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**THESIS TOPIC:
Facebook as a complementary strategy to develop listening skills in English
for A2 learners**

Author:

Roddy Andres Real Roby

Tutor:

Dr. Jacqueline Elizabeth Lopez Lopez, Msc.

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DEDICATION

I dedicate this work to God, for giving me the wisdom and health to be able to develop this research. To my parents for being an example to follow, for all their efforts that are now bearing fruit and for motivating me to excel both professionally and personally. To my wife and my daughter who are my driving force, my support and my strength, in the moments of giving up they were always there to motivate me with love and temperance, therefore my achievements also belong to them. To my tutor for her advice and guidance in the development of this research. To my colleagues at CENID with whom we began this journey together, for their constant support and desire for improvement that makes us more competitive. Finally, I dedicate this research to my entire family, those who are here and are no longer here but who influenced me throughout my life with their examples, advice and teachings, thank you for being part of my life.

Abstract

Currently, with the growth of the technological age and its scope, it becomes essential to apply new strategies to keep the student motivated in learning the English language. By implementing traditional teaching strategies and not complementing them with new trends, it becomes difficult to reach the student effectively (Concannon et al., 2005). Therefore, this thesis proposes to use a modern strategy that focuses on one of the applications most used by students, such as the social network Facebook, as a complementary strategy to strengthen the development of listening skills in the English language. For the effective implementation of this research project, it is necessary to combine different methodologies. Two different research methods are used in the data collection process: quantitative and qualitative. After the pretest a proposal implementation was applied that lasted 4 weeks and the results after the post test revealed that, the minimum grade of the pretest was 1,1 showing a real difficulty in the comprehension of spoken English, however, the minimum grade of the posttest was 4 and shows an improvement in the listening skills. In addition, the mean of the pretest was 3,41 and the post test was 6,46 showing an improvement that indicates that the intervention of Facebook has achieved educational meaningful gains over the four weeks course implementation. The research concluded that the use of Facebook in listening activities helped students achieve a better comprehension of the spoken English, improved their listening skills and increased the quality of their productions.

Keywords: Facebook, social networks, listening, skills, technology.

Resumen

Actualmente, con el crecimiento de la era tecnológica y su alcance, se hace imprescindible aplicar nuevas estrategias para mantener al estudiante motivado en el aprendizaje del idioma inglés. Al implementar estrategias de enseñanza tradicionales y no complementarlas con las nuevas tendencias, se vuelve difícil llegar al estudiante de manera efectiva (Concannon et al., 2005). Por lo tanto, esta tesis propone utilizar una estrategia moderna que se centra en una de las aplicaciones más utilizadas por los estudiantes, como lo es la red social Facebook, como estrategia complementaria para fortalecer el desarrollo de la habilidad de escucha en el idioma inglés. Para la implementación efectiva de este proyecto de investigación, es necesario combinar diferentes metodologías. En el proceso de recolección de datos se utilizaron dos métodos de investigación diferentes: cuantitativo y cualitativo. Después del pre test se aplicó una implementación de propuesta que duró 4 semanas y los resultados después del post test revelaron que, la calificación mínima del pre test fue de 1,1 mostrando una dificultad real en la comprensión del inglés hablado, sin embargo, la calificación mínima del post test fue de 4 y muestra una mejoría en la habilidad de escucha. Además, la media del pre test fue de 3,41 y la del post test de 6,46 mostrando una mejora que indica que la intervención de Facebook ha logrado ganancias educativas significativas a lo largo de las cuatro semanas de implementación del curso. La investigación concluyó que el uso de Facebook en actividades de comprensión auditiva ayudó a los estudiantes a lograr una mejor comprensión del inglés hablado, mejoró sus habilidades de escucha y aumentó la calidad de sus producciones.

Palabras claves: Facebook, red social, escucha, habilidades, tecnología.

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Introduction

This research will assist students in third level to improve their listening skill. One of the biggest challenges that students present in learning the English language is the low production of listening skills (Gilakjani & Ahmadi, 2011a). Within the English language skills, the listening skill is the most difficult for the student to develop and one of the factors that influence their poor performance depend on the complementary strategies applied in the learning process.

Currently, with the growth of the technological age and its scope, it becomes essential to apply new strategies to keep the student motivated in learning the English language. By implementing traditional teaching strategies and not complementing them with new trends, it becomes difficult to reach the student effectively (Concannon et al., 2005). Therefore, this thesis proposes to use a modern strategy that focuses on one of the applications most used by students, such as the social network Facebook, as a complementary strategy to strengthen the development of listening skills in the English language.

It has been noticed that the third level students at the Technical University of Babahoyo do not use Facebook as a method to contribute to the English Language teaching-learning process. Developing English listening skills turns out to be a huge hurdle for A2 level students. The main challenge is the obvious lack of spoken English comprehension, which

hinders both effective communication and extensive language learning. The use of Facebook as an additional strategy to strengthen A2 students' listening skills requires careful investigation. Responding to this challenge is extremely important to promote holistic language learning that perfectly meets the qualification goals set for A2 level learners.

Nowadays, most of the time interacting through social networks is fundamental, be it to see or listen to the news, a video, a series or film, or a review on topics of interest to us. Therefore, it becomes an opportunity to implement the use of time in social networks as a complementary strategy to develop listening skills in the English language.

This proposal will allow the students to develop their listening expression through the use of Facebook covering topics of their interest which will keep them motivated as it is an environment that they dominate in turn through this strategy the teacher will innovate a new teaching methodology that allows the strengthening in the development of listening skills of the English language.

It is of great importance to solve this problem so that students can function in the workplace. Nowadays, companies demand full command of the English language in all their skills and it is a requirement for professional growth. By investigating and solving this problem will have more professionals who are fluent in English, which will give them more opportunities to grow as professionals at a national and international level.

The topic “Facebook as a complementary strategy to develop listening skills in English for A2 learners.” is framed with the research lines of pedagogy, didactics, and management of education, as well as with the research topics of research, evaluation and application of educational models and pedagogical innovations, both established by Universidad Bolivariana del Ecuador.

Cognitive theory, as argued by theorists as Jean Piaget and Lev Vygotsky, places a strong emphasis on the mental processes underlying learning. In the context of the research topic, cognitive processes are extremely important. A2 learners need a comprehensive oral understanding of English, and cognitive theories emphasize the critical role of mental skills such as memory, attention and problem solving in language acquisition. Social networks, with their rich multimedia content and interactive features, can effectively engage these cognitive processes. Learners are actively engaged in processing auditory information, retaining new vocabulary and recognizing spoken language patterns. In addition, cognitive theories support the notion that language learning is an individual journey that lends itself to the application of personal learning strategies in social networks (Vygotsky & Cole, 1978).

Behaviorism, advocated by B.F. Skinner and John Watson, focus on observable behavior and the central role of reinforcement in learning. Although this theory is often associated with repetitive exercises, it has important implications for language learning through social networks.

Behavioral principles can be effectively implemented using positive reinforcement for active listening and participation in language-oriented activities in social networks. By providing opportunities for students to improve their listening skills and by providing immediate feedback or rewards (such as likes, comments, or playing), social networks can effectively reinforce language learning behaviors (Skinner, 1957).

Influenced by Lev Vygotsky and Jerome Bruner, social interaction theories emphasize the importance of social interaction and cultural contexts in learning. This theory is closely related to the research topic because social networks act as a channel for communication, collaboration and communication between students. In these virtual environments, students engage in authentic conversations with native or proficient English speakers, which greatly improves their listening skills. In addition, learners collectively create knowledge and negotiate meanings through interactions with peers, both of which are core concepts in social interaction theory (Bruner, 1985).

Research Question

How useful would be the implementation of Facebook as a strategy to improve the listening comprehension for A2 students?

Object of the research

The research object is to focus on the application of Facebook as a complementary strategy in order to improve students listening skills. By implementing traditional teaching strategies and not complementing them

with new trends, it becomes difficult to reach the student effectively, Therefore, this thesis proposes to use a modern strategy that focuses on one of the applications most used by students such as Facebook, applying this social network as a complementary strategy to strengthen the development of listening skills in the English language.

General objective

To raise students of the English language A2 level listening skills by seamlessly incorporating Facebook into the language curriculum as an additional strategy.

Specific objectives

- To identify students' listening development by completing communication tasks using listening materials.
- To encourage interactive listening on the Facebook platform, plan interesting exercises and activities that make A2 students actively participate in discussions, quizzes or collaborations.
- To integrate different multimedia resources (videos, podcasts, interviews) on Facebook according to different learning preferences. Develop listening comprehension tasks that include interpreting information from multimedia sources, raising the level of A2 students the ability to understand different forms of spoken English.

The independent variable for this topic is the social network Facebook as a complementary strategy to improve the development of English language listening skills. Nowadays, most of the time students

interact through social networks, be it to see or listen to the news, a video, a series or film, or a review on topics of interest. Therefore, it becomes an opportunity to implement the use of time in social networks as a complementary strategy to develop listening skills in the English language.

The dependent variable is the low production of English listening skill. One of the biggest challenges that students present in learning the English language is the low production of listening skills. Within the English language skills, the listening skill is the most difficult for the student to develop and the one of the factors that influence their poor performance depend on the complementary strategies applied in the learning process.

The main objective of this study is to improve the listening skills of students of the third level attending the morning session of the Technical University of Babahoyo through the integration of Facebook. This study follows an action research approach that involves careful planning, systematic implementation, close monitoring and reflective analysis of the results of the intervention plan. This study uses both inductive and deductive approaches to examine findings and assess their impact on students as presented in carefully constructed lesson plans.

For the effective implementation of this research project, it is necessary to combine different methodologies to achieve the research objectives and propose a practical solution to the identified problem. Two different research methods are used in the data collection process: quantitative and qualitative. Quantitative research produces statistical data,

while qualitative research seeks to capture nuanced, non-numerical details that contribute to a deeper understanding of concepts, behaviors, or experiences. To collect the necessary data, the researcher conducts pre- and post-tests to obtain a quantitative overview. In addition, qualitative information is collected through the administration of questionnaires to know students' perceptions after the implementation, and interviews to 3 teachers that are in charge of level 3 to know their point of view about the difficulties that students present in listening skills and the use of Facebook as an additional tool to improve students listening comprehension.

The students for this study belong to the Technical University of Babahoyo, where they are coursing the 3rd level of English. The students range in age from 18 to 27 years old. The third level corresponds to level A2 of the common European framework with a total of 450 students. The study will be carried out at level 3 parallel T which has 30 students, 19 women and 11 men. The Technical University of Babahoyo requires that all majors take and pass the 5 levels of English, therefore it is mandatory that all students take the different levels and pass them in order to graduate since it is part of the curriculum. The students come from different provinces of Ecuador, therefore there are students from different cultures, social status and economic conditions. Students have prior knowledge of 2nd level of English, which is close to level A2 according to the European framework.

The research will be carried out at the Technical University of Babahoyo. Currently, classes are held virtually through the Zoom platform,

therefore the implementation of the new strategy will be carried out in synchronous sessions. The student group is diverse since they come from different provinces of Ecuador, all the students are adults and are between the ages of 18 - 27 years old. Teachers will guide the process and compile notable data. The inquiry framework creates a collaborative and supportive learning environment, eliciting active engagement in characteristic tasks and genuine communication.

The classes are managed virtually, which allows them to use technology such as computers, cell phones and laptops. In turn, they receive classes from home and have an internet connection, which provides a great opportunity for the integration of Facebook in the learning process. Then, the researcher will take advantage of the use of available resources to help third level students improve listening skills.

The proposal recommends using Facebook as an additional tool for students A2, which highlights several advantages. First, the widespread use of Facebook ensures accessibility and creates a user-friendly and comfortable learning environment. Students gain authentic language use through multimedia content that bridges the gap between formal instruction and real-world interaction.

Facebook's interactive features foster dynamic learning, allowing A2 students to actively participate in discussions and receive real-time feedback. The platform and versatility allow teachers to choose different listening resources, such as videos and podcasts, according to different

preferences. In addition, Facebook facilitates cultural integration by allowing the inclusion of culturally relevant content. Students interact with English speakers of diverse backgrounds, honing their acuity of the language's pedagogical ranges.

The offering forms autonomous training and gives students the flexibility to access the material at their own pace. Genuine content collaborated on Facebook sparks the practical application of listening in the real world.

The social nature of Facebook, combined with elements of gamification, increases student motivation and engagement. The inclusion of quizzes, challenges and prizes makes learning enjoyable for A2 students.

In addition, Facebook's analytics tools provide valuable insights into student engagement and performance, allowing educators to make curriculum changes from data. In short, the offer gives a clever, engaging and configurable approach to deploying the sensory skills of A2 students by incorporating Facebook.

Professional perspective

Technological unification in education:

This proposition has an important professionalism and it is related to the dynamic horizon of language training. The proactive inclusion of social media platforms such as Facebook reflects a commitment to the effective use of technology in language learning (Khan & Umair, 2017).

Provide better teacher-student communication:

Facebook acts as a driver of continuous communication between teachers and students and causes willing and individual training. This is reflected in the level headed professionalism of displaying characteristic interactions between teachers and students (Junco et al., 2011).

Methodological perspective

Genuine language:

When encountering the methodological need of the certified sample towards the language, the proposition registers a decisive role in the advantage of the language (Brown, 2014). Facebook's variable content and diverse real life communication options help establish a more engaging learning ecosystem.

Integrating blended learning:

The offering that affirms compound learning finely integrates social networks into the training of traditional dialects. Research reveals that composite learning enhances student outcomes by harmonizing virtual and in person learning positions (Means et al., 2013).

Technology perspective

Effective use of social media in education:

The proposal registers the status of social networks as an educational tool. Facebook's characteristics include the transmission of multimedia content, immediate communication and collaborative learning, which is

consistent with the trend of complementing education with social networks as part of educational support.

Database adjustments:

Using Facebook and analytics materials provides technology-oriented direction for data-driven decision making in education. This being more robust with the broad guideline of managing technology by designing a literate education (Vickers et al., 2015; Williamson, 2017).

Social needs perspective

Cultural integration and global awareness:

The complete transcendence of Facebook opens the door to a notice with multiple wisdoms and aspects and meets the social hunger for intercultural insight (Warschauer & Grimes, 2007). This is consistent with the common theme of initiating global nature through education.

Promote inclusion:

The proposal registers the social notoriety of the inclusion by manipulating a very affordable platform. The presence of Facebook guarantees that students from different beginnings manage to participate in language training, thus initiating a more inclusive educational environment.

In conclusion, the proposal and its meaning include different perspectives that take into account the professional, methodological, technological and social needs of modern language learning.

Chapter 1 contains the justification of theoretical aspects related to the formulation of the problem, there is a review of the background of the

topic to be discussed, the central aspects that support and characterize from the theoretical point of view the main aspects that constitute basis of the problem that guides the development of the proposal.

Chapter 2 presents the methodological framework or foundation of the thesis and allows the implementation of the methodological strategy used to carry out the proposed tasks in relation to the objectives, approaches, methodologies, methods and research techniques. A description of the diagnostic study is included according to the operating procedure performed.

Chapter 3 introduces the methodology that guides the research, for which the chosen paradigm is presented, which is qualitative and quantitative, and the research approach between criticism and social interpretation using the action research method. Also included are the population and sample, the techniques and tools, and the intervention plan implemented.

Finally, a conclusion section is presented that reflects each component of this study. Some general suggestions for teaching procedures are also given, which may be useful in future work on these topics.

Chapter 1 – Literature Review

This research will assist students in third level to improve their listening skill. One of the biggest challenges that students present in learning the English language is the low production of listening skills (Gilakjani & Ahmadi, 2011a). Within the English language skills, the listening skill is the most difficult for the student to develop and one of the factors that influence their poor performance depend on the complementary strategies applied in the learning process.

Nowadays, most of the time interacting through social networks is fundamental, be it to see or listen to the news, a video, a series or film, or a review on topics of interest or trends. Therefore, it becomes an opportunity to implement the use of time in social networks as a complementary strategy to develop listening skills in the English language.

This proposal will allow the students to develop their listening comprehension through the use of Facebook covering topics of their interest which will keep them motivated as it is an environment that they dominate in turn through this strategy the teacher will innovate a new teaching methodology that allows the strengthening in the development of listening skills of the English language.

It is of great importance to solve this problem so that students can function in the workplace. Nowadays, companies demand full command of the English language in all their skills and it is a requirement for professional growth. By investigating and solving this problem will have more professionals who are fluent in English, which will give them more opportunities to grow as professionals at a national and international level.

1.1. Relationship with learning theories

The topic “Facebook as a complementary strategy to develop listening skills in English for A2 learners” is framed with the research lines of pedagogy, didactics, and management of education, as well as with the research topics of research, evaluation and application of educational models and pedagogical innovations, both established by Universidad Bolivariana del Ecuador.

Currently, with the growth of the technological age and its scope, it becomes essential to apply new strategies to keep the student motivated in learning the English language. By implementing traditional teaching strategies and not complementing them with new trends, it becomes difficult to reach the student effectively, so this thesis proposes to use a modern strategy that focuses on the applications most used by students, such as social networks to complement and strengthen the development of listening skills in the English language.

Cognitive theory

Cognitive theory, as supported by theorists Jean Piaget and Lev Vygotsky, places a strong emphasis on the intellectual methods behind learning. In the research argument, the methods of knowledge are very important. Students at A2 level require comprehensive oral acuity in English, and knowledge methods highlight the primary role of intellectual skills such as memory, attention and problem solving in language acquisition. Social networks with their extensive multimedia content and interactive types, can positively involve these knowledge processes. Students participate in the process auditory information, thereby having new vocabulary and examining patterns of spoken language. Also, according to

Vygotsky and Cole (1978) cognitive theories highlight the element that language training is an individual journey that facilitates the application of personal learning tactics in social networks.

Behaviourism theory

Behaviourism, taught by B.F. Skinner and John Watson, focuses on observable behavior and the central role of assistance in learning. However, this theory can be related to repetitive exercises, it has significant implications for language learning through social networks. The behavioral elements are implemented effectively using positive reinforcement for active listening and participation in language-oriented activities on social networks.

By providing opportunities for students to improve their listening skills and by providing immediate feedback or rewards (such as likes, comments, or playing), social networks can effectively reinforce language learning behaviours (Skinner, 1957).

Connectivism theory

Using Facebook as an additional strategy to develop A2 students' English listening skills is a good combination with connectivism theory of education. According to Siemens (2004) connectivism is a learning theory that highlights the degree of connections between people, their information sources, and technology in the learning process, that is why Facebook is a platform that provides these connections encouraging social and collaborative learning.

One of the connections between the topic and the theory of connectivism is social media as places of learning. Connectivism assumes that social media and

online platforms provide places where students can connect with each other and with various learning resources (Downes, 2008). In this case, Facebook allows students to speak and listen to share multimedia resources and create discussion groups on the basic principles of listening comprehension in English.

Facebook resources such as videos and audio recordings, written posts, and links from other English-language websites are easily accessible to all students on this platform (Anderson & Dron, 2011). Therefore, students come into contact with various accents, variations of English speech, discourses, and linguistic contexts. Another connection between the topic and the theory of connectivism is collaboration and social learning. One of the premises of connectivism is that knowledge and understanding can be described and understood through a learning approach (Siemens, 2004).

Using Facebook, students can participate in study groups, post in online discussions, communicate their experiences, and help with class activities. This encourages the construction of collective knowledge and the expression of ideas with each other. The student also has a dynamic role to develop since connectivism involves the role of the student as an active participant in their own learning. By adding Facebook as a tool, students have the job of choosing and discovering their own resources, this encourages autonomy in English.

Implementing Facebook as an additional tool to develop listening acuity in English, manifest the underlying elements of connectivism, the use of networks, the variety of resources and collaborative training to optimize students learning experiences. Also, by using the platform students can research and opt for resources

that meet their individual needs, promoting autonomy and self regulations in learning English. The integration of social media as a complementary tool to improve listening skills reflect the connectivism, using networks, diversity of resources and collaborative learning to optimize students learning experiences.

Social Interaction theory

Taught by Lev Vygotsky and Jerome Bruner, social interaction theories highlight the importance of social interaction and cultural arguments in learning. In this theory it is closely related to the research topic since social networks act as a channel of communication, collaboration and interaction between students. In this virtual environment, students engage in genuine conversations with native or English proficient speakers, greatly improving their listening skills. In addition, learners collectively create knowledge and negotiate meanings through discussions with peers, both of which are core concepts in social interaction theory (Bruner, 1985).

1.2. The independent variable

The independent variable for this topic is the social network Facebook as a complementary strategy to improve the development of English language listening skills. Nowadays, most of the time people are interacting through social networks, be it to see or listen to the news, a video, a series or film, or a review on topics of interest. Therefore, it becomes an opportunity to implement the use of time in social networks as a complementary strategy to develop listening skills in the English language.

1.2.1 Facebooks impact on language learning

Barrot (2022) examines recent research on social media, especially Facebook, and its impact on language learning. This source supports the study focus on using Facebook as a supplemental method by offering insights into how social media platforms aid in language learning, especially the development of listening skills. The research revealed that the use of social networks such as Facebook attracts the student's attention in learning the language since it provides multiple forms of communication, and in turn motivates them to be able to interact with people from different geographical areas.

Heineth Jensen (2021) provides a case study that looks into Facebook's actual use in ESL training. The research issue is directly related to the study's exploration of the efficacy of integrating Facebook into language learning activities, since it highlights the platform's ability to improve language proficiency in areas like listening comprehension.

Won (2015) carries conducted a mixed-methods study to look into how Facebook groups affect language learning results. This study explores the ways in which involvement in Facebook groups might improve language abilities, especially listening comprehension, and offers insightful information for the ongoing studies on using Facebook as a supplemental teaching tool. The research tried to use their study to verify the efficiency of university students using technological tools or rather social networks for their learning, they did not provide much information to determine specific data but rather saw that if developing a

learning community through different social media posts could have greater productivity in terms of student participation patterns.

1.2.2. Facebook to enhance listening comprehension in EFL

AlSaleem (2018) carries out an exploratory study to determine whether utilizing Facebook to enhance listening comprehension in EFL environments is effective. The present study delves into the precise influence of Facebook on the capacities of listening comprehension, providing educators with useful insights for using social media into language learning methodologies. The results showed that students by using activities from a social network such as Facebook, could improve their listening skills. It is important to know how to recognize when a tool that is considered leisure is of great help for students interested in perfecting their foreign language learning techniques. This shows that many varieties of tools of interest to students can be implemented. It could also be recommended that by using the social network other English language skills can be improved, such as improving pronunciation.

1.2.3. Facebook to develop English language skills

Derakhshan and Hasanabbasi (2015) examines how social networking sites, particularly Facebook, can improve language learning opportunities. This study looks at how Facebook interaction can help with a variety of language skills, such as listening comprehension. The findings realized that the use of online tools such as Facebook allows students to accelerate their language learning and keeps them updated with trending topics, allowing direct interaction with native speakers.

Comina Tayo (2016) examines how Facebook helps to develop the English language skills as a supporting tool with students of tenth years of basic education at Pujilí Technical High School. This study shows the importance of using social networks as a motivational tool, the majority of students feel attracted to learn through Facebook because it gives the opportunity to integrate their knowledge and interact in a friendly platform facilitating the English language acquisition of the four skills (speaking, listening, reading and writing). Also, shows the necessity to implement a methodological guide to detail all the Facebook activities that students must carry out in order to improve their English skills.

1.3. The dependent variable

The dependent variable is the low production of English listening skills. One of the biggest challenges that students present in learning the English language is the low production of listening skills. Within the English language skills, the listening skill is the most difficult for the student to develop and one the factors that influence their poor performance depend on the complementary strategies applied in the learning process.

Peterson (2001) provides a thorough study and practical solutions to address ESL students' difficulties with English listening comprehension. By analyzing the difficulties related to low production of English listening skills, the study showed that listening activities related to real life are more effective for the development of the skill, the integration of this type of activities should be the central focus in the teaching process and complement traditional activities with activities that allow greater interaction.

Gilakjani and Ahmadi (2011a) examines the different reasons why some people perform poorly when listening in English. This source examines a number of variables related to listening comprehension where the findings showed the importance of basing the teaching process centered on the student but not on the teacher where the activities to improve listening ability must be prepared for interaction and practice based on reflection activities that allow them to deepen what they have learned. throughout the listening process.

Lee (2016) illustrates the unique challenges Korean EFL learners have in developing their English listening abilities through a case study. The results showed that students depend on L1 intraxical knowledge to process L2, making it necessary for students to understand incongruent collocations and be able to store them. In this way they obtain greater understanding since they can relate them directly and efficiently. This source immediately advances knowledge of the dependent variable by offering empirical support and contextualizing the difficulties faced by students.

Irgin and Erten (2020) investigates different approaches designed to improve language learners' English listening abilities. The research concluded that in the listening process it is important for the teacher to have knowledge about the strategies that promote interactive activities in order to implement them within the study programs. This source is very relevant to the research emphasis on the dependent variable because it provides useful insights and approaches for addressing the low output of English listening skills.

Ableeva (2010) recognizes how classroom dynamics influence students' ability to listen in English. This source provides precise information about how to

perceive and process the dependent variable by analyzing the relationship between the classroom environment and the progress of listening skills.

In the research carried out of a didactic strategy for the development of productive skills in the students of the technical English course of a higher education institute in Lima – Peru, the same one that had a qualitative educational study of applied type from pedagogical practice; where some problems were known such as fear and insecurity when speaking English in front of an auditorium; as well as, the ineffective use of digital tools by the course teacher, and the failure to promote collaborative work that develops students' skills. Innovation and strategic didactic contribution based on collaborative work that allows and facilitates the student to develop productive English language skills in a dynamic and motivating way to learn a second language is important (Bringas Villarreal, 2020).

The study of Information and Communication Technologies (ICT) as a didactic tool that contributes to the strengthening of the ability to listen to the English language in an educational institution in Nariño – Colombia, in which the communicative part was highlighted through the development of activities consigned to a web page, in which it is made known both inside and outside a classroom to consolidate the knowledge acquired and thus obtain new learning, improving interest and motivating students to develop activities in a positive way in the management of English through the communicative understanding of listening skills. To do this, they focused on the research focus of strengthening the ability of listening in which they had to diagnose the communicative deficiencies of this skill through a satisfaction survey that allowed to carry out a feasibility of

using the ICT in the pedagogy of the subject, to then develop a teaching from creativity and innovation to bring students closer to a new way of learning and carrying out a viable continuous improvement to be able to evidence positive results in terms of strengthening listening, with tools that are common to their generation and motivates them to learn in a non-traditional way by incorporating electronic devices in favor of their cognitive process (Zúñiga Rodríguez et al., 2023).

1.4. The importance of listening in communication

Given that listening is an important part of the communication process, it could be beneficial to better understand what active and productive listening activities are crucial to the communication process and, as such, take great effort in including instruction in listening skills and concepts as an integral part of classroom instruction (Purdy, 1997). Part of this process is not only teaching students what to do, but also to understand what good listening is and be able to identify specific types of listening that will aid them in various academic tasks.

Textbooks and classes point out that communication plays an important role in our lives. Nonetheless, little attention is called upon one of the most formidable problems besetting the student, namely, inattentive or inadequate listening. Most courses in communication stress the study of oral and written avenues and methods of communicating, with attention largely upon acquiring facility and ease in speaking and writing (Johansson & Heide, 2008). However, much less time and energy are devoted to the art of listening, though the consequences of inattention are severe. Attention to listening appears to be largely neglected at the elementary and secondary levels, with premium stress instead placed upon reading, writing,

and speaking. At the college level, emphasis is placed upon students' writing precise essays and giving speeches.

1.5. Types of Listening

1.5.1. Different types of listening

Listening is one of the four essential language skills, and most students frequently overlook it. According to Raju (2018) the type of listening has a direct relation with its purpose, there is a different type for every function.

1.5.2. Discriminative listening

Now, it is important to refer to sound discrimination, and here, linguists emphasize the significance of discriminative listening as the simplest type of listening. This particular skill implies the ability to differ between various sounds. Importantly, sound discrimination helps distinguish between properly agonizing but phonetically similar sounds; students will identify variations in tone, severity, and imbalance and maintain understanding in the subsequent tasks or phonetic exercises in their pronunciation and linguistic comprehension (Raju, 2018).

1.5.3. Comprehensive listening

Holistic listening, or content listening, implies that a person listens to the meaning of the speech or information presented. It means that the addressee understands and captures words and sentences, it is an indispensable type of listening since the majority of communication cases imply that the listener needs to obtain some information from contact with a speaker, for example, follow instructions, understand some explanations, learn details. This type of listening

assumes the understanding of the speech as it is, without any evaluations, side considerations (Raju, 2018).

1.5.4. Critical listening

Critical listening is not just listening holistically, but also decisively. In other words, this type of listening implies not only obtaining information from speech but also analyzing and evaluating its content. The listener compares it to his/her already existing knowledge, evaluates it in terms of logic, evidence, credibility (Raju, 2018). This is necessary to make a decision, develop an opinion, or hold a discussion.

1.6. Listening process

According to Movva et al. (2022) the listening process for an educational setting can be split into three main parts: pre-listening exercises, while listening tasks, and post-listening exercises.

1.6.1. Pre-Listening: it is the activities that are introduced before the listening task, and their purpose is to get students ready and enable them to better comprehend the listening material.

For example, a teacher may: Allow students to predict the content based on the title, listening passage, or video. The listening exercise is the passage, file, or sound clip that students are supposed to listen to.

1.6.2. While Listening: it is the task that students develop while they are listening the audio, they may have to listen more than once to have a better comprehension.

These are listening activities to help students concentrate and better understand the context. These activities may include:

- Answer the questions of understanding.
- Interactive fill-in-the-blank exercises.
- The nuts and bolts of note-taking.

1.6.3. Post-Listening: it is the activities that are done after the listening and the purpose is to strengthen comprehension and encourage reflection. These activities may include:

- Listening audio is discussed in groups or pair.
- Sum the content up, either aloud or in written form.
- Think about how the listener processes it, and what he / she does to actually hear.

1.7. Difficulties level A2 students encounter in Ecuador

The A2 level (according to the Common European Framework of Reference for Languages (CEFR)) indicates that students have a basic command of the language and can handle simple and direct such as expressions of basic personal information (Kassim & Hashim, s. f.). But they have a lot of difficulties in acquiring the listening skill (Division, 2001).

1.8. Ecuadorian: A2 Level (CEFR)

The educational standards according to the Ecuadorian Ministry of Education (2016) contain the competences corresponding to this level called A2. These standards incorporate understanding single voiced messages, noticing the

general thought behind mark-setting listening writings, and finding basic components in typical regular presence situations.

1.9. Analysis of challenges

In Ecuador, the Ministry of Education has highlighted a range of issues experienced by A2 level students:

- Restricted access to real listening materials.
- Problems with understanding accents or dialects.
- Not enough listening practice out of the classroom.
- Anxiety and lack of confidence.

1.10. Listening skills development

There are many factors that affect learners' listening development, everything from the environment in which a student is learning to the way it is taught (Gilakjani & Ahmadi, 2011b).

- **Language exposure:** listen in the target language through different forms of media like music, movies, and conversations that will enhance your language listening.
- **Practice and repetition:** practice makes perfect and repeating the listening exercises helps to strengthen language patterns and increase listening capability.
- **Real life content:** real life situations are crucial as you engage with the news (recurrent broadcasts) and live speaking events in this manner improving your listening abilities.

- **Types of lessons:** the method of teaching will be one of the pivot requirements for the perfect listening lessons, where listening activities will be interactive and interesting.
- **Motivation:** engaged students are more likely to participate in listening exercises and motivate themselves to grow their skills.

It is of crucial importance to identify these factors since they allow the teacher to know the challenges that A2 level students present in Ecuador and allow them to apply the correct strategies to guarantee the development of listening skills and improve their understanding.

The low production of English listening skills sometimes depends on the activities that are carried out for the practice and development of the skill, being a second language, most of the skills require not only learning it in the classroom but also continuing to practice outside the classroom in order to master it. Nowadays, students only practice the English language within the classrooms where they regularly have schedules of a maximum of 5 hours per week, the rest of the time they are focused on subjects where only the mother tongue is spoken, in turn at the end of the English hours, all daily activities are carried out in the native language, therefore it is important that the student carry out complementary activities in the English language in order to develop the skills.

1.11. Visual aid for engaging

Nowadays one of the biggest challenges in the field of education is to keep students motivated and it becomes necessary to include audio-visual material for the understanding of any skill since it is a language that students do not master, and

the lack of visual accompaniment can be a cause for them to stop paying attention. Therefore, the lesson plan should include a variety of real listening resources, such as news articles, interviews, TED talks, podcasts, and interviews related to academic topics and student interests. By exposing students to accents, speech patterns, and word usage in natural settings, these activities improve their hearing (Hasan, 2000).

1.12. Phonological awareness

Another interesting point of developing the listening skill is the phonological awareness. Currently, in the teaching of the English language the phonological approach is not very common within the lesson plan, therefore it is necessary to create exercises that increase knowledge of the phonological elements of spoken English, such as rhythm, intonation and accent (Jesry, 2005). This could mean practicing sentence stress and intonation through role-playing or conversation, comparing different intonation patterns in different situations, listening to recordings of native speakers, and identifying stress patterns in words and sentences.

1.13. Students' active participation

In addition, it's crucial to encourage students to actively participate in listening activities where they feel confident to practice. According to Palmer (2014) students active participation is more than just model listening, but create tasks that involve the students with the process. For instance, create comprehension questions or gap fill exercises, from the listening material; guide students to listen

for particular information (for example; specific detail vs main idea), prompts encourage collaboration and discussion to aid in understanding.

1.14. Listening strategies

Furthermore, students should be taught specific listening strategies like predicting, skimming, scanning and inferencing to transform them into skillful listeners. Explicitly teach the strategies with respect to oral English listening and include activity to aid this engagement (Dovronovich, 2023).

1.15. Constructive feedback

Finally, according to Westberg and Jason (2001) it is crucial to provide students with feedback, as well be self reflecting on their reported listening behaviours. Opportunities to self assess allow students the chance to notice and name what is still difficult for them in listening, so they can move forward with clear goals.

In summary, it can be stated that the research topic of using Facebook to strengthen English listening skills with A2 learners is complexly related to the fields of cognitive, behaviourist and social interaction theories. These theoretical frameworks provide invaluable insights into cognitive processes, the importance of reinforcement, and the central role of social interaction in language learning. Thus, they provide a strong basis for integrating social networks as an additional language acquisition strategy.

This proposal will allow the student to develop their listening skills through the use of Facebook covering topics of their interest which will keep them motivated as it is an environment that they dominate in turn through this strategy

the Teacher will innovate a new teaching methodology that allows the strengthening in the development of listening skills of the English language.

It is of great importance to solve this problem so that students can function in the workplace. Nowadays, companies demand full command of the English language in all their skills and it is a requirement for professional growth. By investigating and solving this problem we will have more professionals who are fluent in English, which will give them more opportunities to grow as professionals at a national and international level.

The methodological proposal emphasizes pedagogical innovation as a central part. The theories of this research also consider how social media can provide an innovative approach to language learning, which is consistent with the concept of the proposal of innovative pedagogy. Both seek to improve the educational process through creative and effective approaches. It also deals with topics related to teaching methods, mentioning how cognitive, behavioural and social interaction theories apply to the use of social networks in the learning of the English language. Both relate to how the language is taught and how the methods can be more effective. Educational management is an important part of the methodological proposal and is mentioned in the study. Training management refers to how the training process is planned, organized and managed. In relation to social media, it is necessary to manage how to use these platforms effectively and safely in the learning process, which is essential for both.

In conclusion, the methodological proposal and previous research are related in the sense that both focus on enriching English teaching and learning by

emphasizing pedagogical innovation, teaching methodology and educational management with the aim of improving the listening skills of A2 students. Both advocate a more interactive and effective approach to language learning.

Finally, delving into social media as an additional tactic to develop A2 students' English listening skills is complexly intertwined with strong theoretical frameworks. Theories from cognitive, behavioral, and social interaction research show the complexities of mental processes, reinforcement mechanisms, and social engagement in language learning.

The main problem with this proposed strategy is the students' low production of English listening skills. Leveraging of social media, this approach takes advantage of students' established habits and different interests. It presents itself as an opportunity in which the investment of time on these digital platforms becomes a rich reserve of experiential learning.

The emphasis on theories of social interaction curated under the direction of Vygotsky and Bruner emphasizes the central role of communication and cooperation in the pedagogical scene. Social media, as spaces for authentic dialogue with people who speak fluent English, create a virtual environment where collective knowledge is developed and meanings are discussed driven by linguistic conversation. This integration reflects the basic principles of social communication theory and involves students in real and concrete linguistic encounters.

Chapter 2 - Methodology for the Investigation and Diagnosis

2.1. Research proposal paradigm

The main objective of this study is to improve the listening skills of students of the third level attending the morning session of the Technical University of Babahoyo through the integration of Facebook. This study follows an action research approach that involves careful planning, systematic implementation, close monitoring and reflective analysis of the results of the intervention plan. This study uses both inductive and deductive approaches to examine findings and assess their impact on students as presented in carefully constructed lesson plans.

For the effective implementation of this research project, it is necessary to combine different methodologies to achieve the research objectives and propose a practical solution to the identified problem. Two different research methods are used in the data collection process: quantitative and qualitative.

Quantitative research produces statistical data. It is necessary that the data be evaluated to be able to detect problems and understand the different characteristics that are related to the study variables (Martin & Bridgmon, 2012). While, qualitative research seeks to capture nuanced, non-numerical details that contribute to a deeper understanding of concepts, behaviors, or experiences. The qualitative method allows a greater understanding of people's behavior, how and why they do it, and seeks to understand the study problem through tools such as interviews, observations and debates (Anas & Ishaq, 2022).

To collect the necessary data, the researcher conducts pre- and post-tests to obtain a quantitative overview. When implementing a new strategy, it is crucial to

use a tool that provides before and after information. The pre-test and post-test are a tool that allows the student to be evaluated throughout the process of implementing a new strategy since it uses what has been learned and how this improves with the implementation of the new strategy (Lynch-Caris et al., 2004). This comparison allows to see the student's evolution and the effectiveness of the applied strategy. In addition, qualitative information is collected through the administration of interviews and questionnaires.

2.2. Operational matrix of variables

In this study, there are 2 variables that have been identified, also the dimensions, indicators, scales and conceptual definitions as shown in the following tables:

2.2.1. Independent variable operational matrix

Figure 1 describes the second variable, that is the use of Facebook as an additional tool to improve the listening skills. According to Wang and Cheng (2013) Facebook is a social network that serves as a tool for social interaction and communication which is used virtually and is one of the most popular and effective social networks for language learning. The figure also presents each dimension such as, the social media integration, the interactivity and collaboration and the social connection and language practice. Based on the dimensions the developed indicators are, the use of Facebook for educational purposes, the exposure to Facebook to different English accents to improve the listening skills, the inclusion of social networks to improve language learning, the use of Facebook interactive features such as comments and discussion to help language learning and the

participation in language learning activities on Facebook. Based on the dimensions the developed indicators that are qualitative standards are described with scales words with the range of strongly agree, agree, neutral disagree and strongly disagree.

Figure 1

Operational Matrix – independent variable

| VARIABLES | CONCEPTUAL DEFINITION | DIMENSIONS | INDICATORS | SCALES |
|---|---|---|---|---|
| Independent variable The use of Facebook | Facebook is a social network that serves as a tool for social interaction and communication which is used virtually and is one of the most popular and effective social networks for language learning (Wang & Chen, 2013). | Social media integration | Use Facebook for educational purposes. | Strongly disagree Disagree Neutral Agree Strongly agree |
| | | | Exposure through Facebook to different English accents to improve the listening skills. | |
| | | Interactivity and collaboration | Inclusion of social networks like Facebook to improve language learning. | |
| | | | Facebook's interactive features, such as comments and discussions, to help language learning. | |
| | | Social connection and language practice | Participate in language learning activities on Facebook. | |
| | | | Use Facebook regularly to communicate with friends and family. | |

Note. Operational matrix – independent variable definition, dimensions, indicators and scales.

2.2.2. Dependent variable operational matrix

Figure 2 reflects the operational matrix of the dependent variable that is the listening skills improvement. According to Wah (2009) listening skills, is a fundamental part of communication since it allows to understand information through the interpretation and evaluation of auditory signals through the cognitive process. In this research, the variable improved listening skills are formed by students' confidence, the difficulty that they present understanding English spoken,

the engagement with the resources, the improvement and the opportunity that they have to participate in language learning activities. Based on the dimensions the developed indicators that are qualitative standards are described with scales words with the range of strongly agree, agree, neutral disagree and strongly disagree.

Figure 2

Operational matrix – dependent variable

| VARIABLES | CONCEPTUAL DEFINITION | DIMENSIONS | INDICATORS | SCALES |
|--|--|---------------|--|---|
| Dependent variable Listening Skills Improvement | Listening skills, is a fundamental part of communication since it allows us to understand information through the interpretation and evaluation of auditory signals through the cognitive process (Wah, 2019). | Confidence | Ability to catch specific details when listening to English | Strongly disagree Disagree Neutral Agree Strongly agree |
| | | | Exposure to different English accents to improve the listening skills. | |
| | | Difficulty | Understand English spoken at a fast pace. | |
| | | | Problems understanding English spoken with different accents. | |
| | | Engagement | Use of English in real situations. | |
| | | | Autonomous learning Individual feedback. | |
| | | Improvement | Use of resources outside the classroom. | |
| | | | Use of free resources in the classroom. | |
| | | Opportunities | Participate in language learning activities. | |
| | | | Use different tools to communicate with friends and family. | |

Note. Operational matrix – dependent variable definition, dimensions, indicators and scales.

2.3. Conceptualization and operationalization of variables and categories

The main objective of this study is to improve the listening skills of students of the third level attending the morning session of the Technical University of

Babahoyo through the integration of Facebook. The students for this study are coursing the 3rd level of English. The students range in age from 18 to 27 years old. The third level corresponds to level A2 of the common European framework with a total of 450 students. The study will be carried out at level 3 parallel T which has 30 students, 19 women and 11 men.

Dependent variable: low production of listening skills

Listening skills, is a fundamental part of communication since it allows us to understand information through the interpretation and evaluation of auditory signals through the cognitive process (Wah, 2019).

The dependent variable is the low production of English listening skill. One of the biggest challenges that students present in learning the English language is the low production of listening skills. Within the English language skills, the listening skill is the most difficult for the student to develop and one of the factors that influence their poor performance depend on the complementary strategies applied in the learning process (O'MALLEY et al., 1989).

Independent variable: the use of Facebook

Facebook is a social network that serves as a tool for social interaction and communication which is used virtually and is one of the most popular and effective social networks for language learning. According to Wang and Chen (2013) the Facebook platform is the most used social network by university students and adults in the educational field for learning the English language.

The independent variable for this topic is the social network Facebook as a complementary strategy to improve the development of English language listening

skills. Nowadays, most of the time students interact through social networks, be it to see or listen to the news, a video, a series or film, or a review on topics of interest. Therefore, it becomes an opportunity to implement the use of time in social networks as a complementary strategy to develop listening skills in the English language.

The data used in this study originates through the interaction of students with the Facebook platform, participating in listening activities according to the A2 level. In order to verify the effectiveness of the strategy, the pre-test and post-test tool will be implemented. The research will last 4 weeks with an individual class plan for each week, where its evaluation will be given at the end of each week with the post listening activities.

2.4. Research Questions

How useful would be the implementation of Facebook as a strategy to improve the listening comprehension for A2 students?

How does the motivation of using the planned exercises and activities on the Facebook platform impact the A2 students' active participation in listening activities?

What are the experiences of A2 students from level 3 about the use of Facebook to improve the listening skills?

2.5. Delimitation of population sample, and sampling

The students for this study belong to the Technical University of Babahoyo, where they are coursing the 3rd level of English. The students range in age from 18 to 27 years old. The third level corresponds to level A2 of the common European

framework with a total of 450 students. The study will be carried out at level 3 parallel T which has 30 students, 19 women and 11 men. Within level 3 of the English course, it was possible to detect through observation that one of the most difficult skills to work on was listening. In order to be able to perform in listening activities, students needed at least five repetitions of the audios and it was also difficult for them to understand the teacher's instructions, constantly asking that the information be translated into Spanish. Given the need to resolve the lack of listening in the English language, a pre-test was carried out on the level 3 courses, resulting in the 3T parallel with a group of 30 students being the one with the lowest listening production, this being the sample of this study.

Table 1

Sample population participants

| Sample population participants | Sample population | Percentage |
|---------------------------------------|--------------------------|-------------------|
| Women | 19 | 63% |
| Men | 11 | 37% |
| Total | 30 | 100% |

Note. Sample population participants

2.6. Research context

The research will be carried out at the Technical University of Babahoyo. Currently, classes are held virtually through the Zoom platform, therefore the implementation of the new strategy will be carried out in synchronous sessions. The student group is diverse since they come from different provinces of Ecuador, all the students are adults and are between the ages of 18 - 27 years old. Instructors

will guide the process and collect relevant data. The research context fosters a collaborative and supportive learning environment, encouraging active participation in meaningful tasks and authentic communication. The classes are given virtually, which allows them to use technology such as laptops, computers and cell phones. In turn, they receive classes from home and have an internet connection, which provides a great opportunity for the integration of Facebook in the learning process. Then, the researcher will take advantage of the use of available resources to help third level students improve listening skills.

Table 2

Research context

| | |
|----------------------------------|--|
| <i>Profile background</i> | The students are aged 18 to 27, coming from diverse cultural backgrounds, provinces, and economic conditions. |
| <i>Learning Problem</i> | Low motivation and a perceived lack of listening skills production. Limited resources and varying social conditions contribute to the challenge. |
| <i>Previous Knowledge</i> | Prior knowledge of level 2 of English, approximately A2 level according to the European framework. |
| <i>Learning Style</i> | Auditory and Visual. |
| <i>Strengths</i> | Cultural diversity Prior knowledge Use of technology Flexible scheduling options |
| <i>Weaknesses</i> | Low production of listening skills Negative learning attitude Resources imbalances Lack of motivation |
| <i>Potentialities</i> | Take advantage of technology to add multimedia |

Note. Students background, learning problem, previous knowledge, learning style, strengths, weaknesses and potentialities.

2.7. Research stages

The research stages are divided in 6 periods: delimitation of the problem, theoretical revision, elaboration of the instruments, application of the instruments, data analysis, and redaction of the conclusions and recommendations. In the first stage, it was necessary to start with observation in order to determine the problem, where a descriptive observation was carried about the difficulties that level 3 students present in listening skills. In the second stage, the information obtained from other studies that delved into the topic of the project was analyzed. In the third stage, the instruments were developed to apply them with the students of the project. The instruments used were the survey, interview, pre-test and post-test and questionnaires. In the fourth stage, survey, interview, pre-test, post-test and questionnaire tools were applied to obtain study data. In the fifth stage, the results obtained from the study tools were evaluated to verify the students' improvement in listening skills. Finally, in the sixth stage, the results obtained from the study were presented with the respective conclusions and recommendations about the strategy applied in the project.

Table 3

Research stages

| Research stages | Description | Activities | Performers |
|-----------------------------|--|--------------------------------|-------------------|
| Delimitation of the problem | Establish the object of the project and define the methodology | Review of previous information | Researcher |
| Theoretical revision | Determine the theoretical framework of the research | Review of previous studies | Researcher |

| | | | |
|-------------------------------|--|---|------------|
| | | according to the research project | |
| Elaborations of instruments | Determine the parameters necessary to obtain data for the project | Elaboration of survey, interview, pre-test, post-test and questionnaires. | Researcher |
| Application of instruments | Implement instruments to collect data. | Apply the survey, interview, pre-test, post-test and questionnaires. | Researcher |
| Data analysis | Create a report with the results to understand the students' situation | Carry out the analysis of the results obtained to draw conclusions about the study | Researcher |
| Conclusions & recommendations | Compile the results obtained from the research | Analyze and prepare the final report with the results obtained and show the conclusions and recommendations | Researcher |

Note. Research stages, descriptions, activities and performers.

2.8. Research scope

The research was mainly descriptive and explanatory in nature. The aim was to explore and describe the effectiveness of using the Facebook platform as a

complementary strategy to improve listening skills in students of the Third Parallel Level T of the Technical University of Babahoyo. The other aspect of the descriptive approach involved assessing the status quo of students' listening skills, which provided a baseline that immediately rivaled the original state. Similarly, the nature of the listening intervention through the Facebook platform and the way it is organized represents a clear description that later substantiated this dimension. For the purpose of elaborating the explanatory dimension of the research, the study describes the impact of the activities on the students' listening skills in terms of follow-up tests and the analysis of the responses obtained. Therefore, the explanation seeks to clarify the relationship between the use of Facebook and the development of listening skills among students. In summary, the objective of this research is to answer such questions about how and to what extent these activities contribute to improving listening skills. In conclusion, the research was applicative and its purpose is to present information applicable to the knowledge and reduction of applied knowledge of those who want to improve the learning experiences of students by suggesting listening activities using the Facebook platform.

2.9. Type of research

The research is both field and experimental. Field research was justified by the need to collect valid data in the university environment, including student participants and course activities. The field work allowed us to observe and interact with the students and implement listening activities through Facebook. It involved real-time data collection through pretests, posttests, surveys, and classroom interviews. This approach is important to understand the meaning and effectiveness

of listening activities in the specific context of the university. Furthermore, the fieldwork method allowed for the collection of quantitative and qualitative data, which provided a comprehensive view of the research questions and were consistent with the qualitative and quantitative methods chosen for the study. Therefore, the use of field studies was considered very necessary to achieve the research objectives and generate important information for teachers and researchers interested in language learning and teaching practices.

The research was also experimental, as it sought to investigate the effectiveness of listening activities through Facebook in the development of listening skills among third-level students. The experimental nature of the study allowed Facebook to implement an organizational intervention through a four-week lesson plan implemented across various listening practices. Each lesson plan has three parts: before listening, during listening, and after listening, and the results after listening are evaluated weekly to determine the effectiveness of the tool. This experimental design evaluates the impact of implementing listening activities through the Facebook platform on students' listening skills and lays the foundation for the comparison between pre- and post-tests. Using quantitative and qualitative data collection methods and conducting pre- and post-tests, this study aims to establish causal relationships and draw conclusions about the effectiveness of listening exercises through Facebook to improve the listening skills of third level students.

2.10. Validation of instruments

For this study, in order to gather information that support the implementation of Facebook as a complementary strategy to improve listening skills in A2 students, the author has created a closed open questions survey to collect information from students, an open ended questions interview to 3 teachers that are in charge of parallel 3, a pre-test and post-test for students to analyze the effectiveness of the strategy and a questionnaire at the end of the implementation to gather students perception about the use of Facebook to improve their listening skills. All the instruments have been validated from experts of Universidad Bolivariana del Ecuador.

2.11. Ethical considerations

The study was carried out at the language center of the Technical University of Babahoyo, since it is a higher institution, permission was obtained from the Director of CENID to carry out the project. In turn, the students belonging to the study are of legal age, so parental permission was not required. However, the consent of the participants was obtained and the project was explained in detail, emphasizing that participation is voluntary with the sole purpose of obtaining information about the listening experience in English, their attitude towards the use of Facebook in language learning and how the use of Facebook in listening activities impacts listening skills in the English language. At the end of the project, the results were shared with the participants and feedback was obtained to improve the learning process.

2.12. Research proposal justification

This research will assist students in third level to improve their listening skill. One of the biggest challenges that students present in learning the English language is the low production of listening skills (Gilakjani & Ahmadi, 2011a). Within the English language skills, the listening skill is the most difficult for the student to develop and one of the factors that influence their poor performance depend on the complementary strategies applied in the learning process.

Currently, with the growth of the technological age and its scope, it becomes essential to apply new strategies to keep the student motivated in learning the English language. By implementing traditional teaching strategies and not complementing them with new trends, it becomes difficult to reach the student effectively (Concannon et al., 2005). Therefore, this thesis proposes to use a modern strategy that focuses on one of the applications most used by students, such as the social network Facebook, as a complementary strategy to strengthen the development of listening skills in the English language.

Nowadays, most of the time interacting through social networks is fundamental, be it to see or listen to the news, a video, a series or film, or a review on topics of interest. Therefore, it becomes an opportunity to implement the use of time in social networks as a complementary strategy to develop listening skills in the English language.

This proposal will allow the students to develop their listening expression through the use of Facebook covering topics of their interest which will keep them motivated as it is an environment that they dominate in turn through this strategy

the teacher will innovate a new teaching methodology that allows the strengthening in the development of listening skills of the English language.

It is of great importance to solve this problem so that students can function in the workplace. Nowadays, companies demand full command of the English language in all their skills and it is a requirement for professional growth. By investigating and solving this problem will have more professionals who are fluent in English, which will give them more opportunities to grow as professionals at a national and international level.

2.13. Data Collection and Analysis

This study uses both inductive and deductive approaches to examine findings and assess their impact on students as presented in carefully constructed lesson plans.

Two different research methods are used in the data collection process: quantitative and qualitative. Quantitative research produces statistical data, while qualitative research seeks to capture nuanced, non-numerical details that contribute to a deeper understanding of concepts, behaviors, or experiences. To collect the necessary data, the researcher conducts pre- and post-tests to obtain a quantitative overview. In addition, qualitative information is collected through the administration of questionnaires and interviews.

Instruments descriptions:

- Surveys
- Interviews
- Pre-test and Post-test

- Questionnaire

Surveys

The survey tool was used to identify the students' perception regarding the listening skill to understand the difficulties they present and their opinion about the use of Facebook to improve it. The questions were asked based on the study variables, the first five questions talk about the dependent variable and the last five talk about the independent variable.

Interviews

The interview tool was used to identify the perception of the teachers in charge of level 3, regarding the listening ability of level 3 students to understand what are the main problems that they face in the classroom and their opinion about of the use of Facebook to improve it.

Pre-test and Post-test

Finally, the study proposes the implementation of Facebook as a complementary strategy to improve listening skills in level 3 students of the Technical University of Babahoyo. After the pre-test, a 4-week class plan will be carried out where Facebook will be implemented in different listening activities. Each class plan will include 3 stages: pre-listening, while-listening and post-listening, and each week it will be evaluated the results of the post-listening to identify the effectiveness of the tool.

Questionnaire

At the end of each week, an open-response questionnaire will be administered to the students after having implemented the strategy to know their perceptions and experiences regarding the use of Facebook.

To meet the first objective, a listening pretest and a listening posttest will be implemented on the first and fourth week of the plan. To meet the second and third objective, a reflection semi structured survey will be administered to all the participants as well as an interview to 3 teachers of 3rd level.

2.14. Initial Diagnostic

The initial diagnostic in order to evaluate Facebook as a complementary strategy to develop listening skills in English for A2 learners starts with a pre – test that evaluates the listening proficiency and will give accurate information about the production of listening skills. The pre – test is form by 5 parts; the first part contains 5 questions with a score of 4 points each in total 20 points, the second part has one question with 20 points score, the third part contains 4 exercises with a score of 5 points each in total 20 points, the fourth part has 1 question with a score of 20 points, and the fifth part contains 4 exercises of 5 points each in total 20 points. The maximum score for the pre – test contains 100 points.

Table 4

Final result of pre – test

| Students | Pre - Test Score /100 |
|-----------------|------------------------------|
| Participant 1 | 27 |
| Participant 2 | 27 |
| Participant 3 | 48 |

| | |
|----------------|----|
| Participant 4 | 32 |
| Participant 5 | 11 |
| Participant 6 | 30 |
| Participant 7 | 39 |
| Participant 8 | 43 |
| Participant 9 | 39 |
| Participant 10 | 32 |
| Participant 11 | 39 |
| Participant 12 | 39 |
| Participant 13 | 21 |
| Participant 14 | 43 |
| Participant 15 | 36 |
| Participant 16 | 27 |
| Participant 17 | 55 |
| Participant 18 | 30 |
| Participant 19 | 27 |
| Participant 20 | 18 |
| Participant 21 | 27 |
| Participant 22 | 46 |
| Participant 23 | 46 |
| Participant 24 | 57 |
| Participant 25 | 18 |
| Participant 26 | 32 |
| Participant 27 | 25 |
| Participant 28 | 55 |
| Participant 29 | 30 |
| Participant 30 | 27 |

Note. Final result of pre – test conform by 30 students from level 3 parallel T

It can be seen in the table that the majority of students shows a score in the ranges of 20 to 38 with a total of 19 students which represent 60% of the study sample, this being the highest percentage of grades, followed by 20% which represents a total of 8 students with grades in the range of 40 to 57, this being the highest grade and finally, 15%, which represents a total of 3 students with grades in the range of 11 to 19, with eleven being the lowest grade recorded in this study.

Given the results, it can be observed the little production in the listening skill, the scores are shown in a range of 11, the lowest, and 56 the highest, and in both cases, they represent a low level of score. For this reason, it is important to consider this initial diagnosis as a starting point for the study and evaluate the implementation of Facebook as a complementary tool to improve the deficiencies that exist in the development of listening skills, which will be reflected in the application of the post – test when implementing a 4-week class plan where the improvement of listening skills will be evaluated through Facebook.

Chapter 3

3.1. Research Proposal

This research will assist students in third level to improve their listening skill. One of the biggest challenges that students present in learning the English language is the low production of listening skills (Gilakjani & Ahmadi, 2011). Within the English language skills, the listening skill is the most difficult for the student to develop and one of the factors that influence their poor performance depend on the complementary strategies applied in the learning process.

Currently, with the growth of the technological age and its scope, it becomes essential to apply new strategies to keep the student motivated in learning the English language. By implementing traditional teaching strategies and not complementing them with new trends, it becomes difficult to reach the student effectively (Concannon et al., 2005). Therefore, this thesis proposes to use a modern strategy that focuses on one of the applications most used by students, such as the social network Facebook, as a complementary strategy to strengthen the development of listening skills in the English language.

3.2. Validation of the proposal

The validation of the proposal includes the empirical or theoretical, the benefits, and the feasibility. In this research, the empirical validation of the proposed study concerning improving listening skills of third level students at the Technical University of Babahoyo by enhancing Facebook integration before the standard midyear examination involved a pilot study within the student of parallel T class during the morning session. For the implementation, in order to assess the

base line listening skills a pre-test has been administered, after the intervention a post-test was taken to measure students' improvements. The quantitative data was collected to evaluate statistical significance of the results, ensuring that any improvement can be reliably attributed to the intervention and qualitative feedback was gathered through questionnaires and interviews to capture nuanced insights about students' experiences and perceptions. To support the learner-centered and the experiential approaches, the theoretical validation included the theoretical framework and the education philosophies that are connected to it. The idea was also validated by the fact that the literature review has the results of other studies that measured the importance of using social media for language purposes.

3.3. Justification

This proposal will allow the student to develop their listening skills through the use of Facebook covering topics of their interest which will keep them motivated as it is an environment that they dominate in turn through this strategy the Teacher will innovate a new teaching methodology that allows the strengthening in the development of listening skills of the English language.

3.4. Importance

It is of great importance to solve this problem so that students can function in the workplace. Nowadays, companies demand full command of the English language in all their skills and it is a requirement for professional growth. By investigating and solving this problem we will have more professionals who are fluent in English, which will give them more opportunities to grow as professionals at a national and international level.

3.5. Feasibility

According to the implementation time of the research, the cycle chosen for this project was April – August 2024, ensuring that the implementation schedule is aligned with the current cycle of the institution. The implementation lasted 4 weeks and was carried out without any problem starting in the last week of June until the third week of July 2024.

The resources and instruments used for this research were accessible and implemented in the established times. One of the advantages was the virtuality and the willingness of the students and teachers to collaborate with this study. Likewise, all permits were granted by the institution for the realization of the project.

3.6. Benefits

The proposal recommends using Facebook as an additional tool for students A2, which highlights several advantages:

- First, the widespread use of Facebook ensures accessibility and creates a user-friendly and comfortable learning environment. Students gain authentic language use through multimedia content that bridges the gap between formal instruction and real-world interaction.
- This allows for independent study and provides added convenience by allowing students to use resources on their own time.
- Elements of gamification that appeal to the social factors in Facebook are also likely playing a part regarding student motivation and engagement. The inclusion of quizzes, challenges and prizes makes learning enjoyable for A2 students.

- Facebook's analytics tools provide valuable insights into student engagement and performance, allowing educators to make curriculum changes from data. In summary, the proposal offers a practical, engaging and adaptive approach to developing A2 students' listening skills through Facebook integration.

3.7. Theoretical foundations

Using Facebook as an additional strategy to develop A2 students' English listening skills is a good combination with connectivism theory of education. According to Siemens (2004) connectivism is a learning theory that highlights the degree of connections between people, their information sources, and technology in the learning process, that is why Facebook is a platform that provides these connections encouraging social and collaborative learning.

One of the connections between the topic and the theory of connectivism is social media as places of learning. Connectivism assumes that social media and online platforms provide places where students can connect with each other and with various learning resources (Downes, 2008). In this case, Facebook allows students to speak and listen to share multimedia resources and create discussion groups on the basic principles of listening comprehension in English.

Facebook resources such as videos and audio recordings, written posts, and links from other English-language websites are easily accessible to all students on this platform (Anderson & Dron, 2011). Therefore, students come into contact with various accents, variations of English speech, discourses, and linguistic contexts. Another connection between the topic and the theory of connectivism is

collaboration and social learning. One of the premises of connectivism is that knowledge and understanding can be described and understood through a learning approach (Siemens, 2004).

Cognitive theory, as supported by theorists Jean Piaget and Lev Vygotsky, places a strong emphasis on the intellectual methods behind learning. In the research argument, the methods of knowledge are very important. Students at A2 level require comprehensive oral acuity in English, and knowledge methods highlight the primary role of intellectual skills such as memory, attention and problem solving in language acquisition. Social networks with their extensive multimedia content and interactive types, can positively involve these knowledge processes. Students participate in the process auditory information, thereby having new vocabulary and examining patterns of spoken language. Also, according to Vygotsky and Cole (1978) cognitive theories highlight the element that language training is an individual journey that facilitates the application of personal learning tactics in social networks.

Behaviourism, taught by B.F. Skinner and John Watson, focuses on observable behavior and the central role of assistance in learning. However, this theory can be related to repetitive exercises, it has significant implications for language learning through social networks. According to Skinner (1957) by offering opportunities for students to improve their listening skills and by providing immediate feedback or rewards (such as likes, comments, or playing), social networks can effectively reinforce language learning behaviours. These behavioral

elements are implemented effectively using positive reinforcement for active listening and participation in language-oriented activities on social networks.

According to Bruner (1985) the core concepts in social interaction theory are that learners collectively create knowledge and negotiate meanings through discussions with peers. Social interaction theory highlights the importance of social interaction and cultural arguments in learning. This theory is closely related to the research topic since social networks act as a channel of communication, collaboration and interaction between students. In this virtual environment, students engage in genuine conversations with native or English proficient speakers, greatly improving their listening skills.

3.8. Characteristics of the proposal

This is a methodological proposal aimed at students of the third parallel level T with an A2 level of English according to the CEFR. It was carried out in a virtual classroom with English students and lasted four weeks. One session per week was considered to improve the student's listening performance, so 4 sessions were planned for this research. The teacher used 4 different lesson plans and each one was focused on the 3 fundamental steps in the process for an educational setting: pre – listening exercises, while listening tasks, and post-listening exercises (Movva et al., 2022). The evaluation was given at the end of the intervention taking the production of the post-listening as an indicator. At the end of the 4 weeks of implementation, a questionnaire was carried out to find out the students' perception about the use of Facebook as an additional tool to improve listening skills. The information obtained from the questionnaire was organized and analyzed through

Strauss and Corbin's grounded theory where the information is coded focusing on categories and subcategories grouped according to their similarities (Corbin & Strauss, 1990).

3.9. Structure and dynamics of the proposal

This experimental design evaluates the impact of implementing listening activities through the Facebook platform on students' listening skills and lays the foundation for the comparison between pre- and post-tests. Using quantitative and qualitative data collection methods and conducting pre- and post-tests, this study aims to establish causal relationships and draw conclusions about the effectiveness of listening exercises through Facebook to improve the listening skills of third level students.

3.10. Description of methodological or technological requirements

The methodological requirements according to Creswell (1999) this study have applied a mixed method that consists in the integration of both methods the qualitative and quantitative in a single study. The data collection process utilizes two kinds of research methods: I. Quantitative II. Quantitative Research generates statistical data - qualitative research develops non-statistical ways to understand the object of inquiry on its own terms, although numbers can capture certain material aspects about larger quantities. The researcher conducts pre and post-tests to gather needed data accounting for increased practice exposure to determine quantitatively if learning objectives have been met. On top of that, qualitative data was collected by using questionnaires and conduction zoom interviews.

The technological requirements were applied for the analysis of the data. This application additionally promotes right and efficient information era equipment for the accumulation of records as well because the evaluation of data which are required to be analyzed (Chen & Zhang, 2014).

3.11. Result Analysis

For this study, in order to gather information, a survey was applied to the students and an interview to the teachers, the data were analyzed quantitatively and qualitatively. To collect the necessary data, the researcher conducts pre- and post-tests to obtain a quantitative overview. In addition, qualitative information is collected through the administration of questionnaires and interviews. All the instruments implemented in this study were designed by the author focused on the purpose of the study. Also, they were evaluated and validated by UBE experts' judgement.

3.11.1. Obtained Descriptive statistics

The data obtained from the surveys implemented to students were organized in tables and figures with the help of Microsoft Excel and were interpreted by the author. The survey included 10 statements with a frequency scale, 5 statements were focused on de independent variable and 5 statements on the dependent variable. The interview include 12 open ended questions and it was applied to three teachers that are in charge of level 3. The interview was done in order to know the perception of the teachers, regarding the listening ability of level 3 students to understand what are the main problems that they face in the classroom and their opinion about of the use of Facebook to improve it. To prepare the questions, the

indicator of the independent and dependent variable was considered in order to be aligned with the purpose of study.

At the end of the implementation students answered a questionnaire in order to know the perceptions of the students regarding the use of Facebook as a complementary tool to improve the listening skills.

3.11.2. Results of students' surveys:

The survey was applied before the implementation, on May 15th through google forms, to the students from the third level of English parallel T at the Technical University of Babahoyo in order to know their perceptions about the difficulties that they face with the comprehension of spoken English and their opinion about the use of Facebook to improve it. The questions were asked based on the study variables, the first five questions talk about the dependent variable and the last five talk about the independent variable.

1. I often have problems understanding English spoken with different accents.

Listening comprehension

Table 5

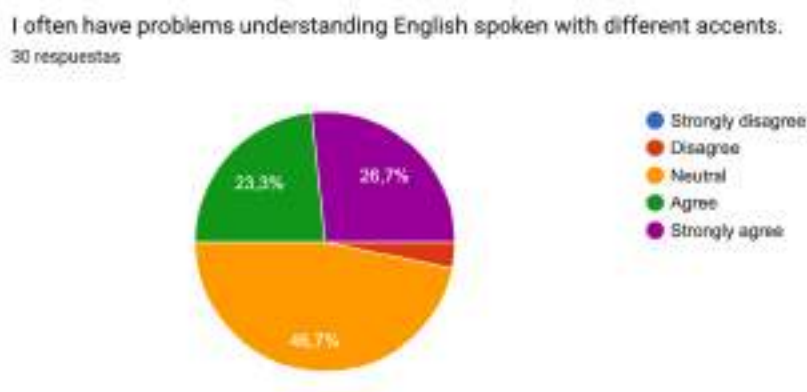
Problems with listening accents

| Options | Frecuency | Percentage |
|----------------|------------------|-------------------|
| Agree | 7 | 23% |
| Disagree | 1 | 3% |
| Neutral | 14 | 47% |
| Strongly agree | 8 | 27% |
| Total | 30 | 100% |

Note. Survey implemented to students from the 3rd level of English parallel T.

Figure 3

Problems with listening accents



Note. Survey implemented to students from the 3rd level of English parallel T.

This figure shows the percentage of students that have problems understanding English spoken with different accents, where the highest percentage of students are neutral with 47% followed by the students that are strongly agree with 27% and agree with 23%. On the other hand, 3% of students disagree about different accents as a problem for understanding English spoken.

2. I find it difficult to understand English spoken at a fast pace.

Table 6

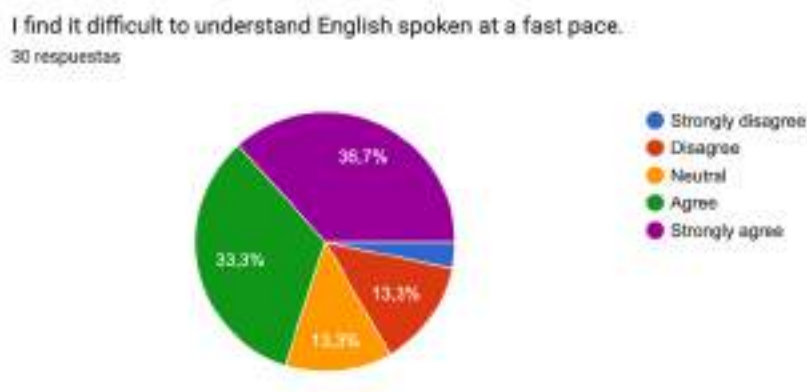
Listening difficulty as a fast pace

| Options | Frecuency | Percentage |
|-------------------|-----------|-------------|
| Agree | 10 | 33% |
| Disagree | 4 | 13% |
| Neutral | 4 | 13% |
| Strongly agree | 11 | 37% |
| Strongly disagree | 1 | 3% |
| Total | 30 | 100% |

Note. Survey implemented to students from the 3rd level of English parallel T.

Figure 4

Listening difficulty as a fast pace



Note. Survey implemented to students from the 3rd level of English parallel T.

This figure illustrates the difficulty that students have understanding English spoken at a fast pace. The majority of students found it difficult they are strongly agree with a percentage of 37%, followed by the ones that are agree with 33%, and 13% of students that are neutral. Nevertheless, there are a group of students that don't find it difficult to understand English spoken at a fast pace with 13% of students that disagree and 3% of students that strongly disagree.

3. I consider that understanding English in real situations is a challenge.

Table 7

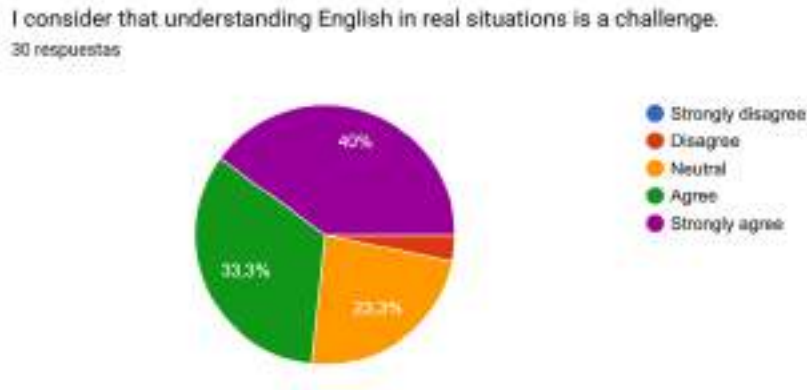
Understanding of listening in real situations

| Options | Frecuency | Percentage |
|----------------|------------------|-------------------|
| Agree | 10 | 33% |
| Disagree | 1 | 3% |
| Neutral | 7 | 23% |
| Strongly agree | 12 | 40% |
| Total | 30 | 100% |

Note. Survey implemented to students from the 3rd level of English parallel T.

Figure 5

Understanding of listening in real situations



Note. Survey implemented to students from the 3rd level of English parallel T.

As can be seen in this figure, 40% of the students are strongly agree about understanding English in real situations is a challenge, as well as the 33% that are agree. Also, there is a group of students that are neutral with 23% and 3% of them don't consider that understanding English in real situations is a challenge.

4. I feel confident in my ability to catch specific details when listening to English.

Table 8

Confidence to catch specific detail in listening

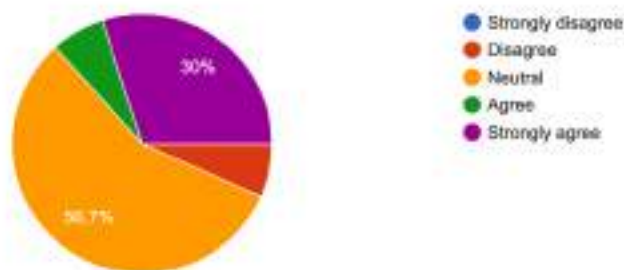
| Options | Frecuency | Percentage |
|----------------|-----------|-------------|
| Agree | 2 | 7% |
| Disagree | 2 | 7% |
| Neutral | 17 | 57% |
| Strongly agree | 9 | 30% |
| Total | 30 | 100% |

Note. Survey implemented to students from the 3rd level of English parallel T.

Figure 6

Confidence to catch specific detail in listening

I feel confident in my ability to catch specific details when listening to English.
30 respuestas



Note. Survey implemented to students from the 3rd level of English parallel T.

This figure shows, that the majority of students are neutral about feeling confident to catch specific detail in listening with 57%, even though there are a group of students that are strongly agree with 30% followed by 7% of students that are agree. On the other hand, there is a group of students that don't feel confident catching specific details in listening, they are disagree with 7%.

5. I think that the exposure to different English accents would improve my listening skills.

Table 9

Listening improvement through different accents

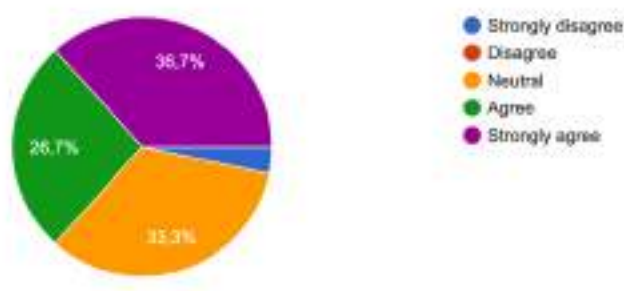
| Options | Frecuency | Percentage |
|-------------------|-----------|-------------|
| Agree | 8 | 27% |
| Neutral | 10 | 33% |
| Strongly agree | 11 | 37% |
| Strongly disagree | 1 | 3% |
| Total | 30 | 100% |

Note. Survey implemented to students from the 3rd level of English parallel T.

Figure 7

Listening improvement through different accents

I think that the exposure to different English accents would improve my listening skills.
30 respuestas



Note. Survey implemented to students from the 3rd level of English parallel T.

This figure illustrates, students' perception about the exposure to different English accents to improve their listening skills. Most of the students are strongly agree with a 37%, some of them are agree with 27%. Also, there is a group of students that are neutral with a 33%. However, 3% of students are strongly disagree about the exposure to different accents to improve their listening skills.

Use of Facebook

6. I am familiar with using Facebook for educational purposes.

Table 10

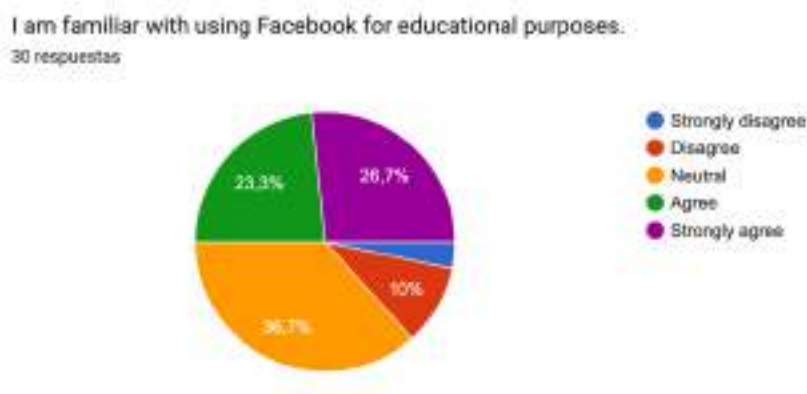
Facebook for educational purposes

| Options | Frecuency | Percentage |
|-------------------|-----------|-------------|
| Agree | 7 | 23% |
| Disagree | 3 | 10% |
| Neutral | 11 | 37% |
| Strongly agree | 8 | 27% |
| Strongly disagree | 1 | 3% |
| Total | 30 | 100% |

Note. Survey implemented to students from the 3rd level of English parallel T.

Figure 8

Facebook for educational purposes



Note. Survey implemented to students from the 3rd level of English parallel T.

As can be seen on this figure, the highest percentage of students are neutral about using Facebook for educational purposes with 37% followed by the students that are strongly agree with a 27% and the ones that are agree with a 23%. On the other hand, there is a group of students that are not familiar with Facebook for educational purposes with 10% that disagree and 3% that are strongly disagree.

7. I think that the inclusion of social networks like Facebook can improve language learning.

Table 11

Facebook to improve language learning

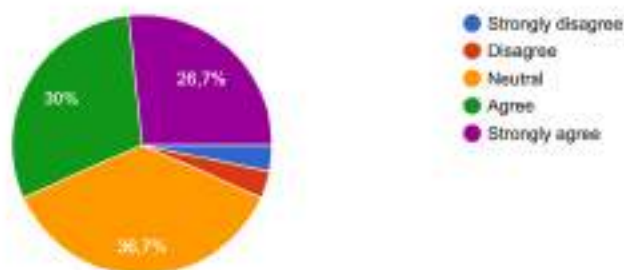
| Options | Frecuency | Percentage |
|-------------------|------------------|-------------------|
| Agree | 9 | 30% |
| Disagree | 1 | 3% |
| Neutral | 11 | 37% |
| Strongly agree | 8 | 27% |
| Strongly disagree | 1 | 3% |
| Total | 30 | 100% |

Note. Survey implemented to students from the 3rd level of English parallel T.

Figure 9

Facebook to improve language learning

I think that the inclusion of social networks like Facebook can improve language learning.
30 respuestas



Note. Survey implemented to students from the 3rd level of English parallel T.

This figure shows, that the majority of students are neutral about Facebook to improve language learning with 37%, even though there are a group of students that are agree with 30% followed by 27% of students that are strongly agree. On the other hand, there is a group of students that don't think the inclusion of social networks like Facebook can improve language learning, they are disagree with 3% and strongly disagree with 3%.

8. I use Facebook regularly to communicate with friends and family.

Table 12

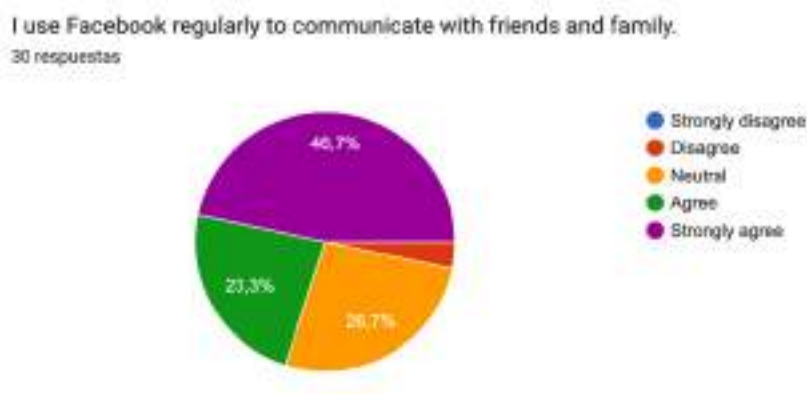
Facebook for communication

| Options | Frecuency | Percentage |
|----------------|------------------|-------------------|
| Agree | 7 | 23% |
| Disagree | 1 | 3% |
| Neutral | 8 | 27% |
| Strongly agree | 14 | 47% |
| Total | 30 | 100% |

Note. Survey implemented to students from the 3rd level of English parallel T.

Figure 10

Facebook for communication



Note. Survey implemented to students from the 3rd level of English parallel T.

This figure illustrates students use of Facebook for communication with friends and family. The majority of students found it useful they are strongly agree with a percentage of 47%, followed by the ones that are agree with 23%, and 27% of students that are neutral. Nevertheless, there are a group of students that don't use Facebook regularly to communicate with friends and family with 3% of students that disagree.

9. I think that Facebook's interactive features, such as comments and discussions, can help language learning

Table 13

Facebook's interactive features to improve language learning

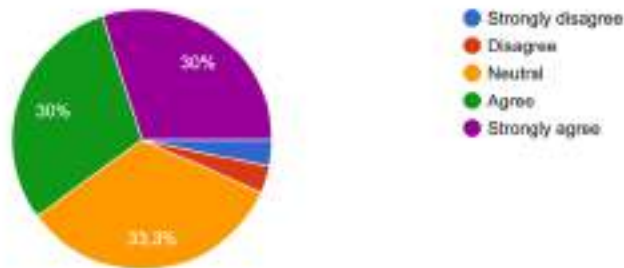
| Options | Frecuency | Percentage |
|-------------------|-----------|-------------|
| Agree | 9 | 30% |
| Disagree | 1 | 3% |
| Neutral | 10 | 33% |
| Strongly agree | 9 | 30% |
| Strongly disagree | 1 | 3% |
| Total | 30 | 100% |

Note. Survey implemented to students from the 3rd level of English parallel T.

Figure 11

Facebook's interactive features to improve language learning

I think that Facebook's interactive features, such as comments and discussions, can help language learning.
30 respuestas



Note. Survey implemented to students from the 3rd level of English parallel T.

This figure shows, that the majority of students are neutral about Facebooks interactive features to help language learning with 33%, even though there are a group of students that are strongly agree with 30% followed by 30% of students that are agree. On the other hand, there is a group of students that don't think Facebooks interactive features can help to improve language learning, they are disagree with 3% and strongly disagree with 3%.

10. I would be willing to participate in language learning activities on Facebook.

Table 14

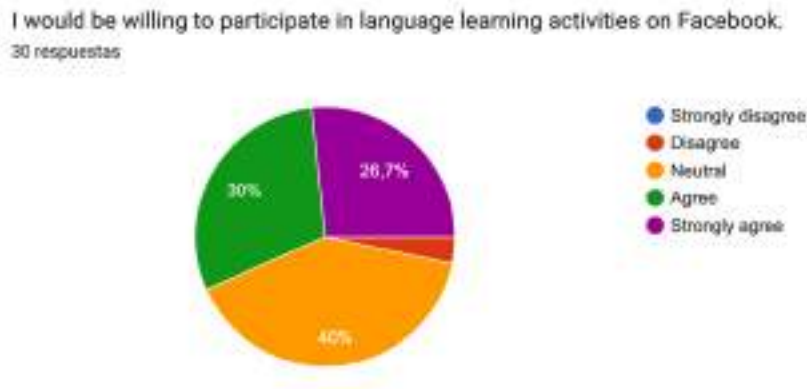
Participation on Facebook to improve the listening skills

| Options | Frecuency | Percentage |
|----------------|-----------|-------------|
| Agree | 9 | 30% |
| Disagree | 1 | 3% |
| Neutral | 12 | 40% |
| Strongly agree | 8 | 27% |
| Total | 30 | 100% |

Note. Survey implemented to students from the 3rd level of English parallel T.

Figure 12

Participation on Facebook to improve the listening skills



Note. Survey implemented to students from the 3rd level of English parallel T.

As can be seen on this figure, the highest percentage of students are neutral about participating in language learning activities on Facebook with 40% followed by the students that are agree with a 30% and the ones that are strongly agree with a 27%. On the other hand, there is a group of students that are not willing to participate in language learning activities on Facebook with 3% that disagree.

3.11.3. Analysis of Interviews Applied to Teachers

The interview was conducted with 3 teachers that are in charge of level 3 at the Technical University of Babahoyo. All the teachers agreed to be recorded during the interview and it was applied through the platform zoom in a virtual session, the interview was applied in English and a capture of the meeting has been added as evidence of the interview.

Regarding students general understanding of listening skills, teachers think that is very low, students don't produce according their level, some of the teachers have changed the lesson plan implementing exercises that involve realistic

situations closer to work or something related to a topic of interest, so they can hold conversations and give opinions.

All the teachers argued that the biggest challenges students face in developing their English listening skills are the accents, they think different accents can be highly confused for students because sometimes the listening exercises can be in British or American accents, also the majority of the students have a reduced vocabulary and limited vocabulary can make it hard to understand.

Concerning particular difficulties in level 3 students listening skills when experiencing different accents or speech cues in English, teachers argued that students often face problems with accents, for instance, accents such as British, Australian, and regional dialects can be challenging. Also, topics mentioned in the simple past depending on the accent the word can change and its confusing for students.

Regarding the lack of prior English instruction outside the classroom, all the teachers agreed that increases the listening comprehension difficulties of level 3 students, specially talking about free time that is not used by students to learn and improve listening skills, without extra practice, students don't get enough exposure to different ways of speaking, making it tough to improve their listening skills.

Regarding the strategies or approaches that teachers have used to deal with listening comprehension difficulties of level 3 students in the classroom, they mentioned the use of TTS reader platform where students can listen to the ways words are pronounced at their own pace but also, they have used social media such as YouTube or Tik Toks in order to get students motivated to spend time there.

Concerning to the use of Facebook as an additional tool to improve listening skills of level 3 students, all the teachers argued that have used at least once in the cycle, some of them have created a Facebook group and invited students and friends who speak English, they leave recordings or links of their recorded voices so the students can listen and give their opinion.

According the advantages of using Facebook as an additional strategy to improve listening skills compared to traditional methods the teachers mentioned that one of the advantages is that students enjoy to spend time on Facebook, social media platforms can make learning more interactive and engaging and students can access materials anytime and anywhere, so what they do it's to keep them on it but with a clear purpose which is to improve their listening skill.

All the teachers mentioned that they haven't experienced any resistance from students or institutions when using Facebook to improve listening skills in the classroom. However, they recommended be open minded and creative but also set boundaries regarding the use of Facebook, set clear rules and instructions for using Facebook in educational contexts and most important make sure to protect students' privacy and personal information.

Regarding the use of Facebook as an additional tool to improve students general English, all the teachers agreed that the use of Facebook has had a positive impact on students general English, it benefits students listening and comprehension skills, the more time a person is being surrounded by English features the easier is to learn English, so Facebook's interactive features and engaging learning support and provide opportunities for language growth.

3.11.4. Lesson plans implementation

The proposal includes 4 sessions, each 55 minutes long. Each session is designed to improve specific listening skills. For example, in each session the 3 parts of the teaching process are developed. The first part is pre-listening, where a warm-up activity begins before listening to the main topic. In this section, students interact with the teacher and their peers. In the intervention, pages such as word wall, mentimeter and zoom functions such as chat and microphone were used for pre-listening activities. In the second part, while listening was worked on. In this section, the main tool was the Facebook platform, where videos, audios, and reels with listening activities in English from native speakers were shared. The content shared on Facebook was analyzed and selected in such a way that it was focused on real-life situations that students live on a daily basis. After having listened to and seen the component on Facebook, an activity was carried out during class to evaluate their listening comprehension. Finally, the third part is the after listening activity. In this section, students based on the while listening activity had to develop an extra activity and share it through Facebook, where some of the tasks focused on the use of the special features of the platform such as the like option, emoticons, commenting and uploading videos. In this section, the activities not only allowed the development of listening comprehension, but also writing and speaking. One of the characteristics of the post-listening activity is that students develop it at home in their free time as practice of what they learned in class and through this section the impact of Facebook as a complementary tool to improve listening skills was evaluated.

Lesson plan Week 1 – My School

Objective:

By the end of the virtual lesson, students will be able to recognize and understand the use of present simple when listening to daily routines on Facebook. They will also practice talking about their own daily routines.

Materials:

- Virtual whiteboard tool
- Handout with examples and listening exercises
- Multimedia resources from Facebook (audio clips, videos with spoken content)
- Video conferencing platform

Before Listening (20 minutes)

The teacher will begin with a brief discussion about daily routines. Ask students to share their experiences with activities that they do in a normal day.

Figure 13

Facebook resource – My school



Note. Facebook resource – My school.

While Listening (20 minutes)

Teacher will share a podcast video from Facebook featuring daily routines. Ask students to listen actively and identify instances where speakers use present simple. Discuss their findings collectively.

Use the video conferencing platform's chat or discussion feature to engage students in a conversation about the daily routines they heard on Facebook. Ask them to share specific examples and explain their choices.

After listening (15 minutes)

Teacher will share a link from Padlet platform with an exercise where students respond verbally about their own daily routines.

Lesson plan Week 2 – Restaurant

Objective:

By the end of the virtual lesson, students will be able to recognize and understand the use of simple past when listening to a quote in a restaurant on Facebook. They will also practice vocabulary about restaurant.

Materials:

- Virtual whiteboard tool
- Handout with examples and listening exercises
- Multimedia resources from Facebook (audio clips, videos with spoken content)
- Video conferencing platform

Before Listening (20 minutes)

The teacher will begin with a brief discussion about things that we can find in a restaurant. Ask students to share vocabulary that they remember about restaurant.

Figure 14

Facebook resource – Restaurant



Note. Facebook resource – Restaurant.

While Listening (20 minutes)

Teacher will share a podcast video from Facebook featuring a quote in a restaurant. Ask students to listen actively and identify instances where speakers use simple past. Discuss their findings collectively.

Use the video conferencing platform's chat or discussion feature to engage students in a conversation about the sentences in past that they heard on Facebook. Ask them to share specific examples and explain their choices.

After listening (15 minutes)

Students will share through the chat about their last visit to a restaurant they must use simple past as a main grammar and answer the following questions. What

is the name of the restaurant? Why did you choose this restaurant? Were you celebrating something special? Who were your companions? What food did they order? Would you recommend the place?

Lesson plan Week 3 – Small Talk

Objective:

By the end of the virtual lesson, students will be able to make a small talk in order to feel confident having conversations. They will also practice vocabulary about different matters.

Materials:

- Virtual whiteboard tool
- Handout with examples and listening exercises
- Multimedia resources from Facebook
- Video conferencing platform

Before Listening (20 minutes)

The teacher will begin with a brief discussion about when to make a small talk. Ask students to share the answers in a word-cloud.

Figure 15

Facebook resource – Small talk



Note. Facebook resource – Small talk.

While Listening (20 minutes)

Teacher will share a video from Facebook featuring how to make a small talk. Ask students to listen actively and identify instances where speakers small talk phrases. Discuss their findings collectively.

Use the video conferencing platform's chat or discussion feature to engage students in a conversation about the phrases that they heard on Facebook. Ask them to share specific examples and explain their choices.

After listening (15 minutes)

Students will write through the Facebook chat about their last time that they had a small talk. The writing must have 50 words in length.

Lesson plan Week 4 – Conversation

Objective:

By the end of the virtual lesson, students will be able to make conversation in order to practice their communication skills. They will also practice vocabulary about employment.

Materials:

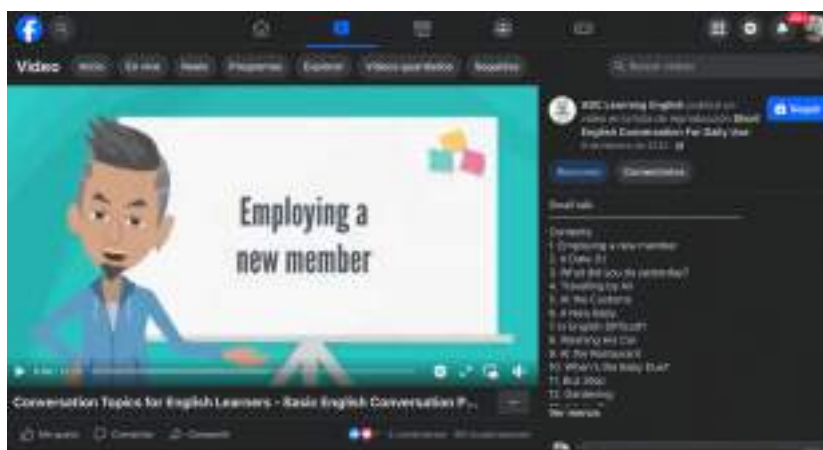
- Virtual whiteboard tool
- Handout with examples and listening exercises
- Multimedia resources from Facebook (audio clips, videos with spoken content)
- Video conferencing platform

Before Listening (20 minutes)

The teacher will begin with a brief discussion about their first job. Ask students to share their experience about their first job interview.

Figure 16

Facebook resource –Conversation



Note. Facebook resource –Conversation.

While Listening (20 minutes)

Teacher will share a video from Facebook featuring some examples of different conversation topics. Ask students to listen actively and identify their favorite topic. Discuss their findings collectively.

After listening (15 minutes)

Students will work in pairs to create a conversation video and uploaded through Facebook. The conversation must be based on one of the topics from the example. The conversation must be based on one of the topics in the video. Teacher will give feedback through the platform. The video must have 5 minutes in length.

Evaluation Post -test

The evaluation process was carried out at the end of each intervention, the communication activities were based on the topic developed each week. Therefore,

each communicative activity was evaluated using the post – listening task as an indicator of the objectives achieved by the students. In turn, the students developed activities outside of class hours on the Facebook platform in order to increase practice in free time and improve their listening skills.

Post – Test Results

Table 15

Final result of post – test

| Students | Pre - Test | Post - Test |
|-----------------|-------------------|--------------------|
| Participant 1 | 27 | 55 |
| Participant 2 | 27 | 66 |
| Participant 3 | 48 | 84 |
| Participant 4 | 32 | 60 |
| Participant 5 | 11 | 55 |
| Participant 6 | 30 | 70 |
| Participant 7 | 39 | 88 |
| Participant 8 | 43 | 84 |
| Participant 9 | 39 | 78 |
| Participant 10 | 32 | 68 |
| Participant 11 | 39 | 60 |
| Participant 12 | 39 | 70 |
| Participant 13 | 21 | 55 |
| Participant 14 | 43 | 90 |
| Participant 15 | 36 | 40 |
| Participant 16 | 27 | 70 |
| Participant 17 | 55 | 70 |
| Participant 18 | 30 | 60 |
| Participant 19 | 27 | 50 |
| Participant 20 | 18 | 50 |
| Participant 21 | 27 | 60 |
| Participant 22 | 46 | 70 |
| Participant 23 | 46 | 60 |
| Participant 24 | 57 | 90 |
| Participant 25 | 18 | 55 |
| Participant 26 | 32 | 40 |
| Participant 27 | 25 | 40 |
| Participant 28 | 55 | 80 |

| | | |
|----------------|----|----|
| Participant 29 | 30 | 70 |
| Participant 30 | 27 | 50 |

Note. Final result of post – test conform by 30 students from level 3 parallel T

Table 16

Overall results of Pre – test and Post - test

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----------|----------------|----------------|-------------|-----------------------|
| Pre - test | 30 | 1,1 | 5,7 | 3,41 | 1,13 |
| Post - test | 30 | 4 | 9 | 6,46 | 1,45 |

Note. Pre – test and Post – test results from the third level of English parallel T.

Regarding the initial research question: How useful would be the implementation of Facebook as a strategy to improve the listening comprehension for A2 students? The results of the post - test indicated that the use of Facebook in listening activities helped students achieve a better comprehension of the spoken English, improved their listening skills and increased the quality of their productions.

According to the findings, students shown evidence of difficulty understanding spoken English and retaining ideas to answer the questions during the pre – test. The comprehension through different accents or activities that involved complex situations that aren't common in real life presented difficulties for the students. In addition, there were a very little use of vocabulary and a lot of grammatical and spelling errors in the evaluation of the pre – test. The post – test results, however, confirmed that the implementation of Facebook improved students' comprehension and a better quality production in the tasks that involves understanding spoken English.

Table 18 shows, the minimum and maximum grade, also, the means and the standard deviation obtained from the pre- test and the post – test. The minimum grade of the pre – test was 1,1 showing a real difficulty in the comprehension of spoken English, however, the minimum grade of the post – test was 4 and shows an improvement in the listening skills. In addition, the mean of the pre – test was 3,41 and the post – test was 6,46 showing an improvement that indicates that the intervention of Facebook has achieved educational meaningful gains over the four weeks course implementation.

Rubrics

According to Vercellotti and McCormick (2021) the rubric is focused on measuring language use in open ended tasks to improve the objectivity of evaluating the quality of language performance. Finally analytic rubrics enable instructors to assess teaching quality as well as document levels of student performance and give feedback. Also, the listening rubric descriptions are clear components that guide the criteria for evaluating student performance. To illustrate this statement, the descriptors applied in the pre-test and post-test include assessment of listening comprehension, vocabulary use, grammar application, pronunciation and participation in listening activities. They are clearly explained in the pre-test and post-test instructions for assessing each question. The goal is to have students in the 3rd parallel T level be able to improve their listening skills after the 4 interventions in this proposal.

3.11.5. Students' questionnaire analysis – Grounded Theory

In order to know the perceptions of the students, this analysis has been focused in two questions: How does the motivation of using the planned exercises and activities on the Facebook platform impact the A2 students' active participation in listening activities, and what are the experiences of A2 students from level 3 about the use of Facebook to improve the listening skills. During the evaluation of information provided by the questionnaire there are two categories and three sub categories that are shown in the next table:

Table 17

Categories and sub categories of student's questionnaire

| | Category 1 | Category 2 |
|-------------------------|---|--|
| | Facebook as an additional tool to reinforce English listening skills. | Comprehension of spoken English content. |
| Sub - category 1 | Facebook motivates students to practice outside the classroom. | A variety of listening resources improves understanding. |
| Sub - category 2 | Social media improves English general learning. | |

Note. Codification of students' questionnaire.

All the information provided by the students have been organized and analyzed using the Strauss and Corbin's grounded theory, which refers to the organization of data in order to code and analyze it (Corbin & Strauss, 1990), followed by the next three types of coding:

The first code is the open coding, according to Corbin and Strauss (1990) the open coding is an abstract representation of a problem, activity, or object. A through line by line analysis of the collected data was carried out, taking into

account all details that could provide key information for conceptual development. In this first step, key information is identified with an average color code that highlights commonalities, using colors to create commonalities. From this fact, categories and their names arise from abstract concepts. In addition, the classification of subcategories was determined according to the characteristics of each category, as shown in the following graphic:

Figure 17

Open coding students' perceptions

| | |
|----------------|--|
| Participant 1 | 1. I consider that using Facebook is of great help. I have greatly improved my listening with this method. 2. Using Facebook can definitely increase motivation by providing diverse, engaging content and opportunities to interact with native speakers. This real-world exposure can make learning more enjoyable and relevant, encouraging practice beyond the classroom. 3. Making dialogues in videos with classmates has helped to improve pronunciation. |
| Participant 2 | 1. The experience was very good because I was able to learn many things such as how to have better hearing. 2. The truth is that it was a very innovative idea. 3. I consider the different audios that they share are very useful. |
| Participant 3 | 1. It is a tool that everyone has access to, unlike having access to other applications is very difficult. 2. Yes, it has helped me in this regard and I consider it to be an innovative tool. 3. For example, the videos that he had he describe. |
| Participant 4 | 1. My experience using Facebook to improve my English listening skills has been positive. 2. yes it has helped a lot. 3. The Facebook features that have helped me the most are the automatic subtitles on videos and the repeat function, which allow me to better understand and review the content as many times as necessary. |
| Participant 5 | 1. My overall experience has been very positive. Using Facebook has allowed me to access a variety of listening resources easily and conveniently. 2. Of course, it is a different and striking method since it is a widely used platform. 3. The videos and images on them. |
| Participant 6 | 1. Using Facebook for this purpose can be a useful and dynamic tool, as long as it is complemented with other forms of listening practice and used in a critical and reflective way. 2. Yes, quite a bit because they help motivate us more. 3. its graphics, that caught my attention. |
| Participant 7 | 1. I would describe it as enriching, since it helps us learn and have much more knowledge. 2. Yes, Facebook has definitely motivated me to practice more outside class. 3. The audios have become a little easier for me to understand. |
| Participant 8 | 1. Using Facebook as an additional tool to improve my English listening skills has been a valuable experience. 2. I think a little, since this new way of learning has caught my attention. 3. Special features of the Facebook platform. |
| Participant 9 | 1. Very good, it is an innovative tool that has helped us a lot during the activities in English classes. 2. Yes, thanks to Facebook we can watch videos and thus be able to hear the pronunciation well. 3. Live videos, video captions, and interactive discussions. |
| Participant 10 | 1. My overall experience of using Facebook to improve my English listening skills has been quite positive. The platform offers a wide range of content, including podcasts, live streams, and audio clips, which are all excellent for listening practice. 2. It can be said in part since I also learn a lot in the classroom. 3. Real-time comments and mobile accessibility enhanced my learning experience. |

Note. Example of open coding based on the students' perceptions.

The second code is the axial coding Corbin and Strauss (1990) argued that axial coding is the process of stablishing connections between categories and subcategories that emerged during open coding. The configuration is given based on the information obtained during open coding according to the similarities and characteristics of each one, so the grouping of the information began based on common aspects to obtain a specific vision of different dimensions and configure them precisely as shown in the next graphic:

Figure 18

Axial coding students' perceptions

| | |
|--|---|
| CATEGORY 01. Facebook as an additional tool to reinforce listening skills. C1. | CATEGORY 02. Comprehension of spoken English. C2. |
| Subcategory 1.1. Facebook motivates students to practice outside the classroom. C1.1. | Subcategory 2.1. A variety of listening resources improves understanding. C2.1. |
| Subcategory 1.2. Social media improved English general learning. C1.2. | Subcategory 2.2. listening activities through videos improves comprehension of spoken English. C2.2. |

Note. Example of axial coding based on the students' perceptions.

The third code is the selective coding, is the process of collecting concepts to begin data analysis, looking at data concepts, generalizations of findings, and key concepts that emerge from the study (Corbin & Strauss, 1990). This theme refers to the main research topic and restricts the creation of categories to be considered in the analysis.

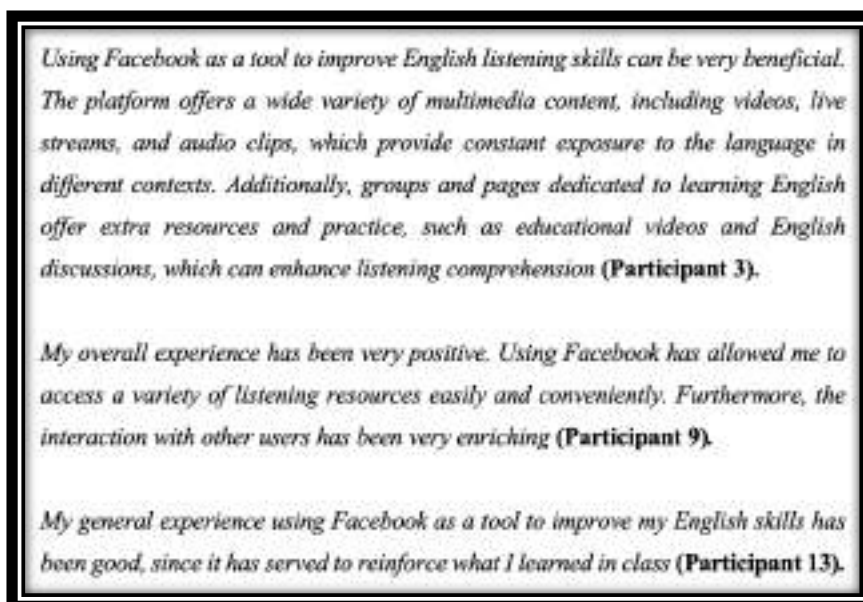
Categories and subcategories

Facebook as an additional tool to reinforce listening skills

The use of Facebook as an additional tool to improve listening skills has had a positive impact on students. Many of the students were unaware of the use of the social network as a means of learning and upon seeing the amount of varied content of activities in English, they quickly became hooked on using it. Their attention was drawn to the amount of free resources with content in English and the layout. Since they are online, they can be used from any device and anywhere, giving them more opportunities to practice from home in their free time. After the intervention of the tool, the students shared their perceptions and some of the opinions were the following:

Figure 19

Students' perceptions - Facebook as an additional tool to reinforce listening skills



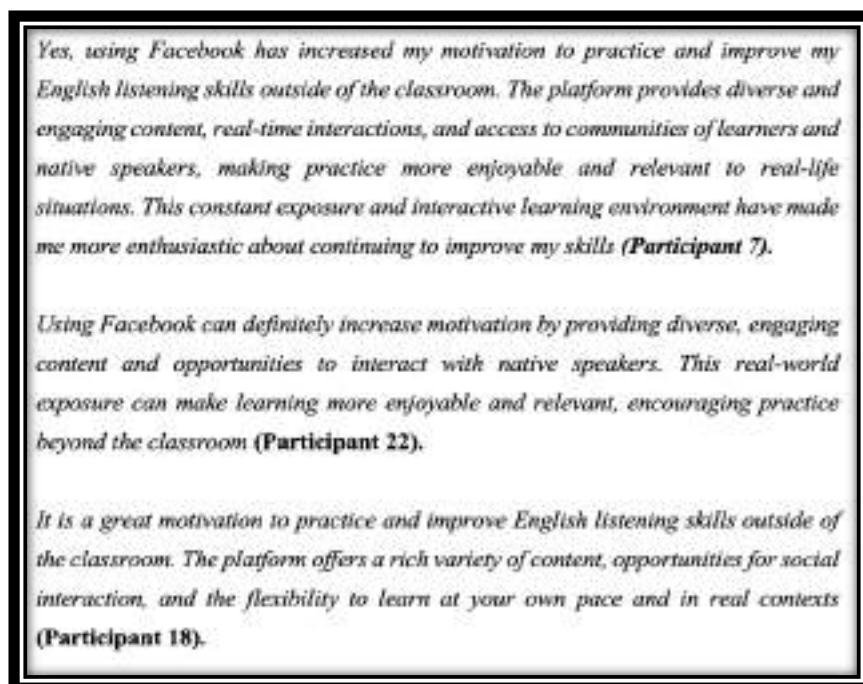
Note. This figure presents questionnaire responses from students.

Facebook motivates students to practice outside the classroom.

According to the students' perceptions, the use of Facebook in learning the English language has motivated them in practice outside of classes. Being a social network of constant use makes it comfortable for them to develop an English activity in their free time and interact with their peers through the platform. The special features that Facebook presents promotes users' interaction, the options of comment, give likes, send emoticons or even chat directly with each other are a point of value that keeps students interested. In turn, the activities presented in the intervention were developed based on topic related to real situations, experiences that the students have lived in the real world that generated more confidence in practice. Below are some perceptions of the students:

Figure 20

Facebook motivates students to practice outside the classroom.



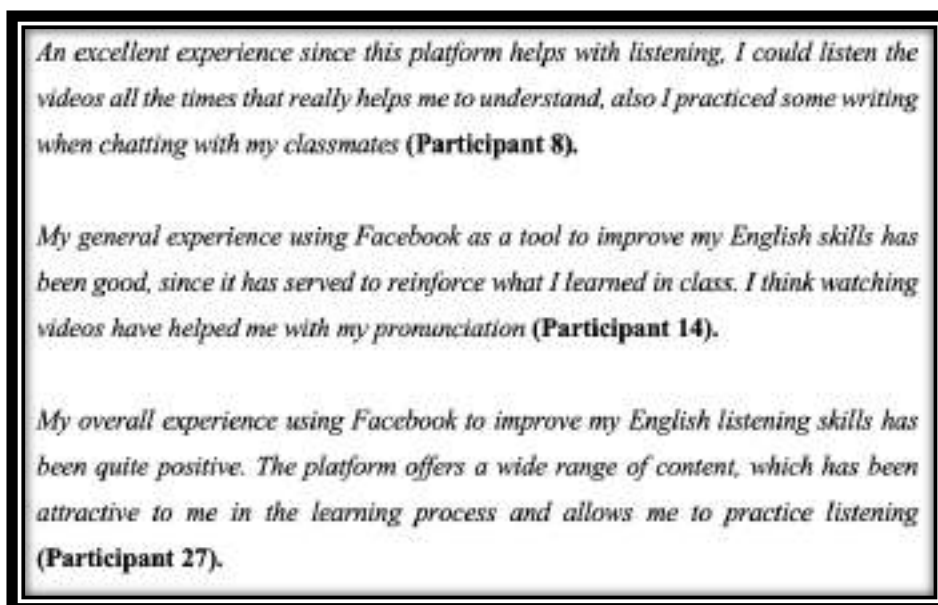
Note. This table presents questionnaire responses from students.

Social media improves English general learning.

Facebook, through various resources such as podcasts, audios, videos, reels, not only enhances listening skills, it also reinforces other skills such as speaking, when listening podcasts or watching videos in English, some of the activities applied in the intervention were to create dialogues and upload videos spoken by students to practice comprehension of the task and their speaking skills, also through the comment option provided by the Facebook platform, many of the students interacted with writing to provide feedback on their classmates' videos, this helped to strengthen their writing skills. As a result, according to the students' perceptions, Facebook aided them improve speaking, listening and writing, as they mentioned bellow:

Figure 21

Students' perceptions - Social media improves English general learning



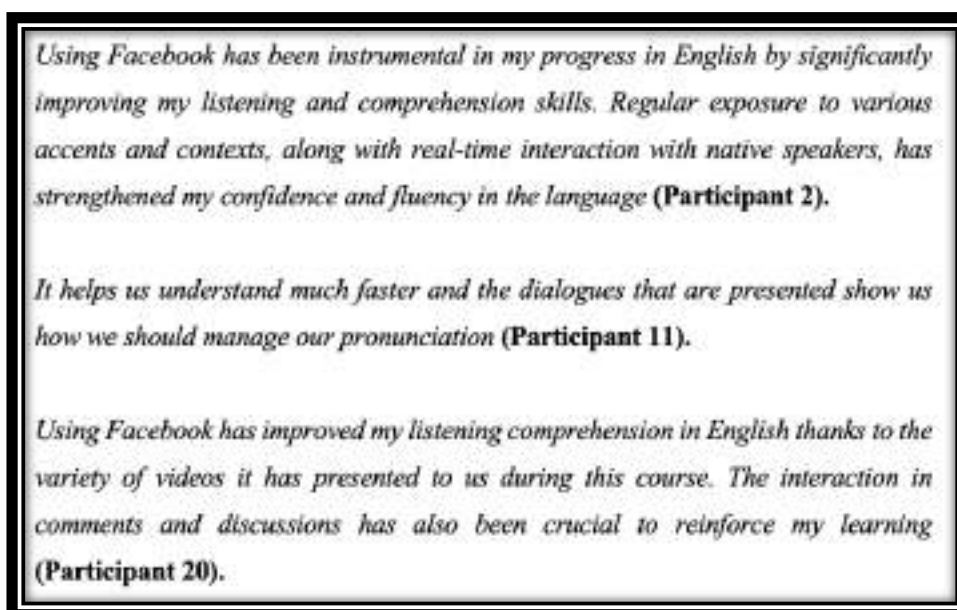
Note. This table presents questionnaire responses from students.

Comprehension of spoken English content.

According to the perceptions of the English students of the 3rd parallel T level of the Technical University of Babahoyo, the comprehension of the spoken English is one of the most frequent challenges in language learning, the different accents and listening activities with topics that are not based on real events were very different for them to associate with the learned vocabulary. These difficulties were frequent before the intervention. Therefore, it was proposed to improve the listening skills through the practice of spoken English activities on the Facebook platform. After the intervention, the students felt much more confident and improved their listening skills, which was reflected in the post listening production grade at the end of the 4 weeks of intervention. The students share their opinions which are shown below:

Figure 22

Students' perceptions - Comprehension of spoken English content.



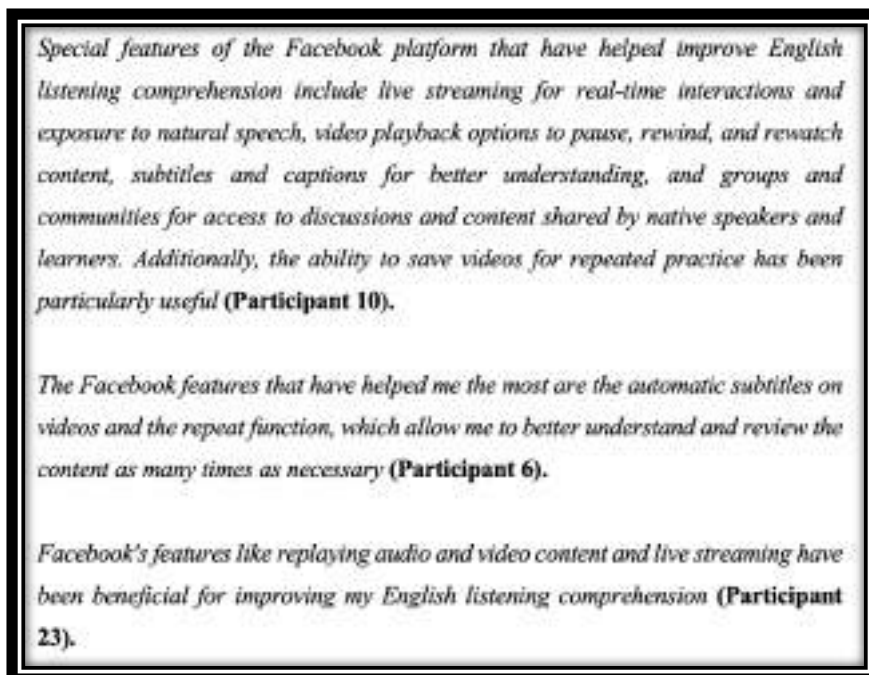
Note. This table presents questionnaire responses from students.

A variety of listening resources improves understanding.

In the English learning process, it is important to offer students different types of resources to enhance their skills, having a variety of resources helps to achieve different types of learning. Within the resources used to reinforce the listening skill, the use of videos and reels are the most preferred by students, the audiovisual support motivates the student since the content becomes more attractive. Within the intervention, videos, reels and podcasts were used through the Facebook platform to reinforce listening comprehension resulting in the acceptance of the students since they knew the use and content of the application and found it easy to follow and focused on situations experienced in the real world. The students had the following opinions:

Figure 23

Students' perceptions - A variety of listening resources improves understanding



Note. This table presents questionnaire responses from students.

3.12. Limitations of the study

Internet access is one of the limitations presented by students. The Technical University of Babahoyo has students from different parts of Ecuador, many of the students live in the countryside where the connection is unstable and makes it difficult for students to interact on the platform. Another limitation was the lack of vocabulary, many of the students has a hard time understanding spoken English because of their vocabulary limitations since it wasn't at the level they are coursing. Finally, the lack of willingness to learn the English language is one of the most important limitations. Today it is very difficult to keep students motivated in the subject since many of them study English because it is part of the curriculum and not by choice.

Conclusions

The research focused to raise students of the English language A2 level listening skills by seamlessly incorporating Facebook into the language curriculum as an additional strategy. The first objective was to identify students listening development by completing communication tasks using listening materials. The results of the post - test indicated that the use of Facebook in listening activities helped students achieve a better comprehension of the spoken English, improved their listening skills and increased the quality of their productions.

The second objective aimed to encourage interactive listening on the Facebook platform, plan interesting exercises and activities that make A2 students actively participate in discussions, quizzes or collaborations. Students' perceptions showed that Facebook as a social network of constant use makes it comfortable for them to develop an English activity in their free time and interact with their peers through the platform. The special features that Facebook presents promotes users' interaction, the options of comment, give likes, send emoticons or even chat directly with each other are a point of value that keeps students interested. In turn, the activities presented in the intervention were developed based on topic related to real situations, experiences that the students have lived in the real world that generated more confidence in practice.

The third objective was to integrate different multimedia resources (videos, podcasts, interviews) on Facebook according to different learning preferences. Develop listening comprehension tasks that include interpreting information from multimedia sources, raising the level of A2 students the ability to understand

different forms of spoken English. The results reveal that in the English learning process, it is important to offer students different types of resources to enhance their skills, having a variety of resources helps to achieve different types of learning. According to students' perceptions, within the resources used to reinforce the listening skill, the use of videos and reels were the most preferred by them, the audiovisual support motivates the student since the content becomes more attractive. Within the intervention, videos, reels and podcasts were used through the Facebook platform to reinforce listening comprehension resulting in the acceptance of the students since they knew the use and content of the application and found it easy to follow and focused on situations experienced in the real world.

According to teachers' perceptions the advantages of using Facebook as an additional strategy to improve listening skills compared to traditional methods is that students enjoy to spend time on Facebook, social media platforms can make learning more interactive and engaging and students can access materials anytime and anywhere, so what they do it's to keep them on it but with a clear purpose which is to improve their listening skill.

Regarding the use of Facebook as an additional tool to improve students general English, all the teachers agreed that the use of Facebook has had a positive impact on students general English, it benefits students listening and comprehension skills, the more time a person is being surrounded by English features the easier is to learn English, so Facebook's interactive features and engaging learning support and provide opportunities for language growth.

Recommendations

To continue the research, given the positive impact of the implementation of Facebook to improve listening skills, it is recommended to continue studying the tool and its impact on the development of other skills, such as writing and speaking. The special features of the platform provide a great opportunity to improve other skills in the process of teaching the English language.

Another recommendation in relation to the use of Facebook as an educational tool is that all content shared on the platform must be supervised by the teacher, negative actions must be restricted and personal information and privacy of students must be protected. The components used must be focused on topics of real experiences, in this way the student will feel more motivated to practice with real everyday situations.

Finally, it is recommended to motivate students to participate actively through the platform and interact with their classmates, benefit from free access to the platform and take advantage of being able to review the components with authentic content of the English language from any device and from anywhere.

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Ricaurte–Nariño. Universidad de Cartagena.*

Appendix B – Needs Analysis

Needs Analysis in my Research Context

By _Roddy Andres Real Roby

Abstract (100 words)

Currently, with the growth of the technological age and its scope, it becomes essential to apply new strategies to keep the student motivated in learning the English language. By implementing traditional teaching strategies and not complementing them with new trends, it becomes difficult to reach the student effectively, Therefore, this thesis proposes to use a modern strategy that focuses on one of the applications most used by students such as Facebook, applying this social network as a complementary strategy to strengthen the development of listening skills in the English language, this essay provides a view on a small but really important contribution to mitigate those issues with the use of technology and low time teaching guidance.

Purpose of this assignment

The purpose of this task is to provide a clear description of the methods used in the needs analysis of my research project so that it can be adapted to meet the requirements of the academic content of the UBE providing valuable academic content that shows results and can be made at different stages of use or as a reference for further research

Keywords: Social Media, listening, Facebook.

Needs Analysis in my Research Context

By __Roddy Andres Real Roby

Introduction

This research will assist students in third level to improve their listening skill. One of the biggest challenges that students present in learning the English language is the low production of listening skills (Gilakjani & Ahmadi, 2011). Within the English language skills, the listening skill is the most difficult for the student to develop and one of the factors that influence their poor performance depend on the complementary strategies applied in the learning process.

Currently, with the growth of the technological age and its scope, it becomes essential to apply new strategies to keep the student motivated in learning the English language. By implementing traditional teaching strategies and not complementing them with new trends, it becomes difficult to reach the student effectively (Concannon et al., 2005). Therefore, this thesis proposes to use a modern strategy that focuses on one of the applications most used by students, such as the social network Facebook, as a complementary strategy to strengthen the development of listening skills in the English language.

Context of the research

The research will be carried out at the Technical University of Babahoyo. Currently, classes are held virtually through the Zoom platform, therefore the implementation of the new strategy will be carried out in synchronous sessions. The student group is diverse since

they come from different provinces of Ecuador, all the students are adults and are between the ages of 18 - 27 years old. Instructors will guide the process and collect relevant data. The research context fosters a collaborative and supportive learning environment, encouraging active participation in meaningful tasks and authentic communication. The classes are given virtually, which allows them to use technology such as laptops, computers and cell phones. In turn, they receive classes from home and have an internet connection, which provides a great opportunity for the integration of Facebook in the learning process. Then, the researcher will take advantage of the use of available resources to help third level students improve listening skills.

Description of the beneficiaries

The students for this study belong to the Technical University of Babahoyo, where they are coursing the 3rd level of English. The students range in age from 18 to 27 years old. The third level corresponds to level A2 of the common European framework with a total of 450 students. The study will be carried out at level 3 parallel T which has 30 students, 19 women and 11 men. The Technical University of Babahoyo requires that all majors take and pass the 5 levels of English, therefore it is mandatory that all students take the different levels and pass them in order to graduate since it is part of the curriculum.

The linguistic level of the beneficiaries according to the CEFRL

The third level corresponds to level A2 of the common European framework. The students come from different provinces of Ecuador, therefore there are students from different cultures, social status and economic conditions. Students have prior knowledge of 2nd level of English, which is close to level A2 according to the European framework.

TARGET NEEDS

Necessities

Nowadays, most of the time interacting through social networks is fundamental, be it to see or listen to the news, a video, a series or film, or a review on topics of interest. Therefore, it becomes an opportunity to implement the use of time in social networks as a complementary strategy to develop listening skills in the English language.

This proposal will allow the students to develop their listening expression through the use of Facebook covering topics of their interest which will keep them motivated as it is an environment that they dominate in turn through this strategy the teacher will innovate a new teaching methodology that allows the strengthening in the development of listening skills of the English language.

Lacks

The main challenge is the obvious lack of spoken English comprehension, which hinders both effective communication and extensive language learning. The use of Facebook as an additional strategy to strengthen A2 students' listening skills requires careful

investigation. Responding to this challenge is extremely important to promote holistic language learning that perfectly meets the qualification goals set for A2 level learners.

Wants

The research object is to focus on the application of Facebook as a complementary strategy in order to improve students listening skills. By implementing traditional teaching strategies and not complementing them with new trends, it becomes difficult to reach the student effectively, Therefore, this thesis proposes to use a modern strategy that focuses on one of the applications most used by students such as Facebook, applying this social network as a complementary strategy to strengthen the development of listening skills in the English language.

LEARNING NEEDS

It has been noticed that the third level students at the Technical University of Babahoyo do not use Facebook as a method to contribute to the English Language teaching-learning process. Developing English listening skills turns out to be a huge hurdle for A2 level students. The main challenge is the obvious lack of spoken English comprehension, which hinders both effective communication and extensive language learning. The use of Facebook as an additional strategy to strengthen A2 students' listening skills requires careful investigation. Responding to this challenge is extremely important to promote holistic language learning that perfectly meets the qualification goals set for A2 level learners.

Description of the possible solution to these needs

The dependent variable is the low production of English listening skill. One of the biggest challenges that students present in learning the English language is the low production of listening skills. Within the English language skills, the listening skill is the most difficult for the student to develop and one of the factors that influence their poor performance depend on the complementary strategies applied in the learning process (O'MALLEY et al., 1989).

Facebook is a social network that serves as a tool for social interaction and communication which is used virtually and is one of the most popular and effective social networks for language learning. According to (Wang & Chen, 2013) the Facebook platform is the most used social network by university students and adults in the educational field for learning the English language.

The independent variable for this topic is the social network Facebook as a complementary strategy to improve the development of English language listening skills. Nowadays, most of the time students interact through social networks, be it to see or listen to the news, a video, a series or film, or a review on topics of interest. Therefore, it becomes an opportunity to implement the use of time in social networks as a complementary strategy to develop listening skills in the English language.

Problem: Lack of listening skills

Proposal: Facebook as a complementary strategy to develop listening skills in English for A2 learners.