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EXTRANJEROS**

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THEME

“B-LEARNING METHODOLOGY IN THE LISTENING SKILL”

Author: Rendón Salazar Cristel Lilibeth

Tutor: Dra. Mg. Elsa Mayorie Chimbo Cáceres

Ambato – Ecuador

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Cristel Lilibeth Rendón Salazar

I.D: 092875766-5

AUTHOR

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I.D 0928757665

AUTHOR

DEDICATION

TO:

My baby Ivan Pimboza who has been the motivation to achieve my goals, my dear husband José who encouraged me to come true this dream, my beloved grandparents and parents who shared with me values to be a good person, my dear brother Steven who is an important part of my life, and my beloved puppy “Solovino” that is always with me.

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THEME: “B-learning methodology in listening skill”

AUTHOR: Rendón Salazar Cristel Lilibeth

TUTOR: Dra. Mg. Elsa Mayorie Chimbo Cáceres

Abstract

Listening skill is one of the most difficult skill to practice and master. There are several problems that does not allow the correct practice of listening skill. The most evident problem is the application of traditional methodologies that does not provide enough tools, materials and resources to practice listening skill. The following study aimed to investigate the impact of B-learning methodology in the listening skill in students of first semester (A2 level) of the Pedagogía de los Idiomas Nacionales y Extranjeros program. The study had a qualitative and quantitative approach and a quasi-experimental modality. The participants of the study were 35 students to whom a pre-test, post-test taken from Cambridge, and a survey were applied. The participants were divided into two groups 17 students belonged to the control group and 18 students belonged to the experimental group. To identify the students' listening level, the control and the experimental group took the listening pre-test. After that, it was conducted 4 sessions to the experimental group, where students use different technological tools to carry out activities addressed to develop listening subskills. Finally, the control, and the experimental group took the post-test to compare results and to identify the improvement or not between two groups after the experiment. The results obtained from the listening tests were analyzed using the T-students statistic test. In addition, it was applied a survey to the two groups to stablish the conclusions. Furthermore, it was used some data from a project entitled “Development of Web 3.0 tools for Education as a support for collaborative Learning”. The results showed that technological tools improved the development of listening skill.

Key words: learning methodologies, blended learning, listening skill

B. CONTENT

CHAPTER I THEORETICAL FRAMEWORK

1.1 Investigative background

A research carried out by Ye (2020), entitled “**The application of blended learning approach in EFL teaching**” developed in China aimed to explore BL and its application in language teaching and to establish the necessity of using blended learning technology in foreign language communicative competence. The researcher applied experimental research. There were 2 groups of a semester, the control group with 50 students and 58 students for the experimental group. In the control group, it was applied FtF (face to face) approach, in which the training and the extracurricular activities took place according to the traditional scheme. In the experimental group, it was applied BL mode, in which pronunciation, oral dialogue, and listening dictation were uploaded on resource centers as in the supplemental model, and students were allowed to study according to their plan. After that, the two groups took the same speaking and listening test in English as they took before the experiment. The researcher concluded that students in the BL approach group got higher scores in the test, indicating better speaking and listening competence after the experiment. Therefore, it can be said that BL application is more effective than using traditional forms of studying and claim that BL implementation can improve students’ activity, increase motivation, and promote self-study.

Another research done by Rahmawati (2019), entitled “**Blended learning in an English listening and speaking course: freshmen’s voice and choice**” conducted in Indonesia at one private university in Yogyakarta aimed to explore the student’s voice and choice on blended learning implementation in the listening and speaking for the formal setting course. It was applied an interview and the observation technique to get the results. The participants were the first-year students of an English language education department. Other participants were 6 freshmen that were selected considering their participation in both face-to-face environment and online atmosphere. It was applied some lesson plans and materials to observe the implementation of blended learning model. Students concluded that mixing face-to-face mode with the online meetings for improving listening and speaking skills was a positive delivery for

the following reasons: materials, activities, level, syllabus, and language skills. It was concluded that students prefer to use blended learning mode for the following courses. The previous investigation aimed to explore more about the implementation of blended learning methodology for helping students flexibly improve listening skill.

Another investigation carried out by Hussein Alsowayegh et al. (2019), called **“Engaging students through blended learning activities to augment listening and speaking”** examined the effect of blended learning to support listening and speaking skills of students` learning at a college in Saudi Arabia. In addition, the study investigated how blended learning activities motivate students. It was applied an experiment that used a population of 38 students of two sections. The students were divided into 2 groups. In the control group were 20 students and in the blended group were 18 students. It was used a placement test, a questionnaire as an instrument to examine the effect of blended learning. To analyze the results, it was used a descriptive statistic method. The researchers concluded that results show positive effects of the application of blended learning on students` motivation, engagement, satisfactions, teacher`s role, and content.

The research conducted by Syamsuddin and Jimy (2019), entitled **“The use of blended learning method in enhancing students` listening skill”** in the Indonesia University of Sawerigading Makassar aimed to study how blended learning method was able to improve the students` achievement and motivation in the listening skill. It was used an action research design. It was applied the four stages of the action research design which are planning, implementation, observation, and reflection. The subjects were 23 students of the third semester of the English department. The research was conducted in two cycles. The first cycle was divided into 4 stages and the second was divided into 4 steps. The two cycles took 5 academic hours (45 minutes) for face-to-face learning and online learning. The techniques used for getting the results were observation and a test. The observation was done by using a sheet where the researchers collected all the information observed in the two cycles; the observation sheet included aspects such as behavior attention, motivation, and activities. The test form included 40 multiple choices listening questions with one correct answer. The data were analyzed by applying comparative descriptive analyzes. It was analyzed the learning outcomes achieved by the students in the initial conditions and before the implementation of

blended learning. Results showed that students' learning outcomes can be better by applying blended learning and students can become more motivated.

The research carried out by Sholihah et al. (2018), called **“Blended learning and extensive listening: a promising collaboration to enhance listening skill”** in Indonesia had as an objective to describe how blended learning can improve listening skill. It was applied classroom action research (CAR). The study was carried out in the second course of an English department. The research was carried out in two cycles of 4 meetings each. The instruments used to get the information were a portfolio and a test. The portfolio was used to provide students clear instructions for the activities. The second instrument consisted of a structured test with 40 questions that includes filling the blanks, rearranging text, and true-false questions that were applied at the end of each cycle. In addition, it was used a platform named EDMODO to apply the same procedure used in cycle 1 but at this time mixing up face-to-face and blended learning. With the use of the EDMODO platform, students showed a positive attitude in the listening course. In addition, students showed an increase in their English vocabulary. At the end of the research, it was applied a poll to students to collect the students' perception about the use of the EDMODO platform. The 95% of students responded positively.

The study carried out by Sari (2019), entitled **“Z generation towards the use of smartphone application for listening activities in blended-learning”** had as an objective to aim to find out the use of smartphones in learning listening skill through the use of blended learning in a class of English general courses. In addition, the aim was to find out the significance of smartphone applications to see the improvement of listening skill. This study was carried out in Indonesia. The method used in this research was a mixed method that combines qualitative and quantitative methods. The population of this research was students of non-English speakers of a private university located in Yogyakarta. Before starting the study, researchers applied a survey to ask the students' age to include them in the Z generation. The researchers used two smartphone applications and were conducted data triangulation by pre-testing and post-testing students to see the effects. Other instruments such as questionnaires were used to get results. The data was analyzed by using quantitative and qualitative methods. The applications were used for three weeks to test the students' listening comprehension about different topics. The questionnaire used included 23 questions with an agreement

scale in which the problem was formulated. The results revealed that students gave medium positive responses for the application of smartphones. However, the results in the students' performance in listening skill were positive.

1.2 Theoretical framework

1.2.1 Independent variable

Technology

The term technology is defined by Huzairin et al. (2020) as the application of scientific knowledge to human life practices. Technology is also known as the industry 4.0 because it has effects on people, business, governance, and education. Recent studies have demonstrated technology in education enables students to exploit their potential abilities. Experts recommend the use and application of technology in classes to assist students in acquiring knowledge so they can develop their capacities. Nowadays technology plays an important and give positive impact on learning a new language. Evidence demonstrates that EFL students have a positive attitude toward CALL and web-based English learning because students have access to a range of internet-based activities and tools they can use in order to master their English skills.

Information, communication, and technology

According to Al-Kamel (2018), ICT stands for “information, communication, and technology”. It refers to the ways that technology is used to transmit, process, store, create, share, and exchange information by using electronic devices. It is especially highlighted in the education field since ICT provides a variety of technological tools and resources to use in learning and teaching a foreign language. New ICTs are implemented in today's classroom to support students' knowledge and skills. Social reality is constantly changing, so it is important to adapt to new challenges. It is highlighted that ICT is becoming more and more essential especially in higher education since ICT offers new spaces, conditions, education processes, and new roles for teachers and students. Current education asks teachers to increase the ability of their students by implementing technology to grow with new knowledge and skills.

According to Gilakjani (2017), English language learning has changed with the use of technology. ICT provides advantages as it makes learning more productive, interesting,

and engaging. It offers students opportunities to learn about their interests and awakens students' visual and auditory senses. ICT increases the practice of new learning methodologies such as Blended learning since students can regulate their learning and they can find information that teachers sometimes do not provide.

Effective language skills' performance by integrating ICT is achieved by considering factors such as appropriate methods and technologies. It means that technology must be used in class and outside to increase the effective practice of skills and students' engagement. The use of ICTs such as computers, podcasts, tape recorders among others in listening skill offers students visual and auditory inputs that improve listening skill and contribute to the development of speaking skill (Stojković, 2019).

Web 2.0

According to Jarrah and Alzubi (2021), the term web 2.0 was popularized in 2004 and it refers to the second generation of web-based services that emphasizes in online collaboration, creating and sharing. Web 2.0 assists users to work, to develop and collaborate to share and create online knowledge and contents. Web 2.0 consists of websites, tools, and web applications that allow users to share their knowledge by using blogs, podcasts, social networking social media and wikis. Users just need to visit the web to access to the range of information and services web 2.0 offers. In English language learning contexts students do not need to exclusive training to be able to access and use the services web 2.0 offers. Teachers can introduce activities and students can easily proceed the information and continue working. There are some advantages that using web 2.0 offers to teachers and students. Teachers can track students' progress online, students can receive instant feedback, students enhance their English skill when writing and posting in websites. EFL students enjoy being exposure to the target language to and a range of applications having as a result committed student. In order to develop listening skill YouTube has been one of the most popular tools used by teachers and students. It has been used to assist and teach students vocabulary, diction, pronunciation, and intonation. Teachers use YouTube to illustrate and give students and odea of what they are listening to or watching by promoting an interactive learning style that is students-centered and more independent. With the integration of educational tools students can develop their listening skill and subskills,

they can practice note-taking the main points, and details, and summarizing what they are listening to.

Web 3.0

According to Firat and Firat (2020), Web 3.0 is also known as the semantic web that describes the evolution of the web. Web 3.0 allows the creation of useful and meaningful information to be shared by using different kinds of software tools. Web 3.0 allows computers to process content to be shared with humans allowing the data to be understood contextually and conceptually. Web 3.0 is also referred to as the future of the web since computers can understand and interpret information like humans with the help of artificial intelligence. Web 3.0 has been used in educational fields allowing the implementation of E-learning and its different models including blended learning. WEB 3.0 provides different settings and tools to assist students in their learning process. Web 3.0 environments allow students to be the focus of the learning process by regulating and directing it. So, students take an active role in acquiring knowledge in a student's centered instruction. In addition, semantic web assists and allows students to organize their learning, establish goals, and make the decision about their learning process. The implementation of web 3.0 is supported by the constructivism paradigm since learners construct knowledge individually and socially.

Learning methods

Learning methods are defined as a mode of executions that includes any activity, resource, and assistance that students use in their learning process in order to achieve the established objectives. Learning methods are chosen by considering objectives, information, and skills students need to master (*Learning Methods / Factsheets*, 2020). Nowadays traditional learning and teaching methods are being replaced by active learning methodologies that focus on students' needs. These new active methodologies have become essential in every student's level in learning or acquiring a new language. Active learning methodologies have changed the traditional teacher's role who has been considered the only resource of knowledge (Du et al., 2020).

Blended learning methodology for the development of English language

According to Rao (2019), blended learning is the combination of instructional media tools, approaches, modes of delivery, models of teaching, and learning styles. There are many definitions for blended learning methodology. The authors Ibrahim and Nat (2019), define B-learning as an instructional methodology that mixes up a variety of media tools, synchronously and asynchronously with the use of the traditional or face-to-face methodology. B-learning methodology has as a main objective to make learning a continuous process to build knowledge. In addition, blended learning methodology is currently used in institutions due to its positive effects on students' motivation, and achievement, and the performance of English language skills. B-learning methodology supports teachers to engage students in every activity or lesson by promoting communication, creativity, collaboration, and the use of ICTs for educational purposes.

According to Ayob et al. (2020), blended learning methodology is the use of internet tools and resources like chat rooms, forums, discussions, podcasts, and self-assessment tools to reinforce traditional face-to-face learning. The use of technologies develops advantages such as time, objectives, place, learning styles, use of ICTs, and learning contexts. Blended learning is evident when learning activities incorporate either face-to-face and online elements or ICT's. Teachers' role is very important since they are responsible for creating material and looking for suitable technological tools for students to develop authentic learning experiences.

Blended learning methodology mixes up different delivery methods, such as software, web-base tools, and computer with traditional methodologies. In other words, blended learning methodology combines the best of online training with the best of traditional methodologies to assist students in their learning process.

Learning a new language has as a main objective the development of the integrated language skills for real communication by making emphasis on listening and speaking skills. The application of blended learning methodology has shown significant impact in four important aspects which are students' attitude, participation, motivation, and mastering skills. Blended learning tools allow language development and students tasks a better achievement of objectives by incorporating ICT tools.

Blended learning reinforces and expands class-only instruction, so it provides students the opportunity to review tasks, activities, or materials that are considered skill-building. It has also been notable that roles between teachers and students change. Students take responsibility for their learning since teachers transform their traditional teacher-centered role to facilitator or scaffolding builder. Additionally, the integration of blended learning tools shows results in time-consuming activities, since some tools allow teachers to set time for a better performance of language skills so that students are training to carry out activities faster.

In the teaching and the learning English process it is important to investigate, discover and implement innovative methodologies to increase learners' improvement. B-learning methodology is a concept that has been adapted to meet and achieve educational opportunities, with the help of technology because it is better to access and reinforce classroom instruction.

B-learning methodology to developing listening and speaking skills.

In English as a foreign language context, it is difficult for learners to experience learning; however, the internet opens a range of possibilities for flexible and personalized learning in English skills. The application of blended learning tools exposes students to unlimited kinds of activities and authentic materials such as oral texts in English language allowing students to develop communicative competencies that include non-verbal language important for communication. The implementation of tools of blended learning methodology allows students to achieve the stated objectives of a course (Sholihah et al., 2018).

Blended learning methodology is demanding in current learning due to the advance of technology so that it increases learning opportunities for students. It motivates students to participate outside the traditional classroom. Students are not limited to learning since the online tools provide them the support of learning. Teachers can select tools according to the students' age and level to make them practice the listening skill and consequently speaking skill outside classes by using activities that catch students' attention. Blended learning methodology develops students' responsibility for learning and practicing listening and speaking skills.

It is a problem for students to practice and improve listening skill because it is difficult to control listening aspects such as speed and accents. The traditional methodology in which the teacher plays audio files and students work on activities belongs to the past. Nowadays there are a variety of tools and apps to motivate students to develop listening as well as speaking skills as it is the way students show improvement of listening subskills.

Listening skill is enhanced by practicing it. Teachers can facilitate students with a variety of activities considering the students' level and purpose of listening activities by using online tools so listening skill can be practiced in classes or at home. Listening resources for the development of classes are considered difficult since they are addressed for advanced levels and the main objective is the development of language structures. On the other hand, blended learning tools and resources allow teachers and students to focus on the development of listening subskills according to their level. For example, in the A2 level, the subskills developed are listening for gist, detail, and specific information. The positive effect of using blended learning tools with suitable material is evident in the post-listening activities stage since students are not afraid of making grammatical mistakes because the focus was the development of listening subskills.

CALL

As established by (Paul, 2020), with the progress of globalization English has become the language for communication around the globe. Nowadays, it is difficult for students to separate ICT tools from their lifestyle so that teachers need to be creative in implementing technological tools to have as a result engaged students in learning the English language. Computer Assisted Language Learning is also known as CALL and has been recognized as a fundamental part of learning and teaching English as a foreign language since it allows students to develop English skills by providing a variety of learning opportunities. CALL enhances students' autonomy since there are tools that provide immediate feedback for students. In addition, it is mentioned that CALL increases students' understanding of their needs for further practice. To implement blended learning is important to consider the assistance of CALL since students with access to computers enhance foreign language competence. CALL supplies practice to

students. In this view, the computer is seen as a tutor who guides students with activities. Furthermore, CALL provides students the opportunity to make choices, to control what they want to practice. CALL integrates features such as text, graphics, sounds, and videos.

Blended learning tools

Many technological tools can expand students' abilities to perform or generate products, also teachers can use them to create interesting and innovative activities with different kinds of materials for supporting students' practice. There are tools created specially to develop listening skill, while there are others that can be used to create activities to assess listening by combining two or more tools.

Speakpipe voice recorder

Speakpipe voice recorder is a free tool that allows users to create MP3 voices by using technological devices such as laptops and Android devices. To use speakpipe voice recorder students must go to the website, then click the button that says, "Start recording", finally students can start talking about what they want to create. The time users can record their messages is 5 minutes. When the recording is ready users have the choice of sharing a link or an embed code. Users can download the recording.

Educaplay

It is a multimedia tool that allows teachers and students to create a variety of activities for practicing language learning. Currently, the tool allows users to create 14 kinds of activities in which the most popular are the following:

Matching activities: It depends on the students' and teachers' imagination to create an activity. It is possible to add images to the activity.

Videoquiz: in this kind of activity students can listen to or watch a short video to complete questions related to the material.

Educaplay tool offers a tutorial in which it explains the way the activities can be created. This tool allows teachers to link it with Google classroom or Microsoft teams to

receive students' results. If teachers cannot link the tool to any platforms, it is also possible to create a pin to share the activity.

Kahoot

Kahoot is a web-based learning tool that is used for practicing blended learning methodology by making language learning fun and attractive. Kahoot is a free tool that can be used by teachers and students allowing them to interact in virtual environments. Kahoot works with the use of any technological device and any browser. It allows teachers to create online quizzes, discussions, and surveys. First, it is necessary to create an account, then the teacher can create a new activity, or they can look for one already done. Once the activity has been created or found it is necessary to get the pin to share with students. Students must access the activity by using the pin provided by the teacher, second students can choose if they want to work in teams or individually, third students need to type their names to start the activity. Students don't need to create an account or download the application. Kahoot is a tool that encourages students to speak since they can discuss what they have practiced or played.

Vocaroo

It is a free tool that allows students to record, send, and download audios in a web browser. This tool offers users the possibility of recording audio in different formats with a maximum size of 50MB. When the audio is ready students can save it and share the link by email, document, or any other social media. This tool is useful for podcasting, storytelling, or assessing students' listening comprehension by answering a question related to previous activities. In addition, vocaroo can be combined with other tools such as padlet.

Padlet

It is a free notice board that supports teachers and students in class. This tool allows users to include and share images, links, videos, or documents on a public or private wall in which teachers, as well as students, can post and edit by using a link. This digital notice board can be used in activities such as brainstorming on a topic, live questions bank, gathering students' work, icebreaker, listening discussions, note taking, completion of stories, exit ticket questions such as what have you learnt today? What

part of the class did you find difficult? Do you have any questions about today's class? Read the following question and answer it... among others, that depends on teachers and students' imagination.

Quizziz

It is a free assessment tool that allows teachers and students to create or to use other quizzes by giving a unique code for access. This tool can be used to present a quiz in real-time with different kinds of questions or assign homework with a specific deadline. The answer can be reviewed at the end. It is useful for teachers since this tool provides a spreadsheet to teachers to see students' performance.

Quizlet

It is a tool addressed for teachers that allows them to create quizzes to make the learning process quick, easy, and funny. Quizlet is divided into different ways such as flashcards, spell, learn (quizzes with multiple-choice questions that include pictures), test (mix of questions that includes short answers, true-false, and answer options), match (includes words phrases and pictures) gravity game, live game. Quizlet allows teachers to use a variety of media resources such as music, or audio recordings to do online activities. It has been demonstrated that by using Quizlet students have shown an improvement of 90% in their grades (Edwards, 2021).

Cerebriti

It is a tool that allows users to create a variety of activities and evaluations to share with students. This tool is like educaplay since it provides a range of activities such as true-false, multiple-choice questions, matching, identification of images, among others. It is also possible to find activities already done.

Lyrics training

It is an app that can be used as a tool on the web for learning a language. It is useful and addressed to improve and assess listening skill. Students can choose their favorite songs and reconstruct the lyrics while listening. It is possible to choose the level of difficulty of activities, for example, students can choose if they reconstruct the whole lyrics or just some parts. While listening the song stops to give students enough time to fill in the

missing words. Teachers can build a virtual folder to upload specific materials to assign and make students practice listening.

Teachvid

This is a tool for developing listening skill by combining watching videos. It includes videos from Youtube to create a variety of activities such as text reconstruction, multiple-choice questions, jumbled sentences, among others. Students can choose the kind of activities they want to do. Teachers' accounts allow them to create their activities and select the videos according to students' needs. In addition, teachers can create a class to share with students' assignments and get their results.

Synth

It is a free tool that makes listening practice more interactive and personalized. Teachers can create engaging podcasts, messages, questions or upload an audio file so students must listen to them, and according to teachers' instruction, they must reply or add new messages. It is an innovative way of collecting knowledge while students develop listening skill.

1.3.2 Dependent variable: listening skill.

Language

It is defined as the human capacity of acquiring and using a system for meaningful communication. The main objective of language is being able to communicate in different ways. Speaking is not the only way we can communicate; we can also communicate by writing. Language allows humans to establish social interaction such as the relationship among teachers and students (Setiyadi, 2020).

Language learning

Again Setiyadi (2020), defines Language learning as the process that starts when one is born and continues throughout life. Learners acquire and learn the language to communicate ideas, feelings, thoughts, experiences, and beliefs. The acquisition of a language is considered an unconscious and subconscious process where people are not aware of the process. The acquisition process includes mainly interaction or a natural conversation in the target language since the focus of the acquisition process is to be

focused on the meaning and understanding of messages rather than grammar or form. On the other hand, Language learning is carried out in specific contexts and for specific purposes, for example, to learn about a specific topic, to be part of a community, applying for a job, among others. It is also stated that language learning is the practice of other languages skills. Learning a language is considered a process that is represented consciously in our minds that speakers experience in schools through direct instruction of language rules.

English as a foreign language

There are two types of concepts in which English is learned. First, learning English as a second language where the learning is done outside the classroom where there are specific contexts and situations where students practice and produce the language. The second concept explains English as a foreign language in which students must make extra efforts since they do not have the context and knowledge to use it accurately. Students' role in English as a foreign language is the most important fact since they are the center of the process. Considering the previous assumptions, it is said that in today's reality students must give opinions about the way the instructions must be delivered.

EFL is learning a language in a country where English is not the native or mother tongue. Students who are learning English are considered EFL (English as a foreign language) students since their native language is not English (Nashruddin and Ningtyas, 2020).

According to Giacomini et al. (2021), learning English as a foreign language is a process that depends on three main aspects which are teachers, contexts, and students. Teachers' role in English as a foreign language is making students get engaged and interested in the content of the course. This process is more successful if the teacher considers students' interests and needs. Context's role in English as a foreign language. Learning a new language is considered an enjoyable experience that can start at any age considering learners' needs and interests. This process has shown an increment in the cultural knowledge of learners and confidence. Some studies have shown that learning a second language helps the functionality of the brain since people who speak more than two languages have shown improvement in their memory, concentration, critical thinking, and listening skill.

According to Rao (2019), English is a language that people use to communicate around the world for different purposes, so it is considered a lingua franca. English is spoken by 360 million native speakers, and by 500 million people who speak English as a foreign language. English is a language that is taught and practiced in all countries apart from the mother tongue basically in the following contexts: science and technology, education, employment, business, internet, travel, tourism, press, media, and entertainment.

According to *English as a Foreign Language – Ministerio de Educación* (2016), in the Ecuadorian context, English is considered a foreign language since the mother tongue is not English. The Ecuadorian population is divided into different groups who have differences in culture and linguistics backgrounds, so all learners are not Spanish speakers, they have different degrees of bilingualism in the communities. In Ecuador, the aim of English as a foreign language is to include all students into a curriculum that develops global engagement, social, thinking, and lifelong learning through communication, to have as a result student able to communicate effectively in a globalized world. EFL is taught by applying a communicative language approach that makes students interact rather than see the language as a body of knowledge to be memorized. In addition, the CLIL approach has as its main objective to make students integrate cultural and cognitive aspects to develop the language. Furthermore, it includes the development of oral communication (listening and speaking), reading, writing, and language through arts that includes ICT.

In Ecuador, for the correct development of listening skill, it is recommended the application of ICT to expose students to a variety of authentic resources and materials such as songs, dialogues, texts, advertisements, among others. Authentic resources and tools will support students in terms of pronunciation, stress, rhythm, and intonation.

Language skills

According to Husain (2015) language is a means of communication that is considered a complex process that includes 4 important skills necessary to communicate. Skills are defined as the ability for people to do something well. The language skills are the following:

The four important language skills are divided into two categories. First, productive, or active skills include speaking and writing in which students produce language by using written or spoken symbols. Second receptive or passive skills include listening to a reading in which students just receive the language.

Listening skill

Listening skill is defined as a cognitive process that occurs in the brain in which listeners receive information from a speaker, understand the message, evaluate, remember, and respond. It is also referred to as a matching process in which the listeners interpret what they heard by linking what they know with what they hear. Listening skill is considered an essential process for the development of the other skills (Galdames, 2018).

Listening skill process is carried as follow:

Input..... Processing..... Output

- Input is the spoken language.
- Processing is the understanding of the spoken language.
- Output is what the listener responds to.

Listening is a mental process that involves the following:

- Discrimination of sounds
- Understanding of grammar and vocabulary
- Interpretation of stress and intonation
- Identification of the context.

Listening skill can be improved by using technology since it allows students to explore their weaknesses and strengths in listening skill. Also, it makes the listening process more entertaining. Practicing listening by using technology increases students' confidence since they interact with web 3.0 tools created to interpret and receive information like humans. To assess listening it is important to emphasize the relation

between listening and speaking skill since speaking is the consequence of listening to a stimulus.

Listening subskills

According to Merriam-Webster (2017), the term subskill is defined as a set of microskills that are part of another principal or macroskill.

According to Azeez and Bajalani (2018), there are 6 listening subskills which are: listening for gist, listening for recognizing attitude, listening for meaning of words, listening for details, listening for speaker's purpose, and listening for specific information.

For the development of the present research, it was considered three basic listening subskill which were listening for gist, specific information and listening for detail.

- 1. Listening for gist:** it means to get the general idea of what we are going to hear. This listening subskill is carried out when students listen to a set of words that help them identify a topic. For example, students can listen to things such as gifts, music, and friends, so they can conclude that it is about a party.

Listening for gist is the identification of the purpose of the spoken language. It is carried out by listeners even when they do not understand every single word of the passage. The key is the linkers students used to get the general idea.

Listening for gist is practiced getting "whole picture" with the use of sequential information that can be nouns, adjectives, and verbs, listeners do not have to pay attention to every detail in the passage, they focus their attention on finding a set of words.

- 2. Listening for specific information:** this subskill is the most practiced. This subskill is developed when the listeners want to find a specific piece of information. In listening subskill practice students know in advance the piece of information they need to identify to complete the activity. Listeners have the option of ignoring information which is not relevant. The most common information required when learners are practicing listening for specific

information are weather forecast, timetables, names, times, dates, events among others (Azeez and Bajalani, 2018).

Listening for specific information is also known as listening selectively because students need a very specific part from the passage. So, they focus their attention on finding the information required in the task.

Listening for specific information is the process in which students look for key words in the passage.

3. Listing for detail: Again, Azeez and Bajalani (2018) argue that listening for detail is gathering information from any audio material or speech. The most typical kind of activity to develop and practice listening for detail subskill is filling gaps. When listening for detail students must pay attention to every word to try to comprehend as much as possible. Another kind of activity to develop listening for detail subskills is completing charts, or graphs. Listening for detail subskill asks listeners for information such as definition of terms, ideas, examples, and reasons.

Listening for detail is a subskill that is carried to make students identify the context of different passages. Students cannot afford ignoring anything from the passage since students do not know what information from the passage will be used for the development of activities.

In listening for detail listeners must focus on the whole passage to understand as much information as possible to be able to complete tasks.

Stages of the listening process

Listening is a short-term process since it is carried out during three stages. First, recognition involves students to perceive sounds and meaning of short stretches. Second, codification is done in a term memory long enough to decode and understand the information. Finally meaning production that is done because of the output. After the process mentioned before it comes a long-term memory that is the retention of what we listen to or practiced before to use later in future situations.

According to Campos N (2020) there are 3 important stages teachers must consider in order to develop listening skills and subskills.

Pre-listening

This stage is for preparing students for what they are going to listen to. This stage is helpful for students since it increases the success of the other tasks. In addition, pre-listening activities help identify what students know about the topic, provide a context, and introduce vocabulary items and grammatical structures. This stage allows students to motivate, contextualize the new content.

While listening

This stage is focused on developing activities that students must complete while they are listening with the objective of showing understanding and practicing listening subskills. The listening activities teachers design must guide them through the text, for that the first activity is to help students get a general idea of the content. The second activity is more demanding since teachers focus their attention on developing specific listening subskills and students must listen carefully to be able to give an answer. It is recommended to listen more than twice so that in the first listening students can get the general idea, in the second listening they understand and complete the activities, and in the third listening they check answers. In addition, it must be considered a “breathing” or “thinking” space to let students understand the content.

Post listening

This stage is for reflection on what students have practiced before. This stage is merely to link listening with the speaking or writing skill since this is the way that students show and put in practice what they have learnt before. This stage is carried out by asking students to summarize, discuss, or answer some question related to the topic orally or written.

1.5 Objectives

1.5.1 General objective

- To determine the effect of the application of b- learning methodology in the listening skill

1.5.2 Specific objectives

- To describe the impact of b-learning methodology in language development.
- To identify suitable technological tools to use in listening development.
- To analyze the subskills that have a positive development using technology

CHAPTER II.

METHODOLOGY

2.1 Resources

Resources all the materials available in the environment that help researchers carry out and satisfy studies' needs. To develop the study, it was necessary to use technological and human resources. First, for the development of the variables it was necessary to use information available in different E-books, and articles. Additionally, it was necessary the participation of students from semester of PINE program at the Universidad Técnica de Ambato to apply the pre-test and post-test to get the information to support the study. Finally, it was necessary the use technological tools to apply the methodology proposed in the study. The technological tools used were Zoom, Educaplay, Kahoot, Speakpipe, Cerebrity, Quizzes, Quizlet, and Vocaroo.

2.2 Methods

Research approach

The current investigation had a quantitative and qualitative approach. Streefkerk (2019), says that collecting or applying quantitative research means expressing information by using numbers and statistical graphs to prove or refuse theories or assumptions. Quantitative methods include experiments, observations with rating scales, and closed or structured questions. The present study had a quantitative approach because the facts are presented with numerical data, which are verified by the collection of information. Quantitative approach was used to get precise information and verified information by using a survey as a technique and questionnaire as an instrument. In addition, the current investigation had a qualitative approach, because this research has as an objective to describe how B- learning methodology works and its effects on the development of listening skill, where the researcher interacts with the students, to get information about what is being studied (Raffino, 2020). In addition, Bhandari (2020) states that qualitative approach means working with non-numerical data to comprehend concepts, or problems with the objective of generating news ideas for studies.

Research modality

Applied research.

Applied research design allows investigators to solve a specific problem that involves an individual, or society by providing innovative solutions. It is also referred to as a scientific method since it includes the application of an experiment. In addition, applied research permits state a hypothesis by determining the applicability of a theory to prove it. Sometimes applied research involves empirical methods to contribute to the practical problem (Wright and Wallis, 2019). The present study was considered applied research since it applied a learning methodology as an experiment to a specific population to get some information to verify or reject the stated hypothesis.

Bibliographic research

This investigation has been supported with some authors' theoretical knowledge, presented in e-books, and educational magazines. Bibliographic research may be defined as any research requiring information to be gathered from published materials. These materials may include more traditional resources such as books, magazines, journals, newspapers, and reports, but may also consist of electronic media such as audio, video recordings, films, and online resources like websites, blogs, and bibliographic databases (Boon, 2017).

Level or type of research.

Quasi experimental research

Quasi experimental research is defined as a non-experimental or non-researcher induced. The main or independent variable is used to expose subjects to a treatment or experiment. The population is not chosen randomly; each group is assigned by considering the study's needs (Gopalan et al., 2020).

Experimental and quasi-experimental research is used to identify cause and effect of a certain phenomenon. The main difference is that in experimental research the population is chosen randomly to either be part of the treatment or control group. However, for the quasi-experimental research the subjects or population are chosen in order to make comparison, as the population shared a similar condition before the study (Yussuf, 2019).

The present study was conducted by following the quasi-experimental level description. This research divided the whole population into two groups which were the experimental group and the control group. The pretest, post-test and the survey were applied to the two groups to get information and analyze the results. However, the application of the experiment was just applied to the experimental group to analyze the improvement of listening skill through the application of blended learning methodology.

Procedure

Intervention

First, the control group was not exposed to the experiment, so they continued practicing listening skill by following the university's methodology. On the other hand, B-learning methodology was applied to the experimental group. To achieve the objectives of the present study, it was necessary to plan 4 interventions to implement b-learning methodology tools for the development of the listening for gist, detail, and specific information subskills. It was considered the application of 4 interventions to make students practice each listening subskill to increase the success in the post results.

It was created 4 lesson plans considering the CLT approach and blended learning methodology. Each lesson took 30 minutes in which students develop different listening activities by using online tools and materials. All 4 sections were structured following the same schema explained as follows: first, students completed pre-listening activities that had relation with the main topic to develop listening for gist subskill, students had to get the general idea of the topic by making hypotheses. Also, while-listening activities were developed to practice listening for detail, and specific information. The listening subskills were practiced by using the typical types of questions of these subskills. Finally, the post listening activities were completed in which students answered some question related to the main topic. Each activity included in the listening process was carried out by considering the use of different blended learning tools. Furthermore, it was included one general objective that was focused on communication in which students must develop real communication to be able to talk about the general topic by applying knowledge gained from the listening practice. Other specific objectives were focused on practicing listening subskills and managing blended learning tools.

For the development of each lesson blended learning tools were considered such as kahoot, educaplay, cerebrity, quizzes, quizlet, vocaroo and speakpipe voice recorder and recorded audios available on internet.

The first lesson was called “eating out” in which students developed activities like matching, true/false questions, gap filling and a short discussion.

The second lesson was about “going to the cinema” in which students did completed activities like matching, multiple choice questions, gap filling and answering some questions.

The third listening lesson was about “travelling abroad” in which students developed activities like matching, gap filling, and conversation activity.

The fourth listening lesson was about “free time” in which students developed activities such as grouping, true false, filling gaps and a conversation.

The lesson plans were included in the annexes section where the activities students completed are explained. In addition, it was included the links to the development of each activity.

First meeting

In this session students were able to listen to a conversation in a restaurant and complete 4 activities related to the main topic. For the first activity students completed the task by using Kahoot. For the second and third activity they were working by using Educaplay, and for the last activity they had to produce an audio by using Speakpipe voice recorder. (See annex 3)

Second meeting

In this session students were able to work in a lesson called “going to the cinema”. Students listened to a conversation between Mario and Tamara who were talking about a film they wanted to see. The pre-listening activity was done by using Cerebriti. The main activity was done by using Quizzes and for the oral production students worked with Vacaroo. (See annex 4)

Third meeting

For the third intervention students worked in a lesson called “travelling abroad”. Students had to listen to 5 airport announcements and complete 4 activities related to the topic. For the pre-listen activity students worked with kahoot for the main activities they were working with Educaplay and for the production they worked with Padlet where a question was posted, and students wrote their responses by using some pictures. (See annex 5)

Fourth meeting

In the fourth intervention students worked in a lesson called “free time”. Students had to listen to a phone conversation between Tyrone and the staff of his local swimming pool. For the pre listening activity students worked by using Cerebritit. For the development of main activities including different types of questions it was used Educaplay. Finally, for the production part it was use speakpipe. (See annex 6)

Population

The present research study was applied at “Universidad Técnica de Ambato” Ambato-Ecuador. The participants were 35 students from the first level of “Pedagogía de los Idiomas Nacionales y Extranjeros. The students were divided into two groups. The control and experimental group.

Table 1. Population

Groups	Participants	Percentage
Control group	18	51%
Experimental group	17	49%
Total	35	100%

Source: Universidad Técnica de Ambato

Elaborated by: Rendón, C. (2021)

Techniques and instruments

Survey

The survey was one of the techniques used to collect relevant information. This technique is used in qualitative or qualitative method of research. It was applied a survey to see if students used some strategies or features of B-learning methodology. The survey consisted of 7 questions with a Likert scale that goes from “always” to “never”. The survey was applied to the population, which was 35 students of PINE program, by using google forms that facilitated the data collection and interpretation.

To apply the survey, it was necessary the validation process by experts. It was considered two teachers from Universidad Técnica de Ambato for this process. For the validation it was considered the following criteria:

- Instructions
- Coherence and structure
- Spelling and punctuation signs
- Information of questions

The present study considered some data from a survey applied to 35 students from first semester in the project entitled “Desarrollo de herramientas web 3.0 en la educación como apoyo en el aprendizaje colaborativo” which had a strong relationship with the present research since the web 3.0 tools to develop learning were used in both studies. The present study took par int the project that has been carried out in the Universidad Técnica de Ambato at the “Facultad de Ciencias Humanas y de Educación”

The questions taken from the previous research were the following:

1. How important is the use of 3.0 tools in your learning?
2. How often does our teacher use 3.0 tools to teach?
3. How often do you use 3.0 tools to learn?
4. Do you consider the correct use of 3.0 tools promote interest, and motivation?

The data from the two surveys were tabulated to analyze and interpret the data.

Cambridge KET exam

A pre-test and post-test were used to measure the students' listening skill. The test was taken from Cambridge assessment English: KET. The listening part is divided into 5 parts with 5 questions in each part with a total of 25 questions that evaluate different features of listening. The 5 parts were taken to evaluate the improvement of listening subskills with the implementation of blended learning tools. It takes 30 minutes to complete the listening section of the KET exam. The listening section is evaluated under the 25% of the complete standardized test, so each question has a value of 1 point. It was used the A2 level since the population of the study start the program at Universidad Técnica de Ambato as beginners. The listening section is divided into 5 parts that have 5 questions. For the present study it was considered the five parts since the specific objectives are addressed to analyze listening subskills such as listening for gist, detail, and specific information. The KET exam evaluates the following listening subskills: Part 1 of the listening section consisted of 5 multiple choice question in which the subskill evaluated was listening for specific information. The information students had to identify were facts such as dates, places, time forecast, and prices. Part 2 consisted of 5 filling gaps question in which students had to write a number, date or word, this part evaluated students listening for detail subskill. Part 3 of the test required students answer 5 multiple choice question in which they had to develop listening for detail subskill. Part 4 of the listening section required students to listen to 5 short conversations and they had to answer 5 multiple choice question in which they had to develop listening for gist since the question required students to identify the main idea. Finally, part 5 consisted of 5 questions in which students had to listen to a passage to identify specific objects for developing a party. In this last part, students were asked to develop listening for specific information.

Hypothesis

Ho: Blended learning methodology does not improve the listening skill of students from Universidad Técnica de Ambato at Pedagogía de los Idiomas Nacionales y Extranjeros program.

H1: Blended learning methodology improves the listening skill of students from Universidad Técnica de Ambato at Pedagogía de los Idiomas Nacionales y Extranjeros program.

Information collection and instruments

Table 2. *Method of data collection*

Questions	Explanation
What?	To achieve the objectives of the present study
What population?	Students from 1 st semester of PINE
What aspects?	Blended learning methodology in listening skill
Who?	The author
When?	Academic period
Where?	At Universidad Técnica de Ambato
How?	Standardized test
How often?	Pre-test and post-test (twice)
With what?	Questionnaire

Elaborated by: Rendón, C. (2021)

Source: Data collection

To achieve the objectives of the present study, a pre-test and post-test were applied to get information. The tests consisted in 5 parts with 5 questions with the objective of developing listening for gist, detail and specific information subskills. According to *A2 Key Exam Format / Cambridge English* (n.d.), the listening section has a value of 25%, which means that each question is valued over 1 point. As the present study considered the 5 parts with a total of 25 questions it was necessary to apply a mathematical rule called rule of three to get scores over 10. In addition, it was assigned a category for each score.

Table 3. *Plan collection*

Grades	Category
10	Excellent
9-8	Very good
7-6	Good
5-4	Regular
3-0	Bad

Elaborated by: Rendón, C. (2021)

Source: Data collection

In addition, a survey was used to get qualitative data about the use of blended learning methodology in listening skill. The survey consisted of 7 questions which had a relation with dependent variable. It is important to mention the contribution of the data taken from a previous research entitled “Desarrollo de herramientas web 3.0 en la educación como apoyo en el aprendizaje colaborativo”. Since the information taken from that research was focused on the independent variable.

Information processing plan

To conclude, to process the data collected from the pre-test and post-test it was necessary to use SPSS software. According to *What is SPSS and how does it benefit survey data analysis?* (2021), SPSS software is a statistical package used in social sciences including education research, also it provides statistical functions such as frequencies and categories. On the other hand, the survey used to get information about the implementation of blended learning methodology tools in listening subskills consisted in questions 7 that were done considering the Likert scale.

CHAPTER III.

ANALYSIS AND INTERPRETATION OF RESULTS

3.1 Analysis and discussion of results

The present chapter is focused on presenting the obtained results from pre-test, post-test, and the survey applied to the students of the first semester from Pedagogía de los Idiomas Nacionales y Extranjeros to determine the effect of the application of b-learning methodology in the listening skill. The information was treated, analyzed, and interpret with the support of tables and figures to have a better appreciation.

The first table shows the scores students who belong to the control group got from the pre-test and post-test. The second table shows the results students who belong to the experimental got from the pre-test and post-test. Both tables let the researcher contrast and proceed with data by using T-student statistics to demonstrate the acceptance or either the null of either the null or alternative hypothesis

Finally, it was applied a structured survey with 7 questions to the students of both the control and the experimental group. The results are presented by using tables and graphics for better analysis and interpretation. In addition, it was analyzed and interpret the data got from the study “Desarrollo de herramientas web 3.0 en la educación como apoyo en el aprendizaje colaborativo.”

3.1.1 Score assignment

Table 4. *Pre-test and post-test results from the control group*

Control Group	Pre-test scores over 10	Post-test scores over 10
Student 1	4	4.8
Student 2	5.2	5.2
Student 3	5.2	5.6
Student 4	5.6	5.6
Student 5	4.4	4.4
Student 6	4	4.4
Student 7	5.2	5.6
Student 8	5.2	5.2
Student 9	5.6	6
Student 10	4	4.4
Student 11	4.8	5.2
Student 12	4.4	4.8
Student 13	5.6	6.4
Student 14	4.4	5.2
Student 15	5.6	5.6
Student 16	5.2	5.6
Student 17	5.2	5.2
Student 18	4.4	5.2
X	4.88	5.24

Elaborated by: Rendón, C. (2021)

Source: KET results

Analysis and interpretation

In table number 5, the KET test results are presented both in pre-test and post-test of the control group, where the scores were calculated over 10. It helped to classify the scores in a performance criterion.

Table 5. *Pre-test and post-test results from the experimental group*

Experimental Group	Pre-test scores over 10	Post-test scores over 10
Student 1	5.2	7.6
Student 2	4	6
Student 3	5.2	7.6
Student 4	5.6	8
Student 5	5.2	8
Student 6	4.4	7.2
Student 7	4	6.8
Student 8	4.4	7.6
Student 9	5.2	6.8
Student 10	4.8	7.6
Student 11	5.6	8
Student 12	4.8	7.2
Student 13	6	8
Student 14	4	7.2
Student 15	4.8	7.6
Student 16	4	6.8
Student 17	4	7.2
X	4.77	7.36

Elaborated by: Rendón, C. (2021)

Source: KET results

Analysis and interpretation

In table number 6, the KET test results are presented both in the pre-test and post-test of the experimental group and were calculated as in the control group.

3.1.2 Pre-test analysis

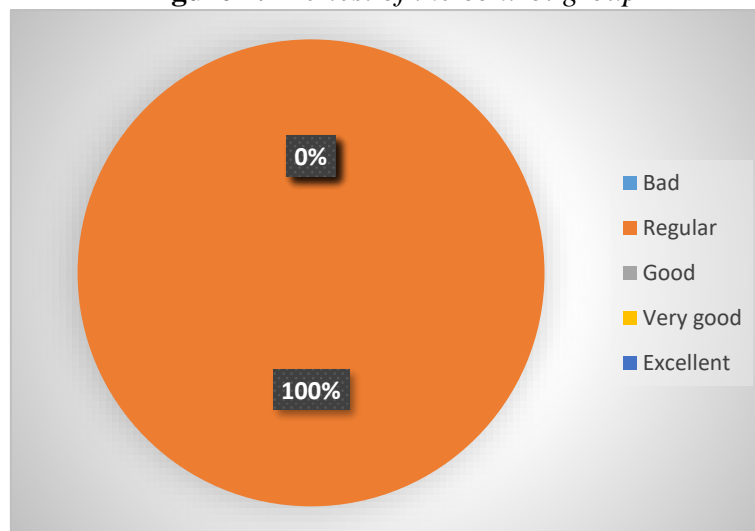
Table 6. *Pre-test of the control group*

Indicators	Control group	
	Frequency	Percentage
Excellent (10)	0	0%
Very good (8-9)	0	0%
Good (6-7)	0	0%
Regular (4-5)	18	100%
Bad (0-3)	0	0%
Total	18	100%

Elaborated by: Rendón, C. (2021)

Source: KET results

Figure 1. *Pre-test of the control group*



Elaborated by: Rendón, C. (2021)

Source: KET results

Analysis and interpretation

The KET exam used as a pre-test had 25 questions, they were divided into 5 parts with 5 questions. KET does not have evaluation criteria, so each item has 1 point. In order to analyze and interpret the data, it was considering a rating scale that goes from 0 as minimum and 10 as maximum. 0 to 3 was considered bad, 4 to 5 was considered regular, 6 to 7 was considered good, 8 to 9 was considered very and 10 was considered excellent. Considering the previous facts, as shown in figure 1; the whole population

that is 100% (18) who belong to the control group had a regular level in the listening section because their scores went from 4 to 5. These results show that students do not practice the listening skill as they need in order to get better results. In addition, it is evident that teachers do not apply a good methodology to help students develop their listening skill. It can be concluded that teachers need to put more attention into making students develop listening skill.

Pre-test of experimental group

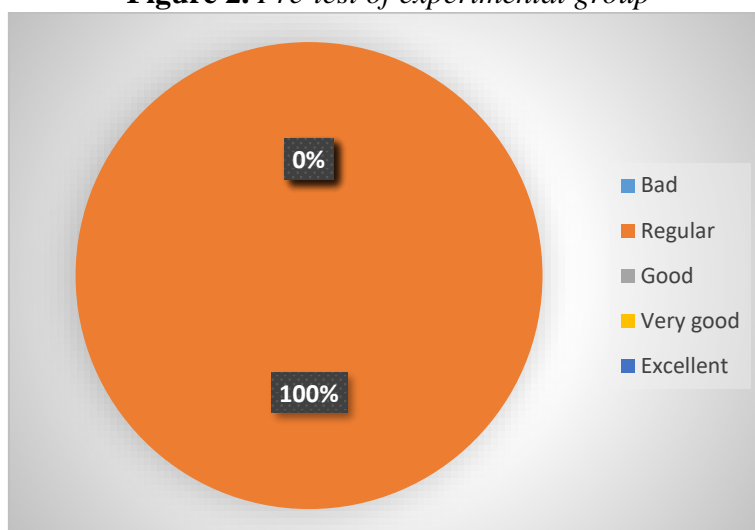
Table 7. Pre-test of the experimental group

Indicators	Control group	
	Frequency	Percentage
Excellent (10)	0	0%
Very good (8-9)	0	0%
Good (6-7)	0	0%
Regular (4-5)	17	100%
Bad (0-3)	0%	0%
Total	17	100%

Elaborated by: Rendón, C. (2021)

Source: KET results

Figure 2. Pre-test of experimental group



Elaborated by: Rendón, C. (2021)

Source: KET results

Analysis and interpretation

The application of the pre-test to the experimental group was done at the same time as the control group. The same test was used, and the scores were calculated in the same way to get the results over 10 to be able to classify them in the rating scale. In figure 2, it can be observed that 17 students who represent 100% that belongs to the experimental group reached the regular level. According to the results, the experimental group as the control group presents a low performance in listening skill. It is necessary the application of a good methodology to help students reach an acceptable level of listening skill. However, it must be considered that both groups had the same conditions when practicing the listening skill, so the difference comes after the interventions to the experimental group.

3.1.3 Post-test analysis

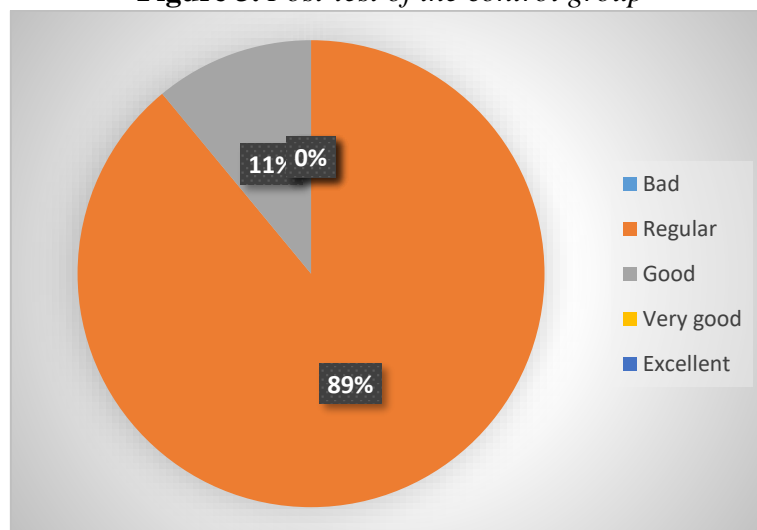
Table 8. *Post-test of the control group*

Indicators	Control group	
	Frequency	Percentage
Excellent (10)	0	0%
Very good (8-9)	0	0%
Good (6-7)	2	11%
Regular (4-5)	16	89%
Bad (0-3)	0%	0%
Total	18	100%

Elaborated by: Rendón, C. (2021)

Source: KET results

Figure 3. *Post-test of the control group*



Elaborated by: Rendón, C. (2021)

Source: KET results

Analysis and interpretation

For the application of the post-test, it was considered the same standardized test, which was the A2 key or KET exam, that had the same number of questions (25). Again, the scores were calculated to get them over 10 to be able to classify them into the rating scale. In figure 3, the results of the post-test showed that 16 students who represent 89% of the control group are got grades that suited them into the regular level. On the other hand, just 2 students who represent 11% of the control group population got grades that suited them into the good level. Most students still showing an insufficient level of listening development. These data suggest that the methodology applied in the Universidad Técnica de Ambato does not generate the expected level students from the first level must have. Considering the previous, it is important to incorporate innovative methodologies to help students reach the appropriate level, also it is important to help students apply methodologies they can develop on their own.

Post-test of experimental group

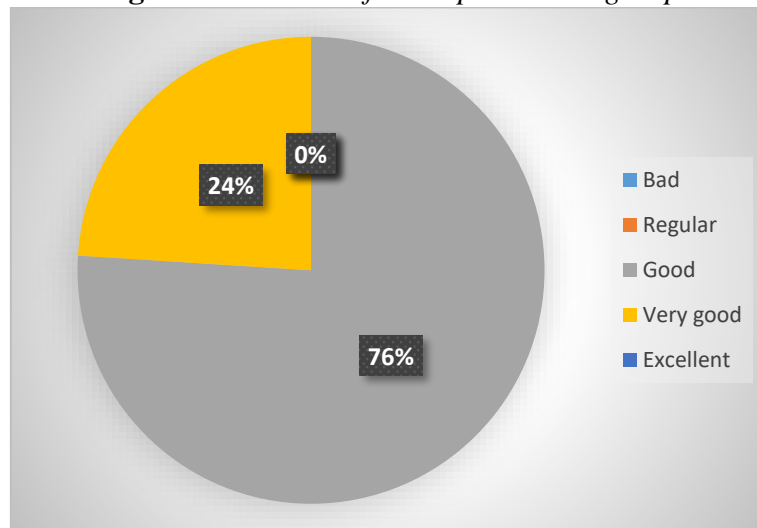
Table 9. *Post-test of the experimental group*

Indicators	Experimental group	
	Frequency	Percentage
Excellent (10)	0	0%
Very good (8-9)	4	24%
Good (6-7)	13	76%
Regular (4-5)	0	0%
Bad (0-3)	0%	0%
Total	17	100%

Elaborated by: Rendón, C. (2021)

Source: KET results

Figure 4. *Post-test of the experimental group*



Elaborated by: Rendón, C. (2021)

Source: KET results

Analysis and interpretation

Figure 4 shows the results got from the application of the post-test to the experimental group. It is important to mention that 4 interventions were conducted with the aim of making students practice and develop listening skill using blended learning methodology. The data obtained show that 76% of the experimental population (13) got grades achieved the good level on the rating scale. In addition, 24% of the experimental population (4) achieved the very good level into the rating scale. According to the data,

it can be said that students from the experimental group improved their listening skill development after the application of the experiment. The data shows positive effects of the experiment because students achieve a better level, and the evolution is evident. However, to continue making progress, it is necessary to make students continue practicing the listening skill, so it is recommended to apply blended learning methodology to encourage students the use of technology for their learning.

3.1.4 Listening subskills analysis

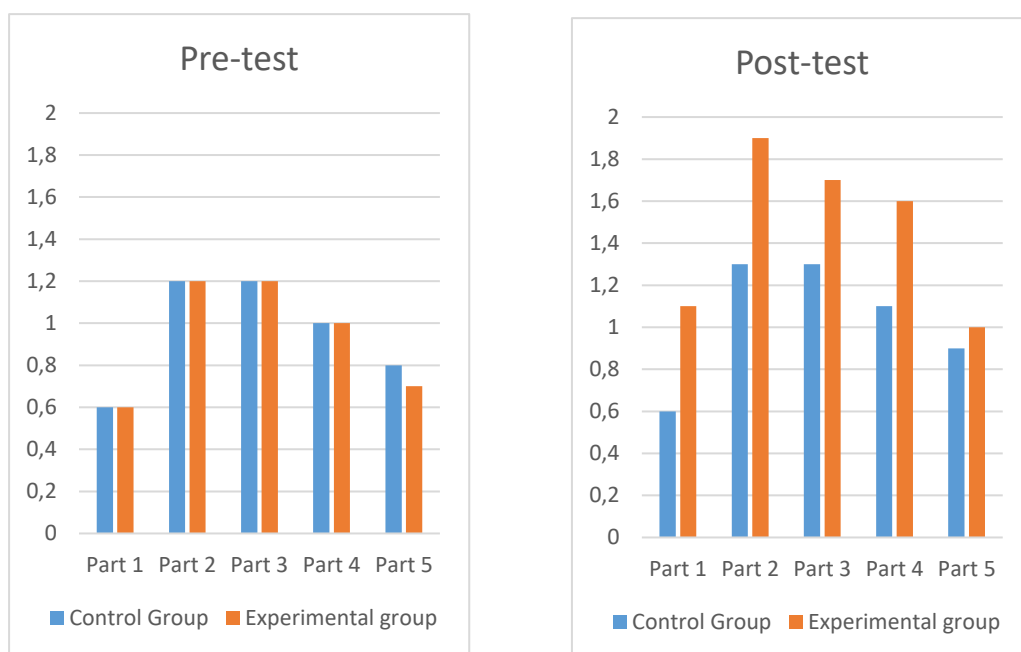
Table 10. *Listening subskills analysis*

	Control group		Experimental group	
	Pre-test	Post-test	Pre-test	Post-test
Part 1 Listening for specific information	0.6	0.6	0.6	1.1
Part 2 Listening for detail	1.2	1.3	1.2	1.9
Part 3 Listening for detail	1.2	1.3	1.2	1.7
Part 4 Listening for gist	1	1.1	1	1.6
Part 5 Listening for specific information	0.8	0.9	0.7	1
Average over 10 from tests	4.8	5.2	4.7	7.3

Elaborated by: Rendón, C. (2021)

Source: KET results

Figure 5. Listening subskills analysis



Elaborated by: Rendón, C. (2021)

Source: KET results

Analysis and interpretation

In order to achieve the third specific objective which was to analyze the subskills that have a positive development using technology it was necessary to carry out an analysis of the five parts from the test used as pre-test and post-test. As the complete text was scored over 10 points each listening subskills was scored over 2. Part 1 belongs to listening for specific information subskill, part 2 and 3 belongs to listening for detail subskill, part 4 belongs to listening for gist subskill, and part 5 belongs to listening for specific information subskill. As it is shown in the table 10 students from control got 0.6 in part 1, 1.2 in part 2 and 3, 1 in part 4 and 0.8 in part 5. After the interventions the control group who were not exposed to the experimented continue having almost the same results. On the other hand, in the pre-test students from experimental group got 0.6 in part 1, 1.2 in part 2 and 3, 1 in part 4 and 0.7 in part 5. After the 4 interventions that was applied to this group results changed. As it is shown in table 10, students demonstrated a significant improving in the listening for detail and listening for gist subskills.

3.1.5 Comparative analysis

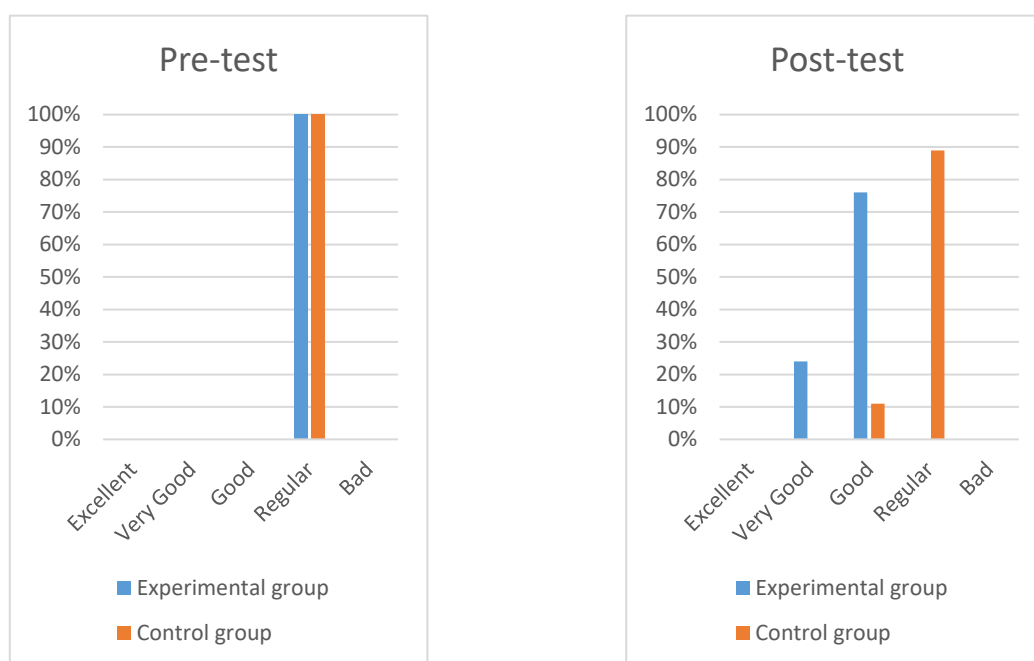
Table 11. Comparative analysis

Indicators	Control group		Experimental group	
	Pre-test	Post-test	Pre-test	Post-test
Excellent (10)				
Very good (8-9)				24%
Good (6-7)		11%		76%
Regular (4-5)	100%	89%	100%	
Bad (0-3)				

Elaborated by: Rendón, C. (2021)

Source: KET results

Figure 6. Comparative analysis



Elaborated by: Rendón, C. (2021)

Source: KET results

Analysis and interpretation

In order to achieve the general objective and the second specific objective which was to determine the impact of the application of blended learning methodology in listening skill, it was important to carry out a comparative analysis of results between the

experimental and control group to emphasize the effectiveness of blended learning methodology. In table 12 is shown that students from the control group started with a regular level of listening skill performance. After the intervention time, 89% of the control group continued having a regular level and the 11% improve their listening skill and they achieved the good level. On the other hand, 100% of students from the experimental group began with regular. However, after the 4 interventions applied to this group, the results changed. The level of students in the last listening performance improved since 76% of the experimental group achieved the good level, while 24% achieved the very good level. It can be concluded that the implementation of blended learning methodology affects in a positive way students' listening performance. The improvement was evident since students were able to identify the gist, specific information, and details in audio.

3.1.6 Verification of hypothesis

To check the hypothesis, the T-students test was used that according to test validity is valid for the present study. The T-student test was used to determine the significant difference between the means of two groups.

Null hypothesis

Blended learning methodology does not improve the listening skill of students from Universidad Técnica de Ambato at Pedagogía de los Idiomas Nacionales y Extranjeros program.

Alternative hypothesis

Blended learning methodology improves the listening skill of students from Universidad Técnica de Ambato at Pedagogía de los Idiomas Nacionales y Extranjeros program.

Table 12. T- student test (experimental group)

		Paired differences					t	df	p
		Mean	Std. Deviation	Std. Error mean	95% confidence interval of difference				
					Lower	Upper			
Pair 1	Experimental group Pre-test – Experimental group Post- test	-2,58824	,44984	,10910	-2,81952	-2,35695	-23,723	16	,000

Source: IBM SPSS

Elaborated by: Rendón, C. (2021)

Decision criteria:

The null hypothesis is accepted, and the alternative is rejected if $p \geq 0.05$.

The alternative hypothesis is accepted, and the null hypothesis is rejected if $p < 0.05$.

Analysis and interpretation

After the T student test was performed in the IBM SPSS statistics statical program, it was demonstrated that the p. value is less than the significance level $\alpha=0.05$. so that the alternative hypothesis is accepted, and the null hypothesis is rejected. In conclusion b-learning methodology improves the listening skill of students from Universidad Técnica de Ambato at Pedagogía de los Idiomas Nacionales y Extranjeros program.

3.2 Students' survey results

Question 1. How often are you involved in listening activities in the classroom?

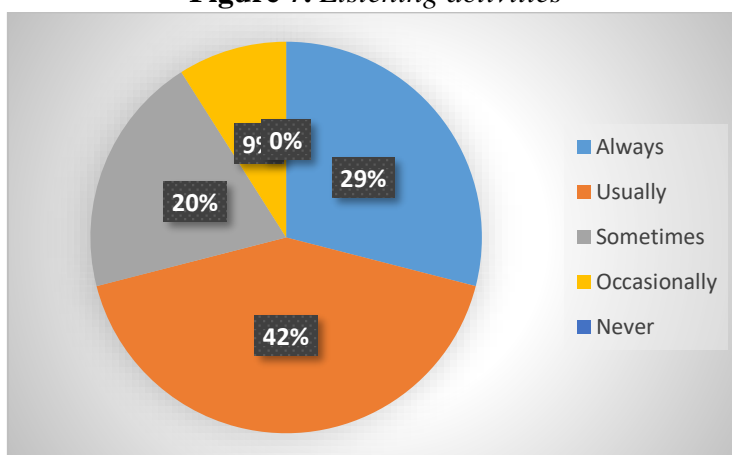
Table 13. *Listening activities*

Alternative	Frequency	Percentage
Always	10	29%
Usually	15	42%
Sometimes	7	20%
Occasionally	3	9%
Never	0	0%
Total	35	100%

Source: students' survey

Elaborated by: Rendón, C. (2021)

Figure 7. *Listening activities*



Source: students' survey

Elaborated by: Rendón, C. (2021)

Analysis and interpretation

According to the data obtained 28% that represents 10 students answered they are always involved in listening activities in the classroom. Also, 42% that represents 15 students said that they are usually involved in listening activities in the classroom. In addition, 20% that represents 7 students said that they are sometimes involved in listening activities. Finally, 9% that represents 3 students said that they are occasionally involved in listening activities in the classroom. The results showed that a high number

of students are involved in listening activities in the classroom that is important for good development of language, since students need input in order to produce language meaningfully.

Question 2. How often do you use online tools to practice listening?

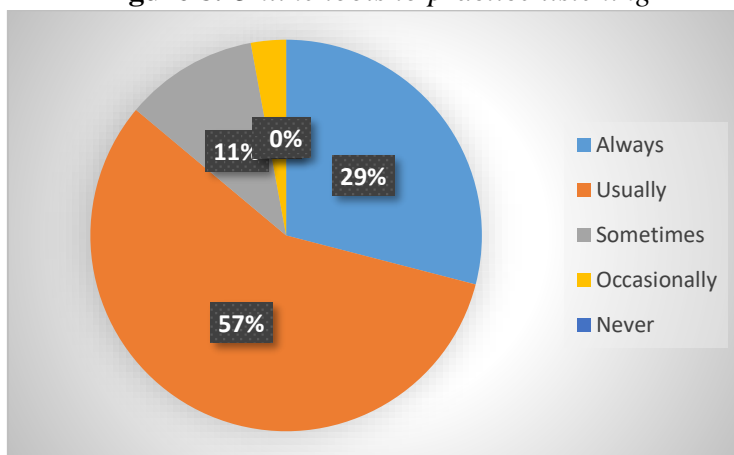
Table 14. *Online tools to practice listening*

Alternative	Frequency	Percentage
Always	10	29%
Usually	20	57%
Sometimes	4	11%
Occasionally	1	3%
Never	0	0%
Total	35	100%

Source: students' survey

Elaborated by: Rendón, C. (2021)

Figure 8. *Online tools to practice listening*



Source: students' survey

Elaborated by: Rendón, C. (2021)

Analysis and interpretation

According to the data obtained 29% that represents 10 students answered they always use online tools to practice the listening skill. Also, 57% that represents 20 students said that they usually use online tools to practice the listening skill. In addition, 11% that represents 4 students said that they sometimes use online tools to practice the listening skill. Finally, 3% that represents 1 student said that he occasionally uses online tools to

practice the listening skill. The results showed that many students use online tools to practice the listening skill it means that they practice language skill by using technology. It increases the possibility of a better listening performance since students can feel engaged to continue improving the receptive skill by practicing at home.

Question 3. How often are you involved in listening activities that require you to complete activities such as multiple-choice questions, and filling gaps with information such as numbers, names, directions, prices, objects, years, or dates?

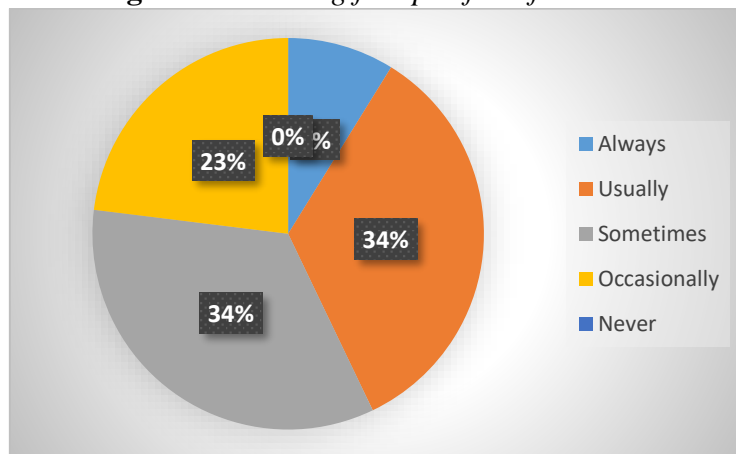
Table 15. *Listening for specific information*

Alternative	Frequency	Percentage
Always	3	9%
Usually	12	34%
Sometimes	12	34%
Occasionally	8	23%
Never	0	0%
Total	35	100%

Source: students' survey

Elaborated by: Rendón, C. (2021)

Figure 9. *Listening for specific information*



Source: students' survey

Elaborated by: Rendón, C. (2021)

Analysis and interpretation

According to the data obtained 9% that represents 3 students answered they are always involved in listening activities that require them complete activities such as multiple-choice questions, and filling gaps with information such as numbers, names, directions, prices, objects, years, or dates. Also, 34% that represent 12 students said that they are usually involved in listening activities that require them complete activities such as multiple-choice questions, and filling gaps with information such as numbers, names, directions, prices, objects, years, or dates. In addition, 34% that represents 12 students said that they are sometimes involved in listening activities that require them complete activities such as multiple-choice questions, and filling gaps with information such as numbers, names, directions, prices, objects, years, or dates. Finally, 21% that represents 8 students said that they are occasionally involved in listening activities that require them complete activities such as multiple-choice questions, and filling gaps with information such as numbers, names, directions, prices, objects, years, or dates. The results showed the majority of students practice listening activities to develop listening for specific information subskill. Since students are placed in the A2 level they need to start practicing the basic listening subskill to be able to develop the most complex.

Question 4. How often are you involved in listening activities that require you to discuss, predict, or make hypotheses?

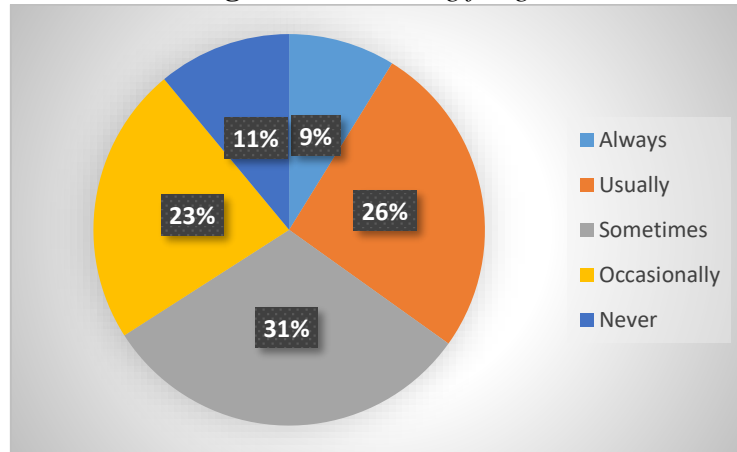
Table 16. *Listening for gist*

Alternative	Frequency	Percentage
Always	3	9%
Usually	9	26%
Sometimes	11	31%
Occasionally	8	23%
Never	4	11%
Total	35	100%

Source: students' survey

Elaborated by: Rendón, C. (2021)

Figure 10. *Listening for gist*



Source: students' survey

Elaborated by: Rendón, C. (2021)

Analysis and interpretation

According to the data obtained 9% that represents 3 students answered they are always involved in listening activities that require them to discuss, predict, or make hypotheses. Also, 26% that represents 9 students said that they are usually involved in listening activities that require them to discuss, predict, or make hypotheses. In addition, 31% that represents 11 students said that they are sometimes involved in listening activities that require them to discuss, predict, or make hypotheses. On the other hand, 23% that represents 8 students said that they are occasionally involved in listening activities that require them to discuss, predict, or make hypotheses. Finally, 11% that represents 4 students said that they are never involved in listening activities that require them to discuss, predict, or make hypotheses. The results showed that students do not spend enough time completing activities to improve or practice listening for gist subskill. As this subskill involves speaking students are not able to start a discussion about any topic because of the lack practice.

Question 5. How often are you involved in listening activities that ask you to complete true-false questions, filling gaps, order, and match?

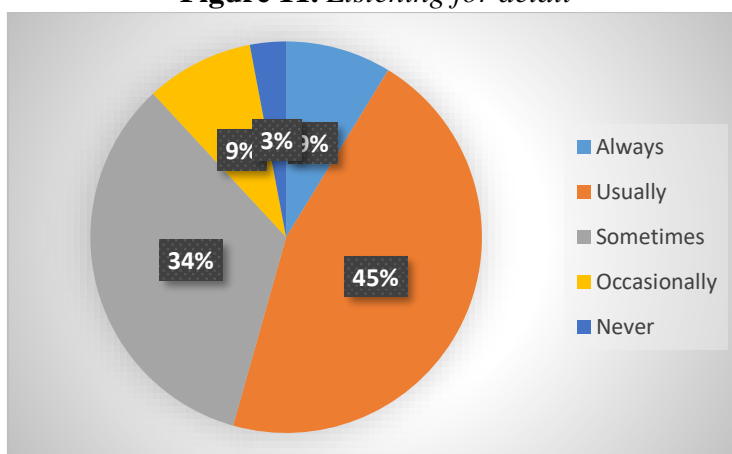
Table 17. *Listening for detail*

Alternative	Frequency	Percentage
Always	3	9%
Usually	16	45%
Sometimes	12	34%
Occasionally	3	9%
Never	1	3%
Total	35	100%

Source: students' survey

Elaborated by: Rendón, C. (2021)

Figure 11. *Listening for detail*



Source: students' survey

Elaborated by: Rendón, C. (2021)

Analysis and interpretation

According to the data obtained, 9% that represents 3 students answered they are always involved in listening activities that ask them to complete true-false questions, filling gaps, order, and match. Also, 45% that represents 16 students said that they are usually involved in listening activities that ask them to complete true-false questions, filling gaps, order, and match. In addition, 34% that represents 12 students said that they are sometimes involved in listening activities that ask them to complete true-false questions, filling gaps, order, and match. On the other hand, 9% that represents 3

students said that they are occasionally involved in listening activities that ask them to complete true-false questions, filling gaps, order, and match. Finally, 3% that represents 1 student said that he is never involved in listening activities that require him to complete true-false questions, filling gaps, order, and match. The results show that students practice listening for detail subskill by using different kinds of questions. The most typical activities students from the A2 level complete involve listening for detail, so students are able to listening carefully and find the information required.

Question 6. How often do you use online tools to practice the listening skill on your own?

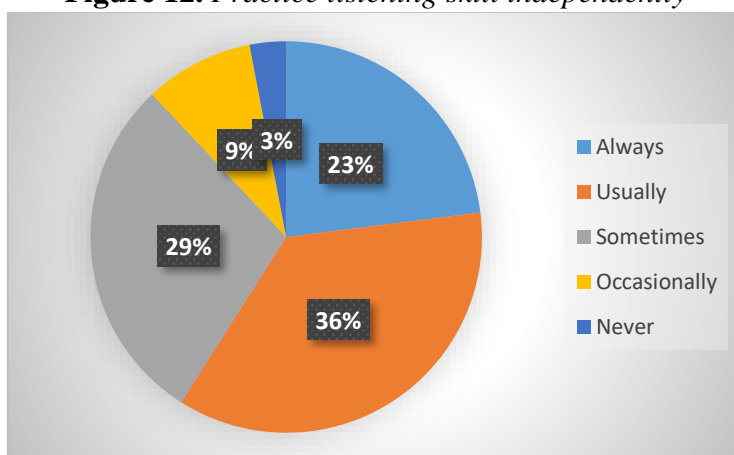
Table 18. *Practice listening skill independently*

Alternative	Frequency	Percentage
Always	8	23%
Usually	13	36%
Sometimes	10	29%
Occasionally	3	9%
Never	1	3%
Total	35	100%

Source: students' survey

Elaborated by: Rendón, C. (2021)

Figure 12. *Practice listening skill independently*



Source: students' survey

Elaborated by: Rendón, C. (2021)

Analysis and interpretation

According to the data obtained, 23% that represents 8 students answered they always use online tools to practice the listening skill on your own. Also, 36% that represents 13 students said that they usually use online tools to practice the listening skill on their own. In addition, 29% that represents 10 students said that they sometimes use online tools to practice the listening skill on their own. On the other hand, 9% that represents 3 students said that they occasionally use online tools to practice the listening skill on their own. Finally, 3% that represents 1 student said that he never uses online tools to practice the listening skill on his own. The results show that most students practice listening skill outside the classroom. The use of technological tools awakens students' motivation to learn, they feel more confident when practicing listening on their own, because they realized about their mistakes and improve them.

Question 7. How often does your teacher use different technological tools such as Educaplay, Kahoot, speakpipe Etc. for listening development?

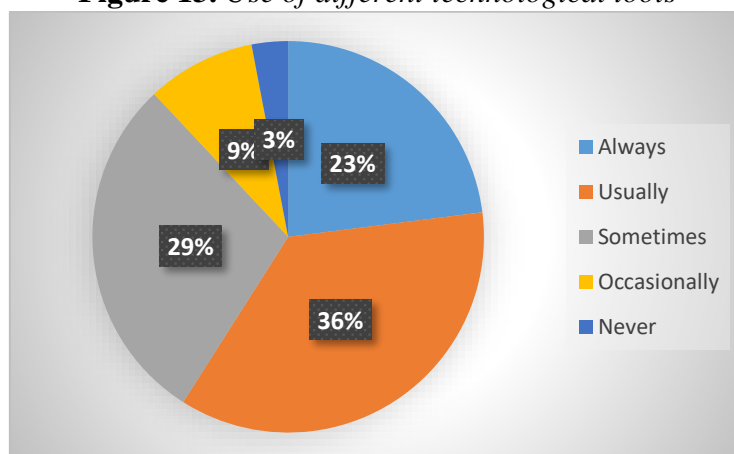
Table 29. *Use of different technological tools*

Alternative	Frequency	Percentage
Always	8	23%
Usually	13	36%
Sometimes	10	29%
Occasionally	3	9%
Never	1	3%
Total	35	100%

Source: students' survey

Elaborated by: Rendón, C. (2021)

Figure 13. *Use of different technological tools*



Source: students' survey

Elaborated by: Rendón, C. (2021)

Analysis and interpretation

According to the data obtained, 23% that represents 8 students answered that their teacher always uses different technological tools such as Educaplay, Kahoot, speakpipe Etc. for listening development. Also, 36% that represents 13 students said that their teacher usually uses different technological tools such as Educaplay, Kahoot, speakpipe Etc. for listening development. In addition, 29% that represents 10 students said that their teacher sometimes uses different technological tools such as Educaplay, Kahoot, speakpipe Etc. for listening development. On the other hand, 9% that represents 3 students said that their teacher occasionally uses different technological tools such as Educaplay, Kahoot, speakpipe Etc. for listening development. Finally, 3% that represents 1 student said that his teacher never uses different technological tools such as Educaplay, Kahoot, speakpipe Etc. for listening development. The results showed that the majority of students agree that teacher uses different technological tools for practicing the listening skill. teachers need to use technological tools and sometimes online resources to keep students engaged so that they do not feel bored and keep practicing the listening skill in a differently.

Analysis and interpretation from the survey applied to 35 students in the development of the project entitled “Desarrollo de herramientas web 3.0 en la educación como apoyo en el aprendizaje colaborativo”.

Question 1. How often do you use 3.0 technological tools to learn?

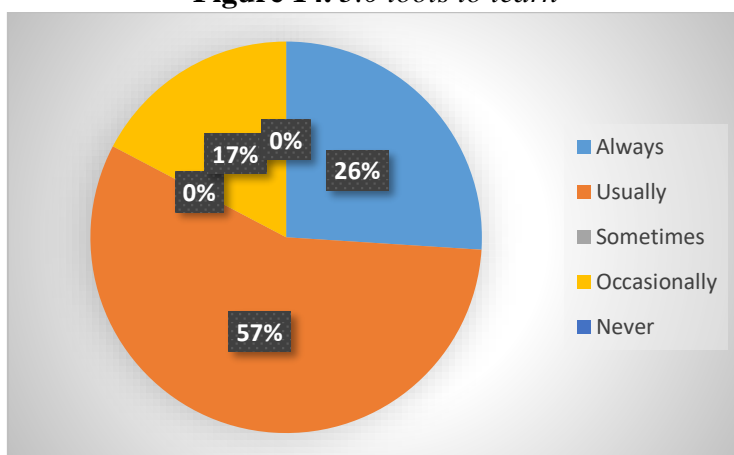
Table 20. 3.0 tools to learn

Alternative	Frequency	Percentage
Always	10	26%
Usually	19	56%
Sometimes	0	%
Occasionally	6	17%
Never	0	0%
Total	35	100%

Source: students' survey

Elaborated by: Rendón, C. (2021)

Figure 14. 3.0 tools to learn



Source: students' survey

Elaborated by: Rendón, C. (2021)

Analysis and interpretation

According to the data obtained, 26% that represents 10 students answered that they always use different 3.0 tools to learn. Also, 56% that represents 19 students said that they usually use different 3.0 tools to learn. In addition, 17% that represents 6 students said that they occasionally use different 3.0 tools to learn. The results showed that the majority of students use different 3.0 tools to learn. It can be concluded that students use technology to improve their learning process on their own, something that increases students' responsibility.

Question 2. How often does your use 3.0 tools to teach?

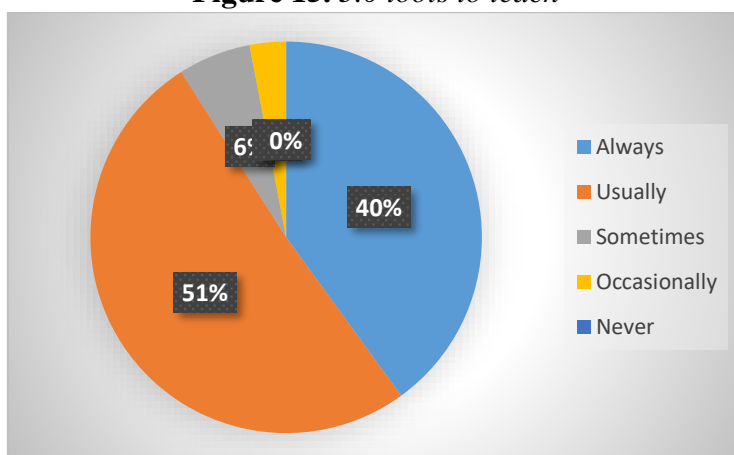
Table 21. 3.0 tools to teach

Alternative	Frequency	Percentage
Always	14	40%
Usually	18	51%
Sometimes	2	6 %
Occasionally	1	3 %
Never	0	0%
Total	35	100%

Source: students' survey

Elaborated by: Rendón, C. (2021)

Figure 15. 3.0 tools to teach



Source: students' survey

Elaborated by: Rendón, C. (2021)

Analysis and interpretation

According to the data obtained, 40% that represents 14 students answered that their teachers always use different 3.0 tools to teach. Also, 51% that represents 18 students said that their teachers usually use different 3.0 tools to teach. In addition, 6% that represents 2 students said that their teachers occasionally use different 3.0 tools to teach. While 3% that represents 1 student said that his/her teachers do not use 3.0 tools to teach. The results showed that the majority of teachers use different 3.0 tools to teach. It can be concluded that teachers keep updated in using innovative mythologies to keep students engaged and motivated to learn.

Question 3. How important is the use of 3.0 tools in your learning?

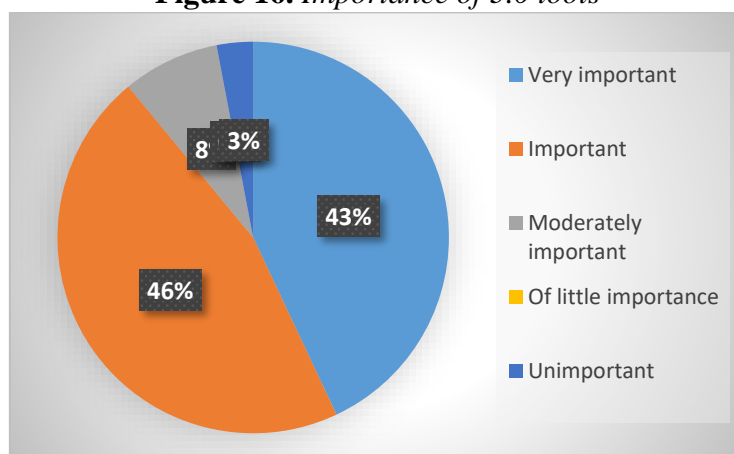
Table 22. *Importance of 3.0 tools*

Alternative	Frequency	Percentage
Very important	15	43%
Important	16	46%
Moderately important	3	8%
Of little importance		0%
Unimportant	1	3%
Total	35	100%

Source: students' survey

Elaborated by: Rendón, C. (2021)

Figure 16. *Importance of 3.0 tools*



Source: students' survey

Elaborated by: Rendón, C. (2021)

Analysis and interpretation

According to the data obtained, 43% that represents 15 students answered that it is very important the use of 3.0 tools in their learning. Also, 46% that represents 16 students said that it is important the use of 3.0 tools in their learning. In addition, 8% that represents 3 students said that it is moderately important the use of 3.0 tools in their learning. While 3% that represents 1 student said that it is unimportant the use of 3.0 tools in his learning. The results showed that the majority of students consider it is

important the use of 3.0 tools in the learning process, it can be said that they use technology to develop their learning at home.

Question 4. Do you consider that the correct application of 3.0 tools promotes motivation and participation?

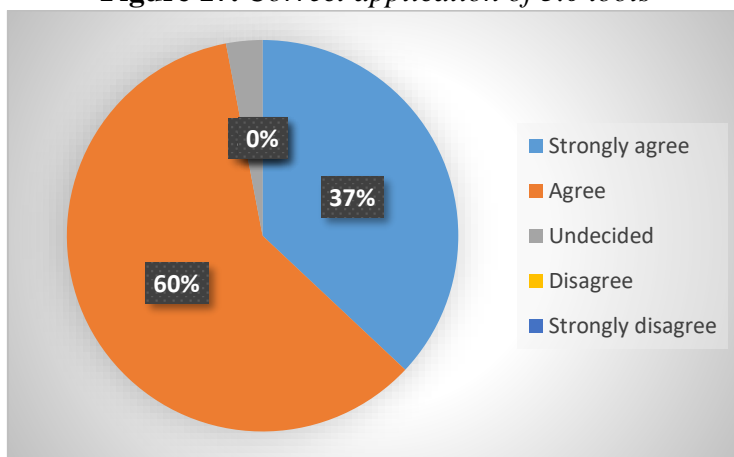
Table 23. *Correct application of 3.0 tools*

Alternative	Frequency	Percentage
Strongly agree	13	37%
Agree	21	60%
Undecided	1	3%
Disagree	0	0%
Strongly disagree	0	0%
Total	35	100%

Source: students' survey

Elaborated by: Rendón, C. (2021)

Figure 17. *Correct application of 3.0 tools*



Source: students' survey

Elaborated by: Rendón, C. (2021)

Analysis and interpretation

According to the data obtained, 37% that represents 13 students answered that they strongly agree that the correct application of 3.0 tools promotes motivation, and participation. Also, 60% that represents 21 students said that they agree that the correct

application of 3.0 tools promote motivation and participation. In addition, 3% that represents 1 student said that he/she agrees that the correct application of 3.0 tools promotes motivation and participation. The results showed that the majority of students consider the correct application of 3.0 tools promotes motivation and participation, with the use of the internet, online resources, and 3.0 tools students are exposed to different ways of learning by feeling motivated.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- In the present study, it was applied a combination of instructional media tools as a means to apply blended learning methodology in order to make learning a continuous process. It had a positive effect on the development of listening skill in the first level of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato because students were able to carry out activities addressed to develop listening subskills. Students from the control group have experimented an improvement in their listening skill performance. According to the results, students are currently placed in the good and very good level, so blended learning methodology improves students listening skill.
- Blended learning methodology is an innovative way of making students learn using 3.0 technological tools. By using blended learning, students can develop their learning style by using a range of materials available on the internet to make learning process meaningfully. The interventions considered the use of technological tools such as kahoot, cerebrity, educaplay, padlet, speakpipe voice recording, vacaroo and quizziz in order to make students complete each listening stage and by linking the content to engage and ask students to use the language for communicative purposes.
- The results obtained after the application of blended learning methodology were positive in the development of listening skill. some students were able to complete listening activities to develop specific listening subskills. The improvement of students in listening performance was shown in the comparison analysis made from the pre-test and post-test.
- In addition, the results obtained from the survey applied in the “Desarrollo de herramientas web 3.0 en la educación como apoyo en el aprendizaje colaborativo” has shown that students use 3.0 technological tools to learn, which means that students work and practiced independently, also teachers use technological tools to reinforce the content of classes, students considered that it is very important the use of technological tools in their learning process since it

has been demonstrated that the use of 3.0 tools promote motivation and participation among students. Additionally, the virtual environments implemented due to the pandemic ask teachers and students to use 3.0 tools to carry out different activities students need to complete.

4.2 Recommendations

- Blended learning methodology involves factors such as time to find the most suitable tool to plan tasks. Fortunately, internet offers activities already done to assign students. It should be applied blended learning and motivate students to apply it on their own to increase the success in the listening performance in order to make the learning process more interactive and funnier.
- Blended learning methodology is an innovative way of introducing students in the learning process with the teacher guide the methodology can be applied at any level, there are many tools can be adapted to develop listening skill, teachers as well students should keep updated with the use of technological tools to develop and integrate English skills. It is not necessary to practice listening skill in institutions.
- Listening activities can seem boring for students since in the traditional methodology they just choose a correct answer in a paper. Blended learning methodology allows interactive and attractive activities, so students feel engaged from the first moment. Technological tools offer other kinds of characteristics such as timer, sounds and visual effects, and table of raking so students assume they are playing while they are learning.
- Positive results in practicing listening skill using technological tools allow students the opportunity to use them to work independently. Students need to be responsible for their learning so that the use of blended learning methodology should be encouraged to motivate them. In order to continue using virtual environments due to the pandemic, teachers and students need to continue using 3.0 tools. Teachers and students need to keep using internet to discover or adapt new ways of learning since the internet resources, materials, and tools are free to use.

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6. ANNEXES

Annex 1

Letter of commitment

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 03/05/2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de primer semestre del paralelo A de la carrera de Pedagogía de los Idiomas Nacionales y Extranjero , me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "B - Learning methodology in listening skill" propuesto por la estudiante Cristel Lilibeth Rendón Salazar, portadora de la Cédula de Ciudadanía, 0928757665 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Sarah Iza Pazmiño.
0501741060
0984060528
Sj.iza@uta.edu.ec

A
V€

Elaborated by: Rendón C. (2021)

Annex 2

Pre-test and post test

Part 1

Questions 1 – 5

For each question, choose the correct answer.

1 Where will Claire meet Alex?



A

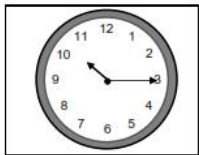


B

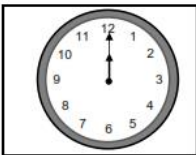


C

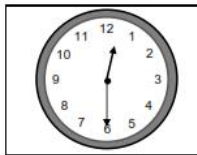
2 What time should the man telephone again?



A



B



C

3 When are they going to have the party?

July 11

A

July 18

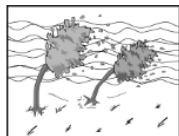
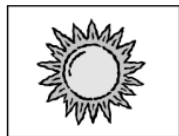
B

July 25

C

2

4 What was the weather like on the picnic?



5 How much are the shorts?

£5

A

£15

B

£20

C

Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher talking to a group of students about summer jobs.

Jobs for students with <i>Sunshine Holidays</i>	
Work in:	Children's summer camps
Dates of jobs:	(6) 15th June – 20th
Staff must be:	(7) years old
Staff must be able to:	(8)
Staff will earn:	(9) £ per week
Send a letter and:	(10)

Part 3

Questions 11 – 15

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11 Who has already decided to go with Robert?
- A family members
 - B colleagues
 - C tennis partners
- 12 They'll stay in
- A a university.
 - B a guest house.
 - C a hotel.
- 13 Laura must remember to take
- A a map.
 - B a camera.
 - C a coat.
- 14 Why does Laura like Dublin?
- A The people are friendly.
 - B The buildings are interesting.
 - C The shops are beautiful.

Part 4

Questions 16 – 20

For each question, choose the correct answer.

- 16 You will hear a woman talking to her friend about why she's bought a motorbike.
Why did she buy it?
- A It's fast.
 - B It was cheap.
 - C It'll be easy to repair.
- 17 You will hear two friends talking about going to University.
What subject is the man going to study?
- A history
 - B geography
 - C chemistry
- 18 You will hear two friends talking about a photograph.
What's the photograph of?
- A a sports stadium
 - B a zoo
 - C a school playground
- 19 You will hear a woman talking to a friend on the phone.
Why's she upset?
- A Her train was delayed.
 - B She's lost her wallet.
 - C She's broken her glasses.
- 20 You will hear a woman talking to her friend, David, about something she's bought.
What has she bought?
- A some clothes
 - B some food

Part 5

Questions 21 – 25

For each question, choose the correct answer.

You will hear Simon talking to Maria about a party.
What will each person bring to the party?

Example

0 Maria B

People

21 Barbara

22 Simon

23 Anita

24 Peter

25 Michael

Food

A bread

B cake

C cheese

D chicken

E fish

F fruit

G ice cream

H salad

Elaborated by: Rendón C. (2021)

Source: KET exam

Link pre-test: <https://forms.gle/TKnK2qRz6U5qkSV96>

Link post-test: <https://forms.gle/cRmR3pupZaXSbq7KA>

Annex 3

Survey

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
GUIDED SURVEY FOR STUDENTS OF FIRST SEMESTER OF PINE

Theme: B-learning methodology in listening skill

Objective: To determine the effect of the application of Blended learning methodology in the listening skill development.

Instructions:

- Read each question carefully
- Be honest in your answer. This survey is for research purposes

Questionnaire

1. How often are you involved in listening activities in the classroom?

Always () frequently () sometimes () occasionally () never ()

2. How often do you use online tools to practice listening?

Always () frequently () sometimes () occasionally () never ()

3. How often are you involved in listening activities that require you to complete activities such as multiple-choice questions, and filling gaps with information such as numbers, names, directions, prices, objects, years, or dates?

Always () frequently () sometimes () occasionally () never ()

4. How often are you involved in listening activities that require you to discuss, predict or make hypothesis?

Always () frequently () sometimes () occasionally () never ()

5. How often are you involved in listening activities that ask you to identify true false questions, filling gaps, ordering, and matching?

Always () frequently () sometimes () occasionally () never ()

6. How often do you use online tools to practice listening skill in your own?

Always () frequently () sometimes () occasionally () never ()

7. How often does your teacher use different technological tools such as Educaplay, Kahoot, speakpipe Etc. for listening development?

Always () frequently () sometimes () occasionally () never ()

Link: <https://forms.gle/PjLqHZUViYU6QvBw6>

Annex 4:

Survey validation by experts

"Blended learning in listening skill"

AUTHOR: Rendón Salazar Cristel Lilibeth

Instrument validation objective: To approve the validity of the questions used in a structured questionnaire addressed to students in order to get information about the use of blended learning methodology in listening skill.

Choose and mark with an X the corresponding assessment to give validity and reliability to the instruments, according to the scale.

QUESTIONS	EVALUATION CRITERIA																				Observations					
	The instructions are clear.					It has an organized coherent and systematic structure.					The writing is clear and exact.					It picks up the necessary information to fulfill the outlined objective.						It contemplates an appropriate spelling and punctuation signs.				
	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%		Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%
Q1	✓					✓					✓					✓					✓					
Q2	✓					✓					✓					✓					✓					
Q3	✓					✓					✓					✓					✓					

Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%
✓				

Expert's name: Mg. Xavier Sulca

C.I: 1802447548

Title degree: Magister en Docencia Universitaria y Administración Educativa Área



Firmado electrónicamente por:
MANUEL XAVIER
SULCA GUALE
 ve a Configuración par...

Elaborated by: Rendón C. (2021)

Source: validation by experts

AUTHOR: Rendón Salazar Cristel Lilibeth

Instrument validation objective: To approve the validity of the questions used in a structured questionnaire addressed to students in order to get information about the use of blended learning methodology in listening skill. Choose and mark with an X the corresponding assessment to give validity and reliability to the instruments, according to the scale.

QUESTIONS	EVALUATION CRITERIA																									Observations
	The instructions are clear.					It has an organized and coherent structure.					The writing is clear and exact.					It picks up the necessary information to fulfill the outlined objective.					It contemplates an appropriate spelling and punctuation signs.					
	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable	
Q1	x					x					x					x					x					
Q2	x					x					x					x					x					
Q3	x					x					x					x					x					
Q4	x					x					x					x					x					
Q5	x					x					x					x					x					
Q6	x					x					x					x					x					
Q7	x					x					x					x					x					

Applicable 100%	Amendable 75%	Regular 50%	Deficient 25%	No applicable 0%

Expert's name: Mg. Edgar Encalada Trujillo

C.I: 0501824171

Title degree: Magister in Linguistics applied to Bilingual Education English-Spanish

Area Experience: Linguistics



Signature

Activar Windows
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Elaborated by: Rendón C. (2021)

Source: validation by experts

Annex 5:

Lesson plan activities

Lesson plan 1

Topic: Going to the cinema	
Level: A2	Time: 30 minutes
Students: 19	
Blended learning methodology CLT Pre-listening, while listening, and post-listening.	Listening Subskills: Listening for gist Listening for details Listening for specific information
<p>General Objective: At the end of the lesson SWBAT: Say what type or movie genre they like and why using present simple. Specific objectives: At the end of the lesson SWBAT:</p> <ul style="list-style-type: none"> • Identify the gist or main idea of the lesson • Identify specific details in the listening passage • Identify specific information in the passage • Use and understand the management of technological tools such as kahoot, educaplay, Canva and Speakpipe voice recorder for further activities. 	
Materials: Computer, cellphone, zoom, technological tools.	
Timing	Procedure
Attendance	Pre-listening activities
5 minutes	<p>What movie genre do you think this picture is?</p> <ul style="list-style-type: none"> • Ask students to open Kahoot in their devices • Provide students the link to start the game • Students have to see the picture (movies genres) and they have guess the genre • At the end of the activity ask students the following question: <ol style="list-style-type: none"> 1. What do you think the passage we will hear will be about?
15 minutes	While listening activities


	<ul style="list-style-type: none"> • Provide students the Educaplay link to develop the main activities <p>First listening</p> <ul style="list-style-type: none"> • Students have to complete a listening activity with 5 multiple choice questions. • Students will hear a passage to recognize some specific information of the conversation. • Review the answers. <p>https://es.educaplay.com/recursos-educativos/9662219-going-to-the-cinema.html</p> <p>Second listening</p> <ul style="list-style-type: none"> • Students have to complete a filling gaps activity in which they will hear a conversation between two friends who want to go to the cinema. • Review the answers. <p>https://es.educaplay.com/recursos-educativos/9662307-going-to-the-cinema.html</p> <ul style="list-style-type: none"> • Make a short review of the use and structure of present simple by asking students questions like: <ol style="list-style-type: none"> 1. What is your name?. where do you live? What do you do? <p>What do you like to do on weekends?</p>
<p>10 minutes</p>	<p>Post-listening activities</p> <ul style="list-style-type: none"> • Ask students to open speakpipe voice recorder to answer the following questions: <ol style="list-style-type: none"> 1. What type of films do you like and why? Mention the film you like the most. • Ask students to paste the link of speakpipe voice recorder in a google share doc.

Elaborated by: Rendón C. (2021)

Source: Lesson plan 1

ACTIVITIES

14




18 Answers

▲ Action

◆ Cartoons

● Romantic comedy


■ Science fiction

Exit preview < 1 of 5 > 

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18

Question isn't complete



You haven't selected at least one right answer.


7 Answers

▲ Science fiction

◆ Romantic comedy

● Horror


■ Cartoon

Exit preview < 3 of 5 > 

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18

Question isn't complete




4 Answers

▲ Science fiction

◆ Action

● Horror

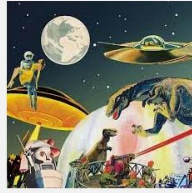
■ Cartoon

Exit preview < 2 of 5 > 

Activar Windows
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Question isn't complete

19



4
Answers

▲ Horror

◆ Action

● Cartoon

■ Science fiction

Exit preview

< 4 of 5 >

Activar Windows
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Question isn't complete

19



4
Answers

▲ historical drama

◆ Cartoon

● Action

■ Science fiction

Exit preview

< 5 of 5 >

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Elaborated by: Rendón C. (2021)

Source: Kahoot activities

Going to the cinema

100
SCORE

02:29
LEFT TIME

Going to the cinema

Which film are Mario and Tamara going to see?

- Midnight Moon
- King Robert V
- Mr and Mrs Jones
- Forever

Activar Windows

educaplay
by ADP Formación

Going to the cinema

100 SCORE

01:21 LEFT TIME

2. Going to the cinema
What time does the film they want to see start?

- 2.30 p.m.
- 7.30 p.m.
- 12.00 p.m.
- 7.00 p.m.

Previous 2/5 Activar Windows Ve a Configuración para activar Windows Next

Going to the cinema

100 SCORE

01:12 LEFT TIME

3. Going to the cinema
What time are Mario and Tamara going to meet?

- 7.30 p.m.
- 12.00 p.m.
- 7.00 p.m.
- 5.20 p.m.

Previous 3/5 Activar Windows Ve a Configuración para activar Windows Next

Going to the cinema

100 SCORE

00:56 LEFT TIME

4. Going to the cinema
Which movie did Mario already see?

- Mr and Mrs Jones
- Forever
- Midnight Moon
- King Robert V

Activar Windows
Ve a Configuración para activar Windows

Previous 4/5 Next

Going to the cinema

100 SCORE

00:46 LEFT TIME

5. Going to the cinema
What movie genre is Robot 2075?

- science fiction
- cartoon
- horror
- action

https://es.educaplay.com/recursos-educativos/9662219-going_to_the_cinema.html

Going to the cinema

0/2 NUM. TRIES

100 SCORE

00:05 TIME

Tamara: Hi, Mario. Do you want to go and watch a _____ ?

Mario: Hi, Tamara. Sure, what's _____ ?

Tamara: Well, there are two action films, Mr and Mrs Jones and War Games, and they're both in _____ .

Mario: I've already seen Mr and Mrs Jones. I haven't seen War _____ , but I don't really want to see an _____ film. What else is _____ ?

Tamara: There's that science fiction film, Robot 2075, but I've already _____ it.

Mario: Is it _____ ?

Tamara: Yes, it is, but I don't want to see it _____ . There's a _____ comedy called Forever.

Mario: Mmm, I'm not sure. Are there any _____ films on?

Check

Activar Windows
Ve a Configuración para activar Windows

educaplay
by ADEE Formative

Going to the cinema

0 / 2
NUM. TRIES

100
SCORE

00:34
TIME

Tamara: Yes, there's Midnight Moon. It's got in it.

Mario: OK, sounds good. Let's go and watch Midnight Moon. What is it on?

Tamara: It's on at 12 o'clock or at half past .

Mario: Is it on this ?

Tamara: Yes, at 7:30.

Mario: Perfect. Let's at 7:30.

Tamara: OK, shall we at the cinema at 7:00?

Mario: Great! See you .

Tamara: Bye

Activar Windows
Ve a Configuración para activar Windows

educaplay
by ADRI Ferrández

Check

https://es.educaplay.com/recursos-educativos/9662307-going_to_the_cinema.html

Elaborated by: Rendón C. (2021)

Source: Educaplay activities

Lesson plan 2

Topic: Eating out	
Level: A2	Time: 30 minutes
Students: 19	
Blended learning methodology CLT Pre-listening, while listening, and post-listening.	Listening Subskills: Listening for gist Listening for details Listening for specific information
<p>General Objective: At the end of the lesson SWBAT: Say what food and drink form a menu they like using WOULD. Specific objectives: At the end of the lesson SWBAT:</p> <ul style="list-style-type: none"> • Identify the gist or main idea of the lesson • Identify specific details in the listening passage • Identify specific information in the passage • Use and understand the management of technological tools such as Cerebriti, quizzis, and Vacaroo for further activities. 	
Materials: Computer, cellphone, zoom, technological tools.	
Timing 5 minutes	<p>Procedure Attendance Pre-listening activities</p> <p>What kind of food do you like the most?</p> <ul style="list-style-type: none"> • Ask students to open Cerebriti in their devices • Provide students the link to start the game • Students have match pictures (foods and drinks) <p>https://www.cerebriti.com/juegos-de-idiomas/drinks-and-foods</p> <ul style="list-style-type: none"> • At the end of the activity ask students the following question: 2. What do you think the passage we will hear will be about?
15 minutes	<p>While listening activities</p> <ul style="list-style-type: none"> • Provide students the Quizziz link to develop the main activities <p>First listening</p>

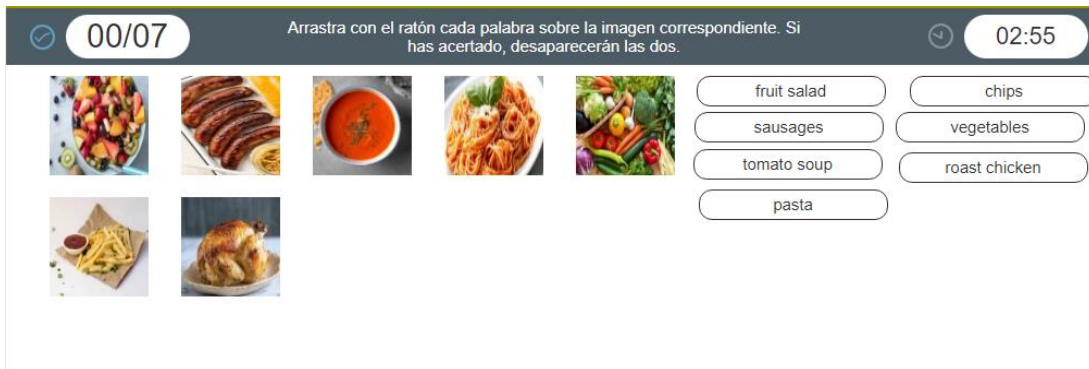
	<ul style="list-style-type: none"> • Students have to complete a listening activity with 6 true false questions • Students will hear a passage to recognize some specific information of the conversation. • Review the answers. <p>https://quizizz.com/admin/quiz/60d162189c3dab001ccdeb01/foods-and-drinks</p> <p>Second listening</p> <ul style="list-style-type: none"> • Students have to complete a filling gaps activity • Review the answers. <p>https://es.educaplay.com/recursos-educativos/9725238-foods_and_drinks.html</p> <ul style="list-style-type: none"> • Make a review of the modal verb WOULD by asking students questions like: <ol style="list-style-type: none"> 2. What would you like to eat for dinner? 3. What kind of drink would you like to have in the breakfast?
10 minutes	<p>Post-listening activities</p> <ul style="list-style-type: none"> • Ask students to open Vacaroo to answer the following questions: • What food and drink from this menu would you choose?

Elaborated by: Rendón C. (2021)

Source: Lesson plan 2

ACTIVITIES

00/07 Arrastra con el ratón cada palabra sobre la imagen correspondiente. Si has acertado, desaparecerán las dos. 02:55



Elaborated by: Rendón C. (2021)

Source: Cerebrity activities

Multiple Choice Tiempo medio que toma: 0 secs 0 correcto, 0 incorrecto

1. The customers want two tables.

TRUE

FALSE

Multiple Choice Tiempo medio que toma: 0 secs 0 correcto, 0 incorrecto

2. There are two customers eating together.

TRUE

FALSE

Multiple Choice Tiempo medio que toma: 0 secs 0 correcto, 0 incorrecto

3. The two customers order the same starter.

TRUE

FALSE

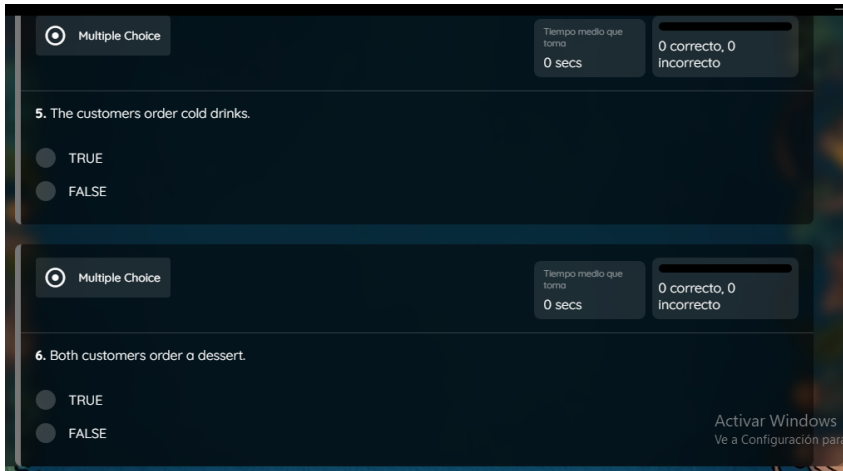
Multiple Choice Tiempo medio que toma: 0 secs 0 correcto, 0 incorrecto

4. Both customers order the Thai chicken for their main course.

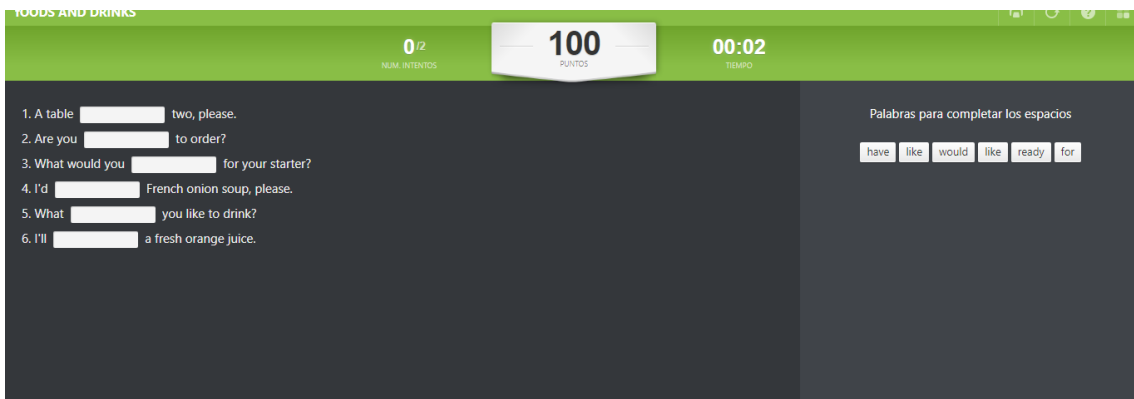
TRUE

FALSE

Activar Windows
Ve a Configuración



Elaborated by: Rendón C. (2021)
Source: Quizzes activity



Elaborated by: Rendón C. (2021)
Source: Eduaplay activity

Lesson plan 3

Topic: traveling abroad	
Level: A2	Time: 30 minutes
Students: 19	
Blended learning methodology CLT Pre-listening, while listening, and post-listening.	Listening Subskills: Listening for gist Listening for details Listening for specific information
<p>General Objective: At the end of the lesson SWBAT: To describe their last trip, how long was the trip, and it was funny or not</p> <p>Specific objectives: At the end of the lesson SWBAT:</p> <ul style="list-style-type: none"> • Identify the gist or main idea of the lesson • Identify specific details in the listening passage • Identify specific information in the passage • Use and understand the management of technological tools such as kahoot, educaplay, and Padlet for further activities. 	
Materials: Computer, cellphone, zoom, technological tools.	
<p>Timing</p> <p>5 minutes</p>	<p>Procedure Attendance Pre-listening activities</p> <p>When was your last trip?</p> <ul style="list-style-type: none"> • Ask students to open Kahoot in their devices • Provide students the link to start the game • Students guess parts in the airport • https://create.kahoot.it/share/airport/ca20ffdf-56f7-42cf-8188-2982876f7383 <p>At the end of the activity ask students the following question:</p> <ul style="list-style-type: none"> • What do you think the passage we will hear will be about?
16 minutes	<p>While listening activities</p> <ul style="list-style-type: none"> • Provide students the Educaplay link to develop the main activities

	<p>First listening</p> <ul style="list-style-type: none"> • Students have to complete a listening activity with 6 filling gaps questions • Students will hear a passage to recognize some specific information of the conversation. • Review the answers. • https://es.educaplay.com/juego/9749421-travelling_abroad.html <p>Second listening</p> <ul style="list-style-type: none"> • Students have to complete 5 sentences based on 5 shorts airport announcements. • Review the answers. • https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/travelling-abroad • Make a review of PAST SIMPLE by asking students questions like: <ol style="list-style-type: none"> 4. What did you do last weekend? 5. Where did you go your last vacation?
<p>10 minutes</p>	<p>Post-listening activities</p> <ul style="list-style-type: none"> • Ask students to open Padlet to complete the following task: • Describe your last trip, how long was the trip, and it was funny or not? <p>https://padlet.com/rendonsalazarcristel/kbblvks0hppe078h</p>

Elaborated by: Rendón C. (2021)

Source: lesson plan 3

ACTIVITIES

What is this?



19



▲ doors

◆ ports

● gates

■ claims

Activar Windows
Ve a Configuración para activar Windows.

What is this?



19



▲ luggage station

◆ baggage claim

● baggage check

■ luggage table

Activar Windows
Ve a Configuración para activar Windows.

What is this?



20



▲ secure storage

◆ secure baggage

● security insurance

■ security check

Activar Windows
Ve a Configuración para activar Windows.

Elaborated by: Rendón C. (2021)

Source: Kahoot activity

Match the speaker with the place the plane is going to.

5 items remaining

Tokyo New York Rome Athens Amsterdam

Speaker A:
The plane is going to .

Speaker B:
The plane is going to .

Speaker C:
The plane is going to .

Speaker D:
The plane is going to .

Speaker E:
The plane is going to .

Elaborated by: Rendón C. (2021)

Source: British council activity

Travelling abroad

0/2 NUM. TRIES 100 SCORE 00:01 TIME

1. The 9.25 flight to Rome is delayed by hours.

2. Passengers going to Tokyo should go to boarding gate .

3. Passengers going to Athens should go to boarding gate .

4. The flight number of the plane going to Amsterdam is . It will leave from gate .

5. The time in is 18.30.

6. The temperature in New York is °F.

These are the words to use

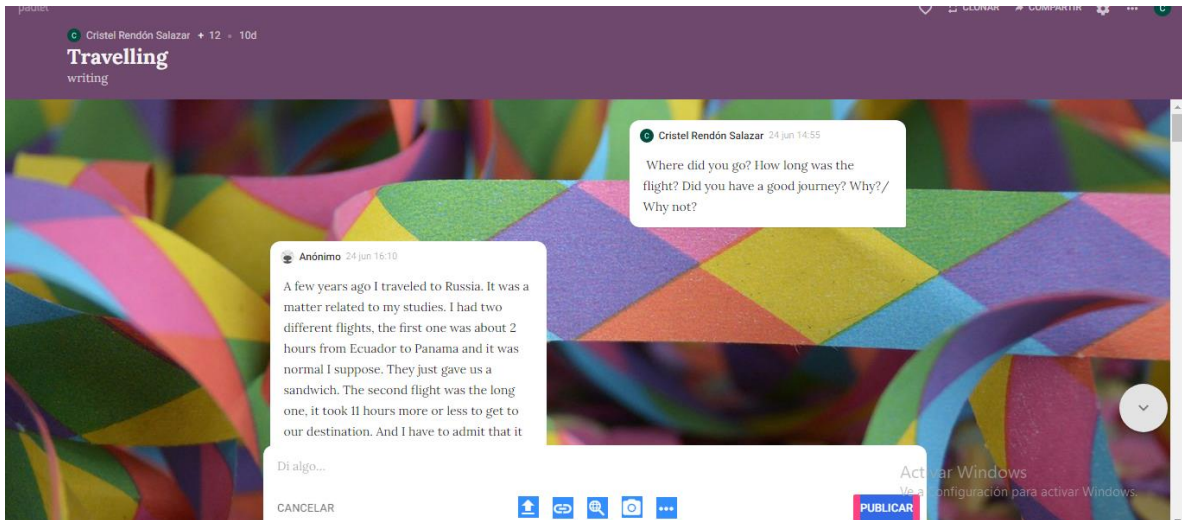
New 21 76 york 6 KL1050 14 2

Activar Windows
Ve a Configuración para activar Windows

Check

Elaborated by: Rendón C. (2021)

Source: Educaplay activity



Elaborated by: Rendón C. (2021)

Source: Padlet activity

Lesson plan 4

Topic: Free time	
Level: A2	Time: 30 minutes
Students: 19	
Blended learning methodology CLT Pre-listening, while listening, and post-listening.	Listening Subskills: Listening for gist Listening for details Listening for specific information
<p>General Objective: At the end of the lesson SWBAT: To talk about the sports they like to practice or play in their free time</p> <p>Specific objectives: At the end of the lesson SWBAT:</p> <ul style="list-style-type: none"> • Identify the gist or main idea of the lesson • Identify specific details in the listening passage • Identify specific information in the passage • Use and understand the management of technological tools such as Cerebriti, educaplay, and Speakepipe voice recording for further activities. 	
Materials: Computer, cellphone, zoom, technological tools.	
Timing	Procedure
5 minutes	<p>Attendance Pre-listening activities</p> <p>What do you like to do in your free time?</p> <ul style="list-style-type: none"> • Ask students to open Cerebriti in their devices • Provide students the link to start the game • Students guess the types of sport there are <p>https://www.cerebriti.com/juegos-de-idiomias/sports-1st-andamp-2nd</p> <ul style="list-style-type: none"> • At the end of the activity ask students the following question: • What do you think the passage we will hear will be about?
17 minutes	<p>While listening activities</p> <ul style="list-style-type: none"> • Provide students the link to develop the main activities

	<p>First listening</p> <ul style="list-style-type: none"> • Students have to complete a listening activity with some filling gaps questions • Students will hear a passage to recognize some specific information of the conversation. • Review the answers. <p>https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/free-time</p> <p>Second listening</p> <ul style="list-style-type: none"> • Students have to complete 6 true false questions • Review the answers. • Make a review of PRESENT SIMPLE by asking students questions like: <ol style="list-style-type: none"> 6. What do you do in the morning? 7. What do you do at weekend?
<p>10 minutes</p>	<p>Post-listening activities</p> <ul style="list-style-type: none"> • Ask students to open Speakpipe voice recording to complete the following task: • What kind of sport do you like to play or practice in your free time?

Elaborated by: Rendón C. (2021)

Source: Lesson plan 4

ACTIVITIES

✓ 00/10
Arrastra con el ratón cada palabra sobre la imagen correspondiente. Si has acertado, desaparecerán las dos.
⌵ 11:59



cycling

golf

basketball

soccer

baseball

boxing

dancing

tennis

volleyball

swimming

Elaborated by: Rendón C. (2021)
Source: Cerebrity activity

Free time

Complete the registration form with Tyrone's information.

3 items remaining

BROWNTON SWIMMING POOL

REGISTRATION FORM

Name: Tyrone

Surname:

Age:

Interested in (sport):

1. There are four different age groups that play water polo.
 True False
2. Tyrone wants to join the under 14s club.
 True False
3. The under 16s water polo team train three times a week.
 True False
4. The under 16s train on Monday and Thursday evenings.
 True False
5. Water polo matches are played on Saturdays.
 True False
6. You have to pay to join the water polo classes for under 18s.
 True False

Elaborated by: Rendón C. (2021)
Source: British council activity

90

Annex 9

Urkund report



Document Information

Analyzed document	REND(ON CRISTEL.docx (D110525843)
Submitted	7/16/2021 7:32:00 PM
Submitted by	
Submitter email	crendon7665@uta.edu.ec
Similarity	9%
Analysis address	elsamchimboc.uta@analysis.urbund.com

Sources included in the report

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