UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY AND FOREIGN LANGUAGE

"THE ANALYSIS OF SOCIOLINGUISTIC VARIATIONS IN ENGLISH LISTENING MATERIALS"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper entitled **"THE ANALYSIS OF SOCIOLINGUISTIC VARIATIONS IN ENGLISH LISTENING MATERIALS"** prepared by Alejandro Paredes Alvaro Marcelo undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.
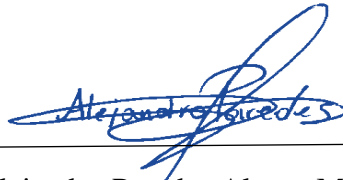
Sincerely,

…………………………………..

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Statement of Authorship

I, Alejandro Paredes Alvaro Marcelo, with ID number 2450136946, undergraduate students of Peninsula de Santa Elena State University, Faculty of Educational Sciences and Languages, as Prerequisite to obtain the Bachelor's degree in Pedagogy of National and Foreign Languages in my role as author of the research project "THE ANALYSIS OF SOCIOLINGUISTICS VARIATIONS IN ENGLISH LISTENING MATERIALS", certify that this study is my own, except for the quotes, statements and reflections used in this research paper.
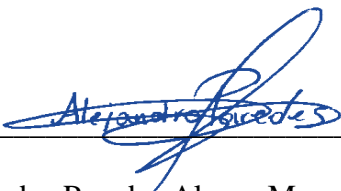

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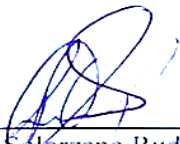Alejandro Paredes Alvaro Marcelo

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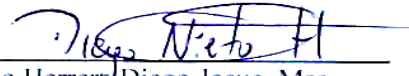**PEDAGOGY OF NATIONAL AND FOREING LANGUAGE MAJOR'S DIRECTOR**

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I would like to take this opportunity to first thank God for giving me the wisdom and strength to successfully complete my university studies in yet another stage of my life. I am grateful to my family, who have supported me constantly during these challenging times and have showered me with love. To my father, who has always been an exemplary and hardworking role model, and a supportive advisor throughout my life. To my dear and respectful mother, despite the distance, she has shown me unconditional love and support, always looking out for me with the best intentions. I thank my sister for her unwavering support during difficult times and throughout my studies, encouraging me to persevere. To my grandmother, who has a heart of gold and has shown me immense love and consideration, much like a mother.

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- Alejandro Paredes Alvaro Marcelo

Dedication

I dedicate this research project to my parents, Oswaldo Crispin Alejandro Matias, and Martha Cecilia Paredes Pua, as well as to my sister, Andrea Stefania Alejandro Paredes, and my entire family. They have been a constant source of motivation throughout my academic journey, sharing countless meaningful moments together. They have been my unwavering support and strength, shielding me from adversity and always standing by me. I am deeply grateful to God for blessing me with health, well-being, inner peace, and protection from harm.

I hope that my hard work and dedication bear fruit, and that my achievements make them proud. It is my aspiration that the knowledge gained through my university education contributes positively to society and the betterment of our country.

With love,

Alejandro Paredes Alvaro Marcelo

Abstract

This study examined sociolinguistic variations in English listening materials used by university instructors at Universidad Estatal Península de Santa Elena. It explored how exposure to linguistic diversity enhances student learning experiences, the integration of digital resources, and the pivotal role of educators in this process. Employing a qualitative research approach, specifically a phenomenological study, the research delved into the perspectives and experiences of teachers and students regarding the incorporation of diverse linguistic contexts in listening exercises. The findings underscored the significance of including sociolinguistic diversity in instructional materials to prepare students for real-world communication and cultural engagement. Through the use of authentic digital resources and diverse linguistic inputs, instructors created a more inclusive and effective learning environment. The study emphasized the importance of teacher training in selecting and utilizing these resources to optimize educational outcomes and promote cultural diversity.

KEYWORDS: Sociolinguistic variations, listening materials, digital resources, student exposure, learning environment.

Resumen

Este estudio analizó las variaciones sociolingüísticas en los materiales auditivos en inglés utilizados por profesores universitarios para enseñar el idioma en la Universidad Estatal Península de Santa Elena. Se centró en cómo exponer a los estudiantes a variaciones lingüísticas mejoró su experiencia de aprendizaje, la utilización de recursos digitales y el papel fundamental de los profesores en este proceso. Mediante la implementación de una metodología de investigación cualitativa, específicamente un estudio fenomenológico, la investigación profundizó en las experiencias y percepciones tanto de docentes como de estudiantes respecto a la integración de diversos contextos lingüísticos en los ejercicios de escucha. Los hallazgos resaltaron la importancia de incorporar la diversidad sociolingüística en los materiales didácticos para preparar a los estudiantes para la comunicación y la interacción cultural en el mundo real. Al emplear recursos digitales auténticos y aportes lingüísticos variados, los docentes fomentaron un entorno de aprendizaje más inclusivo y eficaz. El estudio subrayó la necesidad de capacitar a los docentes en la selección y aplicación de estos recursos para maximizar los beneficios educativos y respetar la diversidad cultural.

PALABRAS CLAVE: Variaciones sociolingüísticas, materiales auditivos, recursos digitales, exposición de los estudiantes, ambiente de aprendizaje.

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Introduction

The teaching of the English language in the university environment has evolved significantly, increasingly recognizing the importance of sociolinguistic variations in the educational process. This study focuses on analyzing the sociolinguistic variations present in the listening materials used by teachers at Universidad Estatal Peninsula de Santa Elena. Sociolinguistic variations refer to differences in language use depending on social factors such as the cultural context, the communicative situation, and the characteristics of the speaker and listener.

Therefore, there are certain communication limitations in the classroom because many times university students encounter barriers that hinder their adaptability and learning process. One of these barriers is the understanding of different linguistic variations in social context. Hence, students often face situations of confusion, lack of confidence, and limited knowledge about the various ways of speaking and hearing the dialects present in the English language at an advanced level.

This research work highlights the relevance of incorporating these variations in the teaching material to teach English as a foreign language. The effective integration of sociolinguistic variations not only enriches students' linguistic understanding but also promotes more authentic and contextually appropriate communication. Furthermore, it examines the crucial role of the university teacher as a facilitator of linguistic learning and the possible communicative barriers that may arise when facing these variations. Solutions and advantages will be explored to address these barriers, thereby improving the quality of English teaching and learning in the university context.

To carry out this research project, a qualitative data collection methodology was used, including one-on-one interviews with teachers from La Universidad Estatal Peninsula de Santa Elena. The purpose was to gather arguments and detailed information from the language faculty teachers. As an essential resource, a questionnaire consisting of ten questions was conducted, emphasizing key and pertinent inquiries based on the needs of university-level students and teachers in this area of sociolinguistic variation analysis in English and its approach to the use of auditory resources.

Chapter I

The Problem

1.1 Research Topic

Listening resources

1.2 Title of project.

The analysis of sociolinguistic variation in English listening materials

1.3 Problem Statement

Higher education has improved significantly in recent decades in Ecuador, enhancing the quality of its educational services and increasing the demand for advanced instruction nationwide. Simultaneously, there has been a strong emphasis on improving English language teaching, given its status as the most widely used international language. Consequently, universities have dedicated substantial efforts to enhance students' English coaching for better communicative competence (Fernández Lorenzo et al., 2018; Ponce Merino et al., 2019).

Consequently, English pedagogy has seen significant advancements over the years, largely driven by the globalization of economic and technological factors. These technological advancements have provided teachers and students with a wide range of authentic materials, thereby enhancing learning outcomes (Chamba et al., 2019). Implementing bilingual education has been crucial in many Latin American countries to foster the development of linguistic skills between teachers and students, aimed at achieving this educational objective (Picchio & Placci, 2019; Quintero Trujillo et al., 2021).

The advent of the digital era and widespread Internet access has significantly facilitated higher education for English language students, particularly in accessing audiovisual content with diverse linguistic complexities. Consequently, both teachers and students bear a significant responsibility in selecting appropriate materials, as young people are deeply immersed in a digitalized culture that emphasizes the use of such resources for their social development (Abreus and Haro, 2019).

Furthermore, within the realm of language teaching, significant challenges arise in the context of English education, one of which involves variations attributed to accents, dialects, and geographical locations. According to Antonio (2019), American and British English represent the two most influential varieties globally, influencing other sub-varieties as well. These linguistic variations stem largely from extensive English colonization, resulting in distinct accents and dialects in various geographical locations (Nordquist, 2020)

Conversely, Abreus (2019) emphasizes the critical importance of listening skills, highlighting that auditory comprehension entails more than merely hearing sounds; it involves attentive engagement with dialogue features and the assimilation of messages. Moreover, within the classroom context, listening plays a pivotal role by providing students with essential input to enhance their overall language proficiency (Goh & Vandergrift, 2021). Therefore, university educators must offer a diverse array of learning resources tailored to students' needs. In contemporary education, it is insufficient to rely solely on audio, visual, or written materials; instead, integrating interactive and communicative resources is crucial (Murillo, 2020).

Saussure (2019) argues that supporting materials for listening used in classrooms often feature simplified or standard language, thereby limiting exposure to the diverse dialects and accents found in various regions. This lack of exposure hinders the thorough analysis of sociolinguistic variations inherent in dialects, which are crucial for understanding the authentic diversity of the language. Consequently, this approach restricts learners' communicative competence development. The issue lies in the failure to address dialectal differences in listening comprehension materials, thereby creating communicative barriers that impede effective communication between learners and native speakers (Morales Chacon, 2020).

1.4 Problem question

1.4.1. General Question

How are sociolinguistic variations reflected in the listening materials used by teachers at the university level?

1.4.2. Specific Questions

How do university professors select and adapt listening materials to expose students to different sociolinguistic variations?

What types of sociolinguistic variations (dialects, registers, accents) are present in the listening materials used by university professors and how frequently do they appear?

What pedagogies strategies do teachers use to address sociolinguistic variations in listening comprehension exercises and how do these influence the development of students' skills?

1.5. Objectives

1.5.1. General Objective

To analyze sociolinguistics variations reflected in the listening materials used by teachers at the university level

 1.5.2. Specific Objective

To evaluate the teaching strategies used by teachers to address sociolinguistic differences in listening comprehension exercises and their impact on the growth of students' skills.

To describe sociolinguistics variations, present in the listening material used by university teachers.

To identify strategies used by teachers to address sociolinguistics variations in listening comprehension exercises.

1.6. Justification

The English language, originating as the officially recognized dialect of England, has spread globally through the influence of British colonization. It is now one of the most widely spoken languages worldwide. Beyond facilitating communication within national populations, English fulfills a crucial role in international communication. Moreover, English has gained significant prominence in academic writing and governmental documentation (López, Chasipanta, Chiluisa, & Robles, 2022).

English has become an essential necessity for many young university students due to its immersion and application in scientific and pedagogical research, facilitated by the proliferation of magazines and articles published online in the modern era. Consequently, English has been utilized across various disciplines for several years as a means of global communication. Presently, universities face significant concerns and a growing demand to incorporate

pedagogical and curricular planning into their programs, integrating it as a universal instructional component. This initiative aims to enable students to achieve professional and academic development aligned with international standards (Berecochea, 2021)

In the present day, acquiring proficiency in English or receiving education in this language represents an excellent strategy for positioning oneself in the pursuit of new job opportunities that require English fluency. It also enables access to a wealth of knowledge that enriches vocabulary and provides up-to-date information available on various networks. Consequently, university students must attain a proficient level of English proficiency to effectively meet the challenges presented in the global workforce (Importancia, 2022).

Martínez (2019) asserts that English holds significant importance within university curricula due to its relevance in meeting the demands of a competitive job market. Furthermore, Espinoza, Veas, Gómez, and Romero (2019) emphasize the crucial role of English as a vital tool that unlocks opportunities and expands horizons in the workplace. Consequently, university students face considerable challenges in mastering English and navigating the adaptation process.

Chapter II

Theoretical Framework

2.1. Background

Previous studies

Sociolinguistics is the field of study that examines how language interacts with society, influenced by factors that continually change spoken language. Consequently, understanding dialectical variations is crucial in the study of listening comprehension. Recent studies have explored the validity of this research approach, examining language use and its variations among different social groups characterized by speech patterns and identity (Jackendoff et al., 2002; Shu, 2019).

Sociolinguistic variations encompass differences in language use influenced by factors like region, social class, age, gender, and ethnicity. According to Wardhaugh (2020), these variations manifest in diverse ways, including distinct accents, vocabulary preferences, grammar structures, and discourse patterns. Speakers may adjust their language based on formality or informality (register), and multilingual communities may engage in code-switching or code-mixing to reflect social identity and cultural influences. Sociolinguistic research also explores how language choices can convey attitudes and perceptions, shaping individual and group identities within communities.

In recent decades, the English language has undergone significant changes in educational settings across various teaching levels, marked by profound innovations in pedagogical approaches. This transformation is attributed to the increasing emphasis on studying and integrating sociolinguistic competence as a fundamental and indispensable element of teaching methods (Ghazali, 2019). Moreover, students who develop sociolinguistic competence not only

enhance their linguistic skills but also gain the community awareness necessary to navigate a broad spectrum of agreements, opportunities, and social interactions (Richards & Schmidt, 2020)

Based on Celce-Murcia et al. (2019), sociolinguistic competence involves awareness of the nuances of language, encompassing aspects such as the audience (the classroom setting), the context (the topic of conversation), the communicative impact, and the pragmatics of linguistic interaction. This enables students to adeptly switch registers, tailor language use for effective interlocution, and navigate cultural nuances in dialogue management

As Byram (2019) mentions the arrival of the new era globalized by digital innovation and intercultural communication, Added to, the handling of English, apart from its rectification

In education, It is also supported by greater assimilation in its sociocultural scope, so that its intercultural immersion is effective, Therefore, the inclusion of sociolinguistic competence within EFL education has been considered as a response to the linguistic scenario, This competence is essential to prepare students efficiently for intercultural communication connected globally using language.

Additionally, for students to grasp the concept of sociolinguistic competence, it is essential to delineate language variations, particularly linguistic changes influenced by social factors. One of the pivotal axes in sociolinguistics is the study of language variation, where individuals from diverse ethnic backgrounds, age groups, and social classes exhibit distinct speech patterns based on their identity or affiliation. This emphasizes systematic linguistic variants observable among recognized speech communities across different geographical areas (Safira et al., 2024).

In the context of teaching English at the university level, it involves more than imparting lexical and grammatical knowledge for everyday communication; it encompasses exposing

students to diverse speech lexicons and various cultural, social, and geographical contexts. This underscores the importance of integrating sociolinguistics into auditory resources used in university-level teaching. Thus, it acknowledges that English is not a uniform mode of expression but a dynamic and diverse communicative tool reflecting multiple identities.

According to William Labov (2023), linguistic variation is influenced by social factors such as age, gender, and ethnicity, which can potentially confuse learners due to the vocabulary used in different contexts. Moreover, focusing on linguistic variations is crucial because it enables students to adapt their use of English when communicating with diverse interlocutors. Taguchi and Roever (2019) emphasize the importance of understanding the introduction of sociolinguistic variations, particularly in relation to the pragmatics of second language acquisition.

The high demand among students in universities worldwide underscores the need for listening resources that are informed by sociolinguistics. When higher education institutions cater to students from diverse linguistic and cultural backgrounds, it becomes crucial for educators to comprehend how sociolinguistic factors influence language use and acquisition. According to Ofelia García and Kleyn (2020), there is significant emphasis on adopting a translanguaging approach that values students' multilingual repertoires. By integrating linguistic diversity of English into listening materials, instructors can create an inclusive learning environment that respects students' linguistic identities, thereby enhancing participation and improving learning outcomes.

Similarly, the global spread of English, acknowledged as a lingua franca, necessitates a shift away from traditional norms of native speaker proficiency to a more inclusive

understanding of English usage. According to Jenkins (2021), English serves as a means for communication across diverse cultural contexts. This perspective is crucial for developing listening skills that prepare students for real-world communication, where they encounter a wide array of accents, dialects, and pragmatic conventions. By encouraging students to engage with different varieties of English through auditory materials, educators can foster the development of adaptable skills that enable effective interaction in various linguistic contexts.

University educators play a crucial role in enhancing the English language learning experience, particularly using auditory resources. Jenkins (2021) emphasizes the importance of preparing university students for authentic English communication, viewing English as a bridge to multilingual cultures. This perspective underscores the integration of comprehensive communication skills in higher education. Therefore, the emphasis is on providing high-quality, authentic content to enrich students' learning experiences.

Moreover, the careful selection of teaching materials is crucial. In this regard, the teacher's role is pivotal in overseeing and guiding the development process and strategies aimed at enhancing listening skills. Matsuda and Duran (2023) also advocate for focused efforts in improving listening activities through effective study methods, including identifying key information and understanding dialectical variations across different contexts, essential in academic settings for recognizing social cues and references.

2.2 Pedagogical Basis

Collaborative Language Teaching (CLT)

Based on Corbett (2022), this approach emphasizes communicative interaction and cooperation in language acquisition. This pedagogical foundation, which focuses on listening materials and their study of sociolinguistic variations, can significantly enhance language

pedagogy at the higher education level. It includes collaborative activities, the integration of authentic elements, and the use of technology as a support tool in teaching. Collaborative communication activities, as highlighted by Corbett (2022), not only increase exposure to English but also enable students to engage in effective communication, resolve uncertainties, and utilize non-linguistic cues.

Communicative Competence

As a case study analyzing linguistic variations in digital resources for higher education, Communicative Language Teaching (CLT) is focused on fostering communicative competence, which enables effective communication across various social contexts. According to Richards (2020), communicative competence is crucial for young language learners to engage meaningfully in real-world interactions. The extensive use of English in global communication has introduced multilingual varieties of speech acts, emphasizing the importance of evaluating and teaching languages in relation to communicative competence. Hymes (1972) initially proposed the concept of communicative competence, highlighting its social aspect as integral to understanding and producing language accurately. Moreover, communicative competence facilitates effective strategies and culturally appropriate ways of speaking in authentic interactional settings.

Authentic Materials

According to Gilmore (2019), authentic materials, such as computers, videos, songs, and movies, are not necessarily created specifically for teaching purposes. Exposing students to a variety of content helps them develop familiarity with both the language and culture. This exposure to authentic materials reflects real-world language usage and enhances positive learning experiences (Shukurdinovna, 2024).

Students' Motivation

Motivation plays a pivotal role in the successful acquisition of language, serving as a driving force for students to consistently pursue their study objectives (Feng & Papi, 2020; Seven, 2020; Wu et al., 2022). Conceptually, motivation acts as a catalyst for goal attainment, guiding individuals' behaviors (Filgona et al., 2020; Ryan & Deci, 2020). Moreover, it fosters positive attitudes, enhancing student participation, satisfaction, and their rapport with educators (Pei & Zhang, 2023).

Theoretical Basis

Sociocultural theory

Based on the insights of the Russian psychologist Lev Semeonovich Vygotsky, his theory posits that human cognitive development is intricately linked to participation in social interactions (Ocando Finol, 2019). This socio-interactionist and socio-cognitive perspective underscores the significance of students' engagement with the external world and their adaptation to various modes of interaction, including technological tools. The integration of technology is highlighted as pivotal in assessing and enhancing student interactions, addressing potential shortcomings in cognitive approaches.

Levine (2020) posits that sociocultural theory encompasses a dynamic framework that interconnects students, teachers, and classroom resources. Engman and Matsumoto (2021) further elaborate on this perspective with a socio-material orientation, emphasizing the analysis of language learning processes and the effective deployment of teaching materials, especially when technology is leveraged to yield outcomes. Technological advancements are not merely technical or neutral pursuits but rather tools that learners actively utilize for socially valid purposes.

Over the past three decades, new technologies have been integrated into language learning practices, becoming integral to pedagogy by facilitating the use of digital materials in classrooms. These technologies enrich language input through creative activities that promote collaborative learning practices (Godwin-Jones, 2021).

2.3. Legal Basis

Constitución de la República del Ecuador

According to the Constitution of Ecuador (2008), as outlined in Article 26, education is recognized as an inclusive fundamental right and an irrevocable duty of the state. It promotes universal integration, permanence, mobility, and inclusion without discrimination. Furthermore, Article 27 emphasizes that education focuses on human beings and ensures their holistic development, aimed at respecting human rights, sustainable environments, and democracy. Additionally, Article 28 supports the right of individuals to receive high-quality education and mandates the state to allocate necessary resources for access to higher education.

Ley Orgánica de Educación Superior (LOES)

Article 3 of the LOES establishes fundamental principles such as quality, relevance, and inclusiveness in higher education, ensuring educational resources are accommodated and accessible. Additionally, Article 88 specifies that the state's responsibility in regulating and guaranteeing higher education includes evaluating the suitability of educational resources. Furthermore, Article 106 mandates the incorporation of cultural and linguistic relevance in education, advocating for the use of educational materials that reflect the linguistic and cultural diversity of the country in academic contexts.

Reglamento a la Ley Orgánica de Educación Superior (Reglamento LOES)

Similarly, Article 18 mandates that accreditation and evaluation processes for higher education institutions must verify the implementation of educational components to ensure both quality and relevance. Furthermore, Article 34 underscores the importance for university-level institutions to develop and integrate educational resources and programs that foster inclusion and respect for cultural and linguistic diversity.

Normativa del Consejo de Educación Superior (CES)

According to academic regulations, institutions of higher education are tasked with designing academic programs that incorporate appropriate and current educational resources, reflecting the sociocultural diversity present in the country. These regulations also establish standards for studying and validating programs and pedagogical elements in Ecuador's higher education system, emphasizing inclusion and the cultural diversity linked to linguistics.

Normativa del Consejo de Aseguramiento de la Calidad de la Educación Superior (CACES)

The CACES introduces models for evaluating academic programs, which include assessing teaching resources to ensure they meet high-quality standards. Additionally, its institutional evaluation manual outlines specific criteria for analyzing educational materials used in universities, ensuring they are tailored to the sociocultural contexts of students.

Chapter III

Methodological Framework

3.1 Methods

3.2. Type of research

This research project adopts a qualitative approach involving educators from the Language Faculty within the Pedagogy of National and Foreign Languages program at Universidad Estatal Peninsula de Santa Elena. The aim is to employ one-on-one interviews with teachers to investigate the efficacy of listening resources used in EFL pedagogy at higher education levels. This methodological choice allows for a comprehensive understanding of the teachers' perspectives on the proposed utilization and linguistic elements embedded in these materials. Ultimately, the study seeks to explore the potential benefits of these resources as supportive teaching materials for young university students learning the language.

Qualitative research is a methodologically rigorous approach that investigates social and human phenomena by analyzing human experiences, behaviors, and cultures through in-depth study and non-numerical data collection methods. This type of research emphasizes exploring phenomenological events within their natural context, offering insights into the nuanced and subjective aspects of individuals' lives (Bhangu et al., 2023).

As Aspers and Corte (2019) assert, qualitative research enables the exploration of social phenomena with rigorous empirical study within their natural contexts. It allows researchers to engage deeply with study communities, gathering data through methods that emphasize understanding over measurement, facilitating further investigation and theoretical development. Qualitative research is dedicated to comprehending human behavior and responses through

firsthand experiences. Presently, various approaches within social and scientific research utilize qualitative methodologies, which are characterized by their focus on attention and flexibility in generating valid arguments from analyzed research data.

3.2.1. Phenomenological Studies

Phenomenological research within qualitative inquiry involves delving into individuals' lived experiences and exploring their subjective encounters with specific phenomena. This methodology centers on evaluating and describing how people perceive, feel, and interpret real-life events, focusing less on uncovering reasons or logical explanations. Researchers in phenomenology often opt for direct interviews to capture the essence of human experiences within contextually relevant situations (Tumangkeng & Maramis, 2022).

The primary objective of employing phenomenological study in this research is to gather insightful information from faculty members at Universidad Estatal Peninsula de Santa Elena, specifically those within the Language Faculty. Phenomenological research seeks to capture valuable data from the experiences of these educators in the realm of illustrating the English language for various specific purposes. This approach is highly suitable for engaging academic professionals who can offer theoretical insights and innovative teaching techniques within the pedagogical framework, thereby enriching the exploration and instruction of language learning methods.

3.3. Data collection techniques

3.3.1.One–on–one Interview

One-on-one interviews represent a widely employed strategy in qualitative research, facilitating a thorough exploration of participants' perspectives, experiences, and expertise. This

method involves direct, face-to-face exchanges between the researcher and a specific participant, fostering personal and detailed conversations that delve deeply into the subject matter.

According to Kvale & Brinkmann (2024), the one-on-one interview is a fundamental technique in qualitative research, enabling the researcher to engage in private conversations with participants. This method is grounded in its ability to gather detailed and nuanced information about participants' personal experiences, perspectives, and attitudes towards the topic under investigation (Kvale & Brinkmann, 2024).

3.4. Instrument

3.4.1. Questionnaire

In qualitative research, questionnaires are a flexible tool for gathering rich and precise data from participants. Unlike their quantitative counterparts, qualitative questionnaires feature open-ended questions designed to explore participants' ideas, emotions, and behaviors in depth. This approach aligns with the overarching goal of qualitative research: to analyze diverse phenomena through the perspectives and interpretations of those involved (Denzin & Lincoln, 2024).

One significant advantage of qualitative questionnaires lies in the depth of information they yield. Through open-ended questions, participants can articulate their perspectives and emotions in detail, providing a rich dataset that enhances analysis. This approach enriches the investigation by capturing essential insights and facilitating the formulation of hypotheses for exploring complex social phenomena in greater depth (Lee, 2024).

3.5. Type of question

3.5.1. Open-ended questions

These questions encourage participants to engage with detailed responses, offering clarity on their experiences within social phenomena and the contextual dimensions involved. Open-ended questions grant interviewees the freedom to respond in their own words, eliciting a diverse range of perspectives and capturing each member's viewpoint (Smith & Brown, 2024).

Such questionnaires are particularly pertinent to the study of sociolinguistic variations in English listening materials used by university teachers, as they explore language immersion in diverse sociocultural contexts. Through one-on-one interviews featuring open-ended questions, researchers and interviewers aim to delve deeper into the nuances of sociolinguistic variation in spoken language education in today's digitally globalized era. The collected data will provide valuable insights into the experiences of university teachers and their educational practices with students in higher education classrooms.

3.6. Population and sample (delimitation of the population and/or study sample)

This research was conducted at the Language Faculty of Universidad Estatal Peninsula de Santa Elena, located in La Libertad - Santa Elena, Ecuador. This institution offers higher education with a focus on fostering cultural diversity, tolerance for various forms of expression, and the learning of national and foreign languages. The university promotes equity across age, social class, ethnic, and cultural backgrounds in both face-to-face and virtual learning modalities.

The study aims to explore the role of English teachers at the university level as educators, mentors, and facilitators of content and knowledge. Specifically, it focuses on analyzing sociolinguistic variations in English listening materials and their impact on social dynamics, thereby enriching language complexity within educational contexts. The research underscores

the importance of students' comprehension and mastery of English for effective interpersonal communication within and beyond the classroom.

Despite the university's extensive experience in education and its preparedness to address various challenges in student guidance and training, the advent of the digital era has brought significant changes to teaching practices. The integration of authentic materials supports both teachers and students, providing essential resources for academic and social development. To gather pertinent insights, five specialized teachers from the Language Faculty, well-versed in English language teaching strategies and classroom interaction within the faculty, participated in one-on-one interviews. Each interview utilized a questionnaire comprising ten questions formulated to address key concerns, including student needs and communication barriers observed through academic performance. These interviews sought the perspectives of teachers trained in sociolinguistics to understand their approaches in selecting and utilizing didactic and digital resources tailored to the diverse demands of their students.

Chapter IV

Analysis of Findings

4.1. Brief explanation of the findings.

In terms of data representation, the responses to the questions revealed insights into the perceptions shaped by analyzing sociolinguistic variations present in authentic materials used by university-level teachers in their instructional roles across various subjects within the language curriculum. Discussions with the selected teachers underscored their thorough preparation and thoughtful selection of resources available to both educators and students at the university. This highlighted the educators' careful planning and consideration in developing materials for classroom use.

4.2. Interpretation of bibliographic review.

1. Question number one: **Have you ever applied sociolinguistic terms to your student's knowledge?** Based on some arguments ,Teachers use sociolinguistic terms to address and integrate the diverse cultural identities of students, fostering a more inclusive and respectful classroom environment, Selecting culturally relevant materials and contexts enhancing the learning experiences, making it more engaging and meaningful for students, Additionally, Exposing to different accents and dialects demystifies language variation and boosts students' confidence in their communication skills, Incorporating sociolinguistic concepts into grammar instruction provides students with a deeper understanding of language patterns and usage. Based on arguments in the interview in the first question, the result was that the knowledge recommends that the application of sociolinguistic terms in the illustration of English enriches and favors the academic experience by promoting inclusion, relevance and communication skills.

2. Question number two**: How do students perceive and react to different sociolinguistic variations in listening resource materials?** According to question two, the teachers mention the following: teachers recognize the necessity of exposing students to a variety of accents and pronunciations to prepare them for global communication. This exposure helps students develop better listening skills and adapt to different English varieties, moreover, Selecting listening materials that align with students' interests is crucial for maintaining engagement and motivation. Teachers observe that students' reactions to materials can be both positive and negative, depending on their relevance, consequently, emphasizing the importance of effective communication over native-like pronunciation helps build students' confidence. This approach reduces anxiety and encourages students to focus on communicating effectively.in this sense, Exposure to different sociolinguistic contexts through listening materials is essential for understanding language variations and cultural aspects. This practice enriches students' language learning experience, despite varied reactions.

3. Question number three: **how would exposing students to listening materials in diverse linguistic contexts help the language learning process at the university level?** In the third question and based on the corresponding answers from the teachers, it concluded with the following detailed: This approach provides students with the appropriate skills to assimilate and perform as well as possible in international exams, at the same time, early exposure to both American and British pronunciations in listening materials prepares students to accept different accents.as they become familiar with a wide variety of pronunciations. Improving their auditory assimilation and adaptability in real-world communication environments in real context.

4. Question number four: **As a university teacher, how do you choose listening resources?** In question four, the teachers conclude the following based on their observations

made regarding the needs of selecting the materials to be used for the class. In selecting listening resources, university teachers employ a strategic and multifaceted approach that caters to the diverse needs and levels of their students. By utilizing a variety of sources, including university-supplied books, online platforms like YouTube, and academic lectures from Ted-ed, teachers provide exposure to different pronunciations and real-world academic content. This approach ensures that listening materials are both engaging and relevant. Additionally, resources are carefully chosen to reflect the cultural and proficiency diversity of the student body, with a strong emphasis on authentic materials that mirror real-life language use. This tailored selection process not only aligns with the specific educational objectives of each lesson but also enhances students' practical language skills and confidence. Ultimately, the strategic selection of listening resources fosters a comprehensive and effective language learning environment, preparing students for diverse linguistic contexts and real-world communication challenges.

5. Question number five: **Do you consider that listening materials motivate students in their learning process?** In this question, based substantially on the responses of the teachers who participated in this interview, they highlighted the following, Listening materials have a significant potential to motivate students in their language learning process, provided they are chosen and utilized effectively. Music, in particular, can enhance internal motivation and create a positive classroom atmosphere when integrated appropriately with regular lectures. However, it is crucial to select listening materials that match the students' proficiency levels to avoid frustration and disappointment. Pre-listening activities, such as introducing relevant vocabulary and connecting with the topic through questions, can prepare students and make them feel more comfortable, thus enhancing their motivation. Songs and other enjoyable audio content can also significantly boost motivation by aligning with students' interests and providing a fun learning

experience. Ultimately, the effectiveness of listening materials in motivating students depends on the teacher's ability to plan and execute these activities thoughtfully. By strategically selecting and preparing listening materials, teachers can create an engaging and supportive learning environment that fosters student motivation and enhances language acquisition.

6. Question number six: **What type of linguistic variations, as a teacher, have you noticed in the digital tools you use to teach your students?** In support of this question, the teachers argued the following: As a teacher, navigating the linguistic variations present in digital tools is essential for fostering a comprehensive and effective language learning environment. In regions like Ecuador, where local linguistic variations exist, it becomes crucial to standardize vocabulary for academic purposes, ensuring all students can understand and communicate effectively. Digital tools offer an excellent opportunity to introduce students to sociolinguistic variations, moving beyond the limitations of textbooks and stimulating their interest in the diversity of language use. These tools are particularly useful for teaching the finer points of language, such as intonations, pronunciations, and expressions, which are critical for developing strong listening and speaking skills. Additionally, the variations in English dialects, such as American, British, and Australian English, present both a challenge and a learning opportunity. Teachers must guide students through these differences to prevent confusion and enhance their understanding of global English usage. Overall, integrating digital tools that reflect linguistic diversity not only enriches the learning experience but also prepares students for real-world communication in various English-speaking contexts.

7. Question number seven: **How do you consider various linguistic variations in the resources to be used, and how these resources facilitate communication and respect for cultural diversity?** For this question, the teachers gave their personal points of view, and a

conclusion was reached as follows: Integrating linguistic variations into teaching resources plays a crucial role in fostering effective communication and respecting cultural diversity in language learning. Teachers recognize the importance of respecting students' cultural backgrounds and linguistic preferences. By unifying customs and acknowledging different English dialects, such as American and British pronunciations, students are better prepared for international examinations and real-world interactions.

Offering diverse learning environments and exposing students to various linguistic contexts not only broadens their understanding but also enhances their ability to connect with different cultural perspectives. This exposure fosters a deeper appreciation for language diversity and promotes cultural sensitivity among learners Moreover, using materials with varied accents and intonations helps students adapt to different speech patterns, thereby improving their listening and speaking skills. This exposure not only aids in language acquisition but also builds confidence in cross-cultural communication.

Lastly, incorporating materials that reflect linguistic diversity allows students to engage with different accents, dialects, and cultural nuances. This diversity enriches their learning experience, facilitates the development of communicative skills, and promotes an inclusive learning environment where cultural differences are valued.

In conclusion, embracing linguistic variations in teaching resources not only enhances language proficiency but also nurtures respect for cultural diversity. By integrating these variations thoughtfully, educators empower students to navigate global communication with confidence and sensitivity, preparing them for diverse linguistic encounters in their academic and professional journeys.

8. Question number eight: **What possible communication barriers, as a teacher, have you found in these listening resources when evaluating your students?** In this question, teachers have a different perspective regarding communication barriers and the following conclusion is reached: Teachers face several communication barriers when evaluating students using listening resources. These barriers stem from equipment limitations, student confidence issues, and the diversity of listening materials. One significant barrier is the technical limitations of the equipment used for listening exercises. In large classes, students seated at the back often struggle to hear the audio clearly. This necessitates using easier listening materials to ensure comprehension for all students, which may not always challenge more advanced learners. Another barrier is students' reluctance to participate due to a lack of understanding. Students often feel ashamed and remain silent when they do not grasp the listening exercises. Teachers must employ strategies to boost confidence and encourage participation, particularly among students with higher proficiency levels who can help their peers.

Listening is inherently challenging for many students, requiring substantial practice. The frustration students experience when they struggle with listening tasks can lead to avoidance. Therefore, it is crucial for teachers to provide ample practice opportunities within the classroom to build students' listening skills and resilience. The use of different accents and dialects in listening materials can confuse students, especially when transitioning between American and British English. Students often express a preference for materials featuring accents they are more familiar with. Teachers need to train students to handle a variety of listening materials and explain the differences to reduce confusion and improve comprehension.

In conclusion, while listening resources are essential for language learning, various barriers can hinder effective communication and evaluation. Addressing these barriers requires a multifaceted approach: improving technical resources, fostering a supportive classroom environment, providing consistent practice, and diversifying listening materials to prepare students for real-world linguistic diversity. By doing so, teachers can enhance students' listening skills and confidence, ultimately leading to better learning outcomes.

9. Question number nine: **What are the advantages of using listening resources with sociolinguistic variations in English listening classes**? Based on this question, the response given by the teachers supports the following: Integrating listening resources with sociolinguistic variations into English listening classes offers numerous advantages for students, preparing them for both academic and real-world communication. Exposure to various linguistic variations equips students with the skills needed to handle diverse cultural contexts and accents. This preparation is particularly beneficial for those pursuing careers in teaching or other fields where they will encounter a wide range of linguistic backgrounds. Students learn to navigate and respect different cultural nuances, which is crucial in a globalized world.

Listening to materials from different cultures broadens students' understanding and appreciation of global diversity. This exposure not only enhances their listening skills but also provides a window into different cultural environments and social contexts, enriching their overall learning experience. Regular practice with diverse accents and dialects helps students become more adept at understanding varied speech patterns. Initially challenging, this continuous exposure gradually makes these variations feel normal and manageable. Over time, students' ability to comprehend different accents improves, leading to better overall listening skills.

Using authentic listening materials that feature sociolinguistic variations trains students to adapt their listening skills to different accents and cultural contexts. This adaptability is crucial for effective communication in real-life situations where they will encounter speakers with diverse linguistic backgrounds. Students learn to decode and understand various dialects and accents, which is essential for clear and effective communication.

In conclusion, incorporating listening resources with sociolinguistic variations into English listening classes significantly benefits students by improving their listening and comprehension skills, fostering cultural awareness, and preparing them for future interactions in diverse environments. This comprehensive approach not only enhances their academic abilities but also equips them with valuable skills for real-world communication and cultural understanding.

10. Question number ten: **What pedagogical strategies do you use to address sociolinguistic variations in listening comprehension exercises ,and how do these strategies influence the development of students listening skills?** In this final question, the teachers indicated the strategies they will use to address the sociolinguistic variations in the listening comprehension exercises and discussed the following idea: Implementing effective pedagogical strategies to address sociolinguistic variations in listening comprehension exercises plays a crucial role in enhancing students' listening skills and overall language proficiency. Utilizing videos and visual aids helps students analyze and interpret sociolinguistic cues embedded in the visual context. This approach encourages active engagement and deepens their understanding of how language is used in different social settings.

Providing a variety of resources, both in-class and virtually, allows students to explore different accents and dialects autonomously. This exposure not only enriches their listening skills

but also contributes to the development of their speaking abilities, as they learn to adapt their communication based on diverse linguistic contexts. Incorporating authentic materials that showcase a range of accents and pronunciations (e.g., American, British, Italian, Chinese) helps familiarize students with real-world linguistic diversity. This strategy prepares them to understand and interact with speakers from different cultural backgrounds more confidently.

Designing interactive activities, such as using songs or other engaging materials, ensures that listening exercises feel relevant and enjoyable to students. Providing constructive feedback is essential in helping students gauge their comprehension and improve their listening skills progressively. In conclusion, these pedagogical strategies not only expose students to sociolinguistic variations but also empower them to navigate and appreciate linguistic diversity effectively.

By integrating authentic materials, encouraging active learning through visual and interactive activities, and consistently providing feedback, teachers can significantly influence the development of students' listening skills. This holistic approach prepares students to engage with diverse linguistic contexts, enhancing their overall language proficiency and cultural competence.

Table 1

Teachers' perception in the analysis of sociolinguistic variation in english listening

materials.

Analysis of sociolinguistic variation in English listening materials.

Questions	Have you ever applied sociolinguistic terms to your student's knowledge?	How do students perceive and react to different sociolinguistic variations in listening resource materials?	How would exposing students to listening materials in diverse linguistic contexts help the language learning process at the university level?	As a university teacher, how do you choose listening to resources?
Answers	It is vital to exposure students' sociolinguistic terms to address and integrate the diverse cultural identities of students, fostering a more inclusive and respectful classroom environment, Selecting culturally relevant materials and contexts enhancing the learning experiences.	It is crucial for maintaining engagement and motivation and emphasizing the importance of effective communication over native-like pronunciation helps build students' confidence.	This approach provides students with the appropriate skills to assimilate and perform as well as possible in international exams,	By utilizing a variety of sources, including university-supplied books, online platforms like YouTube, and academic lectures from Ted-ed, teachers provide exposure to different pronunciations and real-world academic content.
Authors	In contemporary times, it is not only enough to include materials with sound, audiovisual or written language, but also to choose to add interaction and communication materials (Murillo, 2020).	Espinoza, Veas, Gómez y Romero (2019), maintain that English plays a deeply needed role, as a tool that opens opportunities and new horizons in the workplace. Therefore, university level students encounter quite challenging challenges when it comes to learning English and how they entail the adaptability process.	According to Gilmore, (2019)," Authentic materials were not necessarily designed for teaching, such as computers, videos, including song and movies." Exposing students to diverse content will help them develop and become even more familiar with the language and culture.	There is a lot of responsibility on the part of the teacher and students to select the appropriate material to use, since young people live immersed in a digitalized culture aimed at the use of these materials for their social development. (Abreus and Haro, 2019).

Chapter V

The main purpose of this research is to analyze the sociolinguistic variations found in the English listening materials that teachers at the university level use in the classroom with young students and how they entail the different learning challenges, their adaptability to the environment, the linguistics competencies that must be acquired, how the teacher appropriately selects the materials, the role as a teacher, the pedagogical strategies used to take on learning challenges.

After intervening with a qualitative methodology and accessing a one-on-one interview with the required participation of the language career teachers, the topic was able to delve deeper to understand the valuable and dedicated task towards teaching English as a foreign language to break down barriers. and limitations in communication in this language and promote respect for bilingual diversity.

5.1. Conclusions

This qualitative research project carried out at the Universidad Estatal Peninsula de Santa Elena highlighted the relevant validity of the correct selection of authentic materials by teachers to face the possible teaching and learning challenges according to the needs of the students. who are exposed to linguistic diversity through the implementation of listening resources. Through the review of the literature and qualitative data, it was concluded that the different sociolinguistic variations reflect a quite serious challenge not only for the students with their learning. corresponding adaptation and understanding, but also for the teacher in his role as counselor and mentor of the language in the management of the materials to be facilitated.

The research emphasizes the importance of properly preparing the materials chosen by the educator so that students become familiar with the context of the topic and its dialectical variants.

Exposure to these changes will help them adjust to good linguistic competence and correct use of the language. In addition, this collaboration activity with the teachers of the language faculty used as a data collection resource one one-on-one interview easily provided coherent arguments of an academic nature and quite convincing points of view according to the words added to the respective answers given from each of them.

The responses indicate that well-chosen listening materials can significantly motivate students. Music and engaging content can create a positive learning atmosphere, while pre-listening activities help build confidence and prepare students for the listening tasks ahead. The thoughtful integration of diverse audio content is essential for sustaining student interest and promoting active participation. with support for the questions that were addressed, it also was mentioned teachers acknowledge the presence of linguistic variations in digital tools, which serve as valuable resources for enhancing sociolinguistic awareness. By exposing students to various dialects and accents through these tools, educators can transcend traditional textbook limitations and stimulate interest in language diversity.

Furthermore, it is inferred that the integration of linguistic variations in teaching resources is vital for effective communication and respect for cultural diversity. By exposing students to different dialects and cultural contexts of English, teachers prepare them for real-world interactions and foster cultural sensitivity. On the other hand, there were results that were not so favorable but that are of great importance that can favor future investigations. For example, Despite the advantages of using diverse listening resources, teachers face significant communication barriers, including technical limitations, student confidence issues, and the variability of listening materials. These challenges highlight the need for targeted strategies to enhance comprehension and participation among students.

Therefore, a positive result was found regarding this problem which mentions effective pedagogical strategies are crucial for addressing sociolinguistic variations in listening exercises. The use of visual aids, authentic materials, and interactive activities not only enhances listening skills but also empowers students to engage critically with diverse linguistic contexts.

As a final answer, The collective insights from the interviews underscore the essential role of sociolinguistic variation in shaping English language education at the university level. By thoughtfully integrating diverse listening materials and employing strategic pedagogical practices, educators can significantly enhance students' language proficiency and cultural competence.

5.2. Recommendations

Based on the insights gathered from the interviews with teachers at the Universidad Estatal Península de Santa Elena, several recommendations can be proposed to enhance the teaching of English through sociolinguistic variation in listening materials. These recommendations aim to improve student engagement, promote inclusivity, and develop essential language skills.

As a good suggestion, educators should introduce sociolinguistic concepts within English language pedagogy. This suggests that teachers can introduce sociolinguistics by collaborating study plans with educational exercise sessions, integrating them as strategies to improve the illustration of the language to students based on their student difficulties and challenges. Teachers should include sociolinguistics as a topic of conversation in class more often so that students become more familiar with linguistic diversity to break down the barriers of communicative interaction and be able to have more confidence when students feel the need to dialogue or argue with different terms. It is suggested that teachers incorporate more authentic materials into their classes, such as news, podcasts or radio programs, that reflect different accents and speaking styles. This will help students become familiar with a wider range of real linguistic variations.

Investigate and recommend specific strategies that teachers can implement to effectively address sociolinguistic variations in listening skills. This could include pre-listening activities to familiarize students with accents, the use of multimedia material that represents diverse cultures, and effective feedback practices.

Likewise, it is highlighted to take into consideration the correct use and selection of the material that the teacher will choose at his disposal, always thinking about the motivation that certain students need to find the class fun, avoiding boredom in the classroom due to the poor selection of the content of the material to be used. use to teach a new topic at every opportunity that the teacher has to get closer to his students.

In conclusion and as a recommendation, teachers at the university level must use the correct choice of materials to use and that are available to the learners, look for updated material that adapts to the needs of teachers and students to create a harmonious environment and contribute to the participation and integration of students by eliminating communication barriers through participation exercises that encourage students to be participants in the class, motivating them to learn more with the teacher.

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Annexes

Annex A: Questionnaire

The analysis of sociolinguistic variations in English listening materials.

Population: 5 English teachers in Universidad Estatal Peninsula de Santa Elena

Sample:5 teachers from PINE in the faculty of pedagogy of national and foreign languages major

Questions aimed at teachers

1) Have you ever applied sociolinguistic terms to your student's knowledge?
2) How do students perceive and react to different sociolinguistic variations in listening resources materials?
3) How would exposing students to listening materials in diverse linguistic contexts help the language learning process at the university level?
4) As a university teacher, how do you choose listening resources?
5) Why do you think listening materials motivate students in their learning process?
6) What type of linguistic variations, as a teacher, have you noticed in the digital tools you use to teach your students?
7) How do you consider various linguistic variations in the resources to be used, facilitate communication and respect for cultural diversity?
8) What possible communication barriers, as a teacher, have you found in these listening resources when evaluating your students?
9) What are the advantages of using listening resources with sociolinguistic variations in English classes?
10) What pedagogical strategies do you use to address sociolinguistic variations in listening comprehension exercises, and how do these strategies influence the development of students' listening skills?

Annex B: Interviews transcribed using one on one interview.

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRE

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Interview 1

1) **Have you ever applied sociolinguistic terms to your student's knowledge?**

   Yes, very interesting question, in fact base on the use of technology, as vocabulary in english increasing, in the english and teaching learning materials, of course, yes, I do use a lot of sociolinguistic terms why? Because in my classroom I receive many different groups of cultural ethnicities in one of them, therefore I need to unify that knowledge, so in this way, everybody in the classroom knows exactly what I am talking about and that is sociolinguistic terms for me.

2) **How do students perceive and react to different sociolinguistic variations in listening resources materials?**
   Well in the listening part, that is one of the most difficult sessions for sociolinguistic terms , because listening materials that we receive here are from many different cultures, it is something that we call different accents ,sometime we use listening materials with american pronounciation,and some other time we use listening materials with British pronunciation ,and as a teacher, we have to train and plan to be capable to listen both and understand those accents.

3) **How would exposing students to listening materials in diverse linguistic contexts help the language learning process at the university level?**
   Absolutely, by exposing students from the very early at beginning of the program to both english pronunciation and listening, we prepare students in this way that at the end of the academic preparation, they have to look for the international examination, they already know both accents the American and British ones, so actually they do accept that.

4) **As a university teacher, how do you choose listening to resources?**

This is quite interesting ,of course we have books that the university supplies for us ,we follow the books instructions, but most of the times ,what we english teachers do is look for materials outside of those books ,there are differents platforms out there ,one of basic platforms that we use is for example Youtube for listening ,and also I use ted-ed ,because there are academic lectures with many different pronunciations and this is the materials that I use for listening .

5) Why do you think listening materials motivate students in their learning process?

Yes , I do possibly that based on the listening materials that I bring ,I can see the motivation the internal motivation from my the students ,for example when I bring music ,I can see the whole atmosphere is changing ,but I also have to combine the music with regular lectures, and the lectures are quite easy and acceptable and available to students ,because the are very exciting and motivative to listen to it .

6) What type of linguistic variations, as a teacher, have you noticed in the digital tools you use to teach your students?
   Very interesting question, when we talk about linguistic variations that means for me that I have to use vocabulary for one culture and to use other for another culture ,here in Ecuador we have many differents variations ,for example ,we have the coast language and als we have the highland language both culture use differents terms in order to refer to something, in the academic process I try to teach and unify those terms so everybody can use on particular variation for the academic purposes .

7) How do you consider various linguistic variations in the resources to be used, facilitate communication and respect for cultural diversity?

Great question, regardly where the student is from, we have to respect the culture and the way of speaking ,however when we try to teach english we need to unify all those cultures and ways of communicating.

8) What possible communication barriers, as a teacher, have you found in these listening resources when evaluating your students?

Difficult question, because it is difficult to evaluate students in the listening process, many times the equipment we have is not good enough for a large class, however ,I do not have too many problems ,however if the group is quite large ,for example if we talk about forty or fifty students ,many time students that are sitting in the back is difficult for them to listening ,so I have to provide them a very easy listening for everybody.

9) What are the advantages of using listening resources with sociolinguistic variations in English classes?

Many differents advantages for the teacher, not too many advantages because we already know the materials, but for the students of course they have, this way students learn many variations they are preparing for the future, if they travel, they know the vocabulary, and also if they dice to work as a guide they know the vocabulary require here in Ecuador.

10) What pedagogical strategies do you use to address sociolinguistic variations in listening comprehension exercises, and how do these strategies influence the development of students' listening skills?

One the pedagogical strategies I use is bringing pictures, I show to the class and ask to them what is the pictures referring about, also direct interview I go to the class and ask a direct question so students need to prepare themselves to express.

Interview 2

1) **Have you ever applied sociolinguistic terms to your student's knowledge?**

Well, as a teacher I think that we apply sociolinguistic in the way we develop listening skills in our students selecting the material according to their level, how we apply sociolinguistic to teach them is though cultural environment, because they are important according their interests and need.

2) **How do students perceive and react to different sociolinguistic variations in listening resources materials?**
They can react in positive and negative way in which of the materials are according to their interests they are going to react positively, but on the other hand when we choose material it could boring for them in the contents, so we can see students reactions in positive and negative ways.

3) **How would exposing students to listening materials in diverse linguistic contexts help the language learning process at the university level?**
Well, I think in my class I always tell my student they don not have to lose themselves because there are different ways that students can communicate english I mean the accents according to the place where they are from and their level, of course in the classroom we have diversity, we try to provide them the correct materials base on their need and interests,

4) **As a university teacher, how do you choose listening to resources?**
As I said before I try to bring the materials according to their interests and ages according to their ages and most popular topics.

5) **Why do you think listening materials motivate students in their learning process?**

Yes, the listening materials motivate them but sometime can be a little frustrating because this disappoint them sometimes, and it is recommended to select the correct materials according to their level.

6) **What type of linguistic variations, as a teacher, have you noticed in the digital tools you use to teach your students?**
Well, there are some apps that could be fine technology bring us, so I select the topic and also the level of listening audio for them to discover and be most interested in it.

7) **How do you consider various linguistic variations in the resources to be used, facilitate communication and respect for cultural diversity?**

Once we provide students with differents environments and situations we let them to know more about these variations and opportunities to develop vocabulary

8) **What possible communication barriers, as a teacher, have you found in these listening resources when evaluating your students?**

As a teacher we find the idea of this situation every day because they do not feel comfortable listening to exercises, the most difficult part we face is when students are in silence, so we look for more strategies for students can react and participate**.**

9) **What are the advantages of using listening resources with sociolinguistic variations in English classes?**

There are so many benefits of applying sociolinguistics because apart from developing our students in their skills allow them to know more about the language in other topics all around the world.

10) **What pedagogical strategies do you use to address sociolinguistic variations in listening comprehension exercises, and how do these strategies influence the development of students' listening skills?**

We make are students aware in the development of listening skills, I try to take advantages in our classroom and bring resources materials that show advantages and contribute to enhancement in students with others.

Interview 3

1) **Have you ever applied sociolinguistic terms to your student's knowledge?**
   Well in the speaking process we try to respect the cultural environment, as a social linguistic terms it is applied linguistic provide to our students based on real situations so they can listening accents and type of pronunciation and the most important part is communication by learning other language but respeting cultures as well that we have around the world

2) **How do students perceive and react to different sociolinguistic variations in listening resources materials?**
   It depends on the experiences they have the differents materials because we have many accents, I try to explain my students because this is something very useful I always to make them feel comfortable because e sometimes they are ashamed of their pronunciation and of course is not necessary they have to speak like a native one but communicating too.

3) **How would exposing students to listening materials in diverse linguistic contexts help the language learning process at the university level?**
   Exposing them to the diversity linguistics context help them in the learning process, because if they are listening different accents they are going to produce speaking in a comfortable way without feeling fears   and they can speak in a naturally way

4) **As a university teacher, how do you choose listening resources?**

Well, according to the level of students and the topic they are going to learn. I try to use many audio and authentic materials most of the time, they use the news, audio s that can show them a different type of pronunciation in real life**.**

5) **Why do you think listening materials motivate students in their learning process?**
   Yes of course, listening materials can motive students, for example when we use a song that is part of students' life, so they can learn a lot from music, and it is usual in english classes and students like it.

6) **What type of linguistic variations, as a teacher, have you noticed in the digital tools you use to teach your students?**
   There are different linguistic variations, pronunciation audios can teach them how to pronounce, intonation in different expressions can help them to enhance listening skills, and they need to lean by listening to linguistic variation, if there is a question or an expression an dhow to intonate words or imitate the right pronunciation of different sounds, and it is useful for them.

7) **How do you consider various linguistic variations in the resources to be used, facilitate communication and respect for cultural diversity?**

It is necessary because it facilitate communication when students get used to these types of listening materials that we use in class because it helps them to develop skills like speaking in this case.

8) **What possible communication barriers, as a teacher, have you found in these listening resources when evaluating your students?**

Well, listening is one of the most challengeable skills for students and they need a lot of practice and the barriers they face is the time they have to spend to develop this skills ,sometimes they feel frustrated and they feel it is hard for them to learn it and they avoid this type of activities, so they need to practice a lot all the skills in class to unlock those barriers.

9) **What are the advantages of using listening resources with sociolinguistic variations in English classes?**

Well, the advantages it that students are going to listen accents and cultural backgrounds and get used to it, and know something that maybe it was hard at the beginning in these accents and at some point, it is going to be useful for them and understandable by being exposed to many accents

10) **What pedagogical strategies do you use to address sociolinguistic variations in listening comprehension exercises, and how do these strategies influence the development of students' listening skills?**

Well, some of the books that we use tries to teach sociolinguistic variation, normally we have books with differents accents, and the books we use not only shows one accents but a lot of type of pronunciation from people all around the world, and this is considered as a strategy for teacher to give classes by using authentic materials in real contexts.

Interview 4

1) **Have you ever applied sociolinguistic terms to your student's knowledge?**
Yes, I had applied sociolinguistic knowledge in my classroom, some years aga I had the opportunity to work with this subject of sociolinguistic

2) **How do students perceive and react to different sociolinguistic variations in listening resources materials?**
Well, I have different reation because some students get confused when they are not exposing in listening materials with this variation, so I see some students have differents perception a few good others not at all.

3) **How would exposing students to listening materials in diverse linguistic contexts help the language learning process at the university level?**
Well I think is important students can be exposed in differents contexts because they need to know accents variation and dialogues we have in this language and the cultural aspects as a social cultural context as well.

4) **As a university teacher, how do you choose listening resources?**
I Choose my resources because it depends on the target language in what I have to teach in my classes related to the lesson I am going to give them

5Why do you think listening materials motivate students in their learning process?
Well yes it depends how the teacher work with these listening materials, how they plan activities and how it motivates them with the contents in it.

6)What type of linguistic variations, as a teacher, have you noticed in the digital tools you use to teach your students?
Well, we have american english and British one so we have differents variations in speaking, sometimes we found digital materials with different pronunciation, and they can confused the means of words and we need to explain to them.

7)How do you consider various linguistic variations in the resources to be used, facilitate communication and respect for cultural diversity?
I think as I mention before as teacher we need to work with these materials because we are not native english speakers our students need to train their listening skills that can facilitate the learning process in communicative skills and respect for the cultural differences and aspects we have in these variations.

8)What possible communication barriers, as a teacher, have you found in these listening resources when evaluating your students?
One of the common barriers is that sometimes they get frustrated when I take or apply materials they are usually get used in class ,for example when I use materials they do not understand as a teacher I need to explain this to them so they can not confuse themselves with the differences of speaking, so they need to be exposed in materials including from native speaker and no native speak

9)What are the advantages of using listening resources with sociolinguistic variations in English classes?

The advantages are to learn more about the cultural aspects by listening materials that come from differents sources, and we need to adopt to other accents and contexts because there are other cultural elements that influence in our communication skills

10)What pedagogical strategies do you use to address sociolinguistic variations in listening comprehension exercises, and how do these strategies influence the development of students' listening skills?

 I think as a teacher I try to explain how I am going to use the material, and of course how use the material to put in practice like songs or materials that cannot be difficult and provide feedback that we work with many exercise because it is one the most difficult skills connected with the speaking so teacher implement audios,poscasts,videos to enhance listening skills in students .

Interview 5

1) **Have you ever applied sociolinguistic terms to your student's knowledge?**
Sociolinguistic terms I think is very informal ways, teachers talk about this at the begining to identify languages that help them, may be in some parts are differents, but I remember when we talk about verbs, or the past could be a problem in the language, and we must explain this within sociolinguistic variation in pronunciation as teacher to our students.

2) **How do students perceive and react to different sociolinguistic variations in listening resources materials?**
According to the regions people have different accents and it really happen here in Ecuador and all around the world, for example when our students are exposed to these features they are really confused, because they argue english is so difficult, people speak fast and I do not understand what they talk about or how they pronounce, sometimes they encounter with this barrier because of these differences**.**

3) **How would exposing students to listening materials in diverse linguistic contexts help the language learning process at the university level?**
Yes, they are a few books with these materials, for example when we read some material like book come with dialectical aspects from other culture that reflect how english language is changing all the time, so students need to exposed in all the linguistic context as much as they need to enhance their skills

4) **As a university teacher, how do you choose listening resources?**
Well, now up day, there are a lot resources, for example I prefer video not all videos, but I prefer the one from academic pages and movies because it shows really english in authentic situations with dialect in it.

5) **Why do you think listening materials motivate students in their learning process?**
Well, it depends on how you apply them, because if you establish difficult activities in listening exercise maybe you can create a hard environment, as teacher we need to be creative with activities that avoid students make them bored and choose activities that engage students' attention as a motivation.

6) **What type of linguistic variations, as a teacher, have you noticed in the digital tools you use to teach your students?**
There are a lot of sociolinguistic variations, for example in informal english we say wanna instead of saying want to, therefore teacher need to explain this to learners as a feature probably you will recognize in movies or other type of listening materials

7) **How do you consider various linguistic variations in the resources to be used,**
facilitate communication and respect for cultural diversity?

I think if we teach our students how to use resources this can help them to facilitate the communication in each of other, even in spanish, because in our own language we have differences as well in the way we speak in each region .so you can find many linguistic variations in audios, videos and more in movies as a fact for real**.**

8) **What possible communication barriers, as a teacher, have you found in these listening resources when evaluating your students?**

Well, I think teacher we have not much time in class to make our students practice, and students only practice when the teacher is present, not by themselves, because if you teacher something that could be the only thing they learn, sometimes we have no the all-time to dedicate to them.

9) **What are the advantages of using listening resources with sociolinguistic variations in English classes?**

The advantage of using listening materials is that you can appreciate many differents accents from people all around the world and enhance your skills quickly by using technological listening tools.

10) **What pedagogical strategies do you use to address sociolinguistic variations in listening comprehension exercises, and how do these strategies influence the development of students' listening skills?**

Well, I use some apps to practice my skills and try to understand the contents inside when I use music and other tools for free in internet and I consider they are so useful to practice, for example if I have a video, I can make my students practice with these materials and feel free to participate and give good arguments to share in class.

Annex C: Anti-plagiarism certificate

La libertad, 16 de julio de 2024

Certificado Sistema Anti-Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado "THE ANALYSIS OF SOCIOLINGUISTIC VARIATIONS IN ENGLISH LISTENING MATERIALS" elaborado por el/la estudiante ALEJANDRO PAREDES ALVARO MARCELO 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 1% de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista. Se adjunta respaldo de este.

Atentamente,

_____
Parraga Solórzano Rudy Jonathan, MSc.

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