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

**“Task-Based Listening Activities Foster Critical  
Thinking in Elementary Learners”**

**RESEARCH PROJECT**

**As a prerequisite to obtain a:**

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

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### **ADVISOR'S APPROVAL**

In my role as advisor of the research paper and title "TASK-BASED LISTENING ACTIVITIES FOSTER CRITICAL THINKING IN ELEMENTARY LEARNERS" prepared by, GERALDINE DOLORES LUZURIAGA MORENO, 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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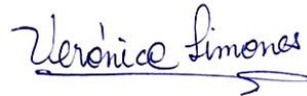
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Finally, I would like to express my deepest gratitude to research supervisor, Professor Diego Nieto Herrera, whose expertise and knowledge were invaluable during this research.

Luzuriaga Moreno Geraldine Dolores

## **DEDICATION**

I dedicate my research project with all my heart to my family, which has been a fundamental pillar to achieving my goals. To my dear mom Victoria, for giving me a wonderful life, teaching me values, and filling my heart with good feelings. To my husband Wilfrido who is my support, and to my dear children Alan and Melody who are my greatest blessing in my life.

Finally, to my dear brother Gabriel who guides me from heaven.

Luzuriaga Moreno Geraldine Dolores

## **ABSTRACT**

Society evolves progressively, and with it, actions must be taken to keep pace with a new development model that allows education to be an integral part of it. This involves improving the teaching and learning process through the application of new strategies such as active listening, a form of communication that conveys clear ideas without interrupting the listener, within the context of primary education. It was mentioned that the methodology employed was qualitative, from a subjective and contextual perspective, using non-numerical and observational data to develop critical thinking skills in English language teaching. The goal was for students to be analytical, reflective, and able to express their own opinions without fear. This resulted in understanding the level of critical thinking development in students. In this context, it is concluded that it is necessary to strengthen the skills of reasoning, inquiring, discussing, and reflecting on lived experiences and challenges, thereby contributing to facing the challenges of the modern world.

**KEYWORDS:** Listening activities, tasks, critical thinking, English

## RESUMEN

La sociedad evoluciona de manera progresiva y con ello se debe establecer acciones que permitan ir a la par de un nuevo modelo de desarrollo que permita a la educación ser parte de ella, mejorando el proceso de enseñanza aprendizaje a través de la aplicación de nuevas estrategias como la escucha activa, que consiste en una forma de comunicación que transmita ideas claras sin irrumpir al receptor; en el contexto de educación primaria. Se mencionó que la metodología empleada fue de enfoque cualitativo, desde una perspectiva subjetiva y contextual, donde se utilizó datos no numéricos y observacionales para el desarrollo de la habilidad del pensamiento crítico en el desarrollo de la enseñanza del inglés, con el fin de que el estudiante sea analítico, reflexivo y pueda emitir su propio criterio sin temor a nada. lo que dio como resultado conocer el nivel de desarrollo del pensamiento crítico en los estudiantes; bajo este contexto se concluye, que es necesario fortalecer las habilidades para razonar, indagar, discutir y reflexionar sobre acontecimientos que se vive, experimenta y afronte, con lo cual se va a contribuir para poder encarar los desafíos que impone el mundo actual.

**PALABRAS CLAVE:** Actividades de escucha, tareas, pensamiento crítico, ingles.

## INDEX

FIGURES .....	13
INTRODUCTION .....	14
CHAPTER I.....	15
THE PROBLEM .....	15
1.1. Research Topic: .....	15
1.2. Problem Statement.....	15
1.3. Problem Formulation .....	18
1.4. Specific Research Questions.....	18
1.5. Objectives .....	18
1.5.1. General Objective.....	18
1.5.2. Specific Objectives.....	18
1.6. Justification.....	19
CHAPTER II .....	21
THEORETICAL FRAMEWORK.....	21
2.1. Background.....	21
2.2. International Background .....	21
2.3. National Background .....	22
2.4. Pedagogical basis.....	24
2.4.1. Connectivism.....	24
2.4.2. Constructivism .....	25
2.4.3. Humanism: .....	26
2.5. Theoretical basis .....	27
2.5.1. Learning Theories .....	27

Based on these criteria, it is necessary to implement new work methodologies that promote the application of strategies in the classroom, where the student feels stimulated to be an active part of the classes and thus promote a proactive, dynamic, innovative, creative teaching process (Lázaro, 2022); where task-based listening activities encourage the development of critical thinking skills, so the teacher must constantly train in the development of new applications to solve or answer the doubts of students who require it (Romero, 2023). .... 29

2.5.2. Development of Critical Thinking ..... 29

2.5.3. Critical Thinking Skills ..... 30

2.7. Legal basis ..... 31

2.7.1. Constitución de la República del Ecuador ..... 31

2.7.2. Ley Orgánica de Educación Intercultural (LOEI)..... 32

CHAPTER III ..... 33

METHODOLOGICAL FRAMEWORK..... 33

3.1. Methods ..... 33

3.1.1. Qualitative Methodology..... 33

3.2. Type of Research ..... 34

3.2.1. Phenomenological study ..... 34

3.3. Data Collection Technique ..... 34

3.3.1. Interview..... 34

3.4. Instrument ..... 35

3.4.1. Questionnaire ..... 35

3.5. Type of questions ..... 36

3.5.1. Open-ended questions ..... 36

3.6. Data Collection Processing and Resources..... 36

3.7. Population and Sample .....	37
CHAPTER IV .....	38
ANALYSIS OF FINDINGS.....	38
4.1. Brief explanation of the findings .....	38
4.2. Interpretation of the bibliographic review and discussion of the interview .....	39
CHAPTER V .....	45
CONCLUSIONS AND RECOMMENDATIONS .....	45
5.1. Conclusions.....	45
5.2. Recommendations.....	46
REFERENCES .....	48
ANNEXES .....	53
Annexes A: Certified Anti-Plagiarism System.....	53
Annexes B: Interview questions .....	55
Annexes C: Interviews.....	56

## FIGURES

Figure 1 Interviewee One .....	39
Figure 2 Interviewee 2 .....	40
Figure 3 Interviewee 3 .....	41
Figure 4 Interviewee 4 .....	42
Figure 5 Interviewee 5 .....	43

## INTRODUCTION

The evolution of today's society within the context of knowledge faces a series of changes that, coupled with the systematic development of technology and digital platforms, confront various social and cultural problems. These challenges require the formation of individuals with critical, open, and flexible thinking skills in the face of change. For this reason, an educational system is needed that emphasizes the application of teaching strategies based on active listening, leading to the development of critical thinking skills and the comprehensive education of students within a new development model that provides ethical elements contributing to this process.

This new educational development scenario envisions teachers as needing constant training to foster strategies that allow primary school students to develop critical thinking skills. It highlights the importance of didactic strategies in educational activities, as these are comprised of cognitive, effective, and procedural processes that help students construct their learning and thus carry out the teacher's instruction. This involves consciously organizing actions to build and achieve both planned and unforeseen goals in the teaching and learning process, adapting meaningfully to the needs of the participants.

In this sense, teaching English to elementary school students through active listening promotes a form of communication that conveys clear ideas without interrupting the listener. It is organized, allowing the listener to understand what others think and feel. It demonstrates how attentive a person is during the dialogue; this type of communication is reflected in the sender's actions. That is, one listens attentively, analyzing, reasoning, and understanding the information being transmitted in the conversation. Knowing how to listen allows one to express one's thoughts, leading to the development of critical and constructivist thinking skills.

## CHAPTER I

### THE PROBLEM

#### 1.1. Research Topic:

Task Based Listening Activities Foster Critical Thinking in Elementary Learners

#### 1.2. Problem Statement

Education plays a fundamental role in developing students' cognitive and communicative abilities. One of the main challenges of modern education is finding effective strategies that not only help students acquire knowledge but also foster complex thinking skills.

The situation of learning another language and its influence on critical-reflective thinking in Latin America has become a challenge that usually focuses mainly on grammar, spelling and vocabulary, but youth-centered education is crucial to integrate approaches that simultaneously strengthen linguistic competence and thinking skills (Sanchis, 2020).

But it should be noted that task-based listening comprehension activities promote and generate opportunities for students to interact within working groups of students, under the guidance and tutelage of the teacher, providing them with adequate information so that they can understand the meanings of different words in other languages, and that at a certain point they can critically analyze them to improve their linguistic vocabulary (Martínez, 2021).

Learning a new language like English is a constant work process since it is considered one of the most important languages globally. This learning requires different

techniques, methods and strategies that teachers apply to students so that this acquisition process is natural and spontaneous (Abdalla, 2020).

In the performance of pre-professional practices, it was observed that the tools to develop listening comprehension in students were not innovative or attractive, which promoted losing interest in improving their listening skills, which affects the process of acquiring English as a second language in the global context, but, in addition, the classes take place in a traditional work environment, which generates uncertainty and monotony (Carrera, 2021).

According to Rodríguez (2021), listening comprehension is one of the most difficult skills to develop effectively, mainly due to limited vocabulary, different accents, and lack of prior knowledge. During the school stage, many students do not acquire the vocabulary necessary to understand everyday expressions, which often results in frustration when performing listening comprehension tasks.

Similarly, Marín (2021), emphasizes that if a person is not able to understand and transmit the information they hear, they have not achieved true listening comprehension. Therefore, it becomes a threat in the educational context, which requires establishing a detailed analysis of the existing problems and establishing actions that allow improving the development of listening activities based on tasks where critical thinking is encouraged in primary school students (Fernandez, 2021).

In the current context, there is difficulty in implementing the practice and promotion of teaching English as a second universal language in classrooms, due to a series of factors where the practice of traditional methods predominates, which leads to monotony, because the teacher follows current regulations and does not accept that he must innovate because this is what the teaching of this new "subject" demands, and even

more so if there is the deployment of new pedagogical - technological tools that facilitate the acquisition of knowledge.

In this context, the implementation of task-based listening activities, which not only improve linguistic competence but also facilitate the understanding and meaning of a new language that generates more fluid communication, allowing the development of critical thinking in primary education, laying the foundations that generate knowledge and facilitate the teaching-learning process, laying the foundations so that all educational actors can be involved in a better working methodology.

In addition, students can work collaboratively to predict possible outcomes or design alternative solutions to a given situation, which encourages deeper reflection and strengthens both understanding and complex thinking skills, but which leads to the application of viable and effective strategies that allow for a dynamic activity within the classroom (Barbán, 2021).

Despite the success of these strategies, many teachers still resort to traditional methods; however, the incorporation of task-based listening activities offers a valuable opportunity to make language learning motivating and cognitively enriching for primary school students. This will strengthen knowledge acquisition, improve interpersonal relationships based on a new language, and develop group work in the classroom (Battisti, 2021).

Education, so that in the medium term it improves the knowledge of primary school students, and they contribute positively with purposeful critical thinking that contributes to the cognitive growth of linguistic knowledge that seeks to improve their teaching-learning process through practical assimilation activities and processes.

### **1.3. Problem Formulation**

How can task-based listening activities be designed and implemented to effectively promote critical thinking among primary EFL learners?

### **1.4. Specific Research Questions**

- What resources do teachers use to develop students' listening skills in primary EFL classrooms?
- What are the strategies and advantages of using task-based listening exercises to improve critical thinking and listening comprehension?
- How do teachers promote student motivation when teaching listening skills?

### **1.5. Objectives**

#### **1.5.1. General Objective**

To analyze how task-based listening activities foster the development of critical thinking skills in primary English learners through active participation and reflective tasks.

#### **1.5.2. Specific Objectives**

Identify the types of task-based listening activities commonly used in primary English classrooms to promote critical thinking.

Explore how active listening practices support the development of critical thinking skills in young learners.

Examine how teachers implement listening tasks aimed at enhancing critical thinking in primary English learners.

## 1.6. Justification

The development of listening comprehension is fundamental to the process of acquiring a second language, especially in primary education, where students are at a crucial stage of their development. Listening comprehension is not only a receptive skill but also the foundation for developing speaking, reading, and writing skills for new phonemes, which leads to reorganizing the curriculum plans teachers present at the beginning of a new school year (Fernandez, 2021).

Furthermore, good listening comprehension fosters higher order thinking skills, such as analysis, interpretation and reasoning, which are essential for students to become independent and reflective users of a second language. However, to achieve this, the teacher must be trained not only to teach the student, but also to resolve a series of doubts that arise in this context (Carrera, 2021).

The importance of applying a good teaching-learning model for practicing English in primary education classrooms will allow us to eradicate traditional approaches that prioritize memorization of words without giving way to critical thinking, and that the repetitive mechanization of classes does not generate a deepening of previous knowledge of English to facilitate its understanding and knowledge.

With these criteria, it is necessary to establish a work methodology in accordance with a current reality, since the development of listening activities based on tasks that encourage the development of critical thinking in primary school students must be strengthened, but, to achieve this, it must be supported by the use of technological tools, which will facilitate the acquisition of this new language, with all the skills that allow communicative fluency.

But this criterion that is generated in the daily practice that the teacher applies in the development of activities, cannot be maintained if continuous training is not promoted to improve how to teach and even more so if there are various technological platforms and tools, the same ones that make the dynamics of knowledge more effective, enjoyable and evolutionary, where the bases will be laid so that the learning process at each of the levels that includes the knowledge of a new language is not difficult and that allows progress without difficulty.

Another measure that can be dynamic and entertaining is to strengthen this process with the progressive use of technological tools and platforms, summarizing in the best way various activities such as stories, popular songs, games, that generate improved diction in correctly pronouncing basic English words and thus promote their correct use; this will help improve listening comprehension, these activities enrich students' vocabulary, promote collaboration and enhance their capacity for analytical and creative thinking.

The above will help students, supported by the progressive use of technology, generate prior knowledge, but also expand their curiosity for learning so that a difficulty becomes an educational strength, which raises self-esteem, strengthens academic linguistic performance, and fosters critical thinking in elementary school students. Consequently, songs and stories emerge not only as motivating and modern tools, but also as effective pedagogical strategies to improve listening comprehension and develop complex thinking skills.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. Background

#### 2.2. International Background

According to Zanabria (2021), the implementation of active listening generates better attention on the part of students in the classroom, because it reduces all kinds of distractions that can be caused by various actions (Olivares, 2022), and also gives the teacher the possibility of applying body movements, which triggers eye contact, in addition to expressing emotions, which produces expressiveness where the student expresses himself openly (Muñoz, 2021).

In the changing digital landscape, the imperative to achieve success has highlighted the essential need for students to develop key competencies for the 21st century. In this context, Nguyen, (2024), In Vietnam, a study was presented that sought to explore the potential of constructivism to improve students' critical thinking and reading skills, in addition to evaluating their receptivity to this pedagogical approach. It is emphasized that educators receive comprehensive training on the effectiveness of constructivism in improving skills and outline a path for its successful adoption in educational settings.

In Indonesia, Boyle, (2024), presented a qualitative case article of a teacher facilitating Critical Thinking (CT) through listening and speaking in a Year 10 English as an Additional Language (EAL) secondary school class in Indonesia. Such CT facilitation and development are required not only by the Indonesian government's EAL policies, but also in other countries with developing economies. CT is believed to

promote language acquisition and develop through language learning, if facilitated appropriately.

Over the years, in Indonesia, literature has been a fundamental pillar in language teaching, especially from the 18th century to the mid-19th century, with various educational and cultural objectives (Rashes, 2024). With this approach, educational policies emphasized the interpretation of specific texts and the evaluation of literary works through both written and oral means, to acquire knowledge of classical rhetoric, enhancing fundamental skills of students such as exploration and communication of the teaching of English as a foreign language (EFL) at all educational levels, which covers the skills of listening, speaking, reading and writing (Barbán, 2021).

### **2.3. National Background**

It is important to mention that, Carl Rogers, one of the co-founders of reflective listening was developed by Dr. Carl Rogers, in the 40s, in the development of psychotherapeutic research: Teaching and Researching Listening, began to use active listening, as a "generic term that refers to a series of behaviors and attitudes that prepare the receiver to listen, concentrate on the person speaking and provide answers" (Gutierrez, 2021).

In a presentation given in Quito by (Martínez, 2021), It was mentioned that nonverbal emotions communicate more than words, so the student must show interest; otherwise, the teacher must rethink the class so that everyone feels confident in the activity they are doing (2021). The teacher and the student must demonstrate commitment and try to understand the message, so that at the end of the activity they reflect and summarize what the other person has said to show that they are paying attention and confirm that they have understood what was done (Bennássa, 2021).

In this context, it is necessary to minimize the problems detected where practical and concrete solutions are provided to improve the technique of active listening as a fundamental resource for the development of different activities within the classroom (Mesa, 2021) In addition to understanding the different events that occur within our environment and outside of it, where it is characterized that this technique will allow the development of skills, abilities, criteria, making important decisions, which will allow us to move from an acute problem to viable and relevant solutions that generate the satisfaction of achieving the objectives set (Solbes, 2022).

Based on these criteria, it is necessary to implement new work methodologies that promote the application of strategies in the classroom, where the student feels stimulated to be an active part of the classes and thus promote a proactive, dynamic, innovative, creative teaching process (Lázaro, 2022); where task-based listening activities encourage the development of critical thinking skills, so the teacher must constantly train in the development of new applications to solve or answer the doubts of students who require it (Romero, 2023).

These criteria put forward show that it is essential to promote innovative and progressive changes to implement active schools in relation to the teaching methodology carried out in the classroom, where the student's skills and reasoning are developed, instead of the memorization and mechanical repetition of the contents that are currently applied (Blanco, 2023).

This action of the teacher must be supported by the progressive use of technological tools and platforms, providing facilities for student learning, creating virtual work environments, accompanied by a series of resources such as stories, fables, songs, which, depending on the educational level, will be of great help because it will generate motivation and continuous participation of students to be part of the class,

focus attention and raise the quality of education to its highest professional level (Acevedo, 2023).

With this action, the possibility is promoted that the teacher is not only the one who provides the information, but is also a guide and organizer to cultivate cognitive skills and critical reasoning in students consecutively so that the student can apply effectively in various situations of daily life, establishing concrete actions that will help them to be better listeners, with their own criteria, expressing diverse opinions, which results from the educational process, and that this is more enriching, oriented towards the resolution of real-world problems (Blanco, 2023).

## **2.4. Pedagogical basis**

### **2.4.1. Connectivism**

Current education demands substantial changes, supported to some extent by traditional pedagogy, but with innovative approaches coupled with the impetus of technology. In this sense, this work is based on Connectivism, which focuses on internal mental processes such as memory, thought, and problem-solving that human beings carry out; therefore, the student is seen as an active processor of information, requiring different preparation and training, characterized by a strong alignment with the demands of the labor market (Bennássa, 2021).

With the rise of rapid technological development, humans are being forced to continually update their knowledge and activities and improve the quality of education; this process is known as lifelong learning (long life –learning). In this context, the availability of online education programs has increased significantly in recent decades. Internet-based education (both synchronous and asynchronous) has contributed to expanding learning in formal, non-formal, and informal settings, facilitating the learning

of new languages through audio, video, and other formats delivered to students via the internet, which teachers can adapt to their educational environment and the students' level (Romero, 2023).

Adapting the teaching and learning process to Connectivism, but with the support of educational programs and digital technologies, is part of a new dynamic and interactive process where the student demonstrates creativity in the development of critical thinking, as a fundamental tool in new learning experiences; this results in teaching and learning strategies that are constantly changing with the support of digital platforms, which contributes to students being more creative, generating collaborative work experiences among peer groups (Gutierrez, 2021).

The exploitation of technological development has not necessarily strengthened education as an expression of social rights. In this sense, the importance of technology in the economic aspects of global society is described by Olivares (2022), who states, “Technology is an integral part of current education, which has revolutionized all aspects, promoting interactive learning for students, enabling them to create their own knowledge under the guidance and tutelage of the teacher” (Blanco, 2023)

#### **2.4.2. Constructivism**

According to Rodríguez (2021), It states that knowledge is actively constructed by the student based on their prior experiences and interaction with their environment, but under the guidance and direction of the teacher. In this context, when constructivism is associated with education, the main problem is often found to be that this approach has been understood as allowing students to learn freely at their own pace; which often implicitly suggests that the teacher is not involved in the process, only providing the

inputs, then letting the students work with the proposed material and arrive at their own conclusions, or what some teachers call constructing knowledge (Acevedo, 2023).

Constructivism posits that there is an interaction between teacher and students, a dialectical exchange between the teacher's and the student's knowledge, leading to a productive synthesis for both. Consequently, the content is revised to achieve meaningful learning. From this arises the inevitable and necessary review of constructivism as a pedagogical practice, which establishes the essential and unavoidable relationship between methodology and the prevailing conception of teaching and learning, as well as other related aspects such as objectives, content, the methodology itself, and, of course, techniques and resources, culminating in the evaluation process (Muñoz, 2021).

Based on this criterion, it is mentioned that constructivism is a fundamental tool for the English language learning process, providing the necessary tools to develop critical thinking through listening activities and task completion. This allows for a better understanding of English vocabulary and phonemes, which can be further enhanced by videos, stories, and tongue twisters. This, in turn, improves diction for correct pronunciation, laying the foundation for gradually increasing the level of difficulty according to the student's level of study (Solbes, 2022).

#### **2.4.3. Humanism:**

In this context, it is stated that the teaching and learning process involves a series of actions where the student is the center of the educational process, emphasizing their integral development, emotions, and personal potential, because this leads to them being the center of meaningful learning and autonomy (Zanabria, 2021). Therefore, humanism in education is a pedagogical approach focused on the integral development

of the student, not only academically, but also emotionally, socially, and morally, demonstrating that the proposed goals can be achieved, in addition to the formation of well-rounded, autonomous individuals with values, who can contribute positively to society and face the challenges of the future with an ethical approach (Muñoz, 2021).

Therefore, task-based listening activities that foster critical thinking in elementary school students are based on humanism, which is expressed in the student's belief in and personal growth. Thus, it is common to find that the expression "education," from a qualitative point of view, can be associated with: process, person, individual, training, instruction, learning, teaching, society, culture, knowledge, affection, sensitivity, creativity, daily experiences, individual and social experience, improvement, development, organization, method, intentionality, activity, system, interactivity, ideology, social control, profession, childhood, adolescence, adulthood, school, college, university, distance learning, virtual learning, and teacher (Blanco, 2023).

Such an extensive array of terms to designate this concept suggests that we are facing a challenge that begins with a logical and linguistic effort (the search for an essential definition) to become part of an epistemological issue, that is, deciphering the point of view from which such and such a definitional attempt is perceived or understood (Carrera, 2021).

## **2.5. Theoretical basis**

### **2.5.1. Learning Theories**

It is very important to define what learning theories are. In this sense, they are described as actions that individuals acquire, process, retain, and modify to construct

new knowledge, skills, and attitudes. This knowledge allows us to process relevant information about the learning process from different perspectives, such as behaviorism, cognitivism, and constructivism, leading to deeper learning and an understanding of how task-based listening activities foster critical thinking in elementary school students learning English.

According to Zanabria (2021), the implementation of active listening generates better attention on the part of students in the classroom, because it reduces all kinds of distractions that can be caused by various actions (Olivares, 2022), and also gives the teacher the possibility of applying body movements, which triggers eye contact, in addition to expressing emotions, which produces expressiveness where the student expresses himself openly (Muñoz, 2021).

It is important to mention that, Carl Rogers, one of the co-founders of reflective listening was developed by Dr. Carl Rogers, in the 40s, in the development of psychotherapeutic research: *Teaching and Researching Listening*, began to use active listening, as a "generic term that refers to a series of behaviors and attitudes that prepare the receiver to listen, concentrate on the person speaking and provide answers" (Gutierrez, 2021).

It is also established that non-verbal emotions communicate more than words, so the student must show interest, otherwise, the teacher must rethink the class, so that each of them feels confident in the activity they are doing (Martínez, 2021). The teacher and student must demonstrate commitment and try to understand the message, so that at the end of the activity they reflect and summarize what the other person has said to show that they are paying attention and confirm understanding of what was done (Bennássa, 2021).

In this context, it is necessary to minimize the problems detected where practical and concrete solutions are provided to improve the technique of active listening as a fundamental resource for the development of different activities within the classroom (Mesa, 2021) In addition to understanding the different events that occur within our environment and outside of it, where it is characterized that this technique will allow the development of skills, abilities, criteria, making important decisions, which will allow us to move from an acute problem to viable and relevant solutions that generate the satisfaction of achieving the objectives set (Solbes, 2022).

Based on these criteria, it is necessary to implement new work methodologies that promote the application of strategies in the classroom, where the student feels stimulated to be an active part of the classes and thus promote a proactive, dynamic, innovative, creative teaching process (Lázaro, 2022); where task-based listening activities encourage the development of critical thinking skills, so the teacher must constantly train in the development of new applications to solve or answer the doubts of students who require it (Romero, 2023).

### **2.5.2. Development of Critical Thinking**

In relation to critical thinking, it can be understood as a constant practice of questioning information, analyzing arguments in a logical and sequential way, to evaluate the evidence from various computer sources (Facione, 2020). In this context, the teacher is aware of awakening curiosity in the student, seeking their own perspectives to avoid biases and mental processes that do not fit with reality in the formation of reasoned judgments and making informed decisions where the objectives set are met (Suniaga, 2021).

Therefore, the student will be able to evaluate the model with which the other thoughts that are applied in the teaching-learning process are developed, in addition to the way in which knowledge is developed, guaranteeing greater autonomy when executing the thought, and that it serves to verify the fulfillment of the proposed objectives and goals (Ulexion., 2022).

### **2.5.3. Critical Thinking Skills**

It is important to mention that critical thinking establishes the structures of a process where transcendental conclusions can be drawn from the analysis of relevant information, which can use technology to facilitate the analysis of a specific topic and obtain what is required (Romero, 2023).

However, it must be remembered that on repeated occasions the processing of this information is biased, distorted and/or prejudiced; under this criterion, it is established that teachers work with students, with the purpose of improving the analysis of thought and thus obtaining skills, criteria, which, combined with the deployment of technological tools, automation and the growth of artificial intelligence (AI), allow a better approach developed by human beings (Pérez M. , 2022).

It is also stated that creativity combined with critical thinking are the skills that must be developed in human beings, because it is necessary to delve deeper with greater intensity as a way of promoting the growth of a society lacking human talent that can be analytical and critical, actions that are highly valued in the current work context. (Sánchez, 201). Regarding the above, it is mentioned that it is necessary to highlight the fifteen skills proposed by Ennis, who describes the person who has critical thinking. (Heredia, 2020):

## **2.7. Legal basis**

### **2.7.1. Constitución de la República del Ecuador**

Es importante señalar que en todo proceso de investigación deben mencionarse los aspectos relacionados con las normas legales que rigen un país, sentando así las bases para el desarrollo del proceso.

Art. 26.- “La 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 la política pública y de la inversión estatal, garantía de la 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 (National Assembly, 2008).

Art. 27.- “La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos (National Assembly, 2008).

Art. 28.- “La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad

interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive (National Assembly, 2008)

### **2.7.2. Ley Orgánica de Educación Intercultural (LOEI)**

Capítulo Tercero: Derechos y obligaciones del alumnado

Artículo 7. Derechos. El alumnado tiene los siguientes derechos: a. Ser protagonista del proceso educativo; b. Recibir una educación integral y científica que contribuya al pleno desarrollo de su personalidad, capacidades y potencial, respetando sus derechos y libertades fundamentales y promoviendo la igualdad de género, la no discriminación, el aprecio por la diversidad, la participación, la autonomía y la cooperación (Ecuador, 2011).

**Article 8.- Obligations. - Students have the following obligations:**

c. Procurar la excelencia educativa y mostrar integridad y honestidad académica en el cumplimiento de las tareas y obligaciones (Ecuador, 2011);

g. Fundamentar debidamente sus opiniones y respetar las de los demás; (Ecuador, 2011).

## CHAPTER III

### METHODOLOGICAL FRAMEWORK

#### 3.1. Methods

##### 3.1.1. Qualitative Methodology

In the context of research, it is necessary to have a work methodology that allows implementing a series of systematic and orderly procedures to collect, analyze and present data that allow a truly scientific study to be carried out; therefore, its object of study is the research process, which consists of a series of logically structured steps carried out among them, so the methodology used in this context was qualitative, because aspects related to task-based listening activities that promote the development of critical thinking in primary education students will be known, supported by the various digital preforms, which encourage the development of activities with dynamism and creativity (Baptista, 2020).

Qualitative research is one of the research methods that allows us to understand experiences, behaviors, and aspects closely related to the academic field from a subjective and contextual perspective, using non-numerical data and observations. According to Castaño (2022), its main objective is to interpret the meaning that people give to their experiences, exploring the "why" of actions instead of focusing on statistics. It also mentions the use of techniques such as in-depth interviews, focus groups and participant observation.

By using qualitative methodology, the researcher attempts to interact with those involved to promote the acquisition of the greatest amount of useful information, while maintaining natural interaction. Although the influence of the people being studied cannot be ignored, they try to control and minimize it (Hernandez J. , 2020), this

observation allows the researcher to know directly how an interview should be carried out in a direct and more in-depth manner so that it is not seen as a cross-examination of questions and answers.

## **3.2. Type of Research**

### **3.2.1. Phenomenological study**

This research is framed in the phenomenological context with a descriptive qualitative approach, which according to (Baptista, 2020), It is established in the understanding and description of the problem, recording the eventualities that arise through the application of a questionnaire of questions congruent with the problem studied, another of the characteristic aspects is that it seeks to describe the experiences shared by a group of people about a specific phenomenon on the participants, who try to transmit their experiences, without imposing previous assumptions of the researcher.

In this sense, data collection techniques are applied, after which the analysis and interpretation of the phenomena within the teaching-learning process is carried out to contextualize active listening for the development of critical thinking skills, supported by the application of technology as a support for educational change; To achieve this, it uses in-depth interviews and other interpretive techniques to collect data and then analyze the experience to identify the essential themes and structures that allow access to relevant information (Hernández T. , 2019).

## **3.3. Data Collection Technique**

### **3.3.1. Interview**

The interview is a qualitative research technique that allows obtaining detailed information through direct and purposeful conversation between the interviewer and

participant, following a structured or semi-structured guide. Its purpose is to collect opinions, perceptions, feelings, and experiences regarding a specific topic, to gather valuable information for informed decision-making (De La Orden, 2021). This study applied a qualitative approach, which includes diverse concepts, perspectives, techniques, and non-quantitative methods. From this perspective, several interpretative frameworks support the evaluation of the effectiveness of teaching strategies based on active listening for the development of critical thinking, combined with technology in educational processes, such as interactionism. The framework seeks to connect the human factor with the technological one, generating an interconnectedness that promotes dynamic and interactive environments in the classroom (Hernández T. , 2019).

Furthermore, this approach allows for a descriptive analysis of the current state of the problem, from which, based on the instruments applied, various conclusions are drawn that lead to proposing improvements. Therefore, descriptive research works with factual realities, fundamentally characterized by providing an accurate interpretation of the information. This, combined with the interview technique, enables the analysis of a series of criteria derived from the participants responses, offering reliable information that supports the formulation of conclusions.

### **3.4. Instrument**

#### **3.4.1. Questionnaire**

In the research context, a questionnaire is a practical instrument consisting of a series of questions designed to gather information about people's opinions, experiences, or behaviors, based on a specific topic. This research tool can be developed based on structured situations. According to (Hernandez F. B., 2020), It is a technique that

consists of carefully observing a phenomenon, fact or event to collect information and record it for later analysis. This technique has limitations in terms of approaching the phenomenon studied, given that a questionnaire was used, a fundamental element of any research process, conceived as a support for the researcher.

It is necessary to mention that the questionnaires must be shared with those who will be part of the study population so that they can be more aware of the information that is required to meet the proposed goals; it is also mentioned that there will be eight open-ended questions, allowing people to express themselves freely on the proposed topic.

### **3.5. Type of questions**

#### **3.5.1. Open-ended questions**

When conducting the interview with English teachers, open questions were established, which cannot be answered simply, but rather require a deeper analysis of the topic being investigated, in order to analyze them and thus know what consequences one is exposed to by not establishing adequate mechanisms for the implementation of work strategies that allow for better use of technological resources that will make the development of foreign language learning easier.

### **3.6. Data Collection Processing and Resources**

For the analysis of the information, it was found that the interview was conducted with eight questions addressed to English teachers from three educational institutions in Playas, they were contextualized and compared with the theoretical references of the research to analyze them, and determine their scope and, thus, obtain a better perspective of the necessary data (Rivera, 2022).

This allowed us to know the advantages and disadvantages when applying the instrument, so the teachers expressed the way they see how the students analyze the teaching-learning process in this area of knowledge and how they behave when carrying out the class.

### **3.7. Population and Sample**

The study population consisted of five teachers from various primary education institutions, who were interviewed. Given the quantifiable population, a non-probability convenience sample was used. Based on this, the information obtained was analyzed to determine the possible causes and consequences (Hernandez F. B., 2020).

It is worth mentioning that the interviewees belong to different schools in the Playas canton sector, specifically from the English area of the schools: Zenón Macías Vera (1), Semillero del Saber (1) and Laura Vicuña (3), who expressed their point of view on the problem investigated (De La Orden, 2021). Se establece además que para obtener los análisis de la información se empleó el instrumento Atlas – Ti, cual ayudó a comprender mejor el tema investigado

## CHAPTER IV

### ANALYSIS OF FINDINGS

#### 4.1. Brief explanation of the findings

This section describes the interviews conducted with five English teachers from three primary schools: Zenón Macías Vera (1), Semillero del Saber (1), and Laura Vicuña (3), all located in the Playas canton. These teachers agreed to collaborate on this research project. The instrument used was an open-ended questionnaire with eight questions, designed to gather as much data as possible for explicit analysis. This analysis allowed for a valid opinion and the development of the conclusions and recommendations of this research.

It is worth mentioning that the focus group sessions were conducted to facilitate discussion of the questions, giving each teacher the opportunity to clarify any doubts they had regarding the topics covered in the questionnaire. This ensured a better understanding and ability to answer the questions effectively. Furthermore, the possibility of conducting the interviews entirely in English was raised, allowing the participating teachers to ask questions beforehand and thus answer the questionnaire fluently.

The research topic concerns aspects related to the development of task-based listening activities that promote critical thinking in elementary school students in the English language teaching and learning process, among which the following conclusions are mentioned:



Zanabria (2021), who states that the implementation of active listening generates greater attention from students in the classroom, as it reduces all types of distractions that can be caused by various actions

### **How do your students get involved in listening activities to reflect critically?**

**Figure 2**

*Interviewee 2*



**Note.** Created by Geraldine Dolores Luzuriaga Moreno

Analyzing the responses from the interview with the second teacher reveals that the most frequently used words are: Listen, Activities, Students, Identify, Based, Learning, Can, Word, Sometimes, Effective, English, and Others. This indicates that teachers must be able to listen to students; it's not enough to simply arrive in the classroom and begin teaching. Learning also relies on problem-solving, but to achieve this, teachers must identify the problem, establish a connection that fosters dialogue among all stakeholders in education, and work together towards a better education.

This interview highlights the importance of the teacher's role in the classroom during the language learning process. Students must be taught phonemes, pronunciation, vocabulary, and other techniques involved in this process, which lays the foundation for effective teaching and continuous improvement. It's important to remember that some







The analysis of the interview results shows that the greatest emphasis is placed on the word "listening," which causes the student to feel somewhat disoriented when the teacher carries out classroom activities. It is important that the teacher work using a constructivist approach, where the student can develop critical thinking through daily practice of the English language. This will build confidence, raise self-esteem, and enable them to identify phonemes and make minimal errors when pronouncing the new language, thus improving linguistic communication. But this must always be accompanied by strategies, methods, and activities that allow for better fluidity in the development of tasks. To carry them out, one must learn to listen, to feel valued, to promote trust, to foster empathy among group members, establishing rules that allow for better adaptation to the teaching and learning process, and that can improve linguistic communication among members of the school.

This reaffirms what was stated by the theoretical reference (Gutierrez, 2021), He is one of the pioneers in adapting the teaching and learning process to connectivism, using educational programs and digital technologies to create a new, dynamic, and interactive process where students demonstrate creativity in developing critical thinking, a fundamental tool for new learning experiences. This translates into constantly evolving teaching and learning strategies thanks to the support of digital platforms, which helps students become more creative and generate collaborative work experiences with their peers.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

The various task-based listening activities commonly used in elementary English classrooms to promote critical thinking include, according to the English teachers consulted, videos, story readings, pictograms, and tongue twisters. These and other activities are tailored to the level and age of elementary school students. Therefore, elementary school students either practice these activities independently or under the teacher's guidance, who, in turn, take the opportunity to adjust to make them more engaging, using technological resources to achieve the desired learning objectives.

The perceptions that teachers had regarding active listening practices and the strategies they use in the classroom to develop critical thinking with students in each of their educational units do not show that this objective is being achieved, due to multiple factors such as classroom distractions, scarce teaching materials, lack of prior knowledge of the foreign language, and difficulty concentrating on active listening activities. This is because students have not had the opportunity to understand how to learn to recognize linguistic sounds, phonemes, and diction, which would allow them to develop critical thinking. This negatively impacts the teaching and learning process of English and other subjects.

This research examines how teachers implement listening tasks aimed at improving critical thinking in elementary school English students, but each teacher does so in their own way, according to their academic background and professional training. This, combined with the progressive use of technological tools and platforms, allows them to reach students with greater emphasis. However, the age and knowledge

assimilation capacity of each student must be considered, because not everyone learns in the same way; therein lies the difference in achieving the desired goals.

## **5.2. Recommendations**

Based on this criterion, and according to the English teachers consulted, it is mentioned that teachers must learn to manage technological resources, digital platforms, and different electronic media in order to adapt them to the educational environment and thus get the most out of them to create synchronous and asynchronous classes, work with stories, create videos of planned lessons, establish the differences between words that have similar sounds that can cause confusion, create vocabulary lists of the most common words used in the English language, play games with words so that students can learn to recognize them through play; create crossword puzzles, and many more activities so that students are motivated and attentive and can repeat them as many times as necessary during their free time, thus facilitating their learning.

In the context of this research, and according to the teachers consulted regarding aspects closely related to the development of critical thinking skills in students, innovation is needed, but in a creative way. This involves making students part of the class structure, working in groups to develop the class objective, creating summaries and, based on these, creating and/or drawing on paper, asking questions about the notes taken and identifying errors, analyzing them, proposing corrective actions, and making studying more manageable to combat boredom in the classroom. It is also very important to establish short breaks with fun activities related to the topic being studied

This research, based on feedback from teachers, proposes implementing listening activities to improve critical thinking in elementary school English students. These activities involve listening to stories and asking "why" and "how" questions,

fostering discussions about the stories or problems presented in class and developing a unified understanding among all students. Another aspect to be implemented is solving riddles and scavenger hunts, following step-by-step instructions to create something, creating new stories using puppets, giving them names, arguing their points, unleashing their imagination, and documenting their work to later review the video, identify errors, and propose alternative solutions. These activities encourage analysis, evaluation, and inference, rather than simply repeating the lesson, generating fun, critical thinking, agility, and originality in learning

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**ANNEXES**

Annexes A: Certified Anti-Plagiarism System

La Libertad, October 31st, 2025

**Certificado Sistema Anti-Plagio**

En calidad de tutora del Trabajo de Integración Curricular denominado “Task-Based Listening Activities Foster Critical Thinking in Elementary Learners”, elaborado por la estudiante: Geraldine Dolores Luzuriaga Moreno, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 9% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Nieto Herrera Diego Josue, MSc.

**TUTOR**

 CERTIFICADO DE ANÁLISIS magister

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## **Annexes B: Interview questions**

### **Interview questions**

- 1) What types of task-based listening activities do you apply in your English classes? **(With identify)**
- 2) How do your students engage in listening activities to reflect critically? **(With explore)**
- 3) Based on your experience, has Task-Based Learning been an effective strategy for fostering critical thinking through listening activities? Please explain why or why not. **(With examine)**
- 4) How do you perceive listening skills as essential in teaching English, to develop students' critical thinking? **(With examine)**
- 5) In your teaching practice, do you find it difficult to develop students' listening skills through task-based activities? Why or why not? **(With identify)**
- 6) What pedagogical strategies do you use to integrate task-based learning into your listening activities? **(With examine)**
- 7) What content or features of listening tasks do you find most effective in both capturing students' attention and improving their listening comprehension? **(With identify)**
- 8) What aspects do you consider when selecting and implementing listening activities that promote critical thinking in your students? **(With explore)**

## **Annexes C: Interviews**

### **Transcription Interviewee #1**

**1) What types of task-based listening activities do you apply in your English classes? (With identify)**

As a teacher, you must be trained to manage groups of students with different learning styles. Therefore, it is essential to know a series of strategies and activities that can be implemented in the classroom and make the work developed dynamic, agile, and entertaining, thus achieving the desired goals.

**2. How do your students engage in listening activities to reflect critically? (With explore)**

It is necessary for students to learn to listen, focus their attention on the person who is speaking, establish a topic on the topic of the dissertation, if possible write down the parts that are considered most important, only then will they be able to participate based on the presentation, exchange ideas with the speaker, and thus achieve actions that allow generating new information based on the existing one.

**3. Based on your experience, has Task-Based Learning been an effective strategy for fostering critical thinking through listening activities? Please explain why or why not. (With examine)**

Over the years in teaching practice we learn that not all strategies, activities or actions to improve the teaching learning process of students are useful, so a series of factors must be analyzed that lead to activities aimed at students being creative, critical, supportive and above all, form work groups where empathy and responsibility are developed and leaders are formed, so that task-based learning can be an effective

strategy for the development of critical thinking and through it promote expressiveness and fluid communication.

**4. How do you perceive listening skills as essential in teaching English, to develop students' critical thinking? (With examine)**

Every teacher must look for the most viable alternatives to reach their students, especially around English, but to make their learning more effective, the support of technology is required, which facilitates their understanding through games, songs, stories and other teaching strategies that generate learning through the development of critical thinking.

**5. In your teaching practice, do you find it difficult to develop students' listening skills through task-based activities? Why or why not? (With identify)**

The application of task-based activities is not complicated to carry out, the important thing is to know it, master it and put it into practice in the classroom, because it is not just about talking, but the student's attention must be attracted, but this interest must be developed spontaneously, so that it is motivating and that at the end of the presentation there are arguments to debate and thus make the class more entertaining.

**6. What pedagogical strategies do you use to integrate task-based learning into your listening activities? (With examine)**

With the progressive use of technology, the implementation of task-based learning in listening activities carried out within the classroom has become easier and more practical, because there are artificial intelligence programs that allow the transcription of audio from English to Spanish or vice versa, in addition to making

audio recordings instead of taking notes, listening to podcasts and audiobooks, in addition to other tools that generate knowledge.

**7. What content or features of listening tasks do you find most effective in both capturing students' attention and improving their listening comprehension? (With identify)**

The characteristics or contents of listening tasks, which are considered most effective in capturing students' attention and improving their listening comprehension, are diverse, because a series of factors that greatly influence their learning process must be taken into account, among which are mentioned: age and level of the student; information processing, all these aspects serve to have a deeper expectation of the student.

**8. What aspects do you consider when selecting and implementing listening activities that promote critical thinking in your students? (With explore)**

To implement new work strategies with students, relevant aspects must be taken into account, such as how they assimilate knowledge, how much they can process it, how their reaction is to a new work modality, and other relevant aspects that do not generate uncertainty when carrying them out, because it must be kept in mind that not everyone has the same intellect.

## Transcription Interviewee # 2

**1. What types of task-based listening activities do you apply in your English classes? (With identify)**

Good afternoon. I often use role-playing activities with incomplete information because students can practice and interpret the listening activities, and I find them easy for them

**2. How do your students engage in listening activities to reflect critically? (With explore)**

I encourage you to compare opinions and ask questions about the speaker. Sometimes I do role play, as I mentioned in the previous answer, because students can practice with their partner, interpreting and understanding the words that the other says and that they heard in the audio

**3. Based on your experience, has Task-Based Learning been an effective strategy for fostering critical thinking through listening activities? Please explain why or why not. (With examine)**

Task-based learning encourages students to actively listen, as they can interpret and relate the ideas they hear to their own lives and share them with others. Furthermore, their peers who follow the same process can understand and apply these same activities to others.

**4. How do you perceive listening skills as essential in teaching English, to develop students' critical thinking? (With examine)**

I believe listening is essential because students can interpret, compare, and share ideas with others. And when they could speak with a native speaker, they can quickly understand the topic or idea that person is trying to convey.

**5. In your teaching practice, do you find it difficult to develop students' listening skills through task-based activities? Why or why not? (With identify)**

Yes, because students have different levels of listening comprehension. As a teacher, I prepare different activities so everyone can understand and participate, but sometimes it's difficult for both me and them because they can't understand, and that can be frustrating. However, with patience and dedication, I look for activities that motivate them, and I believe it is possible to carry out these types of exercises.

**6. What pedagogical strategies do you use to integrate task-based learning into your listening activities? (With examine)**

I use three stages: pre-listening, while-listening y post-listening. In the pre-study stage, I will explain to the students the process and the words they will hear. While they are listening, I pause the audio and review the key words they need to identify. In the post-study stage, I always conduct related questions and activities.

**7. What content or features of listening tasks do you find most effective in both capturing students' attention and improving their listening comprehension? (With identify)**

I believe real opinions, authentic resources, and interactive tasks are the most effective. For example, I sometimes use music because it's a way for students to feel more engaged with the language. I let them choose the songs, and then we practice with the audio.

**8. What aspects do you consider when selecting and implementing listening activities that promote critical thinking in your students? (With explore)**

I consider students' interests, as I mentioned before, because this way they can acquire appropriate knowledge and share it with others. For example, one way I practice

my English is by listening to different types of music, then watching related videos and learning new words. This is the process I try to apply with my students because I believe it is effective, dynamic, and interesting for them.

Thank you for your response.

### **Transcription Interviewee # 3**

**1. What types of task-based listening activities do you apply in your English classes? (With identify)**

I implement task-based listening activities such as role-plays, incomplete information exercises, problem-solving tasks, and note-taking based on short audio clips or videos. These activities allow students to actively engage with the language and focus on understanding meaning, rather than just recognizing isolated sounds or words.

**2. How do your students engage in listening activities to reflect critically? (With explore)**

My students engage in listening activities for critical reflection by making inferences, identifying key ideas, and discussing their interpretations in pairs or groups. They not only listen, but also analyze, compare, and share their perspectives, which helps them develop critical thinking skills.

**3. Based on your experience, has Task-Based Learning been an effective strategy for fostering critical thinking through listening activities? Please explain why or why not. (With examine)**

In my experience, task-based learning has been an effective strategy for fostering critical thinking through listening activities. This is because students work toward communicative goals, actively process information, and respond reflectively, leading to deeper understanding and improved reasoning.

**4. How do you perceive listening skills as essential in teaching English, to develop students' critical thinking? (With examine)**

I perceive listening skills as essential in English teaching because they allow students to develop interpretation, reasoning, and evaluation skills. Active listening builds the foundation for critical thinking, as it encourages learners to analyze messages, identify relevant details, and reflect on different points of view.

**5. In your teaching practice, do you find it difficult to develop students' listening skills through task-based activities? Why or why not? (With identify)**

In my teaching practice, it can sometimes be a challenge to develop students' listening skills through task-based activities. Differences in proficiency levels, inattention, and unfamiliar vocabulary are common obstacles. However, these challenges can be managed through scaffolding, clear instructions, and gradual progression of tasks.

**6. What pedagogical strategies do you use to integrate task-based learning into your listening activities? (With examine)**

To integrate task-based learning into my listening activities, I use strategies such as pre-listening tasks to activate prior knowledge, in-listening activities with clear objectives, and post-listening discussions or reflections. I also encourage collaboration so that students construct meaning together.

**7. What content or features of listening tasks do you find most effective in both capturing students' attention and improving their listening comprehension? (With identify)**

The most effective features of listening tasks are the use of authentic material, short and purposeful audio segments, and clear task objectives. Real-life content

captures students' attention keeps them engaged, and improves their understanding through meaningful interaction.

**8. What aspects do you consider when selecting and implementing listening activities that promote critical thinking in your students? (With explore)**

When selecting and implementing listening activities that promote critical thinking, I consider the learning objectives, the students' language level, cognitive complexity, and the activity's potential to foster analysis, inference, and evaluation. These aspects ensure that listening tasks contribute to both linguistic and cognitive development.

### **Transcription Interviewee # 4**

**1. What types of task-based listening activities do you apply in your English classes? (With identify)**

Activities such as creating a radio program, academic debates, or solving puzzles are applied to encourage listening comprehension and interaction.

**2. How do your students engage in listening activities to reflect critically? (With explore)**

Listening is an essential skill that underpins all aspects of learning. It influences how students absorb information, participate in discussions, and ultimately their academic performance.

**3. Based on your experience, has Task-Based Learning been an effective strategy for fostering critical thinking through listening activities? Please explain why or why not. (With examine)**

Yes, task-based learning (TBL) has been an effective strategy to foster critical thinking through listening, as it requires students to analyze, evaluate, and synthesize heard information to complete a specific task.

**4. How do you perceive listening skills as essential in teaching English, to develop students' critical thinking? (With examine)**

The development of listening comprehension skills in English requires students to listen carefully to construct the communicative situation from the sociocultural contexts of belonging.

**5. In your teaching practice, do you find it difficult to develop students' listening skills through task-based activities? Why or why not? (With identify)**

Yes, it can be difficult to develop students' listening skills with task-based activities due to distractions, passive listening, and lack of practice with specific techniques.

**6. What pedagogical strategies do you use to integrate task-based learning into your listening activities? (With examine)**

To integrate task-based learning into listening activities, strategies such as creating tasks with a clear and practical objective, applying "listen first, take notes later" methods, and using resources such as podcasts and audiobooks are used.

**7. What content or features of listening tasks do you find most effective in both capturing students' attention and improving their listening comprehension? (With identify)**

The most effective features to capture students' attention in listening tasks are the use of multimedia resources, the practical application of what has been learned and constant feedback.

**8. What aspects do you consider when selecting and implementing listening activities that promote critical thinking in your students? (With explore)**

For the success of the learning environment, it is necessary that there is sufficient space, ventilation, and lighting for the harmonious development of the different activities since these elements influence the behavior of our students for learning.

### **Transcription Interviewee # 5**

- 1. What types of task-based listening activities do you apply in your English classes? (With identify)**

For daily practice of English, it is necessary to plan tasks with the help of technological equipment in order to make the class more entertaining, in addition to achieving the proposed objectives.

- 2. How do your students engage in listening activities to reflect critically? (With explore)**

Students are more inclined to listen, because one thing is in Spanish and another in English, because I emphasize that there are some phonemes in English that are almost similar, so they must know how to listen in order to be able to make a critique.

- 3. Based on your experience, has Task-Based Learning been an effective strategy for fostering critical thinking through listening activities? Please explain why or why not. (With examine)**

Yes, because it allows the student to be more active in the development of the class, creates greater interest and promotes confidence in wanting to learn a new language, in addition to creating a better work environment.

- 4. How do you perceive listening skills as essential in teaching English, to develop students' critical thinking? (With examine)**

Yes, because it allows the student to be more active in the development of the class, creates greater interest and promotes confidence in wanting to learn a new language, in addition to creating a better work environment.

**5. In your teaching practice, do you find it difficult to develop students' listening skills through task-based activities? Why or why not? (With identify)**

When one has teaching practice in their veins, it is not difficult to work with students through task-based activities, because it generates interaction, dynamism and ease in learning English teaching, which will give greater strength by improving students' critical thinking.

**6. What pedagogical strategies do you use to integrate task-based learning into your listening activities? (With examine)**

In teaching, there are countless common and technological tools to improve student learning, which can be adapted to any level of education, so better training of teachers is required to achieve better results.

**7. What content or features of listening tasks do you find most effective in both capturing students' attention and improving their listening comprehension? (With identify)**

All of them are inconvenient, the interesting thing is that the teacher can adapt them to each of the circumstances, class, or activities, of the listening tasks, which require capturing the attention of the students and improving their listening comprehension.

**8. What aspects do you consider when selecting and implementing listening activities that promote critical thinking in your students? (With explore)**

The personal, critical aspect and improving the development of knowledge acquisition, which will allow students to select and implement listening activities that promote critical thinking in all.