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## **TUTOR CERTIFICATION**

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## **CERTIFICATION**

The present degree work called: "Metodología para fortalecer la destreza de escuchar en Inglés" has been exhaustively reviewed in several work sessions. It has been concluded and it is ready for its defense.

The opinions and concepts expressed in this degree work are the results of the perseverance and originality of their authors: Cedeño Briones Daleska Nahomy and Marquez Cedeño María Daniela, being their sole responsibility.

Chone, February 2026

  
**Lic. Javier Antonio Zambrano Mero**  
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Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud del Artículo Científico, sobre el tema “Metodología para fortalecer la destreza de escuchar en Inglés” del año lectivo 2026, elaborado por las estudiantes Cedeño Briones Daleska Nahomy, Marquez Cedeño María Daniela



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Secretaria

Chone, Febrero 2026

### **Dedication**

I dedicate the present work to my family, for their constant support and encouragement throughout this academic journey. Their understanding, patience, and confidence in me were essential, even during the most challenging moments. This achievement is also dedicated to those whose presence and encouragement inspired me to persevere and successfully accomplish this objective. *Daleska Nahomy Cedeño Briones*

I dedicate this research work, first of all, to God, for granting me strength, wisdom, and perseverance to overcome every challenge throughout my academic journey.

To my parents, for their unconditional love, constant sacrifice, and moral support, which have been fundamental in achieving my goals.

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## **TITLE: Methodology for Strengthening English Listening Skills**

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### **ABSTRACT**

Developing listening comprehension is one of the main challenges in learning English, in particular in rural contexts where resources and methodological training are limited. Therefore, this paper focuses on analyzing the influence of the methodologies used by English teachers to develop students' listening comprehension skills in a rural educational institution in the city of Chone. The research employed a mixed-methods approach, combining observation sheets applied to thirty-five tenth-grade students and semi-structured interviews with two English teachers. The results reveal that the teachers apply the Communicative Teaching Method and task-based approaches to improve listening skills. Furthermore, they make their classes more dynamic by using available technological resources. Despite the rural context that limits their use, the teachers demonstrate an awareness of the importance of listening comprehension by employing the Pre-During-Post model to improve student performance. In conclusion, this study contributes to understanding how methodologies influence the effectiveness of teaching listening comprehension in rural English as a Foreign Language classroom.

**Keywords:** *listening comprehension, teaching methodologies, English as a foreign language, rural education,*

## **RESUMEN**

Desarrollar la comprensión auditiva es uno de los principales retos en el aprendizaje del inglés, especialmente en contextos rurales donde los recursos y la formación metodológica son limitados. Por lo tanto, este documento se centra en analizar la influencia de las metodologías utilizadas por los profesores de inglés para desarrollar las habilidades de comprensión auditiva de los estudiantes en una institución educativa rural de la ciudad de Chone. La investigación empleó un enfoque mixto, combinando fichas de observación de clase aplicadas a 35 estudiantes de décimo grado y entrevistas semiestructuradas con dos profesores de inglés. Los resultados revelan que los docentes aplican el Método Comunicativo de Enseñanza y enfoques basados en tareas en la instrucción y desarrollo las habilidades auditivas de los estudiantes. Además, los educadores dinamizan sus clases al emplear recursos tecnológicos que tienen a su disposición a pesar del contexto rural que limita su uso; los profesores demuestran conciencia de la importancia de la comprensión auditiva al emplear el modelo Antes-Durante-Después para mejorar el desempeño de los aprendices. Para concluir, este estudio contribuye a comprender cómo las metodologías influyen en la efectividad de la enseñanza de la comprensión auditiva en aulas rurales de inglés como lengua extranjera.

**Palabras clave:** *comprensión auditiva, metodologías de enseñanza, inglés como lengua extranjera, educación rural*

## INTRODUCTION

Learning English in the Ecuadorian education system faces multiple challenges related to limited access to technological resources and insufficient methodological training for teachers in effective communication strategies. According to Abreus et al. (2020), listening comprehension is one of the most complex skills in English language acquisition due to the linguistic aspects it integrates. In Ecuador, according to Monroy and Patiño (2022) and Alvarad (2025), there is a deficient development of listening comprehension because, in rural schools, as in other public schools, pedagogical practices tend to focus on grammar and translation, neglecting the systematic development of listening comprehension.

This research is justified by the need to identify the methods teachers use to enhance listening comprehension and, subsequently, to generate pedagogical reflection that contributes to improving English language teaching practices in Ecuadorian schools. As Carreño and Robles (2022) point out that methodological innovation in English language teaching must respond to the needs of the context, encouraging participation and the linguistic development of learners.

Therefore, this document focus on provides empirical evidence on current practices and their impact on learning outcomes, considering both teachers' perceptions and observable effects in the classroom. Consequently, the following research question is formulated:

How do the methodologies applied by English teachers influence the development of students' listening comprehension in a rural school in the city of Chone?

The general objective is to analyze the influence of methodologies used by English teachers to develop students' listening comprehension skills in a rural educational institution at Chone City.

The specific objectives are:

- To characterize the main methodologies used to develop listening comprehension in the English learning process.
- To identify the methodologies used by English teachers to develop listening comprehension in a rural educational institution in the city of Chone.

- To determine the impact of the methodologies used by teachers to strengthen students' listening comprehension.

## LITERATURE REVIEW

### Listening Comprehension

Listening comprehension is a complex receptive skill that involves decoding acoustic signals, activating prior knowledge, and constructing meaning in real time (Magdalena, 2019). Unlike simple listening, listening comprehension requires the development of higher cognitive abilities such as sustained attention, working memory, and metacognition (Vega & Villegas, 2021; Mala, 2025).

Listening comprehension is important in the acquisition of both first and second languages, as it enables learners to gather information about sounds, vocabulary, sentence structure, meaning, and overall discourse, which lays the groundwork for developing speaking skills in a foreign language (Deregözü, 2021). According to Martínez et al. (2020), the development of listening comprehension in English requires learners to actively interact with the language, promoting the integrated progress of other language skills through methodologies that enhance both teaching and learning processes.

Similarly, Pourhosein and Banou (2016) point out that listening comprehension is an active process in which the listener constructs meaning from contextual cues. They further emphasize that effective listening instruction transforms challenges into opportunities by strengthening learners' abilities and equipping teachers with practical strategies to optimize listening to activities, thus supporting language acquisition through comprehensible input.

For their part, Hardiyanto et al. (2021) highlight that many scholars face difficulties in listening comprehension due to the rapidity of native speech, a lack of vocabulary, or the inability to recognize words in their spoken form. Therefore, Rodríguez (2019) and Mala (2025) emphasize that EFL teachers must apply innovative methodologies focused on listening comprehension, as this skill is often neglected despite its relevance in the language learning process.

## **Methodologies to Develop Listening Comprehension**

Listening comprehension instruction has evolved toward more communicative approaches, where students are no longer passive recipients but active participants. Therefore, this research aims to identify the main methodologies aimed at strengthening listening comprehension in students learning English as a second language. Among the most effective methodologies, according to the literature search, are:

### **Pre-During-Post Listening (PDP)**

In accordance with Anchundia et al. (2025) and Praveen (2021), the PDP approach is a methodology that improves attention and retention of listening content by structuring the lesson into three defined moments: pre-listening, during listening, and post-listening.

Smyshlyak (2022) argues that the pre-listening phase activates students' prior schemas, not only sparking their curiosity but also establishing a clear purpose for listening. In this phase, pre-listening questions are frequently introduced, generating expectations that encourage students to focus their attention on relevant information.

Regarding the during-listening phase, Movva et al. (2022) state that the purpose of this stage is to develop students' listening comprehension through specific activities without access to the recording script, allowing for repeated listening and teacher-guided clarification of key content and linguistic difficulties.

Finally, Movva et al. (2022) explain that the post-listening stage aims to expand on the topic and language of the audio, encouraging students to connect the content to their experiences, think critically, and deepen understanding beyond the literal level, while allowing teachers to assess understanding.

### **Task-Based Language Teaching (TBLT)**

Mudinillah et al. (2024) state that TBLT has established itself as an effective method in language teaching, prioritizing purposeful communication and practical language use. Furthermore, TBLT focuses on students completing tasks that reflect real-life situations, thus fostering both language skills and communicative effectiveness.

TBLT, as a methodology, places the student at the center of learning by solving real-life tasks that require the use of language to achieve communicative objectives. TBLT emerges from a renewed vision of language and teaching methods, also highlighting the importance of student participation in their learning process (Quintana, 2020).

Barreyro (2023) indicates that, applied to listening comprehension, the TBLT approach guides students to listen with a specific purpose, activating cognitive processes such as selective attention, prediction, and inference. Therefore, listening to solve a problem or complete a specific task improves language retention and functional use.

### **Communicative Teaching Method**

Azimova and Azimova (2019) point out that the communicative approach is a widely recognized and adopted method in language teaching, especially English, and has become established in various educational contexts worldwide. This approach has transformed language teaching by prioritizing fluency, interaction, and authentic communication, which fosters more active and meaningful learning (Díaz, 2024; Salmanova, 2025). In particular, for teaching English listening comprehension, the communicative approach focuses on dynamic activities that strengthen students' confidence in using the language (Prudente, 2023).

In short, the communicative approach is used in English classes to develop students' listening skills by encouraging the use of the language in genuine communicative experiences and reinforcing students' confidence during the communication process.

### **Audiolingual Method**

According to Manchego and Santos (2023), the audiolingual method is based on the formation of language learning habits, prioritizing speaking and listening skills according to the structures and rules specific to each language. Bastidas and Julio (2021) suggest that the audiolingual method represents an effective tool in teaching English, as it strengthens the development of linguistic skills, particularly listening comprehension and speaking, by facilitating the acquisition of a broad and functional vocabulary.

Alemi and Tavakoli (2016) state that in the audiolingual method, students listen to, repeat, and memorize dialogues that illustrate short patterns and typical sociocultural situations such as

greetings, expressing opinions, or talking about hobbies. As a consequence, the audiolingual method is valued for its effectiveness in teaching English, as it focuses on the repetition of dialogues that reflect common linguistic patterns and sociocultural situations, which contributes to the development of oral and listening skills, as well as the acquisition of practical vocabulary.

## **METHODOLOGY**

To achieve the established objective, a mixed method with a descriptive design was used, aimed at analyzing the influence methodologies used by English teachers to develop listening comprehension skills in students at a rural school in Chone.

To conduct the research, intentional sampling was applied, considering the ease of access to the selected sample. The sample selected for the research focused on two English teachers selected for their experience in teaching the language, as well as thirty-five students from tenth grade (A and B parallels), observed during listening activities at a rural school in the city of Chone. Data collection was conducted using three main instruments: semi-structured interviews with the teachers, a classroom observation sheet administered to the students, and a systematic review of academic literature.

The teacher interviews included open-ended questions aimed at exploring the methodologies used by English teachers; therefore, five categories were considered. In contrast, the observation sheet was designed to assess teachers and students' performance during listening activities, recording some aspects in ten items.

Moreover, a literature review was conducted in academic databases (SciELO, ERIC, Google Scholar) to contrast the empirical findings with previous studies on listening teaching and the main methodologies used to develop listening comprehension in the English language.

Qualitative data were collected through recordings to minimize the loss of relevant information, while quantitative data were processed using Microsoft Excel spreadsheets. To ensure the validity of the instruments, they were reviewed by three teachers with master's degrees in English Language Pedagogy.

## RESULTS

### **Qualitative results: interviews with English teachers**

The analysis of the interviews with teachers was focused on five main categories related to the methodologies, approaches, activities, resources, and adaptations used to develop listening comprehension in English. The interpretation of the findings in each of them is presented below.

#### **Category 1: Methodologies used to develop listening comprehension**

Both teachers mentioned that the communicative approach is the most effective methodology for the development of listening comprehension, by encouraging the student's exposure in an immersive context of the language. Teacher 1 pointed out that "I use the communicative approach, because I like students to listen to English in a dynamic...", while Teacher 2 said that "the methodology that has given me the best results is the Communicative Approach, since my learners listen and use the language in a natural way".

Teachers' testimonies show a trend towards student-centered methodologies, where listening comprehension is not limited to the memorization of sounds but is built on the use of language in communicative situations. The consistency in the answers indicates that English teachers value contextualized practice as a substantial element in learning English.

#### **Category 2: Prevailing pedagogical approaches**

The interviewed educators reported the use of communicative and task-based approaches. Teacher 2 said: "I mainly use the Communicative Approach and the Task-Based Learning Approach, because they promote practice within the classroom." Similarly, Teacher 1 indicated: "I also do task-based activities, such as listening to dialogues or songs and then answering questions."

Both statements show that teachers seek to promote listening comprehension through significant exposure to auditory input and the resolution of communicative tasks. The approaches mentioned by teachers prioritize the functional use of language over memorization, reinforcing listening competence based on interaction with didactic strategies.

### **Category 3: Activities to develop listening comprehension**

The most frequent activities reported by teachers are guided listening, songs, information completion exercises and playful dynamics. Teacher 1 mentioned that “I use songs, recorded conversations and games... I also like to do small dynamics to make listening more fun.” For his part, Teacher 2 commented that “I carry out activities such as listening to songs, identifying key words in small dialogues, completing sentences and answering questions on short audios.”

In this category, the responses show that teachers implement a variety of strategies to maintain students’ attention and motivation, ensuring that the activities are interactive and appropriate to the level of the group. There is also evidence of an intention to balance the playful component with structured listening practice.

### **Category 4: Technological resources applied**

The interviewees make use of accessible technological resources, highlighting the use of speakers, recordings, and teacher’s cell phones. Teacher 1 explained that “I use speakers and audios from educational pages. I also have some recordings that I already prepare before and sometimes we use songs.” In addition, Teacher 2 pointed out: “I use recordings of conversations, short videos, songs, and sometimes my own cell phone to play audios.”

According to the teachers, technological resources are an essential component for the development of listening comprehension, even in contexts with infrastructure limitations. Teachers demonstrate creativity in adapting the available technology to the needs of the rural classroom to strengthen constant contact with oral English.

### **Category 5: Methodological adaptation to the educational context**

Teachers expressed a clear contextual awareness, adapting methodologies to the sociocultural and linguistic characteristics of their students. Teacher 1 pointed out that “I try to adapt to what they like or what they can understand... I look for topics closer to them, such as music or social networks.” For his part, Teacher 2 emphasized that “I adapt the methodologies considering the level of English of the students, their interests, and the environment of my students... I select topics related to their daily lives and use simple language to make them feel more comfortable.”

Educators show the development of listening skills; it is a reflective teaching process in which listening comprehension strategies are contextualized to the student's reality. Teachers become mediators, adjusting the complexity of materials to the level of learners to ensure meaningful understanding of the oral message.

Interview findings show that English teachers in rural contexts in Chone apply communicative and task-based methodologies, combined with basic technological resources and meaningful activities that promote participation. In addition, they show a high capacity for methodological adaptation, adjusting the contents and materials to the interests and possibilities of their students. These results support the relevance of approaches such as the Pre, During, Post to strengthen listening comprehension, in young learners by integrating authentic input, processing and reflection strategies adapted to the Ecuadorian educational context.

#### **Quantitative results: observation sheet**

To analyze the methodological practices observed in the classroom, a structured observation sheet was applied with ten indicators grouped into two dimensions: teacher performance and student performance around the methodologies to develop listening comprehension of the English language. The rating scale was from 0 to 3, where 0 indicates "not evidenced" and 3 "very evident". The average results of the eight observations are presented in Tables 1 and 2.

**Table 1**

#### *Average results of teacher performance*

<b>Dimension A: Teacher</b>	<b>Average (0–3)</b>	<b>Level of evidence</b>
1. Use of technological resources	2.0	Medianly evident
2. Activity with a structured methodological approach	3.0	Very evident
3. Content related to the student's interests	3.0	Very evident
4. Adaptation of the methodology according to understanding	2.5	Medianly evident
5. Post-listening activity assessment	2.0	Medianly evident

**Note.** Own elaboration

As showed in table 1, the results around the application of the class observation sheets regarding the methodologies applied by the teachers present a medium to elevated level of evidence in most of the indicators. It was found that the use of technological resources (item 1) reached a

moderately evident frequency (2) in most classes, due to technological limitations specific to the area in which the educational unit is located. However, when the resources were available, the educators used speakers, pre-recorded audios to expose the students to the language.

The second indicator, related to the methodological structure of the activity (item 2), obtained an average rating of 3 (very evident), reflecting that the classes followed an organized pedagogical sequence based on the Pre, During and Post stages.

In item 3, linked to the relevance of the content with the interests of the students, a high rating (3) is presented, the topics selected by the teachers, such as music, social networks, or everyday situations, are aligned with the personal interests of the learners.

Regarding item 4, on the adaptation of the material and the methodology according to the level of comprehension, a moderately high assessment (2-3) was determined. The teacher demonstrated flexibility by repeating audios, slowing down playback speed, or using dramatizations when students were struggling.

Finally, item 5, referring to the evaluation after the listening activity, presented a mean frequency (2). The teacher performs the evaluation after listening through oral questions and written comprehension exercises; however, it is important to note that the educator not always give structured feedback.

**Table 2**

*Average student performance results*

<b>Dimension B: Students</b>	<b>Average (0–3)</b>	<b>Level of evidence</b>
6. They follow instructions from the teacher	3.0	Very evident
7. They maintain attention during listening activity	3.0	Very evident
8. They comprise general and specific information	2.5	Medianly evident
9. They show progress in listening comprehension	2.0	Medianly evident
10. They express what they understand without the help of the teacher	1.5	Not very noticeable

**Note.** Own elaboration

As stated in table 2, in the dimension corresponding to students, the indicators show sustained progress in learners' attention and listening comprehension.

Item 6 investigates the following of instructions, in which a high frequency (3) was obtained in six of the eight observations, an assessment that indicates that the learners understand the

instructions and participate during the listening activity. Similarly, item 7, on sustained attention during listening, also reached a very evident level (3), especially in activities accompanied by audiovisual resources or games used by the teacher to energize the classroom environment.

Item 8, related to the comprehension of general and specific information from the audio, presented a moderately prominent level (2-3). During the observations, it was found that the language students manage to capture global ideas from the audios, although they still have difficulties with specific details or new vocabulary.

In item 9, referring to progress in listening comprehension, an average rating (2) is shown. Throughout the sessions, the students showed gradual progress, especially in the identification of words and in the inference of meanings from the context, but when the teacher paused to indicate or emphasize.

Finally, item 10, on the expression of what was understood without the help of the teacher, presented a medium-low frequency (1-2). It was noted that some students were able to explain orally what they heard, but most still need teaching support or visual guidance to express their ideas, since they were not able to formulate sentences.

In summary, the methodologies applied by teachers have a positive and progressive impact on the development of listening comprehension. Structured planning, flexible use of technological resources and effective adaptation to the rural educational context are observed. Likewise, language learners demonstrate high motivation, sustained attention, and global understanding of the message, although challenges persist in autonomous expression and in the understanding of specific details of the audio. In summary, the quantitative results support the qualitative findings obtained in the interviews, stating the methodological coherence of the teachers and the partial effectiveness of their strategies to strengthen listening comprehension in rural educational contexts.

## **DISCUSSION**

The main objective of this study was to analyze the influence of the methodologies applied by English teachers on the development of listening comprehension in a rural context of the city of

Chone. The findings after the analysis of the instruments suggest that teachers apply some approaches on a consistent basis.

First, the qualitative results show that teachers prioritize the Communicative Approach and Task-Based Learning as the axes for developing listening comprehension. In this sense, various authors (Azimova & Azimova, 2019; Díaz, 2024; Prudente, 2023; Salmanova, 2025) mention that the communicative approach has transformed the teaching of English by focusing on interaction, fluency, and authentic communication, generating meaningful learning, and strengthening student confidence. In addition, Quintana (2020) and Barreyro (2023) argue that the TBLT approach places the student as the protagonist of the educational process through real tasks that require the use of language to achieve specific communicative purposes.

However, the observations showed that, although there is a recognizable methodological sequence, the stages of the PDP approach are not always executed with the expected depth. In most classes, the activities concentrated on the During-listening stage, without extending to a final reflection or feedback. Mendoza et al. (2023) mention that many teachers limit the teaching of listening to the identification of literal information, without promoting metacognition processes. In coherence, Movva et al. (2022) warn that the incomplete use of the PDP approach reduces the internalization of auditory strategies, affecting the learner's autonomy. Therefore, in this research it is emphasized that the PDP is present in planning, but not fully developed in pedagogical practice.

Another relevant finding is the partial and functional use of technological resources. The observations show that the teachers used speakers with audios without a clear planning or link to the communicative objective. Although the use of technology obtained a "moderately evident" level (2.0), its application was more instrumental than methodological, due to the limited access to technological resources in the educational institution.

In Ecuadorian rural classrooms, technology is used as a means of exposure to English, as pointed out by Rodríguez et al. (2025); therefore, its implementation is necessary despite the existing limitations. In the educational unit where the observations were made, despite not having

institutional technological resources, the teachers demonstrated creativity in adapting the available resources, showing their pedagogical commitment to the conditions of the context.

On the other hand, in the contextual relevance of the auditory contents, in the observations it was noted that the educators selected topics close to the interests of their students, such as music, social networks or school routines, reaching a “very evident” average (3.0) in the observation. Listening comprehension improves when inputs relate to the learner’s everyday world (Verdecia et al., 2019). Consequently, the partial success observed in the students’ overall understanding can be attributed to thematic familiarity and not only to the methodological technique used.

Regarding student performance, the indicators show good attention and following instructions (3.0), but low ability to express what is understood without teacher support (1.5). Listening comprehension occurs at a global level, without yet translating into oral production. Yilorm and Acosta (2019) explain that comprehension precedes production and requires teacher mediation; thus, the role of teacher as a mediator between listening is important to generate oral expression. The findings also emphasize that interviewed teachers have theoretical clarity and pedagogical commitment but face an environment that conditions the full application of modern approaches. Technological limitations, reduced exposure time and lack of materials directly influence listening comprehension results. Conversely, the observation of structured sequences, the selection of relevant content and the use of communicative tasks reflect effective pedagogical practices within the conditions of the context.

The results of this study argue that the effectiveness of teaching listening comprehension does not depend exclusively on the method, but on the coherence between methodology, available resources, and classroom reality.

### **Conclusions**

The study showed that English teachers in rural contexts in Chone apply communicative and task-based methodologies in a flexible way, prioritizing listening comprehension through immersion and contextualized materials. The practices observed, respond more to the experience and creativity of the teacher than to a systematic methodological training, demonstrating a practical adaptation to the conditions of the environment.

It was observed that the use of technological resources, although limited, plays a decisive role in maintaining students' attention. The incorporation of audios and songs in English generate a constant listening environment, despite infrastructure restrictions, showing that pedagogical innovation can arise even in contexts with scarce technological resources.

Finally, the results reflect a gradual impact on students' listening comprehension, especially in the identification of global ideas and key words. However, the difficulty in expressing what is understood without teacher support reveals the need to strengthen the post-listening stage within the PDP approach. Therefore, the improvement of listening in this context depends not only on the methodology, but also on the balance between exposure and autonomy of the learner.

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