



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

**“VOA LEARNING ENGLISH TO ENHANCE
LISTENING SKILL”**

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 under the title “**VoA Learning English to Enhance Listening Skills**” prepared by Tómalá Huamán Pedro Luis and Tigrero Suarez Kleyner Javier undergraduate students of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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Declaration

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

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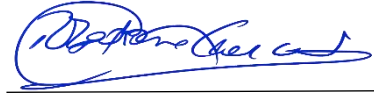
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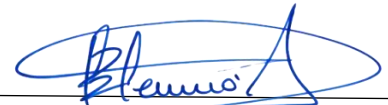
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Acknowledgment I

I want to thank God for absolutely everything, for allowing me to reach this stage in my life, for the strength and health He has given me. I want to give special thanks to an angel who is always guiding and caring for me, my mother. I also thank the teachers who were part of this academic process, especially the Majors director, Miss Eliana Leon, Miss Ketty Vergara, and my advisor Leonardo Chavez. Thank you for your advice and teaching. To my family, who in one way or another have been the pillars that have allowed me to continue and reach my goal, truly thank you all very much.

-Pedro Luis Tomalá Huamán

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-Kleyner Javier Tigrero Suaárez

Dedication I

This thesis is dedicated with much love to my mother, Esther Huamán Rosales, who is no longer physically with me, but to whom all my victories and achievements will always be dedicated. She has been my main motivation to never give up, and has always been my example of strength and love. To my father, Pedro Tomalá Torres, who has been my rock now that my mother is gone, this is also for him. He has become my strength in this stage of my life. To my brothers, sisters-in law, and nephews, who in one way or another have helped me, trusted me, and believed in me. And finally, to my friends and classmates who were part of this stage of my university life, with much appreciation and affection, this is for you.

With love, Pedro Luis Tomalá Huamán

Dedication II

I lovingly dedicate this thesis to my parents, Nancy Elizabeth Suárez Panchana and Julio César Tigrero Paredes, for their love, support, and for being my greatest motivation to keep going. To my family and friends, for always believing in me and supporting me on this journey. And to my teachers, for sharing their knowledge and guiding me with patience and dedication throughout my university education.

With love, Kleyner Javier Tigrero Suárez

Abstract

In this study, we examined whether the digital resource (VOA Learning English) could function as an instructional technology to help increase listening comprehension of EFL students. We have investigated the importance of using digital resources of the "real world" within the classroom to encourage student learning, interest and participation in listening comprehension. Interviews with 5 English teachers from the UPSE were conducted semi-structurally in order to collect qualitative data on the experience and views of the teachers related to their use of VOA Learning English. The results show that the listening comprehension of students increases because they have access to authentic listening materials of the "real world", i.e. podcasts, videos, newscasts. Teachers reported several positive features of VOA Learning English including; easy-to-understand vocabulary, understandable pronunciations, and everyday topics that allow the listener to be able to listen, participate, and feel confident. Additionally, further analysis demonstrated that VOA Learning English functions both independently as a learning tool and as an engagement tool. There are several limitations to the use of VOA Learning English, e.g. the availability of the Internet and varying levels of student proficiency, however VOA Learning English could serve as a flexible and useful tool to enhance listening comprehension development of students and improve communication development in EFL classrooms.

Keywords: Pedagogical Tool, Listening Skills, Listening Comprehension, Digital Materials, Limitations.

Resumen

En este estudio, examinamos si el recurso digital VOA Learning English podría funcionar como tecnología educativa para mejorar la comprensión auditiva de estudiantes de inglés como lengua extranjera (EFL). Investigamos la importancia de utilizar recursos digitales del mundo real en el aula para fomentar el aprendizaje, el interés y la participación de los estudiantes en la comprensión auditiva. Se realizaron entrevistas semiestructuradas a cinco profesores de inglés de la UPSE para recopilar datos cualitativos sobre su experiencia y opiniones respecto al uso de VOA Learning English. Los resultados muestran que la comprensión auditiva de los estudiantes aumenta gracias al acceso a materiales auditivos auténticos del mundo real, como podcasts, vídeos y noticieros. Los profesores destacaron varias características positivas de VOA Learning English, entre ellas: vocabulario sencillo, pronunciación comprensible y temas cotidianos que permiten al oyente escuchar, participar y sentirse seguro. Además, un análisis posterior demostró que VOA Learning English funciona tanto de forma independiente como herramienta de aprendizaje como para fomentar la participación. Existen algunas limitaciones en el uso de VOA Learning English, por ejemplo... A pesar de la disponibilidad de internet y los distintos niveles de competencia lingüística de los estudiantes, VOA Learning English podría ser una herramienta flexible y útil para mejorar la comprensión auditiva y la comunicación en las clases de inglés como lengua extranjera.

Palabras clave: Herramienta pedagógica, Habilidades auditivas, Comprensión auditiva, Materiales digitales, Limitaciones.

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Introduction

English listening skills are important for English language acquisition, since developing them enables students to be able to hear and comprehend English better, which will enable them to communicate better. For this reason, students at universities who enroll in English as foreign language (EFL) programs typically engage in listening comprehension activities to develop their ability to speak clearly, to grow their vocabulary, and to increase their fluency when speaking. However, students in Ecuador find it difficult to understand authentic English due to the fact that there are few opportunities for students to experience true communication in English. Therefore, instructors have searched for materials that provide students with quality opportunities to practice listening comprehension. As a result, VOA Learning English has emerged as a popular resource among instructors and students, providing students with high-quality opportunities to engage in listening comprehension practice and to develop their listening skills, regardless of their level of proficiency.

VOA Learning English provides students with a systematic, flexible way to be exposed to authentic English by means of the news, interviews, podcasts, and videos that feature simple vocabulary and clear pronunciation. In addition to enhancing students' comprehension of English, VOA Learning English enhances students' auditory discrimination, listening skills, and motivates students to continue to learn English. Although the value of VOA Learning English as a teaching tool for improving students' listening skills has been recognized, there is a lack of research in Ecuador that examines how instructors use VOA Learning English to assist their students in developing their listening skills, and/or whether students derive benefits from continuously accessing VOA Learning English content.

For these reasons, this study aims to identify and describe the advantages of utilizing VOA Learning English to develop the listening skills of English language learners. Using a qualitative phenomenological approach to gather and analyze the perceptions, beliefs, and practices of instructors, this study contributes to existing literature supporting the use of authentic listening materials in English instruction. Furthermore, this study illustrates how digital listening tools such as VOA Learning English facilitate students' improvement of comprehension, concentration, and motivation when learning English in a flexible and convenient manner.

Chapter I

Research Topic

Teaching, Listening and Educational Innovation

Title of the project

“VoA” Learning English to Enhance Listening Skill.

Problem Statement

Listening skill development in English presents a lot of challenges for a large number of students, specifically for those who do not have English as their native language. A lot of students are having trouble comprehending and adjusting to the many new terms and concepts expressed in real time in conversations with English speaking foreigners. As a result of these challenges in developing listening skill development, the VOA "Voice of America" Learning English website was developed, with listening needs as its focus, providing a multitude of audio aids at a suitable pace, as well as the accompanying transcriptions and definitions of the vocabulary being utilized.

The aids provide effective support during the listening comprehension process. Research has shown that "the students within the experimental group performed significantly better on listening comprehension tests after utilizing the VOA Learning English website as an aid during the teaching process" (Pangestika, 2023). While the available research clearly shows a high degree of relevance and usefulness with regards to how using VOA Learning English can positively affect students' listening comprehension skills; there appears to be a gap in the body of literature concerning the frequency at which teachers utilize this resource as an integral component of their day-to-day instructional activities within their classrooms. The VOA

Learning English platform is a digital resource where teachers have access to pre-structured content that is tailored to meet individual students' needs, thereby supporting the improvement of the listening comprehension abilities of their students, expanding their vocabulary and providing their students with independent learning experiences. However, its educational composition will depend on how teachers receive and implement it in their lesson plans. This study will be based on the resource of the VOA Learning English platform and how teachers integrate this tool into real classrooms. One of its objectives is to investigate not only whether teachers use this resource in their respective classes, but also how they would adapt it to complement or improve their traditional teaching methods. This study will explore the resources used by teachers, such as adapting the platform's content and the impact this will have on students.

On the other hand, it is important to examine whether teachers have any limitations, such as lack of time or technological problems, when adapting this useful tool in the classroom. VOA Learning English added to face-to-face instruction for resulted in enhanced listening comprehension and improved vocabulary development for students. The researchers further noted that VOA Learning English not only contributed to the linguistic development of students, but also fostered student independence through both their own self-study time using English language material from VOA Learning English and through the use of online educational resources.

Although the research indicated a strong relationship between the integration of technology in education and increased academic performance, it also illustrated that success depends on educator involvement. Educators need to be active participants in the creation of the

digital resources and need to structure the digital content appropriately (Rahmaningtyas & Mardhiyyah, 2020). Additionally, as previously stated, there are many sources that can assist with the development of listening skills and some examples of listening sources include music, radio broadcasts, and news programs.

VOA learning English is an American app aimed at English language learners. In this app, the speaker is a native speaker who speaks more slowly than usual. Considering the importance of auditory perception and the challenges faced by English language learners, we were interested in helping them overcome their hearing difficulties through an educational and recreational method. The chosen method was the VOA English learning video. We chose VOA because this method has a particular strength: the speaker is a native speaker who speaks more slowly than other native speakers, allowing students to better assimilate and understand what they are saying (Astuti, 2019).

The purpose of this study is to analyze teachers' instructional strategies in the use of VOA Learning English as a tool for teaching listening comprehension. to improve listening comprehension as an instructional tool; on the contrary, we need to determine the extent that teachers are familiar with this technology and how teachers may apply the same teaching content to varying levels of student proficiency and assess the effects of these new technologies on improving listening comprehension among English learners. In the hope of providing necessary and useful information to support teachers in applying digital tools to the instruction of listening comprehension of English. "Teachers' beliefs, methods and media choice in the application of VOA Learning English will impact their students' learning outcomes" (Rahmaningtyas & Mardhiyyah, 2020).

Justification

Developing listening comprehension skills has become a fundamental component of learning English as a foreign language. Listening serves as the cornerstone of effective communication, and its mastery significantly contributes to vocabulary acquisition, fluency, and pronunciation. However, many teachers continue to encounter difficulties when teaching listening skills, largely due to the absence of specialized content and the predominance of traditional grammar-based approaches that provide limited opportunities for authentic listening practice in real-life contexts.

Given the circumstances, digital and easy access learning resource such as VOA Learning English are becoming much more important. This tool was developed by Voice of America and provides several options for listening to be used by English language learners. In addition, VOA Learning English includes controlled vocabulary, slowed speaking speed and clearly pronounced contemporary topics, creating an optimal setting for the gradual and efficient improvement in listening comprehension skills for English language learners. Therefore, the success of VOA Learning English depends entirely upon how the educators at UPSE use it in their instruction and consequently, how they utilize it will significantly impact their students' ability to listen.

A study conducted by Gulo (2023) revealed that when teachers incorporated VOA Learning English podcasts into their lessons, students not only improved their listening comprehension but also experienced more positive and engaging learning environments. Through this platform, UPSE teachers can introduce structured spoken language that facilitates understanding and strengthens comprehension skills among students.

Furthermore, Rahmaningtyas and Mardhiyyah (2020) emphasized that teachers who applied this tool in their classrooms observed an increase in both student motivation and learner autonomy. This is primarily because the platform's materials allow learners to select topics of personal interest and continue practicing outside the classroom. Such opportunities extend students' exposure to the language, promote self-directed learning, and help them become more independent in developing their listening skills. The accessibility and adaptability of the platform also enable teachers to tailor its content according to their students' proficiency levels.

For these reasons, this research aims to explore how UPSE teachers use VOA Learning English as a pedagogical resource to strengthen students' listening comprehension skills. Furthermore, the project aims to illustrate how the inclusion of digital resources not only increases students' language skills but changes teachers from being teachers to facilitators of student learning. The change from teacher-centered instruction to more interactive, participative and dynamic classroom environments will encourage students to become more engaged in the classroom and develop meaningful learning opportunities.

Problem questions

General question

How to enhance listening skills by using "VOA Learning English" in English learners?

Specific questions

- What academic resources does VOA Learning English provide to support teachers in delivering listening instruction?
- What types of pedagogical strategies are used by teachers when including VOA Learning English in their classes to improve learners' listening comprehension?

- What challenges might teachers encounter when using VOA Learning English as a practical tool for teaching listening comprehension?

Objectives

General Objective

To Explore how teachers can use VOA Learning English to improve English language learners' listening skill.

Specific Objectives

- To describe the characteristics of VOA Learning English that contribute to listening development.
- To identify teaching methods used when implementing VOA Learning English.
- To analyze teachers' experiences using VOA Learning English as a resource to strengthen listening skills.

Chapter II

Theoretical Framework

Background

In this study, a theoretical framework was developed based on a detailed analysis of existing international, national, and local literature, focusing on English language teaching through VoA “Voice of America” and how this strategy influences the improvement of listening comprehension among students learning English as a foreign language (EFL). The analysis establishes the conceptual, pedagogical, and legal foundations of the study and clarifies the definitions, advantages, and limitations of using authentic digital materials in the classroom. This framework serves as a basis for exploring how teachers can integrate VOA based English language teaching as a practical tool to improve students' listening skills.

International Background

The use of Digital Tools, specifically, VOA Learning English has been studied extensively around the world; and numerous studies have found that VOA Learning English enhances listening ability for EFL learners. Of the many studies conducted, one of the most recent and prominent studies was conducted by Rahmaningtyas and Mardhiyyah (2020). In their article titled "Integration of VOA Learning English into EFL Classrooms" conducted a study examining how VOA Learning English could be integrated into EFL classrooms. The results indicated that VOA's slow-paced newscasts and podcasts helped improve students' listening comprehension, vocabulary retention, and overall motivation. It was also noted that the easily accessed and clear format of VOA helped make authentic English input more understandable and interesting for learners.

González and Solano (2024) also used Reflective Listening activities, which included video listening diaries and found that these activities positively affected students' comprehension and engagement. They concluded that when students are exposed to authentic listening sources during listening activities, they can lead to greater amounts of active learning and student participation.

Other researchers have come to similar conclusions. As an example, Laeli (2021) demonstrated that as students moved from being passive listeners to actively engaging in classroom discussion their motivation and interest increased. Mohammed & Khadawardi (2024) found that students who regularly listened to podcasts in their “Podcasts Improve EFL Listening” study experienced improvements in their comprehension and independent listening abilities.

Finally, Kasimo et al. (2024) found that providing learners with comprehensible input, as described in Krashen’s Input Hypothesis, provides a foundation for increasing students' listening comprehension. Finally, in addition to these studies of digital learning, broader studies have confirmed these results. For example, Ai et al. (2021) demonstrated that motivation is a critical factor when learners interact with authentic digital materials; and Zou (2025) reiterated that self-efficacy and emotional engagement are important factors that influence learners' performance in listening comprehension tasks.

Overall, the international studies listed above support the pedagogical value of utilizing VOA Learning English as an effective digital tool to improve listening comprehension, motivation, and learner autonomy goals that are central to this research.

Regional and Local Background

The implementation of digital resources to support English language education has become a major priority for Ecuador's government. The current body of research on how digital resources are being used to implement the English curriculum, along with the various educational policy documents, demonstrate how technology can be effectively utilized to meet the objectives of the curriculum and provide students with authentic sources of information. Alvarez et al. (2025) found that educators view digital resources as vital to meeting the requirements of the English curriculum; similarly, Medina (2021) demonstrated that incorporating Information and Communication Technology (ICT) in Ecuador's schools has provided students with greater opportunities to learn English while revealing barriers to accessibility, which include free platforms such as VOA Learning English.

Additionally, efforts to create equitable access to quality educational resources through digital inclusion further emphasize the importance of providing equitable access to quality educational resources. Regional research provides additional empirical data about the positive effects of authentic listening materials. Orrala and Andrés (2024) found that using song lyrics in lesson planning dramatically enhanced the listening comprehension of ninth-grade students when compared to traditional teaching methods. In addition, Parrales and Ariel (2024) found that using English songs increased both the comprehension and motivation of students who were enrolled in the PINE program at the university level. Also, Suarez and Milena (2021) found that students who use structured listening strategies experienced an increase in their confidence in listening and a decrease in difficulty comprehending spoken English during high school.

In addition, the combined body of studies here provide an ample basis for implementing VOA Learning English in Ecuadorian classrooms. It is also a well-established resource of

highquality digital instructional materials that aligns with both international educational goals and Ecuador's national education standards regarding students' improvement in listening skills and promoting equity through learning.

Pedagogical basis

The educational research for this project is based upon Communicative Language Teaching (CLT) and Task-Based Learning (TBL). Both educational methods promote communication, authentic materials and learner engagement in real-life environments. As such, the two educational models complement the educational format of VOA Learning English. VOA Learning English is an online resource that delivers a variety of authentic materials that represent everyday communication, in addition to being delivered at a slower pace, so that learners may comprehend communicative input in a meaningful and productive manner. The authentic content of VOA Learning English promotes the development of listening skills and encourages learners to develop their ability to accurately produce spoken language (Rahmaningtyas & Mardhiyyah, 2020).

As a result, the research on the educational foundation for this project indicates that when teachers utilize VOA Learning English in a structured and task-based fashion, it has the potential to significantly enhance students' listening comprehension. The utilization of authentic digital resources in interactive, structured formats will assist in motivating students to learn, participate in the classroom, and learn independently.

Theoretical basis

The theoretical framework of this study is based on contemporary perspectives on second language acquisition, which emphasize the importance of listening comprehension, motivation, and self-efficacy in listening development. Kasimo et al. (2024) support Krashen's listening hypothesis by showing that structured and moderately stimulating listening improves listening comprehension and self-efficacy in EFL learners. Similarly, in addition, Ai et al. (2021) conducted a research on the influence of motivation in second language acquisition. They demonstrated that learners have a greater desire for listening to and engaging with authentic materials like podcasts or authentic news when they have an internal motivation based on personal interest and exposure to those types of materials.

More recently, Zou (2025) has stated that motivation, emotions, and confidence in one's own ability to learn are all factors which significantly affect how well someone can listen to a new language, as learners who feel confident in their abilities to successfully complete tasks tend to spend more time studying and receive better listening scores.

Together, the results of this research offer a solid theoretical base for using VOA Learning English as a digital tool; they clearly show that it provides learners with: Accessible Content, Motivation for Learning, and Confidence for Students - all three of which are crucial to learning Listening Skills.

Legal Basis

The use of VOA Learning English in Ecuadorian classrooms is in line with national standards that support the incorporation of digital tools for language teaching.

Ley Orgánica de Educación Intercultural (LOEI, Registro Oficial Suplemento 417, 2011; reformas 2021)

Artículo 3.- Fines de la educación “La educación tendrá los siguientes fines:

h) El desarrollo de capacidades, habilidades y destrezas para manejar las nuevas tecnologías, promover y desarrollar la investigación, la innovación y la creatividad” (Ministerio de Educación del Ecuador, s. f.).

Código de la Niñez y Adolescencia (Registro Oficial 737, 2003)

Artículo 38.- Obligaciones del Estado.

“El Estado garantizará a todos los niños, niñas y adolescentes el acceso gratuito a la educación pública de calidad y con equidad, y la provisión de recursos pedagógicos que apoyen su aprendizaje” (Ministerio de Educación del Ecuador, s. f.-b).

Definitions

- **VOA Learning English:** Voice of America's free online platform for English learners offers simplified, slower-paced news, podcasts, and videos.
- **Listening Comprehension:** The ability to listen, understand, and interpret spoken, English is a necessary skill for both language acquisition and effective communication.
- **Authentic Input:** Real-world English resources tailored to the learners' level, such as news articles or interviews, provide natural exposure.
- **Extensive Listening:** Listening to different materials consistently is key to this strategy because it helps students gain confidence, speak more fluently, and better understand what they hear.

- **Intrinsic Motivation:** The intrinsic motivation that propels students to practice and interact with the language, frequently reinforced by purposeful and captivating resources such as VOA.

Advantages

- It provides clear and reliable information at a controlled pace, promoting reading comprehension and the gradual acquisition of natural English language skills (Rahmaningtyas & Mardhiyyah, 2020a)
- It improves listening comprehension and vocabulary through repeated listening to news stories, interviews, and podcasts (Gonzalez-Torres & Solano, 2024).
- This increases student motivation and engagement, as VOA materials are authentic, relevant, and realistic (Laeli, 2021).
- It promotes independent learning by giving students access to podcasts and videos at any time, thus encouraging independent listening comprehension (Mohammed & Khadawardi, 2024).
- It promotes inclusive and equitable access to authentic British resources, as VOA of is a free and open-access global platform.

Disadvantages

- Using this tool requires a stable internet connection and digital devices, which are not always available in public places, especially in rural areas (Medina, 2021).
- Additionally, teachers may need additional training to get the most out of activities using VOA resources (Alvarez et al., 2025).
- Ecuadorian students may not be familiar with different cultural references; therefore, teachers should provide support to ensure their understanding.

- There is a risk of passive use, as students may watch VOA videos or podcasts without guided activities for entertainment, rather than considering them a structured learning experience.

Importance

Improving the listening comprehension of English learners depends on access to authentic and understandable information through digital resources such as VOA Learning English. Research conducted in Ecuador and abroad shows that regularly listening to news programs, podcasts, and simplified videos can significantly improve students' listening comprehension, expand their vocabulary, and increase their motivation.

Furthermore, the Ecuadorian legal and educational system favors the integration of ICTs and open-source tools in language teaching. Therefore, this study constitutes not only a pedagogical priority but also an important contribution to strengthening students' English proficiency and achieving national educational goals.

Chapter III

Methodological Framework

Research Method

This study used a qualitative approach to better understand the thoughts and experiences of teachers who used VOA “Voice of America” Learning English as a digital resource for their EFL students to improve their listening comprehension. This approach was chosen because it allows for understanding more complex issues, such as the cognitive, linguistic, and motivational aspects that influence the development of EFL students' listening comprehension.

According to Sim and Ismail (2023), qualitative research allows a deeper exploration of teachers' reflections when integrating digital tools into educational contexts, enabling researchers to capture authentic insights from participants.

Similarly, Mekheimer (2025) highlights those qualitative methods provide cognitive and interpretative understanding of data, helping identify how educators make sense of their instructional practices through personal experiences.

Type of Research

This is a study that seeks to understand, from people's own experiences, how they experience and feel a particular phenomenon. The study focuses on teachers' perceptions of the influence of the VOA on English learning and the development of their students' listening comprehension.

Phenomenological research methods are an effective means for researching EFL as they provide researchers with the ability to discover the lived experience of participants through the eyes of the participant (Bonyadi, 2023). Therefore, the phenomenological method is a suitable

method for identifying the views of English language teachers on how using VOA Learning English as a digital tool can help improve listening comprehension in English.

Data Collection Technique

This study primarily used individual interviews with open-ended questions, allowing participants to speak more freely and fully explain their ideas in a positive and inclusive environment. This allowed teachers with diverse backgrounds to share how they plan to use the VOA Learning English curriculum in their listening classes. This method also contributed to creating a safe and supportive environment where teachers felt comfortable sharing their successes and challenges.

Instruments

This research was designed to investigate how instructors use VOA Learning English and its effect on students' speech development. A semi-structured interview guide with ten open-ended questions was utilized to investigate these concerns.

Type of Questions: Open-ended.

Questions: 10.

Application Format: Semi-structured interviews conducted face-to-face at UPSE and, when necessary, through online platforms such as Zoom to ensure accessibility.

Purpose: This study sought to show how Voice of America Learning English influences how students process what they hear. Therefore, we investigated how teachers assess their students' listening comprehension progress and whether the teaching strategies used with VOA materials achieve the learning objectives. This instrument sought to gather relevant information by assessing participants' experience.

Data Collection Procedure and Resources

Data was collected at Universidad Estatal Peninsula de Santa Elena (UPSE) in the first and second cycle of the 2025 academic year to recollect responses for this research paper.

What: To improve listening comprehension, English-speaking instructors shared their experiences, challenges, and use of the VOA online application.

Where: At the UPSE campus, to facilitate access and participation, some interviews were conducted virtually through online platforms.

When: During the 2025 academic year, to ensure that the information reflected current teaching methods and the integration of digital tools into language courses.

How: Individual semi-structured interviews were conducted using a validated open-ended questionnaire. With participant approval, the interviews were recorded, transcribed, and subjected to thematic analysis. The data was coded to identify emerging themes and trends.

Why: The objective of this study was to examine how the VOA Learning English program helps students improve their listening skills by focusing on participation, comprehension, and concentration. The collected data sought to better understand teachers' practices and serve as a theoretical basis for the study's objectives.

Population and Sample

This study analyzes English teachers who use digital tools, such as VOA Learning English Language application, to help students improve their listening comprehension. The sample consisted of 5 teachers from the PINE program at the Peninsula Santa Elena State University (UPSE). They were selected based on their experience in teaching listening comprehension and their familiarity with digital platforms, and they were all able to interact

directly with students enrolled in English as a Foreign Language (EFL) class. This selection method provided the researchers with opportunities for in-depth investigation, as well as to conduct focused research rather than to generalize statistically.

This study's goal was to find common views that can help shape and guide teachers in general teaching methods, based on the actual classroom experience of those who currently utilize or are contemplating integrating VOA Learning English into their classrooms.

Chapter IV

Analysis of Findings

Brief explanation of the findings.

This chapter presents the analysis of qualitative data obtained from interviews with five English teachers at the Universidad Estatal Peninsula de Santa Elena (UPSE) in Ecuador. The primary objective of this research was to investigate how VOA Learning English can serve as a teaching aid to assist students with improving their listening skills within an English class. This research employed a phenomenological design to capture the teachers' experiences, perceptions and methods of work in relation to incorporating VOA Learning English into their classes.

Semi-structured interviews were used to collect data for this study that included 10 open-ended questions based on the research's objectives. These interviews allowed teachers to express their own views and experiences freely, and to describe their experiences as a teacher. Teacher responses were organized and analyzed based upon the conceptual framework of Chapter II. In addition to organizing the data according to the conceptual framework, the researcher also examined the frequency and repetition of key words and/or patterns expressed in each teacher's response to determine common themes, views and problems experienced by the teachers when using VOA Learning English in their classes.

Interpretation of Bibliographic Review

1: Have you used your experience of using your knowledge from teaching listening with VOA in the development of your classrooms?

Teachers expressed a similar view when asked if their classrooms had changed since using VOA Learning English; they found that the use of this program transformed their classrooms into more interactive, communicative, student-focused environments, moving away

from being only textbook-based. Teachers felt that students' exposure to contemporary English in all its tonalities and accentual variations, while listening to VOA news broadcasts, radio interviews, and podcasts, provided them with a sense of the everyday uses of the English language in culturally realistic contexts. As a result, teachers felt that students were more motivated and participated more actively in their learning experiences.

These results further validate those of Ayuaneka & Sujarwati (2025), who demonstrated that students benefit greatly from learning via VOA based instructional programs, gain greater access to true spoken English and therefore have more opportunities to develop meaningful listening comprehension. This research demonstrates how these authentic VOA materials allow teachers to establish a connection between what students learn in their classrooms with the world beyond their classrooms; thereby enhancing students' proficiency and confidence in utilizing their newly developed language skills.

2: What do you think are the best ways for students to use VOA to improve their listening skills?

Participants agreed that short video, audio clips, and podcast resources available on VOA provide the greatest support for improving listening ability. The participants indicated that resources with specific features of clarity in pronunciation, slower pace, and transcripts were very beneficial for students to both better comprehend and to retain the new material.

Participants additionally stated that due to the format of VOA (to listen, to read, to review), listening and reading at the same time is very beneficial to an individual's overall understanding.

Sofia (2019) found that the VOA Learning English app was able to increase students' listening skills through its provision of simple audio and subtitles to aid in the development of students' ability to comprehend language.

3: What are the most common types of content (videos, audio, podcasts and notifications) that your students prefer? And, Why?

The teachers indicated that students like listening to short news videos and podcasts. Teachers felt that videos help learners see the visual elements of what they hear; i.e., pictures and body language; thereby helping them better comprehend the material. Additionally, teachers found that podcasts were a very good format for providing students with self-directed and portable learning options. All of the participating teachers agreed that the number of subjects/areas of study that could be taught using VOA Learning English (e.g., current events, cultural studies) would be an effective means of keeping students engaged and motivated.

These views mirror those found in Wulandari et al. (2025), where authentic listening materials, including short videos and current news, significantly enhance EFL learners' comprehension and their ability to focus on listening. As well as improving motivation and retention of listening skills.

4: How do you use VOA sources during your lessons to help students develop their listening skills?

The teachers stated that when using VOA content they have activities before, during and after listening. First, the teacher will introduce and explain key vocabulary and give students some background knowledge, second, the teacher will ask students to identify the key points while they are listening and thirdly the teacher will ask students to reflect on the listening experience and discuss it. Teachers feel this step-by-step process allows students to comprehend what they hear and enables them to apply the new language in actual situations

According to Rahmaningtyas and Mardhiyyah (2020), organizing lessons in these three phases improves comprehension by activating what students already know and giving them opportunities to interact. Their study on the use of VOA listening showed that this approach develops students' strategic thinking and autonomy in EFL classes.

5: Which methods of instruction were most beneficial for you as you incorporated VOA into your lessons?

Students reported that their most successful methods for utilizing VOA in the classroom were task-based learning, interactive group discussions, and keeping track of student progress. Participants developed and implemented tasks such as having students summarize news articles, organize a class discussion about the news, and practice pronunciation by having them use the news as a model directly from VOA. By making listening an active and useful tool for students to think critically and participate, these strategies helped to make listening an integral part of the English language acquisition process.

This view supports the research of Malik et al. (2023). They found that when using task-based language instruction with authentic materials, listening comprehension and communicative ability improved in students. Additionally, they found that VOA provides students with relevant and contextualized opportunities to engage in interactive learning experiences.

6: Have you encountered problems with utilizing VOA to help with your listening skills?

Teachers commented that they encountered several challenges when using VOA Learning English, such as limited internet access, differences in students' English proficiency, and the fact that authentic audio recordings are quite fast. A few teachers noted that some

students were sometimes slowed down in their ability to follow an advanced vocabulary clip. In response to this, the teachers used shortened clips; adjusted the playback speed on the clips; provided the transcripts for the clip; and provided a glossary so that students could easily learn from the clips.

The teachers' experiences mirror the findings of Alamri (2025) regarding the technical and language barriers for using authentic listening materials (e.g., news stories or interviews) in EFL classes. Alamri's study published in *Frontiers in Education* found that to successfully utilize tools like Voice of America, a thoughtful pedagogical approach is required in addition to the reliability of the technology to assist students in developing their listening skills.

7: How has VOA influenced your approach to teaching English?

There was an overwhelming consensus among all participants that using VOA Learning English altered how they view teaching in general. Specifically, they felt it helped them transition away from textbook-based teaching methods to more skill integrated and communicative teaching practices. They stated that VOA caused them to incorporate current world issues and real-life experiences into lesson planning and added an additional layer of understanding of other cultures which made the learning process both more meaningful and engaging to students.

Do'mnova's (2025) findings are consistent with this interpretation. Do'mnova determined that the inclusion of authentic resources such as VOA promotes reflection by teachers and creates a constructivist classroom environment. She concluded that when teachers incorporate real-world examples into their teaching, they will more likely use student centered and adaptive methodologies.

8: In which ways have you observed changes in student motivation or engagement when utilizing VOA?

Teachers reported a significant increase in motivation, engagement, and confidence among students after introducing VOA. Learners appreciated being able to understand real English spoken by native speakers, which made them feel capable and inspired. Additionally, VOA's interactive and flexible nature encouraged autonomous learning beyond classroom boundaries.

These observations are consistent with Nguyen (2023), who found that mobile-assisted tools such as VOA foster learner autonomy and intrinsic motivation by allowing students to learn at their own pace also it authentic listening materials can foster curiosity and a sense of accomplishment among listeners, ultimately sustaining long-term interest in listening to the material

.9: Can you share with us an example of how using VOA has positively affected the listening comprehension of your students?

Participants discussed many examples of success that showed when teachers were consistent in the use of VOA, students' ability to understand what was being said, their ability to concentrate, and their ability to retain information increased dramatically. In addition, after three or four weeks of using VOA, teachers noticed that the amount of repetition students needed decreased, and students were able to determine the main points more easily and summarize what was said in a lesson more effectively. Additionally, some students were able to improve their pronunciation and the ability to remember new vocabulary words.

This is consistent with Ekawati & Yusuf's (2019) findings on authentic materials particularly VOA news clips being effective in improving students' ability to hear real speech and pick-up important information; their study found that repetition of listening to natural language increased both auditory recognition and fluency.

10: What suggestions would you give to teachers who want to implement VOA as a tool to enhance listening skills?

The participants thought that the teacher should use simple content in the beginning for their students and test out the site prior to using it. The participants suggested that a teacher should develop lessons before, during and after they have provided the audio/video to the students. The participants also stated that the teacher should introduce the tool slowly as the student goes through each part of the comprehension process and reflection. Finally, the participants stated that a teacher can provide even greater opportunities to learn by having the students complete an oral or written expression task based on the VOA material.

As indicated by Wulandari, et al.(2025) the most important factor to successful utilization of authentic materials such as VOA, including proper planning and organization of lessons, will lead to better student comprehension and engagement.

Table 1 Teachers' Perceptions of VOA Learning English to Enhance Listening Skills.

Questions	Answers	Authors
<p>1. Have you used your experience of using your knowledge from teaching listening with VOA in the development of your classrooms?</p>	<p>Teachers reported that integrating VOA Learning English transformed their classes from textbook-centered lessons into dynamic and communicative spaces. Authentic exposure to real English helped students connect with current topics and cultural content, improving motivation and comprehension.</p>	<p>Ayuaneka and Sujarwati (2025) found that VOA materials expose learners to natural speech and enhance comprehension by linking classroom content with real-world English.</p>
<p>2. What do you think are the best ways for students to use VOA to improve their listening skills?</p>	<p>All participants emphasized short news videos, audios, and podcasts as effective tools. They valued clear pronunciation, slowed speech, and transcripts, which allow students to check meaning and build vocabulary</p>	<p>Sofia (2019) demonstrated that the VOA Learning English app improves students' listening skills by providing simplified audio and subtitles that scaffold comprehension.</p>
<p>3. What are the most common types of content (videos, audio, podcasts and notifications) that your students prefer? And, Why?</p>	<p>Teachers noted that students preferred short videos and podcasts. Videos help learners associate words with visuals, while podcasts enable flexible and autonomous practice. Topical and current content increases engagement.</p>	<p>Wulandari et al. (2025) found that multimodal authentic materials, such as VOA videos and podcasts, improve attention and motivation in EFL listening.</p>
<p>4. How do you use VOA sources during your lessons to help students develop their listening skills?</p>	<p>Teachers used pre-, while-, and post-listening activities. They introduced vocabulary, guided comprehension with questions, and encouraged summaries or discussions. This structure helped students focus on key information and reflect on content.</p>	<p>Rahmaningtyas and Mardhiyyah (2020) found that structuring listening lessons into stages with VOA supports strategic comprehension and student autonomy.</p>
<p>5. Which methods of instruction were most beneficial for you as you incorporated VOA into your lessons?</p>	<p>Participants mentioned task-based learning, group debates, and shadowing as the most effective approaches. These strategies made listening more interactive and communicative, reinforcing vocabulary and pronunciation.</p>	<p>Malik et al. (2023) confirmed that task-based instruction using authentic materials like VOA enhances comprehension and learner engagement.</p>

Table 2 Teachers' Perceptions of VOA Learning English to Enhance Listening Skills.

Questions	Answers	Authors
<p>6. Have you encountered problems with utilizing VOA to help with your listening skills?</p>	<p>Teachers mentioned issues such as weak internet connection, vocabulary difficulty, and students' limited proficiency. Some learners struggled with fast-paced audio. Teachers adapted by slowing playback, selecting easier materials, and using transcripts for support.</p>	<p>Alamri (2025) found that technological and linguistic barriers affect listening comprehension with authentic media, requiring adaptation and differentiated instruction.</p>
<p>7. How has VOA influenced your approach to teaching English?</p>	<p>All teachers stated that VOA encouraged them to move from traditional lessons to more communicative, content-based approaches. Authentic topics promoted critical thinking and cultural awareness.</p>	<p>Do'monova (2025) concluded that authentic materials such as VOA support reflective, constructivist teaching practices and enhance intercultural competence.</p>
<p>8. In which ways have you observed changes in student motivation or engagement when utilizing VOA?</p>	<p>Teachers observed increased motivation, confidence, and active participation. Students enjoyed authentic topics and felt accomplished when understanding native speakers. VOA also encouraged autonomous learning beyond the classroom.</p>	<p>Nguyen (2023) found that mobile-assisted platforms like VOA enhance learner autonomy and intrinsic motivation through flexible, self-paced listening.</p>
<p>9. Can you share with us an example of how using VOA has positively affected the listening comprehension of your students?</p>	<p>Teachers described cases where consistent use of VOA improved students' attention, recall, and understanding. Learners gradually relied less on repetition and became more confident in grasping main ideas and details.</p>	<p>Ekawati and Yusuf (2019) reported that authentic VOA clips improved comprehension accuracy and listening fluency in EFL learners.</p>
<p>10. What suggestions would you give to teacher who want to implement VOA as a tool to enhance listening skills?</p>	<p>Participants recommended starting with short, level-appropriate clips, exploring the platform before class, and using pre-, while-, and post-listening activities. Careful planning ensures effective integration.</p>	<p>Wulandari et al. (2025) emphasized that structured lesson design and topic selection are key to improving comprehension when using VOA in EFL classrooms.</p>

Chapter V

Conclusions and recommendations

This chapter presents the conclusions and recommendations arising from the analysis of the results, in line with the research objectives. The study evaluated and analyzed how the use of VOA Learning English can serve as an educational material to strengthen listening skills in English learners, based on the experiences and practices of the teachers involved.

General Objective

To Explore how teachers can use VOA Learning English to improve English language learners' listening skill.

Conclusion 1:

This research showed that using VOA Learning English has provided a learning tool that offers an easy-to-understand source of real English information that increases student's ability to comprehend what is being said while listening. Teachers have reported that they believe it is helpful for their students to learn how to communicate with real English by simplifying English speakers' speech and providing clear pronunciation. Using VOA Learning English will help students develop some very important skills (i.e., finding the most important parts of a message, recognizing the speaker's emotion) that are needed to improve overall listening comprehension. VOA Learning English is a useful tool because it is easily available and will motivate your students to listen more and be able to communicate better.

Recommendation 1:

Teachers should use VOA Learning English on a regular basis in their listening comprehension classes; choose materials that are at the level of the students they are teaching; and make sure their institutions provide them with the equipment and/or

software to be able to utilize VOA Learning English in their classrooms. In addition, teachers should attend short training sessions in order to become familiar with the variety of ways they can successfully incorporate VOA Learning English into their different classroom settings.

Specific Objective 1

To describe the aspects and characteristics of the academic tools provided by VOA Learning English that contributes to the development of listening skills.

Conclusion 2:

VOA's resources are valuable for improving listening skills (news videos, podcasts, interactive transcript). The teacher emphasized that these tools provide both visual and auditory cues to improve pronunciation, vocabulary and comprehension. As teachers, they also appreciated the slow pace of the VOA language, combined with a structured format of content; the result is a learning environment that is both inclusive and structured.

Recommendation 2:

Teachers can utilize VOA transcripts and slow-motion video to support listening development by showing students key vocabulary prior to the lesson, and allowing them to listen to small sections of the video multiple times to increase their ability to comprehend the content. Educational institutions may foster student independence through encouragement of utilizing VOA as part of blended learning or independent learning environments.

Specific Objective 2

To identify the different teaching methods used by teachers when implementing VOA Learning English in their classes to strengthen listening skills.

Conclusion 3:

The use of task-based communication for listening, as well as pre-, during- and post listening activities prior to, during, and following students' exposure to VOA content are all beneficial ways to assist in the comprehension of listening; to encourage participation; and to link listening skills to speaking skills. Additionally, authentic tasks such as summarizing or 35 taking notes on VOA content followed by some type of follow-up activity will turn listening from a passive, receptive skill into an active, useful skill.

Recommendation 3:

Training programs that allow educators to learn how to develop their own task-based lessons with VOA content will be most helpful to them when they attempt to teach these types of lessons. It is also recommended that training programs provide educators with the ability to develop consistent lesson plans and to develop interactive learning experiences for their students.

Specific Objective 3

To analyze teachers' experiences in using VOA Learning English as an effective resource for strengthening the listening skills of English language learners

Conclusion 4:

The educators reported an increase in both teacher application and student interest due to VOA Learning English. Student's confidence grew from real-world exposures; students became more engaged by utilizing the program. Teachers were also motivated to implement more communicative and reflective practices when implementing VOA, although there were some minor drawbacks (i.e., some vocabulary was difficult for them to use).

Recommendation 4:

Educators using VOA with their students should collaborate to establish a shared community for learning to exchange effective methods and strategies. Establishing a consistent application of VOA will support the development of a continuous framework for ongoing listening comprehension.

Ultimately, VOA Learning English provides a reliable way for developing listening comprehension through promoting independence. The teachers interviewed in this study found that VOA Learning English provided them with authentic content, was easy to locate/access, and had the capability to motivate students. As such, it has shown the benefits of using authentic materials as a viable resource for EFL teaching and also provides motivation to continue studying the ways in which other resources, similar to this one, could be used to develop language learners' listening comprehension skills to utilize their understanding for the needs of daily living.

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Annexes**Annex A: Certified Anti-Plagiarism System****Certificado Sistema Anti Plagio****001-TUTOR LACHG-2025**

En calidad de tutor del trabajo de titulación denominado “**VOA LEARNING ENGLISH TO ENHANCE LISTENING SKILLS**” elaborado por los estudiantes Tómalá Huamán Pedro Luis y Tigrero Suarez Kleyner Javier, de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio **COMPILATIO**, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **1%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Particular que comunico para los fines pertinentes.

Atentamente,

A handwritten signature in blue ink, reading "L. CHAVEZ", with a horizontal line underneath.

Abg. Chávez Gonzabay Leonardo Augusto, MSc

TUTOR



CERTIFICADO DE ANÁLISIS
magister

Oct 30 - Compilatio - Tomala-Tigrero

< 1%
Textos
sospechosos



0% Similitudes

0 % similitudes entre comillas

0 % entre las fuentes mencionadas

< 1% Idiomas no reconocidos

11% Textos potencialmente generados por la IA (ignorado)

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ID del documento: 63ef4f8d89ac7262ff577f6e973ad477f341c8be
Tamaño del documento original: 327,72 kB

Depositante: LEONARDO AUGUSTO CHAVEZ GONZABAY
Fecha de depósito: 30/10/2025
Tipo de carga: interface
fecha de fin de análisis: 30/10/2025

Número de palabras: 7831
Número de caracteres: 55.447

Ubicación de las similitudes en el documento:

Annex B: Questionnaire

Population: Five university English teachers involved in teaching English as a Foreign Language with experience in developing students' listening comprehension skills.

Sample: Five professional university teachers with experience in English teaching who have used or are familiar with VOA Learning English as a tool to enhance students' listening comprehension.

Questions aimed at teachers

1. Have you used your experience of using your knowledge from teaching listening with VOA in the development of your classrooms?
2. What do you think are the best ways for students to use VOA to improve their listening skills?
3. What are the most common types of content (videos, audio, podcasts and notifications) that your students prefer? And, Why?
4. How do you use VOA sources during your lessons to help students develop their listening skills?
5. Which methods of instruction were most beneficial for you as you incorporated VOA into your lessons?
6. Have you encountered problems with utilizing VOA to help with your listening skills?
7. How has VOA influenced your approach to teaching English?
8. In which ways have you observed changes in student motivation or engagement when utilizing VOA?

9. Can you share with us an example of how using VOA has positively affected the listening comprehension of your students?

10. What suggestions would you give to teachers who want to implement VOA as a tool to enhance listening skills?

Annex C: Transcripts of interview aimed at teachers

Questions	Answers	Authors
<p>1. Have you used your experience of using your knowledge from teaching listening with VOA in the development of your classrooms?</p>	<p>Teachers reported that integrating VOA Learning English transformed their classes from textbook-centered lessons into dynamic and communicative spaces. Authentic exposure to real English helped students connect with current topics and cultural content, improving motivation and comprehension.</p>	<p>Ayuaneka and Sujarwati (2025) found that VOA materials expose learners to natural speech and enhance comprehension by linking classroom content with real-world English.</p>
<p>2. What do you think are the best ways for students to use VOA to improve their listening skills?</p>	<p>All participants emphasized short news videos, audios, and podcasts as effective tools. They valued clear pronunciation, slowed speech, and transcripts, which allow students to check meaning and build vocabulary</p>	<p>Sofia (2019) demonstrated that the VOA Learning English app improves students' listening skills by providing simplified audio and subtitles that scaffold comprehension.</p>
<p>3. What are the most common types of content (videos, audio, podcasts and notifications) that your students prefer? And, Why?</p>	<p>Teachers noted that students preferred short videos and podcasts. Videos help learners associate words with visuals, while podcasts enable flexible and autonomous practice. Topical and current content increases engagement.</p>	<p>Wulandari et al. (2025) found that multimodal authentic materials, such as VOA videos and podcasts, improve attention and motivation in EFL listening.</p>
<p>4. How do you use VOA sources during your lessons to help students develop their listening skills?</p>	<p>Teachers used pre-, while-, and post-listening activities. They introduced vocabulary, guided comprehension with questions, and encouraged summaries or discussions. This structure helped students focus on key information and reflect on content.</p>	<p>Rahmaningtyas and Mardhiyyah (2020) found that structuring listening lessons into stages with VOA supports strategic comprehension and student autonomy.</p>
<p>5. Which methods of instruction were most beneficial for you as you incorporated VOA into your lessons?</p>	<p>Participants mentioned task-based learning, group debates, and shadowing as the most effective approaches. These strategies made listening more interactive and communicative, reinforcing vocabulary and pronunciation.</p>	<p>Malik et al. (2023) confirmed that task-based instruction using authentic materials like VOA enhances comprehension and learner engagement.</p>

Questions	Answers	Authors
<p>6. Have you encountered problems with utilizing VOA to help with your listening skills?</p>	<p>Teachers mentioned issues such as weak internet connection, vocabulary difficulty, and students' limited proficiency. Some learners struggled with fast-paced audio. Teachers adapted by slowing playback, selecting easier materials, and using transcripts for support.</p>	<p>Alamri (2025) found that technological and linguistic barriers affect listening comprehension with authentic media, requiring adaptation and differentiated instruction.</p>
<p>7. How has VOA influenced your approach to teaching English?</p>	<p>All teachers stated that VOA encouraged them to move from traditional lessons to more communicative, content-based approaches. Authentic topics promoted critical thinking and cultural awareness.</p>	<p>Do'monova (2025) concluded that authentic materials such as VOA support reflective, constructivist teaching practices and enhance intercultural competence.</p>
<p>8. In which ways have you observed changes in student motivation or engagement when utilizing VOA?</p>	<p>Teachers observed increased motivation, confidence, and active participation. Students enjoyed authentic topics and felt accomplished when understanding native speakers. VOA also encouraged autonomous learning beyond the classroom.</p>	<p>Nguyen (2023) found that mobile-assisted platforms like VOA enhance learner autonomy and intrinsic motivation through flexible, self-paced listening.</p>
<p>9. Can you share with us an example of how using VOA has positively affected the listening comprehension of your students?</p>	<p>Teachers described cases where consistent use of VOA improved students' attention, recall, and understanding. Learners gradually relied less on repetition and became more confident in grasping main ideas and details.</p>	<p>Ekawati and Yusuf (2019) reported that authentic VOA clips improved comprehension accuracy and listening fluency in EFL learners.</p>
<p>10. What suggestions would you give to teacher who want to implement VOA as a tool to enhance listening skills?</p>	<p>Participants recommended starting with short, level-appropriate clips, exploring the platform before class, and using pre-, while-, and post-listening activities. Careful planning ensures effective integration.</p>	<p>Wulandari et al. (2025) emphasized that structured lesson design and topic selection are key to improving comprehension when using VOA in EFL classrooms.</p>

