



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“LISTENING DISCRIMINATION TRAINING TO IMPROVE PHONEME
RECOGNITION”**

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

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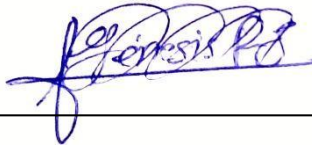
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Prudente José Génesis Adelaida

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Declaration

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Prudente José Génesis Adelaida

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Board of Examiners



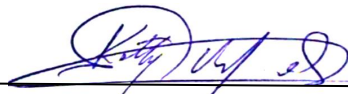
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-Prudente José Génesis Adelaida

Dedication

I would like to dedicate this work first and foremost to God for guiding me and giving me the wisdom I needed, because without Him, it would not have been possible to complete this stage of my professional life. To my parents, Alberto and Nelly, who paved the way for me and gave me their support to become who I am today, this achievement is for you. Thank you to my husband, Sebastián, who has been by my side throughout this long process. Thank you for your understanding, patience, and for never holding me back and for believing, from day one, in my knowledge and abilities to achieve my goals.

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-With love, Prudente José Génesis Adelaida.

Abstract

Auditory discrimination training is a technique that enables students to recognize and interpret differences between similar sounds in the English language. This study analyzed the perceptions of students in the Bachelor's Degree in the Pedagogy of National and Foreign Languages regarding this technique. Consequently, the study sought to understand the scope of this training based on the students' direct experiences. To achieve this objective, a qualitative approach was used, and semi-structured interviews were conducted with undergraduate students in the program, which provided insight into their individual perspectives on the technique's usefulness. Additionally, the study organized a focus group to gather collective reflections on the use of this tool and assess how it influenced the development of listening comprehension during academic sessions. The experiences gathered showed that students appreciated the technique because it facilitated phonetic identification, reduced auditory confusion, and strengthened their confidence in communication. Based on these findings, the study offered valuable insights to promote the reflective and ongoing application of this technique in the classroom. Finally, the research concluded that the incorporation of listening discrimination training significantly enriched the English language teaching-learning process.

Key words: listening discrimination training, phonological sounds, listening skills, phoneme recognition.

Resumen

El entrenamiento en discriminación auditiva es una técnica que permite a los estudiantes reconocer e interpretar las diferencias entre sonidos similares en la lengua inglesa. Este estudio analizó las percepciones de los estudiantes del Grado en Pedagogía de Lenguas Nacionales y Extranjeras respecto a esta técnica. Por consiguiente, el estudio pretendía comprender el alcance de este entrenamiento a partir de las experiencias directas de los estudiantes. Para alcanzar este objetivo, se utilizó un enfoque cualitativo y se realizaron entrevistas semiestructuradas a estudiantes de grado del programa, lo que permitió conocer sus perspectivas individuales sobre la utilidad de la técnica. Además, el estudio organizó un grupo focal para recabar reflexiones colectivas sobre el uso de esta herramienta y evaluar cómo influía en el desarrollo de la comprensión auditiva durante las sesiones académicas. Las experiencias recopiladas mostraron que los estudiantes valoraban la técnica porque facilitaba la identificación fonética, reducía la confusión auditiva y reforzaba su confianza en la comunicación. A partir de estos resultados, el estudio ofreció valiosas aportaciones para promover la aplicación reflexiva y continuada de esta técnica en el aula. Por último, la investigación concluyó que la incorporación de la formación en discriminación auditiva enriqueció significativamente el proceso de enseñanza-aprendizaje del inglés.

Palabras claves: entrenamiento en discriminación auditiva, sonidos fonológicos, habilidades de escucha, reconocimiento de fonema.

Index

Advisor's Approval.....	2
Statement of Authorship.....	3
Declaration	4
Board of Examiners.....	5
Acknowledgment.....	6
Dedication	7
Abstract	8
Resumen.....	9
Introduction	14
Chapter I.....	17
The Problem.....	17
Research Topic.....	17
Title of the Research.....	17
Problem Statement	17
Justification	19
Problem Question.....	20
General Question	20
Specific Questions.....	20

Objectives	20
General Objective	20
Specific objectives	20
Chapter II	22
Theoretical Framework	22
Background	22
Pedagogical Basis	23
Constructivism	23
Social Constructivism	24
Second Language Acquisition (SLA)	24
Communicative Language Teaching (CLT)	25
Theoretical basis	26
Listening comprehension	26
The Importance of Listening Skills in English Learning	27
Auditory discrimination	27
Legal Basis	29
Constitution of the Republic of Ecuador	29
Organic Law on Education	30
Chapter III	32
Methodological Framework	32

Qualitative Methodology	32
Characteristics of qualitative method.....	32
Type of Research	33
Phenomenological Studies	33
Data Collection Techniques	34
One-on-one interview	34
Instruments	34
Questionnaire	34
Open-ended Questions	35
Data Collection Processing and Resources	35
Population and Sample.....	36
Chapter IV.....	37
Analysis of Findings	37
Brief Explanation of the Findings	37
Interpretation of data from the interviews.....	37
Correlation with Theories and Previous Studies	43
Chapter V	45
Conclusions and Recommendations.....	45
Conclusions.....	45
Recommendations.....	46

References	47
Annexes.....	53
Annex A: Certified Anti-Plagiarism System.....	53
Annex B: Questionnaire.....	55
Annex C: Transcriptions.	56

Introduction

Learning English as a foreign language involves developing various language skills, such as listening comprehension and pronunciation. However, many students have difficulty distinguishing similar sounds in English, which can affect their comprehension during listening activities. A common challenge for learners is identifying certain phonological sounds in English that do not exist in their native language. This situation can lead not only to various pronunciation errors and misunderstandings during communication but also to anxiety and delays in their progress in learning English.

In recent years, the teaching of English as a foreign language has spurred the search for strategies that facilitate student learning. Among the various techniques used, Listening Discrimination Training has garnered interest due to its potential to help learners identify and distinguish sounds in the English language. The study of this technique has gained importance because the ability to correctly recognize sounds directly influences the development of pronunciation and listening comprehension. These skills are essential for students to communicate more clearly and effectively in various academic and everyday contexts.

Listening Discrimination Training is a technique that helps students improve their listening comprehension, especially when it comes to recognizing and distinguishing sounds in the English language that can be difficult and challenging. This strategy is very useful because it allows students to actively practice and improve not only their pronunciation but also their listening skills at the same time.

However, implementing Listening Discrimination Training can present some challenges. One of the main challenges is that students have different levels of English proficiency, which means that some may identify sounds more easily, while others need more practice and support. Additionally, a student's native language can influence this process: for some students, it can be helpful because it allows them to compare sounds and understand better, but for others, it can be a hindrance because they tend to confuse pronunciation with the sounds of their native language.

As a student of National and Foreign Language Education, it is important to analyze this topic because it reflects a common reality in English language learning. For this research, a review of the literature, interviews, and a focus group were used to gather students' opinions on this technique and its effectiveness. The study was qualitative, meaning that open-ended questions were used to obtain more comprehensive information from different sources.

This research is divided into 5 chapters:

Chapter I: The Problem: This chapter addresses the issue of listening skills in English language acquisition and how the Listening Discrimination Training technique can help learners recognize various phonological sounds. It also describes the general and specific objectives that the researcher aims to achieve with this study.

Chapter II: Theoretical Framework: This chapter presents a comprehensive overview of the background, previous research, and an exploration of theories and concepts related to the listening discrimination training technique. It describes the contextual and legal theoretical foundations.

Chapter III: Methodological Framework: This chapter describes the methodology used by the researcher to obtain the results, which consisted of an interview with students. The objective of this chapter is to gather the information necessary to support the research objectives.

Chapter IV: Analysis of Findings: This chapter provides an interpretation of the data obtained through the interview, focus group analysis, and the correlation of theories. The results are analyzed, and conclusions are drawn based on the findings.

Chapter V: Conclusions and Recommendations: This chapter presents the conclusions and corresponding recommendations based on the established objectives, research questions, and the results of the study. It highlights both the advantages and disadvantages identified during the course of this research.

Chapter I

The Problem

Research Topic

Auditory Discrimination Training in EFL Learners

Title of the Research

Listening Discrimination Training to Improve phoneme recognition.

Problem Statement

The difficulties in listening comprehension have been continuous throughout human historic from ancient times until now. Over time, different barriers have been identified for foreign language learners unlike in the skills of speaking, reading, or writing.

Listening comprehension requires more accurate perception due to the numerous phonemes that can be a barrier for English learners. Currently, many of them continue to have difficulty understanding and recognizing sounds, especially if they are unfamiliar with them or because they do not exist in their native language, making listening comprehension one of the most difficult skills and directly affecting their communicative competence. According to Palmer (2021), listening comprehension is the most important skill to be developed in English as a foreign language classes. However, developing listening skills in a foreign language remains a complex challenge (Aribowo & Avianto, 2023).

In the global context, the importance of auditory development is widely recognized, yet many students struggle to distinguish between phonemes with similar sounds. In the process of learning a foreign language, listening comprehension often poses a challenge for students (Reza

Erprimana, 2023). Therefore, it is important to know how to recognize the phonemes of the language in order to understand and respond appropriately to conversations, speeches, or audio recordings in the target language. In the process of learning a foreign language.

Evidence for the effectiveness of phonetic training at improving the encoding of difficult L2 sound contrasts and at updating the phonological representations containing them is scarce (Melnik-Leroy & Peperkamp 2021). Due to this hearing loss, there is a high percentage of hearing impairment, which causes confusion during the learning process.

In Latin America, listening skills are poor and the percentage of American language acquisition and comprehension is very low. In countries such as Ecuador and Colombia, listening comprehension remains a major challenge. One of the most significant problems is the lack of phonological awareness, which hinders students' ability to recognize and accurately differentiate English phonemes. (Argudo-Garzón et al., 2021). There are varieties of phonetic sounds that are confusing to speakers whose native language is Spanish. Learning to distinguish between the /æ/ and /ʌ/ of English in production is important for L2 learners, as this will help them to effectively distinguish a large number of words based on this vowel contrast and improve the intelligibility of their speech due to its high functional load (Suzukida & Saito, 2021).

At the local level, educational institutions in Ecuador, including the University of Santa Elena Peninsula (UPSE), continue to use traditional methodologies, resulting in a delay in the development of phoneme differentiation and auditory comprehension of similar sounds among students. Based on Panimboza (2022) research at the Santa Elena Peninsula State University, it was found that 40% of students have difficulties with listening comprehension, 35% with speaking, 15% with writing, and 10% reading, which indicates that listening comprehension is one of the skills where students face the most difficulties and need the most improvement.

Justification

This project seeks to justify the needs of students and understand the impact of listening discrimination training to improve phoneme recognition in EFL. In a society where English, especially in phoneme recognition, does not have an acceptable average level due to various factors in the environment. Educators should consider integrating more specific exercises and training on auditory discrimination into their curriculum. H. D. Nguyen and Dinh (2023).

Analyzing this problem will allow us to extend the relevance of this technique, so that once it has been studied, teachers will be able to implement it as a tool that can be applied in the teaching-learning process. This approach will not only improve listening skills, but will also help students feel motivated and confident when expressing their ideas in real contexts.

This problem is important to investigate because phoneme recognition is an essential skill that learners must develop when learning English, as its development opens a new path to better understanding. Kilpatrick (2020) argues that explicit training that recognizes these variations is essential for developing the ‘advanced phonemic awareness’ necessary for fluent reading in English.

Knowing about students' different opinions and perceptions of how they are affected by auditory discrimination training can help teachers discover a new technique that they can use or implement in listening activities to enrich and strengthen learners' ability to effectively identify sounds that can be a barrier to learning. In addition, different resources can be created to carry out more educational activities adapted to the needs of students, helping them to practice the sounds of the language.

Problem Question

General Question

- How can listening discrimination training help EFL learners enhance the recognition of English phonemes?

Specific Questions

- What are the main Difficulties of students face when listening to different phonemes in the English language?
- How does the mother tongue (spanish) help students to recognize phonemes in the English language?
- What do students think about the usefulness of the technique of Listening discrimination training in improving sound detection?

Objectives

General Objective

- To explore how EFL learners perceive the use of the auditory discrimination training through qualitative study to enhance listening skills.

Specific objectives

- To examine the influence of the native language (Spanish) on the recognition and understanding of English phonemes.
- To identify the difficulties students perceive in distinguishing English phonemes.

- To analyze student's perceptions of the usefulness of auditory discrimination training.

Chapter II

Theoretical Framework

Background

This research is supported by studies, established theories, and previous research related to this research project, as it has taken into account relevant literature on social constructivism at the international, national, and local levels. It also indicates that there is an improvement in skill development through mastery of the English language. In the educational setting, where the development of listening skills is an essential requirement for international students, because if people do not possess adequate listening skills, their communication will be difficult, since to achieve effective communication, it is essential to understand the concept of what the other person is saying (Yuzar, 2020).

In line with social-constructivist theories, which refer to collaborative learning and the construction of shared knowledge through interaction among students in educational settings (Oyinlola, 2025), social constructivist theories enhance listening comprehension skills by fostering collaborative interaction and the shared construction of meaning during listening comprehension tasks (Chaudhary, 2025).

That is why these exercises will enable students to improve their listening skills through the use of auditory discrimination training in a more effective way, while also making a significant difference in their ability to distinguish similar sounds. By listening to authentic input, students can improve other areas such as grammar and pronunciation and acquire new vocabulary for efficient communication (Kasimi & Hol, 2023). Which not only helps improve their listening comprehension but also increases and enhances their self-confidence when listening to or understanding conversations in the real world.

The development of listening in the English language represents several difficulties. According to Islomova (2021) Students have great difficulties in listening comprehension because listening is a skill that is rarely taught in universities and schools. Therefore, it is important to incorporate auditory discrimination training so that students do not struggle when listening to audio recordings or native speakers and can develop a strong ability to confidently demonstrate their own skills.

Pedagogical Basis

Constructivism

Constructivism is a learning theory established by Jean Piaget that posits that students learn and construct new knowledge through their own experiences and by interacting with others and their environment. In other words, students not only receive information but also actively participate in their own learning. Daodu et al. (2024) posited that the effective use of constructivist strategies reduces passive learning, increases learner participation, and enhances students' ownership of knowledge.

A systematic review of constructivist implementation across diverse educational settings further confirms that teacher beliefs, professional knowledge, and contextual factors significantly shape the enactment and effectiveness of these approaches (Arega & Hunde, 2025) In English language teaching, specifically with listening skills, this demonstrates that constructivist approaches work best when the teacher adapts activities according to students' needs to achieve effective learning.

Constructivism considers mistakes as part of learning; rather than viewing them negatively, they are seen as valuable data that can contribute to future understanding and problem-solving (Chand, 2026). This demonstrates that when teachers provide students with listening exercises in

which they can identify their mistakes, it helps them improve their ability to distinguish between sounds. Constructivism plays a profound role in teaching practice, as it directly influences how learning tasks are designed, how learners interact with the content, and how their understanding is assessed.

Social Constructivism

Social constructivism is a learning theory proposed by Lev Vygotsky in 1968. Social constructivism emphasizes participation and the exchange of ideas with other students on specific topics. Students brainstorm, seek solutions to problems, or simply add something new to their existing knowledge. This style of cognitive constructivism promotes collaborative Learning, either with a facilitator or with other students (Mohammed & Kinyo,2020). Furthermore, group activities can help students develop listening skills through practice.

Vygotsky's social constructivist theory can empower adult learners of English as a second language to construct their own meanings through critical thinking because it is based on the premise that learning is student-centered and promotes active participation as they build their own knowledge based on their own reality. From this perspective, social constructivism fosters greater motivation and engagement, as students feel highly motivated when they connect their learning to real-life situations. Learning is situated in meaningful and authentic contexts, allowing students to apply concepts to real-life situations rather than memorizing decontextualized facts (Allen, 2022).

Second Language Acquisition (SLA)

It is the process by which a person learns a language that is not their native tongue and focuses on how people not only learn but also teach other languages. Although it is called a second language, it does not mean only learning a second language, but also any language learned after

the native language, such as a third, fourth, or even more languages (Tagarelli, 2024). This area also studies the difficulties students face during the learning process of acquiring a new language.

In acquiring a second language, listening skills are an essential tool to enhance and optimize other linguistic skills. In general means, agrees with the natural development of children; as it follows a pedagogical progression of listening, first attempts to words and then start to produce their own utterances and the intrinsic way to acquire language and grammar (Mitchell et al., 2026). For this reason, developing listening comprehension allows students to become familiar with pronunciation; constant exposure to audio or real conversations promotes better understanding and effective communication.

Regarding second language acquisition, Krashen argues that constantly listening to the language one wants to learn helps in acquiring vocabulary and pronunciation. Krashen establishes a clear difference between learning and acquiring a language. According to him, language learning occurs when one thinks about it continuously, while acquisition occurs when the language is used naturally through listening and interaction. fostering the development of linguistic skills. (Scrob, 2021).

Communicative Language Teaching (CLT)

It's a teaching method that focuses on speaking and exchanging ideas as one does in everyday life. The goal is for students to learn to communicate, which means that simply memorizing grammar rules is not enough; they need to use the language in diverse contexts (Sanako, 2024). This method is based on the principle that a language is learned much better when students actively participate. According to Zul Astri (2023), Listening skills improve significantly when students practice with real communication tasks because they pay closer attention and try to understand the meaning.

Through CLT, students develop listening comprehension through interaction and exposure to the language in meaningful contexts. One of the benefits of working with CLT according to Tran (2022) is to improve student motivation; they can express greater motivation and participation in language learning due to the interactive and student-centered nature of the communicative activities. As a result, students develop more confidence and security by using the language in real contexts, allowing them to strengthen skills, especially listening skills, thanks to constant interaction.

Akhatovna (2023) agrees that CLT can be beneficial for developing language skills, including those related to remote work with social interaction. The author also highlights the usefulness of CLT in online education. This demonstrates that the communicative approach can not only be adapted to face-to-face classes, but is also suitable for other educational concepts such as online classes through collaborative and communicative activities.

Theoretical basis

Listening comprehension

Listening comprehension is the interpretation of spoken language; that is, it is the ability to understand and process the information conveyed, and it is not just about hearing, but goes beyond that, involving attention and prior knowledge. It promotes better understanding and communication. It is a fundamental skill not only for building relationships but also for resolving conflicts in both personal and professional interactions (Subramanian, 2023).

Tran and Duong (2020) define listening comprehension as a complex process in which students need to exert both their language knowledge (i.e. vocabulary, sounds, and grammar) and background knowledge to comprehend what is spoken. The authors highlight that listening comprehension is not merely about understanding different phonological sounds, but goes beyond

that; in other words, it involves drawing on prior knowledge as a foundation, including vocabulary and grammar, as this facilitates the perception of various sounds.

The Importance of Listening Skills in English Learning

Listening is an invisible mental process and that among the four language skills, listening is considered the most important skill in the field of English language teaching and learning since it is the most used language skill in daily life (Jyoti, 2020). Listening comprehension is often underestimated compared to other skills; however, it serves as the foundation for pronunciation and oral comprehension, as it directly influences the ability to identify different phonemes. If students develop this skill and improve their auditory perception, they will be able to communicate more clearly and feel more confident when communicating in real-life situations.

It is important for students of national and foreign language pedagogy to improve their listening skills because it will allow them to become accustomed to the real language, the same one they will hear in conversations, videos, or audio recordings, Chou (2023) emphasizes the role of using audio and video materials that reflect real speech practice. Furthermore, it is important to mention that as future teachers, correctly understanding the spoken language will allow them to teach with greater confidence, serving as a guide for their students.

Auditory discrimination

Auditory discrimination is the ability to recognize and distinguish between similar sounds, such as "cat," "cut," "bit," and "beat." There are several sounds that may sound almost identical, but the brain recognizes them because each sound, no matter how similar it may be, has characteristics that make it unique. Having this ability also facilitates other skills when learning English, which is why it is important to understand it. (Hearzap, 2026). While it is true that being able to distinguish between similar sounds facilitates effective comprehension not only in listening

but also, in other skills such as speaking and reading, on the other hand, when there is a deficit in sound perception, learning becomes difficult.

Based on this concept, it is important to consider some techniques that contribute to auditory discrimination and one of the main is Minimal Pairs. According to Purwanto (2024), Minimal pairs are an-audio-lingual technique that uses spoken practice and listening distinction to assist students to discern between similar and difficult sounds in the target language. Based on this idea, it can be understood that through this type of exercise, students will be exposed to distinguishing between two similar sounds with different meanings through spoken practice. Wahyuni and Indraswari (2022) also stated that minimal pairs could improve the ability to distinguish the sounds of another language. Furthermore, minimal pairs would help students produce the language correctly and fluently.

Similarly, one can mention the technique of Phoneme Grapheme Mapping which is a simple yet useful activity in which students connect speech sounds with written letters. This technique creates clear relationships between the sounds we hear in words (phonemes) and the letters or letter combinations that represent those sounds (graphemes). Instead of simply memorizing words, learners learn to analyze them by sound, laying a solid foundation for listening comprehension (Richland 2026). According to results analysis, the use of the MGF technique has been shown to help students with their reading comprehension, and at the same time integrates in a way compatible with daily sound recognition activities, creating a routine that simultaneously improves auditory comprehension Suarez (2025).

Finally, the Intensive and extensive listening activities technique is highlighted. This activity focuses specifically on detailed comprehension and accurate information. Students are exposed to materials such as recordings or audio files containing specific information that require

them to identify details, answer questions, or fill in blanks. These activities develop students' ability to manage and understand specific information in more controlled listening situations. On the other hand, extensive listening activities (Abreus et al., 2020) focus on global understanding and the enjoyment of listening. Students are exposed to longer audio resources, such as podcasts, lectures, or even interviews, with the goal of helping them understand the main message.

Legal Basis

The articles included in this study are of great importance not only for education but also for the comprehensive development of all human beings, as well as for the universal, economic, and cultural rights of individuals. In this regard, the use of listening discrimination training extends the educational process, constituting an innovative new approach that contributes to the mastery of listening skills, enhances listening comprehension through innovative activities, and supports the legal principle that education is a duty of the state and an inalienable right of all citizens. In this way, it is recognized as a crucial factor in strengthening democracy.

Constitution of the Republic of Ecuador

In the Constitution of the Republic of Ecuador, the following articles refer to education as a right for people in Ecuador.

Art. 26.-. Lifelong learning is a human right for everyone and an absolute duty that the government cannot shirk. It is a priority for public investment because it ensures that a social obligation is fulfilled and that no one is excluded from achieving a fulfilling life. For this reason, individuals, families, and the community at large have an obligation to participate in and make the most of this educational opportunity. Furthermore, this funding ensures that state resources are transformed into genuine opportunities for growth for future generations. In this way, education is

not viewed as a mere expense, but as the most important investment for the well-being of the entire population.

Art. 27.-. Education focuses primarily on the well-being of every individual to ensure holistic development. All of this must take place with absolute respect for human rights, environmental stewardship, and democratic principles. It must also be collaborative, compulsory, and open to all cultures, providing a service that combines high academic quality. Furthermore, it will also seek gender equity, social justice, and mutual support, placing a strong emphasis on critical thinking, artistic expression, and sports, while encouraging citizen initiatives to help individuals acquire skills useful for entering the workforce.

Art. 28.- The education system must always be focused on the benefit of all citizens, avoiding private corporations or special interests at all costs. Admission, retention, school transfers, and graduation are guaranteed for all students without any form of exclusion. In addition to early childhood education, elementary and secondary school will be fully mandatory for everyone. It is a fundamental right of citizens to exchange knowledge and experiences with people from different backgrounds, and therefore the government will promote this intercultural exchange in all its aspects.

Organic Law on Education

The following articles are supported by our country's laws and reflect a beneficial educational environment.

Article 2.3.—Principles of the National Education System. The National Education System shall be governed by the following principles:

b. Education serves as a key tool for educational and societal transformation, actively helping to build the nation and shape people's lives, as well as ensuring the freedom of all citizens and communities. This system places human beings—especially children and adolescents—at the center of all learning and recognizes them as full holders of all the rights that this entails, structuring its foundations in accordance with the Constitution.

Art. 3.- The goals of education. – The goal of education is:

d. LOEI establishes the development of analytical and critical thinking skills in students. This means that students should not merely memorize information but must understand and interpret it; in other words, students must understand what is happening around them and actively participate in society.

Chapter III

Methodological Framework

Qualitative Methodology

This study uses a qualitative method, which will allow us to understand students' perceptions of the use of listening discrimination training. The qualitative method focuses on gathering information about experiences and opinions; in other words, it collects non-numerical data. According to Matović & Obecni (2021) Qualitative research is essential for understanding complex educational phenomena, as it allows the experiences, perceptions, and motivations of participants to be explored.

In addition, this approach helps determine how the use of listening discrimination training assists EFL students in understanding different phonological sounds. The use of various listening comprehension exercises aims to motivate students to develop an interest in the subject while fostering the development of listening skills through a combination of up-to-date and engaging activities. Therefore, this qualitative study collects information on the use of this technique.

Characteristics of qualitative method

This method is characterized by understanding educational phenomena from the perspective of the participants, exploring their experiences Da Silva et al., (2022). In addition, this research is flexible in its application, as it allows for the adaptation and incorporation of methods tailored to the study's needs, relying primarily on descriptive data obtained through interviews and observations.

This method makes it easier for researchers to collect data for their analyses using semi-structured formats, which organize responses in an orderly, systematic, and explicit manner, while maintaining the flexibility to elicit additional responses to deepen the analysis of results. This study is based on inductive reasoning and accounts for the contextual variables within which it is conducted, which will facilitate and enable the completion of this research project.

Type of Research

Phenomenological Studies

Phenomenological research seeks to explore and understand how people feel or experience a situation from their own perspectives in order to identify and describe phenomena (Manen, 2021). This approach aims to understand how students perceive the use of auditory discriminative training through up-to-date activities in English classes that help them develop their listening skills, and how this technique plays an important role in students' listening comprehension.

In contrast to approaches that aim to generate abstract theory or measure predefined variables, phenomenology focuses on the subjective human experience as its primary object of study (Käufner & Chemero, 2021). In an educational context, this approach will allow us to analyze the effectiveness and impact of listening discrimination training, a technique through which students develop the ability to distinguish between similar sounds in the English language. By focusing on the students' own experiences, phenomenological research provides greater insight into the teaching-learning process, revealing aspects that might otherwise go unnoticed with more narrow approaches.

Data Collection Techniques

One-on-one interview

This study takes a descriptive approach, and the tools and techniques used for data collection are secondary sources. The objective was to determine the use of the listening discrimination training technique among seventh-semester students studying English as a foreign language and how this technique contributes to the development of listening skills. A questionnaire will be used to collect data through individual interviews with ten students studying English; these interviews were conducted in person. The individual interview aims to reveal information that is not readily observable, such as knowledge or feelings (Carruso, 2022).

The main objective of this research is to identify common problems and causes that hinder students' academic performance in English, particularly in the development of listening skills. This study aims to analyze the relationship between the implementation of listening activities and the development of phonological discrimination skills. Through interviews, students share and describe their experiences during the listening development process and, above all, provide insights into the use of listening discrimination training employed in this study.

Instruments

Questionnaire

According to Bhandari (2023) a questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. In addition questionnaires are essential because they help gather key information about a research case in order to analyze the results. In this research project, questionnaires were used as interview guides. These guides

consisted of 7 open-ended questions and focused on understanding students' perceptions and experiences with listening discrimination training and identifying how this technique influences the development of listening skills when used with innovative listening activities.

Open-ended Questions

Open-ended questions are those that allow for more in-depth responses, providing the interviewer with detailed and explanatory answers. Instead of a simple "yes" or "no" response, open-ended questions allow participants to write a fully personalized answer. These questions can be brief or as long as paragraphs (Rosala, 2024). By asking open-ended and well-structured questions, the researcher obtains comprehensive answers with precise details while also exploring different perspectives and experiences

As mentioned above, this study aims to obtain detailed answers, as its objective is to understand how the listening discrimination training technique influences the learning process of English learners. As stated by Taherdoost (2022), openended questions allow collaborators to formulate their opinions and experiences in a precise manner, providing enriching and contextual data that can be essential to achieve complex phenomena in educational research. Selecting the appropriate sample size and type is important because it can help avoid bias and unanswered questions (Taherdoost, 2021).

Data Collection Processing and Resources

Table 1

For collect information

Basic Questions	Justification
What?	To collect data

When?	May, 2026
Where?	At Peninsula of Santa Elena University, La Libertad – Santa Elena Province
Why?	To focus on students' prior experiences with traditional teaching strategies, how they would use listening discrimination training in class, and what advantages or disadvantages they might encounter.
How?	One-on-one interview - questionnaire

Population and Sample

This research project is based on ten students in the Foreign Language Education program at the Universidad Estatal Peninsula de Santa Elena (UPSE) of Education, located in the canton of La Libertad. The population was selected using non-random sampling, so as a result, responses were obtained only from the aforementioned students. The students were selected based on their greatest difficulty with the subject matter and the relevance of the topic. This qualitative research demonstrates and highlights the importance of properly selecting such a sample, as this selection allows for the acquisition of essential information regarding the use of auditory discrimination techniques to improve listening comprehension skills.

Chapter IV

Analysis of Findings

Brief Explanation of the Findings

This chapter presents an analysis of the qualitative data obtained from interviews conducted with ten students in the national and foreign language education program. The main objective of this research project was to identify and explore the types of challenges they face in their classrooms during listening activities and how the use of listening discrimination training techniques enhances the listening skills of EFL learners.

The analysis is organized around seven structured questions. Each question is analyzed using excerpts from the interview data and is supported by the relevant literature to validate the interpretations. In this way, we were able to identify the advantages and disadvantages of using this educational technique for students at the Santa Elena Peninsula State University.

Interpretation of data from the interviews

1. How would you describe your experience using the listening discrimination training technique?

The interviewees responded that this technique is quite interesting and innovative, surpassing traditional techniques for developing listening comprehension. They also emphasized that they felt a sense of satisfaction when they were able to understand phonological sounds that typically pose a barrier in listening activities. Some of them also mentioned that they perceived learning as much easier and at the same time more meaningful because they have experienced less difficulty using it. They also indicated that at first it was an unusual experience, but after consistent practice, a significant improvement was noted. Bruzzano (2021) points out that daily

practice becomes automatic, natural, and effortless. It becomes a skill that is already part of a person.

2. What difference did you notice between using listening discrimination training and a common technique?

Most of the interviewees agreed that one of the main differences was that listening discrimination training focuses on what really matters in this case, it focuses directly on listening comprehension. They emphasized that traditional techniques do not always prioritize students' actual needs and that listening discrimination training incorporates subtle details that go beyond common techniques, taking into careful consideration the challenges students face when learning to distinguish sounds. This is consistent with Delgado Moreira et al. (2025), who notes that every student has a unique learning style and that teaching according to a student's preferred learning style will improve their educational outcomes.

3. How did the listening discrimination training technique influence your motivation to learn the English language?

Many of the interviewees stated that this technique has influenced their motivation to continue learning English, since, as Ecuadorian students whose native Spanish is very different from English, it is very difficult for them to grasp the variety of sounds. Learning a second language with different consonant patterns can lead to difficulties in producing phonemes one is not accustomed to, which can cause challenges in speech and listening comprehension (Lyu et al., 2021). Some of the interviewees mentioned that they feel more confident and less confused when using this technique and noted that it motivates them to want to share it not only with other students but also with teachers so that they can implement this technique in the classroom.

The students interviewed mentioned that listening discrimination training facilitates the understanding of phonological sounds; they emphasized that the benefit they gained was no longer feeling frustrated by not understanding words that sound the same but have different meanings, and this emotional response helps boost their motivation to study this technique even more. Dewaele and MacIntyre (2024) noted that emotional factors such as enjoyment and anxiety significantly influence foreign language proficiency and student engagement.

4. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?

Some of the students interviewed agreed with the use of listening discrimination training in their classes as future teachers; they say they would like to set aside conventional techniques because they want to prevent their students from feeling frustrated and stuck due to their inability to understand listening comprehension activities, and as future teachers, they feel a responsibility to innovate in their classrooms. Similarly, Tang (2023) states that innovative teachers have a different approach; they like to try new methodologies and view things from all perspectives.

However, a couple of students mentioned that even though they see all the benefits this technique offers, they feel it is too early to apply it as teachers. They noted that they do not want to use this technique and still prefer to rely on traditional methods, since they feel it is too risky to use listening discrimination training without fully mastering it, and they prefer to implement the techniques that their own teachers have used with them.

5. What difficulties did you encounter in listening activities when using this technique?

Most of the interviewees felt that at the beginning of the activity, they found it a bit difficult to adapt, struggling to distinguish very similar sounds that do not exist in Spanish, which

caused some mental fatigue due to the high level of concentration required; however, they later mentioned that they eventually realized it was simply part of the adaptation process. They did not deny that it was a bit tiring, but most of them said they would do it again because of the improvement they noticed. The transition to student-centered learning will undoubtedly bring challenges. But with these challenges come opportunities (Green, 2021).

6. Have you ever tried any other technique to improve your listening skills in English?

Many of the interviewees mentioned that when they used another technique called shadowing, they found that the experience not only improved their listening skills but also their speaking skills; however, they emphasized that if this technique is not implemented correctly, it can sometimes lead to a focus solely on repetition rather than on understanding the true meanings. Zeinab (2021) argues that the correct implementation of teaching techniques is crucial to the success of learning

7. In what ways did your native language facilitate or hinder your participation in this technique?

For some students, using their native language was helpful in that it served as a foundation for understanding certain sounds; they noted that there are words in English that resemble Spanish, and this helped them recognize sounds. They also mentioned that their proficiency in their native language allowed them to make comparisons between sounds and those in the target language.

On the other hand, they also pointed out that on some occasions, their native language interfered negatively with their listening comprehension because it is the predominant language, and their native language influenced their perceptions they tended to hear two similar sounds,

whereas in Spanish that vowel distinction does not exist. Students should use their native language only to a limited extent in a regular English as a Second Language (ESL) class when their language proficiency is at a basic level or nonexistent (Aguilar Ramsay & Chavarria Oviedo, 2025).

Table 2. Summary of Students' Responses by question

Questions	Main Findings	Authors
1. How would you describe your experience using the listening discrimination training technique?	Some of the students interviewed agreed that the technique is innovative, that it was a unique experience, and that the learning was more meaningful.	Bruzzano (2021) states that consistent practice helps one become familiar with a new experience until it becomes second nature.
2. What difference did you notice between using listening discrimination training and a common technique?	Listening discrimination training addresses the problem directly, unlike traditional techniques, which do not always meet the student's needs.	Delgado (2025) notes that not all students learn in the same way; teaching in a way that meets each student's needs is essential.
3. How did the listening discrimination training technique influence your motivation to learn the English language?	It encourages a desire to continue learning because, as Latino students whose native language is not English, phonological sounds can often be challenging.	(Lyu et al., 2021) note that learning a new language is challenging due to the differences in phonological sounds compared to one's native language.

4. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?	Some of the interviewees mentioned that they would use this technique in future classes, while other students prefer to continue using traditional methods.	Between two different perspectives, Tang (2023) asserts that innovative teachers identify problems and commit to solving them.
5. What difficulties did you encounter in listening activities when using this technique?	At the start of the activity, the students said it was a little difficult to adjust, but with consistent practice, they began to see positive results.	Green (2021) points out that students will face challenges that drive them to improve.
6. Have you ever tried any other technique to improve your listening skills in English?	Some of the interviewees mentioned that they have used the shadowing technique and consider it a good way to improve listening skills, but it must be done correctly; otherwise, it won't be as effective.	Zeinab Abulhul (2021) argues that the proper implementation of teaching technique is essential to successful learning.
7. In what ways did your native language facilitate or hinder your participation in this technique?	Students mentioned that their native language served as a foundation for understanding certain sounds; however, one of them also noted that their	(Aguilar Ramsay & Chabarría Oviedo, 2025) note that students should limit their use of their native language in

native language had a negative impact on their ability to use the technique.	English as a Second Language (ESL) classes
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Correlation with Theories and Previous Studies

This finding aligns with the theoretical perspectives discussed in previous studies. The results show that most students who participated in listening exercises using the listening discrimination training technique reported an improvement in their listening skills through consistent practice with various phonological sounds. The use of authentic listening activities significantly aids learners' listening comprehension; this aligns with Chou (2023), who emphasizes the importance of using audio and video materials that reflect real-world speech.

Similarly, the students reported that listening exercises are often challenging because certain sounds do not exist in their native language, making it difficult for them to understand them; and that when using the listening discrimination training technique, they also found it difficult to adapt due to the variety of similar-sounding phonemes, but this was merely a process of adaptation, as consistent practice eventually yielded positive results. These results differ from those reported by Wahyuni and Indraswari (2022), who argue that this technique not only improves the ability to distinguish the sounds of another language but also helps students produce the language correctly and fluently.

Furthermore, Dewaele and MacIntyre (2024), along the same lines, emphasize that emotional aspects are an integral part of the learning process for students therefore, emotions influence their decision-making, autonomy, and attitude. Similarly, Delgado (2025) notes that each student perceives the learning process differently; by employing an unconventional

technique, a pathway is opened to explore new pedagogical practices that are beneficial for students' diverse needs.

Bruzzano (2021) notes that consistent practice of a technique can eventually become a natural skill; similarly, this consistency allows students to reduce errors and adapt to changes in the educational environment. Despite the challenges students may face during listening activities, significant progress can be achieved through repetitive and consistent practice of listening discrimination training. Green (2021) supports the idea that challenges lead to positive outcomes.

Chapter V

Conclusions and Recommendations

Conclusions

The data obtained in this study indicate that students face numerous challenges when engaging in listening comprehension activities due to the considerable variety of phonetic distinctions in the English language, and this problem not only hinders listening comprehension but also poses an obstacle to their ability to speak. Consequently, these challenges end up having a negative impact on students' motivation in listening comprehension activities, which creates a barrier to their interest in participating in listening tasks.

Another conclusion is that auditory discrimination training helps students recognize and become familiar with phonological sounds that can be difficult during listening activities; moreover, it contributes not only to pronunciation and oral fluency, but also, as students emphasized, to the precision and direct focus of the specific difficulty that needs improvement, which makes it different from the traditional techniques commonly used in listening exercises.

The results show the mother tongue is an influential factor and that it is crucial to recognize its impact on acquiring a new language, whether through interference from the first language, differences in sounds between Spanish and English or the transfer of pronunciation. According to the students' responses, their native language affects both pronunciation and listening comprehension, positively or negatively. Therefore, the native language can be considered a resource that facilitates learning, but it can also present certain challenges.

Recommendations

It is suggested that teachers in educational institutions frequently implement listening discrimination training as a technique to strengthen and improve students' auditory recognition, with the goal of helping them identify sounds and structures specific to the English language. Its use is recommended starting at the early levels, utilizing authentic videos or audio recordings produced by native speakers to help students become familiar with similar phonological sounds.

It is also recommended to continuously monitor students' progress to identify specific challenges, particularly to provide immediate feedback aimed at reinforcing listening comprehension activities tailored to their needs. It is essential that teachers take into account each student's individual needs to support them in overcoming the various challenges that arise during the learning process, thereby increasing students' motivation to continue learning.

Finally, it is suggested that educators consider how students' native language helps them easily recognize certain words, as well as how it may negatively interfere with the target language and develop strategies to address these issues. Conversely, if no interference with the native language is observed, educators should make effective use of it to support the development of listening skills, with the goal of achieving meaningful learning.

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Annexes

Annex A: Certified Anti-Plagiarism

La Libertad, 23 de Junio de 2026

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado **“LISTENING DISCRIMINATION TRAINING TO IMPROVE PHONEME RECOGNITION”** elaborado por el estudiante **PRUDENTE JOSÉ GÉNESIS ADELAIDA**, 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 2 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



González Reyes Sara Dolores, MSc.

TUTORA



Certificado de análisis
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Prudente José Genesis Adelaida

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Número de palabras : 6846
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Resumen (sección 1/2)

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Annex B: Questionnaire

Topic: Listening Discrimination Training to Improve Phoneme Recognition

Questions aimed at students

1. How would you describe your experience using the listening discrimination training technique?
2. What difference did you notice between using listening discrimination training and a common technique?
3. How did the listening discrimination training technique influence your motivation to learn the English language?
4. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?
5. What difficulties did you encounter in listening activities when using this technique?
6. Have you ever tried any other technique to improve your listening skills in English?
7. What ways did your native language facilitate or hinder your participation in this technique?

Annex C: Transcriptions

Interview: 1

1. What was your opinion about using the Listening Discrimination Training technique?

I found the technique interesting and innovative because it offered a different way of improving listening skills compared to what I had experienced before.

2. What difference did you notice between using listening discrimination training and a common technique?

Well, In my opinion, the biggest difference is that Listening Discrimination Training targets the exact listening difficulty, while traditional methods often focus on memorizing information.

3. How did the listening discrimination training technique influence your motivation to learn the English language?

I consider that the biggest boost to my motivation was losing the fear of messing up. English has so many consonant patterns that don't exist in Spanish, which used to make me feel very insecure. Now that I can actually discriminate between those sounds, I feel way more eager to practice and participate.

4. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?

As a future teacher, I would definitely apply this technique to break away from conventional, boring methods. I consider it our responsibility to innovate so our students don't feel frustrated and stuck when they can't understand an audio track.

5. What difficulties did you encounter in listening activities when using this technique?

Well, from my perspective, it does require a lot of brainpower. I feel that staying that focused can be a bit exhausting at first, but once you start noticing the improvement in your listening skills, you do not mind the extra effort at all.

6. Have you ever tried any other technique to improve your listening skills in English?

I have tried another technique called shadowing before. Well, I think it is great because it connects what goes in with what goes out, improving your listening and speaking at the same time.

7. What ways did your native language facilitate or hinder your participation in this technique?

I consider that Spanish interfered negatively on some occasions. Because it is our predominant language, it influenced my perception, and I feel I tended to hear two different English sounds as if they were the exact same.

Interview: 2

1. What was your opinion about using the Listening Discrimination Training technique?

To be honest, it felt like a breath of fresh air. It is a very innovative approach that completely surpasses the traditional, repetitive listening exercises we are used to. It actually makes you focus on how the language works.

1. What difference did you notice between using listening discrimination training and a common technique?

From what I experienced, traditional techniques can become repetitive, whereas this method keeps students actively engaged while developing listening accuracy.

2. How did the listening discrimination training technique influence your motivation to learn the English language?

Personally, I believe that seeing real progress in distinguishing tricky sounds is the best fuel for motivation. I feel less anxious, more capable, and genuinely excited to keep improving my English every day.

3. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?

I consider that trying new methodologies is essential. Honestly, I feel that if we keep using the same old traditional techniques, we are just going to pass down the same listening difficulties to the next generation. We need a fresh perspective.

4. What difficulties did you encounter in listening activities when using this technique?

Well, I believe that as Spanish speakers, our biggest hurdle is recognizing English sounds we have never heard before. Honestly, I feel it was quite difficult to tell them apart during the first few exercises, but it is something you eventually overcome.

5. Have you ever tried any other technique to improve your listening skills in English?

Actually, yes, I used a different technique in the past. I consider shadowing to be helpful for fluency, but honestly, I feel that the main problem is that it can lead to a focus solely on repetition rather than on understanding what is being said.

6. What ways did your native language facilitate or hinder your participation in this technique?

Well, I think my native language was helpful because it served as a foundation. There are words in English that resemble Spanish, and I consider that this similarity made it much easier to recognize certain sounds.

Interview: 3

1. What was your opinion about using the Listening Discrimination Training technique?

At first, I did not know what to expect because it's so different from conventional methods. But honestly, it is way more interesting and effective than any traditional technique I have experienced before developing listening skills.

2. What difference did you notice between using listening discrimination training and a common technique?

I would say that traditional activities sometimes make students lose interest, but Listening Discrimination Training encourages active participation and meaningful learning throughout the process.

3. How did the listening discrimination training technique influence your motivation to learn the English language?

Well, I consider this training a game-changer for my motivation. It tackles the exact speech and listening challenges that usually hold Spanish speakers back, making the whole learning process feel achievable and exciting.

4. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?

From my perspective, I would integrate listening discrimination training because I want to protect my future students from the anxiety of not understanding. I think that focusing directly on

sound distinctions will make their learning process smoother and more engaging.

5. What difficulties did you encounter in listening activities when using this technique?

I consider that the high level of concentration required was the biggest challenge. It honestly caused some mental fatigue after a while because you have to be so focused, but even though it was tiring, I think the final results made it totally worth it.

6. Have you ever tried any other technique to improve your listening skills in English?

Yes, I have because I used a different technique like dictation to improve my listening skills. Well, I think it is useful for catching specific words.

7. What ways did your native language facilitate or hinder your participation in this technique?

Honestly, I feel that being proficient in Spanish allowed me to make direct comparisons between our sounds and those in English. It gave me a starting point to understand what I was listen to.

Interview: 4**1. What was your opinion about using the Listening Discrimination Training technique?**

For me it was incredibly satisfying. There are certain phonological sounds that have always been a massive barrier for me during listening activities, so actually being able to distinguish and understand them felt like a huge breakthrough.

2. What difference did you notice between using listening discrimination training and a common technique?

Well, I think the biggest difference is that listening discrimination training focuses on what really matters. It targets our actual listening comprehension directly, whereas common techniques often get lost in other tasks that do not help your ears.

3. How did the listening discrimination training technique influence your motivation to learn the English language?

Of course, when I saw that I could differentiate some sounds, I was motivated to want to continue practicing.

4. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?

Honestly, I feel that it is a matter of timing. While I consider the technique to be very innovative, I would still prefer to stick to traditional methods at the beginning of my career. I think it is better to build my confidence using the techniques my own professors used before trying to experiment with something I haven't fully mastered yet.

5. What difficulties did you encounter in listening activities when using this technique?

I think the hardest part was trying to distinguish very similar sounds that simply do not exist in our native Spanish. It can be tricky for your brain to separate them at first, but with consistent practice, it gets much easier

6. Have you ever tried any other technique to improve your listening skills in English?

Well, I remember using another technique called shadowing. Honestly, I feel that it can become too mechanical. You listen and you repeat immediately, so the risk is that you focus entirely on the imitation and skip the actual understanding of the vocabulary.

7. What ways did your native language facilitate or hinder your participation in this technique?

My native language hindered my participation when it came to vowels. I think that since those specific vowel distinctions do not exist in Spanish, my brain kept trying to force the English sounds into my native system.

Interview: 5

1. What was your opinion about using the Listening Discrimination Training technique?

I liked the feeling of finally catching those tricky sounds that usually block my understanding. Getting past those specific phonetic hurdles gave me a real sense of achievement.

2. What difference did you notice between using listening discrimination training and a common technique?

I consider this method to be much more effective because it has a clear purpose. I feel that traditional exercises just test you, but this technique focuses squarely on developing the real

ability to understand spoken language.

3. How did the listening discrimination training technique influence your motivation to learn the English language?

I think that this training a game-changer for my motivation. It tackles the exact speech and listening challenges that usually hold Spanish speakers back, making the whole learning process feel achievable and exciting

4. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?

I think that being an innovative teacher means being brave enough to try things like this. I consider this technique a powerful tool to address the actual challenges students face, rather than just playing a recording and grading a multiple-choice quiz.

5. What difficulties did you encounter in listening activities when using this technique?

Well, I do not deny that it was a bit tiring and intense at first. However, I consider the progress I made to be so significant that I would absolutely do it all over again without hesitation

6. Have you ever tried any other technique to improve your listening skills in English?

Sure, I have experience with another practice technique. I believe the "Listening Input Enhancement Technique" undoubtedly improved my fluency, but I feel that if it is not applied correctly, the comprehension aspect is completely lost.

7. What ways did your native language facilitate or hinder your participation in this technique?

From my perspective, it was a mix of both, but Spanish definitely helped as a base. I

consider that the words that look and sound similar in both languages gave me an advantage in recognizing phonemes.

Interview: 6

1. What was your opinion about using the Listening Discrimination Training technique?

The whole process made learning feel much easier and more natural. Because I encountered less difficulty grasping the content, the lessons felt deeply meaningful rather than just mechanical.

2. What difference did you notice between using listening discrimination training and a common technique?

In my opinion, common techniques do not always prioritize what students actually need to Improve listening discrimination training, on the other hand, seems completely tailored to the real struggles we face in the classroom.

3. How did the listening discrimination training technique influence your motivation to learn the English language?

I think it directly influences your drive to study. Since we are not accustomed to producing or hearing these English phonemes, we tend to give up. This technique gives you the tools to succeed, which naturally makes you want to stick with the language.

4. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?

Well, I would say that my goal is to create a classroom where students feel capable. I feel that traditional methods often overlook the phonetic gaps Spanish speakers have, so I would absolutely use this training to target those specific needs from day one.

5. What difficulties did you encounter in listening activities when using this technique?

I think the main difficulty at the beginning was just adapting to the pace. It was a bit hard to adjust because your ears are not used to analyzing sounds so deeply, but I consider that struggle to be just a normal part of the adaptation process.

6. Have you ever tried any other technique to improve your listening skills in English?

Yes, I had already tried another technique before the classic "listen and repeat" exercises. Well, speaking from experience, I can say that it helps with pronunciation

7. What ways did your native language facilitate or hinder your participation in this technique?

I believe it did both. It facilitated things when English words resembled Spanish, but it hindered me because, in our native language, we do not have to distinguish between very similar vowel sounds, which caused some confusion

Interview: 7**1. What was your opinion about using the Listening Discrimination Training technique?**

I could say that it takes away a lot of the frustration usually tied to listening exercises. Experiencing less struggle allowed me to connect with the language better, making the learning experience truly significant.

2. What difference did you notice between using listening discrimination training and a common technique?

Well, from my perspective, this training incorporates subtle details that you simply do not find in common techniques. It goes much deeper into how sounds actually blend and change in real speech.

3. How did the listening discrimination training technique influence your motivation to learn the English language?

I think this technique gives you a real sense of control over your learning. Honestly, I feel that when you stop struggling with words that sound identical but mean different things, your whole attitude changes. It turns frustration into pure motivation to keep mastering the language.

4. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?

Personally, I believe we owe it to our future students to look at things from all perspectives, just like the literature on innovation suggests. I consider this technique the perfect way to prevent that typical classroom frustration where students feel they just 'aren't good' at English.

5. What difficulties did you encounter in listening activities when using this technique?

I think that despite the mental fatigue and the initial struggle with similar sounds, the technique is excellent. I feel that the improvement you notice in your ears is so clear that any difficulty you faced becomes secondary

6. Have you ever tried any other technique to improve your listening skills in English?

Of course, I have tested other techniques to improve. Well, I would say that shadowing definitely boosts your speaking output. However, I consider that if you don't actively listen to the input, you are just repeating words like a robot without capturing the true meaning

7. What ways did your native language facilitate or hinder your participation in this technique?

My native language actually facilitated the process at first. I think that using Spanish as a reference helped me bridge the gap when trying to identify new sound patterns.

Interview: 8

1. What was your opinion about using the Listening Discrimination Training technique?

I will admit it felt a bit unusual and strange at the very beginning because I was not used to training my ears this way. However, once I practiced consistently, the shift was undeniable and my comprehension improved significantly.

2. What difference did you notice between using listening discrimination training and a common technique?

I believe common techniques just skim the surface. I consider listening discrimination training to be far superior because it zooms in on the phonetic details that usually confuse us,

making the whole learning process is much more precise.

3. How did the listening discrimination training technique influence your motivation to learn the English language?

This technique gives you a real sense of progress. I believe that when you notice your hearing improving significantly and you pick up subtle sounds, it motivates you to want to master the language.

4. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?

To be honest, I consider it a bit too early for me to apply this technique as a teacher. I feel that it is too risky to implement something in the classroom without fully mastering it first, so I would prefer to rely on the traditional methods I already know well.

5. What difficulties did you encounter in listening activities when using this technique?

Honestly, I feel that the first few sessions were the toughest. It was a completely new way of working, so it took some time to get used to it, but later on, I realized that initial difficulty was just part of getting familiar with the technique.

6. Have you ever tried any other technique to improve your listening skills in English?

Sure, I do not know if you have heard of the shadowing technique. It seems like a good alternative to me because it works on two skills at once: listening comprehension and speaking. It helped me gain fluency, and I still practice it from time to time.

7. What ways did your native language facilitate or hinder your participation in this technique?

I consider that Spanish was a double-edged sword. Well, I would say it was useful for making comparisons, but it also interfered negatively because my brain is so accustomed to Spanish patterns that I couldn't catch the subtle English variations at first.

Interview: 9

1. What was your opinion about using the Listening Discrimination Training technique?

It felt a bit weird during the first few sessions, but day-by-day practice changed everything. The initial unfamiliarity wore off, and a very clear improvement in my listening skills took its place.

2. What difference did you notice between using listening discrimination training and a common technique?

Well, I consider the difference to be night and day. Traditional techniques do not really teach you how to listen, but this training goes beyond the basics to help you break down and recognize the actual sounds that form the language.

3. How did the listening discrimination training technique influence your motivation to learn the English language?

I think the best part is how it changes your mindset. Genuinely, I feel that when you stop being confused by words that sound identical but mean different things, a huge weight is lifted. That positive emotional response is exactly what motivates me to study this method even more.

4. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?

I would implement it through short, consistent daily drills. I feel it is a necessary shift because conventional techniques just test listening comprehension instead of actually teaching students how to decode the sound.

5. What difficulties did you encounter in listening activities when using this technique?

I would say that it was a bit draining in the beginning. Your mind gets really tired from processing everything so precisely, but I consider that a small price to pay for how much my comprehension improved.

6. Have you ever tried any other technique to improve your listening skills in English?

Well, in my case, whenever I have the chance, I usually listen to audio from native speakers to improve my listening skills, and at the same time, I learn native expressions.

7. What ways did your native language facilitate or hinder your participation in this technique?

I believe that our native language creates a strong habit in our ears, and for that reason I consider Spanish to be so dominant in our daily lives and to greatly influence my perception, making me overlook those subtle vowel distinctions that simply do not exist in our language.

Interview: 10

1. What was your opinion about using the Listening Discrimination Training technique?

It definitely requires a bit of getting used to since it's an unconventional technique. But the key is consistency; after steady practice, I noticed a major leap forward in how much I could understand.

2. What difference did you notice between using listening discrimination training and a common technique?

I think the main contrast is how this technique handles the tricky parts of the language. It takes into careful consideration the real challenges we face when trying to distinguish similar or difficult sounds, which common methods completely ignore.

3. How did the listening discrimination training technique influence your motivation to learn the English language?

I would say that this training does not just motivate you individually, it makes you want to spread the word. I consider it such a powerful tool for reducing frustration that it actually motivates me to share it with my classmates and professors so they can implement it in their own lessons.

4. As a future teacher, how would you apply this technique in the teaching process to improve your future students' listening skills? Why?

It is a great technique, but as a future teacher, I do not want to use it just yet. I consider it safer to stick to the conventional techniques that my own teachers used with me, at least until I gain more experience and feel completely confident with it.

5. What difficulties did you encounter in listening activities when using this technique?

The biggest obstacle was overcoming the initial confusion when dealing with those subtle sound contrasts. Honestly, I think that it demands so much concentration that your brain naturally gets a bit overwhelmed at the start; however, once you notice how much your listening is actually improving, you realize that the exhaustion is just part of the training and you would gladly do it again.

6. Have you ever tried any other technique to improve your listening skills in English?

The truth is, yes, before the semester started, I practiced the shadowing technique, I liked it a lot because thanks to that I was able to improve my listening skills

7. What ways did your native language facilitate or hinder your participation in this technique?

I feel that your brain naturally relies on your first language. I consider that while Spanish gave me a solid foundation to start making comparisons, its lack of complex vowel sounds definitely interfered with how accurately I could perceive the audio.