

STRATEGIES FOR DEVELOPING LISTENING SKILLS IN THE ENGLISH TEACHING-LEARNING PROCESS

ESTRATEGIAS PARA DESARROLLAR LA HABILIDAD DE ESCUCHAR EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE DEL INGLÉS

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Abstract

The English teaching-learning process is essential for Basic Education students, where it is important to add methodologies for the development of listening skills that facilitate learning. In this virtue, a study is carried out where it was raised as a general objective design an educational strategy aimed at carrying out activities for the development of listening skills in the English teaching-learning process. This is a descriptive, prospective research, with a qualitative - quantitative approach, whose study population were the students of Unidad Educativa Fiscomisional San Juan Bosco, taking as a sample the tenth-year students. In addition, we worked with 2 English teachers from the institution, with whom we worked on observation and applied the structured interview. The methods used in this research were the theoretical method: logical history, analysis and synthesis, induction – deduction; the empirical method: direct observation, subjective interview, survey. The selected instruments were a data collection sheet, observation guide, and questionnaire. At the end it was concluded that the English teaching and learning process constitutes a set of rules and procedures where listening skills must be included, which, being deficient in students, must be improved under the design and application of an educational strategy. The results can be evaluated before and after the execution of the strategy.

Keywords: teaching-learning process; listening skills; educational strategy

Resumen

El proceso de enseñanza aprendizaje del inglés es fundamental para los estudiantes de Educación Básica, donde es importante sumar metodologías para el desarrollo de la habilidad de escuchar que faciliten el aprendizaje. En esta virtud, se realiza un estudio donde se planteó como objetivo general diseñar una estrategia educativa encaminada a la realización de actividades para el desarrollo de la habilidad de escuchar en el proceso de enseñanza aprendizaje del inglés. Se trata de una investigación descriptiva, prospectiva, con un enfoque cualitativo – cuantitativo, cuya población de estudio fueron los estudiantes de la Unidad Educativa Fiscomisional San Juan Bosco, tomándose como muestra a los estudiantes de décimo año. Además, se trabajó con 2 docentes de inglés de la institución, con quienes se trabajó la observación y se aplicó la entrevista estructurada. Los métodos utilizados en esta investigación fueron el método teórico: historia lógica, análisis y síntesis, inducción – deducción; el método empírico: observación directa, entrevista subjetiva, encuesta. Los instrumentos seleccionados fueron ficha de recolección de datos, guía de observación y cuestionario. Al final se concluyó que el proceso de enseñanza aprendizaje del idioma inglés constituye un conjunto de normas y procedimientos donde se debe incluir la habilidad de escuchar, la cual al ser deficiente en los estudiantes, debe ser mejorada bajo el diseño y aplicación de una estrategia educativa. Los resultados pueden ser evaluados antes y después de la ejecución de la estrategia.

Palabras clave: *proceso de enseñanza aprendizaje; habilidad de escuchar; estrategia educativa*

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Introduction

The English teaching-learning process involves the methodology used by the person who teaches this language to others, which most of the time is part of a foreign language curriculum (Mayedo, 2021). This methodology encompasses various techniques, approaches, and strategies, that educators employ to effectively convey linguistic concepts, promote language acquisition, and foster meaningful communication in English. Whether utilizing immersive experiences, interactive activities, or adaptive technologies, the chosen methodology plays a pivotal role in shaping students' language proficiency and overall engagement with the learning journey.

In this process, the student develops listening skills that are guided by the teacher and that influence the results obtained as part of the acquisition of the English language. According to Ortiz (2020), English has been identified worldwide as one of the languages that is most widely taught as a second language, and this generates difficulties in students that have been related to poorly didactic methodologies and lack of interest from those involved.

The results of the study carried out by Alvarez (2016) show that the pedagogical strategies used for teaching English are linked to traditional methods that emphasize the development of routine didactic activities based on the official language of the nation, including limited didactic resources and school infrastructure. They are underutilized. Secondly in a study carried out in Cuba, the author expresses that the application of listening comprehension strategies allows students to be proficient in the English language and add a superior quality to the complete professional training (Baptism, 2022).

In San Juan Bosco Educational Unit, listening difficulties have been identified in tenth year students within the teaching-learning process of English, which have been related to poorly developed listening skills that hinder the acquisition of this language. Therefore, the execution of this research is necessary to know the current reality of this problem in an institution where English is taught as a foreign language.

The importance of this work lies in the fact that within the teaching-learning process, students must develop skills that allow them to better understand the acquisition of a new language. The impact of this work will be at a social and educational level, which is based on the relevance of designing processes that improve listening skills of students. The direct beneficiaries are the tenth-year students at San Juan Bosco School. The indirect ones are the educational community in general and the people who have access to the information. The study was feasible to carry it out because the technical and bibliographic resources necessary for its execution were available.

The social importance of this topic lies in the increasing need for effective English communication in an ever-globalizing world. Listening skills are crucial for cross-cultural interaction, international business, tourism, and higher education. Moreover, a strong grasp of listening comprehension enables individuals to access a wide range of content such as lectures, podcasts, and media, enriching their knowledge and perspective. By enhancing listening skills in the English teaching-learning process, students are empowered to become more competent and adaptable communicators in a diverse and interconnected world.

This research focuses on identifying effective strategies for developing listening skills within the English teaching-learning process. The study aims to explore various instructional methods, such as interactive multimedia resources, real-life audio scenarios, and targeted language exercises, to assess their impact on enhancing students' listening comprehension abilities and overall language proficiency. In this context, the following question appears: How to promote listening skills in the English teaching-learning process?

In the realm of English education, effective communication hinges on proficient listening skills. As world grows increasingly interconnected, the importance of understanding spoken English cannot be overstated. The objective of this research is designing an effective teaching strategy for the development of listening skills in the English teaching-learning process. In addressing challenges as well as seizing opportunities, there is an aspiration to enrich language education through improved listening abilities.

Literature review

English teaching-learning process

The process of teaching and learning English involves a set of rules and procedures generally aimed at students to learn this new language. Language teaching is aimed at achieving a level of development of communication skills that responds to communication standards. Every teaching-learning process, including that of the

English language, contemplates human and cultural components that must be dialectically related to each other (Yilorm, 2016).

English as a foreign Language

Kachru (1985), delineates a tripartite division of the English language worldwide. It is categorized into three primary domains: where English serves as the native language, where it functions as a second language, and where it is classified as a foreign language. Globally, English is predominantly considered a foreign language. Subsequently, English as a foreign language became an integral part of compulsory curricula. Even in the 1994 curriculum, Darmaningtyas emphasized that both English and Mathematics played pivotal roles across all educational levels. Regardless of the variations in individual national education systems, the importance of English as a subject of study is universally acknowledged, even though it is primarily learned as a foreign language (Cárcamo, 2018).

The teacher in the teaching-learning process

Listening, speaking, reading, and writing are four important basic skills to improve student's English skill. Those skills are integrated in English teaching-learning process, and it will develop students' skill. A teacher should be creative to apply teaching method, so students can master the four important basic skills. A teacher should make students interested in the material in order that students can understand the material easily (Chumaña, 2018).

According to Fauziati (2005:5), the method intended to be used as part of the teaching-learning process is addressed at the level of curriculum design in which the roles of teachers, students and teaching materials for the development of content are specified. According to Howatt (1984:213) English Language Teaching (ELT) is a scattered profession, and it was only after 1960 with the sudden growth of EFL and ESL activity in Britain itself that a sense of unity began to emerge (Martínez, 2020).

The Language teacher needs to understand the system and functioning of the second language and differences between the first and second language of the learner. It is one thing for a teacher to speak and understand a language and yet another matter to consciously understand and explain the system of that language-its phonemes and morphemes and words and sentences and discourse structures (Martínez, 2020).

In the teaching learning process, the teacher should determine a teaching method suitable with the material. The teacher should also use suitable media to teach the material. A good class management will help the teacher control class situation. Those three elements will help students understand the material easily. In teaching-learning process at SMP N 1 Cepogo Boyolali, the English teachers were not only using English language effectively in communicating with the students, but they are also using Indonesian in teaching.

Strategies for developing listening skills

Listening comprehension skills in English serve to improve listening in the learning process, therefore, it must be done through innovative and updated methodological techniques, is accompanied most of the time by reading comprehension strategies that allow you to sharpen your ears, while at the same time improving your reading skills (Culqui, 2021).

Listening comprehension

Listening comprehension is a vital skill that involves processing information through the auditory channel, enabling a deep understanding of diverse topics. Cultivating listening skills in English necessitates attentive listening and the creation of communicative scenarios rooted in students' unique sociocultural backgrounds. This active engagement enhances language proficiency and fosters intercultural communication. Moreover, it prepares students to navigate the globalized world, where English serves as a predominant means of interaction and exchange of ideas (Morales, 2020).

To ensure effective English language learning, it's crucial to bolster listening comprehension. This involves exploring a range of contemporary methods and active techniques, including web resources that provide a plethora of materials for reading and writing. These resources, whether in their original form or adapted, serve to inspire, and engage students, thereby enhancing their overall learning experience. By harnessing such tools and techniques, educators can create a more dynamic and motivating environment for language acquisition (García, 2017).

Application of listening comprehension strategies

Utilizing strategies for listening comprehension enables individuals to graduate with a high level of proficiency in the English language, augmenting the overall excellence of their professional education. To foster English language learning effectively, it's imperative to integrate listening comprehension with complementary skills. The cultivation and utilization of listening comprehension should be intertwined with other language-related competencies to create a more holistic approach to language acquisition. This approach not only enhances linguistic ability but also contributes significantly to well-rounded professional training (Lugo, 2020).

Listening comprehension in the English language pertains to the techniques required for understanding and interpreting a message, allowing for a responsive interaction. This process unfolds at a specific instance and is closely linked to the reciprocal exchange of feedback between the listener and the spoken content. Various strategies and subskills underpin listening to comprehension, fostering not only understanding but also motivation for learning a foreign language across different educational tiers (Martínez, 2020).

Class Management

Effective classroom management is characterized by the creation of an environment where both students and teachers experience comfort and confidence, enabling them to work without disruptions. This conducive atmosphere should be consistently nurtured and sustained, fostering strong collaboration between educators and learners. The teacher plays a pivotal role in organizing and maintaining this desired classroom environment. Consequently, educators must possess the competence to efficiently manage and condition the class to promote effective learning (De la Cruz, 2020).

Challenges in class management can arise when educators engage students in reading if the students lack interest in the story or when teachers do not apply appropriate teaching strategies. Classroom management issues may emerge from both students and teachers, highlighting the importance of understanding shared interests. Classroom management encompasses five critical domains: academic instruction, time

management, behavior management, building positive relationships, and safeguarding the teaching-learning process (De la Cruz, 2020).

Listening Strategies

Listening strategies encompass methods and actions that play a vital role in enhancing one's ability to understand and retain auditory information. These strategies can be categorized based on the way the listener engages with the incoming content. They serve as a valuable toolkit for comprehending spoken language effectively. These approaches empower individuals to extract meaning from what they hear and remember it, thus playing a crucial part in language acquisition and communication (Frafika, 2018).

- *Top-down strategies* are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies included the following: Listening for the main idea, predictions, drawing inferences and summarizing.
- *Bottom-up strategies* are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies included the following: Listening for specific details, recognizing cognates, recognizing word-order patterns.

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening. To implement metacognitive strategies, listeners do the following:

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

Listening for Meaning

To derive meaning from a listening text, students must engage in a sequence of four fundamental steps. First, it is imperative to ascertain the purpose for listening. Activating one's prior knowledge pertaining to the subject matter is the next crucial step, facilitating prediction and the identification of pertinent listening strategies. Moreover, once the purpose is established, students should exercise selectivity by paying attention to the segments of the listening input that are directly aligned with their objectives while disregarding extraneous information. This approach lightens the cognitive load, making it easier to process and understand the content efficiently.

Furthermore, students are encouraged to employ a blend of top-down and bottom-up strategies that are suitable for the specific listening task. The dynamic use of both these strategies concurrently enhances comprehension and boosts confidence, fostering a more comprehensive understanding of the material. Lastly, continuous comprehension checks are essential, both during the listening process and upon task completion. This monitoring of comprehension assists students in identifying any inconsistencies or comprehension gaps, prompting them to employ alternative strategies to bolster understanding (García, 2017).

Materials and methods

Ethnographic research was conducted with an explanatory, prospective, and mixed focus. This approach allowed for a thorough exploration of the cultural and social context, emphasizing the understanding of the behavior, beliefs, and practices within the community under study. By employing methods such as participant observation, interviews, and document analysis, context-specific data was gathered to gain insights into the community's intricate dynamics and unique cultural nuances. This ethnographic methodology supported a comprehensive understanding of the subject matter.

The population consisted of students and teachers from San Juan Bosco Fiscomisional Educational Unit. A sample of 59 tenth-grade students and 2 English teachers from San Juan Bosco Fiscomisional Educational Unit were used. In this research, non-probabilistic convenience sampling was used, this choice was motivated by several factors: Given that these students were older and more academically mature, their listening comprehension skills could be assessed with a higher degree of technical precision. Additionally, it was recognized that the strategies developed through this study could potentially benefit them in more complex years of study. The decision to use non-probabilistic convenience sampling proved practical and effective for the research's objectives, providing valuable insights into the students' listening skills and their potential for future educational endeavors.

Various methods were employed in the research process. Firstly, the theoretical method was utilized, incorporating logical analysis of the history, synthesis of relevant information, and the application of inductive and deductive processes. These theoretical methods enabled a deep understanding of the background and foundations of strategies for developing listening skills in English teaching and learning. They facilitated the identification of key patterns and relationships within the field of study.

Furthermore, the empirical method was applied, involving direct observation of teaching and learning situations, subjective interviews with key participants, and surveys to collect both quantitative and qualitative data. Direct observation provided an accurate insight into how listening strategies were implemented in the classroom. Subjective interviews allowed participants to express their personal opinions and experiences, enriching the understanding of strategies from a practical perspective. Lastly, surveys provided quantitative data that supported and complemented the observations and interviews.

The combination of these theoretical and empirical methods offered a holistic understanding of strategies for developing listening skills in the English teaching and learning process. The theoretical methods established a strong foundation, while the empirical methods provided practical and experiential information to support the research findings.

Through the utilization of both theoretical and empirical research methods, a comprehensive research approach was employed to collect data and investigate the research variables. The theoretical methods encompassed an extensive documentary and bibliographic review, which facilitated the presentation of pertinent background information and literature related to the study variables. These theoretical methods served as the foundation for building a strong conceptual framework for the research, providing essential context and ensuring that the investigation was informed by existing knowledge and theories in the field.

Conversely, empirical methods played a pivotal role in data collection. These methods involved several distinct techniques, each with its specific purpose:

- **Documentary Analysis:** This technique entailed the systematic examination of relevant literature and documents pertaining to the study variables. It allowed for the presentation of critical bibliographic information, forming the basis for an evidence-based research approach. The analysis of prior research findings and scholarly works provided valuable insights and theoretical underpinnings for the study.
- **Direct Observation:** Direct observation was employed to conduct a detailed analysis of students' listening comprehension within the English teaching-learning process. By directly observing and recording student interactions and responses, the researcher gained firsthand insights into how listening skills were being developed in the classroom. This method enabled the collection of real-time data, offering a vivid and unfiltered view of the learning environment.
- **Survey:** The survey instrument was designed to assess students' listening comprehension abilities in the classroom. By administering surveys to the student participants, the research aimed to collect quantitative data that could be analyzed to understand the students' perspectives, experiences, and self-assessment of their listening skills within the English teaching-learning process. Surveys provided a structured approach for gathering standardized responses from a larger sample, enhancing the generalizability of findings.
- **Interviews:** Interviews were conducted with teachers from the English department. These interviews aimed to delve deeper into the teachers' experiences and insights regarding students' listening comprehension within the teaching-learning process of English. Through open-ended questioning, interviews added a qualitative dimension to the research, allowing teachers to share their expertise and perspectives on the effectiveness of different teaching strategies.

The selection of these techniques was deliberate, as they offered a multifaceted approach to data collection, allowing for a comprehensive understanding of the research variables. The combination of theoretical foundations, direct observation, surveys, and interviews enabled a robust and holistic analysis of listening comprehension in the context of English language teaching and learning. By employing a mix of methods, the research aimed to triangulate data, enhance the validity of findings, and provide a nuanced view of the complex factors at play in the teaching and learning process.

The data collection instruments used were a data collection sheet, an observation guide and a questionnaire. The observation guide was based on the students' curricular planning and the activities proposed in the workbook for their academic degree. The interview questions arose as a response to the observations made. Finally, the survey questionnaire was self-made. To evaluate the internal consistency of the questionnaire, the Cronbach's Alpha coefficient was used, obtaining values greater than 0.75, which indicated a high reliability of the instrument.

Results and discussions

The observations from the direct observation of students in the English teaching-learning process have provided valuable insights into various aspects of their language acquisition and engagement. These findings shed light on both strengths and areas in need of improvement, contributing to a holistic understanding of the teaching and learning dynamics as it is shown in Table 1.

Table 1. Direct observation

Number	Aspect	Observation
1	Inappropriate utilization of grammar and vocabulary.	Students struggled with grammar and word choice in different scenarios.
2	Poor understanding of English texts	Some students faced challenges in comprehending English texts through attentive listening and accurate reading.
3	Competent but not very fluent expression in speaking	Students demonstrated competency but lacked fluency in spoken interactions.
4	High levels of student engagement	Students were actively engaged in English communication activities.
5	Positive dynamics and effective collaboration	Students displayed positive dynamics and effective collaboration during group and paired English activities.
6	Skillful utilization of resources	Students adeptly used textbooks, multimedia materials, and online tools to support English learning.
7	Varied student responses to teaching strategies	Students exhibited adaptability and showcased preferences for different teaching strategies.
8	Identification of areas needing additional assistance	Specific areas requiring additional assistance for English skill improvement were identified.
9	Students' enthusiasm and positive attitude	Students displayed enthusiasm and a positive attitude toward participating in English learning activities.
10	Practical application of language skills	Some students demonstrated practical application of language skills in real-life situations outside the classroom.

The observations from the direct observation of students in the English teaching-learning process have revealed several noteworthy trends. Firstly, it is evident that students in the tenth grade, despite showcasing competent language skills, often struggle with the appropriate utilization of grammar and vocabulary in various communication scenarios. This observation underscores the need for tailored exercises and interventions to address specific language challenges. Moreover, the observation of poor understanding of English texts through attentive listening and accurate reading comprehension indicates a critical area for improvement. To address this, it is imperative to incorporate a diverse range of reading materials and listening exercises to cater to different comprehension skills, fostering a more comprehensive language learning experience.

On a positive note, the observations have highlighted several strengths in the students' performance. Notably, there is a high level of student engagement and active participation in English communication activities, indicating a favorable and motivating learning environment. Furthermore, the positive dynamics and effective collaboration observed during group and paired English activities are indicative of successful cooperative learning experiences. The skillful utilization of resources, such as textbooks, multimedia materials, and online tools, suggests that students are proactive in supporting their English learning. These findings offer valuable insights that can guide future pedagogical strategies and foster a more dynamic and interactive English teaching-learning process.

When the interviews were conducted, the following results were obtained: The English teaching-learning process involves a systematic approach to imparting and acquiring knowledge of the English language,

encompassing its grammar, vocabulary, and communication skills. The primary objective of teaching the English language is to empower students to effectively communicate, comprehend, read, and write in English, equipping them for both everyday situations and academic contexts. To achieve this, it's essential to focus on language proficiency, fluency, and cultural understanding within the curriculum.

The teacher's role in the English teaching-learning process is multifaceted. In addition to facilitating learning through planning and delivering engaging lessons, teachers are responsible for providing guidance, offering constructive feedback, and creating an inclusive environment that fosters language acquisition and development. Beyond language skills, students are encouraged to develop critical thinking abilities, cultural awareness, and the versatility to adapt language for various purposes. Thus, teachers play a pivotal role in nurturing not only language skills but also broader cognitive and cultural competencies.

In the pursuit of these goals, the English teaching-learning process should harmonize with the study curriculum. Ensuring alignment with the curriculum is crucial for maintaining a structured and organized progression of language skills and content. The process should encompass a comprehensive range of instruments, resources, and materials, including textbooks, audiovisual aids, interactive software, online resources, language learning apps, authentic texts, and communicative activities. These resources are thoughtfully integrated to engage students effectively and promote well-rounded language acquisition, which extends beyond grammar and vocabulary to encompass cultural understanding and communication skills.

In Table 2, the students' responses can be seen in relation to the 12 questions posed in the previously structured survey, with the intention of obtaining direct information, based on which an adequate interpretation of the perception that each student has on the subject in question can be made, and in this way offer pertinent responses to each result, according to the general objective of the research.

Table 2. Survey Results from Students

Question	Frequency	
	Number (59)	Percentage
What is the level of knowledge you have about the English teaching-learning process?		
a) Very good	8	13,56
b) Good	17	28,81
c) Fair	16	27,12
d) Bad	18	30,51
What is your level of knowledge about the contents and annual objectives of the English classes?		
a) Very good	12	20,34
b) Good	13	22,03
c) Regular	25	42,37
d) Bad	9	15,25
What level of importance do English teachers give to the development of their classes?		
a) High	22	37,29
b) Medium	21	35,59
c) Low	16	27,12
How often do English teachers apply the use of listening skills in classes?		
a) Always	8	13,56
b) Sometimes	22	37,29

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c) Almost never	29	49,15
How often do English teachers apply teaching methods related to listening skills?		
a) Always	7	11,86
b) Sometimes	25	42,37
c) Almost never	27	45,76
How do you consider your level of listening comprehension of English?		
a) Very good	6	10,17
b) Good	14	23,73
c) Regular	25	42,37
d) Bad	14	23,73
What level of importance do you give to listening skills in English classes?		
a) High	11	18,64
b) Medium	24	40,68
c) Low	24	40,68
Do you think that teachers in the English area have methodologies for students to develop listening skills?		
a) Yes	30	50,85
b) No	29	49,15
How often are classroom assessments related to listening skills conducted?		
a) Always	6	10,17
b) Sometimes	29	49,15
c) Almost never	24	40,68
How often do teachers apply strategies to strengthen listening skills?		
a) Always	12	20,34
b) Sometimes	31	52,54
c) Almost never	16	27,12
Do you consider that listening skills are important in the English teaching-learning process?		
a) Yes	51	86,44
b) No	8	13,56
Do you think that the English teaching-learning process would be more successful with the application of strategies to improve listening skills?		
a) Yes	54	91,53
b) No	5	8,47

A significant proportion of respondents (42.37%) described their knowledge as 'Regular.' This finding underscores the necessity for clearer dissemination and alignment of class objectives and content to ensure comprehensive understanding among educators. The majority of participants (37.29%) believe that English teachers assign a 'High' level of importance to class development. This suggests a positive perception of teachers' dedication to instructional quality and classroom improvement.

Nearly half of the respondents (49.15%) reported that listening skills are 'Almost never' integrated into classes. This finding highlights a critical shortfall in addressing listening competencies, indicating the need for more frequent and structured listening activities. According to Alvare and Ricoy (2016), the results of their research also highlight that pedagogical strategies in teaching English are predominantly tied to traditional methodologies. These approaches focus on routine instructional activities, rely heavily on the official

language, and incorporate a limited variety of teaching resources. Furthermore, there is minimal use of new school resources to enhance the learning process.

The majority (45.76%) indicated that teaching methods targeting listening skills are 'Almost never' applied. This reflects a substantial gap in pedagogical strategies, emphasizing the urgency of integrating more listening-focused methodologies.

The largest percentage of respondents (42.37%) assessed their listening comprehension as 'Regular.' This suggests that while listening skills are present, they require further refinement to reach higher proficiency levels. The responses reflect an even distribution between 'Medium' and 'Low' importance (40.68% each). This division indicates variability in perceived value, pointing to the need for greater advocacy regarding the significance of listening skills.

Bautis and Bautista (2021) complement this finding with the results of their research, in particular the part that analyzes the challenges students face with listening skills. The fact that listening comprehension is identified as a major barrier to reaching a specific level of English further emphasizes the need for specific listening comprehension exercises and improved pedagogical methods. Similarly, Cárcamo (2018) in her research on the lack of structured and consistent activities aimed at improving listening skills, found that the absence of a progressive approach in the materials used reflects the inconsistent application of listening-focused strategies, which prevents the development of listening comprehension as an active and refined skill.

Responses were nearly evenly split, with 50.85% affirming the existence of methodologies. This suggests that while efforts are being made, there is still considerable skepticism or inconsistency in implementation. The dominant response (49.15%) was 'Sometimes,' indicating irregularity in the assessment of listening skills. This suggests a need for more structured and consistent evaluation practices. The majority (52.54%) noted that strategies are applied 'Sometimes.' This implies that although efforts exist, they may lack consistency and regularity, necessitating further reinforcement.

An overwhelming 86.44% of respondents recognized listening skills as important. This highlights broad acknowledgment of listening as a key component of effective language acquisition. A vast majority (91.53%) agreed that incorporating strategies to enhance listening skills would lead to greater success in the teaching-learning process. This underscores the pressing demand for enhanced focus on listening skill development. These results, as explained by Abreus et al. (2020), lead to the reflection of the need to create strategies that show favorable changes in students in the development of the skill from the diagnostic phase to the feedback phase.

Development of Listening Skills Enhancement Strategy

Rosero (2020) defines strategies as procedures consciously employed to improve the learning state, educational tools that create innovative contexts, fostering active students who value and apply them in their activities. These strategies should build trust in the students. Didactic strategies are a set of activities guiding the teaching-learning process.

According to Sapatanga and Cárdenas (2021), didactic strategies are procedures (methods, techniques, activities) through which teachers and students consciously organize actions to construct and achieve both planned and unplanned goals in the teaching and learning process. Didactic strategies aim to achieve learning

objectives through stages or processes, as they organize and promote learning. Fajardo and Jara (2022) conceptualize that the didactic strategies planned by teachers should be focused on the comprehensive understanding of students.

The didactic strategy is the plan executed by the teacher to carry out the formative process, determining objectives, methods, activities, and appropriate tasks to evaluate the process using the necessary resources. Within didactic strategies, activities are employed that help the development of the class and are focused on helping students achieve the objectives set by the teacher. According to Fernández Sánchez (2020), activities “are the active and organized ways to carry out methodological strategies or learning experiences” (p.63). It is important to note that these activities are focused on the development of reading and writing skills, engaging students in the learning process.

1. Planning Phase

Learning Objectives:

- Develop students' ability to comprehend and respond accurately to audios or conversations in English.
- Enhance active listening skills and improve listening comprehension by focusing on the understanding of spoken texts.
- Increase accuracy in interpreting listened information (details, main ideas, inferences).

Content:

- Vocabulary related to everyday situations and academic contexts.
- Listening comprehension strategies: identifying main ideas, recognizing details, inferring meanings of unfamiliar words.
- Listening activities targeting different accents and speech speeds.

Methods or Teaching Techniques:

- Problem-Based Learning (PBL): Present communicative situations where students need to listen and understand to solve a problem or respond to a question.
- Collaborative Learning: Encourage students to work in pairs or small groups to discuss what they have understood in listening activities.
- Explicit Instruction: Provide students with clear strategies to improve active listening, such as note-taking, identifying key words, and practicing predictions before listening.

Learning Activities:

- Active Listening: Students listen to audios on topics of their interest and complete tasks like filling in the blanks, answering comprehension questions, or ordering information.
- Role-playing: In pairs or groups, students simulate situations where they must use English to solve problems or discuss a topic, reinforcing their listening comprehension.
- Group Debates or Discussions: After listening to an audio or video, students share what they understood and engage in a discussion about the content.

Teaching Resources:

- Audio clips, podcasts, and videos with different accents and speech speeds.
- Language learning apps and online tools (e.g., Duolingo, BBC Learning English).
- Visual and auditory support materials (photos, images, subtitles) to assist comprehension.

Time:

- Introduction (10 minutes): Presenting the objectives and activities.
- Development (30 minutes): Conducting listening activities in class.
- Discussion (15 minutes): Group reflection on the results obtained.

Adaptation to Student Characteristics:

- Consider students' learning styles (auditory, visual, kinesthetic) when selecting resources and activities.
- Provide additional support for students with listening difficulties through subtitles or visual materials.

2. Execution Phase

Learning Objectives:

- Apply the learning objectives through interactive and practical activities that promote the development of listening skills.

Content:

- Review of previous listening strategies: prediction, focusing on key words, and note-taking.
- Practice with different types of listening materials: dialogues, speeches, narratives, etc.

Methods or Teaching Techniques:

- Task-Based Learning: Students complete specific tasks after listening to audios, such as answering questions or summarizing content.
- Explicit Teaching of Strategies: Demonstrate how to improve listening using specific techniques and then allow students to apply them in practical activities.

Learning Activities:

- Immediate Listening and Response: Students listen to a short audio and answer quick questions related to it.
- Activity to Complete Information: Students listen to a dialogue or story and fill in missing information in a chart or list.

Teaching Resources:

- Multimedia materials such as audio recordings and videos.
- Interactive online activities (e.g., quizzes, comprehension games).

Time:

- Conducting activities (30 minutes).
- Class discussion (15 minutes).

3. Evaluation Phase

Learning Objectives:

- Assess students' progress regarding their listening comprehension and listening skills.

Evaluation Methods:

- Continuous assessment through observing students' participation in activities.
- Formative tests where students respond to questions about the audio, identify specific details, and summarize information.

Evaluation:

- Evaluation of Comprehended Content: Ask students specific questions about the details or main message of the audio.
- Self-Assessment: Have students reflect on their listening process, identifying areas for improvement.

Time:

- Evaluation activities: (20 minutes).
- Immediate feedback: (10 minutes).

4. Feedback Phase

Learning Objectives:

- Provide students with constructive feedback that helps improve their listening skills.

Learning Activities:

- Discuss the correct and incorrect answers in class, explaining areas of difficulty.
- Encourage group reflection on the most effective listening strategies used.

Teaching Resources:

- Summaries of correct and incorrect responses on the board or in a shared document.

Time:

- Feedback session (20 minutes): Reflection and error correction.

Adaptation to Student Characteristics:

- If students with specific listening difficulties are identified, provide additional support, such as audio repetitions or clarifications on difficult terms.
- Use assistive technologies, like subtitles, for students with hearing impairments.

Results of the Validation of the Didactic Strategy through Specialist Consultation and the Application of the ANOCHI Concordance Coefficient

The selection of specialists was conducted using simple random sampling by a coordinating group. These specialists were asked about their availability to participate voluntarily in the research and provide their expert judgment based on the evaluation of the proposed strategy. The group initially consisted of 12 specialists, but after the selection process, 7 specialists were chosen. These experts have significant experience in English language teaching, particularly in the development of listening skills, and have worked

in prestigious institutions. They also have several publications related to language learning and teaching methodologies. Evaluation of the Didactic Strategy to Enhance Listening Skills: The evaluation results of the didactic strategy designed to enhance listening skills in the English language teaching process are presented in Table 3.

The average score obtained was 4.51, indicating that the strategy is well-structured and appropriate for implementation in the educational context where the issue of listening comprehension was identified. However, it was observed that Phase 3 (Evaluation) received the lowest score compared to the other phases. This feedback was taken into account for further refinement, ensuring that the evaluation methods are more aligned with the intended learning outcomes and effectively assess students' listening comprehension. Adjustments will be made to the assessment techniques to ensure a more consistent and focused evaluation of listening skills.

Table 3. Activity system validation result

Specialists/Variables	V1	V2	V3	V4	V5	Average
E1	5	5	5	5	5	5,00
E2	5	5	3	5	5	4,60
E3	5	5	4	5	5	4,80
E4	3	5	3	3	4	3,60
E5	5	4	4	4	4	4,20
E6	5	5	3	5	4	4,40
E7	5	5	5	5	5	5,00
Addition	33	34	27	32	32	
Average						4,51
Range Difference (RD)	12	6	22	16	12	13,60
Discrepancy Fraction (DF)	0,25	0,13	0,46	0,33	0,25	0,28
Concordance Fraction (CF)	0,75	0,88	0,54	0,67	0,75	0,72

The experts were provided with a questionnaire to evaluate the strategy. The evaluation used an ordinal scale from 1 to 5, where 5 represents the highest level of agreement and 1 the lowest. This evaluation contributed to determining the ANOCHI coefficient of agreement, which measures reliability when evaluating the association between n judges when evaluating k objects or variables, assigning quantitative range values based on a numerical scale. The results indicate that the ANOCHI value is 0.72, which is considered good according to the interpretation scale:

- Poor – < 0.20
- Weak – $0.21 < x < 0.40$
- Moderate – $0.41 < x < 0.60$
- Good – $0.61 < x < 0.80$
- High – > 0.80

This result reflects a strong consistency among experts, indicating that the teaching strategy is well constructed and reliable in fostering listening skills in the English teaching-learning process. However, the results also highlight areas for improvement, particularly in the strategy evaluation phase, ensuring that listening skills assessments are aligned with learning objectives and student needs.

Conclusions

The process of teaching and learning English constitutes a set of rules and procedures through adequate methodology for learning the language, within this study listening skills must be developed, understanding that these are essential for the educational evolution of students in the area of English. They serve to improve listening in learning and must be done through innovative and updated methodologies, accompanied by the development of other skills that accompany learning English.

The students of the Tenth Year of Unidad Educativa Fiscomisional San Juan Bosco have poor listening skills because during their training process they spent 2 school years without teaching the English language, and with the return to face-to-face classes they have had to adapt to language teaching, so these skills have not been developed despite the methodologies used by teachers.

The implementation of an educational strategy should be based on the reality of the students analyzed, considering the use of appropriate resources to positively influence the development of listening skills in the teaching-learning process. It must contain elements that include objectives, activities, resources, and responsible parties, and all this must be fulfilled in several stages that go from planning to control.

The application of an educational strategy oriented to the students in study, must be done under an adequate schedule, where activities that involve the student, the teacher and the family are carried out, for this a programming time must be fulfilled and measure the results achieved after its application.

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