UNIVERSIDAD TÉCNICA DE AMBATO

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme:

EDUCATIONAL WEBSITES AND THE LISTENING SKILLS

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CERTIFY:

I, Lcda. Mg. Lorena Fernanda Parra Gavilanez, holder of the I.D No. 180310352-0, in my capacity as supervisor of the Research dissertation on the topic: **"EDUCATIONAL WEBSITES AND THE LISTENING SKILLS"** investigated by Miss Adriana Lucia Criollo Villegas with I.D No. 1850251396 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled **"EDUCATIONAL WEBSITES AND THE LISTENING SKILLS"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

To God for supporting me and guiding me during my whole life. He never let me alone so, I am completely grateful. To my father Segundo Juan who always stayed with me supporting my life with love and encouragement, he teach me the value of love and perseverance.

 Everything I have learned is because of him. Finally, to best friends Lucia and Paola, who helped me during my bad times. They always me during loyal and faithful. For always staying by my side during m sadness, this is for you all.

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Thanks to my proper and ethical Universidad Técnica de Ambato, including my teachers from Pine career, they taught me how to grow up in my academic and professional life overcome real difficulties in the real world.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE: "EDUCATIONAL WEBSITES AND THE LISTENING SKILLS"

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TUTOR: Mg. Lorena Fernanda Parra Gavilánez

ABSTRACT

This research aims to investigate the teaching and learning of the English language focused on listening skills. The following topic: "Educational Websites and the listening skills" investigates the relationship between both variables and the influence on students' listening skills. The research has a quantitative approach in order to collect statistical data and perform an analysis of the evolution of the research. The research was applied to a population of 21 students of the A2 level of the Centro de Idiomas at Universidad Técnica de Ambato, the procedure of this research was in 3 weeks with a total of 8 sessions. The technique used to measure the evolution between the interval of participation was the application of the standardized KET Cambridge exam that is designed for A2 students. This test was applied at the beginning and end of the research, where in the Pre-Test an average of 1,93 out of 3.3 points was obtained and in the Post-Test an average of 2,82 out of 3.3 was obtained. The results derived generate a difference of 0,90 points of evolution that indicate an improvement in the relation between the two tests applied. Concluding that listening skills through the use of Educational Websites can improve significantly in word and phrase recognition.

 Keywords: Educational Websites, technology, listening skills, receptive listening skills, listening sub-skills.

UNIVERSIDAD TÉCNICA DE AMBATO

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TÍTULO: "EDUCATIONAL WEBSITES AND THE LISTENING SKILLS"

AUTOR: Adriana Lucia Criollo Villegas

TUTOR: Mg. Lorena Fernanda Parra Gavilánez

RESUMEN

Esta investigación tiene como objetivo indagar en la enseñanza y el aprendizaje del idioma inglés enfocados en las habilidades auditivas. El siguiente tema: "Sitios web educativos y habilidades auditivas" investiga la relación entre ambas variables y la influencia en las habilidades auditivas de los estudiantes. La investigación tiene un enfoque cuantitativo con el fin de recopilar datos estadísticos y realizar un análisis de la evolución de la investigación. La investigación se aplicó a una población de 21 estudiantes del nivel A2 del Centro de Idiomas de la Universidad Técnica de Ambato, el procedimiento de esta investigación fue en 3 semanas con un total de 8 sesiones. La técnica utilizada para medir la evolución entre el intervalo de participación fue la aplicación del examen estandarizado KET Cambridge que está diseñado para estudiantes A2. Esta prueba se aplicó al inicio y al final de la investigación, donde en el Pre-Test se obtuvo una media de 1,93 sobre 3,3 puntos y en el Post-Test se obtuvo una media de 2,82 sobre 3,3. Los resultados obtenidos generan una diferencia de 0,90 puntos de evolución que indican una mejora en la relación entre las dos pruebas aplicadas. Concluyendo que las habilidades auditivas mediante el uso de Sitios Web Educativos pueden mejorar significativamente en el reconocimiento de palabras y frases.

Palabras clave: sitios web educativos, tecnología, habilidades de escucha, habilidades de escucha receptiva, sub-habilidades de escucha.

INTRODUCTION

Contextualization of the problem

Currently, the English language is the most widely used global language in the world, Egamnazarova and Mukhamedova (2021) claimed that listening is the basic skill most used in everyday life for comprehension and the basis of other skills such as speaking, writing, and reading skills. Cheung (2010) considered that listening is important in learning English as a foreign language and emphasis that listening allows for creating an understanding of the target language and acquiring the information. In the same way, Surayatika (2017) explained that listening skill is relevant to critical listening, and a fundamental process of listening strategies are to integrate listening activity into language lessons using multimedia technology specifically innovative websites. It will provide students have the motivation and use video or audio material available online and accessible via Web engines such as Google.com

In Latin American countries, the English Language is considered by several regions a language that involves negative biases in the nationalization, participation, and communication of the population being an unused language. On the other hand, the same author says that education exits limitations in the development of the English language, particularly in lesson plans alluding to the low mastery and performance of English by teachers and students. The level of competence and the implementation of daily reinforcement activities are scarce and ambiguous (Cronquist, 2017). Rajagopalan (2010) emphasized that English language learning in Latin America is based not totally on the context of the environment around them, however, on the word limitation contained in an English book; second language speakers develop a low level of English language proficiency.

In Ecuador statistically from 2011 with the position of 80 to 2020 with the position of 93 the index knowledge of the English language has been low with 13 positions (EF, 200), in addition to detecting weaknesses in the process of teaching the English language. Ecuador implemented the quality of teaching from external

such as the teaching spaces as well as internal factors is the activities and motivation of learning the language with the use of technology (Barre & Villafuerte, 2021). On the other hand, the current Ecuadorian government is aware of the important role of English as a Foreign language in professional development specifically in public education. In order to achieve the reconstruction and reorganization of the education system, strategies include the renewal of national curricula, the development of EFL teacher training programs, and the inclusion of technology through collaborative tasks as a reinforcement of knowledge (Telo & Diaz, 2017). Furthermore, Ministry of Educación (2016) argued that the Ecuadorian curriculum promotes educational projects, which implement the use of technology in classes through the internet and allow to acquire knowledge through several entertainment websites. In addition, the use of websites is another way to acquire knowledge, reinforce and improve listening comprehension as well as practice the pronunciation of the English language.

In Ecuador, English is a foreign or second language mandatory part of the curriculum in primary school and high schools. Foreign language is considered an academic requirement for graduation in universities, as stipulated in the official regulations set by National Higher Education Council. Learning processes are widely known to explore better ways to help students enhance their EFL and ESL achievement (Hidalgo & Villacis, 2020).

Prognosis

If the proposed problem has no solution or there are no alternatives to solve it, students will not properly develop their hearing ability and this will affect the language learning process. That is why if this research project is not carried out, students who are learning the language will not have new educational websites or ways to learn. If students do not properly handle the ability to listen, they will never understand the word, the context of audio. Therefore, teachers should encourage new ways of teaching, and strengthen listening skills in students.

Lin et al. (2008) explained that educational websites or World Wide Web (www) is the future of teaching and learning. It is based on information, activities, and practical information that develop language acquisition through the Internet and

other ways of practicing hearing skills. Educational websites applied to student learning will be able to increase the development of language comprehension and production, and improve and strengthen hearing ability. In addition, with the use of educational websites students will not feel discouraged and will not be limited in learning and strengthening their listening on other websites. These would be the advantages if the language Language Center used educational websites to improve their academic performance in relation to hearing skills

Problem formulation

How does Educational Websites influence on the development of listening skills in students A2 in Centro de Idiomas at Universidad Técnica de Ambato?

Research questions

- How important is the use of Educational Websites?
- How does the use of Educational Websites help the students to improve their listening skills?
- Which are the types of activities that teachers apply in order to develop the listening skill in A2 at Centro de Idiomas?
- How effective is the use of Educational Websites in the listening skills teaching-learning process in students of A2 at Centro de Idiomas?

Delimitation of the research problem

In this research, the **field** focuses on the education of English as a foreign language that is considered an unofficial language in the country and focuses on teaching it. The **area** is in the process of Tertiary Education at the University level, which meets in the performance of elementary level A2 as a reference framework for the English language and its development of its linguistic skills. The **spatial limitation** in this research took place in the Centro de Idiomas at Universidad Tecnica of Ambato located in the South of Ambato in the Avenue of the Chasquis, street Urdaneta, AV. Quiz Quiz. Finally, the **time limitation** of this research took place between May and June 2022 as students take a regular English course as a requirement for their next level of English.

Justification

Currently, much emphasis is placed on prior knowledge of the English language. However, teachers do not focus 100% on the ability to listen, so there is a deficiency in the ability mentioned above and even confusion when it comes to identifying the message or information of the speakers. For this reason, this research **aims** to apply the Education Website so that students improve their listening skills. So that each teacher has a prior knowledge of the application and that their pedagogical classes are interactive and improve their listening skills.

Therefore, it is of **interest** whenever you want to know the application and also identify the different interactive activities that make up the application so that the student can improve its hearing ability. It is **important** to highlight that the research allow identifying the most common and relevant problem that students commit in the ability to listen, in addition to adapting according to the needs or deficiencies that the student has in the ability to listen.

On the other hand, the research topic is **original** and focuses specifically on the area of English in listening skills that is not very investigated and, sometimes, even goes unnoticed in relation to its improvement or mastery. In addition, it provides useful data for the educational community. Then, the **beneficiaries** of this research be the students of the Centro de Idiomas, the different results of the research are exposed through the Educational Websites. This helps improve your performance in listening skills. On the other hand, this work has a positive **impact** since it provides data on the use of the Educational Website, which serves to contrast it with other research in our context, revealing its infinite use in the ability to listen, be interactive and effective.

Finally, it is **feasible** to carry out this research, since the mentioned Centro de Idiomas has an agreement with the Career University, and gives us the opportunity to carry out this research. In addition to the fact that teachers and students have previously collaborated to carry out this research, they also have technological resources (computers, - the internet, and worksheets) to make use of these previous studies on the subject to be developed.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

In order to develop this research topic, information is collected from bibliographic resources based on previous studies related to the proposed topic, which allows supporting the research objectives set at the beginning of this work. In addition, the current research aims to improve the listening skill that allows effective communication to develop the receptive skill to concentrate, comprehend and reinforce information and knowledge.

Rohim and Filatariana (2022) developed a study entitled "Teaching extensive listening EFL classroom using website" the problem identified was the level development of teaching and learning of listening skill in class. The main objective was to investigate the use of technology, especially websites (www) as a solution to figure out the problems faced by students learning to listen. The study used a quantitative approach in a pre-experimental method design that involved one group of twenty-five students from Indonesia. In addition, pre-test and post-test were applied to Indonesia elementary students from the Muhammadiyah University of Tangerang. Data collection is given by using SPSS 22 to analyze data in this research and determine which website is effective to use in class. The data analysis method was descriptive analysis specifically in mean that makes estimates about population score and was visualized by a table. The pre-test consisted of twenty-five items in the multiple choices form and the allotted time was 50 minutes. The highest score was 94 and the lowest score was 53 by student. The average of the students' scores in pre- test was 73.160 obtained by using spss 22. The post-test considered of twenty-five items in the multiple choices. The highest students'' score was 95 and the lowest 60. The average student score in the post-test was 77,720 obtained by using spss 22. Finally, the results showed that students learn effectively with use of websites that improve their listening skills.

Pei and Suwanthep (2019) mentioned that the problem is the missing of listening activities and the attention to the development of listening skills when

learning and teaching. The main objective of this research is to identify several advantages of improving listening achievements through web-based (websites) learning. The study used a mixed-method design (quantitative and qualitative). The quantitative part involved a quasi-experiment method with a pretest-postest control group design, and the qualitative part was a semi-structured interview after the experiment. The participants were 67 students who came from two intact classes of intermediate EFL University in China, the group was involved in the web-based (websites) listening proactive built on the metacognitive listening. TOEFL tests and MALQ were used to track the development of listening achievements and metacognitive awareness. The TOEFL test is standardized for Educational Testing Service and scores were converted into the scale scores according to the instruction of the book. MALQ was used from the beginning to the end of the experiment. Data from listening tests and MALQ were analyzed through SPSS 13.0, and ANCOVA was used to detect the differences between the two groups regarding listening achievements and metacognitive development. The data analysis method in quantitative was descriptive analysis specifically mean that made an estimate of population score visualized by a table, and the qualitative was identified patterns and connections that looked the most common response to questions. This questionnaire 21 items by factors: planning, evaluation, directed attention-concentration, and knowledge with 0.85. Finally, this research demonstrated that using Websites can improve learners' listening skills and also be able to build their metacognitive listening and make the teaching motivate learning English.

Lin et al. (2008) mentioned the frustration of the students in not understanding the activities of listening, and not being able to develop them in classes. This study showed that the ability to listen is important with a 25.30% percentage used every day to comprehend and communicate. However, in class, only 8% were used and the ability to listen is not practiced for a long time. The aim of this study was to demonstrate the positive influence of the use of websites on learning English specifically on the ability to listen and the advantages they produce with use. The study used a mixed-method design (quantitative and qualitative). The quantitative part involved a pre-experiment method with a questionnaire, and the qualitative part was a semi-structured interview after the experiment. The researchers employed 90 students of the second course at the Suranaree University

of Technology to participate in the questionnaire and 5 students in the interview. The results of this study were convincing to use websites, the opinion of the students about the use of the websites. The data analysis method in quantitative was an inferential analysis based on regression that predicts the relationship between two variables visualized by a summary of views of the pre-experimental. The qualitative was based on get familiar with data which uses the narrative analysis according to the transcription of the data using the experiences of the pre-experimental group in the use of the websites. Finally, the research demonstrated that using websites can improve listening skills and promote the participation of students.

Another significant contribution elaborated by Surayatika (2017) remarked that problems related to listening are the habits to practice in the process of listening especially the bottom-up, top-down model, and making the meaning of the word. The aim of this study was to use the website to enhance listening skills and attitudes toward learning that involves practice. Furthermore, this study involved 1,866 Taiwanese University students. The study used a quantitative approach in a pre-experimental method design that involved one. The data were taken from the pre-test and post-test and divided into the step before listening to the main input in order to read and increase readiness and comparing notes summarizing the responses of students. The data analysis method was a descriptive analysis based on "mean" that made estimates about the population average and was visualized by a table. The results showed that students had a positive attitude toward the dimension to use the Internet, especially websites that students can easily go and practice of them. Kusumaningsih (2019) argued that the use of websites in education had a positive attitude toward learning via the internet and the use of the web as a supplement to learning in the classroom was an ideal way to improve learning and increase access to Education. The websites report a positive effect on student learning and allow them to solve problems by practicing English listening skills in order to succeed in their English learning.

1.2 Philosophical foundation

This research study follows the cognitivism paradigm due in English Listening skills through the use of remembering, perceiving, interpreting, and reasoning the audios conversation activities. The cognitivism paradigm is a theory based on general knowledge and experience about situations, objects, events, feelings, and actions. This paradigm allows learners to improve their knowledge and understanding and skill as a schemata, schemata is stored in a person's long-term memory. Cognitivism plays an important role in listening to the similarity of new words determining the meaning already to know and understand.

Cognitivism focuses more on the mental abilities of the mid and how people think and learn. Cognitive learning involves experimentation, reflection, and conceptualization of some acquired information. This involves the students in constructing their knowledge through making a connection with the knowledge and practice of the past (Hill, 2016). The development of learning is a consequence of the interaction and adaptation of the organism in its environment during its growth and the construction of knowledge through progressive information acquired by experience. The continuous interaction of the subject and the external world are perspectives, descriptive knowledge, and the connection between (Piaget, 1981).

Learning refers to learning as a change in behavior that is due to experience. Learning is an effect to experience on behavior, this is a mechanism that determines pedagogical motivation and involves the formation of stimulus-stimulus associations responses with association in memory. In the process to learn an adaptation in learning is usually realized using external resources that allow to achieve significant learning that is complexion to the conceptualization of different component. It determines the autonomy of learning process (Lachman, 1997).

In this research study, is based on the cognitivism learning theory that allows involving of knowledge based on information in the process making a connection with some adaptation to use. The continuous interaction of the subject and the external world are perspectives, descriptive knowledge, and the connection. In this study, students use knowledge based on experience and improve their listening skills that satisfy to communicate and interact with others.

1.3 Fundamental categories

The fundamental categories are established in order to determine and logically present the relationship of the theme in the simplification of the sub-theme in relation to the two variables of the research study. The theme and sub-theme considered were obtained on the analysis of the fundamental categories (see annex 3).

1.4 Independent variable framework

1.4.1 Technology

Technology refers to electronic media an devices as tools for enhancing the availability of training, communication, and interaction, and helps in accepting novel ways of comprehending and establishing learning (internet, computer, telephone, radio, video, and others). It adopts and diffusions the information system area, attitude, and motivation toward users which affects the behavioral intention to use technology in different contexts (Salloum et al., 2019). Technology influences the design and implementation process in ways to interact and focus on the attitude-intention paradigm in the potential application and use as a method in class (Boonmoh et al., 2021). Technology offers a specific motivation in behavior and attitude in society; it consists in facilitating the cognitive construction of knowledge as an effective force in the development of interaction with digital media and education (Kemp et al., 2019).

Technology is considered as the extensive knowledge referred to communication that helps interaction through (wwww, Video Conference, Tele-Conference, Mobile Conference, CD Databased, Word- Processor, Intranet, Internet) for better learning and adaptation in education programs (Ratheeswari, 2018). Technology (ICT) offers to produce high-quality development in skills and competencies in 21st century. This transform higher-order thinking into a new curriculum. Technology refers to web 2.0 (interact, collaborate, network, and entertain through blogs, wikis, social networking tools) the benefits and barriers of using it in ESL classroom (Halim & Hashim, 2019).

Technology in education

Nayar (2018) mentioned that educationists recognize that technology is an educational tool for teaching, involving learning facilities and improving the quality of education, it includes the designing of the teaching-learning process; and implements instructional strategies to achieve learning based on media and digital technologies. Technology in the classroom constructs a powerful learning tool and provides innovative practice activities to change teaching methods. It supports the learning process and dynamic learning (Levin & Wadmany, 2006). Interactive technology increases students' motivation and academic performance. It has workshops in pedagogy and has high information sources for learning and teaching (Hoffmann & Ramirez, 2008).

In the 21st century, technology plays an important role in education. Modern technology has different ways: computers, equipment, internet connection, and websites. The impact of the use of technology has been positive in teaching-learning, as it increases the potential and quality of their learning. Teachers and students prefer to use technology as a strategy, tool for learning, and participation (Raja, 2018). Technology in education is a potential foundation in the use of the classroom to support activities involving the application of various sources to improve learning environments (Hooper & Rieber, 1995). Modern technology tools allow educators to individualize instruction, and create simulations through which students can discover relationships and build new knowledge. This allows the use of technological tools to enhance knowledge and develop the cognitive skills of learning (Peck & Dorricott, 1994).

Advantages of using technology in education.

The advantages of technology and the internet have facilitated education with several types of teaching, learning, and assessment methods. Technology facilitates greater efficiency, better insights, and improved awareness with qualified education services in the acquisition of knowledge, sources, and time to ensure best practice productivity, and profitability (Bamiah, 2018). Technology in education

had advantages in organizing learner-centered learning to create the conditions for training and expression to develop their thinking, creative activity, and initiative personality. Pedagogical technology integrates technical and knowledge acquisition, aspects, including ideas, tools, and methods to develop different skills (Kodirov, 2022). Technology supports autonomous learning and retains more information that becomes independent in the learning process with new educational materials and their language learning skills increase (Ahmadi, 2018).

Technology helps learners to keep their work and develop them on time. The educators recognize that social media is useful and facilitates education, instruction, and communication (Urokova, 2020). Wiebe et al. (2022) argued that technology-facilitated different instruction through live one on tutoring and computer adaptive learning. In addition, expand opportunities for practice exercises and increase learner engagement.

Disadvantages of using technology in education.

Galle (2018) stated that technology in education has disadvantages with the district to students disconnect students from face-to-face relationships, make cheating easier, make curriculum planning more difficult or expensive, cause children to lose track of time, and create dependence. Technology can be a distraction, provide inappropriate access, offer false information, hinder basic skills, and is difficult to integrate into lesson structures and specific class schedules (Borysiuk, 2013). Students are distracted by the resources offered by technology distract students. In addition, it is limited and students can only make use under supervision during computer use (Pazilah, 2019).

Budacia (2020) regarded the disadvantages as the most relevant in education, those are, the lack of access to technology, teachers have limited abilities in using online platforms or websites, lack of concentration in the online lessons, interaction with teacher and student is more difficult, and students interact less with one another. Shubina (2019) emphasized that technology in education has different phases in the learning process in order to move forward, and progress; however,

there are obstacles in the process of teaching with its application and decreases student's motivation in educational process.

1.4.1.2. Computer-assisted language learning (CALL)

CALL (Computer-assisted language learning) is defined as "any progress in which a learner uses a computer and as a result, improves his or her language". It involves the nature of computers and technology instructional that reflect a student-centered approach than teacher-centered (Tafazoli et al., 2019). CALL was first introduced in the TESOL conference. The term applies to the use of computers in teaching and learning of second language. CALL was developed in three phases as Structural-Behavioristic/Communicative-Cognitive and Integrative-Sociocognitive (Wulandari & Pasaribu, 2022). Call as the search for and study of the application of computer in language teaching and learning. Computers in language have an infinite number of resources available for students to improve their skills (Sperling as cited in Asrifan et al., 2020).

CALL is used as a tool in real-life situations in education. It involves one instructor employing different technologies, platforms, and websites containing interactive multimedia, language exercise, and reference materials (McNeil, 2018). CALL is considered the use of computers as help to present the language-teaching materials, technologies, and pedagogical modes used in a variety of instructional situations (Ozfidan & Burlbaw, 2020). CALL refers to the computer and other devices such as mobile phones, electronic whiteboards, mp3 player that improve learning efficiency, access, convenience, motivation and institutional efficiency (Fathali & Emadi, 2021).

Further, in previous research, the use of CALL increased motivation with the different activities. Students with mastery improved their linguistic competence and application of pedagogical tools in the classroom (Hanson, 2018). Studies have shown that Call is most used in education as mobile learning and gamification in application technology. It is the first professional organization in lessons of mediators between learners and language resources (Hubbard, 2019). CALL is an innovative field in the advancement of teacher pedagogy. It is obtained by

innovation and the adoption of digital tools for several aspects of our life (Davis, 2016).

Advantages of using CALL in education.

Computer-Assisted Language Learning (CALL) is significant as a dynamic and advanced approach to teaching and learning, in which present support of computed-based sources, reinforce and assess the learning contents, therefore enriching the teaching experiences in class (Dung 2020). CALL is used in other areas of technology and education; this includes easy access to different tools according to approaches for language acquisition (Lenci, 2020). Additionally,

Paul (2020) mentioned that CALL ensures student autonomy by providing the learners with necessary feedback on their task and analysis of errors right away, learn independently, and motivate interaction. Learners use CALL more easily as smartphones, tablets, laptops, etc, in the learning-teaching to develop activities and improve the foreign language (Rachmawati et al., 2020). Learners are motivated by the use of CALL in classes that include increased development of their cognitive skills and positive attitudes towards foreign language learning (Hellmich, 2021).

Moreover, Musmar (2018) emphasized that CALL provides opportunities to access materials outside the classroom, which boosts motivation levels and enhances learners' comprehension and communication skills. Teachers use innovative materials in class and apply another method to teach in class based on the use of CALL. Ghashghaei (2020) explained that CALL moves toward communicative teaching and provides students real help with the feedback to practice or move them to the next stage. Finally, teachers provide a diversity of activities and CALL tools in the development of foreign language skills.

1.4.1.3 Educational websites

Websites is a virtual space on the Internet. This is a set of web pages that is accessible from the same domain or subdomain of the World Wide Web (WWW). It is the notion of referring to several networks that allow the interconnection of computers (Pérez, 2012). Educational websites are defined as a space in which

information of all kinds with a variety of activities that support learning-teaching (Montiño as cited in Barre & García, 2018). In study by Liu (2017) mentioned that "web-based on consists of publishing or distributing materials in a face-to-face course, enhanced on the Web, which consists of improving a face-to-face course with on-site Internet course resources with online and online learning activities".

Due to technological progress based on Internet, exit several educational websites that promote English Language learning- teaching. Website is a compilation of media and presents news and entertainment to users. The use of websites is convenient for learners to practice listening skills with audio, videos, and translated scrips provide various topics related to study English class and they can choose the topic (Thanasinlapakul, 2002). Robin (2007) mentioned that the use of Internet website resources, such as easily repeatable video clips, captions, translated scripts, and multimedia materials provides a wider variety of input into the range of learning styles and is good assistance for learners to improve their language learning ability. Websites provide various topics and learners find suitable listening materials that students can repeat until they obtain information on the topic and with of scripts (Lin et al., 2008).

Djabbarova (2021) emphasized that Websites as tools for online teaching and practice are strategically modeled on different skills. However, this part focuses on strategic models of listening, which provide listening practice in authentic situations. Hikmativna (2021) mentioned that authentic materials use in foreign language lesson is relevant in the development of listening skills to work online. Budiman (2020) argued that the web-based Internet provides authentic materials for learners to learn their foreign language with authentic materials, increasing communication and improving independent learning skills. According to the studies carried out previously by the three authors agree on the use of the following websites for the practice and development of listening skills; Randall's ESL Cyber Listening Lab (https://www.esl-lab.com/); EZslang (https://www.ezslang.com/about/.htm).

Randall's ESL cyber listening lab

The listening website, esl-lab.com (Randall's ESL Cyber Listening lab) is an e-learning platform that helps students improve their listening skills. Using online materials is free. There are three main levels: easy. Intermediate and advanced (Iyada, 2019). Hikmativna (2021), Randal's ESL Cyber Listening Lab is a site that presents listening tasks of a real situation, is performed directly during listening are complete in the form of a test, and give feedback with their respective score. Amir (2018) mentioned that Randal's ESL Cyber Listening Lab is a site that contains short and long listening activities for both beginners and advanced level learners. The site also contains transcripts and cultural-specific video clips.

Moreover, Randall's (2021) emphasized that esl-lab.com uses online materials that are free and do not require login or members. It contains more than 300 listening activities in three levels that improve students' English listening skills and have several topics. Djabbarova (2021) mentioned that ESL Cyber Listening lab website provides a way for ESL students to improve their listening skills outside the classroom by providing autonomous learning materials. Randal's ESL Cyber Listening Lab is the most popular website used in class with 80%. It is preferred for its quizzes based on videos for English language learners and has a high value for being beneficial for practicing extensive listening and improving learners' knowledge and skills (Kilickaya et al., 2022).

Randall's ESL Cyber Listening Lab is composed of questions assessed in listening for the main idea and listening details. On the other hand, listening activities to fill the gap, sentence matching, vocabulary, grammar, and other different activities enhance the understanding (Handayani, 2018). A second language English teacher (Randall) funded Randall's ESL Cyber Listening Lab site, which is primarily aimed at providing user-friendly activities in English learning. Due to the nature of the site, it is primarily oriented toward developing cognitive skills and improving your listening skills (Reimers et al., 2020).

Learning strategy

Learning strategies are procedures for acquiring, organizing, or transforming information, which consist of implementing effective supportive techniques in the academic curriculum (Neroni et al., 2019). Randall's Cyber Listening Lab uses direct strategy and cognitive strategy. Direct strategy uses the images and sound, reviews and employs action. Cognitive strategy is related to practice, receiving, analyzing, and creating a structure for input or output (Lestari & Wahyudin, 2020). In addition, the strategies mentioned above allow to develop two multiple intelligences as linguistic and Musical. Linguistics refers to developing speech, reading, writing, and multimodal communication meaning. Musical refers to perception, emotions and production (Winarti et al., 2019).

Randall's ESL cyber listening lab advantages

Based on a study by San (2020) mentioned that Randall's Cyber Listening Lab helped students remember information, help the level of listening comprehension, and improve pronunciation. This website help students enrich their speech with useful expressions, improve knowledge, and listening skills (Lazebna & Prykhodko, 2021). Students' use of Randall's Cyber Listening Lab in classes can increase their confidence, autonomy in learning English, and encourage students to develop listening skills (Karlin & Karlin, 2019).

For instance, teachers used Randall's Cyber Listening Lab as an effective website that allows students to develop listening criteria, and listening comprehension (Berber, 2018). This website resource develops listening skills, writing practice, and is a great tool to enrich vocabulary with the authentic and modern sources that students can use easily (Nedbailo, 2020).

EZslang

EZslang is a website to develop listening skills and enrich low intermediate to advance learners' slang vocabulary and familiarity with common idiomatic expressions for better communication (Randall, 2011). EZslang is a website that

provides real conversation and tries to make learning slang an easier process for better communication (Djabbarova, 2021). Handayani (2018) mentioned that EZslang By provides listening content in particular conversations that use idiomatic expressions and make use in communication ability.

EZslang was designed and divided into different components specifically by units and activities with main parts. These components are: Warming Up, Relaxed Speech, Listening in context, Catching the Gist, Filling in the Meaning, Retelling the Story, and Expanding Your Learning (Randall, 2011). EZslang contains four tasks, which involve instruction and extra activities. The conversations have different activities and topics. The correct answers are provided when the user clicks on the score-detecting icon (Iyada, 2019). EZslang involves several aspects of critical thinking such as conceptualizing, questioning, researching, acquiring information, evaluating, answering, synthesizing, and communicating the result with others (Reimers et al., 2020).

Dang (2011) emphasized that learners practice listening on the website to improve accent, understand conversational speech in the function of words in a sentence, and learn daily expressions at the same time. Daginawala (2018) argued that learners improve their English listening comprehension skills with real conversation and what is taught in classroom. EZslang provides input materials in class in which the topic is based on real situations and learners increase attitudes, and knowledge according to practice on the website (Estero, 2008). EZslang specifically helps learners which range from intermediate to advanced level in improving their listening skills in various situations (Amir, 2018).

Learning strategy

Learning strategies are procedures for acquiring, organizing, or transforming information, which consist of implementing effective supportive techniques in the academic curriculum (Neroni et al., 2019). EZslang uses direct strategy and cognitive strategy. Direct strategy uses the images and sound, reviews and employs action. Cognitive strategy is related to practice, receiving, analyzing, and creating a structure for input or output (Lestari & Wahyudin, 2020). In addition, the strategies mentioned above allow to develop two multiple intelligences as

linguistic and Musical. Linguistics refers to developing speech, reading, writing, and multimodal communication meaning. Musical refers to perception, emotions and production (Winarti et al., 2019).

1.4.2 Dependent variable framework

1.4.2.1. Language learning

Language learning is defined as the notion of learner action for deep learning in the dominant paradigms of communicative and constructivist language (Hiver, 2021). Language learning is moving increasingly from formal and informal contexts. It refers to the acquisition of a second language (L2) considered a long and complex enterprise in the first language in a new language (Dressman & Sadler, 2020). Language is a unique social medium as human resources to represent, explore and communicate meanings. It is a mark for interpersonal relationships in social understanding. Learning is a complex process of discovery, collaboration, and consultation facilitated by the language (Benson, 1999).

Ellis (1994) explained that language learning is derived in two ways: implicit learning and explicit learning. Implicit learning refers to the acquisition of knowledge based on natural, simple, and without conscious operations. Explicit learning is a more conscious operation that is selective learning for build knowledge. Brown (2000), language learning refers to the acquisition of a second language considered as a long and complex enterprise managing of the new language. Lee (2010), language learning develops various operations that learners use in order to make sense of their learning. The experts defined language learning strategies in three aspects:

* **Language learning behaviors:** refer to learning and regulating the meaning of a second or foreign language.
* **Language learning as cognitive theory:** refers to learners' strategic knowledge of language learning.
* **Affective vision of language learning:** refers to learners' motivation, attitude, etc.

Learning styles

Dantas (2020), learning styles have four categories performances and qualities of individuals as they receive and process information. Sabry and Baldwin (2003) mentioned that learning styles are identified through different cognition activities in the four categories based on (Felder & Silverman, 1988).

* **Active**.- learners prefer to work in a group, strive for learning from actions, or **Passive**.- learners prefer to work alone or in small groups.
* **Sensitive**.- learners prefer the concrete, the sensitive, the real facts, or **Intuitive.-** these are more conceptual, like theories.
* **Visual**.- learners prefer activities involving imagines, visual representations, or **Verbal.-** learners prefer written information, reading, and commentary.
* **Sequential**.- learners prefer processes segmented into well-defined parts that follow linear thinking, or **Global.-** need a holistic perspective to process the information.

1.4.2.2. Receptive language skill

Daginawala and Hassan (2018) argued that receptive language skill is passive based on listening and reading skills that recognize and understand the meanings of words used by another person. These are the skills of comprehension. Meulleman and Fiorentino (2018) explained that Receptive language skill encourages linguistic knowledge of the foreign language through instructions such as integrated comprehension and mean how to understand what is said or written. Goldstein and Wetherby (1984) emphasized that receptive language skill refers to the ability to interpret linguistic messages and it is inferred from the appropriateness of behavioral or verbal responses to language.

Language skills are divided into receptive arid productive ones. Receptive language skills are the ways in which people extract meaning from the discourse see or hear. It includes listening and reading while productive ones are speaking, and writing. These skills are largely considered passive skills (Fadwa, 2010). Receptive skills improve listening and reading through the interest and search for

knowledge. It opens up possibilities for continuous interaction to listening and responding to the absorption- concentration to listening (Sereena & llankurmaran, 2018).

Receptive skills are reading and listening skills that respond to the act of a communication event. It opens up possibilities for continuing interaction (Sreena & Ilankumaran, 2018). Receptive language is important for successful communication. This involves understanding the word and language. In addition, it identifies the information heard in words, meaning, sounds, and concepts (Kid Sense, 2013). Receptive skills involve reading and listening that receiving information and speaking and writing are know productive skills that involve producing words, phrases, sentences, and paragraphs (Ucles, 2018). It involved the following blocks.

* **Attention and concentration:** Sustained effort, doing activities without distraction, and being able to hold that effort long enough to get the task done.
* **Pre–language skills:** The ways in which we communicate without using words and include things such as gestures, facial expressions, imitation, joint attention, and eye contact.
* **Social skills:** Determined by the ability to engage in reciprocal interaction with others (either verbally or non-verbally), to compromise with others, and be able to recognize and follow social norms.
* **Play skills:** Voluntary engagement in self-motivated activities that are normally associated with pleasure and enjoyment where the activities.

1.4.2.3. Listening skills

Listening helps to understand the world around us and is one of the necessary elements in creating successful communication (Rost as cited in Saraswaty, 2018). Listening is the early stage of language development in a person's first language. It is a key to create effective communication (Wahidah, 2018). Richard (2008) mentioned that listening skill as listening comprehension is

the traditional way of thinking about the nature of listening to make understanding of spoken discourse. Cabezas (2015) argued that listening skill is often seen as a passive activity or skill because it is developed internally.

Worthington (2018) argued that listening is a multidimensional construction that consists of complex affective processes such as motivation to care for others; behavioral processes that respond with verbal and nonverbal feedback and cognitive processes that attend, understand, receive and interpret content and relational messages. Rost (2014) claimed that listening is a skill of interest in language proficiency in the classroom as it allows the student to develop receptive skills. Listening is essential for active understanding. Listening is an activity that focuses on understanding the meaning of what is being heard. It requires identifying accents, know how to pronounce vocabulary, grammar rules, and understand vocabulary meaning (Underwood as cited in Hardiah, 2019).

Purdy (1997) distinguished five types of listening skills required in different situations and proposes passive listening considered hearing and active as above is our primary concern. **Discriminative listening** is to distinguish the aural stimuli that notice the aspects or details of the message (verbal or nonverbal cues) that help to understand the meaning of a message. **Comprehensive listening** is for the understanding of the content of a message focusing in attention. It goes beyond discrimination and improves memory, sensitivity to language and note taking skills. **Critical-Evaluative** is the intelligent response to persuasive or propagandistic and comprehensive listening, there evaluate people's intentions in personal, and professional lives based on experience and consider a relational behind it that detect whether a proposition logical that supported with reasonable arguments. **Therapeutic listening** is a non-judmental healing ear to family, friends and professional associates. It is affective therapeutic listener that attempt to feel eith other person. It calls emphatic listening.

Listening sub-skills

Listening sub-skills was introduced in several discussion about second language (L2) listening skills during the drawn of the communicative language-

teaching era (Goh & Aryadoust, 2015). Listening skills is a complex multidimensional process to describe the taxonomy of sub-skills. There are many components that complete of the listening process. It is dived in fifteen listening subskills (Kheirzadeh & Kassaian, 2011). In this research focus on developing the following listening sub-skills:

Listening for gist; refers to understanding general meaning rather than all the specific details and information mentioned. To get the main idea, the focus is on keywords, phrases and listener ignores unknown words or phrases (Mann & Taylore, 2014). Learning for gist is a fundamental skill that allows for personal decisions, dependent on interest, selective attention, and motivation. Thus gist-level listening triggers subsequent cognitive operations (Siegel, 2018). Listeners use the context and prior knowledge to catch the whole auditory messages and take their own decisions for more details in listening for gist (Fuertes, 2021).

Listening for details: means that the listener wants to get a specific idea of what is being said. The details are more important. To point this out, use the same dialogue, and answer the questions with the information acquired from the dialogue (Brown, 2006). This sub-skill conforms the listening comprehension. It is learning to become aware of what learners want to listen to in an oral speech (Ramirez & Aragon, 2019).

Listening for specific information: refers to using prior knowledge to predict the form and content of the message; familiarization with the thing, person, profession, and what the speaker's output (Porter & Roberts, 1981). Learners listen to something in a particular piece of information, and only concentrate when the particular item that interests them comes up (Namaziandost et al., 2019). Learners are interested in listening for a specific kind of information; a number, name, or object. Therefore, ignoring anything that sounds irrelevant for that particular situation (Ahmed, 2015).

Brown (2006), there are four types performance of listening: **Intensive listening** refers to perception of the components (phones, words, intonation and so on) of larger stretch of language. **Selective** refers to comprehend information designated in a context, in short or larger monologues of certain information.

Responsive mains listening to a relatively short stretch of language in order to make an equally short response. **Extensive listening** refers to listening a top down, global understanding of spoken language. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

Djabborova (2020) argued that develop a set of listening strategies and combine the appropriate strategies for each listening situation the student develops 60-70% of listening skills. Houstion (2016) emphasized that the importance of listening activities in designing a lesson plan to support the improvement of listening skills in the student. According to the two authors, Djabborova and Houstion agree that the following steps should be followed to develop listening activities: **Pre-Listening activities** is an introductory activity which is an introduction to the topic of the text focused on the language of the context. Students find keywords, unknown words, and useful structures. **While-Listening activities** refer to teachers who provide authentic material for the student in order to practice listening activities. **Post-Listening activities are** based on the previously acquired knowledge and synthesize the idea of the information heard. In addition, there is feedback, correction of mistakes for the correct development of the acquisition and comprehension.

1.5 Objectives

1.5.1 General

To identify the impact of Educational Websites in listening skills.

1.5.2 Specific

- To describe the use of Educational Websites in listening skills.
- To recognize the different activities types of listening skills with audio.
- To evaluate student progress in listening skills with the use of Educational Websites.

1.5.3 Fulfillment of the objectives

In order to fulfill the general objective of identify the impact of Educational Website in listening skills, a treatment based on two Educational Websites (Randall's Cyber Listening Lab and EZslang) was applied. This treatment was applied for three weeks class sections. In addition, these Educational Websites exercises were used on students to practice listening skills and develop their pronunciations according to real audio conversation between native speakers for them to improve their skills.

The first specific objective describes the use of Educational Websites in the listening skills was properly fulfilled by using of previous research papers on Educational Websites and sharing information to introduce to students to know what it is and how to use for practice to listening inside or outside of class.

The second specific objective recognizes the different activities types of listening skills with audio. For this, activities of each educational websites were used audio exercises, Mixed-Up Sentence, Multiple-Choice Questions, Sentence and Vocabulary Matching, and Gap-fill Exercise, to improve listening skills and develop different ways of doing that activity, strengthen their listening skills.

The third specific objective evaluate student progress in listening skills with the use of Educational Websites. For this, a post-test form Cambridge KET exam A2 was applied. The post-test was applied to 21 students after applying the treatment where two parts of the test were evaluated using the same rubric from the exam.

CHAPTER II

METHODOLOGY

2.1 Resources

The present research was necessary to use human and technological resources. The human resources were students from A2 of the Centro de Idiomas at Universidad Técnica de Ambato. Furthermore, the technological resources were necessary for this research the reason was the process that developed with other websites in class. Therefore, the researcher used cellphones, laptops, and the internet to apply in the students listening skill.

2.1.1. Population and sample

The participants for this research were 20 students A2 level of Centro de Idiomas at Universidad Técnica de Ambato. The age average of the students was between 18-25 years old. The population was randomly selected through cluster sampling because only one class of A2 was designated in the afternoon schedule from 15 to 17 pm for the research project.

Table 1: Population

Population	Number of students	Percentage
Male	8	38.09%
Female	13	61.90%
Total	21	100%

Note: Direct search from students of A2 level of Centro de Idiomas at Universidad Técnica de Ambato.

2.1.2 Instruments

Banote (2000) argued that the pre-test and post-test designs fulfill the proposition of comparing groups and /or measurement of changes resulting from experimental treatments. In this research, the instruments that were used a pre-test and post-test that were applied to evaluate students' level of listening skills after-before the treatment and know their weaknesses and strengths. This instrument was

based on a listening standardized for level A2 called "KET" from Cambridge English. The test contains five parts of the listening section. Part one; multiple-choice (listening for detail and namely), part two; gap-fill (listening for details and writing the word/number), part three; multiple-choose (listening for specific information), part four; multiple-choice (listening for specific information and description), part five; matching questions (listening names and descriptions). In addition, each part has 5 questions (25 marks in total), with 35 minutes approximately (including 6-minute transfer time).

On the other hand, this research was taken two parts of the "KET" test listening section into account 2 parts, Part 2 (gap-fill) activating in which the missing word or number must listen to write and Part 5 (matching question) was used to write the specific letter in front of the people that performing the action. Those parts were selected due to these helping to develop the two of the listening subskills like listening for details and listening for specific information. Finally, the pre-test and post-test had 10 questions in total and 15 minutes to complete the test (see in annex 4).

2.1.3 Data collection procedure

Data collection is important information to explain and determine research by methodology and analytical approach. Data collection has five key data collection methods (Paradis, 2016). However, this research used one data collection method like *focus group* were used to gather information in a group setting with application pre-test and post-test.

In the data collection section, the students from Centro de Idiomas were the participants to support the research. In the first class, the researcher introduced the research topic and explained the reason for the application. Students were taken the A2 KET listening test from Cambridge based on two parts of the listening section. The test was applied through presencial classes with a time of 15 minutes. At the end of the test, students give the paper to the teacher. On the other hand, the applications were made according to the schedule of English classes from 15 to 17 pm for 3 weeks.

Moreover, 8 lesson plans and a just rubric were made for interventions to evaluate the pre-test and post-test. The researcher before performing the application of the use of the websites (Randall's ESL Cyber Listening Lab – EZslang) explained what it was and how it was used. The time to develop activities was 15 or 20 minutes and students developed the website activities without any problem. At the end of the class researcher was assigned to continue practicing listening with the use of the website presented. Finally, in total 8 interventions were made and at the end, the post-test was taken and evaluated with a rubric.

SPSS (Statistical Package for the Social Sciences) is an application with extensive software and frequently used quantitative research to perform statistical analysis, data analysis with machine learning algorithms, string analysis, and big data analysis can be integrated to build a data analysis platform (Purwanto, 2021). In this research, the SPSS was used to obtain the statistical data, that is, the number of questions, the names of participants, and their pre-test and post-test score entered manually where a fast analysis of the data and defined the results were displayed. It represents by a circle graphic to represent the total percentage of the score in the pre-test and post-test got in different colors. However, the hypothesis of the study was verified through the use of the statistical program SPSS, by means of this software a normality test was elaborated between the pre-test values and the Post-test, which it was discovered that the results are dispersed. For this reason, a nonparametric test was applied between the two related samples, known as the Wilcoxon range test, which the level of significance was determined to reject or accept the research hypothesis.

2.2 Methods

2.2.1 Research approach

The quantitative approach is considered an "objective reality independent of any observation" summarized as adequate for deductive research. In addition, the quantitative approach understands more than reality and is a probative investigation after the effects of the research study (Rovai et al., 2014). The quantitative approach is specially to explore the extent and variation of change

(within and across the study) induced by the implementation strategies (Smith & Hasan, 2020). The quantitative approach determines the relationship between two or more variables. These relationships are multifold and work with statistics or numbers that all researchers to quantify the world (Stockemer & Glaeser, 2019).

Therefore, the quantitative approach is a form of research that relies on the method of natural sciences, which procedures numerical data and hard facts. It aims at establishing the cause and effect relationship between two variables by using mathematical, computational, and statistical methods (Ahmad, 2019). Thus, the current research used the quantitative approach because it allows using different techniques in this case the use of pre-test /post-test A2" KET" and the application of treatments websites (for the improvement of listening skills. In addition, it established the causes and effects of the application of websites in students and obtains probable numerical results.

2.2.2 Experimental research

The experimental method is a standardized process that focuses on applying different types of treatments to a specific group (experimental control). In addition, the results obtained from the treatment were compared, ruling out hypothetical rivals to the effects of foreign factors. It is seen from the psychological perspective as behavioral, cognitive, and objectivist learning (Ross, 2004). Experimental research is the manipulation that the researcher performs in one or more study variables, to control the increase or decrease of those variables and their effect on observed behaviors (Ledyard, 2020). In other studies, experimental research consists of the rigorous control of a situation in addition to making a change in the value of a variable "independent variable" and observing its effect on another variable "dependent variable" (Escueta et al., 2020).

The research used a pre-experimental method because it was applied to pre-.test and post-test a specific group of students. It was necessary to take specific questions related to questions of the audio from A2 KET listening. All these questions were retrieved from the Cambridge website. The pre-test was taken by students from A2 of Centro de Idiomas at Universidad Técnica de Ambato.

2.2.3 Research modality

Fiel research

Field research is presented by manipulating a variable unverified, under rigorously controlled conditions, to describe what a particular situation or event occurs or causes (Bezanson & McNamara, 2029). Field research is defined as a process that uses the scientific method, to study the field of social reality, situations, and problems in order to apply knowledge for practical purposes (Pontis, 2018). Therefore, the current research was based on field research to interact with the reality of the problem and interact with participants. In this case the problem of the students of the Centro de Idiomas at Universidad Técnica

Bibliographic-documentary

According to Reed (2006), bibliography research is a type of research based on written information obtained from different sources (textbooks, journals, articles, theses, web site). It defines its major points and narrows that allow a successful review of the literature on the relevant information of the authors. Bibliographic research is used in various University rankings. These counts as academic sources, such as articles, journals, theses, and so on) that have an impact factor on citation in research. Given the potential coverage of scholarly literature (Huang et al., 2020).

Finally, current research used bibliographic research, which was acquired from different books, magazines, articles, journals, and others. This allowed the information obtained by several studies by different authors to support the theme under investigation being substantiated and truthful information. This bibliographic research supports all the information of the research study with the topic of Educational Websites and the Listening skills.

2.2.4. Level or type of research

Descriptive research

Descriptive research describes with greater precision of the characteristics of a certain individual, situation, or group with or without specifying hypotheticals about the nature of the phenomenon (Millner et al., 2020). Descriptive research is descriptive studies of individuals, events, or conditions. The research does not manipulate any of the variables just describes the sample and/or variables (Siedlecki, 2020). Descriptive research is defined as a research method used to describe the existing phenomena and a certain period of treatment (Atmowardoyo, 2018). Therefore, this research was descriptive because it analyzes- describes the relationship between the two variables of the topic and describes the benefits in the use of educational websites in improving listening skills.

Exploratory research

Exploratory research is that carried out on an unknown or little studied topic or object, so its results constitute a rough vision of the object (Zukauskas et al., 2018). Exploratory research consists involve discovering something new and interesting. This type of research deepens the characteristics and qualities of a research topic. In addition, it defines the problem through exploration (Swedberg, 2020). This type of research is ideal for the current research because the objective is to explore and describe how Educational Websites influence listening skills. Exploratory research is research on a real little studied and inquires about it. In addition, refers to the superficial identification of problems (Szabelska et al., 2021). Therefore, this research is exploratory because the data obtained on the basis of the introductory topic (Educational websites and the Listening skills) helped to develop the two variables to determine the characteristics that are discovered in a certain way.

2.3 Hypothesis

Null hypothesis

- Ho: The use of Educational Websites does not influence in the student's listening skills.

Alternative hypothesis

- H1: The use of Educational Websites influences in the student's listening skills.

2.3.1 Variable identification

- Educational Websites (Independent variable)
- Listening skills (Dependent variable)

CHAPTER III

3.1 Analysis and discussion of results

This chapter deals with the statistical analysis of the results obtained during the research process, through the application of Pre-test and Post-test. Data were collected in a study group selected by the researcher. A pre-test and a Post-test were applied to 21 students with an age range of 18 to 25 years old of Level A2, from the Centro de Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The applied test evaluated three markers (Listening for gist (b) Listening for details (c) Listening for specific information. The evaluator was based on the Listening Skills Rubric, which allows giving a maximum point of 3,3 and a minimum of 0 points.

The analysis of the results was carried out through the elaboration of the series of tables and graphs. Data is detailed to facilitate the reader's understanding. The hypothesis of the study was verified through the use of the statistical program SPSS, by means of this software a normality test was elaborated between the pre-test values and the Post-test, which it was discovered that the results are dispersed. For this reason, a nonparametric test was applied between the two related samples, known as the Wilcoxon range test, which the level of significance was determined to reject or accept the research hypothesis.

3.2 Analysis and interpretation of results

Pre-Test Results

Table 2: Listening Skills Pre-Test Results

| Criteria | LISTENING SKILLS RUBRIC | | | | | |
	3,3	2,6	1,5	0	Percentage	Average/3,3
Listening for gist	43%	33%	10%	14%	100%	2,42
Listening for details	19%	24%	5%	52%	100%	1,32
Listening for specific information	29%	5%	33%	33%	100%	2,04
TOTAL						**1,93**

Note: General Average Listening Skills Pre-test "KET test"

Analysis and interpretation

Table 2 shows the results that were initially collected, through the Pre-test, with the aim of determining the level of the students in their receptive listening skills. This table is based on the Listening Skill Rubric that evaluates three criteria: listening for gist, listening for details, and listening for specific information, which allows a maximum point of 3.3 and a minimum of 0 points. The total of the three criteria gives a score of 10. This table illustrates the final average that students got in pre-test 1,93 over 3,3 points. The first marker refers to listening for gist, 14% of students got a scale of "0" points, 10% of students got a scale of 1,5 points, 33% of students got a scale of 2,6 points, 43% of students got a scale of 3,3 points, the total average of the first marker was 2,42 out of 3.3 points. The second marker refers to listening for details, 52% of students got a scale of 0 points, 5% of students got a scale of 1,5 points, 24% of students got a scale of 2,6 points, 19% of students got a scale of 3,3 points, the total average the second marker was 1.32 out of 3.3 points. The last marker refers to listening for specific information, 33% of students got a scale of 0, 33% of students got a scale of 1.5, 5% of students got a scale of 2,6, 29% of students got a scale of 3,3, the total average of the second marker was 2,04 out of 3.3 points.

Listening for gist was the most difficult for students who got low scores, that is, students could not identify the general information of the audio and could not get the general idea based on their previous knowledge. Likewise, listening for specific information was difficult for students who got low scores, students no understand the context or specific information that their listen. The reason why students have a low level is that the classes are given in Spanish most of the time and do not make full use of the English language and students do not practice listening exercises every day in class with different exercises that allow them to strengthen their ability mentioned above.

Post-test Results

Table 3: Listening Skills Post-Test Results

Criteria	LISTENING SKILLS RUBRIC				Percentage	Average/3,3
	3,3	**2,6**	**1,5**	**0**		
Listening for gist	48%	48%	5%	0%	100%	2,88
Listening for details	62%	29%	0%	10%	100%	2,79
Listening for specific information	62%	24%	10%	5%	100%	2,80
TOTAL						**2,82**

Note: General Average Listening Skills Post-test "KET test**"**

Analysis and interpretation

Table 3 shows the results that were end collected, through the Pre-test, with the aim of determining the progress level of the students in their receptive listening skills. This table is based on the Listening Skill Rubric that evaluates three criteria: listening for gist, listening for details, and listening for specific information, which allows a maximum point of 3.3 and a minimum of 0 points. The total of the three criteria gives a score of 10. This table illustrates the final average that students got in post-test 2,82 over 3,3 points. The first marker refers to listening for gist**,** 0% of students got a scale of "0" points, 5% of students got a scale of 1,5 points, 48% of students got a scale of 2,6 points, 48% of students got a scale of 3,3 points, the total average in the first marker was 2,88 out of 3.3 points. The second marker refers to listening for details, 10% of students got a scale of 0 points, 0% of students got a scale of 1,5 points, 29% of students got a scale of 2,6 points, 62% of students got a scale of 3,3 points, the final average of the second marker was 2.79 out of 3.3 points. The third and last marker refers to listening for specific information, 5% of students got a scale of 0, 10% of students got a scale of 1.5, 24% of students got a scale of 2,6, 62% of students got a scale of 3,3, the final average of the second marker was 2,80 out of 3.3 points.

It was observed that most of the students are at a high level of listening skills, that is, most of the students' progress after treatment, which allows them to develop and reinforce their listening skills, and sub-skills. At this point, it follows that the use of Educational Websites (Randall's Esl Cyber Listening Lab and EZslang) clearly

contributed to the development and reinforcement of receptive listening skills. The reason why it allowed this improvement is that the websites have different listening exercises such as (Mixed-Up Sentence, Multiple-Choice Questions, Sentence and Vocabulary Matching, and Gap-fill Exercise) with different real conversation topics to listen to and complete the exercises. Therefore, the use of these websites for student learning is recommended. It allows developing and reinforcing the subskills of each student.

3.3 Comparative results pre-test and post-test

Table 4: Table Comparative Results Pre-Test and Post-Test

CRITERIA	Average Initial	Percentage	Average final	Percentage
Listening for gist	2,42	42%	2,88	34%
Listening for details	1,32	23%	2,79	33%
Listening for specific information	2,04	35%	2,80	33%
TEST SCORES	1,93	100%	2,82	100%

Note: Table Comparative Results Pre-Test and Post-Test

Analysis and Interpretation

Table 4 illustrates the comparative results between the Pre-Test and the Post-test, the first marker refers to listening for gist, whose initial average was 2,42. While the final average of the first marker was 2.88 out of 3.3 points. The second marker refers to listening for details, whose initial average was 1.32. While the final average of the second marker was 2,79 over 3,3. The last marker refers to listening for specific information, whose initial average range was 2.04, while the final average was 2.80 over 3.3 points.

The results had a notable change, the initial average range was 1.93, after applying the treatment the final average of the third marker was 2.82 out of 3.3 points, with a difference of 0.90 points. It was observed that the student got maximum progress in the development of listening skills. This was due to the use of educational websites (Randall's Esl Cyber Listening Lab and EZslang) in classes for listening practice with different exercises. Additionally, it allows development and reinforces the listening sub-skills of each student.

3.4 Verification of hypothesis

Hypothesis statement

Null hypothesis

Ho: The use of Educational Websites does not influence in the students listening skills.

Alternative hypothesis

H1: The use of Educational Websites does influence in the students listening skills.

Test of normality

Table 5: Test of normality

Test of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Stadístic	gl	Sig.	Stadístic	gl	Sig.
Pre_Test	,191	21	,044	,915	21	,069
Post_Test	,337	21	,000	,717	21	,000

a. Lilliefors Significance Correction
Note: Shapiro Wilk Normality test values (2022).

Table 5 shows the verification of the study hypothesis, in which the results of the pre-test and post-test were considered to use a normality test. The table must consider the Shapiro Wilk test; this statistic works with a study sample of less than 30. Adicionallity, the table showed two statistics, Kolmogorov-Smirnov and Shapiro-Wilk with three markers for each statistic to evaluate. Finally, the table shows that the significance level of the pre-test is 0.069, while the Post-test is 0.000. Therefore, the results are scattered, Wilcoxon test must be applied.

Wilcoxon signed rank test

Table 6: Wilcoxon signed rank test

Wilcoxon Signed Rank Test

		N	Mean Rank	Sum of Ranks
Post_Test - Pre_Test	Negative Ranks	3[a]	6,50	19,50
	Positive Ranks	17[b]	11,21	190,50
	Ties	1[c]		
	Total	21		

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

Note: Shapiro Wilk Normality test values.

Table 6 shows that the Wilcoxon range test was developed, and the table shows the results of subtracting the Pre-Test and the Post-Test values. Then, the Wilcoxon test yields three ranges, (a) A negative rank, (b) A positive rank, and (c) A tie. Analyzing the data, it is observed that the negative range has 3 values, that is, this is the number of students who obtained a lower score in the Pre-test. While 17 students are in the positive range. Therefore, this is the official number of participants who obtained a grade higher than the grade students obtained in the Pre-test, and a tie is evidenced. Finally, the midrange of the negative range is 6.50 and the positive range is 11.21. The sum of these values give results with a value of 19.50 and another of 190.50.

Test statistic

Table 7: Test statistics

Test statistics[a]

	Post_Test - Pre_Test
Z°	-3,199[b]
Sig. asintót. (2-Tailed)	,001

a. Wilcoxon signed Ranks Test

b. Based on Negative Rank.

Note: Test statistic values with asymptotic.

Analysis and interpretation

Table 7 shows the level of significance based on the statistic test, which is related to the research hypothesis. The (Z°) value is -3,199 and the significance asymptotic value is 0,001, which is less than 0,05. Therefore, the verification of the hypothesis allows us to establish that the null hypothesis is rejected and the alternative hypothesis is accepted. Then, the use of Educational Websites (Randall's Esl Cyber Listening Lab and EZslang) do influence the listening skills of Level A2 students of the Centro de Idiomas at Universidad Técnica de Ambato.

3.5 Discussion

This research demonstrates that Educational Websites had a positive influence in order to development of students' listening skills. The group of students used for the research was subjected to two tests, one at the beginning and the other at the end of the research. According to the results obtained there was a significant difference between the pre-test and post-test. Therefore, it can be concluded that the use of Educational Websites improves students' listening skills with an increase from 1,93 to 2,82 over 3.3 points. The results derived generate a difference of 0,90 points that indicate an improvement in listening skills progress in every sub-skill evaluated in the test. Moreover, the efficiency of Educational Websites in improving listening skills can be supported by Filatariana (2022), in which the experimental group got an average 73,160 obtained before applying treatments. This average achieved an improvement of 77,720 points after the treatment. Additionally, the efficacy of Educational websites was determined in the pre-experimental group that students increase their listening by 1.866 after the treatment and got a positive attitudes toward the dimension to use the websites (Surayatika, 2017).

Djabbarova (2021) pointed out that the use of Educational Websites presents effective activities to practice listening skills with audio, the translated scripts provide various topics related to the study of the English class that progressively increases the knowledge of words, known phrases, and words to know. On the other hand, Educational Websites have helped improve listening with various internet-based website resources that help different users with several activities. It allows them to improve their listening skills with some conversations with the native speaker and provides ample information on he range of learning, styles, and is a good help for students to improve their language learning specifically in listening skills (Robin, 2007). Budiman (2020) pointed out that the use of Educational Websites provides authentic materials that motivate use in class that increase communication and improve autonomous learning skills, that is, students practice listening with authentic situations and normally understand the information that listens.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- In the theoretical framework, Educational Websites (Randall's Esl Cyber Listening Lab and EZslang) were described as a strategy used to develop listening skills. These websites have different topics of real conversation that last between 1 minute to 3 minutes. On the other hand, these websites were shown to have a positive influence on listening skills. It is the improvement of the comprehension of the words, and basic phrases of a real conversation. In addition, it reinforces listening sub-skills with different activities that it is important to use to practice inside or outside the classroom that allows students to identify words, pronunciations, and vocabulary.

- According to the development of the study it was possible to determine that using listening activities like Mixed-Up Sentence, Multiple-Choice Questions, Sentence and Vocabulary Matching, and Gap-fill Exercise based on Educational Websites (Randall's Esl Cyber Listening Lab and EZslang) had a positive effect on the students' listening skills. It encouraged students to listen to conversations that last from 1 minute to 3 minutes and complete the listening activities mentioned above. The activities contributed to the development of vocabulary, pronunciation, and speed. Educational Websites are presented by many listening conversations with native speakers.

- Based on the Pre-test and Post-test (A2 KET), students' listening skills levels at the beginning and after treatment obtained an important difference. The Pre-test results showed that students reached 1,93 over 3.3 points of the three subskills, while in the post-test students reached 2.82 over 3.3 points. It says that educational websites were effective in the development and improvement of the student's listening skills, to enhance students' listening skills, Educational Websites show a notable increase in language that improve their listening subskills in listening for specific purposes, listening for the gist, listening for details and listening for specific information.

4.2 Recommendations

After the conduction of the research and applying Educational Websites to students from A2 level of "Centro de Idiomas" at Universidad Técnica de Ambato with the accurate procedure it is recommended that.

- It is important that students use a different way to practice listening skills, which helps them to practice with more activities that develop the listening skills. Using these educational websites (Randall's Esl Cyber Listening Lab and EZslang) in class for students to feel attracted and motivated to practice inside or outside the class. That is through interactive activities involving educational websites students reinforce their listening and sub-listening skills that help students identify words, pronunciations, vocabulary their listening skills.

- It is recommended to use Educational Websites (Randall's Esl Cyber Listening Lab and EZslang) as a strategy to improve listening skills specifically in subskills of the students, being that it uses modern activities that are attractive to the student and have different topics that students the choice to practice. In addition, teachers can use the Educational Websites as a compliment within the class or as an additional activity for the student's free time.

- The results of this research in the pre-test show that listening should be practiced more, in relation to the use of Educational Websites (Randall's Esl Cyber Listening Lab and EZslang) must generate activities that allow students to improve the three subskills of the listening skills of the English language in an equitable way in order to develop successfully the language learning.

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ANNEXES

Annex 1: Approval

UTA
UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE IDIOMAS

Memorando Nro. UTA-CI-2022-0879-M

Ambato, 28 de abril de 2022

PARA: Lcda. Sarah Jacqueline Iza Pazmiño
Coordinadora Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

ASUNTO: Autorizado para aplicar proyecto de investigación

De mi consideración:

En atención al Memorando Nro.UTA-PINE-FCHE-2022-0134-M, mediante el cual solicita se autorice aplicar el proyecto de investigación en el Centro de Idiomas a los estudiantes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para el periodo académico abril - septiembre 2022, de acuerdo al siguiente adjunto.

Al respecto me permito indicar que esta Dirección **autoriza** que los estudiantes a continuación detallados realicen el proyecto de investigación, para lo cual se da a conocer los nombres de los docentes:

Memorando Nro. UTA-CI-2022-0879-M

Ambato, 28 de abril de 2022

APELLIDOS NOMBRE	CEDULA	TEMA	NIVEL	HORA	DOCENTE	PROGRAMA	PREDIO
CAJAMARCA SAILEMA ALEXANDRA JAZMINE	1805072756	TIKTOK AND THE SPEAKING SKILLS	Nivel B1	15:00 - 17:00	Alexandra Constante	Regular	Huachi
CARRILLO BURBANO ALEXIS RONALDO	1804387668	REALIA AND THE SPEAKING SKILL	Nivel A1	15:00 - 17:00	Gabriela Armijos	Abierto	Educación Continua (Rocafuerte y Quito)
CRIOLLO VILLEGAS ADRIANA LUCIA	1850251396	EDUCATIONAL WEBSITES AND THE LISTENING SKILLS	Nivel A2	15:00 - 17:00	Mónica Garcés	Regular	Huachi
SABANDO FALCONES MARIA ELIZABETH	2350118069	ENGLISH LISTENING AND SPEAKING APP AND THE ORAL PRODUCTION	Nivel A1	15:00 - 17:00	Susana Parrales	Regular	Huachi
GAONA VICENTE LUCIA FRANCISCA	1753511656	WORDWALL TOOL AND VOCABULARY LEARNING	Nivel A1	13:00 - 15:00	Ximena Naranjo	Regular	Huachi
ORTIZ LEON JAVIER PATRICIO	1805290481	WORD WIZARD AND SPEAKING SKILL	Nivel A2	15:00 - 17:00	Alejandra Núñez	Regular	Huachi

Cabe mencionar que el estudiante **HEREDIA GALLEGOS OSCAR SEBASTIÁN**, **portador de la cédula N°:1803865557, NO** ha presentado la solicitud que fue requerida al grupo de estudiantes, por lo tanto no se pudo asignar un docente para que realice el trabajo de investigación.

Con sentimientos de distinguida consideración.

Atentamente,

Documento firmado electrónicamente

Dra. Mg. Judith Alexandra Silva Chávez
DIRECTORA DEL CENTRO DE IDIOMAS

Referencias:
- UTA-PINE-PCHE-2022-0154-M

Anexos:
- Oficio aplicacion investigacion Centro de Idiomas-signed (1).pdf

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DR. GALO NARANJO LÓPEZ, PH.D
RECTOR

Annex 2: Critical analysis
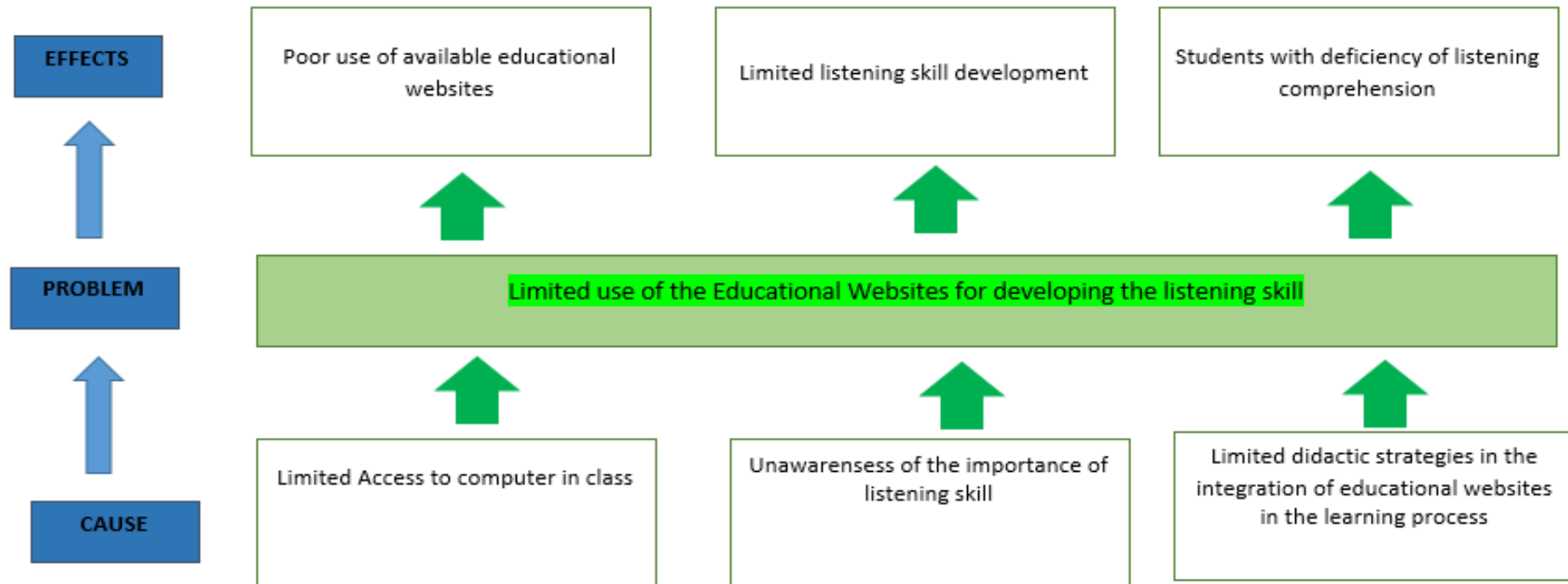
Figure 1: Problem tree Analysis

Elaborated by: (Criollo, 2022)

Annex 3: Fundamental categories

INDEPENDENT VARIABLE

INFLUENCES

DEPENDENT VARIABLE
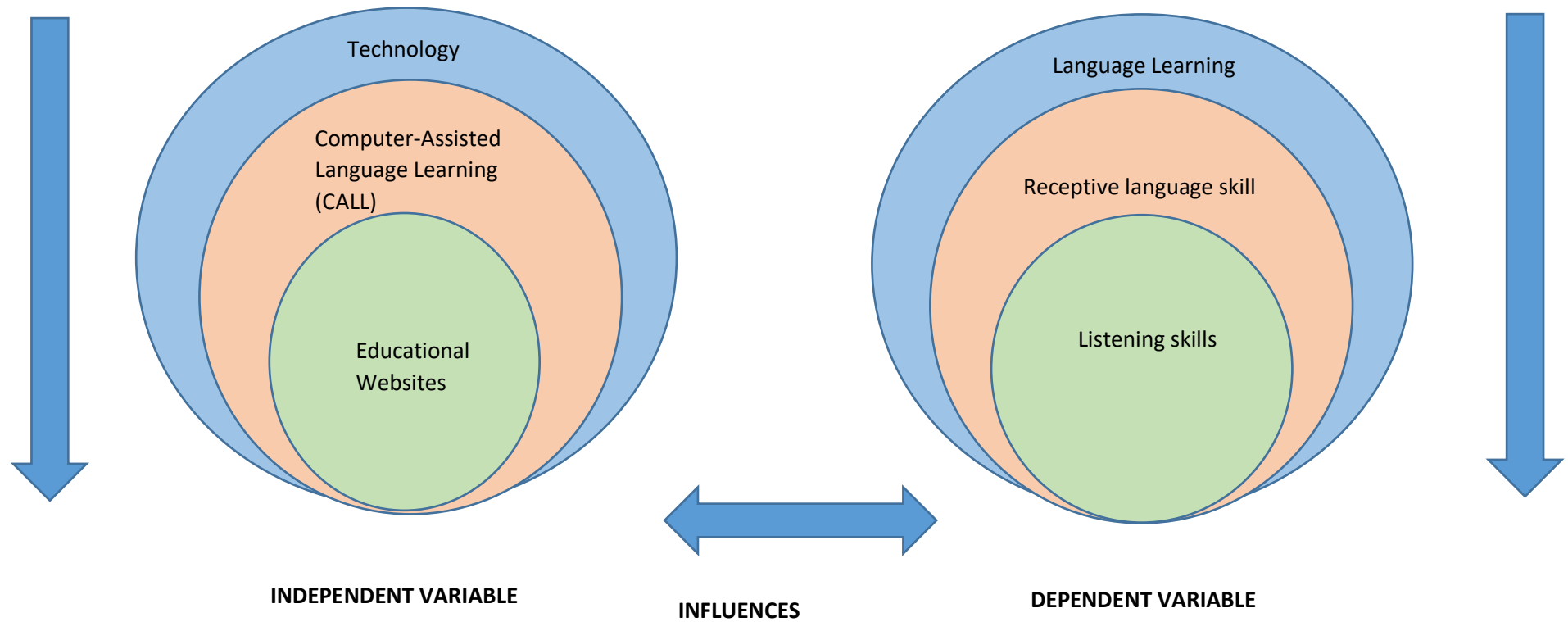
Figure 2: Main categories

Source: Bibliographic research

Elaborated by: (Criollo, 2022)

Annex 4: Pre-test and post test

LISTENING PRE-TEST

Student's Name: _____

Date:_____

Time: 15 minutes

Class: A2 elementary

Introduction: This test is based on Cambridge English A2 KET listening.

Objective: To evaluate the students listening skills before using Educational Websites (Randall's ESL Cyber Listening lab/ EZslang).

Instructions:

* Read carefully the instructions for each part of the test.
* Answer all listening questions
* Listen carefully to the audio and write the answer on the question.
* At the end of the test, send the answer.

LISTENING
PART 2

Questions 1-5

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
Sunshine Holidays

Work in:	Children's summer camps
Dates of jobs:	**(1)** 15th June – 20th _____
Staff must be:	**(2)** _____ years old
Staff must able to:	**(3)** _____
Staff will earn:	**(4)** £ _____ per week
Send a letter and:	**(5)** _____

Part 5

Questions 6-10

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 ☐

People		Food	
		A bread	
6	Barbara ☐	**B** cake	
7	Simon ☐	**C** cheese	
8	Anita ☐	**D** chicken	
9	Peter ☐	**E** fish	
10	Michael ☐	**F** fruit	

PRE – TEST ANSWER SHEET

Student's name: _____   **Date:** _____

Class: A2 elementary

Time: 15 minutes

Introduction: This test is based on Cambridge English A2 KET listening.

Objective: To evaluate the students' listening skills after using Educational Websites (Randall's ESL Cyber Listening lab/ EZslang).

Instructions:

- ∗ Read carefully the instructions for each part of the test.
- ∗ Answer all listening questions
- ∗ At the end of the test, send the answer sheet to the teacher.

Listening Part 2

1	
2	
3	
4	
5	

Listening Part 5

6	
7	
8	
9	
10	

TOTAL POINTS	FINAL SCORE
/10	

LISTENING POST-TEST

Student's Name: _____

Date:_____

Time: 15 minutes

Class: A2 elementary

Introduction: This test is based on Cambridge English A2 KET listening.

Objective: To evaluate the students' listening skills after using Educational Websites (Randall's ESL Cyber Listening lab/ EZslang).

Instructions:

* Read carefully the instructions for each part of the test.
* Answer all listening questions
* Listen carefully to the audio and write the answer on the question.
* At the end of the test, send the answer.

LISTENING
PART 2

Questions 1-5

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 some information about end of year dinner.

End-of-year
Dinner and Entertainment Show

Date:	June
Start time:	**(1)** _____
Finish time:	**(2)** _____
Place:	Banyan Tree Restaurant
Last day to make choices:	**(3)** _____
Menu: fish, beef or vegetable	**(4)** _____ with rice
Buffet: salad, pasta and	**(5)** _____
Make Choices:	Use the Google Form

Part 5

 For each question, choose the correct answer.

You will hear two people talking about the last family Christmas shopping. What each person bought?

Example

0 Jorge   ☐

People		What they bout
		A jewelry
6 Mark	☐	**B** shoes
7 Megan	☐	**C** jacket
8 Sue	☐	**D** scarves
9 Rob	☐	**E** ties
10 Andy	☐	**F** jeans
		G blouses
		H trainers

Student's name: _____   **Date: _____**

Class : A2 elementary

Time: 15 minutes

Introduction: This test is based on Cambridge English A2 KET listening.

Objective: To evaluate the students' listening skills after using Educational Websites (Randall's ESL Cyber Listening lab/ EZslang).

Instructions:

 * Read carefully the instructions for each part of the test.
 * Answer all listening questions
 * At the end of the test, send the answer sheet to teacher.

Listening Part 2

1	
2	
3	
4	
5	

Listening Part 5

6	
7	
8	
9	
10	

TOTAL POINTS	FINAL SCORE
/10	

Annex 5: Adapted rubric for listening tests

PRE AND POST-TEST RUBRIC

LISTENING SKILLS RUBRIC

Student's Name: _____

Criteria	3.3	2.6	1.5	0
Listening for gist	Presents a total understanding of the general information of the topic and get the general idea based on your previous knowledge.	Presents a regular understanding of general information and the general idea of the topic.	Presents difficulties in understanding the general information.	Not understand any of the general information idea and a general idea of the topic.
Listening for details	Presents an understanding of the specific information part, of phrases in precise details of the audio.	Presents, a regular understanding of the specific information according to the context and opinions of the audio of the conversation.	Presents difficulties in understanding information and context.	Not understand the context, specific information, and the opinions of the speakers.
Listening for specific information	Presents an understanding of the main idea and identify a specific understanding of words such as numbers, names, objects, data, and time that students heard in the audio conversation.	Presents a regular understanding of the meaning of words such as objects, time, and phrases.	Presents difficulty Identifying single words, symbols, or short phrases.	Not understand and identify specific details such as numbers, names, time, symbols, and long- short phrases.

Annex 6: Rubric instrument validation

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PREGRADO

LICENCIATURA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS 2022

Avda. Los chasquis y Río Payamino, Ambato – Ecuador

FICHA PARA VALIDACIÓN DEL CONTENIDO DE LA RÚBRICA "PRE-TEST" Y "POS-TEST" PERTENECIENTE A LA INVESTIGACIÓN

"EDUCATIONAL WEBSITES AND THE LISTENING SKILLS"

Nombre del validador: Leda. M.Sc. Ximena Calero Sánchez Fecha: 28/06/2022

Objetivo: Validar la rúbrica del "Pre-test" y "Post- test" destinada a medir la variable dependiente.

Educational Websites y la variable dependiente: **Listening skills** con los estudiantes del Centro de Idiomas del Nivel A2 de la Universidad Técnica de Ambato.

Instrucciones: Luego de revisar con detenimiento la rúbrica del "Pre-test" y "Post-test", completa la siguiente matriz con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de investigación.

ÍTEM	Claridad de redacción		Presenta Coherencia interna		Presenta todos los estándares a calificar		Mide la variable de estudio		Se recomienda verificar o modificar el item	
	Si	No	Si	No	Si	No	Si	No	Si	No
Listening for gist	X		X		X		X		X	
Listening for details	X		X		X		X		X	
Listening for specific information	X		X		X		X		X	

Aspectos generales	Si	No	Observaciones
1.- La rúbrica contiene información concisa de las sub-destrezas a desarrollar en el pre-test y post-test	X		
2.- Los items están acordes a el logro del objetivo de las pruebas.	X		
3.- Los items están distribuidos en forma lógica y secuencial	X		
4.- El puntaje a calificar por cada item están acorde al nivel del desarrollo de la sub-destreza a desarrollar.	X		
5. El número de items es suficiente para la evaluación de los sub-destrezas en el pre-test y post-test.	X		

Aplicable:	X	No applicable:		Aplicable considerando las observaciones	
Validado por: Leda. M.Sc. Ximena Calero Sánchez			Cédula de Identidad: 1802884062	Fecha: 28 de junio de 2022	
Firma:			Teléfono: 0987577862	Email: xcalero@uta.edu.ec	

Adaptado por: (Criollo, 2022)

Fuente: (Corral, 2009)

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PREGRADO

LICENCIATURA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS 2022

Avda. Los chasquis y Río Payamin, Ambato – Ecuador

FICHA PARA VALIDACIÓN DEL CONTENIDO DE LA RÚBRICA "PRE-TEST" Y "POS-TEST" PERTENECIENTE A LA INVESTIGACIÓN

"EDUCATIONAL WEBSITES AND THE LISTENING SKILLS"

**Nombre del validador:** Manuel Xavier Sulca Guale **Fecha: 28/06/2022**

Objetivo: Validar la rúbrica del "Pre-test" y "Post- test" destinada a medir la variable dependiente.

Educational Websites y la variable dependiente: **Listening skills** con los estudiantes del Centro de Idiomas del Nivel A2 de la Universidad Técnica de Ambato.

Instrucciones: Luego de revisar con detenimiento la rúbrica del "Pre-test" y "Post-test", completa la siguiente matriz con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de investigación.

ITEM	Claridad de redacción		Presenta Coherencia interna		Presenta todos los estándares a calificar		Mide la variable de estudio		Se recomienda verificar o modificar el item	
	Si	No	Si	No	Si	No	Si	No	Si	No
Listening for gist	X		X		x		X		X	
Listening for details	X		X		X		X		X	
Listening for specific information	X		x		X		X		X	

Aspectos generales	Si	No	Observaciones
1.- La rúbrica contiene información concisa de las sub-destrezas a desarrollar en el pre-test y post-test	X		
2.- Los ítems están acordes a el logro del objetivo de las pruebas.	X		
3.- Los ítems están distribuidos en forma lógica y secuencial	X		
4.- El puntaje a calificar por cada ítem están acorde al nivel del desarrollo de la sub-destreza a desarrollar.	X		
5. El número de ítems es suficiente para la evaluación de los sub-destrezas en el pre-test y post-test.	X		

Aplicable:	X	No applicable:		Aplicable considerando las observaciones	
Validado por: Manuel Xavier Sulca Guale			Cédula de Identidad: 180244758	Fecha: 28/06/2022	
Firma: MANUEL XAVIER SULCA GUALE			Teléfono: 0993570251	Email: manuelxsulcag@uta.edu.ec	

Adaptado por: (Criollo, 2022)

Fuente: (Corral, 2009)

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PREGRADO

LICENCIATURA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS 2022

Avda. Los chasquis y Río Payamin, Ambato – Ecuador

FICHA PARA VALIDACIÓN DEL CONTENIDO DE LA RÚBRICA "PRE-TEST" Y "POS-TEST" PERTENECIENTE A LA INVESTIGACIÓN

"EDUCATIONAL WEBSITES AND THE LISTENING SKILLS"

**Nombre del validador:**   **Fecha:**

Objetivo: Validar la rúbrica del "Pre-test" y "Post- test" destinada a medir la variable dependiente.

Educational Websites y la variable dependiente: **Listening skills** con los estudiantes del Centro de Idiomas del Nivel A2 de la Universidad Técnica de Ambato.

Instrucciones: Luego de revisar con detenimiento la rúbrica del "Pre-test" y "Post-test", completa la siguiente matriz con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de investigación.

ITEM	Claridad de redacción		Presenta Coherencia interna		Presenta todos los estándares a calificar		Mide la variable de estudio		Se recomienda verificar o modificar el item	
	Si	No	Si	No	Si	No	Si	No	Si	No
Listening for gist	X		X		X		X		X	
Listening for details	X		X		X		X		X	
Listening for specific information	X		X		X		X		X	

Aspectos generales	Si	No	Observaciones
1.- La rúbrica contiene información concisa de las sub-destrezas a desarrollar en el pre-test y post-test	X		
2.- Los items están acordes a el logro del objetivo de las pruebas.	X		
3.- Los items están distribuidos en forma lógica y secuencial	X		
4.- El puntaje a calificar por cada item están acorde al nivel del desarrollo de la sub-destreza a desarrollar.	X		
5. El número de items es suficiente para la evaluación de los sub-destrezas en el pre-test y post-test.	X		

Aplicable:	X	No applicable:		Aplicable considerando las observaciones	
Validado por: Mg. Edgar Encalada Trujillo		Cédula de Identidad:0501824171		Fecha: 28-jun-2022	
Firma:		Teléfono: 032 386612		Email: eg.encalada@uta.edu.ec	

Adaptado por: (Criollo, 2022)

Fuente: (Corral, 2009)

Annex 7: Lesson plans   **Lesson Plan 1**

Centro de Idiomas			Subject: English Language	
Topic: Pre-test		Date: 13/07/2022	Teacher name: Criollo Adriana	
Level: A2	Age: 18 – 25 years old	Time: 20 minutes	No. Students: 21	

Listening Subskills:
* Listening for detail
* Listening for specific information

Aims: Students will be able to enhance listening conversation about pre-test

Objectives:
* Students will be able to listen to the specific information.
* Students will be able to listen understand the context and understand the specific idea.
* Students will be able to understand the meaning of words.

Materials: Laptop, Audio conversation, Worksheets

Anticipated Problem:
* Students may not understand the conversation audio.

Time	Teacher activity	Student activity	Success indicators
20 minutes	**Pre-listening** Teacher presents in the first class on the previous test and gives instructions. Teacher explains how to complete each part of the listening and how to answer the questions. Teacher gives students worksheets about pre-test (Annex 1). Teacher plays the listening conversation twice for each part. Teacher asks students to give the worksheet of the pre-test	Students will listen to instructions on how to do the pre-test. Students will listen carefully to the listening conversation and complete the pre-test.	Students understand instructions. After listening conversation will able to complete listening conversation.

Source: Field research

Author: Criollo, A (2022)

Annex 1

LISTENING PRE-TEST

Student's Name: _____   Date:_____

Time: 15 minutes

Class: A2 elementary

Introduction: This test is based on Cambridge English A2 KET listening.

Objective: To evaluate the students listening skills before using Educational Websites (Randall's ESL Cybe Listening lab/ EZslang).

Instructions:

- Read carefully the instructions for each part of the test.
- Answer all listening questions
- Listen carefully to the audio and write the answer on the question.
- At the end of the test, send the answer.

LISTENING
PART 2

Questions 1-5

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
Sunshine Holidays

Work in:	Children's summer camps
Dates of jobs:	(1) 15ᵗʰ June – 20ᵗʰ _____
Staff must be:	(2) _____ years old
Staff must able to:	(3) _____
Staff will earn:	(4) £ _____ per week
Send a letter and:	(5) _____

Part 5

Questions 6-10

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		Food	
6 Barbara	[ ]	A	bread
7 Simon	[ ]	B	cake
8 Anita	[ ]	C	cheese
9 Peter	[ ]	D	chicken
10 Michael	[ ]	E	fish
		F	fruit

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PRE – TEST ANSWER SHEET

Student's name: _____   Date: _____

Class: A2 elementary

Time: 15 minutes

Introduction: This test is based on Cambridge English A2 KET listening.

Objective: To evaluate the students' listening skills after using Educational Websites (Randall's ESL Cyber Listening lab/ EZslang).

Instructions:

- Read carefully the instructions for each part of the test.
- Answer all listening questions
- At the end of the test, send the answer sheet to the teacher.

Listening Part 2

1	
2	
3	
4	
5	

Listening Part 5

6	
7	
8	
9	
10	

TOTAL POINTS	FINAL SCORE
/10	

Lesson Plan 2

Centro de Idiomas			Subject: English Language	
Topic: Social media web sites		**Date:** 18/07/2022	**Teacher name:** Criollo Adriana	
Level: A2	**Age:** 18 – 25 years old		**Time:** 20 minutes	**No. Students:** 21

Listening Subskills:

* Listening for gist

* Listening for detail

* Listening for specific information

Aims: Students will be able to enhance listening subskills through the use of websites (Randall's Esl Cyber Listening Lab / Ezslang) as an authentic listening material.

Objectives:

* Students will be able to listen to the general information.

* Students will be able to listen understand the the specific idea.

Materials: Laptop, Websites (*Randall's Esl Cyber Listening Lab / Ezslang), Worksheets*

Anticipated Problem:

* Internet connection problems.

Time	Teacher activity	Student activity	Success indicators
4 minutes	**Pre- listening activities** Teacher make students some questions. Teacher asks students: Which social networking sites do they use on the day? How long are they connected on social networks per day?	. Students answer the question.	Students demonstrate their understanding the questions and respond well.

| 16 minutes | **Post listening**
Teacher gives students some instruction about the activity to complete.
Teacher presents a listening conversation about Social media web sites and gives the worksheets activity /Matching/ (Annex 1).
Teacher plays the same listening conversation and gives students another listening activity /gap-fill/ (Annex 2).
Teacher check the correct answer to the worksheet in order to provide feedback. | Students listen to the listening conversation and complete the worksheet activity (Annex 1 -2). | Students' results in the activity carried out show the development of their abilities in listening skills. |

Source: Field research

Author: Criollo, A (2022)

Annex1

Listening conversation:

https://www.esl-lab.com/easy/social-media/

Activity listening:

https://www.esl-lab.com/quizzes/socialmedia-match.htm

Social Media Web Sites

Matching Exercise

Match the items on the right to the items on the left by dragging them over. Your score is calculated by adding up the scores for all the questions that have been answered so far (correct and wrong tries), and changing the result into a percentage.

Check

My girlfriend is _____ from California, but she grew up in New York.

What _____ do you enjoy in your free time?

The woman that I am dating really enjoys _____ foods from around the world.

I want to buy a present for my wife. Do you know if there are stores around here that _____ unique gifts?

I want to _____ from college before I get married.

exotic

hobbies

originally

graduate

carry

Activar Windows

Annex 2

Activity listening: https://www.ezslang.com/quizzes/ez-money.htm

▶ 0:00 / 1:52 🔊 ⋮

Alex: Hey, Ryan. You're not thinking about [____] [?] that MP3 player, are you? That's a rip-off! You should of talked this over with me before. I mean, geez.

Ryan: What do you mean?

Alex: I mean [____] [?] you buy anything on some auction Web site, you ought to [____] [?] around, or you'll end up paying through the [____] . I mean these sites are set up to make [____] [?] money, and you never know what you're paying for.

Ryan: Huh?

Alex: I mean they're fly-by-night businesses. Look. For how much is that Web site selling their player?

Ryan: Uh. Two hundred bucks.

Alex: Two hundred bucks? That's outrageous! I could of told you that. I mean some online shopping Web sites know your a [____] [?] who'll pay anything, and they'll take you to the [____] [?] . Come on. You can pick up the same thing on some other Web sites I know.

Ryan: Yeah, but this Web site [____] [?] that they only had two players left [Oh, yeah.]; they're on sale today, and they're going to hold it for people because they make [____] [?] only on a first-come, first-served basis.

[The conversation continues.]

Activar Windows
Ve a Configuración para activar Wind

Check Answers   Hint

Lesson Plan 3

Centro de Idiomas			Subject: English Language	
Topic: First Date		Date: 19/07/2022	Teacher name: Criollo Adriana	
Level: A2	Age: 18 – 25 years old		Time: 20 minutes	No. Students: 21

Listening Subskills:

* Listening for details

* Listening for specific information

Aims: Students will be able to enhance listening subskills through the use of website (Randall's Esl Cyber Listening Lab / Ezslang) as an authentic listening material.

Objectives:

* Students will be able to listen for details.

* Students will be able to understand the specific information.

* Students will be able to understand the meaning of words.

Materials: Laptop, Website (*Randall's Esl Cyber Listening Lab /Ezsalng*), Worksheets.

Anticipated Problem:

* Internet connection problems.

* Students may have problems with their listening comprehension.

Time	Teacher activity	Student activity	Success indicators

3 minutes	**Pre- listening**
	
	Teacher asks to students some questions
	  - What do you do when you know someone new?
	  - What do you prefer to do when you know a new place?
		Students will answer the questions and share their opinions.	Students participation
			
			Students understand the questions and respond.

17 minutes	**Post- listening** Teacher gives students some instruction about the activity to complete. Teacher plays the listening conversation about First date and gives the worksheets activity /Multiple choice/ (Annex 1). Teacher plays the another listening conversation and gives students worksheet activity /gap-fill/ (Annex 2). Teacher check the correct answer to the worksheet in order to provide feedback.		Students listen to the audio conversation and complete the worksheet activities (annex 1-3). Students ask the teacher about some words that they didn't understand in the listening activity.	Students practice the listening skill.

Source: Field research

Author: Criollo, A (2022)

Annex 1

Activity link: https://www.esl-lab.com/easy/first-date/

A. Listen to the recording and answer the questions.

▶ 00:00 ──────────────── 00:00 🔊 ▭

What kind of movie is the girl going to see on her date?

romance

science fiction

horror

How is the girl getting to the movie?

Her date is coming to pick her up.

She is going by bus and will meet her date there.

She is getting a ride with her brother.

At what theater is the movie playing?

Central Palace

Campus Plaza

Common Plex

What time does the movie begin?

8:00 p.m.

7:30 p.m.

8:30 p.m.

What time does she have to be home?

10:00 p.m.

11:00 p.m.

10:30 p.m.

Annex 2

Activity Link: https://www.ezslang.com/quizzes/ez-dating.htm

Gap-fill Exercise

Fill in all the missing words below. Then, press "Check Answers" to grade your responses. Use the "Hint" button to get a free letter. You can also click on the "[?]" button to get more hints, but you lose points if you ask for help.

This gap-fill exercise is only for the first part of the original listening activity on Randall's site. The audio recording that you hear is for the full listening conversation.

▶ 0:00 / 2:00 ──── 🔊 ⋮

Karen: Hey, Alex

[Door slams in her face.]

Karen: Ah, Alex. Let me in. Come on.

Alex: What do you want?

Karen: Are you interested in going on a blind date this weekend?

Alex: Oh no. I'm not going through that again. You can just [____] [?] that idea in the bud. No way. Forget it. Absolutely not!

Karen: Hey, no need to be [____] [?] and sensitive about that still. Gee.

Alex: Sensitive?

Karen: Uh-huh. [Hmph.} Well, if you REALLY want to get something off your [____] [?] then say it. [Okay.] Go ahead. I hate it when you just [____] [?] around the bush.

Alex: Okay. Do you want the truth? [Yeah!] Do you remember that girl you said had a [____] [?] on me? [Yeah, Trisha.] Well, after hearing that, I was on cloud nine after the first date, thinking that this was the one, but then, she [____] [?] me up on the second date. I mean she led me on and then [____] [?] me after that for some guy with a Harley motorcycle named Dirk.

[The conversation continues.]

Check Answers | Hint

Activar Windows
Ve a Configuración para activar Windows.

91

Lesson Plan 4

Centro de Idiomas			Subject: English Language	
Topic: Hotel reservation		Date: 20/07/2022	Teacher name: Criollo Adriana	
Level: A2	Age: 18 – 25 years old		Time: 20 minutes	No. Students: 21

Listening Subskills:

  * Listening for details

  * Listening for specific information

Aims: Students will be able to enhance listening subskills through the use of websites (Randall's Esl Cyber Listening Lab/EZslang) as an authentic listening material.

Objectives:

  * Students will be able to listen for details.

  * Students will be able to understand the specific information.

Materials: Laptop, Zoom, Websites (*Randall's Esl Cyber Listening Lab / Ezslang*)

Anticipated Problem:

  * Internet connection problems.

  * Time management may be a problem during the lesson.

Time	Teacher activity	Student activity	Success indicators
8 minutes	**While listening** Teacher gives students some instruction about the activity to complete. Teacher gives students the activity worksheet on the listening conversation "Hotel reservation" /Multiple choice/ (Annex 1). Teacher plays the same listening conversation and gives students another listening activity /gap-fill/ (Annex 2). Teacher check the correct answer to the worksheet in order to provide feedback.	Students listen to the audio conversation and complete the worksheet activities (Annex 1-2).	Students practice the listening skill.
	Post- listening activities		

12 minutes	Teacher reproduce the listening conversation about "Hotel reservations" and gives a worksheet activity to complete (gall fill) (Annex 3) At the end of the class, teacher asks students to give worksheet activity.	Students will complete an online activity while they are listening (Annex 3).	Students understand the listening activity and increase their knowledge.

Source: Field research

Author: Criollo, A (2022)

Annex 1

Activity link: https://www.esl-lab.com/easy/hotel-reservations/

A. Listen to the recording and answer the questions.

▶ 00:00 ════════════════ 00:00 🔊 ═══

The man finally makes a reservation for March ____.

| March 21st |
| March 22nd |
| March 20th |

What kind of room does the man prefer?

| a smoking room |
| a non-smoking room |
| either one is okay |

Why doesn't he want to reserve the suite?

| It's too expensive. |
| It doesn't come with a sauna bath. |
| It doesn't have a nice view. |

The room costs ____ plus tax.

| 88 dollars |
| 80 dollars |
| 96 dollars |

How do you spell the man's name?

| Maexner |
| Maxner |
| Mexner |

Annex 2

Activity link:

https://www.esl-lab.com/quizzes/hotelreservations-match.htm

Hotel Reservations

Matching Exercise

Match the items on the right to the items on the left by dragging them over. Your score is calculated by adding up the scores for all the questions that have been answered so far (correct and wrong tries), and changing the result into a percentage.

Check

Let me _____ our books to see if we have a room.		expensive
How _____ is the room for one night?		view
The _____ of the city is beautiful.		reserve
I want to _____ a room for next Friday.		much
Well, $200 for a room is a little _____ for me. Do you have something cheaper?		check

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Annex 3

Activity link: https://www.ezslang.com/quizzes/ez-hotel-reservations.htm

▶ 0:00 / 2:37   🔊 ⋮

Ryan: Ah, here we are. What dya [_____] [?] of the hotel?

Alex: Ah man. Just looking at it from the outside, this hotel is sweet. [Really?] You're the man. An outdoor swimming pool, an awesome [_____] [?] of the beach [We're close,

somewhere.], and free continental breakfasts [Yeah, I think it was in there.].

Ryan: Hmm. That's not our hotel. Uh, it's the one next door.

Alex: What? Wh. . .? That place? [Yeah.] You honestly [_____] [?] that place? [Um-hum.] You've got to be joking. I mean, man, that place looks like it's been condemned for

years. [Just a few.] Uh, please, please. Just tell me you're [_____] [?] my leg.

Ryan: Nope!

Alex: This isn't happening to me. I mean how dya come [_____] [?] such a dump?

Alex: Easy. My uncle's best friend's second cousin said his grandfather stayed here once during the War, I guess back in the 1940s, [Ah, man.] so I went online, found the place listed under

[_____] [?] accommodations [Oh.] in a search engine, and then [_____] [?] the hotel.

Ryan: I'm speechless. Un . . . now . . . So, now that we've arrived at the five-star Palace Hotel (You mean, uh, the Purple Flamingo.) Ah . . wha . . . Well, what are you in the [_____]

[?] for this afternoon?

Ryan: Well, to be honest, I just want to take a [_____] [?] in the green pool (if it's even open), lounge around until the evening, and then catch something on TV after that. I think

it's black and white. What dya think?

Alex: Ah, man, [_____] [?] that idea.

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Lesson Plan 5

Centro de Idiomas			Subject: English Language	
Topic: Christmas is coming		**Date:** 21/07/2022	**Teacher name:** Criollo Adriana	
Level: A2	**Age:** 18 – 25 years old		**Time:** 20 minutes	**No. Students:** 21

Listening Subskills:

* Listening for details
* Listening for specific information

Aims: Students will be able to enhance listening subskills through the use of website (Randall's Esl Cyber Listening Lab) as an authentic listening material.

Objectives:

* Students will be able to listen for gist of the main information and main ideas.
* Students will be able to listen to the specific information and specific idea.
* Students will be able to understand the meaning of words.

Materials: Laptop, Website (*Randall's Esl Cyber Listening Lab*), Worksheets.

Anticipated Problem:

* Internet connection problems.
* Time management may be a problem to develop the lesson.

Time	Teacher activity	Student activity	Success indicators
3 minutes	**Pre- listening** Teacher asks students about What do you do during the Chritsmas?	Students will answer the question with their own experiences and opinions.	Students participation.

8 minutes	**While listening activities** Teacher gives students some worksheets activity about listening conversation. Teacher presents a listening conversation about Christmas is coming and gives a worksheet activity /Multiple choice/ (Annex 1) Teacher gives another worksheet activity about the same listening conversation "Christmas is coming" and /Matching/ (Annex 2) Teacher check the correct answer to the online activity in order to provide feedback.	Students listen to the audio conversation and complete the worksheet activity (Annex 1). Students listen to the audio conversation and complete the worksheet activity (Annex 2). Students check with his teacher the answer of worksheet activity.	Students develop the listening subskills.
12 minutes	**Post- listening activities** Teacher reproduces the audio conversation about "Christmas is coming" and gives students of worksheet activity /Gap-fill/ (Annex 3). Teacher check the correct answer with their students.	Students will complete an worksheet activity while they are listening (Annex 3).	After listening practice will able to complete an worksheet activity focused on listening comprehension and subskills of the listening audio.

Source: Field research

Author: Criollo, A (2022).

Annex 1

Slide link: https://www.esl-lab.com/easy/christmas-gifts/

Listening Exercise

A. Listen to the recording and answer the questions.

C 00:00 ▬▬▬▬▬▬▬▬▬▬▬ 01:59 🔊 ▬▬▬

What does the little boy NOT ask for Christmas?

a radio receiver

a toy train

a play car

What does the girl want for Christmas?

marbles

dolls

Barbie playhouse

What food do the children want to make for Santa's reindeer?

apples, oranges, and cookies

hot chocolate, oranges, and corn

cookies, apples, and carrots

What time are the children going to go to bed?

9:00 p.m.

7:00 p.m.

8:00 p.m.

How is Santa going to enter the house?

How is Santa going to enter the house?

down the chimney

through a basement window

Annex 2

Activity online link: https://www.esl-lab.com/quizzes/santa-match.htm

Christmas is Coming!

Matching Exercise

Match the items on the right to the items on the left by dragging them over. Your score is calculated by adding up the scores for all the questions that have been answered so far (correct and wrong tries), and changing the result into a percentage.

Check

It's getting late, so I think we should get the kids in _____ so they get plenty of sleep tonight.

I received a very _____ vase for Christmas, but it already had a few chips in it.

What do you want to _____ Dad for Christmas?

We are going to _____ a wonderful meal for the family.

Do you think Santa Claus will come down the _____ into our house?

prepare

give

bed

chimney

fragile

Activar Windows

Annex 3

Activity online link:

https://www.esl-lab.com/quizzes/christmas-cloze.htm?customize_changeset_uuid=659be3f4-b1b5-425c-8053-6421a3b731d8&customize_messenger_channel=preview-4

Christmas is Coming!

Gap-fill Exercise

Fill in all the missing words below. Then, press "Check Answers" to grade your responses. Use the "Hint" button to get a free letter. You can also click on the "[?]" button to get more hints, but you lose points if you ask for help.

This gap-fill exercise is only for the first part of the original listening activity on Randall's site. The audio recording that you hear is for the full listening conversation.

▌ 0:03 / 1:09 ━━━━━ ◄ ⋮

Man: Well, Christmas is almost here. So, what do you [   ] [?] from Santa this year?

Micky: A toy [   ] [?] and walkie-talkies.

Man: Really? Well, and what about you, Emily? What do you want for Christmas?

Emily: If I can't have a Barbie [   ] [?] um, I would have some fragile dolls. And if I can't have some fragile dolls, it doesn't really matter what I get.

Man: Wow. Well, I'm [   ] [?] , and Santa is coming. And how is Santa going to get inside the house, Micky?

Micky: Um, go down the chimney . . .

Man: Okay, so he's going to go down the chimney, and should we [   ] [?] anything for Santa?

Micky: Yeah!

Man: What are we going to prepare for him, Emily?

Emily: Um. We could prepare some cookies for him and some hot chocolate, and, um, we could give Rudolph some, um, hot chocolate in a bowl and a cookie. And we could give [   ] [?] of the reindeer some cookies and some hot chocolate in a bowl.

[The conversation continues . . .]

Lesson Plan 6

Centro de Idiomas			Subject: English Language	
Topic: Tokyo Travel Guide		Date: 25/07/2022	Teacher name: Criollo Adriana	
Level: A2	Age: 18 – 25 years old		Time: 20 minutes	No. Students: 21

Listening Subskills:

* Listening for gist

* Listening for details

* Listening for specific information

Aims: Students will be able to enhance listening subskills through the use of websites (Randall's Esl Cyber Listening Lab/Ezslang) as an authentic listening material.

Objectives:

* Students will able to listen for general information and general idea.

* Students will be able to listen for details.

* Students will be able to understand the specific information and meaning of the word.

Materials: Laptop, Websites (*Randall's Esl Cyber Listening Lab / Ezslang*), Worksheets.

Anticipated Problem:

* Internet connection problems.

Time	Teacher activity	Student activity	Success indicators
3 minutes	**Pre-listening activities** Teacher asks some questions: (Annex 1). - What do you think about travel? - What place would you want to travel? - What activities could you do there?	Students answer the questions.	Students understand the questions and answer each question.

12 minutes	**While listening activities** Teacher gives students some worksheets activity about listening conversation. Teacher play listening conversation about "Tokyo travel guide" and gives worksheet activity to complete (Annex 1). Teacher plays the same listening conversation and gives a worksheet activity (Annex 2) Teacher checks the correct answer to the worksheet in order to provide feedback.	Students listen to the audio conversation and complete the activity (Annex 1). Students listen to the audio conversation and complete the activity (Annex 2).	Students practice the listening skill.
8 minutes	**Post-listening activities** Teacher reproduce the listening conversation about "Travel guide" and gives a worksheet activity to complete (gall fill) (Annex 3) At the end of the class, teacher asks students gives the worksheet activity.	Students will complete a worksheet activity while they are listening (Annex 3). Students gives the worksheet activity to their teacher.	Students understand the listening activity and increase their knowledge.

Source: Field research

Author: Criollo, A (2022).

Audio link: https://www.esl-lab.com/easy/tokyo-travel-guide/

Activity link: https://www.esl-lab.com/quizzes/traintravel-match.htm

Train Travel

Matching Exercise

Match the items on the right to the items on the left by dragging them over. Your score is calculated by adding up the scores for all the questions that have been answered so far (correct and wrong tries), and changing the result into a percentage.

Check

Do you need any _____ ?

I think I'm _____ , and I don't know what to do.

How often do the trains _____ at this station?

Get on the train at _____ number 3.

What is your _____ for your trip?

destination

lost

help

stop

platform

Annex 2

Activity link: https://www.esl-lab.com/quizzes/traintravel-mix.htm

Train Travel

Mixed-up Sentence Exercise

Put the parts in order to form a sentence. When you think your answer is correct, click on "Check" to check your answer. If you need help, click on "Hint" to find out the next correct part.

Check | Restart | Hint

at 11:00 a.m. | should | the train | get on | You

Annex 3

Activity link: https://www.ezslang.com/quizzes/ez-travel.htm

Gap-fill Exercise

Fill in all the missing words below. Then, press "Check Answers" to grade your responses. Use the "Hint" button to get a free letter. You can also click on the "[?]" button to get more hints, but you lose points if you ask for help.

This gap-fill exercise is only for the first part of the original listening activity on Randall's site. The audio recording that you hear is for the full listening conversation.

▶ 0:00 / 1:20 ━━━━━ ◀) ⋮

Ryan: So, I hear you and your brother are going on a study abroad _____ [?] of Europe this summer. You _____ [?] dog.

Alex: Hey, why don't you come along with us? It's only for three weeks.

Ryan: Nah. I don't wanna be a tag-along and _____ [?] in the way.

Alex: Nonsense. I know you're feeling _____ [?] to get out and see things, and this is the cheapest tour around. [Oh, yeah.] Only $1.500! Hey, we're planning on painting the town _____ [?] every night.

Ryan: No, really. I don't wanna ask you to change your plans.

Alex: No problem. And on the tour, you can _____ [?] back and enjoy the sites without worrying about finding your way around. The study abroad tour arranges everything.

Ryan: I don't know. It sound too good to be true.

Alex: Ah. Don't let this opportunity _____ [?] through your fingers. And when we're not in classes . . . I mean you have to go to classes, but anyway, we'll be _____ [?] some great shopping districts, so you can keep your eye out for some real _____ [?] [uh-huh] . You could even pick up some nice gifts for your girlfriend if you wanna surprise her.

Activar Windows

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Lesson Plan 7

Centro de Idiomas		Subject: English Language	
Topic: Spending money	**Date:** 26/07/2022	**Teacher name:** Criollo Adriana	
Level: A2	**Age:** 18 – 25 years old	**Time:** 15 minutes	**No. Students:** 21

Listening Subskills:

* Listening for details

* Listening for specific information

Aims: Students will be able to enhance listening subskills through the use of websites (*Randall's Esl Cyber Listening Lab / Ezslang*) as an authentic listening material.

Objectives:

* Students will be able to listen to the specific information.

* Students will be able to understand the specific idea of the spoken text.

* Students will be able to understand the meaning of words.

Materials: Laptop, Websites (Randall's Esl Cyber Listening Lab / Ezsalng), Worksheets

Anticipated Problem: Time management a problem to develop the lesson.

Time	Teacher activity	Student activity	Success indicators
15 minutes	**While listening** Teacher gives some instruction to complete the worksheet activities. Teacher plays a listening conversation about Spending money and asks students to complete activity /Multiple choice/ (Annex 1). Teacher gives students another worksheet activity with other listening conversation about money /gap-fill/ (Annex 2). Teacher checks the correct answer to the worksheet in order to provide feedback.	Students listen to the listening conversation and complete the worksheet activity (Annex 1). . Students listen to the listening conversation and complete the activity online (Annex 2).	Students will develop their activities, and check answers through teachers' feedback.

Source: Field research

Author: Criollo, A (2022)

Annex 1

Activity link: https://www.esl-lab.com/easy/spending-money/

A. Listen to the recording and answer the questions.

`00:00` ———————————— `00:51`

How much does the father owe his son in allowance?

thirty dollars

thirteen dollars

three dollars

The father hasn't given his son allowance recently because ____.

he doesn't have any money now

his son already has money

he didn't remember to do it

When does the father usually give his son money?

on Saturday

on Friday

on Sunday

Where does the man get money to pay his son?

from the bookstand

in his bedroom

at the bank

The boy is going to _____.

spend his allowance on food

buy some toys

give money to the poor

Annex 2

Activity link: https://www.ezslang.com/quizzes/ez-money.htm

Money

Gap-fill Exercise

Fill in all the missing words below. Then, press "Check Answers" to grade your responses. Use the "Hint" button to get a free letter. You can also click on the "[?]" button to get more hints, but you lose points if you ask for help.

This gap-fill exercise is only for the first part of the original listening activity on Randall's site. The audio recording that you hear is for the full listening conversation.

► 0:00 / 1:52

Alex: Hey, Ryan. You're not thinking about [____] [?] that MP3 player, are you? That's a rip-off! You should of talked this over with me before. I mean, geez.

Ryan: What do you mean?

Alex: I mean [____] [?] you buy anything on some auction Web site, you ought to [____] [?] around, or you'll end up paying through the [____]. I mean these sites are set up to make [____] [?] money, and you never know what you're paying for.

Ryan: Huh?

Alex: I mean they're fly-by-night businesses. Look. For how much is that Web site selling their player?

Ryan: Uh. Two hundred bucks.

Alex: Two hundred bucks? That's outrageous! I could of told you that. I mean some online shopping Web sites know your a [____] [?] who'll pay anything, and they'll take you to the [____] [?] Come on. You can pick up the same thing on some other Web sites I know.

Ryan: Yeah, but this Web site [____] [?] that they only had two players left [Oh, yeah.]; they're on sale today, and they're going to hold it for people because they make [____] [?] only on a first-come, first-served basis.

[The conversation continues.]

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Lesson Plan 8

Centro de Idiomas			Subject: English Language
Topic: Post-test		Date: 27/07/2022	Teacher name: Criollo Adriana
Level: A2	Age: 18 – 25 years old	Time: 15 minutes	No. Students: 21

Listening Subskills:

* Listening for details.

* Listening for specific information

Aims: Students will be able to enhance listening conversation about post-test.

Objectives:

* Students will be able to listen to the specific information.

* Students will be able to listen understand the context and understand the specific idea.

* Students will be able to understand the meaning of words.

Materials: Laptop, Worksheets.

Time	Teacher activity	Student activity	Success indicators
20 minutes	**Post- listening activities** Teacher presents in the first class on the previous test and gives instructions. Teacher explains how to complete each part of the listening and how to answer the questions. Teacher gives students worksheets about post-test (Annex 1). Teacher plays the listening conversation twice for each part. Teacher asks students to give the worksheet of the post-test	Students will listen carefully to the audio and complete the post-test . (Annex 1).	Students' performance dealing with listening for details and specific information found on the listening conversation.

Source: Field research

Author: Criollo, A (2022).

Annex 1

LISTENING POST-TEST

Student's Name: _____   Date:_____

Time: 15 minutes

Class: A2 elementary

Introduction: This test is based on Cambridge English A2 KET listening.

Objective: To evaluate the students' listening skills after using Educational Websites (Randall's ESL Cyber Listening lab/ EZslang).

Instructions:

- ✦ Read carefully the instructions for each part of the test.
- ✦ Answer all listening questions
- ✦ Listen carefully to the audio and write the answer on the question.
- ✦ At the end of the test, send the answer.

LISTENING
PART 2

Questions 1-5

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 some information about end of year dinner.

End-of-year
Dinner and Entertainment Show

Date:	June
Start time:	(1) _____
Finish time:	(2) _____
Place:	Banyan Tree Restaurant
Last day to make choices:	(3) _____
Menu: fish, beef or vegetable	(4) _____ with rice
Buffet: salad, pasta and	(5) _____
Make Choices:	Use the Google Form

Part 5

Questions 6-10

For each question, choose the correct answer.

You will hear two people talking about the last family Christmas shopping. What each person bought?

Example

0. Jorge   [E]

People		What they bout	
		A	jewelry
6	Mark [ ]	B	shoes
7	Megan [ ]	C	jacket
8	Sue [ ]	D	scarves
9	Rob [ ]	E	ties
10	Andy [ ]	F	jeans
		G	blouses
		H	trainers

POST– TEST ANSWER SHEET

Student's name: _____   Date: _____

Class.: A2 elementary

Time: 15 minutes

Introduction: This test is based on Cambridge English A2 KET listening.

Objective: To evaluate the students' listening skills after using Educational Websites (Randall's ESL Cyber Listening lab/ EZslang).

Instructions:

- ✦ Read carefully the instructions for each part of the test.
- ✦ Answer all listening questions
- ✦ At the end of the test, send the answer sheet to teacher.

Listening Part 2

1	
2	
3	
4	
5	

Listening Part 5

6	
7	
8	
9	
10	

TOTAL POINTS	FINAL SCORE
/10	

Annex 8: Urkund Report

Ouriginal

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Sources included in the report

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