



Ciencia Latina
Internacional

Ciencia Latina Revista Científica Multidisciplinar, Ciudad de México, México.
ISSN 2707-2207 / ISSN 2707-2215 (en línea), mayo-junio 2024,
Volumen 8, Número 3.

https://doi.org/10.37811/cl_rcm.v8i3

INNOVATIVE ACTIVITIES TO DEVELOP LISTENING SKILLS IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS

**ACTIVIDADES INNOVADORAS PARA DESARROLLAR LA
HABILIDAD DE ESCUCHAR EN EL PROCESO DE
ENSEÑANZA-APRENDIZAJE DEL IDIOMA INGLÉS**

Kerly Yokabel Cedeño Zambrano

Universidad Laica “Eloy Alfaro” de Manabí, Ecuador

Gema Isabel Arauz Pita

Universidad Laica “Eloy Alfaro” de Manabí, Ecuador

Celia Maria Saltos Dueñas

Universidad Laica “Eloy Alfaro” de Manabí, Ecuador

DOI: https://doi.org/10.37811/cl_rcm.v8i3.12275

Innovative Activities to Develop Listening Skills in the English Language Teaching-Learning Process

Kerly Yokabel Cedeño Zambrano
e1312162751@live.ulead.edu.ec
<https://orcid.org/0009-0007-9907-5529>
Universidad Laica “Eloy Alfaro” de
Manabí
Ecuador

Gema Isabel Arauz Pita
e1313821074@live.ulead.edu.ec
<https://orcid.org/0009-0004-5964-2398>
Universidad Laica “Eloy Alfaro” de
Manabí
Ecuador

Celia Maria Saltos Dueñas
Celia.saltos@uleam.edu.ec
<https://orcid.org/0000-0002-8140-2364>
Universidad Laica “Eloy Alfaro” de Manabí
Ecuador

ABSTRACT

The present study focuses on exploring innovative strategies to enhance listening skills in the English language teaching-learning process. A mixed research approach is employed, combining quantitative and qualitative methods through the observation of the implementation of innovative activities in the classroom to assess their effectiveness and the associated challenges in their application. Furthermore, emphasis is placed on the importance of a student-centered approach and the use of educational technology to enrich learning through innovative practices aimed at strengthening listening skills in the acquisition of a new language.

Keywords: Listening skills, significant learning, innovative strategies

Actividades Innovadoras para Desarrollar la Habilidad de Escuchar en el Proceso de Enseñanza-Aprendizaje del Idioma Inglés

RESUMEN

El presente estudio se enfoca en explorar estrategias innovadoras para mejorar la habilidad auditiva en el proceso de enseñanza-aprendizaje del idioma inglés. Se utiliza un enfoque mixto de investigación que combina métodos cuantitativos y cualitativos mediante la observación de la implementación de actividades innovadoras en el aula para evaluar su efectividad y los desafíos asociados en su aplicación. A su vez, se enfatiza la importancia del enfoque centrado en el estudiante y el uso de tecnología educativa para enriquecer el aprendizaje a través de prácticas innovadoras para fortalecer las habilidades auditivas en la adquisición de un nuevo idioma.

Palabras clave: Habilidad auditiva, aprendizaje significativo, estrategias innovadoras

Artículo recibido 18 mayo 2024

Aceptado para publicación: 22 junio 2024



INTRODUCCIÓN

In early childhood education, the teaching and learning process is predominantly visual. The acquisition of knowledge by young children is closely linked to curricular content presented through images, which play an essential role in this formative period (Alcalá & Marfil-Carmona, 2016). The use of pictures as a pedagogical resource, both inside and outside the classroom, proves to be a valuable tool for communication and the promotion of interpersonal relationships among students.

Western civilization has largely grounded much of its knowledge in the visual realm, possibly due to the ability to analogically represent perceived phenomena through graphic means. However, the capacity to register and retain listening elements was acquired later, given the inherent ephemerality of sound (Llorca, 2017).

From the perspective of the "soundscape," proposed by Murray Schafer in 1969, aesthetic reflection on the acoustic environment at specific moments is opened up. The scientific study of the soundscape, composed of the interaction of elements such as pitch, intensity, timbre, and duration, along with noise and silence, is a relatively novel field (Schafer, 2013; Rodríguez, 2015). Sounds play a fundamental role in shaping the atmosphere, expressing temporality, ephemerality, and changes in boundaries, evoking sound effects. From the interaction between time and the desire to listen, sonic symbols, signals, and icons that are in tune with the physical aspects of the environment's structure are identified, giving it a distinctive quality.

In the educational context of the English language, the teaching and learning process faces the challenge of effectively developing listening skills. While emphasis on the visual has been predominant in the school environment, listening competence emerges as an essential component for full language acquisition. This study focuses on the introduction of innovative activities that not only stimulate but also enhance students' listening ability, thus marking a significant change in the teaching of the English language.

The central problem motivating this research revolves around the need to enhance listening skills in the learning of the English language. Despite various strategies being implemented in the teaching of this language, there remains a gap in knowledge regarding the effectiveness of specific



activities for the development of listening comprehension.

The relevance of this study lies in the crucial importance of listening skills in the acquisition of the English language. A strong listening competence not only contributes to effective communication but also strengthens other linguistic skills. Learning English as a foreign language demands the comprehensive development of linguistic abilities, among which speaking, listening, writing, and reading stand out. Díaz & Suárez (2011) emphasize the importance of integrating at least two of these aspects in English classes to ensure quality learning.

In the current context, English has acquired unprecedented relevance due to globalization, scientific and technological progress, and the emergence of new forms of communication. Alonso et al. (2013) argue that English has become the universal language, being essential for participation in economic, social, and cultural exchanges in the globalized society. Thus, the English language teaching-learning process, according to Díaz & Suárez (2011), is based on the premise that oral language serves as a foundation for written language, suggesting that mastering the skill of listening and speaking correctly facilitates reading, writing, and the consolidation of grammatical patterns and vocabulary.

Importance of Listening Comprehension in English Language Learning

In the process of teaching and learning the English language, listening comprehension emerges as a fundamental skill, essential for both effective communication and comprehensive language mastery. Recognizing the need to strengthen these skills in students, educators explore innovative approaches and activities to enhance English language teaching.

According to Morán (2015), individuals with outstanding listening learning ability retain information in detail. In this regard, it is emphasized that those capable of assimilating information through listening learning process information uniquely, underscoring the importance of integrating this modality into the educational process.

Within the Ecuadorian educational context, Quintero (2010) underscores the relevance of English as an essential part of students' comprehensive education. However, deficiencies are observed in the development of linguistic competencies, particularly in listening skills. This implies the need for a more specific and effective approach to strengthening these skills.



Romero (2016) identifies strategies suitable for listening style, such as debates, reading aloud, multimedia, and assemblies, highlighting the importance of sound in learning and creativity development. Similarly, Rodríguez (2019) highlights that listening individuals have excellent intellectual capacity and memorization through listening, emphasizing the relevance of harnessing this learning style.

The recognition that listening skills are crucial in early language teaching (Demirel, 2004) implies a constant demand for methods that successfully improve these skills in students. Bourke (2006) suggests that songs can be fun and effective tools for developing these skills, especially in young learners.

Listening, as a receptive use of language, focuses on meaning, according to Cameron (2001). This initial stage in language acquisition, according to Sharpe (2012), is fundamental for effective learning in all subjects of the primary curriculum. Linse and Nunan (2005) also consider teaching listening skills crucial for overall language skill development.

In the context of language classrooms, Djabbarova (2020) highlights that listening has gained new importance following the diffusion of information technology in society. Despite considerable class time devoted to listening, the importance of this skill is often overlooked. In the natural order of learning any language, listening takes precedence, and to achieve fluent and productive students, teachers must pay special attention to teaching listening skills. This suggests that proper attention and emphasis on the development of these skills are essential for effective English language learning.

Research Context

The study was conducted at the Educational Unit Ibarra #2, a regular education institution located in the province of Manabí, specifically in the city of Chone, Santa Rita. This school operates under the fiscal regime, with its main focus being education in Spanish. The research focuses on the 7B course of basic education, which consists of 13 students, divided into 5 males and 8 females, with the active participation of 13 parents.

The staff of the institution includes a specialized administrative and teaching team, such as the principal, the inspector, the English teacher, and the head of the English department. Additionally,



Professor Verónica Santander leads the 7B course. This contemporary educational context is marked by technological advancements and increasing cultural diversity, which influences the dynamics of language teaching.

The general objective of this research is to develop listening skills in the English language through innovative activities that are motivating and effective for students. To achieve this purpose, the diagnosis, evaluation, and application of activities aimed at improving specific aspects of listening comprehension are proposed.

METHODOLOGY

The present research adopts a mixed-methods approach, combining both quantitative and qualitative methods within the same investigation, aiming to identify and propose innovative activities to enhance listening skills in the English language teaching-learning process. This mixed-methods approach allowed for a comprehensive exploration of the perspectives and experiences of the involved students and teachers, providing a more complete understanding of the impact of the activities on the development of listening skills.

Regarding the research type, both qualitative and quantitative data collection and analysis were integrated. Two methods were combined: the theoretical method, to analyze and comprehend existing theories on English language teaching and learning, and the empirical method, to gather data on the effectiveness of innovative activities in enhancing listening skills.

Data collection techniques included semi-structured interviews with English teachers and observation sheets during the implementation of innovative activities. Additionally, content analysis was conducted to identify emerging patterns and recurrent themes in the collected data. The interviews offered detailed insights into the innovative activities, while the observation sheets facilitated a more objective evaluation of the implementation of these activities in the classroom. In ethical terms, confidentiality of information was ensured, and consent from participants was obtained. Inclusion and exclusion criteria were based on active participation in the process, and potential limitations, such as participant and resource availability, were considered.



RESULTS

Observation sheets

The results obtained through the observation of pedagogical practices implemented by the teacher in the Seventh B course, with the aim of identifying and evaluating innovative activities aimed at developing listening skills in the English language teaching-learning process conducted on different dates, reflected aspects where both strengths and areas for improvement identified during the study stand out.

During the initial observation, conducted on January 4, 2024, it was evident that the teacher deploys a repertoire of novel and creative activities in her teaching, which is reflected in the high level of participation and interest demonstrated by the students. It is crucial to highlight that these meticulously designed activities are carefully tailored to the cognitive and linguistic development level of the students, ensuring effective understanding of concepts and the promotion of meaningful learning. Additionally, a specific focus on the development of listening skills through these activities was observed, indicating a solid pedagogical foundation and a commitment to established learning objectives.

Table 1. First Observation Checklist

Activity:	Yes	No
1. Does the teacher use innovative activities to develop listening skills in English language teaching and learning?	✓	
2. Are the activities appropriate for the students' developmental level?	✓	
3. Are these activities motivating and engaging for the students?		✓
4. Are activities used that allow students to enhance their understanding of ideas and concepts in English through technology?		✓
5. Does the teacher conduct activities that enable students to improve their basic listening comprehension skills, such as identifying sounds, words, and phrases in English?	✓	
6. Does the teacher provide adequate feedback to students on their performance in English listening comprehension activities?		✓
7. Does the teacher apply activities that enable students to enhance their listening comprehension in the English language?	✓	



Student participation:	
8. Do students actively participate in the activities?	✓
9. Do students show interest and engagement in English listening activities?	✓
Effectiveness of Activities	
10. Were these implemented activities considered motivating and effective for students to develop their listening skills in English?	✓
11. Has there been an improvement in students' listening skills after completing these activities?	✓
12. Did the observed activities encourage students to actively improve their listening comprehension in the English language?	✓

In contrast, the second observation, conducted on January 9, 2024, revealed a certain lack of variety in the pedagogical practices implemented by the teacher. Although the implementation of innovative activities was maintained, there was a recurrence in the same strategies, which could lead to a decrease in motivation and long-term commitment from the students. However, the suitability of these activities to the students' level and their ability to promote the development of listening skills in English was reaffirmed.

Table 2. Second Observation Checklist

Activity	Yes	No
1. Does the teacher use innovative activities to develop listening skills in English language teaching and learning?	✓	
2. Are the activities appropriate for the students' developmental level?	✓	
3. Are these activities motivating and engaging for the students?	✓	
4. Are activities used that allow students to enhance their understanding of ideas and concepts in English through technology?	✓	
5. Does the teacher conduct activities that enable students to improve their basic listening comprehension skills, such as identifying sounds, words, and phrases in English?	✓	
6. Does the teacher provide adequate feedback to students on their performance in English listening comprehension activities?		✓
7. Does the teacher apply activities that enable students to enhance their listening comprehension in the English language?	✓	

Student participation:	
8. Do students actively participate in the activities?	✓
9. Do students show interest and engagement in English listening activities?	✓
Effectiveness of Activities	
10. Were these implemented activities considered motivating and effective for students to develop their listening skills in English?	✓
11. Has there been an improvement in students' listening skills after completing these activities?	✓
12. Did the observed activities encourage students to actively improve their listening comprehension in the English language?	✓

The observation sheet results suggest that the teacher demonstrates a commitment to pedagogical excellence by implementing strategies that promote meaningful learning and the comprehensive development of listening skills in students. However, it is noted the importance of diversifying pedagogical practices to maintain the same level of interest and motivation among students in the long term. These findings align with existing literature emphasizing the need for dynamic and varied teaching to maximize language learning and foster active student participation in the educational process.

Teacher's interview

Regarding the interview, the analysis of the results derived from the interview conducted with the teacher, focused on her experience and perceptions regarding the implementation of innovative activities to enhance listening skills in the English language teaching-learning process, not only complements but also enriches the data collected through previous observations. This allows for a more comprehensive and contextualized understanding of the effectiveness and inherent challenges of these pedagogical practices. Table 3 presents the main aspects identified during this activity.



Table 3. Main findings from the interview

Aspect	
Effective Tools	Interactive games and sound sorting activities.
Use of Technology	Audio and video streaming platforms to access authentic materials such as audios and podcasts from native speakers.
Challenges	Limited availability of technological resources and internet access. Variety of accents and speeds in auditory materials.
Adaptive Approach	Initial assessment of each student's auditory skills and adaptation of content and activities accordingly.
Participation	Selection of relevant and engaging activities for students to foster their commitment and motivation, as well as to develop practical communication skills.

The teacher highlights the use of interactive games and sound classification activities as effective tools to help students identify and differentiate English sounds. Additionally, the use of technology, such as audio and video streaming platforms, expands access to authentic and enriching materials, such as audios and podcasts from native speakers. This practice not only provides a more authentic language exposure but also allows students to become familiar with a variety of accents and speech styles, better preparing them for communication in real-life situations.

However, the teacher also acknowledges significant challenges associated with the implementation of these innovative activities. Limited availability of technological resources in the educational institution and lack of internet access can hinder the effectiveness of these practices, especially for students who do not have access to technology at home. Additionally, the variety of accents and speeds present in audio materials can be overwhelming for some students, potentially affecting their motivation and engagement with learning.

To address these difficulties, the teacher adopts an individualized and adaptive approach, conducting an initial diagnosis of each student's listening skills and adjusting the content and activities accordingly. This student-centered approach is crucial to ensure that each student's individual needs are effectively addressed, thus promoting meaningful and sustainable learning.

Furthermore, the teacher actively promotes student participation in the learning process by



selecting activities that are relevant and engaging to them. This strategy not only fosters greater student engagement and motivation but also allows them to develop practical communicative skills relevant to their everyday lives.

DISCUSSION

The results obtained from the observations and the interview with the teacher provide a comprehensive insight into the effectiveness and challenges associated with the implementation of innovative activities for the development of listening skills in the English language teaching-learning process. These results align with existing literature on the importance of adopting creative pedagogical approaches tailored to the students' level to foster meaningful learning (Gómez, Molano & Rodríguez, 2015).

In the first observation, a high level of student participation and interest was observed, suggesting that the implemented activities were motivating and effective in improving English listening comprehension. This finding supports pedagogical theory that emphasizes the importance of appropriate and engaging activities for meaningful learning (Vygotsky, 1978). Additionally, adapting activities to the students' cognitive and linguistic development level demonstrates a commitment to established learning objectives and supports literature highlighting the importance of considering individual student characteristics in activity design (Cubillo, et al., 2005; Richards & Rodgers, 2001).

However, the second observation revealed a certain lack of variety in the implemented pedagogical practices, which could affect students' long-term motivation and commitment. This finding emphasizes the importance of dynamic and varied teaching to maintain students' interest (Guzmán & Zambrano, 2017). The recurrence of the same strategies highlights the need to diversify pedagogical practices to sustain students' motivation over time.

The interview with the teacher complements these findings by highlighting the effectiveness of tools such as interactive games and sound classification activities in enhancing students' listening skills. This is supported by pedagogical theory suggesting that learning through play can be highly motivating and effective (Vygotsky, 1978). Additionally, the use of technology, such as audio and video streaming platforms, expands access to authentic and enriching materials, better



preparing students for communication in real-life situations.

However, the interview also identifies significant challenges associated with the implementation of these innovative activities, such as limited availability of technological resources and the variety of accents and speeds present in audio materials. These challenges underscore the importance of addressing limitations and adapting activities to students' individual needs to ensure meaningful and sustainable learning (Richards & Rodgers, 2001).

In summary, the results obtained from the observations and the interview underscore the importance of innovative activities for developing listening skills in the English language teaching-learning process. While these activities prove to be effective in enhancing students' listening comprehension, it is essential to diversify pedagogical practices and address the challenges associated with their implementation to maintain a high level of motivation and commitment in the long term. These findings have significant implications for educational practice and suggest important areas for future research in this field.

CONCLUSIONS

Through the research, the crucial importance of merging pedagogical theory with innovative practice to enhance the development of listening skills in English learning is revealed. The synergy between playful approach and the use of educational technology not only serves as a vehicle for student motivation and engagement but also emerges as a bridge to linguistic authenticity, vital for communication in real contexts. However, the existence of challenges such as the digital divide and accent diversity underscores the need to address these disparities to ensure equity in access and effectiveness of these innovative practices. In this regard, the development of more inclusive and adaptive strategies that consider the diverse needs and contexts of students is relevant.

Furthermore, it opens the door to a deeper reflection on the role of the teacher as a facilitator of meaningful learning. The adoption of a student-centered approach, combined with the selection of relevant and engaging activities, emerges as a key factor in stimulating student engagement and motivation, as well as cultivating practical communicative skills relevant to their everyday lives. However, questions persist about how to adapt these practices to less privileged educational



environments and how to further enhance student participation in the learning process. Thus, interdisciplinary collaboration and exploration of more holistic approaches could provide new perspectives and innovative solutions to address these outstanding challenges, paving the way for a more inclusive, dynamic, and sustainable learning environment in the context of teaching English as a foreign language.

REFERENCES

- Alcalá Rodríguez, L., & Marfil-Carmona, R. (2016). Cultura visual y alfabetización mediática en educación infantil: las posibilidades del diálogo con imágenes. In *Actas del I Congreso Internacional Comunicación y Pensamiento. Comunicar y desarrollo social (2016)*, p 1240-1254. Egregius.
- Alonso, A., Alonso, A., & Jovellar, Y. (2013). La comunicación oral, un aspecto esencial para el desarrollo de las clases de idioma inglés, en la carrera de Cultura Física. *Revista Digital*. Buenos Aires, Año 17, N° 177, pp. 1-16.
- Bourke, J. M. (2006). Designing a topic-based syllabus for young learners. *ELT journal*, 60(3), 279-286. <https://academic.oup.com/eltj/article-abstract/60/3/279/369930>
- Cameron, L. 2001. Teaching languages to young learners. Cambridge: Cambridge University Press.
- <https://books.google.com/books?hl=es&lr=&id=RqEtek4eID0C&oi=fnd&pg=PR11&dq=Cameron,+L.+2001.+Teaching+languages+to+young+learners.+Cambridge:+Cambridge+University+Press.+&ots=uEiudrSVvM&sig=7qkIVwcVzZrNFUafS6MeQHABSP0>
- Cubillo, P. C., Keith, R. C., & Salas, M. R. (2005). La enseñanza del inglés en Costa Rica y la destreza auditiva en el aula desde una perspectiva histórica. *Actualidades investigativas en Educación*, 5(2). <https://revistas.ucr.ac.cr/index.php/aie/article/view/9153>
- Demirel, Ö. 2004. Yabancı dil öğretimi: Dil pasaportu, dil biyografisi, dil dosyası [Teaching modern foreign languages: Language passport, language biography, language dossier]. 2nd ed. Ankara, Turkey: Pegem A Publishing
- Díaz, I., & Suárez, A. (2011). Desarrollo de la competencia comunicativa en inglés en estudiantes de Animación en Cuba. <https://www.gestiopolis.com/desarrollo-de-la-competencia->



[comunicativa-en-ingles-en-estudiantes-de-animacion-en-cuba/](#).

- Djabbarova, F. O. (2020). Modern methods of teaching listening skills. *Science and Education*, 1(Special Issue 2), 67-71. <https://cyberleninka.ru/article/n/modern-methods-of-teaching-listening-skills>
- Gómez Rodríguez, T., Molano, O. P., & Rodríguez Calderón, S. (2015). La actividad lúdica como estrategia pedagógica para fortalecer el aprendizaje de los niños de la institución educativa niño Jesús de Praga. <https://repository.ut.edu.co/handle/001/1657>
- Guzmán Herrera, D. F., & Zambrano Melo, N. J. (2017). *Actividades lúdicas para el desarrollo del aprendizaje significativo de los estudiantes de octavo año de educación Básica de la Unidad Educativa Jorge Icaza Coronel Zona 8 distrito 4 provincia del Guayas, cantón Guayaquil, parroquia Pedro Carbo, periodo lectivo 2016-2017* (Bachelor's thesis, Universidad de Guayaquil, Facultad de Filosofía, Letras y Ciencias de la Educación). <http://repositorio.ug.edu.ec/handle/redug/29341>
- Linse, C., & Nunan, D. (2005). Practical English language teaching. *New York*, 24. <https://so05.tci-thaijo.org/index.php/reflections/article/download/114221/88615/292940>
- Llorca, J. (2017). Paisaje sonoro y territorio. El caso del barrio San Nicolás en Cali, Colombia. *Revista Invi*, 32(89), 9-59.
- Morausky, morausky. (2020). *Repetitive listening: the minimalist way to improve your listening skills*. Howdoyou.do <https://howdoyou.do/repetitive-listening-the-minimalist-way-to-improve-your-listening-skills/#:~:text=in%20particular%2c%20when%20repeatedly%20listening,that%20we%20would%20otherwise%20miss>
- Richards, J. C. y Rogers, S. T. (eds.) (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Rodríguez, G. A. (2015). Música, creación e interpretación: del aula universitaria al aula de educación infantil. *Opción*, 31(6), 742-764. <https://www.redalyc.org/articulo.oa?id=31045571045>
- Schafer, R. M. (2013). *El Paisaje Sonoro y la Afinación del Mundo*. Intermedio.



Sevik, m. (s. f.). *Teaching listening skills to young learners through “listen and do” songs.*

<https://files.eric.ed.gov/fulltext/ej997523.pdf>

Sharpe, K. (2012). *Modern foreign languages in the primary school: The what, why and how of early MFL teaching.* Routledge.

<https://www.taylorfrancis.com/books/mono/10.4324/9780203432662/modern-foreign-languages-primary-school-keith-sharpe>

Vygotsky, L. S. (1978). The role of play in development.

<https://books.google.com/books?hl=es&lr=&id=VoKOEJTNxGEC&oi=fnd&pg=PA199&dq=Vygotsky,+1978&ots=WRd9fit9ru&sig=x12uhCtgiaXW1DwK8eJM4LkoEUg>

Yatish, y. (2016). *Online learning & transcription.* Scribie.

<https://scribie.com/blog/2016/03/why-is-transcription-important-for-online-tutorials-and-e-learning-solutions/#:~:text=it%20lets%20the%20students%2c%20who,different%20parts%20of%20the%20world>

