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"TED TALKS TO ENHANCE LISTENING SKILLS FOR TEENAGERS"

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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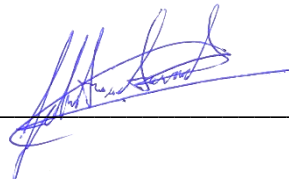
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STATEMENT OF AUTHORSHIP

I, John Francisco Arias Sánchez with ID number # 2400072092, undergraduate student from Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **"TED TALKS TO ENHANCE LISTENING SKILLS FOR TEENAGERS".** I certify that this work is of my authorship, except for the quotes and reflections used in this research paper.
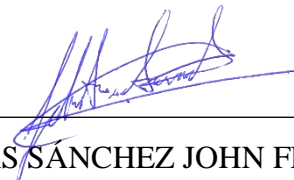

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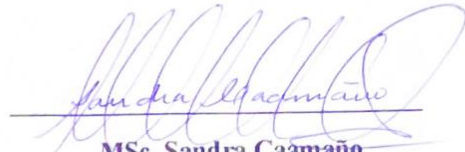
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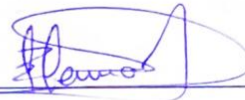MSc. Sandra Caamaño

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En calidad de tutor del Trabajo de Integración Curricular "TED TALKS TO ENHANCE LISTENING SKILLS FOR TEENAGERS" elaborado por el estudiante Arias Sánchez John Francisco 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 ORIGINAL, luego de haber cumplido los requerimientos exigidos de valoración el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper and title **"TED TALKS TO ENHANCE LISTENING SKILLS FOR TEENAGERS"** prepared by John Francisco Arias Sánchez, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

MSc. CARABAJO ROMERO ITALO RIGOBERTO.

ACKNOWLEDGMENT

Every step I take along the path of victory is always guided by God.

I want to begin by expressing my sincere thankfulness to God for giving me the fortitude, intelligence, and health necessary to finish this study assignment. . I'd also want to thank my family, I want to express my sincere gratitude to my mother for her unwavering support, friends for their help. I could not have completed this job without their assistance.

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Last but not least, I'd want to thank My Sister and XV for their assistance and motivation to work on this project.

DEDICATION

I am dedicating this thesis to four beloved people who have meant and continue to mean so much to me. First and foremost, mother Melva Sánchez who raised me, loved me, and taught me hard work .

My siblings Johanna and Juan have never left my side and are very special.

I also my paternal grandfather he taught me that every step is important, no matter how small. For my father who helped me in all things great and small.

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I dedicate this work and give special thanks to my best friend Xavi V and Jazmin C for being there for me throughout the entire college program.

RESUME

Debido al hecho de que ocurre en tiempo real, la comprensión auditiva del idioma inglés se considera una de las habilidades más difíciles de evaluar y desarrollar. Dado que los alumnos no siempre están expuestos al idioma, es difícil determinar el método que emplea cada alumno para escuchar la información hablada. Este estudio analizó varias fuentes, incluidas TED Talks, donde podemos encontrar componentes lingüísticos como léxico, gramatical, fonología y pragmática, así como componentes culturales como dialectos y modismos. Estos componentes permiten la creación de actividades de aprendizaje para el examen de las subdestrezas de comprensión auditiva. Se demostró que hubo una mejora en el manejo de las subhabilidades en los grupos de estudio (control y experimental) en comparación con la prueba previa. Sin embargo, las personas que asistieron a las charlas TED mejoraron no solo en comparación con la prueba previa, sino también en comparación con los resultados de los grupos de control y experimental, y el último grupo se desempeñó mejor. Para elevar el nivel de escucha en los estudiantes de cualquier nivel, se deben utilizar charlas TED y otros recursos de naturaleza similar junto con un estudio de las subhabilidades.

Palabras clave: TED Talks, habilidades de escucha, elementos lingüísticos, sub-habilidades.

ABSTRACT

Due to the fact that it occurs in real time, English language listening comprehension is regarded as one of the most challenging abilities to assess and develop. Given that the pupils are not always exposed to the language, it is challenging to ascertain the method each student employs to hear spoken information. This study looked at various sources, including TED Talks, where we can find linguistic components like lexicon, grammar, phonology, and pragmatics as well as cultural components like dialects and idioms. These components enable the creation of learning activities for the examination of the listening comprehension sub-skills. It was shown that there was an improvement in the management of the sub-skills across the study groups (control and experimental) compared to the pre-test. However, individuals who attended TED Talks improved not just in comparison to the pre-test but also in comparison to the outcomes of the control and experimental groups, with the latter group performing better. To raise the level of listening in students in any level, TED Talks and other resources of a similar nature should be utilized in conjunction with a study of the sub-skills.

Keywords: TED Talks, listening skills, linguistic elements, sub-skills.

INDEX

INTRODUCTION

The present work sought to include activities that tested the students' listening skills through TED Talks to develop the respective sub-skills, continuing with the study program for teenager with different English level, that is, including relevant points of the lectures and appropriate to the level to make a mixed study of how these activities could influence the development of listening skills and reach a verifiable level at the end of the study.

The proposal is developed into activities connected with the adequate use of TED Talks since it has conferences, transcripts and subtitles, which are classified by duration and topic. This allowed the teacher to carry out a brief preliminary investigation of the conferences that were used for this investigation. The Talks were related to the topics of their English Syllabus, these were analyzed in such a way that at the same time they serve to create interest in the topics to be discussed. A gap was evidenced between the receptive capacity of the language before a native speaker in relation to the teacher, so this conference page was a source of resources to test their listening skills.

When conducting the search through the theoretical framework, there were few clear notes from the authors in the area, so before presenting theories on how to learn to listen to another language, it is emphasized that each person uses different strategies and the most practical way of Evaluate occurs through interaction. Therefore, the methodology of this work is focused on recognizing the sub-skills of listening comprehension that at this level of learning can contribute within the class to recognize essential parts that facilitated the understanding of the language. For this research, we worked with a control group and an experimental group in which the reagent was the use of TED conferences and its influence was observed in a period of six weeks through the development of sub-skills of listening comprehension, such as: listen for specific information, listen to predict, infer, among others.

This work is focused for the linguistic, cultural and technological elements present in TED Talks. The linguistic elements of the language that lead to the study of the necessary linguistic skills, as well as those cultural elements that allow knowing expressions that require knowledge that go beyond the linguistic aspect, and finally the technological aspect that is a means of shortening the path before the gap mentioned above.

CHAPTER I

THE PROBLEM

"TED TALKS TO EHANCE LISTENING SKILLS FOR TEENAGERS "

PROBLEM STATEMENT

In a society, the understanding of a language is crucial, the development of the skills allows people to share ideas, information to receive it without any problem. In the English language as in other languages that exist around the world, it is necessary to follow patterns and an order to be able to develop it in a correct way, the learning process is complex if you do not have a habit or a pattern to follow. One of the most important skills that everyone should develop is listening because this skill is complex when learning a language, that does not mean that the other skills do not have their complexity, but listening should be one of the skills that should be developed first because of its complexity, if this skill is developed first, the others could not become so complicated because everything is related.

The English language is the second language currently considered as an important language in several countries, being an essential language for different fields, either for school or business matters, due to its popularity and great knowledge in several countries, it is one of the languages that people usually learn. One of the most extensively used languages in the world is English. According to David Crystal's 2006 book "English Worldwide," there are over 400 million native speakers of the language, and an additional 500 million people speak it as a second language. (Gaffney, 2021)

In Ecuador there has been a notorious in the public schools where it changes in the field of English language learning, being implemented in public and private institutions and being a requirement in various aspects such as jobs that require it, this data compared to previous years allow the language to gain strength within the country, being one of the main objectives for

many to learn and master it, even many achieve it but sometimes they tend to develop more one skill than another, in speaking or listening, there are certain people who improve more their way of speaking than listening, which makes it impossible to the person who is learning.

On the Internet you can find many ways, applications. courses where a correct learning process can be developed, but not everyone has the ability to take courses or even have internet accessibility, which on certain occasions is chosen to use the traditional way, considering that books and audios, they are still being sold in bookstores. When developing listening, it should be taken into account that it is the ability to accurately receive and interpret messages in the communication process with someone. Great care must be taken because if it is not applied and improved in a correct manner, the context could be lost, even the subject could be misunderstood, which is why listening is the key to all effective communication.

Figure 1. Problem Tree

The English language and its different accents	← →	It makes it difficult to understand people from another area or region
Not having extensive vocabulary	**Aspects that hinder understanding in Listening Skills**	By not having so much knowledge it is impossible to follow a conversation when listening to it
Lack of practice due to not knowing how to apply the methods	← →	Cannot improve listening skills

Author: Arias Sánchez John.

Source: Direct research.

PROBLEM QUESTION

How does the use of TED Talks benefit to enhance the listening skills to teenagers?

SPECIFIC QUESTIONS

- What are the positive and negative aspects of using TED Talks to enhance listening skills?

- What are the advantages for the use of TED talks in the listening skill of the English language?

- What features of TED talks help in the process of the listening skill?

- How could TED talks help improve listening comprehension of teenagers?

GENERAL OBJECTIVE

To determine the elements that enhance listening skills in teenagers related to the implementation of TED Talks.

SPECIFIC OBJECTIVES

- To mention the benefits that the use of the Ted Talks platform offers in order to enhance of listening skills.

- To analyze the performance of the TED Talks application in terms of improving the skills of adolescent listeners.

- To interpret the relevant points that were applied in the use of Ted Talks for the development of listening skills.

JUSTIFICATION

The purpose of this study is to analyze the use of the TED application that will allow the correct development for the improvement of listening in adolescents through the use of videos and

talks that can be found within the content offered by this platform through innovation in the acquisition process and perform a transcendental analysis in the acquisition of the language.

The use of TED Talks as an application allows to enhance listening skills, when this method is applied in a correct way, TED Talks audios and videos are being used where feedbacks that have to do with its use will be implemented. This will demonstrate that the TED Talk video podcast is a current medium where you can take advantage of the content that is provided both informative and educational due to the broad category that this content has, either from social issues to current topics of great interest. Support extensive listening practice among language learners.

CHAPTER II

THEORETICAL FRAMEWORK
BACKGROUND

Research on the development of listening comprehension through TED talks is not a recent topic, on the contrary, there are several investigations that contribute significantly to this idea. After searching several research papers in virtual repositories, academic journals and on academic and scientific magazines in websites. A first antecedent is the scientific article by Díez y Añón (2015) called "TED-Ed is an on-line tool aimed at spreading self-learning between the students" in Valencia-Spain. The purpose of the research was to encourage students' self-learning through TED-Ed, which is a free tool with an easy-to-use interface. It was found that TED-Ed allows exhaustive monitoring of the student through interactive online lessons, feedback and evaluation can be provided, it also promotes interaction between the teacher and the students, but above all it encourages autonomous learning. It was concluded that this element is an ideal complement to the traditional methodology because it energizes the learning process. It is recommended to monitor the student identification process, because this is one of its weak points; but once all students create their accounts, it is possible for the teacher to see their progress, number of attempts made, right and wrong questions, their opinions in the forum, for which the teacher can give an assessment of school performance.

Another investigation is the doctoral thesis presented by Ávila (2015) in Sevilla, Spain, called: "Improvement of listening comprehension of English as a second language through subtitled audiovisual material" whose main objective was to know what subtitling procedure (Spanish or English) further improves the listening comprehension ability of intermediate level

students B1-B2. Aspects such as: the improvement of listening comprehension after the scheduled viewing of a television series in the original version and in Spanish, the quality of the subtitling and the preference of application of strategies by the study subjects were studied. The results found were that audiovisual materials allow the improvement of communicative and cultural skills, there is the advantage of listening to the original audio in English and perceiving voices with their nuance's, listening comprehension is also favored by exposure to repetitive structures, vocabulary recurrent and similarity at the syntactic level.

Another work is the scientific article: "The Effects of English Audio-Visual Materials on Listening Comprehension from the Perspective of Schema Theory" in Guangdong-China by Liang (2013). The objective of this study was to analyze the effect that audiovisuals have on students of English ESL, in the comprehension hearing from the cognitive schema perspective. We worked with experimental groups and the results found showed that visual stimuli are beneficial for the activation of previous knowledge in the observers and the construction of new knowledge. Also, it is concluded that audiovisual materials can make the information received is more understandable, due to the combination of elements visual and auditory that improve the cognitive processes of information acquisition.

PHILOSOPHICAL FOUNDATION

For the present research work, the critical paradigm will be used because it can show us the problem from an angle, analyzing and synthesizing the attachments to it and purposeful because it seeks to raise alternative solutions to the problem. The alternative solution for problem to apply before it gets worse and the consequences are serious, also interprets the reality in which

we live, with criteria of totality seeking the development of the human being as a social transformation at the same time with technology.

PEDAGOGICAL FOUNDATION

True learning reaches the heart of the human being through the learning believes. Through learning, it is able to do something that was not possible before. Through learning one perceives again the world and relationship with it. Through learning, the ability to create, to be part of the generative process of life. inside each being human there is a deep hunger for this kind of learning (Senge, 1995).

Pedagogy has a constructive character, which generates alternatives to theories that are not criticism in this education, which, due to ideological situations, continues to be rooted in the educational system, being truly opposed to the model of the constructivist education. This reality merits several comparative studies based on a critical theory and logic, the instrumental rationality of this pragmatism and the interpretation critique of the explanatory paradigm, allowing to achieve results that integrate and establish principles of a reflective, transformative, and emancipatory didactics.

AXIOLOGICAL FOUNDATION

With the present research work, the values of respect, solidarity and honesty between students and teachers with ethics and theory, as well such as morality and practice, order and responsibility in educational work. Every educational fact always entails a relationship, explicit or implicit, value, because teaching by its very essence and foundation is valuable. Of here that the expression "educate in values" is reiterative, since there is no other possibility of educating in values (Guervilla Castillo, 2000).

Figure 2. *Categories*

ICT

AUDIOVISUAL IN EDUCATION

TECNOPEDAGOGICAL TOOLS

TED TALKS

COMMUNICATION

CROSS CULTURAL COMMUNICATION

STRATEGIES

LISTENING

Independent Variable

Dependent Variable
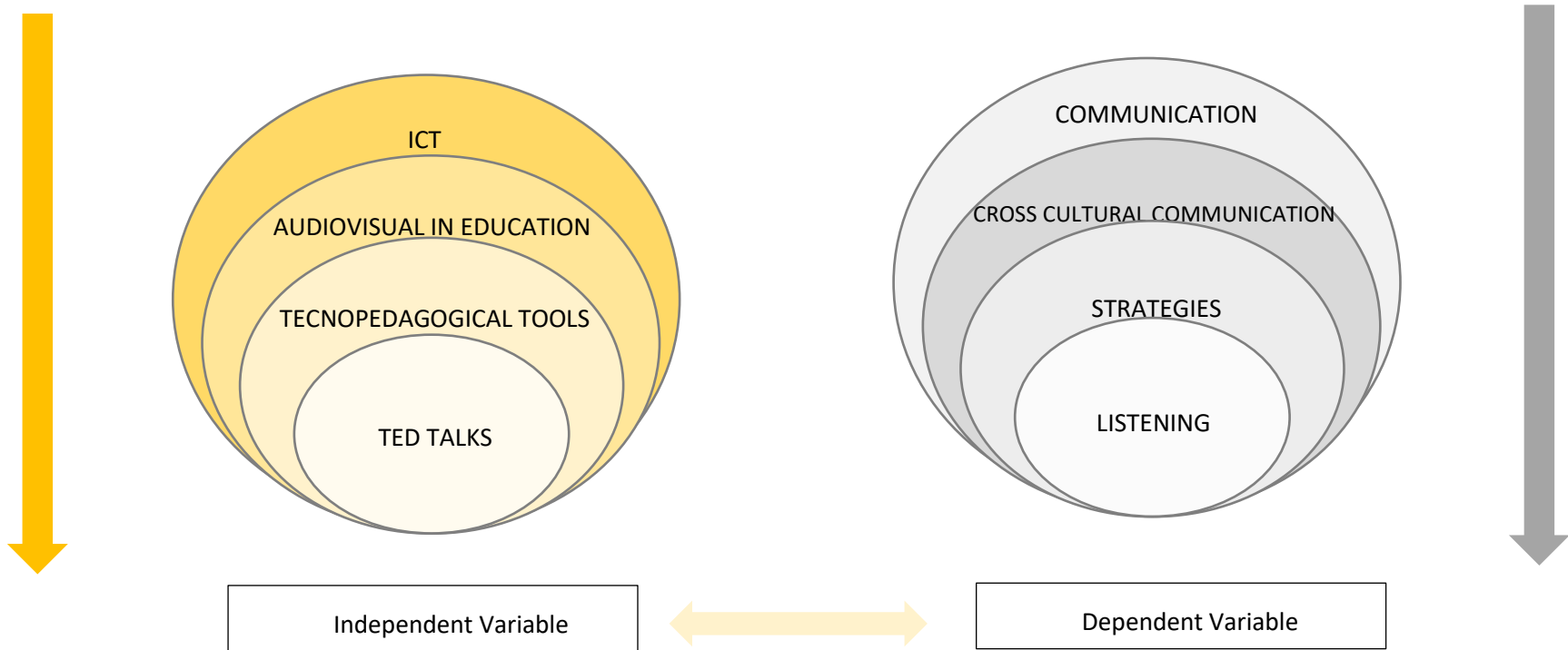
Author: Arias Sánchez John.

Source: Direct research.

INDEPENDENT VARIABLE CONCEPTUALIZATION

ICT

The new generations are used to tools that a few years ago were only part of science fiction stories: ICTs —or Information and Communication Technologies— are part of those innovative and disruptive solutions that are changing the ways of carrying out processes, executing tasks and measure results. ICTs are all the technological tools and solutions that allow efficient, order and process information and communications of any type of person, company or organization in favor of efficiency and agility. Likewise, it can also be said that they are the practices and knowledge connected to the consumption and transmission of information, developed and enhanced after the digital transformation and the internet.

This type of resource can be presented in the form of SaaS, technique or digital tool and its objective is to innovate and improve the processes and tasks that we already carried out in an analog way. Despite the fact that they are present in almost everything we do and have today, there is no concrete consensus on their concept. However, we could say that ICTs establish the different paradigm shifts in the way we use information for different purposes. (DocuSign, 2021)

TECNOPEDAGOGICAL TOOLS

Mejía et al. (2014) mention that talking about technological tools is nothing new. The development of digital applications has taken a breakneck pace. In the educational context, since the computer age appeared, it is quite common for students to use several of these tools when carrying out their academic tasks. Without a doubt, these resources have made their work easier: the time they use now is less than what they used before. Before, you had to physically go to the library, for example; now it is no longer necessary to travel, since information material

can be consulted from home through a laptop or desktop computer, mobile phone, tablet, in short, any device that is connected to the Internet.

Likewise, these tools have helped in the teaching-learning process, and not only for students, but also for teachers and parents. Now parents can get more involved in teaching their children, reaching limits that some time ago they could not imagine. It is worth mentioning that sometimes students handle applications better than a teacher, especially if the teacher is older, since they were born in a time closer to the prevailing technological development. This helps both teachers and students to be able to learn in a more dynamic way, since the teacher also learns by teaching. The level of competitiveness will be higher as information and communication technologies (ICT) are used more for projects, tasks and exercises in class.

AUDIOVISUAL MEDIA IN EDUCATION

Emphasis is placed on the transformation of education from the mid-twentieth century to the present. The transition has taken place from the oral and textual tradition to the use of image language and audiovisual language. Pérez et al. (2015) argue that "image language and audiovisual language have been penetrating education and are changing it in a substantial way, just as they have already changed our daily culture." In addition, he states that "it is necessary to incorporate the language of image and audiovisual in education because it is the language of knowledge of the 21st century" (Perez et al., 2015, p.6).

Perez et al. (2015) argues that there are many technological factors that have allowed the development of audiovisual media, such as: "the invention of photography, cinema, television, magnetic image recording, digitization, animation, first, and computer animation, later, as well as non-professional audiovisual editing... have created a whole new system of registration, conservation, and manipulation of the iconic" (p.5). In this regard, with the

incorporation of audiovisual media to the teaching-learning process, a different perspective of seeing the world and of interacting with reality is adopted.

The authors Bustos et al. (2012) declare that audiovisual media promote visual learning, in which students can link images with words to relate ideas and concepts and thus have a better level of abstraction. As a result, the information presented is dynamic and attractive to students because it presents color, music, movement, among other characteristics.

TED TALKS

TED where its initials in Spanish correspond to Technology, Entertainment and Design respectively, this is a non-profit organization whose purpose is the dissemination and dissemination of "ideas worthy of being disseminated". These ideas are presented in the form of short talks that last 18 minutes but are very powerful, they can be heard as many times as desired through the TED portal, it can also be found on the pages of YouTube, iTunes, television, mobile apps (Llorens, 2013). The TED platform (Technology, Entertainment and Design), founded in 1984, is a non-profit organization whose mission is the dissemination of ideas and knowledge. In these three decades, the main transmission channels used by this platform had been its annual congress (TED Conference) and various global talks (TED Talks) (Díez y Añón, 2015).

TED talks entail a very simple logic: invite a specialist in a certain subject where you have a period of 12 and 15 minutes to present their point of view on it, or explain what is happening in the field that occupies you, follow the rules of the organization to record them on video and broadcast them on the network. Ted Talks is a content dissemination platform created to share with users conferences by relevant personalities on very diverse topics, with the main objective of making them last over time (Wood, 2010). TED Talks are famous for two reasons: "The first is that they always invite great professionals and leaders from each

sector, and the second is that all their talks inspire and make us think a lot" (Díez y Añón, 2015) All TED Talks are filmed live and then shared with as many people as possible through their website.

The new technologies have taken a transcendental turn in the means of transmission since they reduce the costs of access to information. At present, in the methodology without ICTs or called traditional, the transmission of knowledge occurs mainly in two ways. The first, between teacher and students through the master classes and tutorials. Second, study groups made up of the same students. Taking into account that these master classes and tutorials involve a high degree of attendance. With ICTs such as the internet, social networks among others, the costs of access to information and the notable barriers of space and time are considerably reduced with the coming of days.

In many Universities, the use of video is being implemented as teaching support, in a wide variety of ways, expanding a wide range of possible strategies in the teaching-learning process and meaningful participation in education, which involve the student himself, both in distance education or in hybrid teaching environments, as well as in face-to-face teaching environments, where video is used for the transmission of conferences, as a complement to the curriculum, as a tool for autonomous learning, as a motivating and reflective element or as a valuable tool to support learning that saves time for students to be participatory and carry out innovative activities during the face-to-face class. On the TED platform, you will find a wide variety of information and audiovisual material on countless topics.

DEPENDENT VARIABLE CONCEPTUALIZATION

COMMUNICATION

The world of communication is changing at an overwhelming speed. And it is that not only the interconnection that facilitates contact brings us closer through any distance and the

possibilities of avoiding physical distance, but also the intellectual, social, cultural distance. The very conception of communication has changed, generating new codes that do not finish defining themselves when they are modified over and over again, creating a permanent metamorphosis where there are no conventional limits of signs, meanings, signifiers that establish clear rules of how to understand each other, but, precisely in the permanent mobility of non-existent ideas and criteria, lies the new structure that apparently links us in understanding.

Gerardo (2017) mentions this revolution in constant transformation has totally destroyed the creative and conceptual foundations of the mass media, especially due to the arrogant desire to think of themselves as indisputable paradigms – radio, TV, written press – that would survive any revolution inspired by images, audio and media. printed letter, as inherent elements of media content, without imagining that the versatility of language adaptable to new ecosystems would require essential modifications to its very nature.

Technology, by offering new ways of disseminating and transmitting ideas through language as we knew it, freed fantasy and imagination, breaking the customary limitations reinforced by the conventional media, to create a super dynamic space where the inertia of functional change of language in turn caused a release of technology adapted to that release, and so on creating constructive feedback that overflows daily from any attempt at control. This dynamic of movement is what nourishes today's horizontal dialogue where we are transmitters/receivers, audience/opinion leaders, passive ears/active voices; each role in a very rapid succession of roles that precludes any attempt at description, understanding, or even study.

CROSS CULTURAL COMMUNICATION

The value of cross-cultural communication in the success of international business relations is unquestionable and is directly related to the efficiency, creativity and identification of projects. Numerous international studies show that the feelings of anguish, frustration and hostility, associated with the so-called "culture shock", harm the self-esteem and even the physical health of those who experience it, reducing their individual productivity but also that of the companies as a whole, by undermining deepen the collaborative relationships that are necessary for effective and efficient business operations. Hurn y Tomalin (2013) mention that human capital is the main asset of any company or project, the conclusion on the economic impact of the cultural factor in international trade relations is unappealable.

However, in the world of objectives, technical difficulties, and company balance sheets, notions such as culture and its practical applications are diffuse, elusive, and have no apparent connection to income statements. Culture permeates the basic elements of any communicative exchange and is an added risk factor when people from different cultures intervene. We understand by intercultural communication conflicts those that arise due to communication and that have their origin in the different cultures of the interlocutors. International cooperation, international negotiations and the daily economic and social activity of companies and organizations that have cultural diversity in one or several countries are some of the areas in which these conflicts may appear.

STRATEGIES

To be a proficient communicator in a language, one must possess four key abilities. These include speaking, writing, reading, and listening. It is crucial to apply certain techniques and procedures in order to perform these tasks. This might be particularly challenging if one is

hearing in a language that is not their own. As a result, it's important to impart to children the skills essential to become good listeners.

When teaching listening, various tactics are taken into account that are crucial if the listening is to be understood. Levy (2018) lists some crucial abilities that students and native speakers alike must possess. These abilities include paying attention, actively listening, taking notice of the structures being employed, and listening for important words. These, however, are not the only techniques that must be used when listening to others talk. For those learning a second language, this is especially true.

LISTENING

To better understand what listening is, it is important to make the distinction between hearing and listening. The RAE, (2018) defines hearing as the perception of sounds or sayings and listening as paying attention to what is heard.

Hearing is an essential part of communication because the human being spends most of your time listening. It is considered the first skill developed in the human being. Regarding the importance of listening comprehension in the communication, hearing captures more than 40% of daily communication, 35% through oral expression, and 9% through writing. Being prevalent the use of hearing in communication every day.

Also, Abreus (2010) states that the listening skills are equal to or more important than oral skills because you need someone receive the message and give it meaning, therefore the message by itself has no value if there is no who interprets it Thus, the development of this skill allows a better understanding of the language and effective communication developing in

students the skills necessary to communicate and interpret the message correctly. In language teaching, importance should be given to listening comprehension through the development of the phonemic ear that consists in the recognition of the foreign language sounds to identify and understand meaning. The development of the phonemic ear contributes to listening comprehension through a correct pronunciation and comprehension of oral communication to varying degrees of depth.

LEGAL BASIS

According to "Ministerio de Educación de del Ecuador" in its document "Standards de calidad educative" - The English Language Standards (page 8) manifests: "The English Language Learning Standards (ELLS) are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and 40 skills gained throughout the process. It means that they will show "what students must know and be able to do as they move toward fluency in English". The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods".

The "Ley Orgánica de Educación Intercultural Ttulo I de Los Principios Generales Capitulo Cinco del, Principios y Fines," which was released in 2011, serves as part of the legal foundation for this study. There are two elements in Article 2 titled Principios that are relevant to this topic. The first is letter G, which implies that learning must last a person's entire lifetime. This study provides participants with a method they can utilize throughout their lives to practice English while simultaneously learning about issues that interest them.

CHAPTER III

METHODOLOGICAL FRAMEWORK
METHODS

This chapter describes the methodology used to obtain results valid. The model used is qualitative research. Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. (Bhandari, 2020)

Qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication.

This method is not only about "what" people think but also "why" they think so. For example, consider a convenience store looking to improve its patronage. A systematic observation concludes that the number of men visiting this store are more. One good method to determine why women were not visiting the store is to conduct an in-depth interview of potential customers in the category. (Bhat, 2018)

The emphasis of qualitative research methods is on depth rather than breadth and on words rather than figures. Its approaches are investigative; they aim to elicit respondents' ideas, thoughts, and feelings. It is frequently employed to support the development of novel theories, concepts among others. The results of educational research conducted across a variety of domains, disciplines, and qualitative approach techniques are collected in qualitative research in education. The goal of this research is to enhance the instructional methods or environments.

Type of Research

This research uses the phenomenological studies according to (LaiYee, 2022) Phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon. The approach investigates the everyday

experiences of human beings while suspending the researchers' preconceived assumptions about the phenomenon. In other words, phenomenological research studies lived experiences to gain deeper insights into how people understand those experiences.

Phenomenology aids in our comprehension of the significance of people's actual experiences. In a phenomenological investigation, the attention is on how people saw a phenomenon and what they went through. Rich data may be produced via phenomenology investigations, which are often done by conducting in-depth interviews with people. This method "studies the organization of different kinds of experience, from perception through social action, including language activity."

A focus group is a research technique used to collect data through group interaction. The group comprises a small number of carefully selected people who discuss a given topic. Focus groups are used to identify and explore how people think and behave, and they throw light on why, what and how questions. (B2B International, 2013)

The purpose, level of study, data analysis, amount of time needed to examine the phenomenon, and other characteristics, different forms of research are categorized. It is crucial to remember that a research project will probably use more than one sort of study and will not be restricted to just one.

Theoretical Research

The goal of theoretical research, also known as pure or basic research, is to create knowledge independent of how it will be used in the real world. Here, gathering data is done to develop new general ideas for a deeper comprehension of a particular topic or to respond to a theoretical research inquiry.

Applied Research

Here, the objective is to identify approaches that can be applied to a certain research issue. In STEM subjects like engineering, computer science, and medicine, applied research frequently uses theory to produce practical scientific knowledge.

Exploratory Research

Exploratory research is used to investigate a topic that has not yet been thoroughly studied or comprehended. It establishes a framework and a hypothesis from which a thorough investigation may be built, allowing for the generation of conclusive results.

Exploratory research relies less on theory and more on data collection to find patterns that explain these phenomena because it is based on the study of understudied phenomena.

Descriptive Research

Descriptive research's main goal is to describe a phenomenon's characteristics without necessarily focusing on the factors that contribute to its occurrence.

In this kind of research, the researcher must take special care to avoid influencing the observed object or phenomenon because doing so could alter its behavior.

Qualitative Research

In the social sciences, qualitative methods—which have a linguistic-semiotic foundation and are utilized in procedures like discourse analysis, interviews, surveys, records, and participant observation—are frequently used to gather, compare, and analyze data.

The collected observations must be numerically assessed in order to utilize statistical methods to validate their findings. In contrast, qualitative research frequently involves subjectivity because not all data can be completely controlled. Therefore, rather of focusing on an event's or phenomenon's cause (the "how"), this form of research strategy is more suited to elucidating the meaning behind it.

Experimental Research

It involves creating or reproducing a phenomenon whose variables are altered under very precise controls in order to recognize or understand its impact on a different independent variable or object. Measurements of the phenomenon under study are made using study and control groups and in accordance with the rules of the scientific method.

Non-Experimental Research

It focuses on the analysis of a phenomenon in its natural surroundings and is also known as observational research. As a result, the researcher refrains from taking direct action and instead restricts their involvement to collecting the data needed for the study. It is frequently utilized in descriptive research because it is observational in nature.

Data Collection Techniques

According to focus group is a research method that brings together a small group of people to answer questions in a moderated setting. The group is chosen due to predefined demographic traits, and the questions are designed to shed light on a topic of interest. (George, 2021)

Focus groups are frequently often used obtain people's thoughts on a certain issue or subject. Although surveys and questionnaires have their uses, they cannot fully express what a person is experiencing or thinking. A focus group will be used in this situation. Focus group responses are open-ended, inclusive, and qualitative. Even though certain people's comments may be more difficult or even impossible to quantify using a scale, they offer greater depth and are closer to what individuals are truly thinking and experiencing. Focus group research's major goal is to utilize respondents' attitudes, feelings, beliefs, experiences, and responses in a manner that other techniques cannot.

Data Collection

To achieve great results for this research project, a deep investigation was carried out, different authors provided ideas or theories to be analyzed with data obtained from interviews. The interviews were taken via zoom with five English teachers when they were available. A set of 10 questions during the interview. There was a discussion where teachers share their ideas, thoughts, and experiences. The main aim to carried out this part of the research is to analyze and compare at the end with the results and findings.

Population and Sample

Due to the type of research, there is a sample of 5 English teachers, they are specialized to the topic research. They have been teachers from 6 or 7 years ago and for that reason they are capable to participate in this process, sporadically they applied this strategy during their classes and because of that they were chose, they can support or refute the ideas from the findings. They have a lot of experience teaching and with their knowledge an accurate comparison can be attained.

CHAPTER IV

ANALYSIS OF FINDINGS

Brief explanation of the findings.

Below, more information about the interview data and its interpretation will be provided. With a light focus on pronunciation, the following data was gathered from the sample students during the blended method interview. However, it is significant to highlight that this process was conducted in Spanish because this is the sample's mother tongue. This made the process of data gathering more possible and freer of any language barriers.

Interpretation of data from the interview or focus group

During the interview many ideas and opinion were share, every English teacher had different interpretations and point of views that enriched this research project.

Through the different questions, the perspectives that the interviewees had on listening skills and their importance in learning a new language were known. Interviewee #6 indicated "Listening is a part of daily communication and this improves language ability." The other teachers also emphasize the importance of this skill and how it helps to develop the others and that the learning of the new language is effective.

As teachers, they have different methodologies and strategies, two of them agreed that the use of cooperative learning would undoubtedly be effective for the type of students they have. The others mentioned different methodologies such as CLT, TPR, focused on teaching vocabulary, CALLAN method, among others.

Among the different resources that improve the learning of a new language is the use of TED TALKS, of the six teachers interviewed only three indicated that they are unaware of its use. The rest of them indicated that they know about this platform and that they also find it interesting and innovative, a good way to improve the different language skills.

Among the different resources that improve the learning of a new language is the use of TED TALKS, of the six teachers interviewed only three indicated that they are unaware of its use. The rest of them indicated that they know about this platform and that they also find it interesting and innovative, a good way to improve the different language skills. Interviewee #2 said "It would work but depends on the type of students we are working with", it seems to them to be a tool that benefits listening skills, vocabulary and other components of each skill.

The interviewees, when informed about this tool, commented that they would recommend it for future uses, and that they would even use it with their students in classes. They consider that one of the main benefits of its use would be to improve vocabulary and listening skills. On the other hand, a negative aspect for them is that they depend a lot on technology, and many times in these videos the topics are very technical and could make it difficult for students to understand the context of the videos.

Interpretation of bibliographic review

Many authors agree that English is a necessary tool for life, it breaks barriers worldwide, however the main reason why it has made a strong presence in many countries is because it allows effective or necessary communication with people who speak of other languages, English being a universal language allows everyone to connect.

For people to improve their circumstances, education and learning are essential, especially when it comes to how they pick up a second language in this scenario. Since Ted Talks, as noted above, is a platform beneficial for the development of listening abilities, this study has been undertaken to mention options to better understand and improve this process in all areas of learning. Numerous theories and techniques to enhance one's English learning have been developed as a result of study into the teaching of English as a foreign language. Utilizing

technological resources, for instance, can be done through platform interaction and operant conditioning, which improves learning and attention-getting.

In terms of English teaching techniques, the Ted Talks platform uses technology tools and practices to develop a habit that forces the student to listen to a new language so that they can gradually progress as if they were children and become familiar with words, accents, and sounds.

Learning techniques are continually being enhanced, and a greater dependence is being placed on contemporary technology. This enhances communication and makes it simpler to get information as well as to explain a topic. These are only a few examples of how technology is now being used to enhance listening abilities.

One of the most crucial abilities anyone can have is the ability to listen. The ability to listen has a big impact on how effective people are at work and how well they get along with other people.

For illustration:

In order to learn, we listen.

To understand, we listen.

We listen to pleasure ourselves.

To learn, we listen.

About Active Listening

Practice "active listening" to enhance the listening abilities. This is the time when people consciously try to hear the full message being delivered, not just the words that the other person is speaking.

One must pay close attention to the other person in order to accomplish this.

What Is Active Listening?

In order to engage in active listening, people must pay close attention to the speaker, comprehend what they are saying, respond to and think about what they are saying, and remember what they said for later. As a result, the speaker and listener remain actively involved in the discourse.

The listener can demonstrate that they are following along by nodding, making eye contact, or refraining from potential interruptions like fidgeting and pacing. Active listening techniques include paying close attention to the speaker's behavior and body language in order to better understand their message.

Active listening, reflecting, responding, and providing feedback are all difficult but necessary skills. Our work is frequently overtaken by daily pressures and demands, leaving us with little time or energy to concentrate on slowing down to truly listen to, and coach, direct reports.

Even though you might not have much time for formal coaching sessions, you can still have coaching moments and coaching talks. The key is to pay close attention when you're listening and to always be prepared with a toolkit of active listening strategies.

A person who is actively listening, as opposed to someone who is critically listening, merely wants to make the speaker feel heard and validated.

It's necessary to take a step back and comprehend why active listening strategies matter before they delve into particular active listening tactics and how to develop overall active listening skills.

Foremost, when a leader uses active listening, it promotes psychological safety, builds trust between the individuals involved, and demonstrates empathy for others. The role as a partner,

friend, colleague, coach, and mentor will be strengthened by practising active listening, asking questions, seeking clarification, and encouraging people to express their viewpoint.

It will be able to teach other team members more successfully as a good listener who can also give useful comments. It will gain greater respect from both co-workers and direct reports, and as a result, overall interactions with them should get better.

It entails listening carefully, refraining from interruptions, and taking the time to comprehend what the speaker is saying. The "active" component entails making an effort to elicit information that might not otherwise be supplied. 1

Active listeners refrain from interjecting at all costs, recap and restate what they have heard, and pay close attention to body language to further their knowledge.

Any employee would benefit from developing the skill of active listening. It aids in your ability to fully comprehend what is being said during meetings and chats.

Analysis and discussion of the interview or focus group vs bibliographic review.

One of the fundamental soft talents is listening. It reveals a person's capacity for information reception and interpretation during communication.

Without the ability to actively listen, people will not be able to understand what is being said. As a result, there will be a breakdown in communication, and the speaker may grow agitated very quickly.

The ability to listen is a key component of effective communication. If people are able to effectively communicate, you can start to enhance social and professional relationships. Additionally, you'll be able to decide more wisely and come to an agreement with others more quickly. The following seven factors make listening abilities crucial:

Reduces Misunderstandings

Misunderstandings always stem from poor communication. Additionally, poor listening abilities lead to bad communication. If people do not even tell their side of the story or actively listen to others, they wind up making assumptions about one another and misinterpreting one other. As a result, mishearing or misinterpreting information is simple. If listening skills in communication are not developed, such misunderstandings may gradually continue to grow.

Builds Empathy

For listening to be effective, empathy is necessary. So, it would be better if you expressed the speaker's feelings in a similar manner. Your facial expressions and words should reflect the speaker's emotions, such as despair or delight, for instance. Empathy for the speaker requires focus and exertion, which promotes connection building and open conversation.

Limits Judgements

Judgments are limited when we listen. Your entire focus remains on the speaker as you actively listen to them. In order to avoid passing judgment on the other individual or group of people, you thus make every effort to comprehend them. As they are sharing their viewpoint with you, you should thus listen to what they have to say with an open mind. As they finish the presentation, you might realize that the speech makes more sense.

Improves Business Relationships

The ability to communicate is crucial for success when working in a customer-focused or interactive job. Therefore, practicing effective listening techniques with everyone at work

will help you succeed. One could also strengthen personal relationships with other co-workers. Everyone will respect and value reader more as a result.

Increases Productivity

At home or at work, listening is crucial for success. People who listen well are more likely to remember information and comprehend what is expected of them. In group projects and meetings, this is a useful talent. People can believe that in order to contribute, they must say a lot, yet listening is likely more important. Misunderstandings are less likely to occur if everyone pays attention to one another. Everyone becomes more productive as a result.

Enhances Leadership Skills

Leaders are always good communicators who listen well. One can connect with your team's ideas, hear different points of view, and avoid misunderstandings by actively listening. A competent team leader also makes sure that everyone feels appreciated, which makes everyone feel heard. They always pay attention to what others have to say and try to be of assistance.

Providing Feedback

The only way to provide the speaker feedback is to actively listen to them. The purpose of feedback is to let the speaker know that people are paying attention. Feedback may be vocal or nonverbal in kind.

For vocal input, you may use phrases like "okay" or "I get it." Additionally, one can nod your head and use other suitable facial expressions to provide nonverbal input. It also demonstrates their attention to detail if visitors write down what the speaker says.

CHAPTER V

REFLEXIONS OF THE STUDY

This research project, whose theme is TED TALKS TO ENHANCE LISTENING SKILLS FOR TEENAGERS, found that the correct development of listening skills influence students' language learning and its characteristics as the acquisition of the skill, since the students who participated in it as a sample expressed, that they have progressively improved their English by implementing the use of the digital platform Ted Talks during their process. In addition, the use of technology provides a number of benefits in various aspects of human life. For example, the process of teaching and learning English can be improved by using interactive platforms in which the language is taught, as mentioned before as the Ted Talks platform, since an attractive class can be created that makes the students practice English and its characteristics, such as the development of listening, through repetition to improve it and listening carefully.

Because of the extensive subject matter that can be found on a page in a foreign language, the fact that it forces people to focus while using a tool they are already accustomed to using, the ability to create a calm learning environment in the classroom, and the development of trust between the teacher and the students, technology can also be useful in enhancing skill development. This process is driven by these elements, which increases the allure of learning any subject's information.

Some of the difficulties that learners encounter when improving their English generally include motivation, the production of acquisition, and the development of listening abilities. Achieving any objective requires motivation, and the more motivated someone is, the more they will work toward it. One way to improve pronunciation is by practice, which takes time, but time can be found without complaint if motivation is there. Motivated people discover the best way to

fulfill a dream. One of the most important keys to widening and improving listening is vocabulary.

The interactive platform approach, which combines vocabulary development and augmentation in its classes to improve word recall and envision where it might be absorbed, is one way to teach listening acquisition and improvement utilizing technology in the classroom. the topic that is presented has my interest and attention. Another illustration is the application of a technical strategy that emphasizes the growth of Internet resource usage. Naturally, among the other qualities, listening is emphasized as one of the most important. The repetition and visualization exercise can be used to enhance vocabulary learning and, as a result, expand one's own vocabulary because learning the words will enable one to recognize them when spoken in a way that fosters listening to comprehension.

Based on my experience finishing this work, I can say that it was enriching since it helped me better grasp some ideas I had regarding the process of teaching and learning a language like English, which was the inspiration for this project's goal of bringing those ideas to my attention. Additionally, I needed this experience to fully immerse myself in the realm of research, where sources were selected from a variety of media based on quotes and thoughts from many authors, which helped me grasp the topic better.

In the beginning of the research, I assumed that technology affected language learning, but I had no clue that it may also enhance our performance in a wide range of societal activities. Another departure from my pre-research presumptions was that I thought students had never used a digital platform to learn English as a foreign language. The sample's participants acknowledged having this experience, which they said subconsciously enhanced their understanding of the language's idioms, grammatical structures, and sound patterns.

Finding trustworthy sources of information was one of the challenges I faced when conducting my study because there is a lot of unreliable material on the Internet. Another was locating open access pages because I had to pay to access some earlier research papers, which caused me to put off finishing chapter two. The fact that I thought the students were familiar with some facets of language learning made it difficult for me to formulate the questions was another obstacle.

The most significant life lesson I took away from working on this research project was to never presume facts that have not been supported by other studies, or to never make a remark based solely on my subjective opinion. Additionally, I am now aware of the research procedure, which demands patience to find information because time is a crucial component of the inquiry to be able to accomplish it as well as tenacity to work on it without giving up.

Finally, since the size of the chosen display was only based on human input, I decided to choose a larger size for subsequent research on the same subject. However, the larger the display, the more data will be analyzed and the more the subject will be understood.

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ANNEXES

Focus Group Interview

1. **How important are listening skills for the development of the English learning of your students?**

Interviewed 1: By the listening, students identify words

Interviewed 2: They develop their skills to understand and have the best response for something they heard.

Interviewed 3: Because that's how we learn new words, pronunciation is important when it comes to acquire a new language

Interviewed 4: Encouraging students through audios created by native speakers.

Interviewed 5: What do you mean, if the listening is important in the acquisition of the language, if I consider that it is a primordial entity in the development of the language due to the degree of difficulty that it can be in the process as well as being linked to the other skills.

Interviewed 6: Listening is a part of daily communication, and this improves language ability.

Interviewed 7: To improve word recognition

2. **What activities do you prefer to use when your students are learning?**

Interviewed 1: Listening to music is an effective way to get familiarize with the Interviewed 2: language and listening skill

Interviewed 3: Audiovisual resources to relate what they hear with what they see

Interviewed 4: Watching movies and listening to music

Interviewed 5: Audiobooks

The use of technology tools helps me to motivate students, the implementation of audio and video to help improve the students' listening skills.

Interviewed 6: Vocabulary through videos, repetition, songs

Interviewed 7: YouTube videos and podcast

3. **What teaching methodology do you use to obtain favorable results in the listening skill?**

Interviewed 1: Focusing on specific words heard on the audio.

Interviewed 2: To use vocabulary, they already master in the L1 language

Interviewed 3: TPR

Interviewed 4: Cooperative method

Interviewed 5: I am applying Clt which is very efficient for the educational environment because the teacher is a key to development, it is like a provider of tools and knowledge, where the main entity is the student.

Interviewed 6: Inquiry Based Learning, cooperative learning

Interviewed 7: Callan method

4. **Which kind of strategies do you usually used to enhance the listening skills?**

Interviewed 1: Practice

Interviewed 2: Music they really like works better

Interviewed 3: Storytelling

Interviewed 4: Spaced repetition

Interviewed 5: Songs are an excellent way to obtain favorable results, the songs that are implemented within each class, obviously must be liked by the public.

Interviewed 6: Provide feedback, show that we are listening, pay attention, associate with pictures

Interviewed 7: Games and group activities

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5. **Have you used Ted Talks in your listening activities?**

Interviewed 1: Nope

Interviewed 2: Yes, When I was a student, I used Ted Talks for improve my listening skills.

Interviewed 3: Yes

Interviewed 4: Yes

Interviewed 5: Yes, it is a particularly good platform in fact it was especially useful when I was in the process of improving my listening, I always used to use it in my free hours, for which I thank Ted for being part of my inquisitive process.

Interviewed 6: Yes

Interviewed 7: Yes, it is awesome

6. **What do you know about the use of Ted Talks?**

Interviewed 1: Nothing

Interviewed 2: Not too much

Interviewed 3: Are useful for listening

Interviewed 4: They are presentations from experts of different contexts in which they talk about their specializations, with a focus to an open public.

Interviewed 5: It is a platform that is responsible for providing topics of interest in a kind of speech where each content is learning something new, that is exceptionally good.

Interviewed 6: They use a lot of resources and different situations to generate motivation

Interviewed 7: Not much to be honest

7. **What is your opinion about the use of Ted Talks to improve listening skill of your students?**

Interviewed 1: I have no idea about Ted talks

Interviewed 2: It would work but depends on the type of students we are working with

Interviewed 3: It is an awesome tool

Interviewed 4: In general, these kinds of presentations get into the public into a new topic, and that new vocabulary could make them feel comfortable or confused. I consider that Ted talks it might be an interesting idea if the students have at least between an A2 to B1 level.

Interviewed 5: As I mentioned before, in my student days I used to use it a lot in and out of class, before going to sleep I would watch one or two videos.

Interviewed 6: It is important to implement many resources in classes to analyze which is better.

Interviewed 7: It is mostly to get better at listening

8. **What do you think would be the benefits of using it as a new methodology for your classes?**

Interviewed 1: What are Ted talks?

Interviewed 2: Depends on the type of the students it is applied

Interviewed 3: I use them in some of my classes and it has been working well for my students

Interviewed 4: Recognize that every student has a different level of comprehension, so not all of them would understand and advanced at the same rhythm that other students.

Interviewed 5: In this case its use would help to increase and improve that skill I would use it, however as I mentioned in a previous question I am in constant change, so on certain occasions I would use it when specifically developing that skill.

Interviewed 6: At the beginning, doubts, questions and even boring but the idea is to combine techniques and strategies.

Interviewed 7: To get frustrated by the variety of accents

9. **As a teacher, would you use TED TALKS to strength listening skills?**

Interviewed 1: Yeah!

Interviewed 2: Yes

Interviewed 3: Yes

Interviewed 4: Yes

Interviewed 5: I would recommend it as an effective way to implement it in the classroom because of its broad and interesting content, and it is easy to use.

Interviewed 6: Yes

Interviewed 7: Yes

10. **What do you think would be the disadvantages of using it as a new methodology for your classes?**

Interviewed 1: Time is an important factor because classes are only 30-40 minutes.

Interviewed 2: The internet because poor connection could affect learning.

Interviewed 3: The vocabulary is very technical and does not allow them to understand.

Interviewed 4: Due to the brief (30–40 minute) of classes, time is a crucial consideration.

Interviewed 5: I would recommend it as an effective way to implement it in the classroom because of its broad and interesting content, and it is easy to use.

Interviewed 6: They cannot grasp because the jargon is too technical.

Interviewed 7: The internet, as a bad connection could interfere with learning.