UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

INSTITUTO DE POSTGRADO

TÍTULO

"THE USE OF INTERACTIVE WEBSITE ELLLO TO IMPROVE LISTENING SKILLS IN STUDENTS FROM 9TH BASIC GRADE"

ESTADO DEL ARTE

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En mi calidad de Tutor **del Informe de Investigación**, **"THE USE OF INTERACTIVE WEBSITE ELLLO TO IMPROVE LISTENING SKILLS IN STUDENTS FROM 9TH BASIC GRADE"**, elaborado por la maestrante Lcda. Arianna Karina Soriano De La Cruz, egresada de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS SEGUNDA COHORTE**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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El componente práctico del examen de carácter complexivo titulado **"THE USE OF INTERACTIVE WEBSITE ELLLO TO IMPROVE LISTENING SKILLS IN STUDENTS FROM 9TH BASIC GRADE"**, previa a la obtención del Grado Académico de **MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS SEGUNDA COHORTE**, ha sido desarrollado con base a una investigación exhaustiva, respetando derechos intelectuales de terceros conforme las citas y cuyas fuentes se incorporan en la bibliografía. Consecuentemente este trabajo es de mi total autoría.

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IV

Dedication

To the Divine Source of all knowledge and wisdom, the guiding light that has illuminated my path throughout this scholarly journey. Infinite grace and inspiration have been the driving force behind my pursuit of understanding.

To my beloved husband, Stalyn Figueroa, whose unwavering support, encouragement, and love have sustained me through the challenges and triumphs of this academic endeavor. His belief in me has been my constant motivation.

And to my precious daughter Kateleen Figueroa, a beacon of joy and inspiration in my life. Her presence reminds me of the importance of perseverance and the profound impact of knowledge on future generations.

This State of Art is dedicated to the intertwining forces of faith, family, and scholarship that have shaped and enriched my pursuit of knowledge.

Arianna

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I am profoundly grateful as I reflect upon completing this state-of-the-art, a culmination of dedicated effort, support, and inspiration from various sources that have guided me along this academic journey.

First and foremost, I extend my deepest gratitude to the Divine presence, the ultimate source of wisdom and strength.

To my cherished husband, Stalyn Figueroa, his unwavering belief in my abilities and constant encouragement have been my pillars of strength. His sacrifices and understanding during late nights and busy days have made this accomplishment possible, and I am forever thankful for his love and partnership.

To my dearest daughter Kateleen Figueroa, her infectious enthusiasm, innocent wonder, and boundless joy have inspired me. She has reminded me of the importance of balance and perspective, and her presence has added immeasurable depth and purpose to my academic pursuits.

I am also indebted to my advisors, mentors, colleagues, and friends, who have generously shared their knowledge, insights, and expertise throughout this journey. Your constructive feedback and discussions have enriched the quality of this work.

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TEMA

"THE USE OF INTERACTIVE WEBSITE ELLLO TO IMPROVE LISTENING SKILLS IN STUDENTS FROM 9TH BASIC GRADE"

Glossary

1. **Language Acquisition:** The learning and acquiring a new language, encompassing various skills such as listening, speaking, reading, and writing.

2. **Listening Skills:** Comprehending and interpreting spoken language is essential to effective communication and language proficiency.

3. **Interactive Website:** A digital platform that engages users through dynamic and participatory features, allowing active involvement and interaction.

4. **Elllo:** An online interactive platform that enhances language learning through diverse audio content, exercises, and real-time feedback.

5. **Auditory Acumen:** The ability to discern and understand auditory cues, encompassing various aspects of listening comprehension.

6. **Language Proficiency:** A measure of an individual's ability to use a language effectively and accurately in different contexts.

7. **Pedagogical Strategy:** A systematic approach or method educators use to teach and facilitate learning tailored to achieve specific educational goals.

8. **Cognitive Adaptability:** The capacity to adjust and respond to new information and situations, a skill fostered through dynamic and varied learning experiences.

9. **Iterative Exercises:** Repeated practice activities designed to reinforce and improve specific language skills over time.

10. **Comprehension Inquiries:** Questions or tasks that assess understanding and interpretation of spoken content, encouraging critical thinking.

11. **Gap-Filling Exercises:** Activities where learners complete missing words or phrases in a text, enhancing their grasp of contextual meaning.

12. **Real-Time Feedback:** Immediate guidance and assessment provided to learners during or after completing tasks, aiding in self-improvement.

13. **Cultural Acumen:** Awareness and understanding of cultural nuances, including language variations, customs, and expressions.

14. **Educational Technology:** Integrating technology, such as websites and applications, into the educational process to enhance teaching and learning.

15. **Language Pedagogy:** The study and practice of teaching languages, encompassing methods, theories, and instructional techniques.

16. **Online Activities:** Interactive tasks and exercises conducted through digital platforms, offering engaging and dynamic learning experiences.

17. **Language Acquisition Journey:** The ongoing process of developing language skills involving various stages and experiences.

18. **Digital Tools:** Software, applications, and websites used for educational purposes, enhancing learning through technological means.

19. **Language Experience:** Exposure to and engagement with language in real-life contexts, contributing to a holistic language learning process.

20. **Educational Impact:** The influence of using Elllo and similar interactive websites on learners' listening skills, language acquisition, and overall language proficiency.

21. **Dynamic Content:** Varied and interactive audio materials expose learners to different accents, topics, and linguistic situations.

22. **Iterative Practice:** Repeated exposure to listening exercises and activities to reinforce and enhance listening skills over time.

23. **Comprehension Exercises:** Tasks and activities designed to assess understanding and interpretation of spoken content, promoting critical thinking

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Resumen

Este artículo revisa estudios recientes sobre la aplicación gratuita del sitio web ELLLO en los últimos cinco años, con el objetivo de mejorar nuestra comprensión de su papel en el perfeccionamiento de las habilidades de escucha en los aprendices de idiomas. Se abordan los desafíos y oportunidades en la adquisición de un idioma extranjero, centrándose específicamente en el sistema educativo de Ecuador y la importancia de las habilidades lingüísticas. El artículo examina la distinción entre palabras habladas y escritas al enfocarse en las habilidades fundamentales de escucha. Elllo emerge como una solución dinámica que ofrece contenido atractivo que mejora la competencia lingüística. La integración de la tecnología, como Elllo, facilita la práctica independiente y el desarrollo de habilidades, atendiendo a las diversas necesidades de los estudiantes. El estudio destaca el impacto transformador de la tecnología, permitiendo un acceso fluido a contenido de audio y video y superando barreras para lograr una adquisición de lenguaje flexible. En última instancia, el artículo enfatiza el valor de Elllo como un recurso para mejorar las habilidades de escucha, ofreciendo una experiencia dinámica de aprendizaje de idiomas que enriquece las habilidades auditivas y fomenta una adquisición integral del lenguaje.

Palabras clave: Sitio web Elllo, Tecnología, Habilidades de Escucha, Herramientas Digitales, Adquisición de Idiomas, Educación

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"THE USE OF INTERACTIVE WEBSITE ELLLO TO IMPROVE LISTENING SKILLS IN STUDENTS FROM 9TH BASIC GRADE"

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Abstract

This paper reviews recent studies on the ELLLO free website app within the past five years, aiming to enhance our understanding of its role in improving listening skills among language learners. It addresses challenges and opportunities in acquiring a foreign language, specifically focusing on Ecuador's education system and the importance of language skills. The paper examines the distinction between spoken and written words by honing in on fundamental listening skills. Elllo emerges as a dynamic solution, providing engaging content that boosts language proficiency. Integrating technology, such as Elllo, facilitates independent practice and skill development, catering to diverse learner needs. The study underscores technology's transformative impact, enabling seamless access to audio and video content and transcending barriers for flexible language acquisition. Ultimately, the paper emphasizes Elllo's value as a resource for enhancing listening skills, offering a dynamic language learning experience that enriches auditory abilities and nurtures comprehensive language acquisition.

Keywords: Elllo Website, Technology, Listening Skills, Digital Tools, Language Acquisition, Education

INTRODUCTION

Formulation and Systematization of the Problem

Acquiring and learning a second language can be challenging for many individuals, often presenting difficulties and frustrations. However, it is also an exciting and novel experience for everyone involved. Various studies have been conducted to address these challenges and improve specific language skills. It is common for individuals to feel a sense of frustration and stress when embarking on learning a non-native language. Individuals who speak English as a foreign language must practice all language skills to enhance their understanding. However, listening can be particularly challenging for some learners, leading to a need for more focus on this skill daily.

Like in many other countries, Ecuador has both public and private education. However, some teachers need help with teaching English as a foreign language. In certain schools, the emphasis on teaching listening skills is influenced by factors such as the allocated English hours, student difficulties, and a shortage of English teachers. As a result, listening skills often need more attention. In other cases, English classes are conducted traditionally, relying heavily on repetition and note-taking from the board.

English has four fundamental skills that must be developed: listening, speaking, reading, and writing. This research paper focuses on listening skills because sometimes students cannot recognize simple English words when they hear their pronunciation. They know the words, but just in written form; if they hear the word, they need clarification. For this reason, using an interactive website called ELLLO to improve listening skills in students is a good strategy

because this resource gives them a dynamic and entertaining way to acquire knowledge. Technology's role in education is fourfold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions, and as a tool to enhance the entire learning process. (Raja, 2018).

Nowadays, technology has emerged as a valuable asset within education. It allows students to practice and hone their various skills, while educators can effectively captivate their students by incorporating dynamic and interactive assignments accessible on diverse online platforms. Particularly among children and adolescents, there is a notable inclination towards technology-driven learning, as online activities are more captivating, enjoyable, and enriching. These activities provide them with a broader spectrum of visual and auditory experiences, a stark departure from conventional tasks that involve mere rote copying of information from the board devoid of meaningful engagement. Integrating modern technology into English instruction is widely perceived as an inventive application of methods, tools, resources, devices, systems, and strategies that are intrinsically relevant to English language education and contribute to realizing desired educational objectives. (Mofareh, 2019)

Technology offers diverse outlets through which individuals can engage with authentic materials tailored to their requirements, fostering skill development and enhancement. Many websites can be found online, accessible to all for educational purposes due to their open nature. Technology has enhanced involvement in activities centered around reading, writing, speaking, and listening. Numerous educators turn to the internet to discover enjoyable activities that captivate learners, aligning with the subject matter they intend to present in their classes. Similarly, many students and learners actively seek novel resources that enable them to apply their acquired knowledge or refine essential skills.

On the other hand, in the past, listening skills instruction often followed conventional approaches. In certain instances, educators depended exclusively on their recordings or predefined textbook materials, sometimes leading to lessons needing more variety. Nevertheless, the proliferation of many online assets has revolutionized the educational paradigm. Learners can access diverse digital resources, encompassing applications and websites, which furnish readily available audio and video content to bolster their language learning objectives. It is noteworthy that these applications are accessible on both computers and mobile devices, and a significant number of them can be downloaded for offline utilization.

The materials found on different websites, designed for teaching and learning purposes, can be adapted to suit the specific needs of both teachers and learners. Additionally, since these resources are freely accessible and available everywhere, learners can practice their language skills anywhere and at any time, whether in class or at home, during or after lessons.

<p style="text-align:center;">**Research Question**</p>

How does the interactive website Elllo influence 9th-grade students on listening skills?

<p style="text-align:center;">**Objectives**</p>

General Objective

To examine the state of current knowledge in a field by reviewing recognized studies about ELLLO to enhance listening skills.

Specific objectives

- To determine the benefits of using the Website ELLLO to improve listening Skills.
- To deepen understanding of the effective use of the Elllo website to improve listening skills by examining its features, methodologies, and impact on enhancing listening comprehension abilities in language learners.
- To promote adopting the Interactive Website ELLLO among in-service English teachers as a foreign language to enhance their students' listening skills.

<p style="text-align:center;">**Hypothesis**</p>

The use of the interactive website Elllo can have a positive influence on students' listening skills

METHODOLOGY

Qualitative research is a contextualized endeavor that positions the observer within the real world. It encompasses interpretive, tangible methods that render the world observable. These methods reshape the world, converting it into an array of portrayals, such as field notes, interviews, dialogues, pictures, recordings, and personal memos. (Buxton, 2023). This study is a systematic literature review, providing a comprehensive and up-to-date overview of existing research and knowledge on using an app to improve listening skills. This study describes the use of a website called English Listening Lesson Library Online (ELLLO) in students from ninth primary grade and the influence of this innovative source to improve listening skills through different instruments relevant to collecting data and then allowing them to perceive and describe all the information in this study.

The primary purpose of a state-of-the-art qualitative study is to synthesize and analyze existing research findings, identify gaps in the literature, and present a cohesive narrative that reflects the current state of knowledge in the field. They are foundational in scientific research; they support knowledge advancement by collecting, describing, analyzing, and integrating large bodies of information and data. (Barry et al., 2022)

The outcome of a state-of-the-art qualitative study is typically a comprehensive review paper that discusses the key themes, trends, and patterns identified in the qualitative research literature. It also includes suggestions for future research directions, critical reflections on the existing research, and recommendations for practitioners or policymakers based on the findings.

LITERATURE SEARCH STRATEGY

The researcher followed a rigorous and systematic approach to identify, select, and analyze relevant studies. This involves thoroughly searching databases, academic journals, and other sources to locate relevant studies, screening the identified studies based on predefined criteria, and extracting critical information from the selected studies.

Initially, the author searched for information in relevant publications about the independent and dependent variables discussed in this paper. This study used Google Scholar and RRAAE (Red de repositorios de Acceso Abierto del Ecuador). Various search terms were applied to find articles where the authors recommend using websites to enhance listening skills. The search strategy involved using keywords to retrieve the required information. Various studies related to the key terms crucial for conducting this state-of-the-art research were identified during the information search. Additionally, within these works, bibliographic references from other research and academic articles that were cited within those publications were found. Table 1 shows some of these studies.

The researcher then organized and presented the findings coherently and structured to provide a clear understanding of the research landscape related to the chosen topic.

Table 1

The Use of the ELLLO Website

Author	Territory	Study Purpose	Participants	Results
Dodi Mulyadi, Djamaluddin Darwis,	Indonesia	This study examined how EFL learners perceive the benefits and learning experiences in mastering listening skills using ELLLO after receiving 12	Ninety-six participants with two classes participated in	The study uncovers that ELLLO has the potential to serve as an alternative educational tool for enhancing students' practice of listening skills

		meetings of learning treatments.	this study. (EFL learners)	beyond the confines of the classroom.
Testiana Deni Wijayatiningsih, and Dian Candra Prasetyanti				
Muhamad Sofian Hadi, Lidiyatul Izzah, Siti Mawadah Fudiantari	Indonesia	This research delved into the differences in student achievements and instructional methods to determine the efficacy of the ELLLO Application in enhancing students' listening skills.	Students of Senior High School Madrasah Aliyah Miftahul Umam in eleven grade.	Regarding methodologies, using the ELLLO application for teaching listening skills also yielded positive outcomes.
Sukmawati Tono Palangngan, Haryanto Atmowrdoyo	Palopo Indonesia	This research aims to determine whether using English Listening Lesson Library Online(ELLLO) affects the students' Listening comprehension achievement and perception.	The population was the second-year students of SMAN 3 Palopo, consisting of nine classes in the 2014/2015 academic year. (270 students)	The use of ELLLO (English Listening Lesson Library Online) is significantly affecting the students' listening comprehension in a good way because it has a variety of helpful material for students.
Ana Alexandra Solis Carrasco	Ecuador	The primary aim of this study is to verify the effectiveness of the methodological approach that incorporates online platforms in enhancing the listening skills of	29 students who belong to the intermediate level from The Department of Languages and Linguistics at PUCESA	In general, it can be said that the the experience was satisfactory for both the teacher and the students.

		Intermediate English students.		
Wirda Ningsih, Zalisman, Yundri Akhyar, Haryuni Hariati	Indonesia	To ascertain whether a notable contrast exists in improving students' listening comprehension between those instructed through Listening Log on WhatsApp and those taught using materials from ELLLO (English Listening Lesson Library Online).	students in the first grade of PGSD Islamic Riau University, Indonesia, during the 2021-2022 academic year	Employing the English Listening Lesson Library Online (ELLLO) substantially influences students' spoken language comprehension.
Waheeb S. Albiladi	USA	Determine if CALL and ELLLO resources enable a more genuine and pleasurable approach to teaching and learning.		Using ELLLO and CALL significantly impacted students' listening comprehension and achievement.

STATE OF ART

In the article "The Use of Elllo Website in Teaching and Learning Strategy," published in 2021 in Indonesia, the author employed a quantitative research approach with an experimental design to investigate the impact of the ELLLO Application on improving listening skills among 11th-grade students in Senior High School Madrasah Aliyah Miftahul Umam. (Hadi et al., 2021) The research configuration adopted was pre-experimental, entailing a structure comprising pre-test and post-test phases to assess the efficacy of incorporating the ELLLO Application in listening skills instruction. The researcher does not possess total command over the groups and does not randomly distribute participants. Instead, one or several groups were monitored after a designated intervention – in this instance, the utilization of the ELLLO Application – to scrutinize its impact on enhancing listening proficiencies.

By utilizing the pre-experimental design, the researcher could gather valuable data on the impact of the ELLLO Application on students' listening skills without randomly assigning participants to control and experimental groups. The approach allowed for an exploration of the potential improvements in listening proficiency resulting from using the ELLLO Application as an instructional tool.

According to Talia (2021), various prior investigations have explored using the interactive website Elllo within English classes with a primary emphasis on enhancing listening proficiency. These references were incorporated to illustrate the progress of listening abilities facilitated by technological instruments like websites. The outcomes gleaned from the studies mentioned in this paper were affirmative, as they revealed that students who engaged with the

Elllo application exhibited superior performance compared to their non-participating counterparts.

For instance, (Palangngan et al., 2016) investigated the effect of using the Elllo website and its students' perceptions; this research aims to examine the impact of using the English Listening Lesson Library Online (ELLLO) on students' listening comprehension achievement and their perception towards the platform. A Quan-Qual method was employed, utilizing a quasi-experimental design. The target population consisted of second-year students from SMAN 3 Palopo, in Indonesia, comprising nine classes in the 2014/2015 academic year, with 270 students. A combination of random and nonrandom sampling techniques was employed for data collection. Random sampling determined the sample for quantitative analysis, while a nonrandom piece was used for qualitative analysis through interviews.

Students engaged with the platform for six weeks and preferred its interactive activities, particularly the game-based exercises. The results showed in this research were obtained through the development of a pre-test and post-test in two groups randomly selected to be a part of the control and experimental group. The data analysis revealed that ELLLO significantly influenced students' listening comprehension indicating its effectiveness as a supporting media for language learning.

Chaikul et al. (2018), in their study about Extensive Listening in the ELF Classroom with ELLLO, demonstrated that Elllo Website encouraged and motivated students to practice more listening skills. The authors stated, "Furthermore, students appeared to derive pleasure from understanding diverse accents." (p.38). In this case, the researchers noticed that students liked to listen to different people from different parts of the world, and students reported that they

achieved a better understanding of listening activities and enjoyed this way of learning. For instance, students were given the option to select an audio or video from the Elllo website. Over fifteen consecutive days, students listened to one audio or video provided by Elllo. Following each listening session, students completed a post-listening questionnaire created by the teacher using Google Forms. The questionnaire consisted of approximately ten questions regarding their experience listening to the audio or video. Hence, the activity in this study involved utilizing Elllo as a means of self-access or self-study.

In addition, another article in Turkey in 2022, titled "A Review on Developing English Listening Skills Through Multimedia and Video Tools" (Gökçe, 2022), the study presented the most pertinent and easily accessible technological resources for enriching listening proficiency: YouTube, TED Talks, Elllo, and VOA. The author underscored the benefits and effectiveness of incorporating these specialized tools into English classes to enhance listening skills more effectively. To gather pertinent information, an exhaustive exploration was conducted across reputable databases like Ulakbim, Tübitak, Dergipark, Mendeley, and Academia. The investigation concentrated on English listening skills, multimedia tools, and video applications, encompassing articles published from 2012 to 2022, spanning Turkish and global contexts. The author focused on analyzing 29 articles related to applications designed to enhance students' listening skills.

So, in a master's thesis titled "Multimedia Elements in the Listening Skills Comprehension in Students of Higher Education," developed in Ambato City in 2021, virtual platforms were used as technological tools to provide students with enhanced acquisition of listening skills (Tigse, 2018). During this research, a pre-test and post-test were administered on the benefits of working with technological platforms.

Another work on this topic is "Analysis of listening learning strategies and its Incidence in listening skill performance in Students of second baccalaureate at Unidad Educativa Milagro 2017 – 2018." The author works with a website denominated CALL with similar activities to the Elllo website development. (Zúñiga, 2019). Students regularly use the website to practice cognitive strategies, enhancing their metacognitive and socio-affective skills, which are pivotal in developing their listening abilities. This method fosters improvement and empowers learners to actively participate in their educational journey by leveraging technology.

THEORETICAL FRAMEWORK

Listening skills are integral to developing an understanding of concepts and the ability to communicate. (Barclay, 2011, p. 17) . Listening is one (Rost, 2013)e of the most used forms of language skills, playing a significant role in everyday communication.

Extensive listening serves as the primary gateway to effective learning. Although listening comprehension is crucial in language education, numerous students struggle to grasp the meaning of English words while listening to native speakers. Hence, enhancing listening abilities remains pertinent for students to cultivate proficiency in comprehending spoken content.

Listening as An Important Skill

According to Rost (2013), "The subject of listening holds significance for all individuals. This indicates that listening is an inherent skill present in humans from birth and carries implications for our everyday existence." (p.98). It requires active involvement from individuals; for example, both the sender, the message, and the receiver are engaged in the process of listening. It encompasses absorbing, focusing on, extracting meaning from, and reacting to spoken language.

Active listening is a pivotal and fundamental component in the process of communication. When employed diligently, it is critical in enabling effective interpersonal communication. Consequently, it becomes a necessary condition for attaining positive outcomes in education.(Sofian et al., 2021)

Listening involves the ability to receive and interpret information within the communication process, and it plays a crucial role in achieving a practical understanding of a

message. This process includes receiving sound, understanding the conveyed message,
evaluating it, and offering appropriate responses. Individuals with adept listening skills can grasp
the content they hear and respond fittingly.

Listening is significant in communication because individuals must grasp the substance
they hear, which includes identifying sounds, rhythm, intonation, and linguistic emphasis. As a
result, it is crucial to possess methods that motivate learners to improve their listening skills.

Listening Comprehension

The phrase "listening comprehension" can be understood in various ways. It involves a
range of processes focused on understanding spoken language, which includes identifying speech
sounds, comprehending the meaning of individual words, and grasping sentence structure.
(Gilakjani & Sabouri, 2016). Listening comprehension pertains to learning the content of what
the listener has heard, and even though the listener may mimic the sounds, genuine
understanding might only sometimes be present. (Masoumeh, 2016)

According to Kaspar (1984), Comprehension involves the reception of speech across
various levels, such as syntax, vocabulary, pragmatics, and discourse. Therefore, the ultimate
factor is understanding. He elucidated that this process encompasses several phases. The initial
phase consists of establishing the context. Effective communication occurs within a contextual
framework; the listener must be able to reconstruct the speaker's message. The subsequent step
involves accessing relevant prior knowledge and employing it to anticipate the concepts
conveyed in the news.

The third stage of listening comprehension entails anticipating the overall message content. Proficient listening demands that the listener expect forthcoming information. Instead of immediately interpreting in an unforeseen manner, they assess the received material. The fourth stage entails extracting the significant components conveying meaning from the material. When presented with unfamiliar subjects, listeners allocate more effort to comprehend the content and rely more on linguistic cues to compensate for their lack of prior knowledge. The final step revolves around using these extracted instances to affirm or disprove previously made predictions. If the removed details align with the listener's expectations, they validate them as accurate. Conversely, if the instances do not coincide with their projections, they should reconsider their anticipations or the material to derive a meaningful message. (Kaspar, 1984).

The Importance of Listening in Communicative Language Teaching

Listening is paramount in communication since it is central to delivering a substantial and meaningful reply. Listening is critical for effective communication, particularly in language acquisition. It aids language learners in acquiring proper pronunciation, word stress, vocabulary, and syntax. The comprehension of conveyed messages can hinge solely on elements like tone of voice, pitch, and accent. This capability to understand relies exclusively on the act of listening. (Renukadevi, 2014)

Students find listening notably more demanding than other language skills due to its numerous interrelated components, encompassing receiving, interpreting, retaining, evaluating, and responding. Nonetheless, the emphasis on competency and the advent of communicative language teaching have propelled the listening instruction and learning process into the spotlight.

Within a language learning setting, there should be a heightened emphasis on listening, as it must be seamlessly integrated into the curriculum.

Strategies to Improve Listening Skills.

There are different strategies to apply in the classroom that focus on listening skills.

According to Heredia (2021), there are three types of listening strategies: metacognitive, cognitive, and socio-affective plans.

Metacognitive strategies describe complex activities that listeners do to catch meaning. They regulate and direct language learning (O'Malley et al., 1997). When listeners employ the metacognitive approach, they start by analyzing the requirements of the listening task, trying to make accurate predictions, activating the proper listening strategy needed, ensuring their comprehension, assessing the effectiveness of their system, etc.

"Cognitive strategies encompass fundamental methods employed by listeners to grasp auditory input" (Vandergrift, 1997, p.64). These strategies encompass the mental processes employed to interpret and comprehend spoken language or auditory information proficiently. Listeners use various cognitive methods to facilitate their understanding of the presented information. These approaches encompass activating existing knowledge, predicting, monitoring comprehension, drawing inferences, summarizing, and taking notes.

Also, the same author established that "socio-affective strategies refer to techniques that listeners utilize to confirm understanding and cooperate with the speaker." (p.67). He mentions that part because learners ask for clarification of their doubts and interact with the speaker to create communication.

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The Use of Interactive Websites to Improve Listening Skills.

Technology has made substantial progress in the contemporary era, resulting in extensive integration into educational settings to improve classroom listening skills. This trend is especially pronounced in English language instruction, where educators proactively employ technology to explore online approaches to strengthen listening proficiencies. Nevertheless, research across various nations has demonstrated that learners require different methodologies to cultivate this skill effectively.

Computers and interactive technologies will empower instructors to choose various types of materials, cater to learners' requirements, and leverage the visual aspects of screen display and the interactive features of computer manipulation to aid students in cultivating effective listening strategies. (Gómez, 2019). Some websites are good resources to manage in classes because they have several activities allowing the participants to practice more on the focused skill, according to the level acquired.

Furthermore, technological progress facilitates convenient access to learning. As a result, numerous websites and mobile learning apps are available for downloading, aiding students in various aspects of English language learning or skill improvement. Moreover, individuals heavily rely on their mobile devices, computers, laptops, and other internet-connected tools, which enable seamless online browsing and access to diverse websites.

Website Elllo as A Tool to Improve Listening Skills

ELLLO is one of the internet-based media options that can serve as a tool for enhancing listening skills. Palangngan et al., (2016). The acronym ELLLO represents the Online Library of

English Listening Lessons. (Beucken, 2004). Established in 2004 by a Japanese English teacher named Todd Beucken, it is a platform dedicated to learning through listening. It provides complimentary listening exercises designed for students to practice their listening skills. These exercises encompass six sections: watch, videos, mixer, news center, games, and scene.

On the ELLLO platform, students can choose their proficiency level, the topic they're interested in, and the speaker's country from where the material originates. These selections can be made by utilizing the grade, subject, and country features on the site's left side. By focusing on narratives and subjects that intrigue them, students are likely to experience enhanced comprehension in listening exercises.

According to Talia (2021), numerous prior research studies have investigated using the interactive platform Elllo within English classes dedicated to enhancing listening skills. The outcomes of these studies indicated that students who engaged with the Elllo website made notable progress, and their evaluations were positive. This success can be attributed to the diverse array of activities available on the website, including audio materials, videos, and comprehension exercises. These resources collectively demonstrate that learners have the potential to enhance both their listening aptitudes and critical thinking abilities.

Learners and teachers can use this website because teachers can guide students to any specific listening activity and ask them for their active participation by answering some questions or creating a new assignment related to the movement to verify their comprehension of the previous action. Additionally, teachers can let the students choose any audio or video as a task and then ask them to fill in the exercises given that they are immersed in or, in the next class, create a discussion about the topic chosen.

Therefore, the use of interactive websites, especially Elllo, can help the students enhance their listening skills because it provides several activities that catch the attention of the learners and also motivate them, creating curiosity and developing interest during the learning activity, increasing their listening competencies, being able to listen and understand regular discussions with speakers from all over the world, and also acquiring more practice and getting a better level in their listening comprehension.

THEORETICAL BASES

Communicative language teaching

Communicative Language Teaching is a methodology for instructing a second or foreign language that emphasizes learners' interaction (Gustiani (2011). Communicative Language Teaching (CLT) forms a substantial theoretical basis in state of the art focused on "The Use of Interactive Website Elllo to Improve Listening Skills in Students from 9th Basic Grade." CLT aligns seamlessly with the goals and objectives of this study, as it emphasizes the importance of communication and meaningful interaction in language learning. This approach is summarized in Figure 1.

Figure 1

Communicative Language Teaching Theory
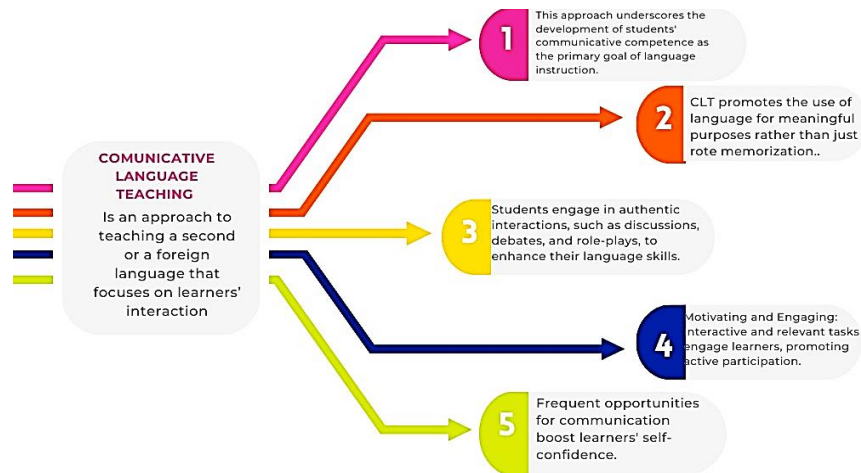
Underscores the development of students' communicative competence as the primary goal of language instruction. Educators can create an environment that fosters genuine communication and language use by utilizing the interactive website Elllo, which provides

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authentic audio content and real-life language input. Students are exposed to diverse audio materials, including conversations, interviews, and natural dialogues, critical components of CLT's emphasis on contextualized language use.

Furthermore, the focus on fluency over accuracy in CLT resonates with the incorporation of Elllo in listening practice. As students engage in various listening exercises and interactive tasks, they are encouraged to express themselves and understand the context of the language in real-world situations. The goal is to promote active listening and the ability to comprehend and respond effectively, reflecting the principles of CLT that prioritize meaningful communication. The student-centered approach of CLT also complements the use of Elllo in language instruction. As students explore the platform's content based on their interests and proficiency levels, they actively participate in their language learning journey. Elllo empowers learners to make choices and decisions regarding the language materials they engage with, reinforcing the autonomy and responsibility for learning that CLT encourages.

Incorporating task-based learning, another hallmark of CLT, can further enhance the integration of Elllo into language instruction. Task-based activities on Elllo, such as role-playing scenarios, debates, and interactive quizzes, provide students with opportunities to use their listening skills in practical contexts. These tasks mirror real-life situations and encourage learners to engage in meaningful communication, aligning with the task-oriented nature of CLT. The error-tolerant environment promoted in CLT also finds support in the use of Elllo. Students navigating the platform and participating in interactive exercises may encounter challenges in understanding and responding to the audio content. Elllo's emphasis on active learning and self-correction allows students to learn from their mistakes and fosters a positive attitude towards language learning, in line with CLT's philosophy.

Communicative Language Teaching is a robust theoretical foundation for the state-of-the-art "The Use of Interactive Website Elllo to Improve Listening Skills in Students from 9th Basic Grade." The alignment between CLT principles and the features of Elllo showcases the potential of this technology-driven tool to create an engaging and communicative language learning experience for students. By integrating Elllo into language instruction, educators can foster authentic language use, meaningful communication, and the development of essential listening skills in their students.

Krashen's Input Hypothesis suggests that language learning happens when learners are exposed to understandable input more advanced than they already know. Krashen (2021). Using apps to listen to audio content gives learners a mix of different and appropriately challenging materials, which helps their language skills grow.

On another note, there is the Affective Filter idea: Krashen's Affective Filter Hypothesis suggests that how learners feel emotionally and their attitudes can work like a switch that either helps or hampers language learning. When learners are worried, bored, or just not into it, their "filter" is up, slowing down language learning. However, when enthusiastic, keen, and curious, their "filter" is down, improving language learning. The interactive and captivating setup of Elllo can help dial down that "filter," making it easier for students to get into the listening materials and making learning smoother.

In addition, another theory that deals with this research is Mobile-Assisted Language Learning (MALL): Within the research on utilizing the interactive website Elllo to enhance listening skills, the concept of Mobile-Assisted Language Learning (MALL) assumes a pivotal role. (**Figure 2).** MALL entails strategically integrating mobile devices, such as smartphones and

tablets, as a potent tool to bolster language acquisition. By leveraging language learning apps available on these devices, learners can immerse themselves in listening materials at their convenience, transcending temporal and geographical constraints. (Sarmiento et al., 2023)

Figure 2

Mobile Assisted Language Learning Theory
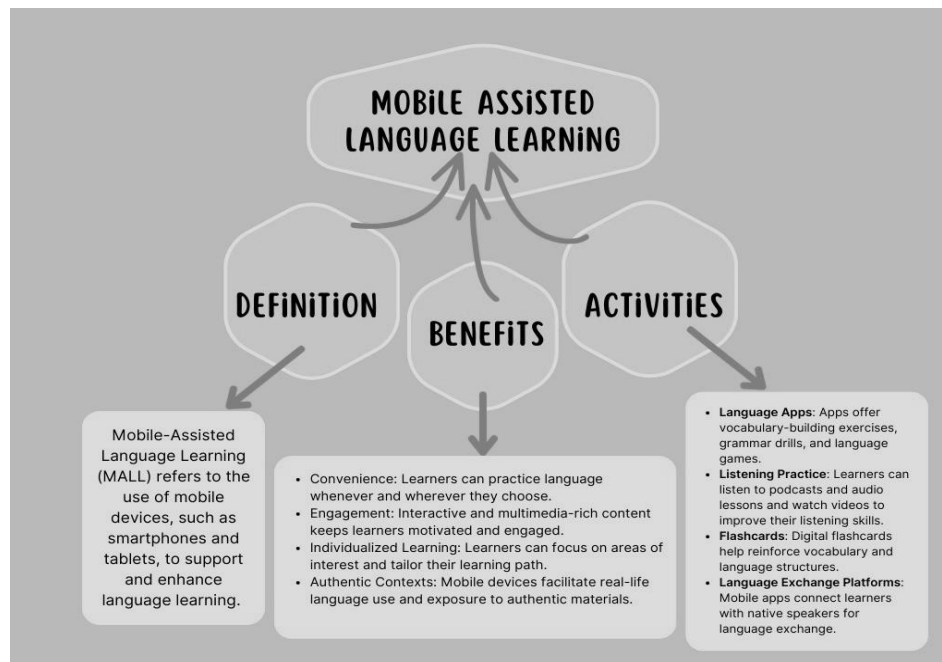
As this investigation delves into the efficacy of Elllo, the researcher finds that the principles of MALL align harmoniously with its interactive nature and diverse features. The symbiotic relationship between Elllo and MALL facilitates a dynamic synergy, affording learners unprecedented flexibility in their pursuit of honing listening skills. This convergence empowers language educators to augment their pedagogical strategies, seamlessly integrating Elllo into a mobile-assisted learning framework.

By incorporating MALL principles, educators can capitalize on the inherent allure of mobile technology, effectively transforming downtime into productive learning moments.

Learners can seize opportunities for a brief yet impactful engagements with Elllo's listening materials, incrementally enhancing their linguistic acumen over time. Consequently, the utilization of Elllo within a MALL context serves as a cornerstone for engendering a culture of continuous and pervasive language practice, ultimately fostering the cultivation of proficient and confident language users.

In summary, the fusion of Elllo with the tenets of Mobile-Assisted Language Learning not only amplifies the accessibility and frequency of listening practice but also substantiates our research endeavor by showcasing a harmonious convergence of innovative methodologies. This confluence beckons us to navigate the frontiers of language acquisition, where the digital realm and pedagogical innovation unite to chart a transformative trajectory toward elevated listening skills.

FINAL REFLECTIONS

Research on using the interactive Elllo website to improve listening skills in ninth-grade students has shown some critical insights. A notable observation is the scarcity of studies on this topic in Ecuador, particularly in Salinas city. This highlights the importance of digging deeper into this area to address the potential benefits technology-based language learning tools like Elllo can offer. The findings indicate that teenagers have a natural affinity for technology, making it a suitable medium to engage them in language learning activities. As a challenging skill to develop, listening often requires innovative approaches to improve comprehension and retention. Elllo emerges as a powerful resource that can satisfy students' technological interests while honing their listening skills. By taking advantage of Elllo's interactive features, students can be exposed to a wide range of audio content, including conversations, interviews, and real-life scenarios, fostering an authentic language learning experience. The interactive nature of the platform encourages active participation, thus promoting better focus and understanding during listening exercises. In addition, incorporating Elllo into the curriculum could improve students' listening skills and nurture their speaking, vocabulary, and cultural awareness. The wide range of topics and accents in Elllo exposes students to diverse linguistic nuances, preparing them for real-world linguistic encounters beyond the classroom. However, it is essential to recognize that technology should complement traditional teaching methods rather than replace them entirely. Teachers guide students' interactions with the website, ensuring the exercises align with their learning objectives. Additionally, regular assessments can help track students' progress and identify areas that require further attention.

To embark on a more profound exploration and achieve a holistic understanding of the remarkable potential that the Elllo website holds for bolstering listening skills, it becomes

imperative to meticulously examine its unique features, intricate instructional methodologies, and the profound impact it wields in elevating the prowess of language learners' listening comprehension abilities. By meticulously dissecting these multifaceted dimensions, the researcher stands to unearth a treasure trove of invaluable insights, shedding light on the pragmatic implementations and multifarious advantages Elllo seamlessly bestows upon language acquisition and auditory mastery. This comprehensive analysis endeavors to elevate the art of listening proficiency by harnessing the transformative power of the Elllo app. Listening skills are undeniably pivotal for achieving seamless communication and mastering a language. In this context, the Elllo app emerges as an exceptional conduit, unfurling an unparalleled avenue for honing these skills through captivating and immersive audio experiences.

To actively encourage the widespread integration of the Interactive Website ELLLO within the toolkit of in-service English teachers, particularly those teaching English as a foreign language, emerges as a paramount initiative aimed at enriching the listening skills of their students. This endeavor, rooted in pedagogical innovation, seeks to empower educators with a dynamic platform that complements their instructional repertoire and cultivates an engaging and effective learning environment.

By embarking on this journey, educators can harness the diverse range of ELLLO's interactive features and meticulously designed instructional methodologies. These facets are poised to captivate the students' interest and stimulate their cognitive engagement, fostering a deeper and more meaningful connection with the language. Educators can regularly use the ELLLO app to create an immersive language-learning experience, honing their students' abilities to comprehend spoken language with precision and fluidity.

Moreover, as ELLLO aptly aligns with the modern digital landscape, teachers have an unparalleled opportunity to bridge the gap between traditional classroom settings and contemporary technology-driven education. The app's user-friendly interface ensures a seamless navigation experience, enabling teachers to integrate it into their lesson plans and facilitate accessible learning for all students.

Adopting ELLLO is an endorsement of innovative teaching practices and a catalyst for enhancing students' language acquisition journey. This is an open invitation for educators to embrace ELLLO's potential and embark on a transformative path toward cultivating proficient and confident language learners.

While Elllo shows promise in enhancing listening skills, conducting further research in our specific educational context is imperative to better understand its effectiveness and adaptability to our student's needs and preferences. Our country and city's unique cultural and linguistic aspects may influence how students respond to the website, emphasizing the need for localized studies.

Finally, exploring interactive platforms like Elllo to improve listening skills represents an exciting and promising avenue for language educators. As we embrace technology's potential in education, we must balance innovation with evidence-based practices, ensuring that our students derive maximum benefit from such tools. Conducting more research and encouraging collaboration between language teachers and technology experts will lead to a more comprehensive understanding of the impact of Elllo on language learning outcomes in our educational context.

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CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor **del Informe de Investigación**, ''**THE USE OF INTERACTIVE WEBSITE ELLLO TO IMPROVE LISTENING SKILLS IN STUDENTS FROM 9TH BASIC GRADE**", elaborado por la maestrante Lcda. Arianna Karina Soriano De La Cruz, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN ENSEÑANZA DE INGLÉS**, me permito declarar que una vez analizado anti-plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el **8 %** de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.

Atentamente.

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