



TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

MODALITY: RESEARCH REPORT

THEME:

British Council Kids technological tool in the development of listening skill in seventh grade students

Research report before obtaining the bachelor degree in National and Foreign language Pedagogy, English Major

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**PUJILI-ECUADOR
AUGUST 2023**

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “British Council Kids technological tool in the development of listening skill in seventh grade student”, and researched by Dorian Sebastian Guamba Almagro, ID number 1726504036 & Alexander Paul Pacari Baltazar ID number 1850013481, for obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujili August, 2023


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COMMITTEE APPROVAL

The research report entitled “British Council Kids technological tool in the development of listening skill in seventh grade student”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

We are deeply grateful to God for giving us health and life to successfully complete this process. Also to the Universidad Técnica de Cotopaxi for opening the doors of their institution for our professional training, to our dear professors for their patience and dedication in each of the classes taught, especially to our tutor Mg. José Ignacio Andrade Morán and to our family. To Ignacio Andrade for being a guide and a great help in the development of our research project and to our family for being our source of inspiration and perseverance to achieve our dreams.

Sebastian & Paul

DEDICATORY

First of all, I am infinitely grateful to God for giving me the strength and courage to continue and complete another stage of my life as a student. I also thank my parents who supported me and motivated me day by day to follow my dreams. To my professors and mentors, for their dedication and passion for teaching and for guiding me on my path and for continuing to be a great example for future students to follow. How can I forget my classmate Sebastian my friend and co-worker who was a fundamental part and great company throughout the semesters. Also, to all my friends I thank them from the bottom of my soul because when I was in difficulties, they stretched out their hand and did not leave me behind. I can also say that this university stage was the most wonderful of my life and much more because I managed to get a great family where every moment I lived thousands of situations, adventures, trips, meetings, parties and also experiences that I will carry in the bottom of my heart. And just as I promised myself one day not to give up, I will continue to give my best, demonstrating all my abilities and strengths with a lot of determination and dedication and to be able to put everything I have learned throughout my life.

Paul Pacari

DEDICATORY

*I dedicate my thesis mainly to God,
for giving me the necessary strength
to complete this goal.*

*To my parents, for all their love and
for motivating me to move forward.*

*Also to my brothers, for giving me
their moral support on those nights
when I had to do research.*

*To my dear partner Paul who helped
me to finish this goal.*

*And finally, to my teachers who
allowed me to reach the end in the
best possible way, making me the
professional I want to be.*

Sebastian Guamba

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**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE
PEDAGOGY**

ENGLISH MAJOR

THEME: British Council Kids technological tool in the development of listening skill in seventh grade students

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ABSTRACT

This research explores the use of British Council Kids technology tools in the development of listening skills in seventh graders. The study is based on the need to explore the use of tools that arise from children's development with technology and their contact with it in the development of English as a foreign language. The project used a qualitative method of phenomenological and exploratory character, since it intends to analyze a little explored area of knowledge and also tries to conceive a general knowledge of the impact of the technological tool British Council Kids in the development of the ability to listen. It was carried out in the School of Basic Education "Lic. Jaime Andrade Fabara" with 89 students of the seventh year of basic education who were exposed to the technological tool British Council Kids during the whole school year 2022-2023 once a week together with the English teacher in order to collect their experience through interviews and observations of the teacher. The data collected were analyzed by means of the Thematic Analysis method which allowed to divide opinions into advantages and disadvantages that have been found as well as their impact on the development of the students. The results showed that the use of technological tools had a positive impact on students' listening skills, as well as on their motivation and engagement in the learning process. The report concludes with recommendations for future research and implications for language teaching and learning.

Keywords:

Technological Tools, British Council Kids, Listening.

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PEDAGOGY

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TITULO: British Council Kids technological tool in the development of listening skill in seventh grade students

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RESUMEN

Esta investigación explora el uso de las herramientas tecnológicas de British Council Kids en el desarrollo de las destrezas auditivas en alumnos de séptimo curso. El estudio se fundamenta en la necesidad de explorar el uso de herramientas que surgen a raíz del desarrollo con la tecnología y el contacto de los niños con estas en el desarrollo de el idioma inglés como lengua extranjera. El proyecto utilizó un metodo cualitativo de caracter fenomenologico y exploratorio pues pretende analizar un área de conocimiento poco explorada y así mismo trata de concebir un conocimiento general del impacto de la herramienta tecnológica British Council Kids en el desarrollo de la habilidad de escuchar. Se realizó en la Escuela de Educación Básica "Lic. Jaime Andrade Fabara" con 89 alumnos del septimo año de educación básica los cuales fueron expuestos a la herramienta tecnologica British Council Kids durante todo el año lectivo 2022-2023 una vez por seman en conjunto con el profesor de inglés a fin de recoger su experiencia a través de entrevista y observaciones del docente. Los datos recogidos se analizaron por medio del metodo de Análisi temático el cual permitió dividir opiniones en ventajas y desventajas que se han encontrado así como su impacto en el desarrollo de los alumnos. Los resultados mostraron que el uso de las herramientas tecnológicas tuvo un impacto positivo en las habilidades auditivas de los alumnos, así como en su motivación y compromiso en el proceso de aprendizaje. El informe concluye con recomendaciones para futuras investigaciones e implicaciones para la enseñanza y el aprendizaje de idiomas.

Palabras claves:

Herramientas tecnológicas, British Council Kids, Escuchar.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1 GENERAL INFORMATION

Theme: British Council Kids technological tool in the development of listening skill in seventh grade students

Starting Date:

May 2023

Ending Date:

August 2023

Place of Research: Escuela de Educación Básica Lic. Jaime Andrade Fabara

Sponsoring Faculty:

EXTENSION PUJILI

Sponsoring career:

National and Foreign Language Pedagogy English

Linked Research Project (if applicable):

Macro project of the career:

Research Group:

Work Team: Alexander Pacari

Sebastian Guamba

Knowledge area:

Education

Research line: Education and communication for human and social development

Research line of the career (if applicable): Innovation in the teaching and learning of English as a foreign language

Keywords: Listening, English, Technological Tools

2 PROBLEM STATEMENT

The use of technological tools in the teaching-learning process in recent years has represented a breakthrough in how students can learn. A modern class should be progressive, exciting, educational, and creative. This may be accomplished by utilizing the teacher's proficiency with contemporary pedagogical tools, and their knowledge of how to integrate cutting-edge technology into the learning process. The teacher's approaches and tools will encourage students' enthusiasm in learning a foreign language and drive them to advance their language abilities. In this work the researchers will have taken as a research problem: The lack of listening skill development and the perceptions of students using the British Council Kids technology tool to develop listening skills in the seventh grade of the Lic. Jaime Andrade Fabara Elementary School.

This is a problem of interest because the importance given to the use of technological tools in schools has been relegated by the lack of experience of foreign language teachers to handle resources that allow their students to improve within the educational establishment. To this is added that the technological implements given to public education establishments, as is the case of Lic. Jaime Andrade Fabara Primary School, have been subject to disuse and consequently damaged by the time that the devices have.

The previous review of the literature also revealed that there was no previous research that revealed how this tool has worked in the development of students' listening skills, resulting in the study of a little explored area, which will generate an initial phase of inquiry that will help lay the foundation for more in-depth and focused research in the future. The research will contribute directly to the expansion of scientific knowledge in the field of English language teaching in Ecuador. By filling information gaps, the results of this research can have a lasting impact on the academic community and beyond.

In the context explained above, there is no evidence of empirical knowledge about the use of the British Council Kids for the development of listening skills in seventh grade students of basic education. Nor is it possible to evidence information about the application of technological tools in the classroom and how they affect students and their level of meaningful learning. For this reason, it has been decided to investigate the perception of the students about the application of this technological tool by means of observation and interview that will help to understand in a holistic way how the British council tool works for the development of the listening skill. In conjunction with this, methodologies such as thematic analysis for the treatment of the data obtained by the interview to the students. The importance of studying this focuses in the fact that as teachers we must always be subject to change and innovation which calls into question the need for teachers to keep in touch with technologies that help to improve all language skills when studying a foreign language.

This topic should also be studied because it is generated in the need to adapt what children see and use daily so that the teaching-learning process is more effective, affective and above all that this use contributes to the creation of safe spaces that promote the learning of all participants in the teaching-learning process. It is also important to develop this topic due to the low level of listening comprehension of the students because of the little use of the foreign language. Not studying this topic would have several effects, the first one being that students would not be able to better give progress in their listening comprehension skills through technological tools that can help them create a more comfortable environment for the use of technologies. Among the effects of not studying this topic is also the disuse that would be caused by not using the technological tools provided for students' use, causing damage to the equipment.

Last but not least, the effect of not being able to create adequate knowledge to manage the improvement of listening skills. This study would contribute greatly to the improvement of the teaching and learning process of seventh graders in basic education, since its main objective is to analyze the impact of the use of

technological media for the development of listening competence in seventh grade students.

There are going to use one research question:

What are the advantages and disadvantages of implementing the British Council technological tool in the listening development of seventh grade students of Lic. Jaime Andrade Fabara primary school?

3 OBJECTIVES

3.1 General objective

To analyze how British council technological tool works in listening skill development of seventh grade students of Lic. Jaime Andrade Fabara primary School.

3.2 Specific objectives

- To describe how British council technological tool works on listening skill development in students of Primary School.
- To analyze the advantages of implementing the British Council Kids technological tool in listening skill development for seventh-grade students.
- To determine the drawbacks that could appear in the class using British Council Kids technological tool.

4 ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Tabla 1

Activities of the objectives

Specific objective	Activities	Verification Means
To describe how British council Kids technological tool works on listening skill development in students of Primary School.	To find different resources that help to understand how british council kids technological tool works on listening skill development in students of Primary School. To read and synthesize the information to support the investigation.	Theoretical Framework
To analyze the advantages of implementing the British Council Kids technological tool in listening skill development for seventh grade students.	To observe the students' reactions when the use British Council Kids technological tool To interview students to analyze the advantages of British council	Data from observation Data from Interview
To determine the drawbacks that could appear in the implementation of the British Council Kids technological tool.	To observe the student's reactions when the use British Council Kids technological tool To interview students to analyze the drawbacks of British Council	Data from observation Data from Interview

5 JUSTIFICATION

Nowadays, learning English has ended up a really vital portion of working, academic, and future student life. Among them, able to distinguish that with the passing of a long time and the entry of innovation, the diverse ways of traditional educating have been adapted to a way of learning with innovative resources this way accomplishing that students manage to stir their intrigued in learning.

The importance of this research comes from the fact that the use of technological resources facilitates the acquisition of a second language and it can encourage students to learn better through attractive and interesting materials among them the use of the British Council Kids technological tools platform, is recognized as a place where students learn easily and fun, and has a positive impact on student attention. In Ecuador, according to EF English Proficiency Index, which is a world ranking that classifies countries by their level of English language proficiency, it describes our nation with a low level of English in recent years (De Angelis, 2022). And therefore, this research intends to show how the use of the technology tool will allow to improve considerably the learning of listening skills in students about the acquisition of the language in a more effective way and in the future our country will be a place where there is an adequate English proficiency.

Beforehand, it should also be noted that the research is exploratory in nature and that since there are not several bibliographic sources on the use of the British Council Kids tool, only the most relevant characteristics of its usefulness and the advantages of its use are presented, which will improve the quality of English listening skills in elementary school students.

Among other aspects to note, the research will in turn contribute to open new paths for future researchers who are interested in seeing how technological resources will improve the traditional way of studying, thus achieving an effective and lasting impact on student education.

Furthermore, the relevance then is to describe the positive aspects that each student will acquire by learning in an environment where they have innovative materials and recognizing their way of adaptation during their teaching and learning process. Finally, the results obtained in the project are intended to support and encourage the use of technological tools for a good mastery of the listening skill and with adequate accompaniment for the students who are the ones who will experience learning a second language in a better way.

6 SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

In his research Tsamrotul (2020) describes the use of the British council Kids with the aim of applying the use of podcasts as an innovative medium to improve students' listening skills. And for this study, the quasi-experimental non-equivalent pretest-posttest design was used to collect the data. In addition, the sample was made for 60 students. As a result, the performance of experimental and control students improved after the intervention. In summary, research shows that british council podcasts are an effective tool for language teaching, especially listening comprehension for man rembang learners.

As we can see this research use the british council kids platform to improve the listening skills of students through the existing podcasts in the same, resulting in the conclusion that this tool is very advantageous for students to understand a little bit the performance of this tool in the learning outcomes of English language, based on this we raise an overview of how students perceive this tool and what outcomes can be obtained from its result.

"Despite the fact that listening skills are fundamental to English language acquisition, there has been little research on strategies to develop this skill." (Heredia 2018). The majority of interaction in today's society is created verbally. As pointed out by Bulletin (1952) it's crucial to teach pupils how to listen carefully and effectively. Listening is regarded as the most important of the fourth skills

(speaking, reading, and writing) not only in the acquisition of a second language but also in the acquisition of a first language because it provides the auditory input required for language acquisition and allows people to interact in spoken communication (Wilt, 1950). According to Feyten's (1991) research, there is a large positive link between listening comprehension capacity and foreign language learning, showing that listening skill is an incredibly important aspect in foreign language acquisition. Likewise, in 1997 Halone, Wolvin & Coakley confirm that numerous studies have demonstrated the greater importance of strong listening skills compared to reading proficiency when it comes to enhancing academic achievement. It's evident that the auditory aspect holds utmost significance in the process of acquiring a second language. Therefore, it is imperative for English educators to proactively promote the inclusion of listening comprehension training within their teaching strategies, aiming to support students in enhancing their auditory abilities.

On the other hand, Kuznetsova (2018) mentioned the need to match the educational process and the development of technologies used in improving listening skills in a foreign language at A1 and A2 levels of learning a foreign language. Therefore, it is essential that foreign language learning goes hand in hand with the new technologies that are emerging faster and faster to ensure meaningful learning that students can take advantage of. Therefore, the analysis made in the study shows that in English classrooms, the audio and video materials included in EER (electronic educational resources) are effective and creative tools that can influence the development and education of students. Thus, we can see the current need to integrate technological resources such as the British Council Kids technological tool to develop not only a skill, but the complete development of a foreign language.

Criollo (2022) indicated the aims of investigating English language teaching and learning is by focusing on the relationship of listening skills between the two variables and the influence on students' listening skills. This represents a fundamental aspect of the proposed research, since it is intended to know what effects the technological tool has on student learning, especially on their ability to

listen during class. This study suggests that the students' performance is subject to the interaction they had with the technological media so that some of the opinions expressed by the students could validate and support the idea of the author of the study, as well as help to obtain results about how this tool works especially for the development of listening skills in children who are going to be subjects of the study. And the results derived generate a difference of 0,90 points of evolution that indicate an improvement in the relation between the two tests applied. Concluding that listening skills through the use of Educational Websites can improve significantly in word and phrase recognition.

The ability to hear is an important aspect in the production of the English language since people must first understand the message, they receive in order to speak and establish communication. In this setting, the teacher is responsible for implementing strategies that promote auditory skill development during the language acquisition process. The situation remains the same for Latin America, as can be seen in the EF EPI classification, where most Latin American countries have made considerable progress with respect to their 2021 score but in general, we have a low English level because of many aspects. Many Latin American countries are working together to improve the English proficiency of their people; yet, the approach to this challenge varies greatly according to British Council (2022)

In Ecuador the situation has been approached from different aspects, for example in the work done by Tattersall (2019) the problems of the students in the 4 macro skills are addressed, and it is mentioned that for listening one of the most outstanding issues was the difficulty of the students to understand the different pronunciations, according to the accents. Other students mentioned that native speakers speak very fast and cut words. One student stated that understanding fluent English was complicated for them, and a couple of them pointed to lack of practice as one of the reasons. As for their high school experiences, two students stated that they only listened to the teacher, with no other audio or diversity of accents. This makes the researchers reflect on the way English has been implemented and also

on the lack of student contact with truly authentic material to more effectively develop listening skills.

On the other hand is the work done by Heredia (2018) who describes the problems of listening as a product of the lack of strategies that allow the development of the skill, concluding that the application of listening techniques greatly help the ability of students to produce language and understand what is proposed to them, that is to say that their exposure to the auditory material was a factor that allowed the students to advance in the development of the language, however, she clarifies that this does not depend only on the techniques, but also on the channel through which it is presented, so it must generate an atmosphere of stability for the student so that he/she feels at ease and relaxed to be able to learn.

It is necessary to know that this bibliography is subject to how the technological tools or technological implements work, given that the main characteristic of the research is that it is intended to be exploratory, since there are no more bibliographic records of the performance of this technological tool in the development of listening skills, so this work is intended to lay the groundwork for future studies that can support the use of technologies for the education of a foreign language.

6.2 Theoretical Framework

6.2.1 About Technology

Technology includes all forms of electronic media and equipment that are used as instruments to increase the accessibility of instruction, engagement, and communication. It makes it easier to include cutting-edge understanding and learning tools like the internet, computers, phones, radios, movies, and other mediums. Additionally, users' information systems, attitudes, and motives are shaped and propagated by technology, which affects users' behavioral intents to use technology in a variety of contexts. (Salloum et al., 2019)

Technology offers a different incentive for social conduct and attitudes. Its main function is to aid in the cognitive production of information, and it has grown to be a significant influence in influencing how people engage with digital media and in education. (Kemp et al., 2019).

With the use of tools like the intranet, word processors, video chats, and more, technology is considered as a great body of knowledge in the field of communication. Its goal is to improve education and encourage flexibility in curricula. (Ratheeswari, 2018).

The development of high-quality skills and competencies in the twenty-first century is greatly facilitated by technology, which also transforms the curriculum by placing an emphasis on higher-order thinking. The ESL (English as a Second Language) classroom has the potential to be completely transformed by web 2.0 technologies, which include interactive, collaborative, networking, and entertainment aspects through platforms like blogs, wikis, and social networking applications. The 2019 study by Halim and Hashim explores the benefits and challenges of integrating web 2.0 technologies in this educational environment.

6.2.2 Technology for the learning process

Nayar (2018) points out that technology is recognized by educators as a useful educational instrument for teaching that improves learning chances and raises the bar for education as a whole. This includes developing instructional techniques that make use of media and digital technology as well as designing the teaching-learning process in order to create engaging learning environments. Technology in the classroom is a powerful tool for learning and brings innovative activities that change the way teachers approach their lessons. It allows dynamic educational experiences and helps in the learning process. (Levin & Wadmany, 2006).

Technology has been heavily incorporated into education in the twenty-first century and has become an essential element. Modern technology instruments have spread

widely, including computers, devices, internet access, and websites. Technology adoption has improved the potential and standard of education by having a positive impact on both teaching and learning. The use of technology as a technique, a learning tool, and a way for students to actively participate in the learning process is now preferred by both instructors and students. (Raja, 2018). Technology integration in education has the potential to become a basic tenet in the learning environment. It makes it easier to include a variety of materials to improve the learning environment and allows for activities that encourage the use of information from many sources. (Hooper & Rieber, 1995).

Through the use of modern technological tools, instructors may design simulations that allow students to discover linkages and build new knowledge. By utilizing these technology resources, instructors may help students strengthen their cognitive abilities and increase their information retention. (Peck & Dorricott, 1994)

6.2.3 What are technological tools?

Given that technological tools are now often utilized to enhance education at all levels, their effective application in conjunction with professional development may foster and increase collaboration in the teaching of foreign languages. Riviera (2018) notes that the use of websites where students may scaffold their learning and develop critical thinking abilities has caused teachers to reevaluate how to concentrate students' attention and how to boost their interest. Similarly, its utilization is crucial to language acquisition since technology is a major source of incentive that draws students' attention and fosters a positive attitude toward learning through a medium, they are already extremely familiar with.

It is generally accepted that the use of contemporary technology in teaching English includes the creative use of techniques, apparatus, materials, equipment, systems, and strategies that are specifically applicable to the instruction of the English language and result in the accomplishment of the intended objectives. Since technology presents a number of possible ways to improve both the content and

delivery of the pedagogies typically associated with traditional English language instruction, it is particularly true of English language teaching, despite considering that technology has come to be seen as an important educational tool throughout a variety of educational environments. This is usually accomplished by allowing the student and/or teacher to repeatedly go over challenging material until they have completely absorbed and retained it.

6.2.4 What are Educational Websites into English Education?

A website is a virtual place on the World Wide Web (WWW) that consists of a group of web pages that may be accessed from the same domain or subdomain. It alludes to a system of servers that allows computers to communicate with one another, enabling information sharing and online access to the materials shown on those web pages (Pérez, 2012). Websites for education, as defined by Motio (2013), are digital places that provide a variety of information for instructional objectives. These online venues cover a range of pursuits that assist various acts, both private and academic. These instructional websites' primary purposes are as follows:

- a. **Simplify Information Search:** Educational websites enable visitors to look for information on any subject they're interested in learning about.
- b. **Material Dissemination:** By acting as platforms, these websites help a large audience get pertinent instructional material.
- c. **Support for Teachers:** Educational websites give teachers useful tools and exercises to improve their teaching strategies.
- d. **Communication Medium:** They promote teamwork and information sharing by facilitating communication between people.
- e. **Improve the Learning Process:** By providing interactive resources and content, educational websites help students learn more effectively.
- f. **Entertainment and Motivation:** These websites provide motivating aspects that encourage students and make learning more exciting.

Overall, through utilizing technology to promote learning, collaboration, and information sharing, educational websites play a significant role in contemporary education.

6.2.5 What is British council Kids?

Using the Learn English British Council Kids platform as an integrated teaching tool for English seems promising. Learn English from British Council Kids is a free learning website. This website can be an alternative means of teaching English to young learners because it not only shows entertainment but also educates the viewers, especially young learners, using the features provided on this website, such as short stories, songs, poems, games, etc., which are suitable for the development of young learners.

The use of Learn English British Council Kids platform as a medium for teaching English interactively seems to be promising. Learn English by British Council Kids is a free English learning website. This website can be an alternative media for teaching English to young learners because it not just shows entertainment but also teaches the viewers, especially young learner through features that is provided on this website such as short stories, songs, poems, games, etc. that appropriate with young learners' development

Nowadays, browsing at the Internet has been the maximum famous manner to analyze English for plenty people, due to the fact it's far handy in addition to entertaining. Moreover, net is especially an unfastened aid as media in coaching and getting to know English. Many web sites offer stunning illustrations to analyze English and deliver a laugh video games and on-line language sporting events to draw users' interest thereby assisting them analyze English effectively.

One of Internet sites that can be used as media in teaching English www.learnenglishkids.britishcouncil.org/en. This is British Council's website which is established by UK Government for children around the world who are

learning English as a second or foreign language. Based on this website' description, this website provides the users especially for teacher teachers, parents and children some sections in teaching and learning English. There are games, listen and watch, read and write, make, explore (Hafizul, 2013).

The British Council Kids is an online platform specifically designed to provide educational resources and interactive activities for young learners.

Operated by the British Council, a well-respected organization promoting English language learning and cultural exchange worldwide, this platform offers a wealth of content aimed at children aged 5 to 12 years old. Through its engaging and age-appropriate materials, the British Council Kids aims to foster language development, critical thinking, and creativity among young learners. The website features a wide range of interactive games, videos, stories, and quizzes, all carefully curated to make learning English enjoyable and effective. Moreover, the British Council Kids ensures a safe and child-friendly online environment, allowing children to explore and learn confidently. As an initiative of the British Council, this platform is backed by the expertise of language professionals and educators, making it a valuable resource for young learners, parents, and teachers alike (British Council Kids, 2021)

6.2.6 What is Listening Skill?

One of the most appropriate ways to visualize the teaching of English as a foreign language is Oxford (2001) who sees EFL as a tapestry, which is woven through several strands that can be defined as the characteristics of teachers, learners, the environment and the languages involved (such as the target language and the mother tongue). "There are four basic language skills, listening, reading, speaking and writing in foreign language education and training" as was found (Bağçeci & Yaşar, 2007, as cited in Darancık, (2018) that are perceived as very important points of language teaching. These four skills are also often described according to Ahumaraeze (2015) as macro skills that are related in 2 ways: the direction of

communication and the mode of communication that refer to the reception and production skills and the distinction between spoken and written communication.

For Smith and Rodgers (2020) Listening involves making meaning of spoken language, which is frequently accompanied by additional auditory and visual data, while listening includes drawing on relevant past knowledge and the context of the speaker. It is more appropriate to consider of hearing as a collection of interconnected processes, including the recognition of the sounds made by the speaker, perception of intonation patterns that indicate information focus, assessment of the relevance of what is being said to the present issue, and others. In the teaching-learning process, listening comprehension has been the last of the skills to be freed from what Field (2008) has termed the comprehensive approach, in which the focus is on the product of listening comprehension, focusing primarily on answering comprehension questions at different levels; which can be understood as testing listening comprehension rather than focusing on teaching it. Also listening could be understood as:

.... the understanding of oral codes, for that reason listening becomes the first step in every communicative act, and have special importance in the English learning process. So, the process of understanding can improve the student's ability to learn the language and communicate. Therefore, to be able to acquire other skills. (Barre & García, 2018, p. 23)

(Erazo & Vivar, 2020) technological tools allow the organization, generation, access, storage, and transmission of knowledge, and therefore serve as resources to support teaching and learning. Consequently, the development of technology seeks to facilitate the participation of students in the educational process and to form systems that best suit the needs and possibilities of students. Currently, social platforms have become a stepping stone to a new teaching model that encourages the use of tools, resources, and media available on the web, both for teachers and students, which facilitate the establishment of links, contacts, and knowledge exchange free of barriers. It could be concluded that teachers should be the ones to

take advantage of this resource as the use of tools to improve the way of teaching and much more knowing that the use of the English language is constantly changing.

As mentioned by Afriyani (2021) describes that the use of the British Council web tool in early school students proved to be very effective where fun and non-boring material was provided in which students achieved due to learning online. In addition, the platform is designed to help students learn by viewing and working through different story worksheets, using interesting animations that are not only fun but also stimulate motor skills in the way they learn.

For (Guevara, 2019) learning English through British Council makes learning more fun and stimulating, and your knowledge of the English language more extensive. More importantly, that the British Council Web Platform can improve their listening skills. Also, the English teacher must see the interests of students in managing material and learning media, especially for teaching the listening skills. One of them is by choosing creative and innovative media so that it raises student motivation and also a pleasant classroom atmosphere. Can be concluded that the application of short story videos and worksheets from British Council Web Platform insignificantly improve the listening skills.

7 METHODOLOGY

7.1 Research approach

This research is focused on a qualitative approach that “involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed by non-statistical methods” Dornyei (2007, p.24).

This approach is appropriate to the research because it is focused on looking for the advantages and disadvantages of the implementation of the British Council technological tool in listening skill development. The researchers want to know

students' opinions about the usage of British Council Kids in teaching listening skills.

7.2 Research Method or level

In this research a phenomenological design will be used to understand the universal nature of the implementation of the technological tool for the development of listening skills which can be understood as a phenomenon, exploring the points of view of those who have experienced it, in this case, the opinions expressed by the students in the interviews. This model focuses on the study of phenomena that have impacted an individual.

As Creswell mentions phenomenological research tries to describe what all participants have in common when they experience a phenomenon, with the purpose of reducing these individual experiences to a phenomenon that represents the universal experience. This description consists of what the subjects experienced and how they experienced it (2007).

This approach highlights specificities and identifies a phenomenon as perceived by an individual in a situation. This is important because it is what is intended to be done in the research to have a holistic view of the phenomenon of the use of technological tools in the classroom to understand how they work in seventh-grade students of basic education.

7.3 Research context

The participants of the study belong to a basic education school financed by the Ecuadorian government, located in the city of Latacunga in the neighborhood called Las Fuentes, in the urban area of the city. The students belong to the seventh year of general basic education and are between 12 and 13 years old. The gender of the students has not been taken into account since it is irrelevant for the research. The population density of the seventh-grade students corresponds to 85 students from

which a sample of 43 students belonging to the seventh grade of basic education class “B” has been selected. This sample was obtained through a non-probability sampling that according to McCombes (2019) “non-probability sampling involves non-random selection based on convenience or other criteria, allowing you to easily collect data”. (p.12)

This type of sampling allowed students to be selected according to their availability by asking for voluntary participation and proximity to the teacher. Because it is not a probabilistic method, students are selected according to the convenience of the researcher. In the case of this research, students were selected for their achievement in English as well as their willingness to participate in the research.

Their participation was permitted by the legal representative who was contacted using the informed consent form (see Appendix 1), thus granting permission to collect information from the students under study. A non-probabilistic method was used due to the exploratory nature of the study and it was not possible to extract a random probability sample due to time considerations of the study.

7.4 Data collection procedure

The researchers create an unstructured observation sheet to take notes on the positive and negative aspects of each class in which students use the technological tool. According to Diaz, these observation sheets put all the responsibility in the hands of the observer, with all the good and bad that this entails. In other words, it is the teacher who decides what to collect and what not to collect (2021). This record will be made at the time of the class, since the teacher will not participate in the interaction but will be the one who observes and helps the students if needed.

The researchers also create a semi-structured interview to collect the students' opinions about British Council platforms (see annex 2). This will be carried out in focus groups at the end of the classes where they use the technological tools in order to have a variety of opinions from the students, which will allow us to contrast and

compare the interactions and their use in class. The focused interview was mainly based on 7 questions:

1. ¿Te gustó trabajar con esta herramienta? Si, no ¿Por qué?
2. ¿Qué piensas acerca de la utilización de esta plataforma para desarrollar la habilidad de escuchar?
3. ¿Fue fácil usar la página web para aprender inglés?
4. ¿Crees tú que te han ayudado los ejercicios de audio para mejorar tu inglés? ¿Por qué?
5. ¿Qué te gustaría cambiar de la página para que fuera mejor?
6. ¿Qué podría haber hecho el profesor para que la interacción sea más fácil y divertida?
7. ¿te gustaría que los futuros profesores utilicen esta herramienta?

7.5 Data analysis

For data analysis, the approach is to perform a thematic analysis of the interviews and observations to disaggregate the information provided by the participants in order to provide a coherent and effective analysis of the opinions through a six-step process: familiarization, coding, theme generation, theme revision, theme definition, naming, and drafting. A qualitative research technique called thematic analysis may be used to find themes and patterns in textual or visual data. Researchers get ready and become comfortable with the data, creating preliminary programs to identify intriguing aspects.

Then, after examining and improving them for coherence, they uncover recurrent themes. The analysis report, which contains insights and interpretations, is built around each subject, which is detailed in depth and given a name. Thematic analysis is a versatile method that can be used to analyze a variety of research topics and data formats, making it popular in the social sciences, psychology, the medical industry, and other industries for figuring out the underlying themes and patterns in data.

This section deals with the qualitative analysis of the results obtained during the research process, through the application of interviews and observation. The data were collected in a study group selected by the researcher, in the case of the interviews in focus groups and the observation was carried out with all the groups of the seventh year of basic education. A semi-structured interview in focus groups was applied with the participants of the study, who were students in the seventh year of basic education at School of Basic Education Lic. Jaime Andrade Fabara.

The analysis of the results was carried out by coding the interviews with the help of the computer program ATLAS.ti, which is a tool that allows the analysis and comparison of the data collection tools, as well as the comparison with the notes on the observation sheets.

The data yielded several answers, among which we have differentiated 2 main classes, the advantages, and disadvantages corresponding to the answer to the proposed research question. Thematic analysis has been used with an inductive approach at a semantic level to identify patterns of meaning, called themes, in the qualitative data in order to analyze documents on a similar topic or theme, extract data and find patterns in them, which has allowed researchers to find commonalities between resources and determine an answer to the research problem posed. We say that this is an inductive approach because it allows them to determine the themes from the data and it is at a semantic level because they analyse the direct content provided in the resources to answer the research.

First, we read each entry from the focus interviews and highlighted the sentences related to positive and negative aspects by separating them with the codes "positive" and "negative" respectively to facilitate the visualization of the students' opinions. We then organized the information into categories: language learning, autonomy, satisfaction and motivation for the positive aspects; feedback, understanding, and level of English for the negative aspects. We did the same with the data from the observation sheets. Finally, we compared the data with the students' opinions.

8 ANALYSIS AND DISCUSSION OF RESULTS

In order to answer the research question, the following table was created to visualize the positive and negative aspects of the experience focused on the subcategories mentioned above:

Tabla 2

Categories and subcategories of student's opinions and observer's opinions

Category	Subcategory	Student's opinion
Positive	Language Learning	“Me gustó porque podemos aprender más y te enseña cosas de inglés que tienes que responder y si es que algo está mal puede repetir así es esa página web.”
	Autonomy	“.....podemos ayudarnos entre nosotros y ayudar a otras Personas”
	Satisfaction	“A mí me gustó porque porque al rato que nos equivocamos, nos hace pensar y podemos volver a intentar”
	Motivation	“Aprendemos porque nos ayuda a recordar las palabras y nos da ganas de aprender más.”
Negative	Understanding	“No me gustó a veces por el audio. Porque a veces no recordamos las palabras. Entonces no sabemos el significado y no podemos poner entonces nos toca ir al traductor y eso es todo un trámite”
	Feedback	“A mí no me gusta porque no podemos mirar respuestas y toca entrar a traductor y eso es una demora”
	Level Of English	“Pues a mí no me gustó, porque igual cuando tenemos las palabras, me gustaría tener como al lado en español, para poder entender más.”

The interviews also yielded results widely related to the satisfaction of being able to come into contact with the technological tool given the interaction they had in conjunction with the gamification and the listening comprehension that the students began to develop. Since in question number one (Review Annex 2 and 4) a clear idea of conformity with the platform can be evidenced due to the gamification it contains and the capacity for self-reflection to which the ease of the questions related to the listening exercises encourages.

In addition, there is evidence of student satisfaction in completing the exercises since they represented a challenge for the children, the fact of being able to redo the exercise and reevaluate their performance allowed them to adapt to the new information learned.

On the other hand, the opinions expressed in the interview express themes such as the difficulty of understanding that arises from having the information in a single dialect, the need for active feedback to see the error made and correct it, the desire for understanding is a recurring theme in terms of the disadvantages that have been found, Another disadvantage arises from the use of the tool, since it was observed that the students worked more under the direction of the teacher-student than in an autonomous way, so that it is not possible to work with an autonomous preparation.

Among the disadvantages is also the observation made by the researchers in the observation sheets, that without proper planning of the activities and the use of the didactic resources, the students were not able to achieve the objective. Since this technological tool provides adequate resources for children who are learning English as a foreign language, it is necessary to have a monitor of the teaching-learning process.

The results suggest that there is a wide range of advantages to using the British Council Kids technology tool in the classroom showing a correlation between its use and students' satisfaction with learning English as a foreign language. They felt able to improve and felt that they had improved their listening skills due to their interaction with authentic elements of the English language. In addition, this research demonstrated the potential benefit of British Council Kids on students' autonomy in learning another language, as the students were able to recognize their mistakes, become familiar with the tool and begin to use it comfortably and better each time they used it.

9 RESEARCH IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL, EDUCATION OR ECONOMIC):

The present research has had an educational and academic impact since it has allowed us to lay the foundations for the introduction of new technologies in the teaching and learning process of students at the Jaime Andrade Fabara School. This research has an educational impact because the analysis of the perception that the students had about the use of British Council Kids to improve their listening skills, will allow us to lay the foundations to expand the use of technological tools in the teaching-learning process in basic education students so that it becomes more familiar and friendly to the students. It also has an impact on the academic environment since it begins with what may be the beginning of empirical knowledge in the use of this tool for the development of listening skills.

10 CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

This study suggests that the main advantages use of British Council Kids technological Tool in listening skills were: a) It helps students to learn new vocabulary, b) it helped to encourage students to learn more English with autonomy, and c) it increased motivation to work by themselves. On the other hand, the disadvantages identified were: a) the English level of the students, b) problems with the feedback after doing the activities, c) a lack of listening development in the previous course, d) a lack of compatibility with the e-tandem partner, and e) a low level of the target language. In spite of many drawbacks experienced during the implementation of British Council Kids, students demonstrated high interest in the project. Thus, it is recommended that the Lic. Jaime Andrade Fabara School continues developing classes with the use of this technological tool for English learning.

In addition, this thesis has helped to determine the effect of the use of the technological tool British Council Kids in the development of listening skills in English as a foreign language is positive because it encourages students to learn among themselves using resources in the technological tool. This positive effect is supported by the opinions and observations gathered in the data collection process with the chosen instruments. The advantages outweigh the disadvantages in that the disadvantages are centered on the benefits to the learners as they showed a genuine interest in the listening training, the activities and the challenges they presented, and improved motivation to learn.

Finally, the disadvantages found are subject to the gradual development of the target language in the students, since one of its limitations is composed by the level that the students have given the instruction in the language of previous years and the previous interaction with technological elements in class, which were an important point for the evaluation of their opinions. In addition, there is also the understanding of the target language and the lack of exposure of the students to the target language given the limitations in terms of teachers' knowledge in the use of technology.

10.2 Recommendations

These conclusions are subject to certain limitations: the size of the sample, the number of sessions attended by the students, and the data collection procedures. We did not have information from all participants, only from those selected for the interview. Further research is needed on how to properly integrate the technological tool to develop listening skills in classroom teaching and how they contribute to each other.

It is recommended that the tool be implemented in the school's micro-curricular planning as part of an English language development program in the Primary School because, its use reflected a genuine interest on the part of the students to learn English, so that its use would lead to a more effective development of English language skills based on the principles of "good listeners become good speakers"

(Lynch, 1996), The use of the English language in a way that allows students to have contact with authentic English language material that will allow them to better understand the language and thus be able to transcend the barriers limiting the study that will give way to new research on its effect on students.

Finally it is recommended that, the teacher's task should be to create situations in the classroom in which the students feel motivated to understand oral messages that are presented either by the British Council tool or any other tool. To do this, the teacher must show the students how to work and interact with the tools so that they can interact in an easy and continuous way. Because the more adequate tools the students have, the more familiar they will feel with the language and the more they can improve their listening skills.

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12 ANNEXS

12.1 ANNEX 1.- Formulario de consentimiento informado

UNIVERSIDAD TÉCNICA DE COTOPAXI

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____, con CI: _____
representante del estudiante _____,
con CI: _____ del séptimo año de educación básica paralelo ____
de la Escuela de Educación Básica Lic. Jaime Andrade Fabara, doy mi
consentimiento para que mi hijo/a participe en el proyecto desarrollado por los
estudiantes **Dorian Sebastian Guamba Almagro y Alexander Paul Pacari
Baltazar**, supervisado por el MSc. José Ignacio Andrade, el cual se llevará a
cabo en el periodo académico 2022-2023. De igual manera, declaro que he sido
informado que el análisis de los resultados de mi participación se realizará con
el objetivo de examinar el impacto de la utilización de la herramienta
tecnológica British Council Kids en el desarrollo del idioma inglés como lengua
extranjera.

Entiendo que bajo ningún medio serán expuestos mis datos personales en el
proyecto.

Por lo tanto, acepto y me comprometo voluntariamente a que mi hijo/a participe
en las actividades de recopilación de datos en los que se incluyen mi
participación en el test de personalidad y en la actividad oral que serán
proporcionados por los autores del proyecto de investigación, pues además he
recibido una copia del presente documento.

Firma del participante:

Cédula de identidad:

Correo electrónico:

Fecha:

12.2 ANNEX 2.- Guía de Entrevista Dirigido al Alumnado

Guía de Entrevista Dirigido al Alumnado

Grupo Entrevistado: _____ **Fecha:** _____

Entrevistadores: _____

Objetivo: El objetivo de la siguiente entrevista es obtener información útil acerca de la herramienta tecnológica British Council y sus experiencias en el aprendizaje del idioma inglés.

1. ¿Te gustó trabajar con esta herramienta? Si, no ¿Por qué?
2. ¿Qué piensas acerca de la utilización de esta plataforma para desarrollar la habilidad de escuchar?
3. ¿Fue fácil usar la página web para aprender inglés?
4. ¿Crees tú que te han ayudado los ejercicios de audio para mejorar tu inglés? ¿Por qué?
5. ¿Qué te gustaría cambiar de la página para que fuera mejor?
6. ¿Qué podría haber hecho el profesor para que la interacción sea más fácil y divertida?
7. ¿te gustaría que los futuros profesores utilicen esta herramienta?

12.3 ANNEX 3.- Solicitud Para las entrevistas

Latacunga, 14 de junio del 2023

MSc.

Rosario Osorio

Directora (E) de la Escuela de Educación Básica Lic. Jaime Andrade Fabara

Estimada MSc. Rosario Osorio:

Nosotros, Dorian Sebastian Guamba Almagro con CI 1726504036 y Paul Alexander Pacari Baltazar con CI 1850013481, nos dirigimos a usted en calidad de estudiantes practicantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi. Nos complace expresar nuestro interés en realizar una entrevista en la Escuela de Educación Básica Lic. Jaime Andrade Fabara, con el fin de obtener información valiosa sobre la utilización de la herramienta tecnológica British Council y su impacto en el aprendizaje del idioma inglés en los niños de séptimo año de Educación Básica.

El objetivo de la entrevista es obtener información útil acerca de la herramienta tecnológica British Council Kids y sus experiencias en el aprendizaje del idioma inglés. Estoy convencido de que la experiencia y la perspectiva de los alumnos pueden proporcionar una visión única sobre la herramienta tecnológica British Council Kids en el desarrollo de la destreza auditiva en alumnos de séptimo año de educación básica.

Me gustaría solicitar amablemente la oportunidad de entrevistar a 20 alumnos del séptimo año de educación básica paralelo "A" y "B", como estudiantes del idioma inglés. El tiempo estimado para la entrevista sería de aproximadamente 20 minutos el día lunes 19 de junio del 2023.

Me comprometo a respetar cualquier restricción de tiempo que puedan tener y a ajustar la duración de la entrevista según sus preferencias. Además, me aseguraré de que cualquier información compartida durante la entrevista sea tratada con confidencialidad y se utilice únicamente con el propósito establecido anteriormente.

Agradezco de antemano su consideración y su disposición a colaborar. La información obtenida a través de esta entrevista será de gran ayuda para la investigación académica sobre la enseñanza del Idioma Inglés y contribuirá al desarrollo de la investigación sobre herramientas tecnológicas en el aprendizaje del idioma inglés.

Quedo a la espera de su respuesta y agradezco sinceramente su atención.

Atentamente

Dorian Sebastian Guamba Almagro
Estudiante practicante de la carrera de
PINE de la Universidad Técnica de
Cotopaxi
CI:1726504036

Paul Alexander Pacari Baltazar
Estudiante practicante de la carrera de
PINE de la Universidad Técnica de
Cotopaxi CI: 1850013481

12.4 ANNEX 4.- Transcription of the interview

12.4.1 Group 1

Profesor: Ok...Bienvenidos, chicos, antes que nada, expresarles mi agradecimiento por participar en este proyecto. Sepan que este proyecto es parte de mi titulación, junto con el teacher Paul. Entonces, ustedes... Nos van a ayudar a recopilar información sobre cómo se utiliza la plataforma que acaban de utilizar, ¿Cómo les fue?, ¿Cuál fue su experiencia? y dentro de estas preguntitas, que sepan que se va a utilizar netamente para lo que es un estudio sobre la enseñanza del idioma inglés. Ya... Muy bien, vamos a empezar con la primera pregunta chicos. Ya...voy a ir de uno en uno. Primero les voy a decir la pregunta y piénsenlo ¿les gustó? o ¿No les gustó trabajar en esta página web? en esta plataforma chicos. Ya. A ver, vamos por aquí.

Estudiante 1: Si

Profesor: si-no y por qué, chicos.

Estudiante 1: Porque tiene juegos.

Profesor: Ya muy bien.

Estudiante 2: Si me gusta porque podemos aprender más y poder leer igual de escribir.

Estudiante 3: Me gustó porque podemos aprender más y te enseña cosas de inglés que tienes que responder y si es que algo está mal puede repetir así es esa página web.

Profesor: Ya... Muy bien.

Estudiante 4: Sí.

Profesor: ¿Por qué?

Estudiante 4: Es muy fácil de aprender. Y tienen muchos juegos

Profesor: Ya... Muy bien.

Estudiante 5: Si porque me...es mejorar el idioma inglés

Estudiante 6: Sí. Porque puedes aprender más inglés y aprender un poco más del inglés.

Estudiante 7: Paso...

Estudiante 8: Si me gusto porque que comenzamos a aprender un poco más de inglés y a leer un poco más y escribir

Estudiante 9: Si me gusta porque puedo aprender más inglés. Aprendí

Estudiante 10: A mí si me gustó porque he para ir al colegio. Ya vamos aprendiendo más y aprendemos más idiomas. Y por eso me gusta el inglés.

Profesor: Ya... Muy bien, muy bien, chicos, ¿Qué piensan ustedes? A ver escuchen la pregunta ¿Qué piensan ustedes acerca de la utilización de esta plataforma para desarrollar la habilidad de escuchar? ¿Qué es esto de la habilidad de escuchar? ¿Qué es esto de la habilidad de escuchar? por ejemplo: Escuchan una palabrita. ¿Por ejemplo, la palabra de hoy que aprendemos cuál fue? Try to be kind... Y que siempre cuando usted escuche kind ¿Qué será kind? (amable). entonces ustedes van a escuchar. Por ejemplo: "She is kind" (Ella es amable), "He is kind" (Él es amable). Entonces, ¿qué opinan de utilizar estos audios? Por ejemplo, ustedes escucharon el poema, ¿no? ¿Cierto? ¿Qué piensan de eso? ¿Les gustó o no les gustó utilizar la habilidad de escuchar con el poema? ¿Les gusto? o ¿No les gusto?

Estudiante 1: Sí.

Estudiante 2: Sí.

Estudiante 3: Sí.

Estudiante 4: Sí.

Estudiante 5: Sí.

Estudiante 6: Si

Estudiante 7: Si

Estudiante 8: Si

Estudiante 9: Si

Estudiante 10: Si.

Profesor: Ya...Muy bien, chicos. ¿Y qué piensan, chicos? ¿Qué piensan ustedes? ¿Les gustaría seguir utilizando eso en las clases? ¿Tal vez más audios? Sí. O No. ¿Y por qué? vamos a pensar una respuesta.

Estudiante 1: A mí si me gustaría porque así nos podríamos entender más a las personas y nos podría ayudar más.

Estudiante 2: A mí si me gusto porque puedo aprender más inglés, y puedo conversar con otras personas que sea en otro país

Estudiante 3: A mi si me gusto porque ósea podemos... a lo que hablan nosotros también pronunciar para pronunciar más inglés y hablar con otras personas igual a sí mismo.

Estudiante 4: (Dice paso).

Estudiante 5: A... mí si me encantó para hablar con inglés y aprender un poco más.

Estudiante 6: A mi si me gusto, porque nos ayuda a aprender más.

Estudiante 7: A mí me gustó porque nos ayuda a aprender inglés.

Estudiante 8: A mi si me gustó porque... nos enseña cosas que no entendíamos antes. Y pues (eee..) podemos aprender más.

Estudiante 9: Así...

Estudiante 10: (Eee...) me gusta porque pues es un instrumento para tu enseñanza que puedes utilizar para aprender mucho más.

Profesor: Ya. Muy bien, chicos. ¿Ahora qué piensan, chicos? ¿Funciona o no? ¿Funciona? Escuchar una palabra. Ver cómo se escribe y de ahí volverla a escuchar. Por ejemplo, lo que hicimos hoy, por ejemplo, el tu share ¿Que era to share? compartir.... Ahora funciona que yo les ponga, por ejemplo, en un audio y diga a "to share". Y después vemos que dice "to share". ¿Y qué será "to share"? (todos)...compartir

Profesor: ¿Les ayuda o no les ayuda a aprender inglés?

Todos los estudiantes: Siiii....

Profesor: Sí o no. Ya. Muy bien. Por ejemplo, si alguien quiere viajar a Estados Unidos, ya sabe lo que significa eso, ¿no? ¿Cierto? Vamos a ver, chicos.

Profesor: Creen ustedes ¿Que los profesores de inglés deberían utilizar más estas plataformas, estas páginas, sí o no? ¿Qué dicen ustedes? ¿Yes or No?

Estudiante 1: Yo diría que sí.

Estudiante 2: Sí.

Estudiante 3: Si.

Estudiante 4: Yes.

Estudiante 5: Yes

Estudiante 6: Si

Estudiante 7: Si

Estudiante 8: Si

Estudiante 9: Si

Estudiante 10: Si

Profesor: Ya...muy bien. ¿Y porque cree que ustedes que deberían utilizar? Tal vez a ustedes se les hace más interesante...Les hace más fácil. ¿Por qué?

Estudiante 1: Porque se nos hace más fácil para poder aprender.

Estudiante 2: Aprendemos Eee...estas páginas nos ayudan más.

Estudiante 3: Eee... los... ósea podemos ayudarnos entre nosotros y ayudar a otras personas

Estudiante 4: Para aprender nada más.

Estudiante 5: Y...también para aprender un poco más.

Estudiante 6: Se nos hace fácil.

Estudiante 7: Es más fácil aprender inglés.

Estudiante 8: Mmm... en mi opinión, es más interesante aprender así.

Estudiante 9: Es más fácil de aprender.

Estudiante 10: Es más interesante y muy fácil.

Profesor: Ya muy bien... Y cuéntenme chicos. ¿El día de hoy ustedes aprendieron o no aprendieron que creen?

Estudiante 1: Yo... sí aprendí porque se nos hace más fácil de aprender.

Estudiante 2: Yo si aprendí

Estudiante 3: Yo igual si aprendí

Profesor: Sí o No... tal vez.

Estudiante 4: Poquis no más ...(risas)

Estudiante 5: Yes

Estudiante 6: Si

Estudiante 7: Si

Estudiante 8: Sí.

Estudiante 9: Sí.

Estudiante 10: Sí.

Profesor: Ya...recuerden, chicos, que es importante que ustedes... lo piensen sino aprendieron, díganme. ¡Yo no aprendí!

Profesor: Tal vez es un error del profesor...Si o No...

Estudiantes: (todos) Si...

Profesor: Ya...cuéntenme chicos ¿Qué cambiarían ustedes? Perdón, no, no... La pregunta era 2s ¿Qué creen ustedes? ¿Es fácil utilizar la plataforma solitos? O Sería mejor utilizarlo con un profesor como lo hicimos hoy. Por ejemplo, en el ejercicio número dos... a la mayoría deje a que hagan solitos.

Profesor: Supieron cómo hacer o era mejor cuando yo les explicaba y de ahí hacían. ¿con un profesor? O ¿sin un profesor?

Estudiante 1: Yo creo que, con un profesor, porque sería más fácil para uno para poder razonar.

Estudiante 2: Sería más fácil con un profesor para que nos enseñe más.

Estudiante 3: Sería más fácil con un profesor.

Profesor: Qué opinas Kevin.... ¿Sería más fácil solito o con un profesor?

Estudiante 4: Con un profesor.

Estudiante 5: Con un profesor.

Estudiante 6: Con un profesor.

Estudiante 7: Con un profesor.

Estudiante 8: Con un profesor.

Estudiante 9: Con un profesor.

Estudiante 10: Con un profesor.

Profesor: Ya... muy bien. Y vamos a la última pregunta, chicos.

Profesor: ¿Qué les gustaría a ustedes cambiar de lo que hicimos hoy? ¿Qué cambiarían para que sean mejor?

Estudiante 1: Yo de mi parte no cambiaría nada para... porque está bien de lo que estamos haciendo ahorita. Y por eso no cambiaría nada.

Profesor: Ya... voy por acá.

Estudiante 2: Yo no cambiaré nada porque es más interesante y más fácil.

Estudiante 3: Yo no cambiaría nada porque es más fácil de aprender y nos ayudan a ustdes cuando una pregunta no se entiende.

Estudiante 4: Por ello tampoco no cambiaría nada porque es más interés aprender así.. y... las preguntas son un poco más fáciles.

Profesor: A ver voy por acá.

Estudiante 5: Sería más fácil utilizar esta plataforma.

Estudiante 6: Sería más fácil usar esta plataforma como estamos haciendo.

Profesor: Pero cambiaría o no cambiaría nada en algo de que hicimos hoy...

Estudiantes: (Todos) No, no cambiaría nada.

Estudiante 1: Sería más fácil utilizar esta plataforma porque todo va a ser fácil.

Estudiante 2: Sería más fácil para aprender inglés en esta plataforma.

Profesor: Ya entonces cambiarían o no cambiarían algo

Estudiante 3: No, no cambiaria

Profesor: ¿No? Si o No

Estudiante 4: No

Profesor: Ya...

Estudiante 5: No cambiaría nada.

Estudiante 6: No cambiar no cambiaría nada.

Profesor: Ya... Muy bien chicos y una última pregunta...

Profesor: A ustedes... ¿Qué creen que el profesor en esta clase de hoy hizo mal?
¿Qué creen que el profesor hizo mal? Algo que ustedes se hayan visto no importa.

Estudiante 1: Yo de mi parte no vi nada

Estudiante 2: No... nada

Estudiante 3: No.

Estudiante 4: Nou...

Estudiante 5: No.

Estudiante 6: Nada

Estudiante 7: Nada

Estudiante 8: Nada.

Estudiante 9: Nada

Estudiante 10: Nada.

Profesor: Ya... Muy bien, chicos. Bueno me gustaría terminar esta pequeña entrevista esta entrevista chiquitita con ustedes. Eee... reiterándoles, diciéndoles otra vez muchas gracias por haber venido y por darnos la oportunidad de compartir esta información, estas opiniones porque es muy importante para poder seguir mejorando y recuerden chicos si tienen alguna pregunta, alguna cosa no se queden callados. Siempre pregunten! Si, por ejemplo, de hoy algo no entendieron si quieren saber algo más, pregunten sean curiosos. Listo chicos con ustedes... Muchas gracias y nos vemos la siguiente clase.

12.4.2 Group 2

Profesor: Muy bien, chicos, vamos a empezar la primera pregunta. ¡¡A ver, shi!! ¿La primera pregunta es Les gustó o no les gustó trabajar con esta plataforma? ¿Y por qué si no? ¿Y por qué? Recuerden que ya ¡recuerden que también me pueden decir las cosas malas. Si no les gusto, no me gustó. ¿Por qué? tienen que decir ya.

Estudiante 1: Y si... Me gusto porque es en computadora y se manejar muy fácil.

Profesor: Ya vamos a ver.

Estudiante 2: Si me gusto si era increíble. Y para aprender más.

Profesor: Ya muy bien. Puede hablar un poquito alto.

Estudiante 3: Si me gusta porque es increíble nos podemos aprender más. Y es divertido

Profesor: Ya muy bien.

Estudiante 4: Eee..(risa) Me gustó porque ósea.. si se puede trabajar con eso. Si se puede.

Profesor: Ya...

Estudiante 5: Me gustó porque fue muy buena. Es buena para prender inglés.

Estudiante 6: A mí me gustó mucho, ya que... al trabajar con varias expectativas y hay algunas preguntas que son difíciles y nos hacen pensar más (risas).

Profesor: Vamos a ver.

Estudiante 7: Me gusta mucho porque es muy entretenido y nos ayuda a pensar.

Profesor: yaaa...

Estudiante 8: Me gusta mucho porque esto nos ayuda a aprender más sobre el inglés.

Profesor: Ya. Muy bien, Anderson, ¿cuéntame te gustó? ¿No te gustó? ¿Por qué?

Estudiante 9: A mí me gustó porque (risas).. ahí me gustó porque al rato que nos equivocamos, nos hace pensar y podemos volver a intentar

Profesor: Ya muy bien, chicos. Como ustedes vieron, en esta plataforma, Uds... Pueden trabajar solitos o con sus compañeros ya... cuéntenme chicos. ¿Qué piensan ustedes de haber utilizado este poema? Se acuerden que escuchamos primero el poema escuchamos una vez. ¿Qué piensan ustedes de utilizar estos recursos? Los audios para desarrollar la habilidad de escuchar y ¿Que es esta habilidad de escuchar? La habilidad de escuchar tiene que ver, por ejemplo, el día de hoy vimos la palabra, por ejemplo: to be kind. ¿Qué era to kind? (todos) "Ser amable"... No, ¿es cierto? Ahora entonces ustedes. Siempre que escuchen, kind, kind, kind. ¿Que será kind? (todos hablan) amable...Entonces qué creen ustedes? ¿Les gustó? ¿No les gustó? ¿Porque utilizar los audios para desarrollar esto? ¿Qué opinan ustedes? ¿Les gustó? ¿No les gustó? eso.

Estudiante 1: A mi si me gustó porque tienes la capacidad de escuchar más y... ya.

Estudiante 2: A mi si me gusto para escuchar más.

Estudiante 3: A mí me gustó para aprender más y pude escuchar

Estudiante 4: Me gusto porque nos ayuda a desarrollar más el inglés.

Estudiantes 5: Me gustó porque es bueno.

Estudiante 6: Me gustó porque pudimos recordar más fácil las palabras.

Estudiante 7: Me gustó porque nos enseña más a aprender inglés.

Estudiante 8: Me gustó porque es fácil de aprender.

Estudiante 9: Me gustó porque es una expectativa de la vida real, porque tenemos una conversación con algunas personas.

Profesor: Ya... muy bien, cuéntenme chicos creen ustedes... ¿Que sí funciona el utilizar el audio? como en este caso, ¿utilizamos el audio después vimos cómo se escribe y después repetimos qué dicen ustedes? ¿Les ayudó a recordar las palabras? ¿Aprendieron o no aprendieron?

Estudiante 1: Si aprendimos porque...con eso podemos escribir textos o hablar con distintas personas. Aprendimos mucho por gracias al audio y por palabras.

Estudiante 2: Aprendemos mucho por las palabras y el audio.

Estudiante 3: Aprendemos porque nos ayuda igual a recordar.

Estudiante 4: Aprendí sobre el audio que nos ayuda con las palabras.

Estudiante 5: Aprendemos porque nos ayuda a recordar las palabras.

Estudiante 6: Aprendemos porque nos ayuda a recordar las palabras.

Estudiante 7: Aprendemos para recordar las palabras de inglés.

Estudiante 8: Recordar las palabras más difíciles.

Profesor: Ya. muy bien, chicos. Esta plataforma... el que utilizamos el día de hoy, tiene muchas, muchas, muchas más temáticas. Tiene muchas otras cosas. El día de hoy nos hemos centrado en desarrollar el escuchar. ¿Qué dicen ustedes chicos? ¿Les gustaría que el profesor que venga después utilice más audios? Tal vez en el colegio que les ponga más audios, más vídeos para desarrollar esto. ¿Les gustaría o no?

Estudiante 1: Eee... sí, porque es una base para aprender más el idioma.

Estudiante 2: Sí, porque es muy fácil aprender el inglés.

Estudiante 3: Si para aprender más sobre el inglés

Estudiante 4: Igual para aprender más sobre el video.

Estudiante 5: Sí, para de nuevo aprender inglés.

Estudiante 6: Sí, Para aprender más inglés.

Estudiante 7: Si, para igualar.

Estudiante 8: Sí, para aprender mucho inglés.

Profesor: Ya. Muy bien, chicos... cuéntenme el día de hoy a ustedes... ¿Qué fue algo que no les gustó? ¿Algo que no les haya gustado? piensen algo que no les gustó de la clase. A ver, vamos por aquí

Estudiante 1: No me gustó a veces por el audio. Porque a veces no recordamos las palabras. Entonces no sabemos el significado y no podemos poner entonces nos toca ir al traductor y eso es todo un trámite.

Estudiante 2: No me gustó que toca ir al traductor y estar viendo cuál era la palabra.

Estudiante 3: 1s Pues a mí no me gustó, porque igual cuando tenemos las palabras, me gustaría tener como al lado en español, para poder entender más.

Estudiante 4: A mí no me gustó lo de la parte donde que siempre me esté equivocando y el traductor ponerlo palabra por palabra.

Estudiante 5: A mí no me gustó que sólo estén en inglés y no en español.

Estudiante 6: A mí no me gustó que sólo este inglés. Y cuando nos equivocamos en algo que nos ayude, aunque sea con la corrección correcta para aprender una base.

Estudiante 7: A mí no me gusta porque no podemos mirar respuestas y toca entrar a traductor y eso es una demora

Estudiante 8: Que a mí no me gustó que a veces me olvido y me equivoco en unas cuatro

Profesor: Ya... muy bien chicos y...cuénteme ¿Que recomendación darían ustedes chicos para mejorar esta plataforma?, por ejemplo, lo que me decía aquí Bryan...qué falta que me dé la respuesta correcta algo. A ver, ¿qué recomendarían ustedes?

Estudiante 1: Que nos de la respuesta correcta y que nos ayude con el traductor porque a veces el audio no se escucha muy bien y necesitamos acudir a otra ventana

Estudiante 2: Que estese en español e inglés.

Estudiante 3: Que tengamos el traductor al lado para poder traducir.

Estudiante 4: Sí igual que podamos tener el traductor para poder entender mayormente las palabras.

Estudiante 5: Igual también recomendaría la sopa de letras

Estudiante 6: Tener el traductor al lado para poder investigar 2s

Estudiante 7: Tener el traductor al lado.

Estudiante 8: Igual...

Profesor: Ya. Muy bien, chicos. ¿Y una última pregunta chicos cuéntenme que creen ustedes Qué creen que el día de hoy el profesor hizo algo mal? ¿Tal vez algo mal? Algo que le ayuden a mejorar ustedes... ¿Qué creen que faltó? ¿Qué le hizo falta al teacher? 1s Piensen... vamos por aquí ;

Estudiante 1: Que el proyector indique más las palabras para poder tener una base de lo que estamos aprendiendo.

Estudiante 2: Eeee. no sé.

Estudiante 3: Nada si estuvo todo bien...

Estudiante 4: Al igual que dijo él.

Estudiante 5: Todo está muy bien ;

Estudiante 6: Todo bien...

Estudiante 7: Muy bien.

Estudiante 8: Igual.

Estudiante 9: Igual.

Estudiante 10: Igual.

Profesor: Ya. Muy bien, chicos. Chicos, muchas gracias. Por su, por su opinión, por sus opiniones que nos van a ayudar muchísimo a seguir desarrollando este proyecto. Y tal vez algún día los vea en el colegio. Tal vez... porque voy a trabajar aquí en Latacunga. Al que me mande el Ministerio. Muchas gracias chicos, por su atención. Y nos vemos la siguiente.

12.5 ANNEX 5.- Codification of the interview

1		
	Group 1	
2	Profesor: Ok...Bienvenidos, chicos, antes que nada, expresarles mi agradecimiento por participar en este proyecto. Sepan que este proyecto es parte de mi titulación, junto con el teacher Paul. Entonces, ustedes... Nos van a ayudar a recopilar información sobre cómo se utiliza la plataforma que acaban de utilizar, ¿Cómo les fue?, ¿Cuál fue su experiencia? y dentro de estas preguntitas, que sepan que se va a utilizar netamente para lo que es un estudio sobre la enseñanza del idioma inglés. Ya... Muy bien, vamos a empezar con la primera pregunta chicos. Ya...voy a ir de uno en uno. Primero les voy a decir la pregunta y piénsenlo ¿les gustó? o ¿No les gustó trabajar en esta página web? en esta plataforma chicos. Ya. A ver, vamos por aquí.	
3	Estudiante 1: Si	
4	Profesor: si-no y por qué, chicos.	
5	Estudiante 1: Porque tiene juegos.	
6	Profesor: Ya muy bien.	
7	Estudiante 2: Si me gusta porque podemos aprender más y poder leer igual de escribir.	
8	Estudiante 3: Me gustó porque podemos aprender más y te enseña cosas de inglés que tienes que responder y si es que algo está mal puede repetir así es esa página web.	
9	Profesor: Ya... Muy bien.	
10	Estudiante 4: Si.	
11	Profesor: ¿Por qué?	
12	Estudiante 4: Es muy fácil de aprender. Y tienen muchos juegos	
13	Profesor: Ya... Muy bien.	
14	Estudiante 5: Si porque me...es mejorar el idioma inglés	



Codificación Entrevista Grupo 1.pdf



Codificación Entrevista Grupo 2.pdf

12.6 ANNEX 6.- Observation Sheet

FICHA DE OBSERVACION	
UNIVERSIDAD TÉCNICA DE COTOPAXI	
Estudiante Profesor: Dorian Sebastian Guamba Almagro	Fecha:
Actividad: Listening Training	Grupo:
CLIMA DEL GRUPO	
RELACIONES-INTERACCIONES	
CONFLICTOS	
FACILIDADES	
OPINION PERSONAL	

12.7 ANNEX 7.- Codebook

<i>Código</i>	Comentario	Grupo de códigos 1
<i>Adaptación</i>		Codigos
<i>Adaptación: Despedida</i>		Codigos
<i>Adaptación: Dificultad</i>		Codigos
<i>Adaptación: Dificultad de idioma</i>		Codigos
<i>Adaptación: Exigencia</i>		Codigos
<i>Adaptación: Expectativas</i>		Codigos
<i>Adaptación: Frustración</i>		Codigos
<i>Adaptación: Incógnita</i>		Codigos
<i>Adaptación: Incomodidad</i>		Codigos
<i>Adaptación: Insatisfacción</i>		Codigos
<i>Adaptación: Vida real</i>		Codigos
<i>Advantages</i>		
<i>Agradecimiento</i>		Codigos
<i>Aprendizaje</i>		Codigos
<i>Aprendizaje (2)</i>		Codigos
<i>Aprendizaje: Aprendizaje</i>		Codigos
<i>Aprendizaje: Aprendizaje mediante la repetición</i>		Codigos

<i>Aprendizaje: Autoaprendizaje</i>	Codigos
<i>Aprendizaje: Crítica constructiva</i>	Codigos
<i>Aprendizaje: Estudio sobre la enseñanza del idioma inglés</i>	Codigos
<i>Aprendizaje: Evaluación de la experiencia</i>	Codigos
<i>Aprendizaje: Interés en aprender</i>	Codigos
<i>Aprendizaje: Interés en el aprendizaje</i>	Codigos
<i>Aprendizaje: Interés en el aprendizaje de idiomas</i>	Codigos
<i>Aprendizaje: Interés por aprender</i>	Codigos
<i>Aprendizaje: Language learning</i>	Codigos
<i>Aprendizaje: Valoración de opiniones</i>	Codigos
<i>Aprendizaje: Valoración positiva de la enseñanza</i>	Codigos
<i>Audio resources</i>	Codigos
<i>Audio resources: Dependence on teacher</i>	Codigos
<i>Audio resources: Effectiveness of audio resources</i>	Codigos
<i>Audio resources: Participation in class</i>	Codigos
<i>Audio resources: Use of audio resources</i>	Codigos
<i>Crítica negativa</i>	Codigos
<i>Crítica negativa: Crítica</i>	Codigos
<i>Crítica negativa: Falta de habilidades docentes</i>	Codigos
<i>Crítica negativa: Inconveniente</i>	Codigos
<i>Crítica negativa: Negative experience</i>	Codigos
<i>Crítica negativa: Opinión</i>	Codigos
<i>Crítica negativa: Opinión estudiantil</i>	Codigos
<i>Crítica negativa: Opinión negativa</i>	Codigos
<i>Desafío</i>	Codigos
<i>Desafío: Challenge</i>	Codigos
<i>Desafío: Desire for improvement</i>	Codigos
<i>Desafío: Insatisfaction</i>	Codigos
<i>Desafío: Language barrier</i>	Codigos
<i>Desafío: Satisfaction</i>	Codigos
<i>Desafío: Technological issues</i>	Codigos
<i>Desafío: Technology enhancement</i>	Codigos
<i>Disadvantage</i>	
<i>Feedback</i>	Codigos
<i>Feedback: Audio materials</i>	Codigos
<i>Feedback: Certeza</i>	Codigos
<i>Feedback: Feedback</i>	Codigos
<i>Feedback: Listening skills</i>	Codigos
<i>Feedback: Opinions</i>	Codigos
<i>Feedback: Positive feedback</i>	Codigos
<i>Frustration</i>	Codigos
<i>Interacción</i>	Codigos
<i>Interacción con el profesor</i>	Codigos
<i>Interacción profesor-alumno</i>	Codigos

<i>Interacción profesor-alumno: Dependencia del profesor</i>	Codigos
<i>Interacción profesor-alumno: Influencia del profesor</i>	Codigos
<i>Interacción profesor-alumno: Interacción con el profesor</i>	Codigos
<i>Interacción profesor-alumno: Interacción en clase</i>	Codigos
<i>Interacción profesor-alumno: Interacción social</i>	Codigos
<i>Interacción profesor-alumno: Participación en clase</i>	Codigos
<i>Interacción: Autocorrección</i>	Codigos
<i>Interacción: Comunicación</i>	Codigos
<i>Interacción: Conversación</i>	Codigos
<i>Interacción: Deseo de comprensión</i>	Codigos
<i>Interacción: Interacción profesor-estudiante</i>	Codigos
<i>Interacción: Interés por metodología didáctica</i>	Codigos
<i>Interacción: Participación</i>	Codigos
<i>Interacción: Retroalimentación</i>	Codigos
<i>Interacción: Solicitud de ayuda</i>	Codigos
<i>Interacción: Solicitud de retroalimentación</i>	Codigos
<i>Interacción: Sugerencia para mejorar</i>	Codigos
<i>Motivación</i>	Codigos
<i>Opinions</i>	Codigos
<i>Pregunta abierta</i>	Codigos
<i>Question 1</i>	
<i>Recommendations</i>	
<i>Recommendations for the teacher</i>	
<i>Satisfacción</i>	Codigos
<i>Satisfacción: Agradecimiento</i>	Codigos
<i>Satisfacción: Apoyo</i>	Codigos
<i>Satisfacción: Autoreflexión</i>	Codigos
<i>Satisfacción: Curiosidad por otras culturas</i>	Codigos
<i>Satisfacción: Empatía</i>	Codigos
<i>Satisfacción: Facilidad</i>	Codigos
<i>Satisfacción: Facilidad de las preguntas</i>	Codigos
<i>Satisfacción: Incentivo a preguntar</i>	Codigos
<i>Satisfacción: Interés</i>	Codigos
<i>Satisfacción: Investigación académica</i>	Codigos
<i>Satisfacción: Motivación</i>	Codigos
<i>Satisfacción: Pregunta abierta</i>	Codigos
<i>Satisfacción: Pregunta retórica</i>	Codigos
<i>Satisfacción: Resistencia al cambio</i>	Codigos
<i>Satisfacción: Satisfacción</i>	Codigos
<i>Understanding</i>	Codigos
<i>Understanding: Communication</i>	Codigos
<i>Understanding: Contemplation</i>	Codigos

