instruments that will be applied to the sample to

obtain the necessary data. The fourth chapter interprets the results and includes their connection with the theoretical framework. Finally, the fifth section encompasses the personal thoughts and reflections constructed during the realization of this academic project.

CHAPTER I

THE PROBLEM

1.1. Research Topic

Educational Innovation of the English Language.

1.2. Title of the Project

Short Educational Videos for the Development of Listening Skills in Young Learners.

1.3. Problem Statement

Education of any kind has different types of resources that are used to help facilitate the acquisition and practice of acquired knowledge. English language has its own resources based on the four basic skills for, this research, the researcher will focus on listening comprehension. This is an essential skill, as cited by Kline (1996), because it brings great benefits: confidence increases, a high level of productivity is noted, and the ability to learn becomes faster.

Yuyus and Asri (2018) mentioned that one of the ways in which they can improve alternate language learning is through constant practice of listening skills; this tends to be a problem when applied in the various learning classrooms, because many teachers devote little time to perfecting this listening skill. Most of the resources that are used to teach listening are adapted to the level of the student, which is undoubtedly an extra help. However, it is essential that as students develop more understanding of this skill also advance the resources used in terms of demand for knowledge, you could implement videos of a natural environment for students to learn to move in a real context and not adapted.

Nihei (2002) in his research mentioned that students in Japan perform well in listening skills when they are in the classroom, this is because educators when teaching reduce their level of English, slowing down and, being clearer to reach the whole class, but this changes when they talk to a native English speaker, their listening skills are not as desired. Another point that is made known is that they are not provided with adequate education and material for the development of this skill. The environment in which English listening comprehension is practiced is limited. The estimated time to practice listening comprehension in English is 5 minutes per day. There is an academic decline in the abundance of authentic material. It is important to mention that students have the necessary knowledge to perform well the activities and resources that the teacher develops during class, but this changes when these same students are exposed to interacting with a native English speaker. As a result of this interaction students feel frustrated and embarrassed for not being able to understand, research states that students have a learning deficit when a listener being put to the test in real situations, Buck (1995) "When speaking, we can convey a great deal "without even saying it: our tone of voice, intonation, facial expressions, and gestures can add a great deal to a message, and can even convey the exact opposite to what our actual words would suggest" With these data we can state that they are unfamiliar with the phenomenon and lack the ability to be good listeners and comprehends.

Talaván and Lertola (2022) in their research mentions that the application of audio-visuals facilitates the teaching and understanding of the language, the information collected is a point in favor of this methodology since they have been applied for decades to represent examples of oral communication in realistic scenarios, the students have been used as the center of an active participation focusing on the audiovisual translation tasks called didactic AVT. The potential of these has been proven and supported by European institutions, which supports the argument that you have to look for and choose correctly the material you want to use if you want to have favorable results. Educational videos of any kind have the ability to capture the

attention of the students, making all their senses be used in a profitable way. It has effective results if properly applied, and the development of the group of students to whom it is being applied could instill their curiosity to continue investigating and learning even outside the classroom.

This research project aims to demonstrate the potential for the use of short educational videos in students, and to make teachers continue to increase the quality of their educational resources, so that their capacity for teaching success does not close, and they continue to learn how to teach.

1.4. Problem question

1.4.1. General Question

How can the use of short educational videos help to improve the learning of listening skills and the development of English language teaching?

1.4.2. Specific questions

- What are the benefits of using short educational videos to develop listening comprehension in English?
- How can educational resources (short educational videos) encourage students to improve their level of listening?
- How can these educational resources be used optimally?

1.5. Objectives

1.5.1. General Objective

To analyze the effectiveness of using short educational videos that develop the teaching of listening comprehension in English as an educational resource.

1.5.2. Specific objectives

- Detail how short educational videos are used as an educational resource by the teacher.
- Study what the different benefits are of using short educational videos for learn.
- Look for ideas for leveraging the potential of short educational videos.

1.6. Justification

In recent years English has had an impacting relevance in the world; it is one of the most spoken languages, and compared to other dialects, this language is considered simple, and anyone with the proper preparation can learn without any complication.

Parupalli (2019) mentioned that the modern world is intertwined with informatization and globalization, most of the world's population tends to communicate with each other with the easiest language internationally: English. The English language is used as a necessary resource between a manager and an international company. Today it is considered to be the world's first language, which is why it is used in international trade, diplomacy, mass entertainment, international telecommunications and scientific publications. The modern world is driven almost entirely by English, both socially and professionally no doubt speaking and understanding it provides a master key to the development of future, so it is important to know what are the most optimal ways to take so that the largest group of people reach academic excellence of this language, the resources are an indispensable resource that helps natural people to understand and practice the different rules that the language has.

Young (2021) said that video viewing is an activity that students perform by being only receivers, these educational videos feed the students with information that can be activated later; as a result, students tend to express opinions about the content of the video exposed, about its central theme helping the educational guide to have a class full of debates. In summary, the use of audio-visual content helps the students to auditory comprehension and in the teaching process tends to encourage them to express their opinions on the topic of the class. These are very important skills for a student to possess when studying a new language.

The videos are not only an inert resource that can be used in a methodological way, but also helps to an optimal development of learning new languages; people who are dedicated to teaching can use this resource to reach their goal of teaching a new language is easier, certainly in the aria of teaching any resource that facilitates learning is extremely useful and with the correct application of this will have results for quality teaching.

CHAPTER II

THEORETICAL FRAMEWORK

In this part of the research will be presented different articles, books or research that will form a guide where all the research will be supported, as there have been several investigations related to the use of short educational videos for the development of listening in young people, each source presented will be chosen for its importance in content and will be limited to assemble a perfect point that will nourish the reader and develop the relevant ideas throughout this research.

2.1. Background

Listening skills are recurring topics to be investigated, since an exhaustive search is still being carried out to determine the correct way to teach them in a foreign language such as English.

Pham (2021) mentioned that listening is one of the skills that requires a more exhaustive help since it presents a difficulty in teaching infants, thanks to this, adequate means of communication and teaching methods are required so that the effort used in teaching has a favorable result. In this research it talks about the use of subtitled videos as a method that was applied to Turkish students, specifically the material used was Harry Potter and the order of the Phoenix, at the end of the material visualization a multiple choice test was applied, the group of students who watched the DVD with subtitles had an exceptional score as opposed to those who were not presented with the same resources without subtitles. In the end, the different tests showed the importance of trying new things, and an improvement was seen as the students' most decadent levels increased in the 19 minutes of the test. Listening comprehension is a vital

point in language acquisition and because of this it will always be important to stress its importance.

Liando et al., (2018) argued in his research the importance of listening comprehension, for this teachers must apply English in a constant way, forming a real environment of this foreign language in order to develop the desired auditory acuity. Each person has a unique ability to adapt to the different needs of English, so it is important to apply a methodological tool that is compatible with all students present in the classroom, the University of Sulawesi has experimented with many methods of learning both traditional and modern, in this case we worked with the use of short audiovisuals this method is able to amplify the sense of hearing of the student. English language films are the most effective method for developing students' listening acuity. Nowadays, every student in the university has some kind of technological device, which facilitates the acquisition of multimedia content, and several professors at this university affirm that the number of content they consume is important, This study encourages the use of audiovisual content as a method for teaching, and it shows teachers that applying this tool has very favorable results as soon as they are applied, all of this is a process that has to be guided by the teacher, as they must adapt to the requirements and complications that a language such as English has, as the short video resources will help to develop the speed of listening, language expressions and listening comprehension.

Djabbarova (2020) stated in her research that listening is a product which implies that it can be worked with for future benefit and treats language as a type of behavior that can be corrected and generate good guidance, In this journal she compiles different researches that deal with listening as a central knowledge, which places the listening skill as a main factor for the general teaching of the language to be learned, in this case English. Relevant and effective knowledge shows how to develop skills ranging from interactive methods to multimedia resources. A quick way to improve listening comprehension is through simple and engaging

activities that focus on the process rather than the end product. Mock interviews and storytelling help to hone the listening skills of these young learners, exposing them to job interviews or excerpts from newspaper articles that exercise their passive voice in learning, and as a result their listening skills increase in an effective way.

Masruddin (2018) postulated that of movies can contribute to improve the listening ability of students. It is mentioned that these movies provide real coverage as authentic material to level up listening skill, this material instigates the receptors to reflect on the content that is being used. An obvious advantage is that movies have broad categories such as mystery, horror, fantasy and, many others. The use of these would give a broader version of what they are normally used to hearing in a classroom, continuing to strengthen listening skill is paramount as one can always learn something new by looking at it from a different perspective. Group work is very useful in a classroom, by putting students together in teams and using a listening activity they can help each other, each student has a unique ability to perceive a message in the audio materials and they themselves can see their shortcomings and acquire new methods of listening, with this for the teacher is much easier to move to give respective corrections for optimal learning.

Metruk (2018) indicated that the use of subtitles to videos or any type of audiovisual content is an extremely useful tool dedicated to teaching and improving listening comprehension, for this to be carried out in a proper way it needs to be done in a correct way. Most of the research conducted in this field dictates that the use of subtitles in videos helps in terms of listening comprehension, it also mentions the use of various types of subtitles; full subtitles, subtitles with keywords and, subtitles with annotated keywords, subtitles with annotated keywords obtained an improvement in terms of results, with a higher average score.

Alabsi (2020) in his research collected data stating, audio-visual resources that include subtitles accurately improve students' listening skills. These studies were tested with different

students whose mother tongue was not English, to test their listening skills, they were divided into groups where students who watched a movie with subtitles had more favorable results in terms of listening comprehension, after comparing results of the applied research, the students were interviewed all agreed that subtitles are an extra guide that helps them to establish a more accurate listening comprehension. The same method continued to be applied to three different groups where they were classified between medium, high and intermediate levels, all of these groups quickly developed an ability to understand listening with ease, supporting the benefits of using short educational audiovisual resources in a classroom on a more recurrent basis. As an added bonus to the research, the ease of accessing these authentic resources was mentioned, as the students became familiar with the teaching method and created unique techniques that allowed them to combine their abilities between speech and visual elements.

2.2. Pedagogical basis

As MacPhail et al. (2019) stated in their research that educators move in an environment dedicated solely to teaching. Teachers play many complex roles, they are prepared so that each one can perform this task of being a teacher, along the way they acquire a lot of knowledge and skills this is what increases the value of these different teachers. During their career a vital resource that teachers possess is their ability to adapt to educational situations, the resources normally in a classroom tend to be basic, whiteboard, markers, and students, however a little more is needed to get students to learn.

Xoshimova (2019) reported in the journal Listening comprehension strategies in the process of studying English language require application and use of similar tasks. There are a number of books containing useful information on teaching them. The research mentions the books as a standardized resource in the classroom for teaching a new language, the teacher's book contains only precise methods that help the development of classes for a better

understanding for the whole designated teaching group, the second book is dedicated to students where they see materials that will test their knowledge as the teacher guides them. As a third point, the research mentions a useful methodological way to teach listening comprehension, using materials which are present in the books mentioned above, one of which is the use of short educational videos since this is related to the correct organization of the educational processes and each of these is a fundamental part of a quality education.

From the point of view of Khoshimova et al., (2020) the importance of listening, the only way to grow in the sense of listening comprehension is to undergo a constant test, the more you practice the more you polish the correct technique of learning, however in the data of this research we know that this type of essential learning has been faltering, in this also denotes the way in which you can work on this skill, the sample students say that listening requires a fairly good concentration, The audio visual media establishes the students to place themselves in a more real context where they can study this material that broadens their ability to listen, by exposing them to different types of educational material such as short educational videos such as lectures, interviews, talks, these give them an idea of their academic environment where they have to move familiarizing themselves with the foreign language of study, they also learn the levels that require a little more effort, denoting both the speed and the colloquialism of many listening.

Rodriguez & Salazar (2021) cited that the established school system does not provide adequate tools to teachers to create a better performance in the classroom. This may be the basis for a student's failure to meet the requirements necessary for the acquisition of a foreign language. In this research, tests were conducted to measure what kind of knowledge the students have, which showed that students do not reinforce listening comprehension, but this can change since it is noted that students can access multimedia resources on the internet, all those who used multimedia resources increased their ability to understand the language by 10%, A key

point to be able to use these tools in class is that the teacher in charge investigates beforehand those authentic multimedia resources and their accessibility, when evaluating these students they could notice that at the moment of testing them with listening activities with key questions and analysis of the resources the students made mistakes like translating fragment by fragment, with the appropriate guide they were able to find a method more in accordance with the needs of the students and in the same way how to evaluate them.

2.3. Theoretical basis

2.3.1 Learning strategy

Winarti (2019) said in his research that are procedures in which learning is acquired as organizing or transforming information, these consists of applying the support techniques that tend to be much more useful Listening Lab uses the direct strategy and cognitive strategy. The direct strategy uses images and sound images and sound, reviews and uses action. Cognitive strategy is related to practice, reception, analysis, and the creation of an input or output structure. Learning strategies are procedures for acquiring, organizing or transforming information transform information, which consist of applying effective support techniques to learn, organizing or transforming information techniques in the curriculum.

2.3.2 Language learning

Unsing the words of Villegaz and Gavilánez (2022) in their research on new language acquisition made the point that students who engage in this educational skill can have a command of the dominant paradigms of communicative and constructivist language. There are different ways of teaching a new language, both formal and informal. As a basic concept, language is a medium that is used in society to communicate and explore, it helps different social understandings, learning is a rather hard process of discovery and collaboration. The research shows two forms of learning: implicit and explicit learning, the first focuses on the

acquisition of language through natural operations, the explicit is a more conscious operation that consists of a selective learning to build knowledge.

2.3.3 Learning styles

Dantas (2020) pointed that there are four categories of learning: performances and qualities of individuals in the reception and processing of information, these are identified through qualities based on.

- Active - learners prefer to work in groups, strive to learn from actions, or Passive learners prefer to work alone or in small groups.

- Sensitive.- learners prefer concrete, sensible, real facts, o Intuitive.- they are more conceptual, like theories.

- Visual: students prefer activities that involve images or visual representations.

- Verbal: students prefer written information, reading and comments.

- Sequential - students prefer processes segmented into well-defined parts that follow linear thinking, or Global - they need a holistic perspective to process information.

2.3.4 Listening skills

Worthington (2018) In his research analyzed that listening helps us to try to understand our environment and learn to move in the necessary elements to create successful communication. Listening is one of the stages in language development, this is key to create an effective bond, listening skills such as listening comprehension is the traditional way of thinking about the nature of listening to make understanding of spoken discourse. "Behavioral processes that respond with verbal and nonverbal feedback and cognitive processes that attend, comprehend, receive and interpret relational content and messages stated that listening is a skill of interest in language proficiency in the classroom" no doubt it is a difficult skill to perform as you have to be in constant practice, as there are factors that change the outcome, for example,

it is necessary to identify the type of accent being used in a lecture or whatever resource is being used at the time.

2.4. Legal basis

2.4.1. Constitution of Ecuador

This research project has as its legal basis the Organic Law of Intercultural Education. (LOEI) which is mentioned in Article N° 2. Principles. Literals: b, c, bb

b. Education for change. - Education is an instrument for transforming society; contributes to the construction of the country, life projects, and the freedom of its inhabitants, peoples, and nationalities; recognizes human beings, in particular children and adolescents, as the center of the learning process and subjects of rights; and is organized based on constitutional principles. (Ejecutiva, 2018)

Art. 26. - Education is a right of individuals throughout their lives. It is also an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment. It guarantees equality and social inclusion and is an indispensable condition for a good life. People, relatives, and community have the right and the responsibility to participate in the educational process (CRE. 2008, art. 26)

 Art. 27. - Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative and the development of skills and abilities to create and work (CRE. 2008, art. 27)

Art. 29. - The State will guarantee freedom of teaching, academic freedom in higher education, and the right of individuals to learn in their language and cultural environment. Mothers, fathers, or their representatives will be free to choose an education for their children according to their principles, beliefs, and pedagogical options (CRE., 2008, art. 29).

2.5. Variables of the study

The dependent and independent variables are an important part of the project, since they will determine our research topic and establish a relationship between cause and effect. With this in mind; the independent variables are the cause, while the dependent variable is the effect.

2.5.1. Dependent Variable

2.5.1.2 Digital technology

According to Salainti and Pratiwi (2021) digital technology is the most famous and essential tool in recent years. Since digital technology came into people's life, it is used by children, youth, and adults. This digital tool has become crucial in everyday life for effective communication with other people, work or education among many other uses. Every updated device has access to digital media through the internet, you can find a lot of photos, music, videos, contact information and other documents just by having a smart phone, every day new sites are added that facilitate the acquisition of knowledge as youtube one of the main web pages easier to reach every person. The use of these digital media in a classroom is assured as a benefit because it can increase understanding in students, it also helps teachers to reinvent and improve their lesson plans and facilitate personalized learning, no doubt people with access to technology advance exponentially to their desired knowledge.

Naidionova and Ponomarenko (2018) highlighted in their research is using technological tools for a benefit, in this case a podcast to improve listening, and collected satisfactory data as opposed to a more traditional teaching with the use of chalk and blackboards or any conventional material, this application of technology can improve academic performance.

2.5.2. Independent Variable

2.5.2.1 Listening Skills

In Alzamil's opinion (2021) listening is an activity that is carried out on a daily basis, it plays a fundamental role in the reception of information, it focuses on an arduous process that allows people to understand the dialect of other people, it is an essential part of producing effective communication and through this the understanding of various things in the world is achieved. The listener has a vital role in understanding the listening process by applying knowledge and trying to decipher the message being transmitted, there are difficulties in this process as there are external factors that cannot be controlled such as background noise which tends to make listening comprehension impossible.

Vo and Cao (2022) defined that listening is one of the main stages of human beings, and depends only on this at the beginning of their existence, being a good listener occurs when the person pays attention and tries to grasp the meaning of what they perceive as listeners, so it is classified as an active activity that requires attention and grasp the meaning.

CHAPTER III

METHODOLOGICAL FRAMEWORK

The method to be applied, the type of research, the data collection technique, the instrument and the presentation of the sample, all of which will be precisely compiled in this chapter, will be indicated.

3.1. Methods

The present research will be conducted with a qualitative method, Jamali (2018) revealed in his research that when applying a qualitative method is a process that collects data which occur in events, with the purpose of giving an accurate description of what is observed in this and the perspective of those who participate in this i.e. a circle is generated where everyone involved will have a key point to be studied and explained. Several researchers in the library and information science community began to increase their interest in this method, thanks to this many research approaches, methods and techniques of qualitative data analysis have increased steadily, it is claimed that this qualitative method now has a better coverage in the books of research methods. The storage and transmission of knowledge provides a fertile ground for the use of qualitative methods, it is argued that the qualitative method has generated many knowledge gains in research fields by developing theories and models.

Sullivan and Sargeant (2011) considered that the qualitative method collects non-numerical information in order to understand ideas, thoughts and background. This procedure is mainly applied to recognize how other individuals perceive different aspects of the environment, including education, history, and, science. It is a method that when applied is adapted to evoke more excellent and mainly consists of deductive logic, when applying this method in education, it focuses on analyzing how learning occurs in a small number of students.

3.2. Type of Research

Based on the research conducted by Dattolo and Corbatto (2022) researchers engage in extensive literature search and review, obtaining and compiling a vast scientific literature emphasizes the points that you want to narrow down when conducting any type of research, usually there are a large number of sources that explore different points similar to a similar topic that is being investigated, through this we learn literature search models from citation behavior. Applying the cited literature provides our research with a conceptual framework, and helps us to obtain a final result, finding work related to our research field of information visualization.

3.2.1. Phenomenological Study

As pointed out by Qutoshi (2018) it can be said that this scientific method is descriptive, its starting point consists of the correct descriptions of events or occurrences experienced from the perspective of daily life for all those participants. This results in the researcher being committed to describe the structure of the phenomenon that is happening, another important point that is compiled in the research is that the classical phenomenological method seeks realities and pretends to pursue the truth, this means that it will focus on reporting only what happens and observes but is not directed to favor the research that is being carried out.

From the point of view of Gabriela (2019) it is communicated that the investigations that make use of the study of phenomenology are inferential and start by relating the environment, with what is defined as right and wrong. Thanks to this, it is possible to see the result of some research that, when applied, seeks to observe how individuals usually perceive their experiences in reference to describe the underlying causes of an event where they themselves were involved.

3.3. Data Collection Techniques

3.3.1. Focus Group

Nyumba et al, (2018) stated that this focus group method is often used in qualitative research to gain a deeper understanding of social problems. The objective of this method is to collect data from a group of individuals who are purposively selected rather than a collection of statistically representative samples of a larger population, it should also be noted that this method is perceived as a cost-effective and promising alternative based on participatory research.

This type of technique was chosen par excellence for its different benefits in the research, the people who will be selected meet specific requirements, that they are familiar or that the teacher in charge teaches classes for the development of listening, since this will collect important points looking for the necessary data for our research, it will be an essential factor for the whole process and its results.

3.4. Instruments

3.4.1 Questionnaire

The instrument that will be the key for this research and which will be applied to the selected group will be the questionnaire; the questions will be fifteen in total, ten for the students and five for the teacher in charge of teaching English. Based on the type of research that will be applied, the questions will not be based on yes/no answers. On the contrary, all questions will be of an open-ended nature that will allow students to openly express their experiences and thoughts in a free manner. To be precise, the opportunity will be sought for the study group to describe the environment and what is required for this research. To carry out this questionnaire

in the selected groups, a previously authorized visit to the institution will be organized to explain to the focal group the purpose of applying this interview, it will be directed only to the teaching of listening in the English language. All those selected will have to answer the questions in a clear way and the teacher will be interviewed again in order to have descriptive data of both the students and the educator in charge of teaching listening.

3.5. Data Collection Processing and Resources

3.5.1. Basic Questions and Explanation

• **What?**

Focus group

• **Where?**

At Unidad Educativa Santa Maria del Fiat, Olon, Santa Elena, Ecuador.

• **When?**

Academic period 2022-1

• **How?**

Questionnaire and open-ended questions

• **What for?**

To analyze the influence of teaching listening with the use of short educational videos.

3.5.2. Sample

To collect the data for this research to have results, a group of students was acquired, the population is 157 and the sample will be of 10 students who will be 6th and 7th graders of the "Unidad Educativa Santa Maria del Fiat" and these students should receive English classes regularly.

CHAPTER IV

ANALYSIS OF FINDINGS

In this part, the interpretations of the different data obtained from the focus group and the opinions of the samples regarding the bibliographic review will be compiled.

4.1. Interpretation of data from the focus group

As a starting point, it should be mentioned that in order to obtain accurate and better results, the focus group of 6th and 7th-grade students of the "Unidad Educativa Santa Maria del Fiat," the survey was applied in Spanish; since it is the first language of the students; as it was the most reasonable. The following is an explanation of the results obtained and how to interpret the ten questions and the five additional questions from the teacher.

Figure 1

Question 1: What recommendations has the teacher suggested to practice listening comprehension?

Author: Sebastian Jesus Muñoz Rodriguez

According to question number one, the words most used by the respondents are "Imitar" which refers to replicating an action, "Videos" "Escuchar" and "Comprender" were

mentioned. The answers to question one said that using videos and music as a suitable

material for students to practice effectively is convenient. According to the respondents, the

different ways of using and developing listening skills will become easier if they are in

constant contact with the language they are learning in class.

Figure 2

Question 2: Do you find it more entertaining if the teacher uses educational videos to develop your listening skills in the classroom? Why?

Author: Sebastian Jesus Muñoz Rodriguez

Based on question number two, the most frequent words used were "Comprender"

which means to understand; other words used were "Mejorar," "Si" and "Explicar" all

denoting positive affections to the question. Concerning question number two, the students

agreed that they find the use of short educational videos more entertaining because visual

material accompanied by audio explains much better when it comes to the development of

listening.

Figure 3

Question 3: Does it make it easier for you to understand English in educational videos?

Why?

Author: Sebastian Jesus Muñoz Rodriguez

Based on question number three, the most frequent words were "Si" which means to accept or approve something, "Expresiones" which means to act to express something; and "Comprension" which means to understand a concept. The answers to question number three refer to the fact that most respondents agreed that short educational videos are more understandable because it explains and expresses the subject matter of the video. In contrast, a lower percentage said the idea that this material can be a distraction.

Figure 4

Question 4: What are the activities that your teacher normally uses in class?

Author: Sebastian Jesus Muñoz Rodriguez

Based on question number four, the respondents used most of the words: "Audios" refers to classical listening activities imposed by books or material found on the internet "Musicas" activities of completing the lyrics of a song repeatedly until the students can correctly identify what it states. The answers to question four refer to the fact that the students were exposed to learning with classical didactic material, in this case, audio and music activities based on adaptability and development of their hearing until they complete the required results.

Figure 5

Question 5: How do you practice your listening skills?

Author: Sebastian Jesus Muñoz Rodriguez

Based on question number five, the words most repeated by the respondents were "Videos" referring to visual resources accompanied by audio, and "Cursos" talking about extra reinforcement apart from the classes they typically taught. The results of question number five show that the respondents obtained reliable and attractive methods as the combination of visual and auditory content is entertaining. One of the most feasible options chosen was the use of courses as they can interact with one more person to support them by putting themselves at the learner's level and developing their listening skills.

Figure 6

Question 6: Do you find it difficult to understand the listening material the teacher uses in class? Why?

Author: Sebastian Jesus Muñoz Rodriguez

Based on question number six, respondents mentioned different words, the most prominent being "Complicado" referring to complex or challenging to do or understand, and "Confuso" explaining that students cannot think clearly and quickly when practicing listening. Respondents' answers to question six allude to the fact that there is a complication at the moment of comprehension since they are not walking on the right path. The materials used mainly provoked some uneasiness and even frustrated their listening ability to analyze.

Figure 7

Question 7: What material would you like to learn to listen with?

Author: Sebastian Jesus Muñoz Rodriguez

Based on question number seven, the respondents considered that some frequently repeated words were "Documentales" referring to informative videos about a specific topic and "Peliculas" referring to entertainment films. In the answers to question seven, the respondents denoted their fascination with using movies or documentaries, or any source based on audio-visual materials to develop listening skills because, according to these students, developing and understanding English with these resources is more accessible and more entertaining.

Figure 8

Question 8: Do you think it would be better to practice listening comprehension with a short video? Why?

Author: *Sebastian Jesus Muñoz Rodriguez*

Based on question number eight, the most repeated answers were "Captar" meaning to perceive or have an idea about something, "Reconocer" refers to the familiarization of something, and "intuitivo" which alludes to not requiring extensive analysis or prior reasoning. The responses to question eight refer to the fact that respondents; would like to use the short educational videos because they would be better at grasping and becoming familiar with the content since they find it helpful to have visual support to accompany the auditory content they are working.

Figure 9

Question 9: Would you like to know more resources to increase your listening skills?

Author: Sebastian Jesus Muñoz Rodriguez

Based on question nine, respondents opined that "Me gustaría" refers to positivity or approval to learn new resources, "Interesante" exposes interest and curiosity to learn new resources for listening, and "Mejorar" exposes a final point, the incentive to develop more listening skills. The responses to the ninth question stated that it would be valuable and exciting to learn new resources to develop their listening skills because, with more exposure to different content, they can become more familiar with native English, facilitating a better understanding of listening in the classroom.

Figure 10

Question 10: Do you like the resources the teacher uses to practice listening comprehension?

Why do you like or dislike them?

Author: Sebastian Jesus Muñoz Rodriguez

Based on question ten, the most used responses were "No" meaning disagree, "Videos" denoting that the students are interested in using short educational videos to improve their listening; and "Actividades" meaning activities to perform and reinforce their listening sense. The responses to question ten denoted the students have a problem with the way the teacher teaches, as they claim it is very monotone and boring; many of these materials are difficult to understand with their current listening skills, but they maintain an interest in using the short educational videos because they conclude that listening skills are reinforced more with visual stimulation. They could become familiar with listening vocabulary more quickly.

4.2. Discussion of the focus group vs bibliographic review.

Question number one was asked to know what suggestions are the teacher exposes to the students, which they believe convenient for effective practice in listening comprehension, the most exposure by the students is to watch educational videos, and the most conventional way audios found in their classroom resources, most of the interviewees are more exposed to only academic material. Hence, they prefer to maintain a purely educational level of practice. These responses can be related to the one investigated by Liando et al., which states that students should be exposed to all kinds of English listening materials so that they have a broad mindset that allows them to choose a comprehensive and accessible number of materials suitable for them and not stick to traditional methods.

Questions two and three sought to identify if the students had any knowledge about short educational videos and how these could help them to develop their listening skills more intensely; capturing the students' attention is a fundamental point to intensify the practice of some skills, in this case, we are talking about the listening part, The students' answers confirmed that they would like to use these new resources in their daily activities taught by the English teacher since these are subjected to a traditional methodology that they consider tedious and challenging to digest in terms of knowledge. The second question may be associated with Phane's statement that the learners' ability, when exposed to audiovisual resources, tends to facilitate, and focus the learners' comprehension not only with audio but also guided by gestures or non-verbal language, which makes it an ideal resource to develop listening skills, and accompanied by subtitles, forges a solid resource that promotes promising results.

From there, they applied a very traditional method of teaching, which led the students to choose courses as the foremost exponents in practicing their English and, as a second option, short educational videos, on the other hand, the teacher stated that this is because they are

learning vocabulary and need material adapted to their abilities before raising the level of educational resources. These results can go hand in hand with Djabbarova's research; audiovisual resources are at a higher level that has to be introduced in the learning process as it progresses; the report by MacPhail et al., the teacher has the task of exposing adequate auditory material and gradually expose them to higher standards to increase their listening skills, depending on how this is applied the students will have limitations if the level is not expanded exponentially.

Questions six and seven were implemented to find out how they experience the difficulty of the resources used by the teacher and, if possible, what would be their ideal material to use in class; the respondents answered that they have difficulties understanding the audio exposed by the teacher since they affirm that have to follow the rhythm of the class, making their auditory capacity lose quality at the moment of understanding what working on, The resources that students stated that would like to use as a practice are short educational videos since with a visual stimulus could familiarize what see with what they hear, thus being able to advance to quality development of their auditory comprehension. These responses can be associated with Metruk's research that mentions that educational videos can be adapted and subtitled and thus facilitate a level of listening comprehension; the important thing is to use the available resources to develop this skill.

Questions eight and nine posed to know the opinion of the students on whether the material would be good or not and to know if they want to know other resources to increase their listening skills. The data were quite exceptional since the focus group was in favor of using this new resource, which is short educational videos, because having both an auditory and visual stimulus, they can familiarize themselves with words and concepts without the need for extra material, In the ninth question, they showed that they have a great interest in developing their

mentality since affirmed that they would like to know more resources that help them to improve, they have a vital interest in developing an auditory comprehension that meets the parameters of the educational institution. The third question posed to the teacher reveals that this teacher works using a traditional methodology, which complies with the aspects of being taught in class. However, most of the students prefer to avoid it and therefore tend to get lost because of their low hearing ability; undoubtedly, for the students, the most favorable would be to change this methodology.

The last question then was made as a pivotal point to know what was the point of view of the students regarding the material that the teacher uses in class to develop listening skills; the answer was that all students had problems with the methodology used since in the words of the same students is repetitive and is nothing new, Many of them have difficulty to keep up with the other classmates, prefer other more stimulating and challenging resources so that their listening skills will scale up to reach an optimal development, without a doubt the short educational videos fulfill this function, with these, they will be able to develop listening and visualizing actions that will familiarize them, they will be faster in terms of capturing the learning.

CHAPTER V

REFLEXIONS OF THE STUDY

The last chapter compiles personal reflections based on the research project, including personal experiences, initial thoughts, and the advantages and disadvantages made known throughout this research.

This research, called "Short educational videos for the development of listening skills in young students," objective was to analyze whether short educational videos develop auditory skills in students in a beneficial way; For this reason, a long process that required bibliographic and field research with the help of several students, whose opinions and points of view will support several ideas that were the basis that began this thesis or otherwise eliminates these thoughts, the students who helped in this process are from the "Unidad Educativa Santa Maria del Fiat" which receive English classes as dictated by the law of education in Ecuador.

Analyzing the general objective of this research project through the students' responses, we can conclude that short educational videos are a very versatile and valuable resource; countless videos circulate throughout the internet and are available to everyone. You only need to access the right material; when a suitable video is applied to a group of students, this is beneficial, Since at the time, perceiving the student not only an auditory stimulus but accompanied visual content familiarizes what he sees with what he hears, making the content is supported by itself, for example when learning new words in a short educational video these accompanied with an action consequently the student will know what is being discussed and can understand without any kind of complication.

In this research, a lot of information was collected from different researchers who present pretty solid ideas about the use of short educational videos for teaching listening; among them, we have Liando et al., Djabbarova, and Metruk are researchers who present ideas on how

to optimally use short educational videos and what kind of results they have obtained, such as how useful it is to find content with subtitles that is equivalent to an extra in teaching or not to focus on a single educational resource but to always look for more content to apply in the classroom, there are several intimidating aspects that an English teacher must try to find a solution, in this case, is to see what kind of resources is more feasible to use for students to develop an optimal level of English, because in the aural area without a doubt the short educational videos are the most favorable option.

As a personal experience carrying out this research was complex due to the fact that there is a lot of information about educational videos, but you have to know which ones have interesting and valuable content for your research, as a future teacher we are obliged to prepare ourselves and look for tools that make it possible to develop all the English skills, this is a very hard task because it is true that there is a lot of material that just needs to be found but as a person one must select and intuit which ones will be more interesting, more accessible, more interactive in order to create the perfect class that will help the students to learn more, as a human being we all go through this kind of things, learning English tends to be a rough process if the student is not adequately motivated, when working with children it is essential to make them fall in love with English so that they give the best of themselves, when I conducted interviews with each of the students that make up my focus group, one can realize the shortcomings of the students and what could be the causes or even create solutions that may or may not serve, this certainly should not be forgotten always have to expand the way of thinking and teaching never have to stop the learning process of people.

The most challenging situation that I faced was surveying the research; this is because the students are pretty self-conscious and shy, and they find it difficult to express themselves generally in front of a person outside the student circle; it is also good to mention that it is

complex to make students honest this is because they do not want to expose the teacher case he has some fault or error when teaching.

As a personal life lesson, research taught me that as a future teachers, we must encourage, motivate and guide students towards quality teaching, and for this, it is necessary to look for suitable materials as these are the basis to show future students that learning is a unique and memorable way, without doubt, you rethink what kind of teacher you want to become in the future.

At the beginning of this research, for initial beliefs were that any type of audiovisual resource would help teach and develop listening skills, the important thing was to apply it frequently, but now I know that there are different audiovisual resources. It would be best, if you were looking for one that suits your needs and the needs of the students you are going to teach; they certainly believe that this research will be helpful to prevent future teachers from closing in a band and starting to use more audiovisual resources.

For future research on this topic, I would like to apply these short educational videos in interactive classes to have data to more effectively support this type of teaching resource's effectiveness.

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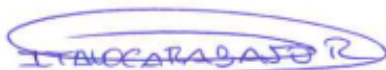
ANNEXES

CERTIFICADO SISTEMA ANTIPLAGIO

La Libertad, January 31st, 2023

CERTIFICADO SISTEMA ANTIPLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado "SHORT EDUCATIONAL VIDEOS FOR THE DEVELOPMENT OF LISTENING SKILLS IN YOUNG LEARNERS" elaborado por el estudiante Sebastian Jesus Muñoz Rodriguez, de la Carrera de Pedagogía delos Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de laUniversidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATION, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

_____

Lcdo. Ítalo Rigoberto Carabajo Romero, MSc

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CHAPTER I THE PROBLEM
Research Topic Educational Innovation of the English Language.
Title of the Project Short Educational Videos for the Development of Listening Skills in Young Learners.
Problem Statement
Education of any kind has different types of resources that are used to help facilitate the acquisition and practice of acquired knowledge. English language has its own resources based on the four basic skills for, this research, the researcher will focus on listening comprehension. This is an essential skill, as cited by Kline (1996), because it brings great benefits: confidence increases, a high level of productivity is noted, and the ability to learn becomes faster.
Yuyus and Asri (2018) mentioned that one of the ways in which they can improve alternate language learning is through constant practice of listening skills; this tends to be a problem when applied in the various learning classrooms, because many teachers devote little time to perfecting this listening skill. Most of the resources that are used to teach listening are adapted to the level of the student, which is undoubtedly an extra help. However, it is essential that as students develop more understanding of this skill also advance the resources used in terms of demand for knowledge, you could implement videos of a natural environment for students to learn to move in a real context and not adapted.
Nihei (2002) in his research mentioned that students in Japan perform well in listening skills when they are in the classroom, this is because educators when teaching reduce their level of English, slowing down and, being clearer to reach the whole class, but this changes when they talk to a native English speaker, their listening skills are not as desired. Another point that is made known is that they are not provided with adequate education and material for the development of this skill. The environment in which English listening comprehension is practiced is limited. The estimated time to practice listening comprehension in English is 5 minutes per day. There is an academic decline in the abundance of authentic material. It is important to mention that students have the necessary knowledge to perform well the activities and resources that the teacher develops during class, but this changes when these same students are exposed to interacting with a native English speaker. As a result of this interaction students feel frustrated and embarrassed for not being able to understand, research states that students have a learning deficit when a listener being put to the test in real situations, Buck (1995) "When speaking, we can convey a great deal "without even saying it: our tone of voice, intonation, facial expressions, and gestures can add a great deal to a message, and can even convey the exact opposite to what our actual words would suggest" With these data we can state that they are unfamiliar with the phenomenon and lack the ability to be good listeners and comprehends.

Interview students

1.- ¿Qué recomendaciones ha sugerido el profesor para practicar la comprensión oral?

1.- Osea si nos ha dicho, que si lo pongo a realizar, tanto en un traductor o los que la mayoría usan también como usted dice usando música.

2.- si, por ejemplo cuando estás hablando, el profesor dice que pongamos atención para aprender palabras nuevas iguales son palabras que se pueden practicar en la mente.

3.- El profesor recomienda que en casa escuchemos musica y leamos algun texto en ingles para intentar aprender mas vocabulario para la clase.

4.- Esuchar la pronunciacion de las palabras y ver como se escriben por ejemplo, la posición de las palabras eso cambia, porque al momento de una forma una oración se las palabras hay veces que se cambian de puesto y siempre es algo que ha corregido muchos de nosotros y lo mismo de la forma de hablar, sugirio que esuchando musica y ver videos en casa.

5.- Que practiquemos, ya sea cuando hay examen, para poder sacarnos una buena nota y tener una buena expresión en inglés cuando y eso no sirve cuando veamos otros países.

6.- Nos recomienda ver vídeo no manda tarea de escuchar música en ingles entre otras cosas.

7.- Nos dice que busquemos palabras en google, y esuchemos como se pronuncian para poder reconocerlos, tambien menciona que el escuchar musicas ayudara a entender mejor cuando en los audios hablan rapido.

8.- El profesor nos recomienda que el puedo darnos un refuerzo de las clases ingles, tambien nos idica que en youtube hay videos en ingles que son muy divertidos y nos ayudaria a entender lo que escuchamos.

9.- Nos menciona que podemos esuchar musica en ingles, ver videos o tambien podemos ver el libro que tiene mucho material para estudiar.

10.- Que practiquemos escuchando los audios de la clase ejercicios que estan en el libro entre otras cosas.

2.- ¿Te parece más entretenido que el profesor utilice vídeos educativos para desarrollar tu capacidad de escucha en clase? ¿Por qué?

1.- si por que, Entre 1 mas le explique a sí oralmente, o sea, como que nosotros otras personas que vamos a coger mucho interés, en cambio si son vídeos o sea hacia animados, podría decirse que si.

2.- si por que es más divertido y lo más divertido, eso nos queda más en la mente.

3.- Sí, por que realmente es muy llamativo y nos enseña a mejorar nuestro ingles a travez de gestos o mimicas para que entendamos sin nesecidad de traducir al español.

4.- No, me gusta realmente esuchar solo los audios y que el profesor me explique ya que entiendo mucho mejor y el profesor es bueno explicando.

5.- Sí, porque creo que sería más fácil idetenficar de lo que ese esta hablando y traducir o comprender lo que se dice.

6.- Sí, porque cuando él está hablando casi no logro comprender lo que dices, en cambio cuando pone algun video si logro entender.

7.- Si te facilita entender el inglés con los videos por que es mas llamativo y al moverse las personas hacen gestos que ayuda a entender lo que quieren decir al momento de hablar.

8.- si, por que me gusta aprender mas cuando estoy viendo algo, asi puedo suponer el tema que estan hablando o algo parecido.

9.- Un poco, realmente tengo miedo de que no pueda entender los videos asi que espero que el profe me explique.

10.- Sí, porque hay yo puedo entender mejor con las imágenes, puede entender mejor lo que significa una palabra que con un audio.

3.- ¿Le resulta más fácil entender el inglés en los vídeos educativos? ¿Por qué?

1.- si, por que o sea, uno ve los movimientos y rápidamente como que uno capta y más o menos sabes lo que es

2.- Sí, porque lo ven en imágenes. No puedo ver la pronunciación, también como la persona actúa me ayuda a saber lo que está queriendo decir.

3.- No se me hace tan facil entender, prefiero escuchar al profesor por que el habla mas lento y puedo entender lo que quiere decir.

4.- Si es mas visual todo ver expresiones o que intenta hacer la personas

5.- Sí, porque son educativos y nos enseña muchas cosas que debe hacer cada día, es mas informativo cuando vez a un persona actuar moviendose y le da mas sentido a lo que dice.

6.- Si creo que se me aria facil entender algunas partes de video pero igua hay cosas que el profesor tendria que explicar para entender mucho mas.

7.- El profesor pone imágenes y reproduce audios haciendo que logremos comprender de lo que se trata la clase.

8.- Sí, si los videos tienen subtitulos puedo entender mucho mejor lo que dicen y mas si son palabras que ya nos a enseñado el profesor

9.- Sí, dependiendo del video puedo entender mas, pero igual espero que el profesor explique el material.

10.- Sí, porque salen imágenes, se pueden entender la palabra significado.

4.- ¿Cuáles son las actividades que tu profesor suele utilizar en clase?

1.- Audios de preguntas, preguntas y respuestas o vocabulario zación, en la cual podríamos tener del tema que nosotros estamos viviendo en este momento.

2.- Nos pone audios en ingles y nos hace repetir las palabras para mejorar la pronunciacion.

3.- Pone solo audios que estan en el libro donde tenemos que completar actividades para la clase.

4.- El profesor solo pone audios en la clase, el realiza una explicacion en ingles y nostros debemos tratar de traducir lo que dice el audio.

5.- Nos hace buscar una página en el libro de inglés y ahí nos pone audios para que tengas, a veces tambien nos enseña videos.

6.- El profesor utiliza musicas y diferentes videos en las clases, no ponen frases para aprender y repite con toda la clase hasta que todos entendamos lo que dicen las personas.

7.- Me llama mucho la atencion ver videos graciosos de gente caminando y haciendo bromas, ellos suelen hablar y puedo entender alguna palabras que el profesor nos enseña en clase.

8.- Usa audios para que nosotros desarrollemos actividades como completar el recuadro en blanco con la palabra correcta.

9.- Usa audios en clase para completar en los libros y tambien suele poner pequeños documentales.

10.- Pone audio, y con este audo debemos realizar las actividades del libro.

5.- ¿Cómo practicas tu capacidad de escucha?

1.- Con un curso que estoy viendo de una app, audios y escritura y es animado.

2.- Si escucho musicas en ingles o también uso una aplicación en la que puedo aprender inglés y practicar.

3.- Cuando el profesor deja alguna actividad o alguna tarea me pongo a practicar el esuchar en ingles o aveces tambien veo videos de youtubers en ingles.

4.- La mayor parte de mi tiempo uso musicas en ingles y intento cantar como la personas.

5.- Si tengo un álbum en inglés y me escuchó todos los dias

6.- En mi casa me gusta mucho poner videos animados cortos que me gustan para desarrollar e imitar lo que estan cantando.

7.- Se me hace complicado por que muchas veces no logro entender lo que tratan de decir entonces me quedo sin entender que lo que de verdad quizo decir.

8.- No realmente no me gusta mucho practicar mi ingles cuando salgo de la escuela.

9.- Escucho videos en ingles cuando llego a casa, me gusta ver cuando personas hacen bromas o hacen un tour de algun lugar que visitan un que no entiendo mucho.

10.- Uso el traductor de ingles para esuchar las pronunciaciones de palabras que se me hace dificil y cuando realmente no se pues le digo al profe que me explique mejor.

6.- ¿Te resulta difícil entender el material auditivo que el profesor utiliza en clase? ¿Por qué?

1.- Se me hace complicado en los audios que él pone, en cambio cuando uno lee ya entiendo un poco.

2.- Depende si conozca la palabra o el tema del que este hablando la personas.

3.- Sí porque eran demasiado rápido.

4.- Es complicado entender por que a veces no conozco las plabras y todo va demaciado rapido

5.- cuando nos explica, entiendo, pero sí cuando a veces no pone nada más y no da un contexto de la clase se me hace mas complicado entender de lo que esta hablando la persona.

6.- Es dificil de entender con mucha practica puedo entender pero resulta muy aburrido practicar

7.- Se me hace dificil analizar el audio por que siempre hay algo que no logro entender por las palabras que usa y la velocidad hace que me confunda

8.- Es complicado, por que a veces el audio va muy rapido y no me da tiempo a analizar entender o traducir de lo que esta hablando.

9.- Difícil porque, suelen hablar pero hay cosas que no entiendo todavia y nesecito que el profe me explique.

10.- Creo que se me aria mas facil si tiene subtitulos pero con los audio solamente es complicado entender

7.- ¿Con qué material le gustaría aprender a escuchar?

1.- Todo lo que es las palabras, en mi app estoy practicando esto y me ayuda mucho que incluyan imágenes con los audios y así puedo entender mejor lo que quiere decir estas.

2.- Que ponga videos documentales y musicas que sean interesantes para que aprendamos.

3.- Películas en inglés.

4.- Las clases creo que estan bien asi como estan ya estamos adaptados a la forma de esuchar en las actividades.

5.- Me gustaria que pusiera videos cortos, por que asi seria mas interesante y comprenderiamos mas y podriamos mejorar nuestra vocalizacion.

6.- Me gustaria que el profesor usara material mas interesante para nostros como dibujos animados o algo de ese estilo.

7.- Sí, sera mas facil y mas si el video tiene subtitulos por que el esuchar la pronuciaicon y leer la palabra ayuda a que me enfoque en los significados.

8.- Me gustaria que el profesor usara peliculas cortas o pequeños docuemntales.

9.- Un documental en inglés porque aprendo mas vocabulario y puedo informarme de cosas que pasan en el mundo.

10.- Me gustaría documentales, ya que si aprendemos tanto en inglés como de alguna cosa que suceden en el mundo exterior.

8.- ¿Crees que sería mejor practicar la comprensión oral con un vídeo corto? ¿Por qué?

1.- Si, siento que entiendo más, el que este viendo un video y ecuchando se me hace mas facil para concentrarme

2.- Si, por que uno al ver se interesa mucho mas en ese contenido y asi puede activar nuestra memoria y aprendernos el nuevo vocabulario.

3.- Sí, porque salen subtítulos y estos siempre salen mas lentos que el video y me da tiempo para leer y intentar entender de lo que estan hablando.

4.- si, porque el dialogo explicar mucho y nos va a ayudar al momento de tener actividad como ésta sea un poco más fácil de reconocer algunas palabras que puedan estar en la en el libro.

5.- Si a veces estos videos tienen subtitulos que nos ayudan a traducir y comprender todo mejor.

6.- Si un poco, por que a pesar de todo siento que hay cosas que no lograria entender y el profesor tendria que ayudarme un poco explicando.

7.- Si estaria mas facil de entender por que cuando estan realizando una accion puedo asociarlo al audio y me guio con mas facilidad

8.- Si por que eso nos enseñaria mas el ingles

9.- Si por que cuando envian un video para trabajar en la casa tengo la opcion de repertilo las veces que quiera hasta entender lo que esta diciendo.

10.- Sí porque hay entender mejor cómo dije anteriormente las imágenes me ayudan a entender mas.

9.- ¿Quiere conocer más recursos para aumentar su capacidad de escucha?

1.- Si me gustaria muchi concer mas formas de mejorar, par poder entender con mas rapidez.

2.- Me encantaria saber cuales son otras formas de mejorar mi forma de esuchar el ingles siento que podria aprender mas rapido.

3.- Por supuesto estaria interesante ver cuales son otras formas de desarrollar nuestras capacidades para escuchar.

4.- Si por que me gustaria variar la forma en la que estamos aprendiendo

5.- Si quiero saber si hay un metodo divertido para poder practicar mas veces sin aburrirme.

6.- Si el profesor siempre usa la misma forma de enseñar quisiera que cambiaramos un poco.

7.- Por supuesto se me hace algo muy interesante poder aprender de otra forma.

8.- Si por que esuchar es muy importante para entender el ingles y quisera ver que metodo se me aria mas facil.

9.- Sí creo que con video puedo aprender mas cosas que tan solo con un audio.

10.- Me encantaria saber nuevas actividades para poder divertirnos en clase seria increible variar un poco en la forma de aprender.

10.- ¿Te gustan los recursos que utiliza el profesor para practicar la comprensión oral? ¿Por qué te gustan o no te gustan?

1.- No, realmente es muy aburrido y confuso al momento de realizar las actividades por lo general quiero que repitan el audio 4 veces.

2.- Realmente no me gusta me confunden muchos los audios que usa y a la mitad de la actividad me aburro mucho

3.- No por que usan vocabularo que todavia no entiendo entoces no logro entender todo el audio como quisiera

4.- Creo que prefiero hacer otras catividades por que es muy frustrante esuchar los audios y no entender

5.- No me agradan muchos los audios el profesor explica pero solo entiendo cuando hacemos las actividades con su guia.

6.- Es muy aburrido y tedioso las actividades asi que no me gustan mucho.

7.- No, me gustaria ver un video mejor los audio me aburren

8.- Realmente no creo que no todos en la clase entendemos como hacer las actividades asi que tenemos que decir al profe que explique mas veces

9.- Creo que nesecito mucha ayuda cuando intento hacer las actividades que deja el profesor asi que no me gustan mucho.

10.- El profesor intenta que todos entendamos, pero aun asi no me gustan los audios que pone quiero algo mas entretenido que pueda entender mejor.

Questions for Teacher

Question 1: What methods have you applied to teach listening?

Within the teaching of listening I would apply group work in which they can practice listening together with other classmates. Children must listen to songs, where vocabulary is immersed and can be replicated in later activities.

Question 2: What resources do you usually use to teach listening

Conversations are used to practice the pronunciation of the vocabulary of each unit.

Question 3: What benefits have you obtained by applying your teaching methods?

Students can understand different words to some extent, with a little more help they can use these words in sentences and recognize them in other activities.

Question 4: Would you like to apply short educational videos in your classroom?

Depending on the level of the students in secondary school it is imperative to use educational videos, but where they can listen to the vocabulary. In secondary and high school it is vital to use documentaries that allow. Analyze the context in which the wording is used.

Question 5: Do you consider that your students' listening comprehension progresses adequately with your methodology?

Listening is challenging for the students, they advance little by little, sometimes confusing the sounds, but each time they make an effort. With complicated words, the more vocabulary they learn, the greater the range of listening comprehension.