

**The Implementation of Non-Educational Apps for Improving Learner's Listening Proficiency
Level in the English Knowledge Construction Process.**

Pedagogical Proposal Action Research Project

By

José Esteban Barquero Gómez and
Jefté Rivera Abarca

Submitted to: Lic. Iván Mora Hernández

Universidad Latina
Sede Pérez Zeledón
2021

“Carta autorización del autor (es) para uso didáctico del Trabajo Final de Graduación”

Vigente a partir del 31 de Mayo de 2016, revisada el 24 de Abril de 2020

Instrucción: Complete el formulario en PDF, imprima, firme, escanee y adjunte en la página correspondiente del Trabajo Final de Graduación.

Yo (Nosotros):

Escriba Apellidos, Nombre del Autor(a). Para más de un autor separe con " ; "

Barquero Gómez José Esteban;

Rivera Abarca Jefté.

De la Carrera / Programa:

autor(es) del trabajo final de graduación titulado:

Licenciatura en la Enseñanza del Inglés.

The Implementation of Non-Educational Apps for Improving Learner's Listening Proficiency Level in the English Knowledge Construction Process.

Autorizo (autorizamos) a la Universidad Latina de Costa Rica, para que exponga mi trabajo como medio didáctico en el Centro de Recursos para el Aprendizaje y la Investigación (CRAI o Biblioteca), y con fines académicos permita a los usuarios su consulta y acceso mediante catálogos electrónicos, repositorios académicos nacionales o internacionales, página Web institucional, así como medios electrónicos en general, Internet, intranet, DVD, u otro formato conocido o por conocer; así como integrados en programas de cooperación bibliotecaria académicos, que permitan mostrar al mundo la producción académica de la Universidad a través de la visibilidad de su contenido.

De acuerdo a lo dispuesto en la Ley No. 6683 sobre derechos de autor y derechos conexos de Costa Rica, permita copiar, reproducir o transferir información del documento, conforme su uso educativo y debiendo citar en todo momento la fuente de información; únicamente podrá ser consultado, esto permitirá ampliar los conocimientos a las personas que hagan uso, siempre y cuando resguarden la completa información que allí se muestra, debiendo citar los datos bibliográficos de la obra en caso de usar información textual o paráfrasis de la misma.

La presente autorización se extiende el día (Día, fecha) 11 del mes abril de año 2021 a las 13:00. Asimismo doy fe de la veracidad de los datos incluidos en el documento y eximo a la Universidad de cualquier responsabilidad por su autoría o cualquier situación de perjuicio que se pudiera presentar.

Firma(s) de los autores

Según orden de mención al inicio de ésta carta:

DECLARACIÓN JURADA

Yo, José Esteban Barquero Gómez estudiante de la Universidad Latina de Costa Rica, declaro bajo la fe de juramento y consciente de las responsabilidades penales de este acto, que soy Autor Intelectual del **Proyecto de Grado titulado:**

The Implementation of Non-Educational Apps for Improving Learner's Listening Proficiency Level in the English Knowledge Construction Process.

Por lo que libero a la Universidad de cualquier responsabilidad en caso de que mi declaración sea falsa.

Es todo, firmo en Buenos Aires a los 11 días del mes de abril del año 2021.



Firma

José Esteban Barquero Gómez
Nombre sustentante

1-1584-0455
Cédula sustentante

DECLARACIÓN JURADA

Yo, Jefté Rivera Abraca estudiante de la Universidad Latina de Costa Rica, declaro bajo la fe de juramento y consciente de las responsabilidades penales de este acto, que soy Autor Intelectual de la **Tesis / Proyecto de Grado** titulada (o):

The Implementation of Non-Educational Apps for improving Learner's Listening Proficiency Level in the English Learning Process.

Por lo que libero a la Universidad de cualquier responsabilidad en caso de que mi declaración sea falsa.

Es todo, firmo en Pérez Zeledón a los 11 días del mes de abril del año 2021.



Firma

Jefté Rivera Abarca

Nombre sustentante

1 1525 0902

Cédula sustentante

Abstract

The present pedagogical proposal action research represents the final project that is required to obtain the degree of licentiate in the English Teaching major at Universidad Latina de Costa Rica. In the same manner, the current proposal is made to improve second language learners' listening proficiency level in the English language within the Costa Rican educational system. Additionally, the skill of listening is a fundamental component in English learning since it is the main ability where information is received and messages are delivered by speakers. Therefore, by enhancing listening abilities, pupils understand and manipulate the target language more efficiently; in addition, learners through listening exposure develop communicative skills needed for language communication. As a result, the existing pedagogical proposal is elaborated to determine how non-educational apps can help learners to improve their listening proficiency level, for the main reason that in this technological era, non-educational resources as apps can be used to introduced learners to a more authentic exhibition of the English language for the purpose of empowering the knowledge construction process. Furthermore, the literature review displays information gathered in correlation with the main variables of the study: knowledge construction process, listening proficiency level, and non-educational apps. Consequently, it is elaborated three methodological teaching strategies using non-educational resources and applications sustained in the Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada guidelines from MEP of 2016. Thus, the strategies will aid second language educators in order to implement innovative and dynamic listening tasks in the classroom with the purpose of improving the learners' listening competence. Lastly, it is conducted a critical reflection based on the research questions for the sake of making final conclusions regarding the variables and indicators utilized; likewise, conclusions and recommendations reflect the main findings of the study which are directed to practitioners and second language educators in order to prioritize the instruction of listening abilities through technological resources as non-educational apps to make learners competent users of the English language in the knowledge construction process.

Key words: knowledge construction process, listening proficiency level, non-educational apps.

Acknowledgment

We want to thank Lic. Iván Mora Hernandez for guiding us throughout the development of this project.
Thanks for your instruction professor.

Dedictory

This project is dedicated to our families for all the support, time, and encouragement they provided us.

Table of Content

Chapter I Introduction.....	1
1.1 Introduction.....	2
1.2 Rationale	4
1.3 Purpose.....	7
1.3.1 General Objective.....	10
1.3.2 Specific Objectives.....	11
1.3.3 Research Questions	11
1.4 Hypothesis.....	11
1.5 Chapter's Conclusion.....	11
Chapter II Literature Review	14
2.1 Introduction.....	15
2.2 Knowledge Construction Process	18
2.2.1 Action-Oriented Approach.....	23
2.2.2 Didactic Sequence	26
2.2.3 Task	29
2.3 Listening Proficiency Level.....	32
2.3.1 Auditory Processing	36
2.3.2 Metacognitive Awareness	41
2.3.3 Comprehensible Input	43
2.4 Non-educational Apps.....	46
2.4.1 In-class Resources	51
2.4.2 Innovative Learning Environments.....	56
2.4.3 Collaborative Learning.....	59
2.5 Chapter's Conclusion.....	63
Chapter III Design and Method	65
3.1 Introduction.....	66
3.2 Research Method.....	69
3.3 Type of Approach	72
3.4 Data Collection Tools	75
3.4.1 Instruments	78
3.4 Closing Paragraph	85
3.5 Chapter's Conclusion.....	86

Chapter IV Action Plan Proposal	88
4.1 Introduction	89
4.2 Title of the Proposal	93
4.3 Justification	93
4.4 Alternative Methodological Proposal	96
4.4.1 Importance	101
4.4.2 Necessity	102
4.4.3 Scopes	103
4.4 Closing Paragraph	105
4.5 Alternative Methodological Proposal Implementation	106
4.5.1 Description of the first teaching strategy	110
4.5.2 Description of the second teaching strategy	117
4.5.3 Description of the third teaching strategy	127
4.6. Social and Educational Impact.....	137
4.6.1 Social impact	139
4.6.2 Educational impact	144
4.7 Chapter’s Conclusion Critical Analysis	147
Chapter V Reflections.....	151
5.1 Chapter’s Introductory Paragraph	152
5.2. Reflections	155
5.2.1 Knowledge Construction Process.....	155
5.2.2 Listening Proficiency Level.	156
5.2.3 Non-Educational Apps.	158
Chapter VI Conclusions.....	160
6.1 Chapter’s Introductory Paragraph	161
6.2 Conclusions	162
Chapter VII Recommendations	166
7.1 Chapter’s Introductory Paragraph	167
7.2 Recommendations	169
Reference	172

Chapter I Introduction

1.1 Introduction

The development of this pedagogical proposal research highlights the necessity to improve the learners' listening proficiency level through the application of non-educational apps in the English knowledge construction process; indeed, humans depend on the ability to listen to the world in order to understand their surroundings, to be capable of communicating effectively in a certain language, and most importantly to acquire the ability to think and process information, and without the listening skill, the whole process of communication would not be possible; hence, Worthington & Fitch-Hauser (2017) stated, "Listening is the first communication skill we acquire and use. In fact, you began to listen before you were born" (p. 4). Knowing that listening is the first ability humans acquire, it is accurate to mention that developing the listening competence will eventually improve the other skills in a language, and in an educational context the listening skill will allow learners to develop their comprehension and understanding of the English language. In fact, Celce-Murcia et al. (2020) mentioned that, "Listening comprehension is very important and is viewed as the basic skill that will allow speaking, reading, and writing to develop spontaneously over time, given the right conditions" (p. 8). Listening is an essential skill in the development of the English proficiency level of the students, and it is fundamental to be improved in class to be capable of maximizing the knowledge construction process. In the same manner, Worthington & Fitch-Hauser (2017) also expressed, "Listening is both a critical communication competency and a critical life competency" (p. 22). Listening allows the improvement of the language since the input is received through spoken exposure learners are constantly exposed to in class and outside the classroom.

Following the same further, the input is fundamental in the knowledge construction process, and the listening skill is a central element where learners can extract knowledge, vocabulary, and context. In addition, Brown (2001, as cited in Persichitte et al., 2018), stated that, "Listening skills play an important role in the process of learning language as it can provide meaningful input to those learning the language" (p. 160). Listening provides an amount of input that it is needed to thrust the knowledge construction process of students to the next level, and by knowing that listening is one of the most important skills in the English language, it is absolutely essential to be improved during the English lessons. Nevertheless, learning a language has been enhanced by the usage of technologies that allow a better and a more dynamic contact with the target language; indeed, Thomas & Reinders (2013) stated, "Since 2001, digital technologies have been increasingly used in language learning and teaching, both in and outside the classroom" (p. 6). This kind of implementation of technologies

inside the language knowledge construction process will be more relevant inside the classroom since multiple devices are used by teachers and students to complement their learning experience. On the other hand, it is difficult to find and adapt non-educational apps since there are not many of them and the majority cannot be effectively implemented in the language classroom. (Kruk & Peterson, 2020, p. 26). Even though, non-educational apps might be difficult to implement inside the English lessons, it exists applications such as YouTube that allows teachers and students to get into topics that will expand their knowledge more naturally and authentically. Anikina (2020) determines that:

Using IT-technologies has allowed arising new innovative approaches to tackle educational issues and provide solutions to the increasing demands for learning resources. YouTube as a video-sharing website allows users to upload, view, and share video clips, offers access to new and dynamic opportunities for effective and non-traditional patterns of the teaching and learning process (p. 203).

Therefore, the use of this tool is an opportunity to improve the traditional way of teaching and learning the English language. Moreover, these non-educational apps improve the listening ability since the input received by the students is real and authentic. In fact, non-educational apps which contain recorded audios provide benefits that other English resources cannot do; hence, Arshavskaya (2018, as cited in Raine, 2018) mentioned, “The most apparent benefit of recorded audio is the ability to expose learners to a variety of different speakers without them actually having to travel to a place where the target language is being used” (p. 11). This exposure is crucial to enhance learners’ listening proficiency level since students will be able to identify accents, cultural context, and expressions not commonly used in the traditional classroom.

Lastly, it is fundamental to understand the importance that the listening skill has for the development of the knowledge construction process. Point in fact, the listening ability will allow students to move from one side of the English knowledge construction process to the other side, allowing students to be immersed in the target language, as well as becoming independent learners. Pupils must comprehend that listening is a source of input that would expand their knowledge in the language, and by implementing technological resources into the classroom setting, students will feel more identified to the natural language native English speakers use. Consequently, it is an opportunity for teacher to introduce non-educational apps into the English knowledge construction process since they are beneficial not only for the students’ motivation but for introducing authentic listening

exposure into the classroom. Moreover, in order to conduct the development of this chapter, it is used the following aspects: rationale, purpose, objectives, research questions, hypothesis, and chapter's conclusion. The rationale section explains the importance to prepare learners in the listening process to improve the second language learning. Furthermore, the second aspect analyzed in the interest to carry out this pedagogical proposal research is the purpose that leads to the use of non-educational apps in English lessons to improve the learners' listening proficiency level; in fact, it is emphasized the role of technological resources in English teaching. Scott (2018) remarks that, "The benefits that digital technology brings to improve and enhance the learning experience, such as flexibility and personalization of online learning materials" (p. 6). This opens a door for innovation inside the English knowledge construction process inside the classroom, but it also brings dynamic ways to get accustomed to the language people speak in the real world since non-educational apps are designed for the purpose to be used not in an educational context. The next section to conduct the proposal research is the general and specific objectives that are the plans to structure the research; additionally, it is presented the nine research questions that are pretended to be answered during the elaboration of this project. Finally, the hypothesis and the chapter's conclusion are exposed in this chapter. Subsequently, in order to continue the development of chapter one, it is analyzed the rationale and the purpose in the following segments.

1.2 Rationale

With the past of the centuries, the English language has become an important element in the way people interact, socialize, and learn. In fact, Vyas & Patel (2015) mentions, "English has created a special place, a common platform across the globe. It has become a unifying agent, a common channel of expression" (p. 3). The English language is becoming the number one language every person must speak in the upcoming future, to have better opportunities and to explore the world without limitations. Certainly, the four skills of the English language must be improved in order to make students competent in the target language, and the listening skill is the key for the knowledge construction process to succeed. Indeed, listening is the ability that enables communicative processes to occur since it is the language skill mostly used in everyday situations; and as a consequence, it is said that the listening skill plays a significant role in the development of second language communicative ability (Usó-Juan & Martínez-Flor, 2006, p. 29). By improving the listening skill inside the knowledge construction process learners would be able not only to understand and manipulate the target language but to communicate effectively using the English language. Ministerio

de Educación Pública, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (MEP, 2016) mentions that, “Listening is one important language skill and has to be developed in early stages of language learning. Learners must be prepared to listen, understand, and answer in an appropriate way, which is essential for effective communication” (p. 41). Unquestionably, communication is the goal in second language learning and by utilizing listening resources learners can get in contact with a more realistic English language since students could listen to the variations the language has according to the country where is being used. Vásquez et al. (2010) explain that:

It is important to expose listeners to a vast variety of speakers, both native and non-native, and to a variety of genres of speech, including formal and informal, academic and interpersonal. Listeners should also be exposed to a variety of regional dialects, accents of speakers of various countries that speak English, and accents of second language learners from other countries (p. 148).

Listening resources provide essential content that is important in order to comprehend the language, and through this exposure learners can improve their listening proficiency level since pupils can be exposed to authentic usage of the English language; and eventually, students will be able to produce communicative language in a free or controlled situation. On the other hand, teachers nowadays face the revolution of technology inside the learning process, and as the language changes and involves, teachers are taking into consideration the use of different resources such as the use of technological devices and applications to promote the learners’ competence. Consequently, Vásquez et al. (2010) also mentioned that, “The use of technology can help learners have easy and free access to a great variety of authentic listening through podcasts, online radio, films, and television” (p. 148). Technology can be seen as an unlimited resource element that teachers can use and implement in their lessons to make the knowledge construction process more realistic to the way native people utilize the English language. In other words, learners will have access to a variety of exposure that is primordial to develop listening comprehension skills that are needed for communication. Beach & O'Brien (2014) expresses, “Mobile devices such as tablets and smartphones are so flexible and used in so many ways that students are more and more likely to own them” (p. 9). Technological devices can be implemented as tools that students can relate to, and by implementing these devices learners can take advantage of the lessons and the materials the teacher presents. Also, Beach & O'Brien (2014) explained that:

Just as the traditional classroom chalkboard affords teachers and students the opportunity to share their writing on the chalkboard for their class, so apps and mobile devices afford a range of opportunities for possible practices by the way the app, and the various tools it contains (p. 18).

It is important for teachers to assimilate the new technologies and applications available to make learners' knowledge construction process an experience that would help the listening skill to be developed not only to complete in-class tasks but to be able to face difficulties in real-life situations. Pursuing the same further, pupils in this modern era are constantly exposed to technological appliances, and this also should be included in their knowledge construction process to create an environment where students can maximize their abilities in the target language. Tomei (2007) cited that, "Videos, television, and computer software are excellent instructional media that motivate learning process. Research shows that when learning activities are authentic, challenging, multidisciplinary and multisensory, students are quickly motivated to engage in learning activities" (p. 218). Utilizing applications and technological devices in the development of the English lessons will enhance the learner's motivation to be more concentrated and engaged with the content of the lessons. While technology is essential in the knowledge construction process, the listening skill is a priority to make students competent in the second language; indeed, MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) mentions that, "The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school" (p. 4). This can be possible with the correct application of listening tasks during primary phases of the knowledge construction process since students will get ready to develop and perform the language effectively. Besides that, it is necessary to give context before the activity starts, in that way the class can have good background knowledge on what they are developing and how it must be developed. All that is for the purpose to create a better overall comprehension of the topic (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 41). Teachers must follow the different stages for listening tasks to make these activities as effective as possible; and at the same time, make the process of listening as catchy and entertained for the students to be focused on. Clearly, teachers are responsible to create the best environment in order to obtain better results in the knowledge construction process; thus, they should integrate in their lessons technological resources to make the class more interactive and tech-friendly for the pupils to feel more connected to the content of the lesson.

Following the same further, improving the listening skill would bring benefits not only in the listening comprehension ability, but also to strengthen the spoken interaction in the target language, and thanks to the new program, learners are enhanced to work in new strategies in order to be bilingual citizens in the near future. According to MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) states that:

Teaching learning strategies are fundamental in the learning process, in order to enable learners to become intentionally controlled, more independent and autonomous. Learning strategies cannot be seen apart from learning styles preferences (within a continuum) and the combination of methodology and materials as well. (p. 48).

These strategies play an important role in the development of the pupils' knowledge construction process of the second language, and teachers must take them into account when developing their lessons. Consequently, this pedagogical proposal research shows how essential is the listening skill and how learners can improve through practice and effort. It is necessary to stimulate the habit of practicing since early phases of the English learning process to have favorable results when growing up. Indeed, the listening skill as a communicative builder can be used in any stage of the knowledge construction process to improve the abilities of the listener, not only in the auditory process but in their communicative competence as well. Learners must take advantage of the resources they have available to complement their English learning experience inside the English classroom as well as outside. To see that, teachers must integrate technological tools such as applications and devices to make the contents of the lessons more significant for the pupils. The upcoming segment exposed in this proposal research is the purpose and some arguments about the necessity to implement non-educational apps for the development of learners' listening proficiency level.

1.3 Purpose

The English language has become an important component in today's society; as a result, education is deeply implicated in this essential process. Good English communication skills are crucial for learners' self-development. According to these aims, Costa Rica's government has implemented a new program in middle education in order to achieve certain level in students; indeed, MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) suggests that, "By 2021, it is expected that progressively the learners will reach level A2 at the end of the Second

Cycle and B1 at the end of Diversified Education” (p. 5). However, there are weaknesses in the current teaching process. English learners struggle with listening comprehension; therefore, the need to enhance learner’s listening proficiency level using non-educational apps is quite important for the development of this skill. Listening as a vital ability to communicate includes certain characteristics. Downs (2008) states that, “Listening generally involves a five-step process: attending, understanding, interpreting, responding, and remembering. This process is active rather than passive and involves using a number of behaviors and tools to be most effective” (p. 1). As it is mentioned before, listening skill includes a process in which the person who is exposed to it should react properly, and by the implementation of technological tools the whole process of listening can be boosted. Singh (2008) explain that:

Technology of education is developed with two important aim- the first aim being to make education more widely available and the second aim being to improve the quality of education that is available. Today we are living in the world of information revolution where the mass media plays a vital role in creating an atmosphere of awareness among masses. Here media means different communicated channels or ways through which information is transmitted to the receiver. Education has thus adopted these technologies to see the better results in teaching and learning and we see a sort of revolution in the field of education (p. 1).

In other words, the relationship that exist among the modern resources and teaching reflects the fact that students are the ones getting benefited in their learning experiences since technology in education is aiming to keep learners immersed in the knowledge construction process. Additionally, non-educational apps reinforce the experience of being instructed without the boredom that traditional materials are known for. Also, non-educational apps bring dynamism and confidence into the lessons since learners are accustomed to use these applications; thus, they are willing to use them for specific tasks in the English knowledge construction process. Castrillo et al. (2014, as cited in Keengwe, 2020) stated that:

WhatsApp supports the development of language skills including vocabulary, pronunciation, reading and writing. In addition, WhatsApp, owing to its novel potential as a collaborative learning medium compared to SMS, improves meaning negotiation and the transferal, sharing and construction of language knowledge and active communication among students and teachers (p. 229).

WhatsApp as a non-educational app is an outstanding resource that it is found in every smartphone and by providing students the chance to use it in class as a technological tool would enhance the instructional practices, and therefore the English knowledge construction process. Pursuing this further, the current pedagogical proposal research has the main purpose to recollect information of the different technological resources that could be applied in Costa Rican English educational system. The expectancy for this research is to comprehend that non-educational apps strengthen pupils' listening skills during the knowledge construction process, the importance of this skill remarks a difference in the target language. Downs (2008) also stated, "Listening is an activity that may take many different forms for different people. The behaviors and tools used by someone in one listening situation may not be the same as those used in another" (p. 2). Consequently, the need to improve educational excellence and the correct use of technological tools will provide to learners the best implements to act properly when it is required; hence, the implementation of technological devices such as apps in English education development are valuable to enhance English proficiency level.

Listening as an effective skill can offer many benefits during the knowledge construction process, the ability to communicate for learners is the key to a better life. That is why a good curriculum should bring ways to acquire the target language with the facility of expressing and understanding at a higher level. As a matter of fact, Rost & Wilson (2015) indicate that:

In any language learning curriculum, listening has multiple roles to play. One of these roles is simple to practice the skill of listening – effectively, listening for listening's sake – or what we might call pure skills development. This approach involves using recordings of factual or fictional passages, conversations, video clips, teacher monologues, etc. the content needs to be of high interest, and the pedagogical focus is on learning to cope with the features of spoken language through the use of strategies, such as listening selectively and anticipating content (p. 243).

Teaching listening is primordial for second language learning, students must be capable of manipulating and responding according to what they listen, and this process is fundamental to be competent in language communication which is the goal of Costa Rica's education. Nevertheless, the Action-Oriented Approach (AoA) has been applied in Costa Rica's educational system which has improved to a certain point the level of English knowledge. According to MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) "Within this approach to English language learning, students develop communicative competence, gain knowledge of various English cultures,

and develop their full potential as national and global citizens” (p. 25). However, the significance of being better in listening skills falls on the necessity to be proficient in the near future where English is fundamental for an individual being capable of obtaining a more affordable job opportunity. Nickerson & Zodhiates (2013) cited that, “In addition to producing people who know a lot, who can think well, and who can learn, education should serve several purposes. It should, for example, equip one to participate meaningfully and responsibly in a democratic society” (p. 4). Students who are more prepared at English proficiency are the ones who have more facilities in the labor field. As a result, implementing contemporary technology, the possibilities to form competent learners in listening abilities are great.

Hence, technology has revolutionized the way people think, learn, and act. It is essential for teachers to manipulate these tools in the English classroom in an effective manner since new generations enjoy this tool, they have a curiosity and excitement over mobile apps and touch-screen devices, and by utilizing these tools in the listening knowledge construction process, it will benefit learners due to the fact that students are technological individuals, and by allowing learners to use the applications they know to practice the listening skill, it would be a complement to the professor’s materials. In the same manner, technological tools provide more ways to introduced listening tasks into the English knowledge construction process since non-educational apps can be a more personal resource for learners; thus, students can take their time to complete activities and responding according to their own level, and eventually, improve their listening proficiency level through time and effort. The application of this pedagogical proposal research emphasizes the importance of apps implementation in English language learning; additionally, the essential of teaching English is to form competent learners in the listening skill. As it is well-known, students are struggling to understand the target language; therefore, handling apps to improve performance in listening will help learners to increase in value the need for this language. Furthermore, in order to continue with this proposal research, the following sections are the general objective, specific objectives, research questions, and the hypothesis. These elements of the project are the guides and the aspects to determine what is pretended to be investigated in the research.

1.3.1 General Objective

To propose a pedagogical action through the implementation of non-educational apps for improving the listening skill level in the English knowledge construction process.

1.3.2 Specific Objectives

- To identify non-educational apps for improving student's listening skill.
- To substantiate conceptually content of non-educational apps for enhancing the student's listening proficiency level in the English knowledge construction process.
- To plan sequential activities that allow the implementation of non-educational apps to enhance the listening proficiency level in the English knowledge construction process.

1.3.3 Research Questions

- How does the Action-Oriented Approach help to improve pupils' knowledge construction process?
- How does the didactic sequence improve students' knowledge construction process?
- How does the implementation of tasks improve the knowledge construction process?
- What is the role of the auditory processing in the learners' listening proficiency level?
- How does the metacognitive awareness interfere in the development of the listening proficiency level?
- How is the learners' listening proficiency level affected by comprehensible input?
- How do in-class resources enhance the development of the lesson through non-educational apps?
- How does the usage of non-educational apps can create an innovative learning environment?
- How is collaborative learning promoted through the usage of non-educational apps?

1.4 Hypothesis

The implementation of non-educational apps in the knowledge construction process helps to enhance the listening proficiency level.

1.5 Chapter's Conclusion

In summary, this chapter introduced the concept of how the listening proficiency level of the students can be developed by the use of non-educational apps in the knowledge construction process. As exposed previously, listening holds a special place among the four skills of the English language due to the enhancement it provides to the second language learning; and at the same time, listening enhances the development of communicative awareness in the target language. Therefore, learners must have opportunities to practice their listening ability in order to become competent; and as claimed

by MEP, the way to get bilingual citizens in the future is by providing opportunities for the students to put into practice what they have learned. Consequently, the use of technological devices and applications creates a more favorable learning environment for pupils since they provide learners a variety of options that can be used to increase the knowledge construction process time. Moreover, the use of non-educational apps serves the purpose to connect students to the English knowledge construction process in a more dynamic and immersing approach due to the fact that learners can have the chance to use applications they normally use in their daily life in the English classroom setting to get accustomed to the target language. Pursuing the same idea, the development of better teaching processes have been crucial in Costa Rica's education, and the use of a new teaching method brings the opportunity to add technological resources which are quite necessary for the contemporary era, and by connecting technological tools to the listening skill students would be able not only to understand and manipulate the target language but to communicate effectively using the English language. Current listening resources provide accurate content that is important in order to comprehend the language; thus, learners can improve their listening proficiency level when they are exposed to the real English language; gradually, students will be able to communicate effectively in a suitable situation.

Nonetheless, teachers have to adapt themselves to new technologies and applications to make pupils' knowledge construction process an exciting experience that would help the listening skill to be developed even to complete in-class tasks and to deal with real-life situations. In fact, the implementation of apps and technological devices in the development of the English lessons will enhance the learner's motivation to be more concentrated and engaged with the content of the lessons. As it was mentioned in this chapter, good English communication skills are the base for learners' self-development if the correct tools are implemented, and non-educational apps such as YouTube and WhatsApp are part of this schooling process. Nevertheless, weaknesses are observed in the current teaching process; learners show some learning problems when referencing to listening comprehension; thus, enhancing learner's listening proficiency level using non-educational apps is crucial for the development of second language competency. The importance of this pedagogical proposal research remarks the fact that apps implementation in English language learning results in an innovative practice that involves learners and teachers. Finally, teachers have an important role in this process since they are in charge of providing the resources and materials for the best development of the lesson. Concluding, the next chapter is the literature review, in this section of the research, it

is necessary to analyze the variables and the different indicators to contextualize and support the ideas presented throughout this research.

Chapter II Literature Review

2.1 Introduction

The development of chapter two determines the action research's contributions to the problem under investigation. Therefore, the literature review is supporting this pedagogical proposal research by proving essential and concise information to the overall construction of this chapter. Allen (2017) states that, "Literature reviews provide important background information and details about a specific research topic, which can help demonstrate the importance of a topic and establish understanding of a subject or issue" (p. 882). The literature review as a core for the chapter is going to support the ideas and importance of the different elements that will be analyzed. Furthermore, it is underlined the importance of delivering meaningful information in order to make public the necessity to improve the learners' listening proficiency level by implementing non-educational apps in the English knowledge construction process. Nonetheless, the listening skill is a primordial element which plays a fundamental role in second language acquisition and must be introduced correctly into the classroom in order to obtain favorable results in the learners' listening comprehension abilities. Rost (2002, as cited in Silver et al., 2009) exposed that:

Because listening is so prevalent in language use and because listening is the primary means of L2 acquisition for most people, the development of listening as a skill and as a channel for language input should assume critical importance in instruction (p. 55).

The listening skill allows learners to enable communicative language, and it should be treated as an essential ability to be promoted in the English classroom. In the same manner, English learning is a set of different elements and components that make the whole process a learning experience and listening as part of the four skills of the language contributes to build the basis for communication to take place among the second language. Indeed, Mense et al. (2005) states that, "Efficient listening skills are essential for children for classroom learning and for successful social interactions" (p. 3). The main goal of second language learning is to enable communicative awareness and by enhancing effective listening skills, pupils can develop their production abilities through the input which is given by means of listening tasks. Following the same manner, Chang et al. (2009) mentioned, "In the course of studying English, listening comprehension becomes an essential element in English communication" (p. 75). Unquestionable, the listening skills are irreplaceable ingredients for English communication to occur in second language learning, and surely it must be placed as a priority in the knowledge construction process of the students. Nevertheless, it is observed the problem of the

investigation which reflects the issues that learners have when trying to understand the spoken language through listening exposure. Pupils might find the listening skill a difficult ability to master in the second language learning. Farrell (2005) explains that, “For foreign and second language students, mastery of the skill of listening is one of the most difficult barriers to overcome to be able to follow lessons, much less become proficient users of the language” (p. 132). The skill of listening is a special component which takes part in the overall development of English lessons, and as an essential skill it must be implemented in a way that students can feel connected to it instead of perceiving it as a barrier. Certainly, the listening skill cannot be left behind since it is part of the English knowledge construction process; but on the other hand, Leclercq et al. (2014) stated, “Listening is a difficult skill to assess because it cannot be observed directly. Listening is therefore tested by asking learners to indicate what they have understood” (p. 93). This is important to take into account, listening is a powerful ability, but it cannot be taught through traditional methods anymore, the skill of listening must be developed in a way that learners can have opportunities to be engaged with the content of the tasks in order to comprehend the messages conveyed in such activities. As a consequence, it is emphasized the necessity to improve the educational quality content, to look for teaching practices where learners can ameliorate their listening proficiency level; and at the same time; enjoy the knowledge construction process. Here is where technological resources can be used as educational tools since Gordon (2007) mentions:

Technology benefits young learners by enhancing their physical abilities such as hand-eye coordination and fine motor skills. It can also improve children’s understanding of the world around them, develop their flexibility and ingenuity, enrich their worldview, and expand their openness of mind (p. 179).

Thus, teachers must look for new didactic materials and resources to promote students’ self-development in education as well as their understanding of the world in their personal lives. As a result, seeking for the best practices will benefit learners’ comprehension problems at the time to listen to the English language. Therefore, in this chapter is analyzed how the learners’ listening proficiency level can be improved to succeed in the knowledge construction process.

In the light of this action research, it is studied how the learners’ listening proficiency level can be improved by the implementation of non-educational apps in the English knowledge construction process. For that reason, in order to conduct the development of the literature review, it is consulted the necessary documents to support the three variables. First and foremost, the first

variable is the knowledge construction process. Bruner (1990, as cited in Thomas, 2008) exposed that, “Learning can be described as an active process in which learners interact and construct new ideas based upon their current and past knowledge” (p. 48). Indeed, the knowledge construction process is an active and current process that students go through when developing their abilities in a certain subject; in simple words, it is the process in which students develop their skills and construct new knowledge. Therefore, the variable is based on three indicators, the Action-Oriented approach, didactic sequence, and task. These elements reinforce the pedagogical proposal research in the area of the learners’ English knowledge construction process. The second variable exposed is the listening proficiency level. According to Downs (2008), “Listening is defined as making an effort to hear something; to pay attention or heed” (p. 1). It is simple to comprehend that listening is about understanding what the speaker is saying in real time. In other words, students’ listening proficiency ability is observable when learners are able to understand a variety of spoken speeches, it could be from personal conversations to short academic texts; at the same time, learners are capable of finding relevant information, make predictions based on the content of the listening, and also understand the speaker’s intonation and stress. (Wolf & Butler, 2017, p. 68). Now the listening skill becomes a little difficult to assimilate but to be proficient, it requires a learner to fully understand the spoken discourses. Consequently, the study of the second variable is supported by the following indicators, auditory processing, metacognitive awareness, and comprehensible input. These aspects are intended to be considered in the literature review in order to analyze the means to make learners proficient in the English language. The last variable showed in this pedagogical proposal is non-educational apps. In fact, this pedagogical proposal research looks to improve the learner’s listening proficiency level through the application of apps in the knowledge construction process; and social networking apps as Facebook or Google might be great options for non-educational apps. Issa et al. (2016) explained that:

Working and learning with social networking facility in the higher education sector will bring new opportunities for students namely: exposure to cutting edge knowledge; the opportunity for collaboration and inter-crossing relationships; enhanced communication skills; acquisition of new acquaintances, and an awareness of an environment-friendly means of communication. (p. 9).

Non-educational apps are strong tools that can make the second language learning an enjoyable process for students and teachers since the variety of options that these applications offer cannot be

seen in any other didactic material. Therefore, in order to investigate how non-educational apps can help pupils' listening proficiency level in the target language, the following indicators are taken into account, in-class resources, innovative learning environments, and collaborative learning. Technology is part of the students' lives and integrating this tool to the English classroom would bring benefits to the overall development of the English language.

Lastly, the development of this research is based on the premise of improving the learners' listening proficiency level through the usage of non-educational apps, and the literature review supports the aim of this proposal by providing the information needed to answer the research questions in a concise and clear manner. Moreover, the literature review allows this research to be structured in order to support the variables and indicators with useful and relevant content. Subsequently, the skill of listening represents a major factor in the construction of the English development, and it can be seen as a primordial source of input in the target language. Therefore, it is pretended to integrate non-educational technologies to the teaching and learning environment to make the knowledge construction process as effective as possible; consequently, the connection that exists among the listening skill and technological apps is highly beneficial for English education due to the factor that technological resources in the listening skill is a good combination that can be observable in the students' performances. To see that, in order to continue the pedagogical proposal research, the upcoming section is the first variable which is the "knowledge construction process". Furthermore, it is presented relevant information about the role of the knowledge construction process at the time to listen to the English language.

2.2 Knowledge Construction Process

Learning is a process that combines different elements in order to work as it does; and in a language, learning is a process that supports the development of the target language through the achievement of sequential stages. Indeed, Burnett & Myers (2004) cited that, "One of the most important insights is that learning is a process of interaction between new knowledge and what is already known. In order to make sense of new information, we relate it to our prior knowledge" (p. 108). This process occurs all the time inside the English classroom as part of the development of the lesson, learners interact with the new knowledge the teacher presents and the previous knowledge they have learned throughout the years of instruction. At the same time, Shafaei & Nejati (2010) mention that, "Language learning is not the same as learning any other subject. It does not imply writing an

examination and getting a degree or award. The four skills of reading, writing, listening and speaking can be acquired only through practice” (p. 38). The process of learning the English language integrates the four skills with a view to make a student competent in such language, and the only way to make this happen is by making the knowledge construction process a place where learners can practice such abilities. On the other hand, the skill of listening enables communicative action to flourish, but this can only come into being if it is developed in the process of learning the target language. In fact, Shafaei & Nejati (2010) also mentioned that, “Communication involves one’s ability to listen carefully so as to grasp the meaning and to respond in turn with apt words and clarity of pronunciation. What helps one to acquire such proficiency in a language, is the process” (p. 38). The knowledge construction process is a construction platform that enhances the improvement of the learners’ listening ability as well as their aptitudes to be able to communicate.

Therefore, it is important to examine the difficulties that some learners face in their process of learning the English language. Noro (2006, as mentioned in Widodo et al., 2017) explain that:

Students have listening difficulties such as speech rate, unknown vocabulary, and pronunciation, and that those difficulties become a kind of stressor to them. Listening tasks without consideration for the students’ difficulties in the listening comprehension process can discourage students from listening (p. 19).

Listening as a fundamental ability has its own difficulties during the knowledge construction process, and without the pertinent considerations, it can separate students from their goal of achieving the competency in the English language. Nonetheless, teachers must be cautious when carrying out listening tasks since it may be more difficult for students with learning difficulties. Teachers are in charge of the knowledge construction process inside the English classroom, and they need to be aware of the students’ difficulties in order to create an environment where students can feel part of the process of learning. Certainly, Carr & Bertrando (2012) remark that:

Teachers need to be aware that some English learners have the additional characteristic of having learning difficulties. These students have the double challenge of learning a new language while also having receptive and expressive language difficulties. Language overload can be exhausting for any English learner and specially so for students with difficulties in auditory language processing, working memory processing, or language expression (p. 54).

For the sake of improving those difficulties in the language learning, it is essential to make a reevaluation of the knowledge construction process in contemplation to fix such issues that interfere in the process; as a result, “An understanding of different types and processes of learning is important in designing interventions to enhance engagement in learning” (Valentin, 2017, p. 65). It is relevant to understand the different processes of learning toward the engagement in the learning environment to successfully adapt the listening tasks to the knowledge construction process of the learners. To be sure, it is needful to look for quality education in the English department; hence, it is accurate to mention that the process of learning interferes in the students’ listening skill and their competency in the English language.

Nevertheless, the knowledge construction process is fundamental in education; therefore, in the current variable is analyzed some factors that can enhance learners’ listening proficiency level by stimulating the knowledge construction process. Likewise, it is proposed to implement non-educational apps as technological resources in order to reinforce the listening skill in the knowledge construction process. Falsgraf (2007) stated that:

Today, the very nature of teaching and learning a language is changing as students are transported by technology almost literally into those cultures, enjoying opportunities to interact with the language and people who speak it, while never leaving their classroom (p. 41).

Technology as a modern resource can help students improve their knowledge construction process due to the opportunities it confers to the process of learning a language; the experience of facing the real English language without living the classroom, it is a great occasion for learners to interact in a stressed-free environment. In fact, Falsgraf (2007) also mentioned that, “The most frequent use of technology in language learning is linking learners to information, activities and other students around the world” (p. 45). This contemporary tool is an advantage in the knowledge construction process, and by implementing these resources inside the English lesson the knowledge construction process will be maximized; and in this situation, non-educational resources like the internet works as a medium to improve the education process. The internet provides opportunities for students to understand the target language outside the English classroom since it allows learners to connect with native speakers and non-native speakers who are also learning the language. In fact, this real-life interaction promotes authentic production of the target language (Veiga & Lupion, 2008, p. 272). The internet is available anywhere, and the English setting can be benefited from this authentic tool; but most importantly, pupils will get to know and manipulate the target language in a more

immersing way. Therefore, stimulating the process of learning is a vital element for improving learners' listening skill; to see that, it is used technological resources to make the changes needed to develop the knowledge construction process successfully; but most importantly, English tasks must motivate students to keep working on the target language to accomplish the aim of communication. Garcia (2015) noted that, "Students become engaged in the learning process when they understand that the content and skills they are being asked to learn are connected to their day-to-day lives" (p. 157). Indeed, English tasks must engage students, but also make them perceive the importance of the content and the skills used in class in order to make a connection to their personal lives outside the English classroom. Besides that, Gerngross & Puchta (2009) mentioned, "When learning, motivation is highly dependent on whether the learners identify with what they are learning. When children can identify closely with what has been learned it leads to them remembering it better" (p. 21). The knowledge construction process as a builder of language must be a place where students can relate to what they are learning in order to strengthen the development of the skills and their performances in the usage of the second language.

Moving forward, it is pretended to carry out the variable one based on three indicators, Action-Oriented approach, didactic sequence, and task. Thus, it is essential to highlight how these indicators are structured in the upcoming sections. Currently, in today's Costa Rican English education, it is applied the Action-Oriented Approach (AoA) in order to guide students' knowledge construction process. AoA is an approach that seeks for an overall integration of the learners in the knowledge construction process; additionally, Council of Europe (2001) states that:

The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action (p. 9).

Furthermore, within this approach, pupils have to develop competences in the target language in order to become competent individuals in the knowledge construction process. In the same manner, learners' knowledge construction process is conducted by the AoA; and as a component, the didactic sequence plays an important role as the second indicator in this first variable. Teacher must follow a didactic sequence so as to conduct the pupils' listening proficiency level. Moreover, MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) expresses the oral comprehension strategies, "Planning (pre-listening, motivating, contextualizing, explaining task goal); listening for

the first time (general understanding); pair/group feedback; listening for the second time (more detailed understanding); and self/co-assessment” (p. 36). These steps for listening implementation are crucial to develop the skill of listening in an effective way; and at the same time, avoiding the overwhelming of the students’ capacities at the time to perform such exercises. Hence, the last indicator is task; subsequently, the main goal of this proposal research is to improve learners’ listening proficiency level through the development of listening tasks through the usage of non-educational apps to reinforce the English knowledge construction process. Carless (2003, as cited in Lee et al., 2008) explained that, “A task has a purpose, involving more than simply the display of knowledge of skills” (p. 3). For that reason, tasks must be thoughtful activities which students can reveal more than just their knowledge of a certain skill, but insights and thoughts according to what is being learned.

Lastly, the process of learning a language is a whole experience, laced with a variety of components and elements that work in favor to make this process worthwhile. The four skills of the English language are improved through the process, and the only way to develop such skills is by making the process a good learning environment where the language can be exposed and manipulated by the learners. That is, an opportunity for students to utilize the English skills to develop communicative confidence since the space to develop spoken interaction is through the knowledge construction process inside the classroom. Nonetheless, there are difficulties and weaknesses that the students possess that might block their knowledge construction process; for instance, these difficulties can make students discourage from listening and also lose the motivation needed to be concentrated in the class development. As a result, it is necessary for teachers to be aware of these issues that learners have in the listening competence and as well in the knowledge construction process to reinforce those weaknesses to avoid learners misplace in the target language. On the other hand, seeking for new resources and materials to use during the knowledge construction process is an advance in the right direction due to the fact that technological devices and applications are constantly being used in the process of second language learning; and non-educational resources as the internet are making their own way in educational technologies; point in fact, the internet will boost the knowledge construction process by providing opportunities for the students to interact with a much larger community of speakers, and also providing authentic content to build up the students’ knowledge within the second language. Therefore, in order to continue the development of the first variable, it is taken into account three indicators already mentioned, the Action-oriented approach, didactic sequence, and task. These three indicators are fundamental to the construction of the current

chapter. As a consequence, the next segment of this pedagogical proposal research is the indicator Action-Oriented approach.

2.2.1 Action-Oriented Approach

The term Action-Oriented Approach (AoA) has gradually circulated in the world of language education since the publication of the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). In fact, the Common European Framework, “It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively” (Council of Europe, 2001, p. 1). This works as a basis to develop what is needed to be taught to make learners part of the knowledge construction process as well as to develop the skills needed for communication. “With the CEFR, the starting point for any planning is its view of the user/learner as a social agent with an individual profile and personal goals” (Piccardo & North, 2019, p. 16). The learners as individuals have their own perception of the language, and their personal goals are important in the knowledge construction process of the second language; subsequently, it is fundamental to view the learners as social agents who are in charge of different processes. Within this concept, it can be said that AoA perceives learners as social agents who are essential elements in the knowledge construction process. In the same manner, AoA seeks to close the gap that exists between the process and the real usage of the language. Agudo (2012) mentioned that, “In the action-oriented approach, real-life-like activities are to bridge the gap between the learning situation and the normal use of language” (p. 10). The most important aspect in second language learning is building real communicative processes, and the AoA looks for the implementation of real-life tasks in the classroom in order to present learners with a more authentic exposure to the target language. Evans & Niemeyer (2004) added that, “The ability to act can only be learned by acting. Action-oriented learning includes the basic idea of connecting head, heart and hand within learning processes and the enhancement of learning through work projects” (p. 56). This approach connects the real-world language with the process of learning by making the knowledge construction process a natural proceeding inside the English classroom.

Hence, Costa Rica educational system aims to provide learners with real language to develop communicative competence in the knowledge construction process. MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) exposed that, “The development of

communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system” (p. 4). It is vital to build up communicative competence in the English language to support the goal of making pupils competent in spoken interactions in real situations. For that reason, Costa Rica educational system in the English department is supported by an English curriculum which improves the four skills of the target language and the knowledge construction process. In the same manner, MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) stated, “Learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners” (p. 12). Learners need to be able to enhance their abilities in an environment that provides them with spaces to work on their autonomy as well as enhancing the skills needed to be proficient in the second language; and the updated curriculum that MEP has been implementing reflects the necessities that must be enhanced to achieve the goal proposed. Point in fact, in Costa Rica, the English educational department is currently using the AoA so as to achieve pupil’s competency in the second language as well as making them successful learners in the present-day society. Consequently, Piccardo & North (2019) exposed that:

The AoA started to be the object of increased attention from language educators and curriculum developers and consequently a body of knowledge started to be created. Materials that claimed to be action-oriented, some more correctly than others, started to be produced in different languages and contexts (p. 1).

The AoA came to the educational system to change the way the English language was learned and taught; and subsequently, it improved the practices and didactics materials used in the knowledge construction process. Indeed, Piccardo & North (2019) also mentioned, “The AoA has triggered powerful innovation at a practical level in the teaching of different languages, with materials and examples of AoA-based scenarios, which show noticeable similarities beyond differences in pedagogical cultures” (p. 2). AoA as an innovative approach in second language learning has brought a different view in terms of materials and scenarios to materialize the concept of real language and learning processes within the English lessons. MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) also mentioned, “Within this approach to English language learning, students develop communicative competence, gain knowledge of various English cultures, and develop their full potential as national and global citizens” (p. 25). Unquestionably, AoA is an approach which benefits the construction of autonomous learners in the second language classroom,

but it is also beneficial for English education since there are difficulties associated with listening comprehension abilities that can be improved within this approach. Point in fact, listening comprehension is a factor that interferes in the English knowledge construction process. Usó-Juan & Martínez-Flor (2006) state, “Listening was viewed as a passive process with no role in language learning” (p. 30). Listening nowadays is recognized as an active process that affects the second language learning in a more direct way due to the advances it provides to communicative actions. Nevertheless, listening comprehension requires real-time processing, this difficult the acquisition and absorption of this ability in second language classrooms; indeed, the listener does not have the same control over the pace of the interactions as a reader might have in a reading activity where pausing and skipping sections to analyze them is easier to do. (Zhixin, 2017, p. 92). In fact, listening comprehension has its difficulties in the second language learning, and it has not been treated as an essential component in the development of English competency. Certainly, Usó-Juan & Martínez-Flor (2006) also mentioned that, “Consequently, it was assumed that just by repeating, imitating and memorizing what listeners heard, listening comprehension took place” (p. 30). For the listening comprehension to take place, it is required to understand what is implicated during the listening process, also the different stages that must be followed, and most importantly what the listener must be focused on.

Following the same further, learners have difficulties in understanding the English language during the application of listening tasks. As a result, using the AoA in the English educational system supplies the teachers with the necessary tools and strategies to improve those difficulties in the target language; to see that, this approach is making the role of listening more suitable for learners in the English knowledge process. In order to make competent learners in understanding the English language within the AoA, MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) states that:

The approach to this skill in this syllabus implies strategies from discrete listening to global listening. Discrete listening means listening for detail whereas global listening refers to listening for the main idea. Both of them involve different types of listening performances (p. 42).

The AoA within the English syllabus allows students to work on discrete listening as an easy way to understand listening tasks since listening for details is a fundamental aspect in listening comprehension. At the same time, global listening lets pupils get the main idea without worrying in

the small details a listening activity presents. Thus, it is possible to use different procedures in order to expose learners to listening tasks; therefore, besides offering discrete listening and global listening to enhance the listening skill, MEP also proposes the use of “listening for the gist, listening selectively, listening to make predictions” (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 43). These strategies would allow pupils to fulfill the necessities they have when performing listening in the knowledge construction process. On the other hand, within the AoA, English teachers play primordial roles due to the fact that they are in charge of assisting learners to become responsible for their own progress in the English knowledge construction process as well as presenting them the scenarios inside the English lesson.

As a final review of the indicator, the AoA connects the real-world language with the process of learning by making the knowledge construction process a natural proceeding inside the English classroom; this is fundamental for the development of communicative competence as an aspiration of the Costa Rica educational system. This goal is possible since the application of this approach inside the second language classroom due to the possibilities it has to develop the four skills of the English language as well as exposing learners to real-life tasks in the classroom setting. Moreover, AoA inside the knowledge construction process provides spaces to reinforce learners’ autonomy as well as enhancing the skills needed to be proficient in the target language. Indeed, it can be said that this approach is an innovative tool in second language learning considering the different views it has in terms of didactic materials and scenarios to materialize the concept of real language and learning processes within the English lessons. The advantage of this methodology is that it proposes to teach the English language more effectively as well as improving the learners’ proficiency level to overcome those weaknesses they present during the knowledge construction process. Likewise, AoA provides teachers with strategies and tools to improve those listening difficulties in a way that students can feel the process of listening an opportunity to gain knowledge and strengthen their abilities. Consequently, in order to continue with the development of this variable, it is presented the indicator didactic sequence in the segment below.

2.2.2 Didactic Sequence

In this current section, the second indicator is analyzed in order to dispel any doubt related to the first variable. As in every work development, a specific sequence is put into practice; implementing that structure is vital to get done particular purposes of certain jobs. Everything requires

an order; thus, in that way the process of every activity is carried out in a proper direction; similarly, education is a process that reflects an order during the English knowledge construction process. The development of proper guidance over this process is critical to enhancing learners' skills such as the case of the listening skill. A didactic sequence is particularly suitable for a better teaching performance, the meaning of this concept is not defined in detailed; however, the definition of didactic would be explained in a certain point in which it is said that it emerges from the necessity of solving problems in different skills. Consequently, Membrive & Armie (2020) state that:

Language didactics was born to address problems, mainly of epistemological character, teaching and learning of languages during the 1970s. On the one hand, the development of mastery of reading and writing skills and expression, and oral comprehension where desired. On the other, professional sought new guidance connected to reality and pragmatic needs of language use situation and context, nature of the interlocutors, direct and indirect communication, chiefly (p. 181).

Didactics are the results of resolving issues presented in the knowledge construction process, this first meaning drives to the sequence signifying, in this opportunity it shows certain definition in a process, but it conducts to the value of the word sequence and its importance. Goodwyn & Branson (2004) remark that, "The setting of homework needs to be planned as part of a lesson or sequence of lessons to ensure that it is relevant and meaningful and will enhance students' learning and understanding" (p. 62). A sequence planned in any class is primordial to get the main goal achieved; and in this case, the main purpose is to learn and understand. Effective sequences implemented in teaching improve the knowledge construction process and involves pupils across the teaching-learning development.

As mentioned before, every process requires a sequence, this particular component offers order and a ruling instruction. Hence, Goodwyn & Branson (2004) also mentioned, "Longer pieces and more challenging work should be broken down into a sequence of manageable chunks leading up to the whole" (p. 62). Sequence implementation presents to the listening skill a special purpose, in this portion in teaching-learning development reveals that succession in class is vital for students to understand better and develop their listening comprehension ability at a higher level. Moreover, the didactic sequence implemented for the listening skill is arranged by pre-listening, listening for the first time, listening for the second time, post listening, and checking, this process allows learners to be engaged in the target skill. In fact, MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación

Diversificada (2016) remarks that, “Learners must be prepared to listen, understand, and answer in an appropriate way, which is essential for effective communication. Before each listening activity, teachers give language support by introducing key words to familiarize students with the listening text” (p. 41). All these aspects prepare students to comprehend the English language in a suitable way; also, to be more oriented during the implementation of these listening sequences. This process of learning enhances the ability to be part of the English language in a sense of knowledge achievement which implies the usage of it in a more effective manner. This process might be compared when children are learning how to ride a bicycle, the development of this action carries certain sequences in order to know how to ride this vehicle, through that process parents help children to ensure the well-performance in that activity; likewise, the knowledge construction process behind teaching-learning in a classroom relates to, professors are the ones who manage to present the work, but the ones who put into practice the tasks are the learners. In all these facets exist an important agent that; additionally, encourage pupils with their attitude; the teacher should be the reason students would like to learn and take part in the class. According to McIntyre et al. (2008) “Most important, though, is the attitude teachers have about students and their first languages. We can learn to respect and celebrate these learners as multilingual students and recognize the gifts they bring to the classroom” (p. 64). Besides the importance of having a sequence in the knowledge construction process, what really matters is the teachers’ attitudes and the value they provide during this crucial process.

Therefore, developing appropriate guidance in this process is vital to enhance students’ skills, and a didactic sequence is exceptionally suitable for a better teaching performance. As mentioned before, the didactic sequence is the result of the need in solving problems presented in the knowledge construction process. Throughout this indicator, the importance of implementing the right guidance for students arises with the aim to support the didactic sequence in the knowledge construction process which exposes its relevance as every activity requires a certain development to be successfully implemented in the lesson. The English language as a potential tool that sustains the world in the present day and will continue to be one of the most important languages for the human race in a relation to improvement and development must be taught in a way that learners can feel the achievement of learning, and through sequences, the whole process of learning the second language can be a reality. This process of succession in the construction learning enhances students’ abilities by feeling part of the English language in a sense of knowledge accomplishment. Certainly, Wentzel & Brophy (2014) stated that, “Motivation to learn refers primarily to quality of students’ engagement in a learning activity, not the intensity of the effort they devote to it or the time they spend on it” (p.

8). Restating the motivation importance, teachers must encourage students in order to engage them in the implementing didactic sequences which derive them in a meticulous process involving different activities. Taking into account this aspect of the target language, the necessity of preparing future workers has a significant value in which instructors are involved to teach pupils with the correct attitude and likes for their future; moreover, this would be possible with the implementation of specific sequences in the knowledge construction process. Consequently, the next segment explains the indicator task, and the necessity to be well implemented in the learner's competence to improve the English knowledge construction process.

2.2.3 Task

The following information is based on the third indicator which is centered on the task in the English knowledge construction process. The bases of an educational system are fundamental, that is why working on the best practices to teach the second language will help learners to manage the language properly; in fact, tasks in the knowledge construction process provide affordable conditions when learning the second language since tasks have an important aim and meaning for language learning. In addition, Skehan (1998, as cited in Lee et al., 2008) stated that, "An activity in which: meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome" (p. 2). These activities developed during teaching-learning processes drive learners to be involved with the construction process, focusing on the purpose of each stage, as it is known in task-based learning (TBL). Lee et al. (2008) determines that:

Exercises draw a student attention to the formal features of language, while tasks place an emphasis on the purposeful, meaningful an appropriate use of language. In implementing TBL, it is important to ensure that students focus primarily on meaning and yet there should be opportunities for focusing on form. The focus on form can take place at any stage of a TBL lesson – e.g. pre-task, during-task, or post-task stage (p. 7).

As it is mentioned, the task has a purpose and a meaning for appropriate management of the language, and the importance relies on making pupils focus on learning the target language by particular activities called tasks. The highlighting issue is the development of functional and flashy materials to implement in the classroom, and the use of non-educational apps as an innovative tool in this modern era can boost this development. The English language offers opportunities in many fields;

correspondingly, the education area is the most critical element which allows future agent-workers to take advantage of this language-tool. Indeed, tasks can be developed through technological resources and applications to make the knowledge construction process more attractive and innovative for second language learners; point in fact, listening tasks can be boosted by implementing non-educational materials such as songs, recordings or videos during the development of the lessons; as a result, these kinds of resources can contribute not only to the improvement of the listening ability but also to enhance the knowledge construction process inside the English classroom. Madya et al. (2018) mentioned that, “Learning a song, one must listen to it carefully. Therefore, songs are closely related to listening” (p. 429). Listening to a song is a fun and active process that includes characteristics of listening comprehension such as listening for details or listening for the main idea, these elements can be emphasized through songs as non-educational resources. Moreover, Madya et al. (2018) also explained that:

Having a belief in teaching listening using songs means teachers believe that the use of songs will ease students’ process of listening in terms of differentiating sounds, catching words, understanding pronunciation, phrases, sentences, grammar, gist, and even a certain culture emerged in there (p. 431).

It is accurate to state that this type of listening task incorporates many components needed to develop the skill of listening in the knowledge construction process in a way that does not feel as a traditional task but rather as a fun activity to develop in class. Assuredly, there are different strategies and tools that the teachers can introduce into the lesson development to make the procedures of the task more beneficial for all the learners, and the use of non-educational apps and resources can increase the pupils’ motivation to complete in-class tasks. On the other hand, the target language and its importance are reflected in today’s society need. Good understanding of the English language provides better interaction conditions, and appropriate listening tasks during the development of listening skills are potentially effective which can raise the level of the learners’ understanding. Samuda & Bygate (2008) stated that:

In talking about the role of tasks in second language learning, our starting point is the assumption that the aim of second/foreign language teaching is to develop the ability to use the target language. By ‘use’ we mean that the language is used not only to practice or show mastery, but also for information (personal and professional), for social, political and artistic

purposes, as well as for aesthetic pleasure. One way of engaging language use is through holistic activity (p. 7).

As seen before, tasks offer the ability to handle the second language learning more accurately which involves better understanding and the importance of listening. If the social agent is not able to understand spoken discourses, it means that their proficiency in listening is under the required level. Consequently, listening as an essential skill involves the other three English skills; therefore, the development of this component reinforces the other proficiencies, this enhances a high level of potential in the learners' knowledge construction process.

To concentrate the significance of the development of a task and its respective meaning, it is deriving in an activity which there is a relationship with real work actions and the value of the expecting outcome. As a matter of fact, MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) states that:

Tasks are set in a context that learners would face in everyday life within scenarios and domains. Learners are able to demonstrate what they “can do” in English, as well as what they know about English language structures, vocabulary, functions, psychosocial and Sociocultural aspects (p. 26).

The implementation of a task reveals that learners are aware of what they can do in the knowledge construction process and future real-life conditions. Tasks also can be handled with the abilities the learners have, the conscious sense of knowledge, and the skill of understanding. According to MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016), “Tasks can be non-communicative or communicative language activities that make demands upon the learner's knowledge, skills, and abilities” (p. 26). This peculiar aspect remarks on the value of the task implementation in the knowledge construction process and its goal for the improvement of learners' skills and abilities. In addition, technology has become the perfect source for this construction process where the usage of this tool is the main goal for current teaching development, and non-educational apps and resources as songs and videos can bring real language into the classroom to increase the pupils' motivation to complete in-class tasks. Moreover, global development over this century is characterized by the advancement in science and technology, for that reason, it impacts every aspect of life pointing out the importance of language as a tool for global communication. Nonetheless, all those aspects are applied in the correct performance of the listening skill, the one who

plays an important role in the target language. Good listening implementation means better understanding and communication in contemporary and future opportunities for the agents who are exposed to real tasks inside the English classroom. Subsequently, the upcoming segment will explain the second variable that relates to the listening proficiency level and its significance in the knowledge construction process.

2.3 Listening Proficiency Level

In second language learning the four skills play an important role in the development of the learners' proficiency level; in general, these abilities are known as listening, speaking, reading, and writing. Gonzalez (2008) stated that, "Language learning is best facilitated by structuring instruction so that language learners progress through the four skills in that sequence. One listens first, and then speaks, which is followed by reading, and writing is the last skill developed" (p. 312). It is vital to understand the sequence of language development in order to maximize the knowledge construction process, and the listening ability is the first skill that must be enhanced since Palmer (2014) cited, "We all listened before we spoke and well before we read or wrote" (p. 10). Knowing that listening is greatly important in the construction of one's proficiency, enhancing the development of such ability in the second language classroom would be beneficial for the learners' communicative competence. Indeed, Weaver (1980, as cited in Palmer, 2014) expressed that, "Long before we received any formal instruction, we picked up our native language first by hearing it spoken in natural and meaningful contexts and then by trying to use it ourselves" (p. 19). Listening becomes an input giver in the target language since learners are mostly exposed to spoken discourses inside and outside the English classroom, and as a fundamental element the proper instruction must take place to make learners improve their listening proficiency level, and eventually enhance communicative awareness among the social agents. Moreover, Vandergrift & Goh (2012) exposed that, "Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills" (p. 4). In fact, it is accurate to mention that the skill of listening is a builder of language proficiency, and it allows the interaction within the target language not only through the input received by the learners but also between the other skills within the English knowledge construction process.

Following the same further, the listening skill is a critical ability that pupils must develop in order to comprehend the English language; thus, it is necessary to highlight the processes that occur

while listening. Point in fact, Wolvin (2010) remarks that, “Listening involves processing information from various internal and external sources, as the verbal information may be complemented and modified by prior knowledge, context information, situational variables, body language, and nonverbal paralinguistic messages” (p. 98). In simple words, the action of listening is a process that involves the manipulation of information with the complementation of the prior knowledge and context in order to understand the spoken discourses. This process occurs all the time inside the English lessons, pupils are in touch with listening verbal exchanges since the first moment they enter the classroom; indeed, Palmer (2014) also exposed that:

If listening is the primary way that students take in information, it makes sense to pay close attention to what they’re listening to. In the classroom, it’s most likely to be spoken language—lectures, certainly, but also process explanations, project instructions, one-on-one conferences, presentations given by classmates, and discussions in groups (p. 10).

Learners are surrounded by English listening exposure due to the fact that everything they listen to inside the English classroom enhances their abilities to comprehend the target language, from the formal expressions the teacher uses to the informal vocabulary their classmates might be willing to use. All this exposure makes inevitable the development of the skill of listening in the knowledge construction process. As a result, it is observed that in order to study the English language, it is vital for learners to comprehend listening input; as a consequence, the necessary on developing learners’ listening comprehension is a main factor to be competent in the English language. Veiga & Lupion (2008) mentioned that, “Listening comprehension corresponds to the most frequently used competence and can be summarized in the formula “to hear and deduce a meaning” (p. 354). The comprehension ability plays an essential role in the learners’ listening proficiency due to the factor that they have not only to understand the information in spoken exchanges but also deduce the meaning that the speaker is conveying to the listeners. At this level, if pupils are competent in comprehending what they listen to, it can help their improvement in listening performances at the time to interact in the English language. Moreover, the process of improving the listening abilities is not an easy course of action since there are difficulties that learners face during the listening comprehension instruction. Noro (2006, as mentioned in Widodo et al., 2017) revealed that, “Main sources of difficulties in listening comprehension are rate of speech, vocabulary, and pronunciation. Under real-time processing, they attribute their comprehension breakdown to the three sources of difficulties: speech rate, unknown vocabulary, and pronunciation” (p. 20). These difficulties interfere

in the development of listening competence in the knowledge construction process. Widodo et al. (2017) also noted that:

Furthermore, those difficulties become some kind of stressors to listening anxiety, which cause lack of concentration, demotivation, and loss of self-confidence. The teacher should use the effective intervention methods to reduce their difficulties in listening activities as well as address their problems: for example, using spoken text with a silent pause between constituent boundaries, providing enough time to process the listeners without automaticity, or offering a choice of an easier spoken text (p. 23).

Unquestionably, teachers need to be aware of the pupils' listening difficulties to make the listening tasks a process where their listening proficiency level can be benefited instead of being corrupted by demotivation, lack of concentration or loss of self-confidence in their own abilities. Whereas, English learning requires a lot of effort from the learners, the listening skill is a key that enables the rest of the English skills to flourish during the knowledge construction process; consequently, this action research seeks for the necessity to make pupils skillful in listening since Shrum & Glisan (2000, as cited in Palmer, 2014) mentioned, "We learned our first language by interacting with others, and to learn a new language, students need opportunities to use that language in meaningful interactions with others" (p. 20). Learners need to be proficient in listening competence in order to interact with other people as well as to build communicative abilities; and most importantly, become competent social agents in the second language.

Pursuing this further, listening proficiency is fundamental in English education; therefore, in the current variable is analyzed some factors which can enhance learners' listening proficiency level in the knowledge construction process. Specifically, it is pretended to carry out the variable two based on three indicators, auditory processing, metacognitive awareness, and comprehensible input. It is essential to highlight how these indicators are structured in the upcoming sections. Nonetheless, understanding the spoken English language is a complex process inside the knowledge construction process, and the auditory processing is deeply involved as part of the learners' abilities to comprehend listening input. In fact, "Auditory processing' has been defined as 'the ability to hold, sequence, and process accurately what is heard'" (Rowe et al., 2003, as cited in Mense et al., 2005, p. 3). In other words, pupils through auditory processing hold and process the information that it is being received in their auditory memory area. Point in fact, auditory processing is essential in the development of the skill of listening since it takes part in the process of what is being heard by the learners at a certain

moment. Nevertheless, the metacognition process plays a vital role in the processes of comprehending spoken discourses in second language learning, and the metacognitive awareness within the metacognition action takes an important role as the second indicator in this second variable. Goh (2008, as cited in Vandergrift & Goh, 2012) mentioned that, “Metacognition refers to listener awareness of the cognitive processes involved in comprehension, and the capacity to oversee, regulate, and direct these processes” (p. 23). Indeed, learners must develop metacognitive awareness in order to understand how the cognitive processes are involved in listening comprehension, and how it influences the listening proficiency level in the knowledge construction process. The last indicator is comprehensible input; subsequently, the importance that the input has in second language learning is a key component to make learners competent since the elements provided by input allow pupils to develop their listening competence in the target language, and comprehensible input makes this process more beneficial due to the fact that “Comprehensible input is verbal input that is provided at a level slightly above the learner’s current level of language proficiency and that is supported by non-verbal cues” (Krashen 1985, as cited in Nutta et al., 2010, p. 45). For that reason, comprehensible input must be introduced in the learners’ knowledge construction process to enhance their listening proficiency level in the English language.

Lastly, the main core of this proposal research is to improve the pupil’s listening proficiency level due to the primordial factor that understanding the English language is fundamental to develop communicative competence in the second language. Clearly, the skill of listening is the beginning for language development, it is the first skill that is acquired, and it is the skill that enables the other language skills to emerge during the knowledge construction process. In the same manner, listening allows learners to interact in the English language, and this interaction helps to build up communicative action through the input and the processes that structure the listening evolution. Certainly, these processes occur all the time inside the English classroom, pupils are in touch with different listening verbal exchanges, and understanding how these processes interfere in the listening proficiency development would make learners more competent at the time to manipulate the English language; in fact, all these processes make inevitable the development of the skill of listening in the knowledge construction process. Teachers must be aware of these processes and the difficulties that the social agents face during the application of listening tasks to create an environment where learners’ listening proficiency level can be benefited instead of being corrupted by demotivation, lack of concentration or loss of self-confidence in their abilities. Therefore, in order to continue the development of the second variable, it is considered three indicators already mentioned, auditory

processing, metacognitive awareness, and comprehensible input. These three indicators are fundamental to the construction of the current chapter. Consequently, the next segment of this pedagogical proposal research is the indicator auditory processing.

2.3.1 Auditory Processing

Every social agent processes the information differently due to the main factor that learners differ from one another. Major (2015) mentioned that, “Students come to higher education with different abilities, skill sets, background experiences, learning goals, needs, and life circumstances” (p. 193). These differences make the knowledge construction process a unique experience every time pupils come into the classroom; indeed, learners learn in diverse manners; every one of them have their own interests as well as vary ways of responding to different situations according to what they hear and perceive; and the skill of listening as a clear example takes an important role in the development of the second language since Mense et al. (2005) mentioned, “‘Listening’ is an active process where the listener is focusing on the incoming sounds or words” (p. 4). This process of focusing on the sounds and words is fundamental at the time to comprehend the English language due to the fact that incoming language goes through the learners’ auditory processing system; therefore, Werner et al. (2012) stated that, “Auditory processing can be conceptualized as occurring in a series of stages, beginning with the encoding of sound at the ear and ending with recognition or understanding” (p. 1). Processing the spoken information is a complex process that works in several stages for the sake to comprehend the received language. This exact process occurs every time learners listen to spoken exchanges in the English language, they listen to words and sounds; then, their auditory processing system helps them understand and recognize the meaning behind the words. In this situation, Mense et al. (2005) also added, “There are many aspects to auditory processing. It covers abilities such as auditory localization; auditory discrimination; auditory sequencing; auditory figure–ground perception; and auditory closure” (p. 3). The auditory processing covers a range of different abilities in order to make pupils understand the incoming information; and eventually, this is an inseparable component of the learners’ knowledge construction process inside the English classroom.

On the other hand, auditory processing is closely related to the listening skill and how the brain manages to decipher the messages that are perceived by the ears; point in fact, Turkington & Harris (2006) mentioned that:

Auditory processing is what happens when the brain recognizes and interprets the sounds in the environment. Humans hear when energy recognized as sound travels through the ear and is changed into electrical information that can be interpreted by the brain (p. 33).

This intricate process takes an essential responsibility during the knowledge construction process due to it is observed that many elements contribute to the recognition of sounds and words during spoken exchanges. Moreover, the process of listening becomes a sequence of stages that permit the information to be analyzed and stored in the learners' brains. In fact, Mense et al. (2005) expressed that, "One aspect of auditory processing involves the retention of auditory information to allow time for word recognition, and for comprehension to occur" (p. 4). Without the auditory processing, it would not be possible the comprehension of the language since it provides time for learners to interpret what is being said by the speaker. At the same time, auditory processing presents the aspect of auditory memory which is "the ability to store and retrieve information presented as sounds, most important in the acquisition of language" (Turkington & Harris, 2006, p. 33). There is no doubt that the auditory memory is a fundamental aspect in the acquisition of a second language due to the factor that not only the understanding of the sounds is important but also the retention of information to be utilized later on during the knowledge construction process. Following the same further, "there are two kinds of auditory memory, long and short-term. Long-term auditory memory is the ability to recall something heard long ago. Short-term auditory memory is the ability to remember something heard very recently" (Turkington & Harris, 2006, p. 33). The importance of these two kinds of auditory memory is relevant in the construction of the listening proficiency level as long as to make learners competent in the second language. Pupils must be capable of recalling information whether in a short period of time as well as later in the knowledge construction process. Besides that, Davis & D'Amato (2010) stated, "In language acquisition, auditory short-term memory serves to retain spoken information for a short time while it is processed for meaning" (p. 564). Undoubtedly, auditory memory works within the process of comprehending the meaning behind the spoken exchanges, and this is the only way in which learners can store and organize the incoming information successfully; indeed, Flowerdew & Miller (2005) remarked that:

In the short-term memory, we begin to process the message consciously, but we have fewer than 15 seconds to decide what to do with it. We have to decide whether the message contains old or new information. If old information, we check it against what is already held in our

long-term memory. If new information, we have to begin to try to match the information with our existing knowledge and make “sense” of the message (p. 24).

The value of where the information is stored; whether it is in the short or long-term memory, allows the learners to build listening competence knowledge since the information stored will be used during communicative processes, and the learners’ brains must place the new information received where is going to be needed; to be sure, Flowerdew & Miller (2005) also mentioned that, “In placing the new information, we must make decisions about its usefulness; whether it will be needed again soon, or sometime later” (p. 24). This complex process is constantly being executing during the knowledge construction process, learners’ auditory processing memory is constructing, manipulating, and saving the information that is coming through their ears, and the importance is placed upon where this relevant information is being kept in reserve.

Furthermore, another fundamental aspect of comprehension processes within the auditory processing is the distinction that exists between bottom-up and top-down processing inside the learners’ listening proficiency level. These two models of processing help in the understanding of messages in spoken interactions in the second language, and the whole process of comprehending the sounds and words by the learners cannot be successfully performed without these two models of processing. Likewise, Flowerdew & Miller (2005) expressed that:

According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them (p. 24)

The bottom-up model segments the spoken language into multiple and individual elements that when they are combined, it makes up whole phrases and sentences. Learners can interact with the language by first understanding minimal sounds and words in order to comprehend the overall meaning later during the knowledge construction process. Particularly, Vandergrift & Goh (2012) referred to the bottom-up model by stating that, “This component of listening, seen as a decoding process, assumes that the comprehension process begins with information in the sound stream, with minimal contribution of information from the listener’s prior knowledge of the world” (p. 18). In fact, the bottom-up processing does not require the learner’s prior knowledge since the listening exposure is divided into multiple components. On the contrary, “Top-down models emphasize the use of

previous knowledge in processing a text rather than relying upon the individual sounds and words” (Flowerdew & Miller, 2005, p. 25). This processing model does not encourage learners to split listening exposure into components, but rather encourage them to rely on the previous knowledge to get to the meaning behind spoken discourses in the target language. Following this further, Vandergrift & Goh (2012) remarked that, “This top-down component of listening, seen as an interpretation process, assumes that comprehension begins with listener expectations about information in the text and subsequent application of appropriate knowledge sources to comprehend the sound stream” (p. 18). The importance of the pupils’ prior knowledge is vital within the top-down processing for the reason that without the appropriate application of such knowledge the sequence of comprehending would not be possible during the acquisition of the English language inside the classroom. In fact, the value of these two models of processing can be observed during the English lessons, learners are asked to identify different information during listening tasks. Vandergrift & Goh (2012) exemplified this importance by mentioning that:

The degree to which listeners may use one process more than another will depend on their purpose for listening. A listener who needs to verify a specific detail such as the price of an item or driving directions, for example, may engage in more bottom-up processing than a listener who is interested in obtaining an overview of what happened at a particular event (p. 19)

Both models of auditory processing intertwine within the knowledge construction process of the learners since both processes cannot function without the other, both of them play a vital role during the listening competence, and the necessity to understand how they are involved in such auditory process would benefit pupils’ abilities to handle the target language. Consequently, there are learners who have auditory problems; for instance, the auditory processing disorder (APD). Turkington & Harris (2006) provided a definition for APD, “A complex problem that leads to difficulty recognizing subtle differences between sounds in words, even though the sounds themselves are loud and clear” (p. 33). For teachers in English education, it is important to be conscious of this disorder since it affects the learners’ abilities to understand the incoming language; and as it is known the skill of listening is a key element in second language learning. Another definition for this disorder is the one proposed by Stecker & Katz (1998, as cited in Geffner & Ross-Swain, 2019) “An auditory processing disorder is a physical hearing impairment that affects the development of the integrated processes of language” (p. 41). Listeners of the language might confuse the sounds of the words with

others that sound similar, this disorder affects the learner performances due to the main reason that they can get confused and omit the correct words in a listening task. As a result, teachers must find solutions that can help pupils' auditory processing weaknesses to develop their listening proficiency level. Turkington & Harris (2006) proposed certain strategies that may be beneficial for such disorder inside the English classroom:

Several strategies are available to help children with auditory processing difficulties, including auditory trainers, electronic devices that allow a person to focus attention on a speaker and reduce the interference of background noise. Environmental modifications such as classroom acoustics, placement, and seating may help (p. 34).

These strategies can allow teachers to assist pupils during the knowledge construction process since every student plays a role in their own process of learning the second language; and teachers as their guide must enhance their listening abilities to become competent users of the English language.

Eventually, in the learners' listening proficiency level there are many factors that interfere in the process of developing their listening skills. In truth, the brain as a central feature is unquestionably essential for the auditory processing; how the information is received and analyzed by the learners' brains allow the whole process of comprehending to work as it normally does; and eventually pupils will get to manipulate the English language during in-class instruction. In the same manner, the auditory memory works within the process of comprehending the meaning behind the spoken exchanges, and this is the only component that enables learners' capability of storing and organizing the incoming information successfully in their short or long-term memory to recall on that information when it is needed during the knowledge construction process. However, within the both models of auditory processing, it is accurate to state that bottom-up and top-down processes cannot function without the other, both of them play an irreplaceable role during the listening competence, and the necessity to understand how these models are involved in such auditory process would benefit pupils abilities to handle the target language more effectively. Nevertheless, it is important to highlight that learners' with APD can feel excluded since it is more complicated for them to comprehend the spoken information; for that reason, teachers have to be aware of these students for the sake of making the process of learning valuable and relevant for all the learners inside the English classroom setting. Therefore, this pedagogical proposal looks to improve the learners' listening proficiency level; thus, in the next section is presented the indicator metacognitive awareness. The literature review showed

that this element is fundamental in order to increase the pupils' skills; as a result, it is fundamental to involve learners with metacognitive awareness processes.

2.3.2 Metacognitive Awareness

To substantiate the existing section, the second indicator is analyzed in order to disperse any skepticism related to the second variable. Throughout this proposal research, the importance of the listening skill has been exposed as a crucial component for the development of the pupils' competency. In order to understand the cognitive process in the listening skill, it is imperative to define cognitive process in contemplation of its importance in the knowledge construction process. McBride & Cutting (2018) defined cognitive process as:

Computers presented an information-processing model as a way of thinking about cognitive processes. In this new metaphor for the mind, the brain could be thought of as a biological computer, capable of storing large amounts of information and acting to alter that information as learning takes place. Cognitive processes were the "software" that processed the information (with the brain as the "hardware") (p. 32).

The cognitive processes remark that learning is deeply interlaced with the learner's brain and its capacity to store and analyze information accordantly to every situation. Analyzing the second indicator which relates to metacognitive awareness will provide an insight between the cognitive process students go through during their knowledge construction process and the listening proficiency level. Rings & Sheets (1991, as cited in Hartman, 2013) stated that:

The metacognitive component suggests that tutors should teach students a problem solving model with four components: individual learning characteristics of motivation, learning styles and culture; task, or specific learning goals; strategies, including predicting test questions, categorizing information, managing time; and materials, including use of print and media. Tutors should help students becoming aware of the component of the model and help them implement specific strategies designed to meet their individual learning goals (p. 42).

As indicated above, there is a valuable issue related to the word metacognitive that drives in monitoring and assess one's understanding and performance, and how the teacher is the one who creates a conscious environment in this important process. To be aware of this process, it is necessary

to understand better this signifying when talking about metacognitive awareness. According to Vandergrift & Goh (2012, as cited in Goh & Burns, 2012):

The term “metacognitive awareness” is frequently seen in literature discussing learner strategy use and learner autonomy. Its definition, however, is sometimes unclear. In our discussion of metacognitive awareness here, we use the term to refer to manifestations of an individual's metacognition in the following ways: experience, knowledge, and strategy use (p. 239).

Pupils are the ones who develop their different skills and abilities; and at the same time, learners acquire knowledge and experience through strategies used in the knowledge construction process. Consequently, the importance of the metacognitive awareness and its significance in the listening skill are meaningful elements in the knowledge construction process. Indeed, the importance of how social agents think, and the awareness of an individual learning is quite necessary during the knowledge construction process, it is essential in that process to recognize how it affects learners since they are the ones who need to be aware of such developing process and its effectiveness. As a matter of fact, Vandergrift & Goh (2012) stated that, “When listeners exercise metacognitive awareness and knowledge about L2 listening, they are able to orchestrate the cognitive processes more efficiently and effectively” (p. 43). The value in this context is the ability learners have in order to interpret what they listen to. Metacognitive awareness validates its importance in the knowledge construction process since it allows pupils to be conscious while listening across the experiences they live and the knowledge they have about the listening skill. Buck (2001, as cited in Wang, 2018) remarked that:

A well-accepted taxonomy of listening strategies is again the classification of cognitive strategies and metacognitive strategies. Here, cognitive strategies refer to those “employed during comprehension processes, storing and memory processes and using and retrieval processes” while metacognitive strategies are those “conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies (p. 21)

The information cited before is a key component to understand the significance of the metacognitive awareness effects, which remarks that this process is possible through conscious or unconscious mental activities during the teaching-learning process. The metacognitive strategies enable social agents to process what they listen to inside the second language classroom during listening exposure. According to Wang (2018):

The competence-based aspect is further supported by the sub-skill approach centering upon academic listening skills, the strategy approach pertaining to cognitive and metacognitive listening strategies and the cognitive approach focused on cognitive processes or levels of academic listening. The task-based aspect is constructed upon the definition of the tasks the listeners can perform in the target language context (p. 17).

Pupils have the ability to perform different tasks according to their level in the knowledge construction; subsequently; the metacognitive awareness involves characteristics which reinforce the learners' knowledge construction process favorably when interacting with the English language. The value related to metacognitive awareness drives in monitoring and assessing one's understanding and performance, and how the instructor is the one who builds a conscious environment during this vital process; Vandergrift & Goh (2012) determined that, "When teachers better understand the nature of listening comprehension, suggests Buck (1995), they can better provide optimum listening practice for their learners" (p. 38). Teachers must visualize the listening skill as a primordial process since comprehension is vital for the competency of the English language and throughout this process learners can manifest metacognitive abilities.

When listeners put into practice metacognitive awareness and knowledge about listening, pupils are able to coordinate the cognitive processes more proficiently and effectively. Metacognitive awareness supports its importance in the knowledge construction process when allowing pupils to be conscious while listening. In fact, metacognitive strategies are mainly conscious and unconscious mental activities that play a role in administrative function while running cognitive strategies. That impact remarks that metacognitive awareness is potentially effective during the knowledge construction process; therefore, metacognitive strategies offer social agents to manage what they listen to. The central idea is that learners have the capacity to accomplish the listening goal across the knowledge construction process according to their level; in addition; implementing a process that they already know will improve the way they think of in relation to the listening skill in the knowledge construction process. Consequently, in order to continue developing this second variable, it is presented the indicator comprehensible input in the following section.

2.3.3 Comprehensible Input

The current information is based on the third indicator from the second variable which is focused on comprehensible input in the English knowledge construction process. Input can be

developed from different sources which can include the tutor, classmates, and the surrounding environments, but mainly exposing social agents to a real foreign language that produces authentic language in use. In fact, Polat (2016) stated that, “Input is generally used to refer to all language samples that are available to a learner in a context” (p. 4). Exposing learners to the target language produce context that pupils need in order to comprehend the spoken information, and this exposure enhances the development of the learners’ listening proficiency level. Moreover, variations in communication causes a deficit in the input process since the problem emerges when the learner does not understand input in certain context. Accurately, Polat (2016) exposed that:

For example, when confronted with the occasional question, ‘how are you doing?’, a student may attempt to share genuine lengthy accounts of happenings in his/her personal life with the interlocutor instead of reciprocating with a simple ‘OK’ or ‘Hi’. Such instances indicate that the student’s comprehension of this particular input lacks the pragmatic and stylistic properties of a structurally simple interrogative sentence (p. 6).

Certain input can produce a lack of knowledge or understanding, the pupil might know the words in a sentence, but not its inner meaning in a whole context. It is correct to affirm that input proceeds from the context where the receptor of specific information is not able to get meaning if they are not familiar with the context. Following the same further, comprehensible input has a specific meaning that probably relates to non-natives speakers. Certainly, Lee (2004) stated that, “Input that is comprehensible refers to the input that is slightly ahead of the learner’s current second language ability, and which in turn benefits acquisition” (p. 4). The ability of a non-native speakers to comprehend or not will depend on the interlocutor; similarly, native speakers are able to allow that process if they provide real meanings in the context they are utilizing the English language. Lee (2004) also stated that, “Comprehensible input can be obtained through negotiation of meaning between a native speaker and an L2 learner, and this can aid language learning. Negotiation of meaning takes place when the two interlocutors make adjustments in their interaction” (p. 5). The negotiation meaning is the key to make communication better since some adjustments can be made during the spoken interaction to facilitate the comprehension behind the phrases and sentences. Comprehensible input in the knowledge construction process lets pupils interact in a proper manner, that is why the comprehensible input occurs across the learning-teaching development.

It is truthful to state that comprehensible input endures the listening skill, the importance of communication by having the ability to understand meaning in contexts gives social agents the

opportunity to communicate effectively without fearing the interaction itself that in some cases produces anxiety in the learners. As a matter of fact, Blake (2008) cited that, “Learning anxieties can block language acquisition for all intents and purposes. These anxieties erect an affective filter that reduces the students’ ability to make use of comprehensible input and subsequently blocks interlanguage development” (p. 17). Anxiety during interaction can cause interlanguage blocking which affects the learner through real communication. The comprehensible input benefits the listening skill since it helps the pupil with the incoming information and the processes that occur in their brains to make a good interaction of the information received. Properly, Kumar (2020) cited that:

In other words, understandable input. Input refers to what is coming into your brain. You get English input in two ways: through listening and through reading. Certain kinds of reading are very useful and beneficial. However, the most powerful kind of input for learning to speak is listening (p. 31)

There is no doubt that comprehensible input is completely related to the listening skills which enhances social agents to perform better during the knowledge construction process. The way of comprehensibility enables the possibility to get or understand context of what is being spoken in particular situations, this is fundamental to develop listening proficiency in the second language. Thus, the comprehensible input offers affordable conditions in the construction process to be developed over learners’ language comprehension, the ones who are future agents of change in the target language.

To strengthen the meaning of the comprehensible input development, it is necessary to underline that input is commonly used to relate to all language variations that are available to a context. Those variations in communication affect the purpose of comprehending by making a deficit in the input process; pupils do not understand input in certain contexts, so it makes the spoken exchanges difficult to assimilate. In the same manner, comprehensible input refers to the input that is a little beyond of the learner’s present second language ability, and native speakers are crucial in that process due to the fact that they can provide the correct comprehensible input if they provide the right meaning behind the context they are talking about. Hence, comprehensible input can be achieved through negotiation of meaning between a native speaker. Negotiation of meaning rules over the two speakers that make modifications across their interactions. Therefore, it is straightforward to take into consideration that comprehensible input reinforces the listening skill. The importance of communication or the ability to understand meaning in context gives learners an effective opportunity

to communicate; however, avoiding fears in the interaction process will blur anxieties in the social agent. The goal is to get rid of anxieties during interaction due to the fact that it blocks interlanguage which affects the learner through real communication. Therefore, comprehensible input is entirely related to the listening skill which bears pupils to accomplish the target language better during the knowledge construction process, performing comprehensibility input empowers pupils with the possibility to understand context in certain situations. Consequently, comprehensible input presents perfect conditions in the construction process to be promoted in learners' language comprehension skills, encouraging future agents to get advantage of the target language. Furthermore, it is presented the last variable non-educational apps to reinforce the development of the listening proficiency level in the knowledge construction process.

2.4 Non-educational Apps

Technology is highly demanded in today's society. Every aspect of life is directly affected by technological tools that affect the way people socialize, live, and comprehend the world around them. Judge & Neustaedter (2014) mentioned that, "Technology is now deeply engrained in our lives, from the way we listen to music and watch television to the ways in which we stay connected to people, places, and information (p. 1). Technology is a great tool which allows people to live their lives in an environment where they can be connected to people, to information, and ways to maximize their productivity. Indeed, Judge & Neustaedter (2014) also cited, "Whether we think about it or not, most people carry and use multiple computational devices throughout their day, including smartphones, laptops, computers, and tablets" (p. 1). These multiple computational devices are commonly used among people of all ages and more than entertainment, they provide valuable resources that can facilitate everyday life experience. Within these computational devices, internet-related technologies play an important role in every aspect of development, and it cannot be omitted since they alter relevant components of life. Gane (2005, as cited in Selwyn, 2011) stated that:

It would seem to me that internet-related technologies have directly altered the patterning of everyday life, including the way we work, access and exchange information, shop, meet people, and maintain and organize existing social ties. These technologies have done more than 'add on' to existing social arrangements; they have radically altered the three main spheres of social life, the spheres of production, consumption and communication (p. 21).

Unquestionable, it is clear to state that technological resources are interlaced with each and every aspect of everyone's life, and it has become an important tool that can help people in their daily progress due to technological devices take part in the production, consumption and communication processes in different areas of life. Nonetheless, technology has found its way into education instruction, and it has evolved in order to be what it is nowadays. Selwyn (2011) exposed that:

Over the past five thousand years or so various technologies have been linked closely with the development of educational thinking and reforms. From the abacus to the chalkboard, and from the written word to the textbook, different educational technologies have played a fundamental role in supporting learning and the development of knowledge across thousands of years (pp. 43-44).

Technologies have changed over the years, but certainly they have not changed their purpose, and in education the purpose is to support the instruction to be more effective and efficient for the learners, this supporting role is vital to development competency in several areas and skills needed to master certain topics or subjects inside the classroom. Moreover, Pitler et al. (2007) stated that, "Teachers who have brought technology into their classrooms are aware that it provides an opportunity to differentiate instruction and change their classrooms into dynamic learning environments" (p. 2). Implementing technological gadgets inside the classroom provides better looks to new learning environments and dynamic opportunities to present the content to differentiate instruction among the learners inside the knowledge construction process. Certainly, by bringing technology into the classroom setting, modern learners can have a sense of control of what and why they are learning. Allowing pupils to utilize the kind of technologies they use outside the classroom such as texting apps and social media would create a sense of flexibility when it comes to learning and retaining the information they are learning (Kidd & Morris, 2017, p. 2). Technological tools are available to enhance the knowledge construction process, from several devices to non-educational applications that can be beneficial to language instruction. Therefore, these modern resources must be applied during the development of the lessons to provide learners with better educational experiences. As a consequence, this pedagogical proposal research is aiming to enhance the learners' listening proficiency level through the application of non-educational apps since it is known that implementing technological resources inside the classroom can improve the teaching-learning quality. Zaphiris & Ioannou (2015) cited that, "Technology provides enormous benefits in students' motivation and

learning-teaching quality” (p. 695). Subsequently, technology produces a positive impact on the educational area which is important for the pupils’ motivation at the time to acquire abilities and skills.

Technological resources such as apps are really useful for multiple reasons inside the knowledge construction process. Point in fact, Spector (2015) mentioned a benefit that apps provide to second language learning, “They can engage students in authentic and situated learning experiences without place, time, and device restrictions” (p. 37). Apps as tools can be introduced into the classroom setting to provide learners with authentic didactic materials which can be used anywhere and anytime; for that reason, the English instruction not only would take place inside the classroom but also outside. Thus, applying non-educational apps and resources also provide vital input for improving the listening proficiency level since they are made of authentic usage of the language; to illustrate this concept, podcasts make use of real spoken exchanges that learners can listen to in order to enhance their listening skills. Rosell-Aguilar (2007, as cited in Low, 2014) exposed that, “For example, ABC, BBC, CBS, CNN and other major news providers provide this type of news podcasts. News podcasts are fascinating resources for teaching and learning as most of them contain speakers of different varieties of English” (p. 164). This exposure cannot be provided by other type of sources due to the fact that non-educational resources are made for daily life use and not for educational purposes, and news podcasts might be irrelevant for learners, but there are music podcasts, gaming podcasts and many other types of podcasts that teachers can bring into the classroom to motivate pupils during listening activities. These apps and platforms can enhance learning problems such as listening comprehension difficulties.

Furthermore, technological tools such as apps must be implemented in English education due to the advantages that these modern tools provide to the knowledge construction process. Indeed, Dudeney & Hockly (2008, as cited in MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016) stated, “Younger learners are growing up with technology, and it is a natural and integrated part of their lives” (p. 27). It makes sense to utilize technology inside the English classroom, pupils live within a technological era and by taking advantage of these tools and applications the lessons can become more attractive for them and eventually by utilizing different technological devices such as computer software and mobile phones their motivation can be boosted up for better performances inside the classroom. Chen & Thielemann (2007) support this statement by stating:

Computer software offers such varied options that most students seem to enjoy using them. Students who frequently struggle to complete a project on paper often will tackle computer projects enthusiastically. Technology-based approaches are effectively used to gain learner attention, engage the learner through production work, and increase learners' perception of control (p. 75).

Teachers have to take advantage of these tools to encourage English development due to the fact that these resources allow learners to show their capacities and abilities in the different tasks not only inside but outside the English classroom; at the same time, these technological environments would catch the learners' attention and subsequently increase their motivation in the target language. Moreover, pupils are energetic agents who have lots of creativity and through the implementation of apps, learners can exploit their capacities and become competent users of the English language in a more dynamic way. Therefore, involving learners with technological resources such as non-educational apps is potentially beneficial since these tools can stimulate their listening skills during the knowledge construction process.

Following this further, it is pretended to carry out the variable three based on three indicators, in-class resources, innovative learning environments, and collaborative learning. Thus, it is essential to point up how these indicators are structured in the upcoming sections. Currently, in-class resources refer to the multiple materials, devices, and platforms utilized inside the English classroom. Goodwyn & Branson (2004) stated that, "All the resources used in support of the lesson need to be thoroughly prepared or adapted in advance" (p. 50). Since these resources play an important role in the lesson's development, they must be prepared in advance in order to enhance the second language learning during the knowledge construction process. Moreover, Goodwyn & Branson (2004) also mentioned that:

A range of media, including audio and video tapes, printed worksheets, websites, textbooks, CD-ROMs and other software should be at your disposal. It is wise not to try to use too many resources in a single lesson, but be sure to use all available resources over the course of a sequence of lessons (p. 50).

In-class resources might include a variety of applications, software, and devices to make the lessons more dynamic for the pupils, but it is vital not to overwhelm learners but instead use these resources gradually during the development of several lessons. Furthermore, within the usage of

resources inside the English classroom, innovative learning environments play an important role as the second indicator. By implementing different resources teachers can create innovative environments to support the knowledge construction process. Point in fact, good learning environments should stimulate the pupils' performances and abilities when developing lesson tasks. Pollard & Black-Hawkins (2014) remarked that:

The environment in a classroom should: be tidy; be aesthetically pleasing; stimulate pupils' interest; set high standards in the display and presentation of pupils' work; however, reflective teachers should aim to structure the environment so that opportunities are taken to reinforce their overall purposes, both in general terms, and for particular lessons/lesson activities (p. 268).

Teachers are in charge of setting innovative learning environments to support the instruction of the target language, and through these learning environments learners can display their abilities and skills in particular tasks in the knowledge construction process. The last indicator is collaborative learning; subsequently, the importance that collaborative learning has in second language learning is a key component to make learners interact and enable social skills important to be competent users of the English language. Collaborative learning must be strengthened in order for pupils to work together to assess and explore the target language more effectively. Karacapilidis (2009) mentioned that, "Collaborative learning, as compared to individual learning, is helpful and important for understanding and exploring the process of learning. Students may be working together on projects or other creative activities involving specific contents" (p. 81). Non-educational apps can enhance collaborative work in order to solve problems, strengthen the learners' competence in the English language as well as for personal self-improvement. For that reason, collaborative learning must be introduced in the learners' knowledge construction process to enhance their listening proficiency level in the English language.

Therefore, technological advances have introduced amazing tools to facilitate people's lives; for instance, the way they communicate, learn, and work. Indeed, technology plays an important role in every aspect of development, and it cannot be omitted since they alter relevant components such as the production, consumption, and communication among peers. Thus, it is pointed out that technology has positively impacted education in different ways. Technology in education has a purpose which is to support the instruction to be more effective and efficient for the learners, this supporting role is essential to development competency in several areas and skills in the knowledge construction

process. Technological resources such as non-educational apps are really useful for multiple reasons; for instance, they provide learners with authentic materials that can be used anywhere and anytime, also non-educational apps provide vital input for improving the listening proficiency level since they are made of authentic usage of the English language. Nevertheless, utilizing technology inside the English classroom would benefit learners since they live in a technological era and by taking advantage of these tools and applications the lessons can become more attractive for them, and different technological devices such as computer software and mobile phones their motivation can be boosted up in the knowledge construction process. Therefore, in order to continue the development of the third variable, it is considered three indicators already mentioned, in-class resources, innovative learning environments, and collaborative learning. These three indicators are fundamental to the construction of the current chapter. Consequently, the next segment of this pedagogical proposal research is the indicator in-class resources.

2.4.1 In-class Resources

The learner is the center element within the knowledge construction process, and they are in charge of their own process of learning; in fact, Sockett (2014) remarked that, “the learner himself is the center of the learning process and learning takes place in a distributed manner through a range of resources and interactions” (p. 119). These resources play an important role in order to make the knowledge construction process succeed. Moreover, there are many resources that teachers commonly utilize to develop the content of the lessons. These resources enhance the progress of learning different skills, abilities, and competency in the second language classroom. In fact, “resources for learning come in a wide range of representations: textbooks, lecture presentations, reading lists, learning designs, tips and tricks for teaching, glossaries, study guides, examinations and tests, and case studies and toolkits” (Littlejohn & McGill, 2004, as cited in Stacey & Gerbic, 2009, p. 241). These wide variety of elements are incorporated in the classroom to make the instruction of the English language more flexible for the learners, as well as making easier the manipulation of the target language. Nonetheless, technology has come into the classroom to change the way the traditional resources were used and implemented; indeed, Shafaei & Nejadi (2010) stated that, “Different from the traditional classroom learning, the new generations of students are surrounded and immersed in modern technological communication tools such as online discussion forum, blogs, or instant messages” (p. 223). These new technological resources cannot be excluded from English instruction since modern learners are surrounded by different devices, applications, and platforms in their daily

life. Moreover, technological resources not only enhance the knowledge construction process, but also allow teachers to maximize their role in the second language classroom; according to Uden et al. (2018), “Related to education there are nowadays many apps and platforms designed to facilitate learning and the teachers’ job itself, like planning, correcting students’ tasks and giving feedback” (p. 131). The most benefited ones by the implementation of different technological devices and apps are the learners due to the fact that they can be engaged in the content of the lesson but also receive faster feedback and better correction response by their teacher.

Following this further, there are some technological devices and applications that can be implemented in the classroom to promote the knowledge construction process. Point in fact, MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) mentioned that:

The internet as one resource of technology is a valuable tool for providing students with real input for listening and reading tasks such as podcasts, radio broadcasts, online television, movies, songs and like internet and mobile phones can also be combined to create real exchanges for listening and speaking activities (p. 27).

The internet is an authentic resource that can be utilized inside the English classroom to present learners with real usage of the language; and as a non-educational resource, the internet allows pupils to have access to a variety of opportunities to interact with the English language; indeed, Sockett (2014) states that learners can have access to, “authentic documents, opportunities for frequent exposure to target structures, access to written resources to scaffold listening activities, functional feedback from peers and functional rewards for successful outcomes” (p. 123). These benefits improve the development of the target language inside the English classroom since pupils can have all these advantages on their hands at any time during the knowledge construction process. Furthermore, English language learning not only occurs inside the classroom but also outside, and through non-educational resources like the internet, students can still practice, learn, and acquire the language during daily life activities. Especially, “learners consider television and film viewing, reading and internet use, among others, as activities which are likely to be useful in developing English skills outside the classroom” (Moncrief, 2012 as cited in Sockett, 2014, p. 17). The importance of the internet inside and outside the English classroom must be promoted since it is greatly beneficial for the learners’ development of English skills and abilities. On the other hand, Evans (2015) stated that:

The use of internet resources and multimedia materials create new challenges for teachers, not least, dealing with a greater level of expertise among the students. Like English itself, technology is not for the elite or self-selected hobbyists, but for all teachers and learners (p. 211).

Learners' expertise on technological tools and applications makes it a suitable opportunity to use this mastery for improving the knowledge construction process, but this also challenges teachers since they might not be that good with technology; but certainly, teachers must prepare themselves to integrate technological sources like the internet to make the process of learning more interactive and dynamic.

In the light of this indicator, there are some technological devices that can be used as in-class resources to engage the learners' performances. Mobile technologies are extraordinary resources which can be integrated into the English classroom since Kidd & Morris (2017) exposed, "Mobile technologies influence our interaction with information as never happened before" (p. 291). The interaction with information is crucial to develop English competency due to the factor that pupils must be in contact with a variety of exposure to the target language to enhance their abilities, and by integrating mobile phones the interaction can be faster and agile. Moreover, mobile technologies present advantages in the knowledge construction process, these devices allow instant connectivity and functionality. McQuiggan et al. (2015) stated that, "Mobile devices have the unique advantage of instant connectivity. Many classroom teachers praise tablets and smartphones for their lack of boot-up time allowing more time for on-task engagement" (p. 52). This unique advantage helps teachers to save time in order to increase in-class tasks engagement; as a result, the knowledge construction process can be maximized through the implementation of mobile technologies as in-class resources. Furthermore, mobile phones enable the utilization of non-educational apps to reinforce the process of learning the second language. Camera apps are considered non-educational resources since their purpose is to snap picture to save moments in life, but by integrating mobile camera apps inside the English lesson, pupils can take advantage of its characteristics. Image-processing apps bring to the English class the ability to bring outside information to be analyzed and used for speaking and listening tasks inside the classroom. Mobile phones through image-processing apps such the camera app allow learners to take pictures or videos of different artifacts and objects that cannot be brought inside the English classroom, so learners can use the pictures and videos taken to work on different tasks, and through this implementation in-class tasks can be meaningful for them (McQuiggan et al.,

2015, p. 54). Undoubtedly, mobile devices and applications can boost the knowledge construction process, but more importantly they can bring the outside world into the classroom to work and develop their competency in order to become competent users of the English language; yet, teachers are the ones in charge of providing learners the opportunities to utilize the same devices that are used in the real world inside the class. McQuiggan et al. (2015) exposed that:

By giving students access to and experience with the exact devices that are used in the real world at that point in time, we can teach them readily transferrable knowledge about how to use tools to manage time and multitask, support creativity, communicate, offload information to help solve problems, study, acquire information and research, among other things (p. 62).

Pupils can learn more than just the English language, they can enhance their creativity, problem-solving abilities, multitasking, better communication skills, and study information. These valuable elements cannot be avoided for the sake to make learners social agents in charge of their own development and learning.

The implementation of interactive resources must take place in the development of the English lessons, and non-educational apps came to enhance the skill of listening through podcasts. Dunkel (1986, as cited in Veiga & Lupion, 2008) stated that, “The key to achieving proficiency in speaking is developing proficiency in listening comprehension” (p. 340). Through podcasts, learners can develop listening comprehension abilities to enable communicative proficiency to occur; but the importance of podcasts as non-educational apps resides in the fact that, “Podcasting is especially interesting for English learners as it provides a means for students to get access to ‘authentic’ listening sources about almost any subject that may interest them” (Beare, 2005, as mentioned in Thomas, 2008, p. 226). Authentic listening sources is the key to develop listening proficiency level due to the fact that pupils are in touch with real expressions, vocabulary, and pronunciation variations. “Besides building vocabulary, memorization, comprehension, and pronunciation skills, one of the most promising benefits of podcasting for second language learners is the experience of virtual immersion in a language” (Veiga & Lupion, 2008, p. 341). Podcasts permit this immersion in the language due to the favorable characteristics that it has in the knowledge construction process, and teachers should be aware of this in-class resource for improving the learners’ listening proficiency level. Indeed, “Teachers can take advantage of podcasts as a basis for listening comprehension exercises, as a means of generating conversation based on students’ reaction to podcasts” (Thomas, 2008, p. 226). This resource is more than listening exposure but speaking competency as well. Allowing learners to share

opinions and thoughts about the podcasts is a good way to build up spoken interaction among the social agents.

Even though, podcasts are greatly important to develop listening proficiency level, other non-educational apps can be blended in the knowledge construction process; for instance, Facebook and YouTube reinforce language competency since they also provide authentic usage of the target language. “YouTube videos provide the opportunity to learn more about a lesson prior to it being introduced inside the classroom. This method allows for group work outside the classroom in an interactive way” (Catapano, 2018, as cited in Staat, 2020, p. 84). Prior knowledge is a key aspect when learning new topics, and YouTube allows pupils to watch and listen to information related to the topics the teacher will present, making them aware of what it is coming. Moreover, Facebook as a social networking enhances the interaction between pupils and information; for this reason, introducing this non-educational app learners can discuss and share comments with their peers inside and outside the English classroom. Zou (2013) states that, “Facebook has the potential to promote collaboration through multidimensional target language discussions, which may include text, pictures, multimedia, and links to other Internet resources” (p. 93). This resource is a great tool to promote personal thinking as well as to strengthen language skills which are essential during the knowledge construction process of the learners.

Therefore, in-class resources make the instruction of the English language more flexible and varied for the learners. Every single resource that is introduced into the class enhances the learners’ development, creativity, and skills. Moreover, the introduction of technological devices and applications promote the engagement with the content of the lesson as well as faster feedback and better correction response by teachers. This technological devices and applications such as the internet provide authentic usage of the English language inside the classroom; indeed, the internet as a non-educational resource allows pupils to have access to a variety of opportunities to interact, to learn, and acquire the language, not only inside the class but also outside making the knowledge construction process a well-balanced process. Therefore, technological devices such as mobile phones are extraordinary resources which can be integrated into the English classroom to utilize non-educational apps to promote the listening proficiency level; in fact, it can be implemented imagine-processing apps, social media, video platforms, and podcasts to enhance the pupils’ listening abilities. All these technological resources provide authentic and realistic English exposure which is essential to expose learners to in order to build English competency. These applications no only provide listening

exposure but also allow spoken exchanges, allowing learners to share opinions, thoughts, and comments among them or with other people around the world. Subsequently, it can be stated that the integration of this resources benefits the knowledge construction process; yet, teachers must prepare themselves to integrate these technological sources like the internet, mobile devices, and non-educational apps to make the process of learning more interactive and dynamic for their pupils. Thus, in the next section is presented the indicator innovative learning environment that provides valuable information on the influence that this element has in the knowledge construction process.

2.4.2 Innovative Learning Environments

Technology is the central base of current society, and this factor is evidenced through this proposal research; however, its importance falls over the use of this resource in almost every aspect of life. In addition, Wright (2018) expresses that, “The rise of digital technologies and their infiltration into almost every facet of life has created a context in which there is a growing need to review how and when learning happens” (p. 28). To remark the infiltration of technology and the importance of its use, it is crucial to innovate since the reinvention in every process is necessary for adapting what is done or performed. In the existing section, the indicator innovative learning environments is considered in order to go deeper and clarify issues related to the third variable. Innovate has become the main goal in this contemporary society, technologies are improving every day due to this factor education must adapt its processes of schooling to reinvent and enhance the knowledge construction process. According to OECD (2013):

The key elements and dynamics at the heart of each learning environment are termed the “pedagogical core”. This is composed of four elements: learners, educators, content and resources. Rethinking these core elements is fundamental to innovating any learning environment. New learners may be added in innovative ways, for example by using the Internet to bring learners together in virtual classroom or when parents become learners (p. 11)

Innovative learning environments are composed of several elements in order to make the instruction inside the classroom worthwhile; for instance, the introduction of technological resources is a valuable incorporation since technology cannot be separated from education, and as known these resources play a role in the learners’ development. Indeed, for social young agents; technology has an everyday use, it is common for them the use of Internet, WhatsApp, YouTube, Facebook among others sources. Kaya et al. (2020) stated that, “A large portion of the student population regularly

access social media daily, with the most popular and frequently accessed sites being Facebook, Twitter, Instagram, and YouTube” (p. 16). This factor emphasizes the importance of innovate through the application of non-educational apps as the ones stated before, the main goal is that teachers must innovate in order to have success in the knowledge construction process which eventually involve learners who are the ones interested in technology. In addition, learning environments should apply certain principles in the knowledge construction process. Accurately, OECD (2013) established that:

These principles state that in order to be most effective, learning environment should: Make learning and engagement central. Ensure that learning is social and often collaborative. Be highly attuned to learn motivations and emotions. Be acutely sensitive two individual differences. Be demanding for each learner bot without excessive overload. Use assessment consistent with learning aims, with strong emphasis on formative feedback. Promote horizontal connectedness across activities and subjects in and out of the school (p. 12).

All these principles must meet for the sake to reinforce the existing learning environments inside the class. Learners need social and collaborative processes, motivation, and feedback for a better learning experience. Moreover, these standards are part of the innovation process since it makes the knowledge construction process more efficient and innovative for the pupils. Nonetheless, what really matters is that pupils and technology must go to hand to hand, and the educational system must adapt in the learning-teaching processes the value of non-educational apps due to its involvement in the social agents’ lives. Non-educational apps are crucial since learners are technological beings, learners like the idea of using them; as a result, the knowledge construction process covering these authentic resources inside the classroom will cover the learners’ needs such as exploring, communicating, and learning. Remarkably, Project Tomorrow (2011, as cited in Donovan & Green, 2013) expressed that:

Our students want a learning environment where they can use technology in meaningful ways to explore digital content (e.g., e-textbooks, online resources), communicate with their peers and teachers, collaborate with their peers and others throughout the world, and learn anywhere at any time. Our students crave a technology-enabled learning environment that empowers them with choices as to how and when they engage in learning experiences (p. 10).

The role of non-educational apps is fulfilled in the sense of exploration with new contemporary technological tools, where learners can feel motivated and engaged. Techers have the responsibility

of letting pupils to be active in the construction process of knowledge across the implementation of non-educational apps. Following this further, the listening skill can be improved through several non-educational apps such is the case of WhatsApp which allows teachers to provide listening tasks in order to bear the knowledge construction process; instructors can send authentic audios, videos or any other resources to enforce the listening skill. Appropriately, Napitupulu & Napitupulu (2019) state that, “Listening activity can be done by either sharing a link or attaching audio or video files and have the students listen to it” (p. 158). Definitely, the implementation of WhatsApp as a non-educational app in the knowledge construction process is fundamental in this current era, learners send content through this sources every day and all the time; as a consequence, providing opportunities to share audios, videos, and links to authentic resources is vital to create innovative learning environments not only inside but also outside the classroom.

However, learning environments must engage learners in order to achieve the main goal of understanding what is being taught. Consequently, OECD (2013) suggested that, “The learning environment should actively engage all students and develop in them the capacity to understand themselves as learners with the necessary strategies to be able to learn more effectively” (p. 22). To build good learning environments learners need to be in touch with strategies and resources that enhance the interaction with information and the access to better learning experiences, and mobile technologies permit learners to communicate and collaborate in the knowledge construction process; indeed, Traxler & Kukulska-Hulme (2005) mentioned that, “These devices can be carried around with relative ease and used for communication and collaboration, and for teaching and learning activities that are different from what is possible with other media” (p. 1). These devices create innovative learning environments since the tasks that can be performed with these resources cannot be done with any other technological source. Even though, pupils are using technological resources, they should feel comfortable in the learning environment in order to succeed during the teaching-learning process. Innovative learning environment offers to the knowledge construction process appropriate conditions to reinforce learning through contemporary technological tools where non-educational apps such as WhatsApp, Facebook, and YouTube which share similar characteristics can be introduced in the current class learning.

Lastly, innovating has been the core in this contemporary society, and education must adapt its processes in order to reinvent the way learners manipulate the target language. Current pupils can be involved into innovative ways of learning; for instance, by using the internet learners can assess to

technological resources and authentic environments; indeed, technological resources take place within the knowledge construction process; for learners, technology has an everyday use and non-educational apps such as WhatsApp, YouTube, Facebook among others sources are commonly implemented to develop innovative environments for effective learning experiences. This factor stresses the importance of innovate through non-educational apps, pointing out that teachers must innovate in order to succeed in the knowledge construction process. Learning environment is ruled by certain principles that are crucial for this process; making learning a social and collaborative process, support motivation, and avoiding excessive overload. Moreover, the use of consistent assessment with learning aims, and the value of formative feedback; also, interlocking activities and subjects are part of the innovating process to reinforce effectiveness in the learning environment; thus, pupils and technology implementation are hand to hand, and the educational system must adapt these technologies to encourage the knowledge construction process. Non-educational apps are critical due to learners are technological agents, pupils enjoy the idea of using this technology inside the English classroom. Therefore, the role of non-educational apps falls over exploring, learning and constructing language knowledge; consequently, teachers have the goal to create active learning environments in the construction process of knowledge throughout the implementation of non-educational apps; as a result, social agents require a learning environment where they can use technology. Considering the listening skill which is implemented through these apps, WhatsApp helps teachers to provide listening activities to consolidate the knowledge construction process. As a culminant aspect, the introduction of mobile technologies boosts up the learning environments since pupils can have access to multiple non-educational apps to support their instruction of the skill of listening. Undoubtedly, mobile phones enhance the learning environments by making this process a dynamic and innovative experience since pupils can utilize non-educational apps such as WhatsApp, Facebook, YouTube and others to create innovative learning settings inside the class. Consequently, in order to the develop this last variable, it is presented the third indicator collaborative learning in the following section.

2.4.3 Collaborative Learning

Most of the tasks are developed with certain amount of people in order to lead the specific task successfully, the same occurs when talking about education; learners are the ones who play a crucial role in this development with the aim to learn better and growth in the construction process of knowledge. The following information is based on the third indicator from the last variable which focuses on collaborative learning in the English knowledge construction process. As first, cooperating

with classmates is normal in the teaching-learning process; moreover, the existence of variations in this term can vary from one to another standing out two similar words as; cooperative learning and collaborative learning. According to Luzzatto & Dimarco (2009):

In collaborative learning the authorship and responsibility of the process is shared between the teacher and students. In cooperative learning it is the teacher who directly leads all the process from outside, even though the teacher suggests what to do he does not take a direct part in the process. Collaborative learning maintains an idea of Education as a transformative potential for all the participants (teacher and student as a whole). Cooperative learning stress an idea of Education directed towards the transmission of information in order to promote learning (p. 50).

The information stated before individualized both terms; thus, in cooperative learning the teacher rules all over the process from outside, nonetheless, he only suggests what to perform and he does not influence directly in the process, cooperative learning points out the idea of education directed about the communication through information in order to promote learning. On the contrary, collaborative learning as a process shared between the teacher and students; also, supporting the idea of education as fundamental where collaboration empowers all the participants. The term collaborative learning involves cooperation inside the classroom where the instructor is seen as a collaborative agent; simultaneously, all agents combined build up learning in a whole class collaboration. Collaborative learning can be developed through non-educational apps; for instance, Facebook one of the most common platform on the internet, this platform provides the necessary elements to create this collaborative learning in the knowledge construction process since pupils can interact with their teacher as well as with other social agents. As a result, Auer & Tsiatsos (2020) remarks that:

Facebook groups are used as an additional communication channel between students and to the lecturer. This medium is used for the distribution of supplementary material (YouTube videos, photos of panel paintings, links to public articles) and for the informal exchange of views on the contents of the course. Facebook groups are used by students mostly via their smart phones (p. 466).

Collaborative learning with the implementation of non-educational apps such as Facebook brings the important aspect of creating collaborative work within the class development, pupils can

exchange information, videos, articles, and personal thoughts of the content presented in the class making this collaboration learning an outside process as well.

The process of collaborative learning falls over its importance; understanding that the term evokes group work, teachers, and social agents, the involvement of these participants during the knowledge construction process plays a fundamental role. Accordingly, Luzzatto & Dimarco (2009) expressed that, “Collaborative learning is not free, neither for the students nor for the teachers. It demands specific developmental challenges for all the participants” (p. 64). Undoubtedly, not only teachers but learners must work together to enhance the learning-teaching process due to the fact that without the equity participation of the participants the knowledge construction process would not be able to succeed. Furthermore, this indicator remarks on the communication that exists between the instructor and the social agents. In order to develop social skills, learners must be active in the knowledge construction process. Certainly, Luzzatto & Dimarco (2009) stated that:

Through successive iterations, students have more opportunities to become involved in learning, reflect on their previous participation, and build knowledge by adding and linking to previous experience. The successive iterations enhance basic social skill development and prepare students to communicate and collaborate on a deeper level. Without sufficient iterations to develop basic social skills, communicative competence may be limited (p. 365).

Frequently interactions in the classroom enable learners to work on social skills since not only the teacher must be the one talking but pupils’ participation in the classroom creates collaborative processes to occur. Indeed, the listening skill plays its part in the development of communicative competence and through collaborative work the skill of listening can be strengthened. Hillier (2005) exposed that, “If groups are to work successfully, then individuals within them must develop skills of listening as well as talking. The skill of listening is one of paying attention, and ensuring that what has been said has been accurately received” (p. 154). Through collaborative work the skill of listening is enhanced since learners must answer to what is being said during these interactions. Hillier (2005) exemplified this statement by mentioning, “It can be extremely illuminating to listen to a particular small group during their discussion, looking out for examples where the members do reflect back to the speaker what has been said, or asking questions to clarify” (p. 155). As a result, the importance of the listening skill during collaborative activities is fundamental, learners interact with spoken exchanges, and they must prove that they have understood the information received.

Pupils through collaborative environments develop a variety of social skills needed for spoken competency. Indeed, Knoors & Marschark (2014) mentioned that, “students need to be able to deploy a variety of social skills including turn taking, expressing opinions, stimulating peers, providing and receiving help, listening to others, and clarifying tasks” (p. 12). These social skills are essential for good communicative competency, and only through collaborative work students can thrive these abilities to become competent users of the English language. “In addition to social gains, individuals engaged in collaborative learning often acquire better dialogue skills and further improve their group work skills. In this sense, group work offers a blend of formal and informal learning” (Knoors & Marschark, 2014, p. 12). The benefits of collaborative learning promote the utilization of formal and informal learning experiences, and within the context of language education learners can be exposed to formal and informal vocabulary, expressions, and language structures inside the knowledge construction process. Consequently, “Collaborative learning can only succeed when students share their doubts, comments and questions with other students who share the same or common educational goals” (Olguin et al., 2000, as cited in Roberts, 2003, p. 208). This importance must be placed upon teachers who are the ones that create collaborative environments, pupils when working together share their comments and doubts more frequently, and teachers should be aware of it to make the class development more flexible according to their personal needs. Mobile technologies as exposed through this proposal research provides spaces to work individually as well as collaboratively. Point in fact, MacDonald & Creanor (2010) stated that mobile phones, “might involve searching and researching the web, or getting involved in online collaborative activities and discussion with fellow students” (p. 26). Technology holds its necessity in the knowledge construction process due to the amount of opportunities that it offers such as online work, collaborative discussions, and sharing information without boundaries. Learners’ abilities in the English language are increased when technological sources are implemented during the knowledge construction process.

Subsequently, cooperation within classmates inside the class is a usual practice in the teaching-learning process; thus, the term for collaborative learning can be seen as the process where teachers and students work together. In simple words, the term collaborative learning means cooperation between agents inside the classroom and when combined the knowledge construction process takes place. In this process non-educational apps play an important role; for example, Facebook groups are used as communication channels between students and tutors. This social media is used for sharing supplementary material such as videos, photos, and links to public articles for the exchange of information. Thus, collaborative learning evokes group work activities, social resources, teachers,

and social agents, they are essential in order to change the old traditional methods, learners need technology, opportunities to utilize it, and interaction with other people during the knowledge construction process. In addition, the importance of the listening skill in this indicator highlights the communication between the instructor and the social agents who are the ones that generates collaboration. At the same time, by collaborative work the skill of listening is enhanced sine learners must answer to what is being said during these interactions; also, collaborative learning promotes social skills as well as the utilization of formal and informal learning experiences such as vocabulary, expressions, and language structures inside the knowledge construction process. The following segment is the chapter's conclusion where is synthetized the information presented throughout chapter two.

2.5 Chapter's Conclusion

In summary, this chapter revealed fundamental information to comprehend the elements involved in the development of the learners' listening proficiency level during the knowledge construction process; subsequently, the literature review allowed this pedagogical proposal to be structured in order to support the variables and indicators with useful and relevant content. In fact, all the information gathered throughout this chapter emphasizes the importance of answering the research questions in a concise and clear manner; and eventually, the data collected contributed to the achievement of the main goal in this current proposal. As exposed previously in this chapter, the knowledge construction process plays a vital role in the development of language skills since the four skills of the English language are improved through this process, and the only way to develop such skills is by making this process a good learning environment where the language can be exposed and manipulated by the learners. The knowledge construction process extended its importance within three indicators, the Action-Oriented approach, didactic sequence, and task. These indicators intertwined together to make learners' listening development a relevant process, and through the different sequences the skill of listening exposes its relevance as a must skill in order to become proficient in the target language. Consequently, the listening proficiency level as a skill is the beginning for language development, it is the first skill that is acquired, and it is the skill that enables the other language skills to emerge during the knowledge construction process; that is why the necessity to improve this skill inside the English classroom. In this section of the chapter is was analyzed the relation that the indicators auditory processing, metacognitive awareness, and comprehensible input has in order to make learners competent in the skill of listening. Every social

agent process incoming language differently according to their auditory processing system; hence, it is remarked that teachers must be conscious and aware of the multiple components that interfere in the skill of listening.

Additionally, the third variable talks about non-educational apps and their effect on the knowledge construction process. In fact, technological resources such as non-educational apps are really useful for multiple reasons; for instance, they provide learners with authentic materials which can be used anywhere and anytime, also non-educational apps provide vital input for improving the listening proficiency level since they are made of authentic usage of the English language, and most importantly, they help to develop collaborative and innovative environments inside and outside the classroom. Non-educational apps extended its importance within three indicators, in-class resources, innovative learning environments, and collaborative learning. Technological resources allow teachers to create innovative learning environments inside the English classroom; and at the same time, promote collaborative learning among pupils to enable better acquisition properties during the language instruction. These authentic resources benefit the knowledge construction process since the content is real, it is the language native speakers use, and bringing this exposure into the class the language development is boosted up. Concluding, the next chapter is the design and method, in this section of this pedagogical proposal research it is necessary to expose the research method, the type of approach that was selected, and the context in which the action research takes place. Moreover, it is imperative to describe some of the instruments for information gathering.

Chapter III Design and Method

3.1 Introduction

Within Costa Rica's English educational system, it is observed that learners have problems comprehending the target language; as a consequence, for improving the learners' auditory skill, this chapter three includes the design and method that come to the aid of providing answers to the research questions with the main objective in mind of improving the learners' listening proficiency level during the knowledge construction process. Point in fact, Marczyk et al. (2005) mentioned that, "Broadly defined, the purpose of research is to answer questions and acquire new knowledge" (p. 1). The current research seeks for acquiring concise knowledge about the problem under investigation, to provide reliable information to answer questions and find solutions. At the same time, Marczyk et al. (2005) also stated that, "In short, research can be used for the purposes of description, explanation, and prediction, all of which make important and valuable contributions to the expansion of what we know" (p. 1). Throughout this research, it has been provided valuable information to the overall knowledge of the English language within Costa Rica's education, the contributions given by this current research is expanding the understanding of the listening skill during the knowledge construction process which is of importance for educators and second language learners. Therefore, Thyer (1993, as cited in Kumar, 2010) provides a definition for research design and its importance within the action research:

A traditional research design is a blueprint or detailed plan for how a research study is to be completed—operationalizing variables so they can be measured, selecting a sample of interest to study, collecting data to be used as a basis for testing hypotheses, and analyzing the results (p. 94).

The research design allows the research study to be organized and detailed with the purpose of covering the multiple components that take important roles during the recollection of essential data. Moreover, Kumar (2010) also mentioned that, "A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically" (p. 94). This pedagogical proposal action research plans to provide valid and accurate information to support the statements exposed in the upcoming chapters; and even though, data collection is a key role during action research studies, this current document would not be applying such instruments since this is an alternative pedagogical proposal, but these data gathering instruments will be analyzed and taken in consideration for future studies.

Consequently, in order to continue with the development of this pedagogical proposal research, it is fundamental to analyze the chapter's components. First and foremost, it is vital to contextualize the importance of the action research as the research method utilized during the construction of this proposal. Scott & Usher (2011) provided an insight of the action research that states that, "it is an approach to research in its own right, it is also a concrete way of doing research that has proved to be very influential in the world of education" (p. 41). The importance of the action research resides in the factor that it provides concrete and concise alternatives for doing research; at the same time, action researches allow the researcher to solve problems and make amends in order to provide solutions to the issues addressed. Moreover, Tomal (2010) exposed that, "In action research, the researcher is concerned with using a systematic process in solving educational problems and making improvements. The researcher utilizes appropriate interventions to collect and analyze data and then to implement actions to address educational issues" (p. 14). This type of research method enhances the possibilities to diagnose a problem and by means of interventions it generates actions for future solving alternatives. However, the importance of the action research within this pedagogical proposal research is to provide relevant information that can be taken as basis for future analysis. Furthermore, the kind of action research that the current proposal is integrating is the collaborative action research which extends its properties into educational classroom experiences since it involves teachers and learners in discovering difficulties and developing strategies to solve them. Point in fact, Howes et al. (2009) stated that, "we have viewed collaborative action research as a structured process through which teachers are supported in attending to and developing the context of learning in their classrooms" (p. 158). Collaborative action research works within educational contexts in which teachers can identify and examine problems regarding the instruction of subjects in their classrooms. Hence, it can be stated that "the distinctive value of collaborative action research in providing a way for classroom teachers to address everyday classroom issues together, and in creating a space in which teachers are able to examine and move beyond assumptions and current practice" (Howes et al., 2009. p. 158). Collaborative action research is the appropriate research method since this pedagogical proposal focuses on improving learners' listening proficiency level by implementing non-educational apps inside the knowledge construction process; for that reason, collaborative action research is fundamental due to its characteristics of addressing everyday classroom issues between teachers and learners as well as recognizing possible solutions.

Secondly, it is fundamental to determine what type of approach is being utilized to construct this proposal. Creswell (2013) remarked that, "A study tends to be more qualitative than quantitative

or vice versa. Mixed methods research resides in the middle of this continuum because it incorporates elements of both qualitative and quantitative approaches” (p. 41). Mixed methods research is the core of this proposal since it incorporates elements of qualitative and quantitative approaches for a better and wide understanding in order to address the issue proposed. Besides that, Jones & Sumner (2009, as cited in Saracho, 2014) explained existing labels attached to mixed methods:

Mixed methods simply entails taking a quantitative method and adding a qualitative method, giving equal weight to each; there are numerous possible combinations, each with assumptions regarding the respective roles, relative importance and desired sequencing of qualitative and quantitative approaches (p. 385).

Mixed methods combine both qualitative and quantitative approaches to support the recollection of information by giving each approach equal importance since the sequencing and possible combinations can vary depending on the perspective of the research itself. As mentioned, this pedagogical proposal action research seeks to bring forth pertinent data that can be analyzed; for that reason, mixed approach is essential to the construction of this document. Nevertheless, for the sake to conduct chapter three, the data collection tools and instruments play a key role in gathering information and obtaining results; indeed, “they can include such sources as documents, direct observation, surveys, archival records, interviews, and physical artifacts” (Stake, 2003; Yin, 2006, as cited in Creamer, 2017, p. 208). These tools for gathering information are important for research studies since they provide support and contrast to the problem under investigation. However, within this pedagogical proposal action research specific instruments would be mentioned as relevant elements since they will not be applied. In addition, the instruments taken into account in this current proposal are the diagnostic test, pre-test, and post-test. These tools support their importance in the fact that they make the collection of information more valuable and varied. Cohen et al. (2018) stated that:

Tests can concern achievement (what a person can do or knows), diagnosis (where the strengths and weaknesses of a student are; where the student is going wrong or having problems), aptitude (what the student is good at doing), proficiency, performance, speed, and so on (p. 563).

Therefore, tests provide more variety, scopes, and sophistication to the recollection of data; at the same time, tests can help to diagnose a problem, understand performances, and achievements by

the learners. Moreover, the main objective of this chapter is to provide guidance for future research so as to make practical solutions according to identified problems in the action research approach.

In closing, it is exposed that pupils have difficulties comprehending the English language, for that reason, the main objective of this chapter three is to provide alternatives to obtain relevant information to solve this problem during the knowledge construction. Indeed, the research design would allow this pedagogical proposal to be detailed with the purpose of providing valid and accurate information to support the statements exposed in the upcoming chapters. Point in fact, the action research enhances the possibilities to diagnose a problem and by means of interventions it generates actions for future solving alternatives; as a result, it is implemented the collaborative action research within the action research as the research engine for the current proposal since the collaborative research works within educational contexts in which teachers can identify and examine problems regarding the instruction of subjects in their classrooms. Following this further, mixed methods research is incorporated within the action research since it combines elements of qualitative and quantitative approaches for a better understanding of the issue addressed. Moreover, data collection is a key role during action research studies, but this current document would not be applying data collection instruments, but it would be taken into account some tools such as diagnostic test, pre-test, and post-test as detecting devices to address issues in the educational field and eventually make practical solutions to solve them. As a result, in the next section is analyzed the research method to understand how this proposal is carried out.

3.2 Research Method

This section is concerned with the research method that is being utilized throughout this pedagogical proposal. Consequently, it is vital to know what a research stands for in order to provide a general view in this pedagogical proposal research. According to Kumar (2010):

Research is undertaken within most professions. More than a set of skills, research is a way of thinking: examining critically the various aspects of your day-to-day professional work; understanding and formulating guiding principles that govern a particular procedure; and developing and testing new theories that contribute to the advancement of your practice and profession. It is a habit of questioning what you do, and a systematic examination of clinical observations to explain and find answers for what you perceive, with a view to instituting appropriate changes for a more effective professional service (pp. 1-2).

Research involves different aspects which are crucial to conducting procedures in order to find answers and solutions to issues. Conducting a research is not only about researching evidence, it requires hours of inquiring information to substantiate the specific goal that the researcher wants to improve or prove. In this pedagogical proposal research the approach implemented is the action research. First, it is important to comprehend the term of this approach; point in fact, Neuman (2013) states that:

Action research treats knowledge as a form of power. It blends acquiring new knowledge with using the knowledge to achieve a specific purpose. In action research, we do not remain detached. We close the gap between studying an issue and engaging in social-political action to influence the issue (p. 30).

Action research involves the acquisition of information to expand the knowledge known for the sake to get results on specific issues. Indeed, action research refers to the type of research method that seeks for improvement and the desire to take actions over the issues that can be addressed. Subsequently, Kumar (2010) provided another definition for action research that states:

As the name suggests, action research comprises two components: action and research. Research is a means to action, either to improve your practice or to take action to deal with a problem or an issue. Since action research is guided by the desire to take action, strictly speaking it is not a design per se. Most action research is concerned with improving the quality of service. It is carried out to identify areas of concern, develop and test alternatives, and experiment with new approaches (p. 131).

Action research enables the development of procedures to test and analyze knowledge to enhance alternatives and strategies to improve research studies. Certainly, this current proposal utilizes action research as the motor since the objective is to improve and take actions regarding the learners' listening proficiency level during the knowledge construction process. Nevertheless, both definitions have reflected a certain point in common; the achievement of a specific purpose and to deal with an issue. In fact, action research empowers the way of thinking; and also, the reflection on the way of teaching by allowing positive transformation in the educational field. Parker (1997, as cited in Norton, 2009) stated that:

However, reflecting on practice as part of an action research cycle is essential if any enduring change is to be affected, because it involves some transformation from previously held

assumptions to adopting a new framework. Action research enables us to reflect on our teaching in a systematic way (p. 23).

The application of action research is fundamental in education to strengthen new knowledge in order to reach specific purposes. Nonetheless, an action research seeks to test the improvements that can be developed with new findings. As matter of fact, Neuman (2013) expressed that, “Action research tries to equalize the power relations between research participants and researchers. We avoid having control, status, and authority over the people we study. Instead, we encourage equality and direct involvement by research participants” (p. 30). For this essential reason, the importance of the action research within this proposal is potentially important since it involves the participants and the researcher; and in an educational context, it involves the teacher and the social agents in order to overcome and enhance any weakness in a certain inquiry.

The combination of new knowledge with previous knowledge derives to achieve a purpose, action research supports educators to be more successful at what they are interested the most; thus, it includes their teaching and the growth of their pupils. Action research mainly encourages professional development in instructors due to the factor that it benefits teachers to focus on aspects they would like to improve. Consequently, Ferrance (2000, as cited in Gilbert & Treagust, 2009) has classified action research by the number of participants taken into account, he classified it into four concepts: individual, collaborative, school-wide and district-wide action research (p. 312). Among these types, this pedagogical proposal research focuses on collaborative action research. According to Staniforth & Harland (2003, as stated in Norton, 2009), “Intervention using collaborative research provides a genuine opportunity for newly appointed academics to validate and contest their tacit knowledge, challenge ideas and values and gain support for their immediate needs” (p. 24). In order to test knowledge and validate it, collaborative research provides the opportunity to question what is done through collaboration among learners and teachers; hence, collaborative research specifically means; to work together to accomplish a collective goal aiming to produce new educational knowledge. As an example of this, Tomal (2010) stated that, “The foundation of action research is based upon a collaborative effort in solving problems. Action researchers should always attempt to involve other people, especially the subjects of the study, when solving a problem” (p. 123). Since this pedagogical proposal focuses on learners’ knowledge construction process, it is essential to utilize collaborative research strategies to allow teachers to collaborate with the pupils for the sake to solve in-class difficulties. On the other hand, conducting a new research that has not been implemented before it is

mainly appropriate to apply an exploratory research; however, it is valuable to understand why this exploratory research is implemented. Neuman (2013) stated that, “We use exploratory research when the subject is very new, we know little or nothing about it, and no one has yet explored it” (p. 38). Eventually, this current proposal takes into relevance the implementation of exploratory research since it has been explored new ways of teaching in order to reinforce the knowledge construction process through new contemporary technologies.

Lastly, this section relates to the research method that is integrated into this pedagogical proposal action research. In fact, to conduct a research, it requires hours of investigating information to demonstrate specific objectives in order to improve or prove what is requested. Over this pedagogical proposal research the approach applied is the action research that implies the use of new knowledge combine with old one to achieve a specific purpose; moreover, action research relates to the identification of areas of concern, development of tests and strategies, and take actions to address the issues observed. Indeed, the application of action research is necessary in education in order to solve problems regarding learners’ knowledge construction process. Subsequently, action research presents different types of researches such as, the individual action research, collaborative research, school-wide action research, and district-wide action research. From these types, this pedagogical proposal action research concentrates on collaborative research since its significant provides better understanding among participants and the researcher as well as collaboration in the teaching-learning process of finding and resolving educational problems. Assuredly, this pedagogical proposal is not inquired or tested, this proposal uses exploratory research due to the factor that the issue addressed has minimum knowledge about it and yet has not been researched deeply. Hence, in order to continue this pedagogical proposal action research, the following segment relates to the type of approach and the importance it has for the analysis and recollection of data.

3.3 Type of Approach

The current pedagogical proposal research is incorporating the mixed method research (MMR) as the type of approach to conducting the administration of information. The MMR plays a vital role during research studies since it provides a wider view of designs and methods. Indeed, Cohen et al. (2018) mentioned that, “MMR already has a major place in research. It constitutes an approach, a methodology and a view of designs and methods” (p. 31). This major contribution can only be observed through the implementation of MMR within action research. Following this further, MMR

refers to the combination of two types of approaches, the qualitative and quantitative approaches. Fetters & Freshwater (2015, as cited in Cohen et al., 2018) suggested that, “the synergy of quantitative plus qualitative offers more than the individual components” (p. 31). These two approaches when developed independently can offer valuable and concise data, but when combined they can provide a more complete understanding of a research problem than either approach alone. Moreover, Creswell (2013) provided a definition for mixed method that states:

Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone (p. 42).

The combination of qualitative and quantitative approaches enriches research studies since the collection of information is an overall process without excluding relevant aspects that might be important at the time to understand the research problem. In addition, it is necessary to identify how the use of both quantitative and qualitative approaches enhance the process of gathering essential data. To see that, qualitative research is an approach that focuses on collecting data in a non-numerical manner, it refers to the fact of interpreting data to get to meanings and results. Bryman (2008, as cited in Hammersley, 2012) exemplified this statement by stating that, “Qualitative research is a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data” (p. 1). It can be said that qualitative research emphasizes words rather than numbers during the analysis of information. On the contrary, quantitative research measures variables and hypothesis through instruments to get statistical numbers for later analysis. Indeed, Creswell (2013) exposed that, “Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures” (p. 42). Quantitative research allows the recollection of data to be measured and analyzed systematically, it provides numerical results and better ways of information gathering through instruments. Both qualitative and quantitative approaches differ from one another, but those differences make them useful at the time to interpret and examine contexts and hypothesis. Neuman (2013) mentioned more clearly the differences that both approaches have:

In a quantitative study, we rely more on positivist principles and use a language of variables and hypotheses. Our emphasis is on precisely measuring variables and test hypotheses. In a qualitative study, we rely more on the principles from interpretive or critical social science. We speak a language of “cases and contexts” and of cultural meaning. Our emphasis is on conducting detailed examinations of specific cases that arise in the natural flow of social life (p. 167).

Through the implementation of both qualitative and quantitative approaches the results of an action research can be more effective since they complement each other, making the whole process of gathering information a complete process. For that reason, MMR is fundamental for research studies; and as mentioned by Cohen et al. (2018):

MMR focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems and questions than either approach on its own (p. 32).

In this situation, mixed method gives more alternatives in order to understand the research problems and also finding solutions to address the necessities within a research, and throughout this pedagogical proposal action research, MMR serves as a relevant alternative to collect data in terms of theoretical framework and data collection tools. In fact, Cohen et al. (2018) also mentioned that, “MMR enables a more comprehensive and complete understanding of phenomena to be obtained than single methods approach and answers complex research questions more meaningfully (p. 33). Thus, this pedagogical proposal utilizes this type of approach since it benefits the comprehension of the problem more purposively. Furthermore, “MMR has the “capacity to address different aspects of a research question,” so often the quantitative and qualitative questions simply investigate different aspects of the same topic” (Brannen & O’Connell, 2015, as cited in Leavy, 2017, p. 167). This great benefit of investigating different aspects of the same topic is essential during the construction of this current proposal since the information is observed and analyzed through quantitative and qualitative perspectives. However, this pedagogical proposal would only provide the written instructions for futures educators to implement instruments such as diagnostic test, pre-test, and post-test to analyze the results.

Both qualitative and quantitative research methods give more alternatives to the action research due to the fact that when they are combined into MMR, they can provide a more complete understanding of a research problem than either approach alone. Point in fact, through the implementation of MMR, the results of an action research can be more effective since they complement each other making the whole process of gathering information a well-balanced process. Nevertheless, this pedagogical proposal action research utilizes this type of approach since it benefits the comprehension of the problem, the construction of concrete information, and the recollection of results since the data is observed and analyzed through quantitative and qualitative perspectives. Besides that, this pedagogical proposal would only provide the basic structures for information gathering due to the factor that any data collection instrument would be put into action. Consequently, the following section describes the data collection tools and instruments that can be taken into consideration for gathering information.

3.4 Data Collection Tools

The process of gathering data is a fundamental aspect of research studies since it is the best procedure to collect and analyze different information. This current pedagogical proposal integrates the action research as its research method since it benefits the goal of this document which is to solve a problem through strategies and techniques. In fact, O'Hanlon (2003) stated that, "In action research a number of methods are used for gathering data. Action research includes all research methods that provide evidence that is relevant to developing inclusive and educational practice" (p. 70). The action research utilizes multiple gathering data tools in order to understand the issues of concern as well as developing procedures to address them during educational practice. As exemplified throughout this research, a sequence of steps must be completed for the sake to conduct the recollection of data; and according to Olsen (2011):

Research typically begins with the identification of a problem. After some general reading, one sets up a narrow research question which can easily be addressed during a constrained period of research. A literature review must be conducted and this review may include the close study of existing data and data analyses. The researcher then proceeds to gather fresh data or reanalyze and transform existing data (pp. 3-4).

This pertinent stage regards to the importance of the process of gathering data to evaluate what has been exposed during the literature review in order to narrow conclusions and gather fresh data

which can be of extreme relevance at the time to analyze possible course of actions. Therefore, this ongoing proposal hopes to provide with all the insights about the lack of attention over the listening skill, and the importance of improving such auditory skill in order to make learners competent users of the English language. Consequently, McKinley & Rose (2019) mentioned that, “Action research frames teaching and learning as situated social practices wherein reflection, on the part of the main teaching and learning actors, is crucial to identify issues that affect such practices” (pp. 176-177). Within this pedagogical proposal action research both participants of the teaching-learning process are fundamental; however, at the time to identify weaknesses and problems that affect the learning practices, it is utilized data collection tools that come to the aid of providing support to the knowledge of the problem under investigation. Point in fact, Whitehead & McNif (2006) remarked this statement by mentioning, “The purpose of gathering data is to generate evidence to support and test a claim to knowledge (theory)” (p. 63). For this pure purpose, data collection is inseparable from research studies; and even though, this current proposal is not executing data collection tools, it is important to highlight their relevance in testing theories. In the light of this concept, Spielberger (2004) exposed that, “Data collection procedures, and techniques can be defined as those specific instruments or tests developed for collecting data in a particular field” (p. 169). Data collection tools are specific instruments that can be applied to recollect information for further analysis making the process of finding areas of concern worth investigating. This present pedagogical proposal focuses on the educational field, it allows future teachers to take the theory and implement data collection techniques to test and reanalyze what has been exposed.

Following this further, there are six common methods of data collection used by educational researchers according to Johnson & Christensen (2016) who exposed these methods as a varied manner to collect information depending on the research itself:

Researchers can have their participants fill out an instrument or perform a behavior designed to measure their ability or degree of skill (tests); researchers can have research participants fill out self-report instruments (questionnaires); researchers can talk to participants in person or over the telephone (interviews); researchers can discuss issues with multiple research participants at the same time in a small-group setting (focus groups); researchers can examine how research participants act in natural and structured environments (observation); and researchers can have participants construct new data during a study, such as drawings or

recordings, or use data that came from an earlier time for a different purpose than the current research problem at hand (constructed and secondary or existing data) (pp. 490-491).

These variety of data collection tools are commonly used during educational studies since researchers can opt to use tests, questionnaires or observations depending on the issue they want to address; but more importantly, participants can have better chances to provide the researchers with the data they need for the sake to support the theory and build strategies for future implementation. Furthermore, there are two methods for collecting and analyzing data, qualitative and quantitative methods. Both collecting methods play a fundamental role during the construction of this current proposal since they provide specific information to fill in the gaps of knowledge. Indeed, Koshy (2005) provided a perception over the qualitative and quantitative methods of collecting data:

Quantitative data can be measured and represented by numbers. When a researcher handles large amounts of data – for example a large number of questionnaires, surveys, tests results – it is often necessary to analyze them using statistical methods and present them in the form of tables and charts. The use of questionnaires within a qualitative study often provides ideas for further exploration. But it is likely that an action researcher would predominantly be working within a qualitative paradigm as the data may be more in the form of transcripts, descriptions and documents for analysis (p. 86).

Data can be analyzed in ways of numerical representations or in document analysis depending on the method used. These two kinds of methods enable the researcher to obtain a variety of knowledge for the sake to construct and find an answer to the research objective. Eventually, this proposal uses both approaches for the multiple benefits that they offer to the gathering of data in the way of mixed methods. Nevertheless, this process of information gathering is developed through a sequence of stages where the information is first obtained and then analyzed. Merriam (2009) mentioned that, “The process of data collection and analysis is recursive and dynamic” (p. 169). The researcher by means of data collection tools recollects the information in dynamic ways in order to cover a wide range of answers that would help the suggestion of conclusions and supporting decision-making strategies. In fact, “Data collection is an essential element in the production of useful data for analysis and is subject to empirical research informed by theory” (Groves et al., 2009, p. 149). Data collection procedures contextualize the importance of providing vital information to support the research study in a manner that proper alternatives are implemented to find solutions to educational issues.

Additionally, this ongoing pedagogical proposal is determined to theorize three data collection tools, diagnostic test, pre-test, and post-test. These tools would allow future teachers to recollect the information needed in order to identify, prove, and solve educational issues regarding second language learners. Indeed, diagnostic test permits the identification of a problem in terms of abilities and skills in the English classroom. Johnson & Christensen (2016) cited that, “Diagnostic tests are designed to identify where a student is having difficulty with an academic skill” (p. 396). The relevance of diagnostic test as a data collection tool is crucial due to the fact that they are designed to spot educational weaknesses within learners’ performances. On the contrary, pre-test and post-test play a valuable role as instruments since they provide real evidence regarding the difficulties and necessities pupils might face during language instruction. Shohamy et al. (2017) exposed that alternative assessment within classroom development functions as tools to recollect evidence:

This is consistent with the focus of alternative assessment as learners in collaboration with teachers and their peers collect evidence of their learning activity over time. Such evidence is unique to their classroom context, variable, individual, but also rich and thick, in that it provides multiple sources of evidence of their learning development (p. 140).

Hence, pre-test and post-test can provide corroboration of learners’ learning development, the results of these data collection tools would allow the researcher to take action through strategies and techniques to improve the difficulties arose by the implementation of these assessments. As a result, the information that could be gathered from the diagnostic test, pre-test, and post-test will eventually help to implement and conduct auditory tasks using non-educational apps to support the enhancement of the listening skill during the knowledge construction process.

Therefore, it is determined that the data collection tools play an important role in research studies; thus, in the following section, it is analyzed the research instruments as the principal elements of data collection tools to address the project’s objective.

3.4.1 Instruments

As mentioned throughout this chapter three, instruments for gathering information are essential since they will determine the outcomes and results observed. In fact, Yuen et al. (2009) stated that, “Instruments are the tools used to document the information that will be aggregated and analyzed to determine if the outputs and outcomes were reached” (p. 195). The necessity of instruments in the process of documenting the information is relevant for researchers due to the fact that instruments

provide with evidence of the outputs and outcomes the participants might reflect after the application of such instruments. Furthermore, Yuen et al. (2009) also mentioned that, “The development and the application of the data collection instruments are the integral and critical part of the evaluation process” (p. 206). Instruments are the integral component to collect the information needed for future analysis; in addition, specific instruments permit the recollection of imperative data required to prove or contrast the evaluation process of theories and conclusions. Rubin et al. (2008) exposed that:

The purpose of the data collection instruments is to expedite the collection of all data pertinent to the test objectives. The intent is to collect data during the test as simply, concisely, and reliably as possible. Having a good data collection tool will assist analysis and reporting as well (p. 165).

Instruments have great relevance during the collection of data since they provide simplicity and consistency at the time to obtain information from participants. Moreover, instruments allow researchers to test their theory to close gaps and narrow conclusions. In simple words, the purpose of instruments is to supply with a variety of opportunities to gather evidence for the sake to apply strategies to overcome the issues found or to analyze the data obtained to provide recommendations and further instructions. Yuen et al. (2009) supported this statement by mentioning:

The purpose of the instrument is to collect information to determine the amount of effort the program accomplished (outputs), as well as the amount of change the beneficiaries participating in the services made (outcomes). The type of instrument will depend on the information needed to respond to the outputs and outcomes identified (p. 206).

The data collection instruments must be specific according to the type of results the researcher wants to obtain; these instruments must be capable of providing answers to current problems within a certain context in order to determine the changes that must be made and the procedures to follow. For that instance, this current pedagogical proposal action research is focused on tests as data collection instruments since they can be utilized to bring forth weakness among second language learners; subsequently, none of these instruments will be applied but the written theory will be provided for future teachers to take into consideration.

Tests are one of multiple types of data collection instruments, they serve the purpose of recollecting information; indeed, “In tests, researchers have at their disposal a powerful method of data collection and an impressive array of tests for gathering data of a numerical rather than verbal

kind” (Cohen et al., 2018, p. 563). Tests can supply the research study with numerical data, but also tests admit the researcher to measure aptitudes and performance in a more open manner. Point in fact, tests are utilized within quantitative perspective sine the participants of the research can provide more insights into their weaknesses and perceptions of certain subjects. Certainly, Johnson & Christensen (2016) cited that, “Tests are commonly used in quantitative research to measure attitudes, personality, self-perceptions, aptitude, and performance of research participants” (p. 495). For this reason, tests are taking into consideration in this ongoing proposal due to the fact that the participants can share more of their capacities with one instrument; as a result, this pedagogical proposal exposes the difficulties that learners have regarding the listening skill, and by means of tests as data collection instruments, learners could supply the researcher with information needed for future actions. Eventually, tests can be applied to diagnose a problem, to observed progress, and also to compare pupils’ performances. Cohen et al., (2018) mentioned that:

Tests can be used to compare students; to see if a student has achieved a particular fixed criterion (e.g. mastery tests, i.e. regardless of comparing with other students); to see how quickly students can work (speed tests); to see what skills a student has mastered (e.g. a power test); to diagnose (e.g. difficulties and problems) (p. 563).

The importance of tests is greatly beneficial at the time to identify learners’ difficulties during language instruction, teacher-researcher can make use of tests to position students according to their strengths and weaknesses in the knowledge construction process in preparation for follow-up strategies to improve the problems identified or to strengthen their potential in the target language. Undoubtedly, tests play a fundamental role during this current proposal, but three specific tests will be given special attention, diagnostic test, pre-test, and post-test as they had been mentioned throughout this present proposal.

As a consequence, the diagnostic test is the one instrument that allows to discover what truly happens in the learners’ knowledge construction process, what they encounter, what they find difficult, and what they can or cannot accomplish. Cohen et al. (2018) remarked the importance of this statement by saying:

Diagnostic testing is an in-depth test to discover particular strengths, weaknesses and difficulties that a student is experiencing, and is designed to expose causes and specific areas of weakness or strength. The diagnostic test requires test items that focus on each of a range

of very specific difficulties that students might be experiencing, in order to identify the exact problems that they are having from a range of possible problems (p. 570).

Diagnostic tests are the first instrument that must be applied since it is designed to expose the weaknesses pupils face; otherwise, it would be impossible to know in which areas they are failing. Indeed, diagnostic tests could underline a variety of possible issues during the instruction of the second language due to the factor that every skill has its own difficulties, but through diagnostic tests teacher-researcher can identify those complications firsthand. Furthermore, pre-test and post-test are interlaced as data collection instruments; they work within a concept of obtaining measurable outcomes that can be compared and examined. Salkind (2010) exposed that, “The basic premise behind the pretest–posttest design involves obtaining a pretest measure of the outcome of interest prior to administering some treatment, followed by a posttest on the same measure after treatment occurs” (p. 1086). This pretest–posttest design is relevant within the bounds of this present proposal since during pre-test researchers could visualize deficiencies regarding the target language, and by means of procedures and techniques these weaknesses can or cannot be improved which refers to the treatment phase; then, the post-test is applied to see if the strategies implemented worked or not. This whole sequence of tests is necessary if the teacher-researcher wants to prove that a problem exists; and eventually, find solutions that can benefit the participants of such research.

Consequently, understanding how these three instruments reinforce the global view of this pedagogical proposal action research is beneficial for teachers who might want to develop alternatives to improve learners’ listening competence. Hence, the next section describes in-depth what the diagnostic test, pre-test, and post-test are, to make a clear statement about how they work and why they are considered useful instruments within educational research. To continue, the diagnostic test is documented.

3.4.1.1 Diagnostic test.

When trying to get results from participants, test implementation is one of the most common ways to check their understanding, performances, and abilities. The importance of this process falls over dissolve any weakness in the teaching-learning process; that is the main objective of diagnostic tests; indeed, ALTE (1998, as cited in Alderson, 2005) defined diagnostic test as, “A test which is used for the purpose of discovering a learner's specific strengths or weaknesses. The results may be used in making decisions on future training, learning or teaching” (p. 4). The findings of vulnerable

areas of understanding permit to solve deficiencies in the knowledge construction process. As a result, this current pedagogical proposal plans to provide the written importance that this type of data collection instrument can offer to the identification of issues that might arise during English instruction. Point in fact, Cohen et al. (2018) stated that, “Diagnostic tests are designed to identify particular strengths, weaknesses and problems in the aspect with which they are concerned (p. 565). In this particular case, the aspect concerned is the educational aspect since by the implementation of diagnostic tests, teacher-researcher can observe what difficulties pupils might be facing at the time to utilize the English language. Therefore, it is merely vital to comprehend its function as an instrument to establish a clear understanding of its importance. Subsequently, Sharma (2009) stated that:

The diagnostic tests, on the other hand, are purely meant for diagnosing the weakness, deficiency and difficulties of the students related to the specific areas and aspects of the formal and informal learning of a subject. These are constructed not to assess the level of achievement or gains in the learning experiences of the pupils but to reveal the weaknesses and learning difficulties (p. 19).

Diagnostic tests do not assess learners’ achievements or knowledge, their function is to unravel what really happens with the pupils’ capacities within a certain area of interest. Likewise, the importance of implementing diagnosis test reinforces the way of teaching and learners’ understanding, in this pedagogical proposal action research is not implemented; however, it is mentioned for future usage in order to test the information and reveal certain issues that are part of the teaching-learning process. Additionally, in real-life education the one in charge to discover issues in this process is the teacher. In fact, Sharma (2009) exposed that, “The weak areas or aspects of the curriculum identified through diagnostic testing are properly attended by the teacher according to the needs and requirement of the pupils of the group” (p. 23). The teacher plays a fundamental role in the learners’ development, they are in charge of what to teach and how to do it; for that instance, teachers know about the pupils’ needs and problems firsthand. Clearly, “Teachers are constantly diagnosing students’ needs, difficulties, strengths, weaknesses and problems” (Cohen et al., 2018, p. 565). This instrument enhances the possibilities to diagnose setbacks during instruction of the English language. Subsequently, the present proposal takes this instrument as an essential data collection tool for its characteristics and advantages. Knowing this aspect and detailed idea of diagnostic test there is a link emerging; two more terms about test implementation pre-test and post-test.

3.4.1.2 Pre-test.

In terms of building better teaching processes, it is common to apply different types of test in order to get precise results; pre and post-test are part of the research studies since they allow to test knowledge and to disperse lack of information in a specific area, well along the term post-test will be explained deeply. Yet, pre-test is greatly important since it works as an identifier of issues before the strategies and techniques are taken action to solve them. Indeed, Marczyk et al. (2005) remarked that, “The use of a pretest allows the researcher to measure between-group differences before exposure to the intervention” (p. 139). Pre-tests provide with realistic data needed to analyze possible procedures that can serve as treatment to address the complication arose from this instrument; at the same time, Henning et al. (2008) mentioned that, “Pre-test results can identify strengths and weaknesses of students, thereby giving teachers a chance to adjust their instruction” (p. 130). The importance of pre-test’s results is reflected by the fact that they enable teachers to adjust their teaching methods for the sake to enhance the learners’ difficulties within a certain context. Following this further, both pre-test and post-test have a particular purpose, these instruments help the teacher-researcher to collect potential data with the aim to improve the knowledge construction process. As a matter of fact, Henning et al. (2008) stated that:

Pre- and post-test data enable teachers to use classroom tests as a source of data and a means to develop new teaching strategies. They provide a broad view of student achievement. To link to strategies teachers must examine specific questions and their relationship to specific learning goals (p. 30).

The use of new strategies provided by these instruments will enhance the teaching-learning process where what really matters is to strengthen students’ knowledge in order to overcome weaknesses presented in the knowledge construction process. Moreover, pre-test has the function to measure understanding from social agents; therefore, it helps teachers to improve their teaching process according to learners’ responses. In addition, Creswell (2011) expressed that, “Instruments can be evaluated for the fit between the construct being measured and nature of the responses of the individuals completing the instrument or the individuals conducting an observation using the instrument” (p. 162). Conducting a research study provides improvement to the weak aspects that are tested, and in this pedagogical proposal action research these instruments are mentioned to provide clear ideas about how a research study is put into practice to enhance the teaching-learning process.

To implement that, researchers collect evidence to validate the results of testing; for instance, the enhanced classroom instruction that results as an outcome of testing. In this process not all of the consequences may be planned; for example, an educational test may be sustained on the setting that it improves student attendance or to feel motivated in classes (Creswell, 2011). The importance of pre-test focuses on data collected to strengthen the vulnerabilities of the social agents. Even though this instrument is crucial to substantiate the research process, this tool is not implemented in this pedagogical proposal since as the name suggests this is a proposal. However, its application is fundamental as mentioned throughout this chapter three; subsequently, the post-test is related to pre-test in order to nail down its purpose. The following section discusses about post-test and its importance and function.

3.4.1.3 Post-test.

Previously mentioned the usage of pre-test is vital to explore strengths and weaknesses, for this reason, it is crucial to know why post-test is implemented. As testing is applied and vulnerabilities are shown re-testing or commonly called post-test is the way to overcome weaknesses intervened from a pre-test. Accordingly, Henning et al. (2008) stated that, “Post-tests data can provide helpful insights into student learning and the effectiveness of teaching strategies. A post-test is a test given after a teaching intervention” (p. 129). For the sake of enhancing the knowledge construction process, post-test derives to endure understanding from earlier testing; as a result, what is instructed before is reinforced later. As well-known, pre-test and post-test are related to each other due to the fact that its function is to measure knowledge; then, to diagnose how the issue is handled to reinforce the instruction process. Consequently, Henning et al. (2008) mentioned that:

Pre- and post-tests offer two benefits that compensate for the limitations of standardized achievement tests. They are given more frequently, and they are more closely related to classroom instruction. Thus, many schools use pre- and post-tests as a way to gauge improvement between the administration of standardized tests. Like standardized tests, pre- and post-tests also provide a useful approach for diagnosing strengths and weaknesses of classes, individuals, or subgroups. Also, like standardized tests, pre- and post-tests are more useful for identifying problems with learning than suggesting new teaching strategies (p. 128).

In general, post-test provides the opportunity to solve problems found during the application of pre-tests, the teacher-researcher can implement strategies to address those complications and by

applying post-test it can be observed if those techniques were useful at the time to strengthen the knowledge construction process. Whereas, in this pedagogical proposal research this type of test is not implemented; though, in education it brings opportunities to test new strategies in order to afford the teaching-learning process; thus, post-test allows to retest previous knowledge aiming to obtain better results. Furthermore, Marczyk et al. (2005) mentioned that, “The second major benefit of a pretest is that it provides baseline information that allows researchers to compare the participants who completed the posttest to those who did not” (p. 129). In simple words, to get the results that have been searched handle pre-test it is necessary to validate post-test application to reinforced what the teacher-researcher wants to overcome. The subsequent section provides a brief closing for data collection tools and the instruments described in this section.

3.4 Closing Paragraph

In closing, this section regards to the importance of the process of gathering data to evaluate what has been exposed in order to narrow conclusions and gather fresh data for future solutions. Nonetheless, at the time to identify weaknesses and problems that affect the learning practices, it is utilized data collection tools which refer to specific instruments that can be applied to recollect information for further analysis. Consequently, this present pedagogical proposal focuses on the educational field, it allows future teachers to take the theory and implement data collection techniques to test and reanalyze what has been exposed. There are several tools that can be utilized such as tests, questionnaires, interviews, focus groups, and observations which are commonly used during educational studies since it allows participants with better opportunities to provide the researchers with the data they need. Eventually, this proposal would concentrate on three specific data collection tools, diagnostic test, pre-test, and post-test due to the fact that these tools promote the identification of weaknesses regarding second language learners. Moreover, diagnostic tests are designed to expose weaknesses and difficulties pupils face, they can underline a variety of possible issues during the instruction of the target language; indeed, through diagnostic tests teacher-researcher can identify those complications firsthand and take actions to solve such issues. In the same manner, pre-test and post-test are relevant within this present proposal since during pre-test researchers could visualize deficiencies and by means of procedures and techniques these weaknesses can or cannot be improved. As a global view, pre-test and post-test data empower teachers to implement tests as a source of data recollection to develop new teaching strategies. These instruments provide a wide-ranging vision of student achievement. For this vital reason, tests are taking into consideration in this ongoing proposal

due to the fact that the participants can share more of their capacities with one instrument; learners could supply the researcher with information needed for future actions. Subsequently, the following segment is the chapter's conclusion where is synthetized the information presented throughout chapter three.

3.5 Chapter's Conclusion

In final analysis, the main objective of chapter three is to provide alternatives to obtain relevant information to solve difficulties during the instruction of the English language. For that reason, it was contemplated several aspects that are of extreme relevance at the time to identify educational issues as well as means of interventions for future solving alternatives. Pursuing this further, this pedagogical proposal research applied the action research as the research method since it implies the use of new knowledge combine with old one to identify areas of concern, development of tests and strategies, and take actions to address the issues observed. Subsequently, action research presents different types of research; however, the collaborative research is the one selected due to the fact that its significant provides better understanding among participants and the researcher as well as collaboration in the teaching-learning process of finding and resolving educational problems. Assuredly, this pedagogical proposal is not inquired or tested, this proposal uses exploratory research since the issue addressed has minimum knowledge about it and yet has not been researched deeply. On the contrary, the implementation of MMR benefits the comprehension of the problem, the construction of concrete information, and the recollection of results since the data is observed and analyzed through quantitative and qualitative perspectives.

Therefore, data collection tools play an important role in research studies; in fact, data collection instruments must be specific ones according to the type of results the researcher wants to obtain; these instruments must be capable of providing answers to current problems within a certain context in order to determine the changes that must be made and the procedures to follow. True, tests can supply the research study with numerical data, but also admit the researcher to measure aptitudes and performances in a more open manner; indeed, tests allow participants can share more of their capacities with one instrument. Certainty, this pedagogical proposal focuses on diagnostic test, pre-test, and post-test since these tools promote the identification of weaknesses regarding second language learners. After all, diagnostic test is a test that is used for discerning learner's particular strengths or weaknesses. Thus, resulting in making decisions on future learning and teaching

strategies. Similarly, its function is constructed not to gauge the achievement level or obtaining experience in the teaching-learning process of the pupils. On the other hand, pre-test evaluates individuals' responses, from these responses, researchers can gather evidence to authenticate the results of testing. Consequently, post-test reinforces what is tested on pre-test, post-test provides useful method for diagnosing strengths and weaknesses of social agents, these data allow teacher-researcher to compare participants' results who complete the pre-test then post-test; therefore, it is possible to improve the knowledge construction process. Concluding, the next chapter is the action plan proposal where it is necessary to elaborate a plan to help learners in the improvement of their listening proficiency level.

Chapter IV Action Plan Proposal

4.1 Introduction

In the current chapter is elaborated the action plan proposal in order to fulfill the research's objective which is to improve the learners' listening proficiency level inside the English knowledge construction process, for such reason specific strategies will be put into words to substantiate the enhancement of the target language inside the English classroom. In fact, an action plan seeks for strategies and techniques in order to have a wide view of the identified problem and find practical solutions to solve it. According to Craig (2009, as cited in Ivankova, 2014) "In action research, the purpose of an action plan is to target information gleaned from the action research study findings in order to set goals and establish a plan for meeting the goals" (p. 308). The action plan comes to set a structured plan for future practitioners to implement in order to make progress over the issues arose from the recollection of data, and even though the present project is a pedagogical proposal and no data was collected, several strategies will be given to support the content and the development of the English language. Point in fact, Wallace & Van Fleet (2012) support this statement by mentioning, "The plan or proposal, like a blueprint, is a structured plan of action that is stated in a manner that can be executed by others" (p. 131). The course of actions written in this document will allow English educators to see the relationship that can be created during the amalgamation of technological practices during the English knowledge construction process; therefore, the upcoming actions described might be taken as references for future implementation. Nevertheless, "The researcher's responsibility is to create action plans for a practitioner to implement" (Whitehead & McNiff, 2006, p. 24). For that reason, the action plan will be addressed to second language teachers who want to improve the listening skill during the instruction of the English language.

Pursuing the same further, pedagogical action research can take different forms and can be carried out for many different purposes; indeed, Norton (2009) stated that, "The fundamental purpose of pedagogical action research is to systematically investigate one's own teaching/learning facilitation practice, with the dual aim of improving that practice and contributing to theoretical knowledge in order to benefit student learning" (p. 59). In other words, this current pedagogical proposal action research comes to aid the teaching/learning process of second language learners at the time to interact with spoken exposure; thus, it is vital to exemplify the strategies that can be utilized inside the English classroom through the action plan. Certainly, the importance of developing an action plan is to narrow approachable strategies to solve the issue under investigation; likewise, Creswell (2005, as cited in Mertler, 2009) exposed that, "The important outcome from the development of an action plan is the

existence of a specific and tangible approach to trying out some new ideas as a means to solve the original problem” (p. 36). This present chapter will provide alternatives and procedures that can be pursued to accomplish changes during the instruction of the English language. In the same way, “The action plan may be proposed for an individual teacher or classroom, collaboratively among a group of teachers, or on a schoolwide or even a districtwide basis” (Mertler, 2009, p. 36). The upcoming strategies exposed during the elaboration of this proposal might be of great benefit for those teachers who desire to bring technology into the classroom to enhance the development of listening skills throughout the knowledge construction process.

Therefore, the elaboration of this chapter has a major impact on the project’s goal due to the factor that it is elaborated a plan to allow pupils to improve their listening proficiency level; nonetheless, there are difficulties that learners face that affect the development of the English language; as a result, Ramli (2019) mentioned that, “The difficulties in listening process may be affected by many factors such as speech rate, words, phonological features, test structure/syntax, and background knowledge to own factors such as insufficient experience to the target language, low interest and motivation” (p. 7). These factors reduce the learners’ possibilities to become proficient at the target language, and for the sake to decrease the effects of these factors the usage of non-educational apps through a sequence of actions can come to support the vision of providing learners with real exposure of the English language but also more control over the spoken interactions. Following this further, “The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system” (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 4). Consequently, it is elaborated the action plan proposal with three teaching strategies that will reinforce the learners’ communicative abilities to fulfill the goal of the Costa Rican educational system, but also it will help to reduce the weaknesses that pupils face at the time to listen to the English language during their knowledge construction process. In the same manner, and in order to support learners in their improvement of their communicative competence, it is elaborated the action plan proposal which focuses on the development of strategies to enhance the listening skills as one of the fundamental keys for communicative success.

Unquestionably, “If there is one communication skill you should aim to master then listening is it” (Leo & Cmiel, 2018, p. 85). The skill of listening is of great relevance when communication is the main objective; the process of listening must be mastered whether it is for recognizing messages

or communicating ideas. In the light of this statement, Leo & Cmiel (2018) also stated that, “Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively messages are easily misunderstood” (p. 85). There is no communication without effective listening abilities, for such important reason, listening skills must be improved and taken as a relevant aspect in the process of learning a second language, learners need to be able to comprehend incoming sounds and words in order to start an interaction with native and non-native English speakers. Therefore, it is created the action plan proposal to help pupils to have better communicative abilities. First and foremost, it is constructed the title of the proposal which is “The implementation of non-educational apps for improving learner’s listening proficiency level in the English knowledge construction process.” The title of this current proposal brings more attention over the expansion of technological practices during language instruction where it is utilized modern technologies to reinforce the multiple skills of the English language, but most importantly the listening ability through authentic materials and spaces to work independently or collaboratively.

Therefore, it is presented the justification of the plan in order to provide a justification why this present proposal has to be performed. Point in fact, Wallace & Van Fleet (2012) support this statement by mentioning, “One role a carefully structured plan or proposal can serve is to provide justification for why a research needs to be carried out” (p. 114). As a consequence, during the elaboration of this chapter four, the justification will provide content to support this proposal and its future implementation. Moreover, the following section within this action plan is the alternative methodological proposal where is it written the necessity for the implementation of this proposal, also it is explained the three strategies, their importance, necessity, and the scopes they have inside the educational system to improve the learners’ knowledge construction process. Furthermore, it is structured the alternative methodological proposal implementation in which it is written what the proposal intents to prove. In other words, in this section is written the three different strategies that are going to be taken as fundamental components for the sake to help learners improve their listening competence by using non-educational apps during the instruction of the English language; to see that, these strategies will be designed based on the English Syllabus from the Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada from 2016. As a consequence, the strategies will keep its respective, theme, assessment strategy, didactic sequence of listening with its respective materials that count as evidence for the plan; hence, all the resources exposed in this present proposal are added in their corresponding section. Eventually, every strategy has a specific objective, a process, and an

evaluation which is pretended to inform the practitioners on how pupil can be assessed. Once is established the evaluation section of the proposal; this present action plan has a social and educational impact. Thus, the social effect is described as the necessity to learn English to succeed in this competitive and communicative world, and the educational effect is presented as the need to create innovative strategies for English instruction for the sake to help learners in their English proficiency level. Finally, the chapter's conclusion is provided to wrap up the most relevant ideas and concepts in order to make clear the information presented.

Lastly, in this chapter is created the action plan proposal that seeks for fulling the main objective of the action research that is to improve the learners listening competence in the English language. Indeed, the elaboration of this action plan comes to set a structured plan for future practitioners to implement in order to make progress on the auditory abilities that are needed to comprehend spoken discourses, and even though the present project is a pedagogical proposal, several strategies will be given to support the content and the development of the English language. Moreover, this current pedagogical proposal action research comes to aid the teaching/learning process of second language learners since incoming language is vital in order to be proficient; as a result, strategies will be exemplified for the sake to improve the instruction of the target language inside the English classroom through the action plan. Hence, it is known that the listening skill is a difficult ability to master, and because there is no communication without effective listening abilities, it is created the action plan proposal to help pupils to have better communicative abilities in order to be able to comprehend incoming sounds and words so as to start interactions with native and non-native English speakers. Therefore, the creation of this proposal and its strategies will help English educators in their professional development in order to improve the learners' listening proficiency level, developing new listening practices, and obtaining ideas about how to enhance pupils through the development of their English knowledge construction process. Subsequently, the title of this present proposal brings attention over the expansion of technological devices and applications that can be used during second language instruction, these technological resources will allow a more authentic exposure of listening materials. Furthermore, it is presented the justification of the plan in order to provide a justification of why this present proposal has to be performed. Then, the alternative methodological proposal implementation is provided in which it is created the three strategies where it is elaborated problem-solving activities using non-educational apps and technological devices to enhance the learners' improvement of their listening proficiency level. As a final component, the chapter's conclusion is provided where is synthetized the main ideas of the chapter. Concluding, in

the following section is presented the title of the proposal to address the objective of this action research.

4.2 Title of the Proposal

The implementation of non-educational apps for improving learner's listening proficiency level in the English knowledge construction process.

4.3 Justification

Costa Rican educational system has been changing throughout the years, technological practices have been implemented, and new resources have been provided; as a consequence, the usage of non-educational apps inside the classroom can contribute to a better development and enhancement of the listening competence during the English knowledge construction process. Point in fact, Corlett & Sharples (2005, as cited in McConatha et al., 2013) mentioned that, "Technology is advancing rapidly in education, compelling instructors to be familiar with various mobile learning devices and to formulate strategies to incorporate technology into curriculum in order to meet the changing needs of their students" (p. 108). It is a necessity to implement technological devices and applications for the sake to supply learners with the tools they need to face educational challenges; the incorporation of apps and mobile technologies will bring benefits to the second language instruction since these practices allow pupils to become active agents within their knowledge construction process; indeed, McConatha et al. (2013) supported this statement by mentioning, "Mobile learning devices and their associated applications offer students the ability to become a participant in their learning" (p. 120). This active participation by the learner is crucial in order to make pupils competent users of the target language, they need to be active rather than passive agents if their teacher wants them to explore all their abilities. In the same manner, pupils found in some extent specific kind of apps to be really effective during certain types of interactions; indeed, some students were more enthusiastic to help each other if the device and application they were using was portable (McConatha et al., 2013, p. 110). For that reason, the incorporation of multiple applications can be of great benefit for the purpose of making pupils interact in the English language, not only by written manners but in spoken exchanges as well.

The importance of implementing apps during the instruction of a second language is vital for learners due to the fact that these kinds of technologies provide pupils with unique and dynamic

opportunities to become co-creators of their own knowledge; clearly, McConatha et al. (2013) exposed that:

Apps hold the promise for learners to be able to become co-creators of knowledge and to be able to complete meaningful capstone experiences using a whole world of resources. This exciting ability to learn anywhere, any time, and with any material stimulates learners to become co-creators of their learning (p. 120).

These benefits that apps provide to the teaching/learning process cannot be avoided since learners must become responsible for their own development, and through the adaptation of mobile technologies and their applications, pupils can access and interact with meaningful materials. In the same way, non-educational apps and web-based resources can provide opportunities for educators to present a more authentic usage of the English language since “the web offers a variety of authentic target-language resources” (Blake, 2008, p. 9); subsequently, the introduction of web-based resources can benefit learners due to the fact that pupils can have access to these resources anywhere and at any time they would need it; point in fact, Bergs & Brinton (2012) mentioned that, “Web-based learning it is a clear gain that students have access to the course from anywhere and at any time and can revisit the materials in a multi-modal way” (p. 1193). This advantage of accessing to materials from different environments is beneficial because learning can take form not only inside the English classroom but at home as well, providing learners the opportunity to develop listening comprehension abilities to maximize their proficiency in the target language.

Following this further, listening is one of the main English skills; as a result, the development of strategies to thrust its accomplishment is fundamental for educators since Richards & Renandya (2002) stated that:

Listening is assuming greater and greater importance in foreign language classrooms. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking (p. 239).

The skill of listening is a key component for the construction of Knowledge, without the larger input that listening provides, learners would not be able to articulate ideas and opinions and eventually would not be capable of speaking in the target language. Indeed, listening “in real life it is often closely linked with speaking, with listeners becoming speakers and vice-versa in the blink of an eye”

(Griffiths, 2008, p. 209). This process of becoming the speaker or the listener occurs every time during interactions for such reason improving the skill of listening is crucial in order to meet the objective of making learners competent users of the English language by making pupils able to comprehend incoming exposure but also demonstrate communicative awareness. Consequently, through the development of this action research project pupils would be able to manage the usage of apps and technological resources to enhance their listening proficiency level inside their English knowledge construction process.

Certainly, the importance of applying this action plan is based on the necessity that Costa Rican education has for the development of the listening skill for an overall construction of competent users of the second language; learners need to be proficient in listening to develop better English abilities. In fact, Carrasquillo (2013) exposed that, "Listening and speaking play central roles in language acquisition and development. Listening is the ability to understand speech. Speaking is the act of communicating through speech. Both are vitally important in human relations, academic and business success" (p. 131). Listening and speaking skills are linked together and cannot be separated; for such connection, this current plan proposal focuses on the advantages that the skill of listening has over the development of communicative success. Thus, it is necessary to identify which strategies can contribute to the blossoming of the listening skill within learners' progress inside the English classroom. Subsequently, this action research project proposes the implementation of non-educational apps to provide a more dynamic and innovative view over the development of the English lessons. Therefore, this chapter will hand strategies to English educators to put into action effective procedures for improving the learners' listening competence inside their knowledge construction process.

To conclude, the proposal of this project is to implement non-educational apps in order to strengthen the listening skill. Point in fact, one of the main objectives is to identify how to deal with the difficulties that arise during listening tasks in the classroom, and how apps and technological resources can help to face those weaknesses. Additionally, it is necessary to implement technological devices and applications for the sake to supply learners with the tools they need to face educational challenges and become active agents within their knowledge construction process. This active participation by the pupils is crucial in order to make them competent users of the English language. Moreover, it is stated that apps hold the promise for learners to be able to become co-creators of knowledge; learners must become responsible for their own development and through the adaptation of mobile technologies and their applications pupils can access and interact with meaningful authentic

materials. Nevertheless, the listening skill is a central component for the construction of knowledge, and without the correct instruction of such skill the ability to communicate would not be possible since listening provides the needed input for speaking to appear. Thus, it is fundamental to point out which strategies can contribute to the enhancement of the skill of listening within learners' progress inside the English classroom. Lastly, the following section shows the methodological proposal where it is highlighted the strategies that will be taken relevance in order to provide new alternatives for educators and pupils to introduce listening exposure into the class.

4.4 Alternative Methodological Proposal

The strategies proposed in this project are thoughtfully structured in order to supply with alternatives procedures for improving the listening proficiency level of the learners during their knowledge construction process. Point in fact, these strategies are a need since English instruction must take active participation into the technological era learners are living in; technological resources need to be seen as technical and useful tools that educators and pupils can use for maximizing the experience of learning a second language. Indeed, November (2009) exposed that:

Our students have access to more technology than students anywhere in the world: home computers, cell phones, gaming machines, plasma televisions... The real problem is not teaching technology skills. Many of our students can learn about technology as fast as-if not faster than-adults. What our students cannot learn on their own, and what makes teachers more important than ever, is the urgent need to teach critical thinking and global communication skills (p. 32).

The implementation of new educational strategies where technological tools are used would make the construction of knowledge a place where learners can learn multiple language abilities but also technological skills that would open opportunities to develop critical thinking, global collaboration, and communication skills not only inside the classroom but outside; and clearly, educators are essential for this process since they are in charge of the techniques and strategies that are executed in their lessons. In other words, it can be stated that, "Technology is no longer about the device; it is about the way educators leverage, reinvent, and reimagine student learning" (Keengwe, 2014, p. 6). Educators must reinvent and reimagine ways of presenting learners with English content due to the fact that technology is not everything; strategies must be made for the sake to make relevant the usage of applications and devices in the classroom, for such fundamental purpose, the strategies

proposed in this project are meant to meet a balance between technological resources and learning experiences, giving learners the possibility to access to authentic materials but also providing teachers with alternatives to bring the real English language exposure into the classroom. In this situation, Azarnoosh et al. (2016) stated that, “Computer and the Internet-based technologies provide variety of facilities for developers and teachers to involve different types of listening activities to cover all learning styles and based on learners’ interests” (p. 80). This outstanding advantage of involving learners with different types of listening encounters is of great benefit when the goal is to make pupils proficient in the target language.

Pursuing this further, “One goal of listening instruction is to help learners to understand real life language” (Azarnoosh et al., 2016, p. 79). In fact, the real-life language that native English speakers utilize is the key for the development of communicative success since learners need that exposure in order to get familiarized with the way native people make up sentences and opinions while being exposed to different scenarios, learners need that spontaneity during listening discourses for the sake to have better English communication skills in real contexts. Assuredly, by introducing authentic materials for listening instruction pupils can increase their comprehension skills as well as advancing through the other language skills; indeed, Brown (2011) cited that the, “Use of authentic materials in listening classes has been shown to be effective in increasing comprehension and also might help with acquisition of other skills” (p. 139). This great benefit needs to be taken into account at the time to develop listening tasks, authentic materials and resources must be seen as integral components of the lesson’s development, they are potential pedagogical tools that offer real and day-to-day language that can be brought into the English classroom; at this level, Azarnoosh et al. (2016) also mentioned that:

Listening materials should provide exposures to different types of listening. Depending on learners’ language proficiency level, materials may expose learners to intensive, selective, interactive, extensive, responsive, and autonomous listening. Furthermore, listening materials should be based on authentic recordings. It means listening materials used in language classes should match the spoken discourses used by native speakers (p. 79).

The premise of listening materials is to introduce learners to the actual English language that native people use in every day situation, these listening materials employ characteristics that would make learners proficient at listening such as intensive, responsive or interactive listening since listening is more than just hearing to sounds and words, is comprehending and answering according to contexts and situations; as a result, promoting the introduction of non-educational apps and

authentic resources for listening processes will allow learners to have more control over their own construction of knowledge, but they also would gain abilities that cannot be taught by traditional methods. Nevertheless, educators are the central element for the equation to work due to the fact that they decide what to implement and how to do it; however, Donoghue et al. (2005) revealed that, “Teachers must always be aware that people do learn in different ways and must try to include many strategies and techniques in student lessons” (p. 119). Consequently, the use of different and innovative strategies can provide educators with better solutions in order to face the demand for listening resources. The implementation of the upcoming three strategies is a need since the skill of listening requires better procedures and techniques for the sake to expand the English knowledge of the learners.

Furthermore, the first strategy developed is based on the real language that it is utilized by native English speakers. Thus, this first strategy is named “Tasks-for-today” where it is implemented the AoA as a real basis for building listening tasks, learners will be presented listening materials where a more authentic exposure of the target language is presented. Point in fact, this strategy will make use of authentic materials in order to provide learners with real exposure for the sake to build comprehension abilities as well as communicative awareness; indeed, “Authentic materials are often regarded as those that are effective for developing students’ communicative competence in English” (Teranishi et al., 2015, p. 34). This fundamental component is of great benefit since learners need to be able to recall information in English and through authentic listening materials pupils will have the possibilities to absorb structures, vocabulary, and language context that is needed for communication. Moreover, Hall & Hewings (2001) stated that:

The goal of English teaching is to develop the learners’ communicative competence in English through meaningful drills and communicative activities. Students are to learn by means of authentic materials, such as newspapers, magazines, English news on the radio, and English TV programs (pp. 151-152).

Bringing authentic materials into the lesson’s development is a must for second language educators since they serve as means for developing communicative competence during the knowledge construction process of the learners, and by introducing these kinds of resources the instruction of the English language would become more realistic; in fact, “Tasks-for-today” seeks to bring into action the usage of listening didactic sequences where non-educational apps are promoted in order to implement real-life tasks in the classroom to enhance the development of listening competency and

communicative success. Therefore, Teranishi et al. (2015) mentioned that, “Originally, authentic materials were not developed ‘for pedagogical purposes’, but those materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials” (p. 35). This statement supports the idea behind the first strategy, second language learners need more realistic and natural examples of the target language in order to become competent users of the language. Consequently, through the implementation of this strategy, the usage of non-educational apps and authentic resources can provide more options for better time consumption in the classroom but also innovative and creative in-class materials. Additionally, learners can face real-life language which is essential for enhancing comprehension skills and listening competence during their knowledge construction process; also, this strategy provides the opportunity to extract, summarize, compare specific data at the moment the pupils are developing listening task in the class.

Following the same further, in order to continue it is described the second and third teaching strategies that take part into the present action plan. Thus, to fulfill the objective of enhancing the learners’ listening proficiency level, the second strategy is based on the two models of language comprehension processing. As a consequence, this second strategy is named “English-Recognition” where it is exposed that by stimulating the learners’ knowledge construction process through appropriate active listening tasks, pupils can identify better which model is used under which circumstances such as finding specific details or an overview of what happened at a particular event, these will allow the learner to be more familiar with the way the English language is utilized during input situations. In fact, Fusco (2012) supports this statement by mentioning:

Guiding students to understand what kind of listening and thinking occurs when different types of questions are asked supports students in their participation. They learn that effective listening involves interpreting the information and determining when and if they should respond. Just this process alone is important to learn because it teaches students how to function in a conversation (p. 74).

Presenting learners with listening tasks where they have to know how to process the incoming information is vital for the development of comprehension abilities, pupils must be exposed to tasks where they have to identify specific details but also, they should be able to understand the whole situation since it is well known that “Listening is a complicated process that varies from situation to situation” (Fusco, 2012, p. 74). Learners must be capable of recalling details and general aspects from

listening encounters due to the fact that during interactions pupils can be seen as the speaker or the listener in the conversation, and they must know how to respond and how to ask under multiple scenarios. Indeed, “English-Recognition” works with the premise of letting learners observe video recordings of native English people talking at a normal speed, where they have to catch certain information for the sake to comprehend what is happening; this will stimulate the learners’ cognitive activities to improve the learning experience. Moreover, this second strategy integrates authentic exposure of the target language, listening’s didactic sequence must offer learners opportunities to listen real English; in addition, Brooks (2015) exposed that, “Students should be required to listen to local English news broadcasts or an English television show. They are not required to understand everything, but they should be able to pick up a few words or new words daily” (p. 210). These types of tasks are important during the construction of knowledge, and through this second strategy educators can innovate and at the same time can promote the acquisition of the English language. Consequently, by the implementation of this strategy, the usage of non-educational apps and authentic resources can provide pupils with spaces to work on their auditory processing abilities and also, they can be faced with comprehensible input.

As a final component, the third strategy is based on collaboration among teachers and students in order to improve listening competency. Therefore, this third strategy is named “Let’s pair up” where through technological resources as the internet and mobile advantages as non-educational apps, collaboration would be maximized, time will be saved, and better feedback will be provided by the teacher due to the factor that working individually in the classroom is a necessary for the learners’ development but through teamwork, learners can expand their knowledge and also, they can share more about their experiences and necessities. In the same way, Tracy-Ventura & Paquot (2021) mentioned that, “Collaboration offers ideal opportunities to better understand how interaction supports and facilitates L2 learning and development” (p. 288). Collaboration is fundamental during second language leaning, for such importance this last strategy promotes the utilization of non-educational apps to create spaces where learners can work together to facilitate the instruction of the target language. To see that, this collaboration would not be only between pupils but also between teacher and learners, such collaboration will promote rapport but also the acquisition of communication abilities and social skills. Particularly, Rowan & Grootenboer (2017) cited that, “Rapport has been highlighted as a crucial element in students’ experiences and learning” (p. 137). Educators are essential elements in second language development, and it is important that teachers take active role during tasks’ performances since it would promote motivation and better learning environments to

work on English skills. However, this third strategy covers the opportunities to create online spaces where learners can interact and access to multimedia elements that would reinforce the effort of presenting learners with real exposure to the English language but also, this last strategy pretends to supply pupils with alternatives and techniques to work on their own, to take more responsibilities on their own learning, and develop social skills by working with classmates. In addition, McLeod et al. (2003) promoted that, “Small-group work moves toward having students assume more responsibility for working with classmates without direct teacher intervention” (p. 12). This strategy highlights the need for innovative learning environments where pupils can utilize technological resources to enhance listening’s didactic sequence through teamwork and non-educational apps where they can listen, analyze, and express opinions and show their progress. Moreover, through the implementation of this strategy, the use of non-educational apps can bring forth better options for collaboration in the classroom. Consequently, learners can share ideas, compare and retell information, and improve their listening competence during their construction of knowledge. Lastly, with these three teaching strategies learners can come into contact with real English experiences inside the classroom, making the instruction of the target language as authentic as possible. To continue, the importance, the necessity, and the scopes of the strategies proposed will be provided.

4.4.1 Importance

Throughout this pedagogical proposal, the English language has been clarified as an effective element for future bilingual individuals called social agents. Thus, bringing out the importance of the application of these three different strategies is fundamental; as a result, the need of enhancing the listening competence in the English knowledge construction process by the integration of non-educational apps is a must during second language instruction. To be innovative is the main goal in this proposal providing new ways of teaching due to changes are part of daily life education. As a matter of fact, Hyland & Wong (2013) stated that:

Change seems to be a constant in our professional lives as teachers. There is almost a continuous progression of modifications to our current situation, sometimes improving matters and sometimes not, sometimes having beneficial effects, and at other times worsening things (p. 1).

Therefore, these strategies pursue effective ways of English teaching through real language interaction in a world that is constantly changing. These interaction strategies encourage learners to

communicate with others using technological devices and applications covering the importance of communication skills with real language. In addition, MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) established the importance of communication within the target language:

The CEFR defines communication as a social act, where learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic language interaction (p. 22).

As an authentic language interaction, communication skills are the fundamental base for listening skills to be developed. Thus, emphasizing the value and importance of technological innovations in the teaching-learning process is an objective of this current proposal. Consequently, Christiansen & Weber (2017) expressed that, “Mobile app technology is an alternative method of course instruction that can be used in conjunction with traditional classroom PowerPoint and whiteboard presentations”. (p. 21). It is well-known that apps are vital components in the classroom’s instruction where a globalized world depends on their use for communication, learning, and interacting. Hence, the implementation of these strategies provides real and important clarifications for second language educators in order to view the innovation, the improvement, and the current technological tools for active social agents who will be aware of the target language in the classroom. The next segment refers to necessity and its value.

4.4.2 Necessity

Necessities shape the process of developing strategies in order to cover issues by providing procedures and ideas that can be followed and implemented. The same happens in this present pedagogical proposal by targeting to the listening skill by implementing non-educational apps for enhancing such ability; the use of the proposed strategies will support learners in their knowledge construction process by understanding mobile app technologies to boost contemporary instructional learning methods. Pursuing the same further, Costa Rican education is progressing; however, to advance it is necessary to adapt new technology tools within the instruction of the target language. Indeed, MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) determines that it is required, “The incorporation of Information and Communication Technologies in the learning environment” (p. 14). Thus, one of the necessities for the Costa Rican learning system is

to sustain the use of technologies to encourage pupils with their communicative skills boosting the knowledge construction process. Undoubtedly, technology plays a vital role; consequently, this tool must be implemented to reach the contemporary standards where social agents are potential technological individuals. According to Kaya et al. (2020) “Modern technology-rich environments provide a variety of tools with various types of capabilities that can support student success at the tertiary level” (p. 15). The necessity of strategies supported by current technologies is meant to provide a better teaching-learning process. Moreover, the need for innovation is clear since contemporary learners require innovation in order to achieve acceptable learning skills. Consequently, Paniagua & Istance (2018) remarked that:

There is also growing recognition that for mainstream education to develop the knowledge and skills needed in the 21st century, innovation is needed. The common policy variables of structures, regulation and institutional arrangements, and resourcing are relatively far removed from the classroom where learning gains are achieved (p. 3).

Furthermore, new methods or strategies are decisive to have success in the present teaching education covering the needs that at the moment would be solved with the implementation of a methodological proposal as the present. In addition, a KIP network leader and practitioner (n.d. as cited in Paniagua & Istance, 2018) expressed that, “However, the innovation should be changing the culture of pedagogy and it is in changing the mind-set that new methods can be sustained, but this is the hardest to achieve” (p. 158). Subsequently, this current methodological proposal gives educators and practitioners strong bases to reinforce the implementation of non-educational apps as tools in second language classrooms. The following segment relates to the scopes of this proposal.

4.4.3 Scopes

This section explores the range that this pedagogical proposal intends to cover. Fundamentally, this implies the covering and focusing plan; hence, the core of the plan is to identify certain problems and provide satisfactory solutions. As it was mentioned throughout this proposal, technologies are the focal point for contemporary education; thus, pupils must be exposed to real use of that source, and at this particular point second language educators must provide the tools, create adequate environments, and correct way of planning listening tasks. Therefore, social agents will feel engage with something that is totally common for them, being active and productive mainly by the

implementation of non-educational apps in the knowledge construction process improving their language skills. Point in fact, Harmin & Toth (2006) expressed that:

One of the everyday tasks of teachers is planning lessons that inspire all students to stay actively, productively involved. Or, to be more specific, we might say the goal is to craft lessons that inspire students to work with high dignity, steady energy, intelligent self-management, feelings of community, and alert awareness (p. 29).

The scopes managing technological resources in class are vital; therefore, the three strategies exposed in this present proposal are centered to overcome the existent need of technologies in class; then, solving necessities that social agents face by working on tasks based on apps provide the conditions for improving the listening abilities such as, listening to conversations, grabbing the gist of certain topics, and recognition of details. Consequently, collaborating with other learners and educators is fundamental. As a matter of fact, Christiansen & Weber (2017) stated that, “The learning modules based on mobile apps help create opportunities for collaborative activities among students, leading to the development of teamwork and social skills. Another important benefit of mobile apps is that they require minimal expertise and technological proficiency” (p. 33). The result of the application of this proposal is to foster the concept that education must be adapted to new generations, and the Costa Rican educational system is on its way; however, it is a need to promote the appropriate tools in order to boost pupils’ knowledge construction process. Subsequently, Firth & Smith (2018) affirmed that:

Boosting the attention level of pupils is not always easy, and depends on an interaction between the learner and the material; people pay more attention if they are interested. It certainly helps to make things relevant to individual learners, activating their schemas and finding analogies that they can relate to (p. 13).

The exiting solution presented in these teaching strategies is focused on daily use technologies that offer the best option for today’s teaching-learning process. Consequently, educators and practitioners who are interested in this current proposal can test this technological way of teaching for the sake of improving the knowledge construction process, the listening skills by the implementation of non-educational apps; thus, the opportunities to improve Costa Rica’s education are available through this proposal. Lastly, the following section synthesizes the most relevant aspects previously exposed.

4.4 Closing Paragraph

To conclude, the strategies proposed in this pedagogical proposal are a need since English instruction must take active participation into the technological era learners are living in; technological resources need to be seen as useful tools that second language educators and pupils can use in the classroom for maximizing the experience of learning the target language. Unquestionably, strategies must be made for the sake to make relevant the usage of applications, devices, and non-educational materials in the classroom, for such fundamental purpose, the strategies exposed in this project are meant to meet a balance between technological resources and learning experiences, giving pupils the possibility to access to authentic materials to bring the real English language exposure into the classroom. Indeed, this benefits the development of listening competency due to the advantages that authentic materials have in the enhancement of listening skills; point in fact, they are potential pedagogical tools that offer real and day-to-day language that can be brought into the English classroom for improving the knowledge construction process. Therefore, the three teaching strategies are essential since the skill of listening requires better procedures and techniques for the sake to expand the English knowledge. To see that, the “Tasks-for-today” strategy seeks to bring into action the usage of listening didactic sequences where non-educational apps are promoted in order to implement real-life tasks in the classroom to enhance the development of listening competency and communicative success. Then, the “English-Recognition” strategy works by letting learners observe how the English language is utilized by native English people. Learners would catch certain information for the sake to comprehend what is happening; this will stimulate the learners’ cognitive activities to improve their auditory processing skills. The last strategy, “Let’s pair up” intends to create online spaces where learners can interact and access to authentic multimedia elements that would reinforce the effort of presenting learners with real exposure to the English language but also, would supply pupils with alternatives and techniques to work on their own, to take more responsibilities on their own learning, and develop social skills. Consequently, the importance of this proposal dwells in the fact that the written strategies pursue effective ways of teaching and learning the second language through real language interaction. Indeed, these strategies encourage learners to communicate with others using technological devices and applications covering the importance of communication skills with real language. Nevertheless, the necessity of strategies supported by current technologies is meant to provide a better teaching-learning environment. Point in fact, the need for innovation is clear since contemporary pupils require innovation in order to achieve acceptable learning skills. Lastly, it can

be mentioned that the scopes of the three strategies exposed are centered to overcome the existent need of technologies in class; then, solving necessities that learners face by working on tasks based on non-educational apps provide the conditions for improving the listening abilities. Concluding, the next segment refers to the alternative methodological proposal implementation where it is established what components the three teaching strategies are made off.

4.5 Alternative Methodological Proposal Implementation

The present section provides a clear explanation about how the three different teaching strategies are divided and organized. To see that, the three strategies are developed to be implemented in ninth grade; eventually, it is utilized the Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada from MEP for the elaboration of the already mentioned teaching strategies. Consequently, in the first strategy is developed the unit two which scenario is “Online & Connected”. Therefore, this strategy will put into use the theme “Yesterday, Today and Future Media” in order to provide learners real and relevant content of the English language. Moreover, the assessment strategy provides the guidance for the sake to accomplish the main goal of the first strategy. Thus, the assessment strategy utilized is “L.1. identifies some colloquial expressions related to media, virtual communities, apps and media safety”. As a result, this present strategy seeks to allow learners to identify expressions that are used in normal conversation among native English speakers, for such reason the chosen assessment strategy will help to demonstrate the pupils’ abilities. In the same way, the listening didactic sequence provides specific steps that must be developed during listening tasks. That is why Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time, and Post-listening are the steps that the second language educator must follow in order to integrate this strategy during their lesson’s development.

Following the same further, this first strategy is named “Tasks-for-today” where the main objective is to provide learners with real exposure of the target language through authentic listening resources by means of non-educational apps. However, the strategy is composed of an objective, a process, evidence, and an evaluation stage to evaluate the learners’ aptitudes at the end of the listening didactic sequence. Therefore, within this strategy it is expected to improve the learning experiences when developing listening tasks by using video recordings as authentic incoming language in order to enhance the pupils’ awareness of the target language within the AoA. Moreover, in the process, it is expected that learners identify common expressions of what it is said about media, virtual

communities, and apps. Point in fact, during the process section, it will be utilized YouTube as a non-educational app to display videos that serve as the resources to develop the didactic sequence. As a consequence, the evidence of the strategy presented will help educators to have a clear guide for implementing authentic materials into the classroom, but also it would give them a wider view about the usage of mobile technologies and their advantages in second language learning. Indeed, the evidence stage will immerse learners with the real language English speakers use during day-to-day situations. Consequently, the last component is the evaluation where it is expected that the pupils achieve the assessment strategy. Thus, it will be provided a task for second language educators to implement for the sake to identify if the learners are able to prove that they successfully achieved the assessment proposed.

On the other hand, in the second strategy is developed the unit one which scenario is “Time to Have Fun!” from ninth grade. Therefore, this strategy will put into use the theme “Let’s Workout” in order to provide learners with opportunities to identify details and ideas from audio recordings. Moreover, the assessment strategy plays a critical factor in the development of this current strategy. Thus, the assessment strategy utilized is “L.2. discriminates main ideas and key points”. As a consequence, this present strategy seeks to allow learners to discriminate specific points and general ideas from incoming discourses, for such reason the chosen assessment strategy will help to demonstrate the pupils’ skills at the time to listen to the target language. Consequently, the strategy is developed using the didactic sequence of listening: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time, and Post-listening. Therefore, this didactic sequence is necessary for the development of the second strategy due to the fact that learners will be prepared from the pre-listening until post-listening to fulfill the assessment strategy and improve their listening competence.

Pursuing this further, this second strategy is named “English-Recognition” where the main objective is to stimulate the learners’ knowledge construction process through the two models of processing, these will allow the learner to be more familiar with the way the English language is utilized during input situations. However, the strategy is composed of an objective, a process, evidence, and an evaluation stage to evaluate the learners’ aptitudes at the end of the listening didactic sequence. Therefore, with the objective proposed, it is expected to improve the learning experience by using authentic audiovisual materials as an incoming input to enhance the pupil’s models of comprehension processing within their listening proficiency level. Indeed, with this strategy is

expected to create a comfortable learning environment by using audiovisual elements to support the strategy's objective with the usage of technological apps to engage the learners in their knowledge construction process, where they can be able to understand what they listen to in order to reach their full potential as competent listeners. Moreover, in the process, it is expected that learners discriminate main ideas and key points from spoken discourses utilizing non-educational apps as means to construct the development of the listening task, also it is expected to reduce the learner's comprehension difficulties at the time to listen, increase pupil's vocabulary, and enhance the two models of language processing for the sake to strengthen the learners' listening skills. Consequently, the strategy is composed of evidence; thus, learners are involved in different questioning-solving activities to develop their auditory processing so as to enhance their listening performance. Lastly, the last component is the evaluation where it is expected that the pupils achieve the assessment strategy. Thus, it will be provided a task that second language educators can utilize to identify if the learners achieved the assessment strategy or not, also it will help educators to provide feedback in order to improve the development of listening comprehension abilities.

Additionally, in the third strategy is developed the unit one which scenario is "Time to Have Fun!" from ninth grade. Therefore, this strategy will put into use the theme "Try it!" in order to provide learners with opportunities to work collaboratively during listening development. Moreover, the assessment strategy provides the guidance for the sake to accomplish the main goal of the third strategy. Thus, the assessment strategy utilized is "L.1. recognizes specific information when people speak at normal speed about leisure activities". As a result, this present strategy seeks to allow learners to be able to recognize specific data within spoken language exchanges, for such reason the chosen assessment strategy will help to demonstrate the pupils' abilities at the time to listen to native people talking at normal speed. Consequently, the strategy is developed using the didactic sequence of listening: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time, and Post-listening. Subsequently, every stage of the didactic sequence is necessary to carry out the objective of the strategy.

This further, the third strategy is named "Let's pair up" where the main objective is to provide learners with spaces to work collaboratively in order to achieve success during listening tasks as well as developing communicative competence utilizing non-educational apps. However, the strategy is composed of an objective, a process, evidence, and an evaluation stage to evaluate the learners' aptitudes at the end of the listening didactic sequence. Therefore, within this strategy it is expected to

improve collaboration among learners and educators in order to enhance the acquisition of communication abilities and social skills that are needed to be a competent listener, also learners can work as a team for the sake to find solutions and answers to the circumstances presented during listening tasks. Moreover, in the process, it is expected that pupils recognize specific data when native English speakers talk at normal speed; in the same manner, the usage of non-educational apps can contribute to create better and interesting environments for the learners. Furthermore, through collaboration pupils can enhance their listening competence and their interaction abilities when working together. Indeed, during the process section, it will be utilized WhatsApp and Facebook as non-educational apps to display videos and audios that serve as the resources to develop the didactic sequence. As a consequence, the evidence shows that pupils can work in small groups, pairs or as a whole group while developing listening activities, also that the use of non-educational apps can contribute to create innovative lessons for better learning opportunities. Clearly, this last strategy provides all what is needed for educators and learners for achieving the objective of the teaching strategy. Consequently, the last component is the evaluation where it is expected that the pupils achieve the assessment strategy. Therefore, to evaluate this strategy, it will be provided a task that second language educators can utilize to identify if the learners achieved the assessment strategy proposed.

Concluding, the three teaching strategies are sustained in the Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada guidelines from MEP of 2016. Indeed, the strategies proposed are made with the purpose of improving the quality of the high school's English education but also, they are meant to support the teaching practices to develop in the ninth-grade learners listening competence. Moreover, the units one and two are the ones taken into consideration for the development of the teaching strategies which are, "Online & Connected" and "Time to Have Fun!". These scenarios provided the themes utilized to develop the didactic sequences of the different strategies. The themes proposed are, "Yesterday, Today and Future Media", "Let's Workout" and "Try it!". Consequently, every strategy counts with specific assessment strategies for listening tasks; in the same manner, the strategies are developed using the didactic sequence of listening that is: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time, and Post-listening. Subsequently, every stage of the didactic sequence is necessary to carry out the objective of the strategies. Eventually, "Tasks-for-today" strategy seeks to provide learners with real exposure of the target language through authentic listening resources by means of non-educational apps; therefore, "English-Recognition" strategy intends to stimulate the learners' knowledge construction

process through the two models of processing, these will allow the learner to be more familiar with the way the English language is utilized during input situations; finally, “Let’s pair up” strategy works in order to provide learners with spaces to work collaboratively in order to achieve success during listening tasks as well as developing communicative competence utilizing non-educational apps. However, every strategy is composed of an objective, a process, evidence, and an evaluation stage to evaluate the learners’ aptitudes at the end of every listening didactic sequence. Lastly, in the following segment is described how the first teaching strategy is applied in the AoA to aid ninth-grade learners to strengthen their listening proficiency level in their English knowledge construction process.

4.5.1 Description of the first teaching strategy

Name of the strategy

Tasks-for-today.

The objective of the strategy

To relate today’s spoken authentic language to learners’ abilities by utilizing non-educational apps for the purpose of making learners identify colloquial expressions of what it is said about media, virtual communities, apps, and media safety.

Variable

Knowledge Construction Process.

Indicator

Action-Oriented Approach.

Level

Ninth Grade.

Unit

Unit 2.

Scenario

Online & Connected.

Theme

Yesterday, Today and Future Media

Week

Week 1.

Assessment Strategy

L.1. identifies some colloquial expressions related to media, virtual communities, apps and media safety.

Didactic Sequence:

- Pre-listening
- Listening for the first time
- Pair/group feedback
- Listening for the second time
- Post-listening

Implementation of the first teaching strategy

Tasks-for-today is the first teaching strategy that composes the current alternative methodological proposal. This strategy covers the importance that real language has for the development of the English language, for such reason the AoA must really integrate language that is used by native speakers for the sake to provide learners with authentic exposure. It is vital to mention that these activities keep accordance with the MEP's syllabus for ninth grade established with the purpose of planning the lessons' development. Therefore, the strategy is developed following the didactic sequence defined for the skill of listening which is; Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time, and Post-listening. Consequently, the purpose of present strategy is to provide learners opportunities to identify some colloquial expressions with the use of non-educational apps to innovate classes in the English knowledge construction process. Taking into account the level ninth grade, the videos utilized would count with several social networking apps that learners might have background knowledge about, this would engage pupils to be more interested

in the topic. According to the sequence established in the syllabus, the stages of this strategy is developed as follows:

Pre-listening

Teacher starts by asking learners; **What do you know about virtual communities and social networks?** Learners share their comments in an oral manner, and the teacher reinforces their background knowledge with feedback. Then, the teacher projects a video named “Social Media is Destroying Us - Joe Rogan & Elon Musk” found in the link <https://youtu.be/eKcvth7okXQ> from this video/podcast will be utilized the first 3 minutes, where it is exposed social networking common vocabulary. Students have to identify expressions mentioned in the video in order to have a general understanding of the topic. Once the students watch the clip, they brainstorm as a group to answer 3 general questions the teacher writes on the board. The activity is checked orally.



Questions used:

What do they say about social media?

Is social media as it is described in the video?

What is your perception of social media based on the video?

Source: <https://youtu.be/eKcvth7okXQ>

Listening for the first time

Teacher asks learners; **Which social media apps do you use the most?** Learners answer orally; then, the teacher with the use of YouTube as a non-educational app shows a video named, “The Evolution of Social Media” found in the link, <https://youtu.be/UrFHacGk4FM> subsequently, the

learners listen and watch the video in order to identify colloquial expression related to social media. Then, learners answer 3 general questions in order to have a general understanding of what is being said. The activity is checked orally.



The script of the video is displayed below:

“The Evolution of Social Media” script

And this brings me to the end of another video don't forget to add me on Facebook and snapchat and Instagram and Twitter and MySpace just kidding who uses MySpace anyways.

Although most social media seem like a new trend today believe it or not these platforms are the outcome of many years of planning and development today, I'm going to be talking about the evolution of social media and how it plays a substantial role in the modern internet lasting from 1997 to the early 2000s most can agree that the first social media website ever created was called **6 degrees** by using 6 degrees back then you could socialize and communicate with anyone who created a profile during the same time a man named Justin Hall was busy creating the first blog II website this service allowed the social media world to take a huge jump forward it's thought that blogging sites led many people to find new ways to communicate via the virtual world this led to the creation and use of instant messaging services derived from the English phrase ICQ the Israeli company. ICQ became insanely popular at the time AOL then bought ICQ in the 2000s and improved its service making instant messaging one of the main ways of human communication this allowed people to communicate about more things more often and at any time that was more convenient for them let's not forget to mention the easiest and fastest way to get a date at that time but the internet wasn't all fun and games. In 2003 a website called **LinkedIn** was launched LinkedIn allowed job seekers to post their CVS and employers to post job offerings this contributed greatly to the diversity of the internet and is an ongoing service until today in the same year the Golden Age of the social networking site **myspace** was born myspace dominated the social media world removing Google from the top of the list of the most visited web sites in the United States in June 2006 myspace eventually died out and was basically replaced by the current social media site **Facebook** starting from a Harvard dorm in 2004 Mark Zuckerberg and his roommate created what would be the world's most popular and most visited social media web site in the world what used to be a network for Harvard University students has more than a billion users worldwide today Facebook greatly influenced significant aspects of daily life such as music, art, business, and politics it's also worth mentioning that Facebook was called the Facebook in its beginnings before Sean Parker the inventor of Napster advised Zuckerberg to change his name to what we now know today as just Facebook, a year later in lieu de Corp a Vancouver based company created **Flickr** a site that focuses on photo sharing inspired by Flickr Jack Dorsey and his colleagues invented **Twitter**.

Twitter as of today has more than 500 million users in addition to the thousands of celebrities who prefer connecting with their fans on Twitter over other social media sites in 2005 Flickr was bought by Yahoo. Yahoo also bought the infamous tumblr two years later oh and don't worry about Twitter in 2012 they bought the company vine and owned over 50 other social media companies the more recent and popular photo sharing platform **Instagram** was founded in 2010 in San Francisco in 2012 the 100 million user company was bought by Facebook two years later they increased their users by 200 million following Instagram. **Snapchat** was created by three Stanford University students in 2011 this image messaging system has now incorporated features such as calling video chatting and texting and has 60 million users as of 2016 these are just some of the major social media platforms available for any computer or mobile device other platforms such as the attack and **ask FM** are also a huge hit since they allow users to give their opinion in an anonymous way similarly other platforms like tinder allow users to meet new people in real-life platforms such as Reddit and Pinterest are similar to Flickr and tumblr there are literally thousands of other social media platforms that are available both nationwide and globally it's fair to say that social media today has grown to be a part of almost all of our lives whether it's for a multi-billion dollar company or a startup business today you can't find any professional group without their own social media account social media also encourages us to strengthen relationships whether near or far it allows us a new form of entertainment and relaxation the evolution of social media is booming rapidly and will eventually bring the world closer together.

Questions used:

What is the video about?

Mention 3 of the social media apps exposed in the video.

Which social app do you think is the most relevant nowadays?

Source: <https://youtu.be/UrFHacGk4FM>

Pair/group feedback

Learners discuss the previous questions in pairs, they compare their answers and share new ideas related to the context of the video. Then, the teacher gives each pair the picture of an icon of the social media apps mentioned in the video. Learners with the icon they received go to the front and recall a statement they remember from the video. The exercise is performed orally.



Source: <https://pixabay.com/images/id-1581266/>

Source: <https://pixabay.com/images/id-770688/>



Source: <https://pixabay.com/images/id-3491390/> Source: <https://pixabay.com/images/id-3000964/>

Listening for the second time

Learners listen and watch the video named, “The Evolution of Social Media” found in the link, <https://youtu.be/UrFHacGk4FM> one more time. Then, learners have to identify colloquial expression related to social media. Consequently, learners extract the most information they can from the video and write it down in the chart provided; then, learners present the information they identified with the whole class. Finally, teacher explains some facts and vocabulary difficult to grasp for the learners. The exercise is checked orally.

The Evolution of Social Media	
Social App	What does the video say?
6 degrees 	
LinkedIn 	
Myspace 	
Facebook 	
Snapchat 	

Source: Own elaboration

Post-listening

Learners individually choose one social media app from the previous activity. Then, after they identified and wrote down colloquial expressions from each one of them. Pupils perform a short speech on their own with the information identified. Learners can add extra information from their background knowledge in order to sustain their short speech. Finally, teacher gives feedback to every learner. The activity is checked orally.

Evaluation

Finally, with the purpose of assessing the students' achievement of the assessment strategy of listening, the teacher plays a video named "How Instagram Started" found in the link <https://youtu.be/6JH2nRu2dNw> in the video, the history of Instagram is exposed, from its beginning until nowadays. The learners complete a "true or false" exercise with the statements extracted from the video, such exercises will put into evidence if the learner can identify colloquial expressions about a social networking apps.



The script of the video is displayed below:

"How Instagram Started" script

Instagram is the largest-growing social-media platform. It was a success right from the beginning with over a million users only two months after it was launched. The story of Instagram is coming up. Instagram was developed in San Francisco by Kevin Systrom and Mike Krieger. Systrom was working in marketing and started doing engineering at night to help him learn how to code. He created a prototype app of an idea he originally called Burbn, which allowed people to check-in where they are on their mobile web app. After meeting people who worked for venture capitalist firms at a party, Systrom got them to agree to a meeting to discuss Burbn. After the first meeting, he quit his job and two weeks later he had raised \$500,000 from the firms. At this point, Systrom decided to find a team to help him and Mike Krieger agreed to join. They decided that the app was very similar to other already established mobile apps, so they pivoted to focus solely on communication through images.

. They stripped out all the features from the app except uploading photos, commenting and liking. It was renamed Instagram which referred to the fact that users were sending a type of instant telegram. Instagram launched on 6th October 2010 and its growth was nearly instantaneous. From a handful of users, it soon became the number one photography app gathering 100,000 users in one week, increasing to 1 million in two months. According to Kevin Systrom, the app itself took only eight weeks to build but was a result of over a year of work behind it. It went on to be bought by Facebook for \$1 billion in 2012. It now has over 600 million active users and is still increasing quickly.

Worksheet

Instructions: Based on the video “How Instagram Started” write “T” for true or “F” for false on each of the following statements.

Statements	True or False?
1. Instagram was developed in San Francisco.	
2. The app was very similar to other mobile apps, so they focus solely on communication through images.	
3. Instagram launched on 6th October 2010.	
4. Instagram became the number one photography app gathering.	
5. Instagram took only eight weeks to build.	
6. Instagram was bought by Facebook.	

Source: Own elaboration

4.5.2 Description of the second teaching strategy

Name of the strategy

English-Recognition.

The objective of the strategy

To relate English language with the process of recognizing words and sentences in authentic listening materials by the utilization of non-educational apps for the purpose of making learners discriminate main ideas and key points.

Variable

Listening Proficiency Level.

Indicator

Auditory Processing.

Level

Ninth Grade.

Unit

Unit 1.

Scenario

Time to Have Fun!

Theme

Let's Workout.

Week

Week 1.

Assessment Strategy

L.2. discriminates main ideas and key points about experiences related to leisure time activities.

Didactic Sequence:

- Pre-listening
- Listening for the first time
- Pair/group feedback
- Listening for the second time
- Post-listening

Implementation of the first teaching strategy

English-Recognition is the second teaching strategy that composes the current alternative methodological proposal. This strategy covers the importance that real language has for the development of the English language, for such reason the variable listening proficiency level is taken as a reference point in order to implement a listening task where learners can use their auditory processing system to understand and discriminate relevant ideas and points. The indicator auditory processing would exemplify the usage of the English language in normal conditions where learners must know what process to use and how to do it for the purpose of becoming successful listeners. It is vital to mention that these activities keep accordance with the MEP's syllabus for ninth grade established with the purpose of planning the lessons' development. Therefore, the strategy is developed following the didactic sequence defined for the skill of listening which is; Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time, and Post-listening. As a result, this didactic sequence allows the strategy to show its advantages for listening tasks during the English knowledge construction process. Every stage is fundamental for the overall development of this second teaching strategy. Consequently, the purpose of the present strategy is to provide learners opportunities to discriminate main ideas and key points with the usage of non-educational apps to innovate English lessons. According to the sequence established in the syllabus, the stages of this strategy is developed as follows:

Pre-listening

Teacher starts by asking learners; **Do you practice any sport? Do you have any hobby?** Learners share their comments in an oral manner, and the teacher reinforces their background knowledge with feedback. Then, the teacher projects a video named "4 Best Things Do in your Free Time - What to do when you're bored" found in the link, <https://youtu.be/d9W2GO1LhP4?t=27> Students have to discriminate main ideas and key points mentioned in the video in order to have a general understanding of the topic. Once the students watch the clip, they brainstorm as a group to answer 4 general questions the teacher writes on the board. The activity is checked orally.



Questions used:

Mention the 4 free time activities the video talks about.

What does the video say about exercise and meditation?

What does the video say about reading and passion?

Out of the 4 free time activities which one do you consider is the most relevant?

Source: <https://youtu.be/d9W2GO1LhP4?t=27>

Listening for the first time

Learner watch the video “What do you do in your free time? Hobbies 😊 || This English Malarkey #14” found in the link, <https://youtu.be/cOWLioX3YEU?t=20> subsequently, the learners listen and watch the first 3:50 minutes of the video in order to discriminate main ideas and key points about experiences related to leisure time activities. Then, the teacher projects a web-based activity he made utilizing Socrative web-site found in the link, <https://b.socrative.com/teacher/#import-quiz/55699743> learners answer 6 questions by utilizing their mobile phones in order to have a general understanding of what was being said. Teacher gives feedback.



The script of the video is displayed below:

“What do you do in your free time? Hobbies 😊” script

So today we're in the streets of Cambridge and we're going to be asking people about their free time and hobbies let's get to it

What do you hear in your free time I my free time I like to hang around with my friends and usually after work we go and have some beers and maybe we go to the cinema or I've just been today to the ice skating arena there is a new one in Cambridge so I skated didn't die no I didn't I didn't I didn't fall either it was really good. what do you do in your free time tend to there's quite a few nice pubs and clubs in Cambridge so you would like to let's go for a client every now and again on a **Monday and Tuesday I actually play Dungeons and Dragons** with my friends say that's a really cool way of getting together and sort of escape in everyday life and then just walk through town things like that cool Cambridge is a lovely place to do so yeah definitely I think a lot of people can take it for granted and they've lived here for quite a long time but it's an amazing place especially for tourists and people that you're sort of sending out in this video for so yeah.

In my free time **I horseride a lot** I also play the violin and so I play in orchestras and quartets and I used to sing in a choir. I'm from doing karate **so I do karate a bit in my free time** and then I like to read so yeah not so much but mainly karate, here you said that was boring that doesn't sound boring well I don't do too much but yeah just karate I see but it's good fun sometimes painful yes for them though then you ah not always I've had my arm broken before so that wasn't fun but apart from that ya know just sometimes a bit of gym as well just to help with quality but other than that not really just relaxing because that's that's fun definitely counts it does yes so. what do you do in your free time and I go to university and there is a **swimming class I go to and also Samba** and stuff like that and also and I I go to university near ratings book and there's this big gorilla and we always sit there in the evening and then drink or just meet up yes. I act in a amethyst company called boards in Cambridge and help them with social media marketing for their productions which this year includes Wind in the Willows which has been performed here at the ABC Theatre in December check that out I love the Wind in the Willows it's great. **I enjoy hiking exploring usually Waterfall trails** swing dancing so East Coast West Coast Swing live music concerts venues theatre don't we what's it called the ADC theatre okay I've just been told that Wind in the Willows is playing it's so like a British classic of England I think it's British I haven't heard of that one yet but I surely wouldn't American as the day is long and yourself what are your hobbies would you do free time almost just to climbing so actually it's a really good time with Mo this is just going to the Olympics it was coming up next year went out earlier today in fact see the one of the bouldering gyms and cut in Cambridge I'm really enjoying it do lots of sports love their places such as Cambridge and read and go to the cinema and what kind of sports do you do I go to the gym quite a bit so they've got a little weightlifting so you say you used to sing so have your hobbies changed quite a lot since you were young yeah well I finished school last year and my choir was doing on with my school so I stops thank you very much that's it do you think your hobbies have changed since you were younger yeah actually I started doing here too when I was young then I went and had a family and did some work and stuff like that so I came back to doing some theatre when I bet all that so I'm returning to what I was used to do probably when I was younger I did a lot of dancing classes and no I don't really do that anymore because and I don't like doing any courses where I have to go every week so I just go whenever I have time and don't want to where I have to go make sense. oh yeah so when I was younger I used to be really into music so I'd play a lot of guitar and a keyboard but now with a bit of reduced time I find I can't learn as well so instead I play it just casually and I find sports just to be easy to manage so that's why I've changed to karate but yeah I mean I used to read a lot in my spare time as well but now I got a phone it's a lot easier to waste your time and not read as much yes yeah but apart from that no not really, I never he did too much but yeah alright I'll start it thanks so much do you think your hobbies have changed since you're younger at all we know yeah I like to be outside and yourself I think they've expanded so the opportunities have increased especially the more you travel so living here in Cambridge is different than living in Louisville Kentucky so obviously with more access to more things to do different kinds of people and exposure and venues absolutely um yes I would say they have changed because obviously since I'm working I have more money to spend on my office so do you think your hobbies have changed a bit since you were younger I mean you probably weren't drinking when you had to yo yeah definitely there's obviously a big change because when you imagination and things kids these days are a bit sort of tied up in technology whereas back in the day you sort of play there man humming as loud noise or mud pies and mud pies and cowboys and robbers and stuff back in the day but yeah definitely changes especially when you start working for a living and yourself I mean I've been climbing since I was five say mostly just stuck with that for the most part I mean I did a lot of reading when I was underwear like casual reading and now obviously I most of us read for my university course not so much casual anymore but quite good fun still do you prefer to have your free time alone or with other people no definitely weed out of people I mean I don't mind sending by myself but if I want to have fun I go out with my friends I think most people is to say some days I'm feeling social Sundays myself thanks very much you know where she is YouTube so do you prefer to do your hobbies or free time with other people or by yourself I think your difference on the hobby I like to swim she likes to hike I'd prefer to swim with swimmers if anybody else I tend to prefer group activities so even when I do group exercise fitness body pump allez mils classes the more the merrier so Penn spent time with girlfriends things like that obviously again it's a bit lonely but if you go to the pub on your own it can be quite nice solitude again it's obviously always called over friends well thanks very much for your time and do you prefer to do your free time with other people or alone with other people I always go there with my friends thank you very much exactly from from Lance ooh that's near Munich she's from Lancet you guys watching from Lancer I just can't believe it amazing so I really glad to meet you thank you very much and so do you prefer to have free time alone or with other people generally with other people yeah I'm a social being so thank.

Source: <https://youtu.be/cOWLioX3YEU?t=20>

What do you do in your free time? 

Align Quiz to Standard Enable Sharing

1. What does the woman do in her free time?

A She likes to stay at home after work. She does not like to do any exercises.

B She likes to hang around with her friends and usually after work they go and have some beers and maybe go to the cinema.



2. What does the man say about his free time activities?

A On Monday and Tuesday he actually plays Dungeons and Dragons with his friends.

B He goes to the stadium and plays soccer.



Question

What does the woman do in her free time?

What does the man say about his free time activities?

In her free time, she _____?

The young man with the white shirt, he says that he likes to do _____.

What does the girl do in her free time?

What does the lady in the left say about her leisure time activities?

Source: Own elaboration/ <https://b.socrative.com/teacher/#import-quiz/55699743>

Pair/group feedback

Learners discuss the previous questions in two groups, they compare answers and share new ideas related to the context of the video. Then, the teacher gives every group pictures taken out from the video “What do you do in your free time? Hobbies 😊”, learners after discriminated main ideas and key points from the previous task, they have to go to the front and in their own words retell what the speakers said during the interview. The activity is performed orally.





Source: Screenshots/ <https://youtu.be/cOWLioX3YEU?t=20>

Listening for the second time

Learners listen and watch the second part of the YouTube video “What do you do in your free time? Hobbies 😊” found in the link, <https://youtu.be/cOWLioX3YEU?t=20> from minute 3:50 to 8:33. After listening and watching, learners in the same two groups are asked to discriminate information in 6 questions in a self-elaborated “Power Point Presentation Trivia”; therefore, if learners mention the right or wrong answer it will be marked by a particular. Thus, they have to choose from options A, B, C or D in order to get the correct answer. The activity is checked orally.



Questions used:

What leisure activity did she use to do?

What instrument did he like to play?

Why did her hobbies change?

This guy practices a sport, what is the name of that sport?

According to the girl, how does she prefer to do her hobbies?

Who does she like to share her time with?

Source: Own elaboration

Post-listening

After learners discriminated main ideas and key points from the previous tasks. Pupils individually elaborate a short statement about one of their classmates. Then, learners record their statement by utilizing WhatsApp as a recording application, https://play.google.com/store/apps/details?id=com.whatsapp&hl=es_CR&gl=US without saying the name of the person. Therefore, pupils have to guess who that person is. Students respond by writing the name of the person in the chat. Every learner has to send their statement through the non-educational app. Lastly, teacher gives feedback through the app to every student.



Source: https://play.google.com/store/apps/details?id=com.whatsapp&hl=es_CR&gl=US

Possible statements to use:

This student has played soccer and has gone fishing many times. Who is it?

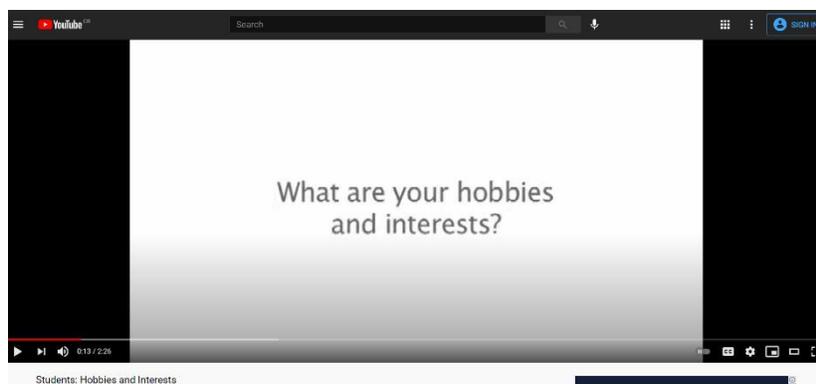
He goes to the gym twice a month. Who is it?

This girl practices ballet every evening. Who is it?

Source: Own elaboration

Evaluation

Finally, with the purpose of assessing the students' achievement of the assessment strategy, the teacher tells students about the video they are going to watch and listen. The video is about some interviews to some students of England. Thus, learners have to pay attention in order to later on discriminate information and some key points; then the teacher plays the video named "Students: Hobbies and Interests" found in the link, <https://youtu.be/Qkxj2Rsljlc?t=12> Consequently, the learners discriminate information exposed in the video through a multiple choice exercise, pupils have to circle the right answer, such task will put into evidence if the learner can discriminate main ideas and key points about experiences related to leisure time activities.



The script of the video is displayed below:

"Students: Hobbies and Interests" script

Sarah: So I like painting, I like going to see art galleries.

Joe: The gym, bodybuilding, football.

Amy: I do kayaking in the society at the uni.

Onur: I love football and more hobbies and interests - just hanging out at Kingston, going out having a laugh with my mates.

Sahid: Architecture and traveling around the world seeing different places with all the new architecture.

Sainabou: I enjoy shopping, ehm... eating, and dancing and singing and acting as well.

Alice: Probably like the socializing and trying to get ... like getting away from, you know, worries and stress, stuff like that.

Joe: Celebrating after a hard day's work with a pint in a pub with you mates - it's the best thing really.

Kidd: I like love boxing, going to the gym, ehm, get out - you know, being social.

Ben: Eeh, mainly outdoor sports like snowboarding, mountain biking, skateboarding - that sort of stuff - being outdoors, being with my mates ... the thrill, the adventure.

Samuel: I play basketball regularly, go to the gym and I'm in a band playing guitar - just sort of writing music and you get like a real kick out of it and it's real feel-good factor yo get from it.

Tanaka: I do like reading and poetry and like those poetry clubs, they're really interesting. I love writing, so anything I can put on paper or listen to - creative stuff is really interesting.

Belau: Hobbies - I like football, I like seeing friends - just relaxing, chilling out, gaining my energy back. Hey, everyone likes relaxing, don't they? It's about getting time to do it.

George: I'm a semi-professional footballer - I play for Hoddesdon Town Football Club - I'm playing defense there. I've ... I'm a massive follower of hip-hop music - anything ... I don't listen to any other music apart from and hip hop. And eeh ... Hobbies - just kind of Internet, Facebook, Twitter .. I like, you know, chatting to friends, following celebrities around Twitter.

Jesseny: I'm a very theatrical person, so anything to do with creative arts basically and ... shopping ...

Worksheet

Instruction: Circle the right statement that corresponds to the video “Students: Hobbies and Interests”.

Speaker	Hobbies
Sarah likes going to see_____.	Art galleries Football games Movies at the cinema
Joe is into_____.	The gym, bodybuilding and football Video games, basketball and food
Amy does_____.	Kayaking Swimming Karaoke
Kidd loves_____.	Boxing Golf Computer games
Ben likes outdoor sports like_____.	Mountain biking and skateboarding Motocross and running
Samuel plays_____.	The guitar Drums Bass
George likes to_____.	Chat to friends Eat outside Go to the gym
Jesseny likes_____.	Shopping Running Reading

Source: Own elaboration.

4.5.3 Description of the third teaching strategy

Name of the strategy

Let's pair up.

The objective of the strategy

To relate collaboration techniques with the process of learning a second language through listening materials by utilizing non-educational apps for the purpose of making learners recognize specific information when people speak at normal speed about leisure activities.

Variable

Non-educational Apps.

Indicator

Collaborative Learning.

Level

Ninth Grade.

Unit

Unit 1.

Scenario

Time to Have Fun!

Theme

Try it!

Week

Week 3.

Assessment Strategy

L.1. recognizes specific information when people speak at normal speed about leisure activities.

Didactic Sequence:

- Pre-listening
- Listening for the first time
- Pair/group feedback
- Listening for the second time
- Post-listening

Implementation of the first teaching strategy

Let's pair up is the third teaching strategy that composes the current alternative methodological proposal. This strategy covers the importance that collaboration has over the development of English skills, for such reason the indicator collaborative learning is taken as a strong point in order to implement tasks where learners can make use of social skills to interact in the target language. It is vital to mention that these activities keep accordance with the MEP's syllabus for ninth grade established with the purpose of planning the lessons' development. Therefore, the strategy is developed following the didactic sequence defined for the skill of listening which is; Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time, and Post-listening. As a result, this didactic sequence allows the strategy to show its advantages for listening tasks during the English knowledge construction process. Consequently, the purpose of the present strategy is to provide ninth grade learners opportunities to work collaboratively in order to recognize specific information with the usage of non-educational apps as the variable chosen for this last strategy. Non-educational apps foster the collaboration when used with a purpose; indeed, these applications can improve the skill of listening by letting learners interact with other people. According to the sequence established in the syllabus, the stages of this strategy is developed as follows:

Pre-listening

Teacher starts by asking learners; **What kind of leisure activities do you do?** Learners share their comments in an oral manner, and the teacher reinforces their background knowledge with feedback. Then, the teacher plays an audio named "Free time plans" found in the link, <https://www.esl-lab.com/intermediate/leisure-activities/> where a conversation is being held by two speakers. The students listen to the audio clip in order to recognize specific information about leisure activities.

Later, learners in two groups are asked to answer questions regarding the audio. Teacher creates a roulette with the different questions the learners have to answer, example provided in the link, <https://wordwall.net/resource/11074826> Each group work together in order to provide the right answer. The activity is performed orally.

“Free time plans” script

Stuart: Amy. So, how are you doing?

Amy: Oh, hi Stuart. School is so crazy these days, and when I’m not at school, I’m at work.

Stuart: Hey, listen. I’m getting together with Sara and Paul tonight, and a few of our other friends are going to join us. [*Oh.*] And, we’re . . . well, we’re **going out to eat and then catch a movie**. Why don’t you come with us?

Amy: Hey, I’d love to, but **I have to cram for a test tomorrow**.

Stuart: Ah, come on. We’re planning on having dinner around 6:30 and then seeing a movie at 7:30. We should be home by 10:30 . . . 11:30 at the latest. I mean you’re always saying that you don’t have any friends . . . and that your love life . . . well, that you don’t have one. Come on!

Amy: I . . . I don’t think I’d better. I haven’t been feeling well lately.

Stuart: Yeah, because you study too much. Well, we’ll have a **blast**. Come on! Relax. [*Well . . .*] And it’s Sara’s birthday, too. And **we’re throwing her a small birthday party after the movie**. Come on. Best friends always stick together.

Amy: Oh. Okay.

Stuart: Great. **I’ll pick you up** at 6:00.

Amy: Okay. See you then, but I have to be back by **10:30**.

Stuart: Ah, 10:30 . . . **Midnight**. It’s all the same. See you at 6:00.

Source: <https://www.esl-lab.com/intermediate/leisure-activities/>



Questions used:

What are the names of the two speakers?

Stuart is going to _____ with his friends.

Why can't Amy go with her friends?

At the end of the evening, they plan to _____.

How is Amy getting to the activity?

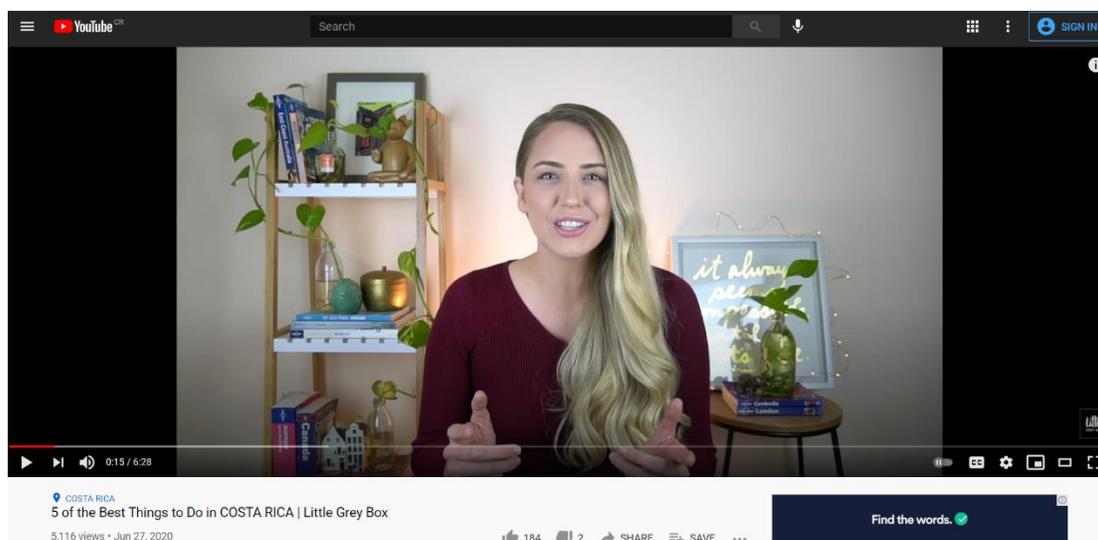
Amy wants to be home at _____.

Retell the four leisure activities mentioned in the audio.

Source: Own elaboration/ <https://wordwall.net/resource/11074826>

Listening for the first time

Teacher asks learners; **What leisure activities can be done here in Costa Rica?** Learners answer orally; then, the teacher with the use of YouTube as a non-educational app shows a video named, “5 of the Best Things to Do in COSTA RICA | Little Grey Box” found in the link, https://youtu.be/z8_9Ezx7JqE subsequently, the learners listen and watch the video in order to recognize specific information about leisure activities that tourists can do in the country. Then, learners have to work together in order to prove their understanding of what was being said. Teacher divides the class in two groups, and through the already made WhatsApp group found in the link, https://play.google.com/store/apps/details?id=com.whatsapp&hl=es_CR&gl=US the teacher posts four questions regarding the video, learners in their groups send an audio responding to the questions. The activity is performed in groups. The teacher provides feedback through the app.



The script of the video is displayed below:

“5 of the Best Things to Do in COSTA RICA” script

A visit to Costa Rica is all about the beautiful lush jungle scenery making the most of the great outdoors and seeing as many animals as possible so all of the places and tips I'm gonna share with you today are going to help you do just that, Starting with the **Tortuguero National Park** now this place is located on the Caribbean coast of Costa Rica and it's here that Matt and I did an incredible boat trip through the canals and it was honestly a highlight from our trip and an incredible way to start our time in Costa Rica onboard our boat ride we got to spot so many animals. Cayman, a huge variety of birds, sloths a number of different kinds of monkeys we even got to see some turtle hatchlings on the beach you guys. Our whole time there was fantastic and it felt like we had arrived in a completely different part of the world, Now Matt and I did a tour with the guys at Intrepid Travel and having our tour leader Eddie with us was just incredible thanks to him we got to learn so much more than we would have otherwise. A lush jungle landscape renowned for its vibrant turquoise waters, **Rio Celeste** is another must visit spot for some awesome outdoor adventures. Now it's here that Matt and I had a whole lot of fun in the great outdoors we got to do this great hiking trail through the jungle we went up to this beautiful waterfall which was just awesome again we got to spot loads of birds and again another sloth which was really really cool but by far the highlight of our time in Rio Celeste was our tubing experience... it was so much fun Matt and me and our tour mates were all bumping down these rapids laughing, joking falling out, being pushed off the rocks by the guys, honestly, I'm smiling now thinking about it and at the time my cheeks were hurting and my stomach was hurting from laughing so much, it was definitely a highlight of our trip and something I highly, highly recommend The second you see it the Arenal Volcano just kind of takes your breath away now Matt and I spent a couple of days in **La Fortuna** making the absolute most of this beautiful beautiful landscape We started at the Mystico Arenal Hanging Bridges Park with our amazing local guide Indira she taught us so much about the local ecosystem and even the history of Costa Rica's ecotourism. Not only that but we got to spot some really cool animals we got to see some Hummingbirds, some snakes and even some really cute little bats. Next up we headed to the La Fortuna Waterfall which was exactly the kind of experience I had always been hoping to have in Costa Rica. The Waterfall was huge and it was just an awesome way to spend a couple of hours finally we decided to check out the lovely hot springs which afforded us awesome views of the volcano in the background and a nice warm cozy spot to sit with a nice cold beer In **Monteverde**, we got to experience Costa Rica's mountain ranges and explore the sensational Cloud Forest now you guys if you have ever been to Gardens by the Bay in Singapore, even just heard of their Cloud Forest this is what it's modelled after Now not only did we get to see and explore the Cloud Forest we also got to do a few adventure activities and one that Matt has wanted to do forever was a Costa Rican zipline and it was so much fun we went down to a 100% Aventura to do the country's longest zipline and their Tarzan Swing and it was epic we were smiling, laughing, cheering whooping the whole time and one thing I want to say is, you have to do it because out 70-year-old tour mates did it it and if they can do it anyone can do it so no excuses another highlight for me was our Horse Trek with the guys at Horse Trek Monteverde probably one of the best trail rides I have ever done, their horses are so well loved the guy who runs it is so passionate he even took us out for beers afterwards. After spending so much time in the mountains and the jungles we were really excited to get to the beaches so we headed to **Quepos** located on Costa Rica's Central Pacific Coast Oh my gosh this area is so beautiful Now Matt made most of all the surf we also got to do this great kayaking experience where we explored the mangroves spotted wildlife and of course learnt all about the ecosystem there but probably the thing that this area is most famous for is the Manuel Antonio National Park now out of all the National Parks and kind of those jungle eco-areas that we visited this one was by far the most popular there were loads of tourists there but there's a good reason for that. The abundance of wildlife is just ridiculous We spotted so many birds, so many different kinds of monkeys and loads of sloths so if you wanted to be sure that you were going to see wildlife and you could only visit one spot this is probably it. You guys we even got to see a baby sloth which is really cool and of course like I said we made the most of the beaches Matt and I headed down for some sunset drinks there are some great bars and restaurants located along there so if you do love the seaside I recommend this spot for sure So you guys, have you ever thought of visiting Costa Rica before?

Source: https://youtu.be/z8_9Ezx7JqE



Questions used:

1. Retell the five main places mentioned in the video.
2. What does the girl say about Rio Celeste?
3. Matt has wanted to do a Costa Rican zipline, according to the video where is it located?
4. What do all the places have in common?

Source: https://play.google.com/store/apps/details?id=com.whatsapp&hl=es_CR&gl=US

Pair/group feedback

Learners discuss the previous questions in two groups, they compare answers and share new ideas related to the context of the video. Then, the teacher projects screenshots of the places taken out from the video “5 of the Best Things to Do in COSTA RICA | Little Grey Box”, learners will receive five descriptions, they read aloud the statements in their groups and decide what description refers to what picture, learners once they have decided run to the board and paste the descriptions under the pictures. The activity is performed in groups.





Quepos



Rio Celeste



Monteverde

Source: https://youtu.be/z8_9Ezx7JqE

Descriptions:

This place is located on the Caribbean coast of Costa Rica and it's here that Matt and I did an incredible boat trip through the canals. We got to spot so many animals such as Cayman, a huge variety of birds, sloths a number of different kinds of monkeys we even got to see some turtle hatchlings on the beach.

A lush jungle landscape renowned for its vibrant turquoise waters. We got to do this great hiking trail through the jungle, also we went up to this beautiful waterfall. And we got to spot loads of birds.

Arenal Volcano just kind of takes your breath away. We learned so much about the local ecosystem and even the history of Costa Rica's ecotourism. Also, we got to spot some really cool animals some Hummingbirds, some snakes and even some really cute little bats. There is a huge Waterfall and it was just an awesome way to spend a couple of hours.

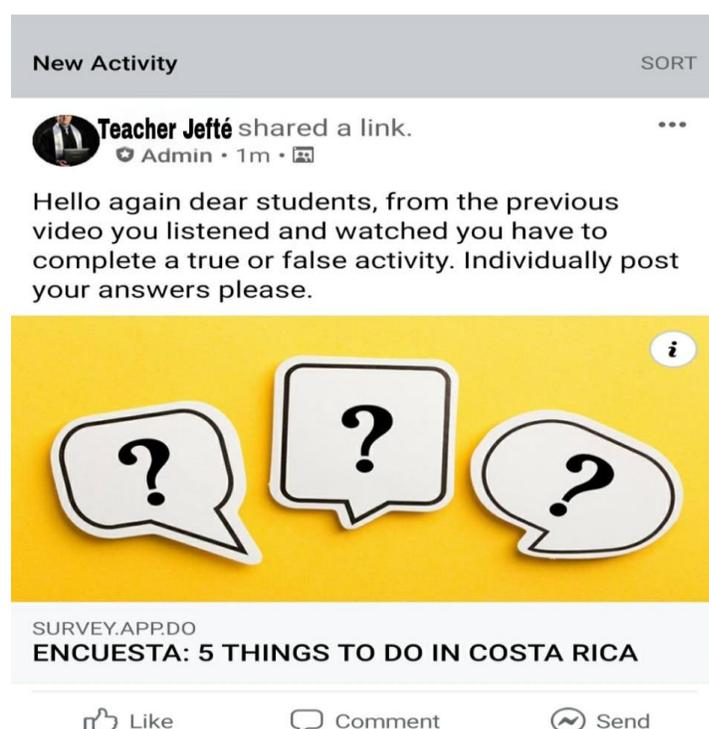
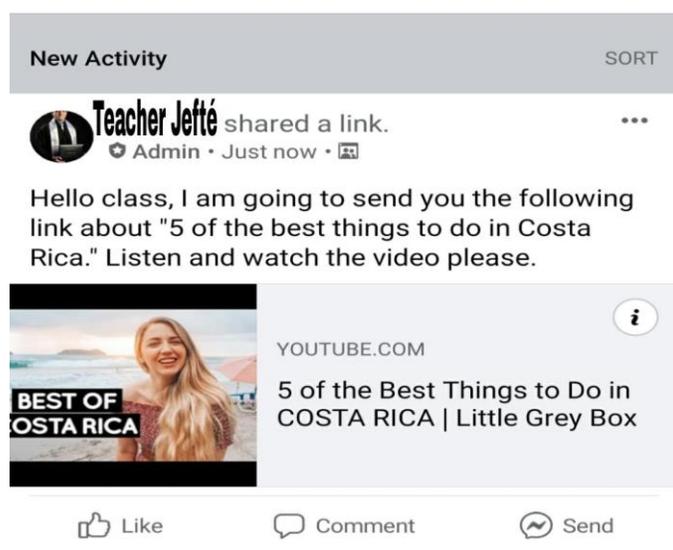
We got to experience Costa Rica's mountain ranges and explore the sensational Cloud Forest. Here is located the country's longest zipline and their Tarzan Swing and it was epic we were smiling, laughing, cheering whooping the whole time. We rode some horses and probably one of the best trail rides I have ever done.

It is located on Costa Rica's Central Pacific Coast. This area is so beautiful Matt made most of all the surf. We also explored the mangroves spotted wildlife and of course learnt all about the ecosystem. Here it is located the Manuel Antonio National Park.

Source: Own elaboration.

Listening for the second time

Teacher creates a group on the social network Facebook found in the link, <https://es-la.facebook.com/> the students are already part of the Facebook group. The teacher shares the link to the video "5 of the Best Things to Do in COSTA RICA | Little Grey Box " and students through their smartphones watch and listen to the video one more time. After that, teacher on another Facebook publication uploads a "true and false" task related to the video. Students individually answer to the activity virtually by commenting on the post allowing them to recognize specific information about leisure activities. The teacher gives instant feedback across the social network. Finally, students on the publication of the video post one question created by themselves for their classmates to answer, every student should have at least one question and one response to a comment from their classmates. Students share ideas with each other and recognize details of the video.



5 things to do in Costa Rica



Your friend invites you to complete this survey

Boat trips through the canals are allowed at Tortuguero National Park.

- False
- True

You cannot see animals like cayman, variety of birds, sloths, kind of monkeys and turtles.

- True
- False

To get to Rio Celeste it is necessary to go horse riding through the jungle.

- False
- True

Arenal volcano is not located at La Fortuna.

- True
- False

Waterfall La Fortuna is huge.

- False
- True

Source: Own elaboration/ Facebook

Post-listening

After recognizing leisure activities that tourists can do in Costa Rica. Students pretend to be tourist coming to the country for the first time, students choose one of the five locations shown in the video, and they have to create a short speech about what they expect to do during their stay in Costa Rica. Learners individually elaborate a one-minute speech and upload it to the WhatsApp group. The activity is developed orally, the teacher gives feedback through the application.



Source: https://play.google.com/store/apps/details?id=com.whatsapp&hl=es_CR&gl=US

Evaluation

Finally, with the purpose of assessing the students' achievement of the assessment strategy of listening, the teacher plays an audio named "Free time" found in the link https://www.examenglish.com/A2/A2_listening_free_time.htm where Richard and Molly talk about their plans for the weekend. The learners do a "complete exercise" with the timelines extracted from the video, such exercise will put into evidence if the learner can recognize specific information when people speak at normal speed about leisure activities.

"Free Time" script

Richard: Hey Molly, do you want to meet up this weekend and do something?

Molly: Er yeah, okay, what do you want to do?

Richard: You know, play some computer games, watch a DVD, maybe...

Molly: I don't want to watch a DVD, but we can play some computer games. But I'm a bit busy. I can't do Saturday evening. I'm going to the cinema with my sister.

Richard: I can't do Saturday evening. I'm going to a football match. I'll be home late. Are you free in the morning?

Molly: No, sorry. I'm going swimming first of all. Then I need to go to the library in the afternoon. I want to get some more books to read.

Richard: Yes, I really need to go shopping. I need some more shirts. I really hate it. But I have to do it. Sunday then?

Molly: I'm going running with the running club in the morning. And I promised to help my dad with the gardening in the afternoon. But maybe after four o'clock?

Richard: I usually play squash with my flatmate about then, how about in the evening - about six thirty?

Molly: Sounds good. Do you want to come to my place? My parents won't be home. They're going to a concert. And my sister goes to the sports centre on Sundays.

Richard: Aerobics?

Molly: No, she does aerobics on Wednesdays. She does yoga on Sundays ... and Karate on Mondays.

Richard: That's far too much exercise!

Molly: Well, she likes to keep fit. So, Sunday evening then?

Richard: Yeah, sure. Sounds good! I'll bring some computer games round.

Molly: My mum is going to do some baking tomorrow, so there'll be some cakes in the house.

Richard: Brilliant. See you Sunday then.

Worksheet

Instructions: Complete the spaces provided with the leisure activities mention in the audio.

SATURDAY

	MORNING	AFTERNOON	EVENING
Richard	go	go to a	
Molly	go	go to the	go to the
Molly's Mom	do		

SUNDAY

	MORNING	AFTERNOON	EVENING
Richard		play	play
Molly	go	do	
Molly's Sister			do
Molly's Parents			go to a

Source: https://www.examenglish.com/A2/A2_listening_free_time.htm

4.6. Social and Educational Impact

The impact of the three teaching strategies developed in this current proposal can be observed in two sectors, the social and in the educational field. Point in fact, the social impact of the teaching strategies elaborated were thoughtfully considered in a manner that it would reflect the reality of global citizens whose language they are learning is English since by learning such language the opportunities of succeeding in this modern world would grow; indeed, the English language is considered an essential component in self-development, not only for obtaining good grades at school but for life,

learners' self-improvement allows them to opt for better job opportunities, studying abroad, business deals, personal realizations; and most importantly, communication among second language learners and native speakers of the language. Supporting this statement, Pütz & Aertselaer (2008) mentioned that:

The importance of knowing a second or third language has become indispensable. Because of certain outcomes of globalization such as immigration and trade patterns, overseas educational opportunities, and the Internet, English as a foreign language has become the most popular language among the non-English speaking populations (p. 265).

Unquestionably, constructing English knowledge is a key element to be a successful citizen; as a result, the implementation of the teaching strategies come to support the necessity of improving the learners' skills in order to give them the spaces and tools needed to become makers of their own development, and through listening stimulation the purpose of communication might awake naturally; in fact, this stimulation of the listening abilities would bring into action effective communicative outcomes in social environments. As cited by Worthington & Fitch-Hauser (2017), "Listening is both a critical communication competency and a critical life competency" (p. 22). Improving the skill of listening would be beneficial in the academic environment the learners are constantly involved, but on the other hand, by developing essential listening abilities pupils would enhance their life competency by being able to take advantage of opportunities and circumstances in their social area. Moreover, the strategies written in this document contribute to the learners' process of becoming competent users of the target language but also, competent citizens in this competitive world.

On the contrary, the educational impact of the three teaching strategies elaborated is that they were constructed in order to provide effective approaches to overcome listening difficulties. In addition, "Language education has become increasingly concerned with innovation and change" (Alderson, 2009, p. 1). For this factor, the strategies involved the utilization of technological resources as means of non-educational apps, mobile technologies, web-based materials and more for the sake of developing didactic sequences focused on the listening skill for enhancing their competency through innovative strategies. Consequently, this technological approach benefits the learners' engagement and motivation during their knowledge construction process, and as cited by Zaphiris & Ioannou (2015), "Technology provides enormous benefits in students' motivation and learning-teaching quality" (p. 695). Subsequently, technology produces a positive impact on the educational area which is important for the pupils at the time to acquire abilities and skills. Thus, the educational impact of

the three teaching strategies resides in the learners' capabilities of acquiring new knowledge that can be replicated in real-life encounters beyond the classroom setting. Indeed, by utilizing non-educational resources learners are not attached to the traditional materials; therefore, they contribute to the pupils' self-improvement and development of their English proficiency inside and outside the classroom.

Hence, the social impact of the strategies is to allow learners to become skillful English users in order to have better opportunities in the real world, through teamwork, creativity, problem-solving techniques, and overall an effective listening comprehension ability that would aid their self-improvement so as to acquire a high level of communicative awareness by the stimulation of the skill of listening. Nevertheless, it is essential to treat the listening troubles learners face when listening to spoken English, and the best manner to construct better bases is through the educational system. In fact, the educational impact of the strategies proposed is that they are meant to assist in an effective manner the listening problems by utilizing modern resources as non-educational apps and non-educational resources in order to help pupils understand the English language more easily and dynamically during their interaction with such skill, this would get learners to acquire new knowledge that they can use under real-life situations. Lastly, in the next fragment, the social impact of the strategies is exemplified and provided in order to put into words the effect of such teaching strategies.

4.6.1 Social impact

The social impact of the three teaching strategies is that they are elaborated to promote innovative strategies to upskill learners in order to meet global demands. With this principle in mind, every strategy provided social abilities that would make learners productive and proactive citizens in charge of their own development. Indeed, the strategies elaborated have a strong impact on the social field since by the implementation of the mentioned teaching strategies pupils can acquire and develop fundamental skills needed to succeed in today's society. Consequently, in the upcoming section it is exposed the social impact that the strategies have on the learners' development as important members of society.

First Strategy

In the development of the first teaching strategy "Tasks-for-today", it promotes the usage of authentic resources to prepare learners to face the real language that native utilize, making them aware of cultural context needed for successful social skills development such as respect for people's

opinions, culture, and understanding of self-expressions. Indeed, learners not only need to understand the target language, but they need to know how to recognize social norms and opinions behind spoken discourses; in fact, Song (2012) cited that, “To obtain a foreign language proficiency, they need to understand what social norms and ideas are behind the conventions of the language use” (p. 2). Therefore, this first strategy helps learners to identify colloquial expressions of native English speakers in order to be ready to face conversations where people will expose their personal opinions and comments regarding certain topics. As a consequence, this aids pupils in their enhancement of their personal skills in terms of politeness and comprehension of peoples’ points of view. Following this further, this strategy supports the objective of increasing the learners’ listening competence by using web-based applications to provide the authentic content.

Unquestionably, the web is loaded with content that teachers can make good use of inside the classroom; accordingly, Mishan (2004) mentioned that, “As a resource, the Web offers sites which contain material produced for native speakers” (p. 242). This specific material is essential for the learners’ development since in today’s society the use of authentic content has grown thanks to multiple platforms as YouTube, for this circumstance, making learners feel comfortable utilizing this kind of apps is a fundamental component of their blossoming of their self-confidence when listening to the English language. Nevertheless, this strategy makes use of YouTube to present learners real exposure of the target language, and through this non-educational app learners can develop skills of extreme importance in the social field; Lengel & Evans (2019) exposed that, “Students can explore concepts in depth through podcasts, design software, and videos. Students can engage in open dialogue about a topic, debate with one another, and collaborate” (p. 39). By this strategy, pupils can develop a critical sense of personal opinions as well as respecting someone else’s position; hence, this can help pupils in their moral value of respect for others and accept what people believe.

As a final analysis of this first teaching strategy, it can be concluded that learners need updated language inside the classroom, they need to hear how people talk and what they transmit in order to be able to sustain real interactions in the real world. Point in fact, this strategy shows the usage of authentic language through a video platform in order to allow learners to identify expression commonly use during normal circumstances; as a result, pupils can observe cultural context being displayed by native English speakers, and by having an understanding of the language use, learners can listen more effectively during natural social contexts. Additionally, with this strategy learners can develop self-awareness and respect for peoples’ beliefs which are social skills of great relevance in

modern societies. Finally, in the next section, it is exposed the social impact of the second teaching strategy.

Second Strategy

The second teaching strategy, English-Recognition is elaborated following the principles of the variable listening proficiency level and the indicator auditory processing. Thus, this present strategy's objective is to help learners in recognizing how to perceive information during authentic spoken interactions. Therefore, by developing such process learners can enhance their social perception when interacting in social encounters; indeed, Gallagher (2008, as cited in Gallagher, 2020) he stated that, "Social perception is always part of an interaction context. For the most part, in most of our encounters in everyday life, direct perception delivers sufficient information for understanding others" (p. 121). Learners through this second strategy would develop their perception of others when interacting with them, pupils need to recollect spoken data in order to be able to communicate effectively. Point in fact, Teiford (2008) exposed that, "Processing social information in a skillful way is associated to social competence" (p. 83). As an important social development, second language learners need to know how to process information for the sake of becoming competent members of society; as a result, this strategy gives learners the opportunity to hear and watch people's reactions to different questions, and they have to perceive that information to have an overall understanding.

Following this social impact, within this strategy pupils are exposed to multiple tasks that enhance their interpersonal communication abilities, not only in the target language but as active individuals. Clearly, interpersonal communication plays a fundamental element in the learners' self-development of social skills due to the fact that "Interpersonal communication is a continuous game between the interactants – it is a give-and-take situation – a constant, dynamic flow that is linguistically realized as discourse" (Antos et al., 2008, p. 1). In the real world, learners will communicate with their peers, coworkers, friends, and family; pupils need to be comfortable when talking since "interpersonal communication is social action" (Antos et al., 2008, p. 3). As a result, the action of talking cannot be separated from the social environment, but first learners would need to listening and process information in order to give proper responses, by developing this second strategy learners would put into practice their auditory processing for enhancing communicative awareness. Thus, the strategy helps learners to build self-confidence when communicating with people in a social context. Consequently, the ability to communicate depends on how much pupils understand the language; for such reason, listening plays a fundamental component in spoken development; in fact,

as cited by Gonzalez (2008), “One listens first, and then speaks” (p. 312). This current strategy provided learners with real listening exposure for them to discriminate main ideas and key points to later during the sequence develop communicative responses and collaboration among their classmates. As a consequence, this second teaching strategy involved learners with listening discourses for the sake to build strong auditory processing development that can help pupils to be better citizens that can succeed in society.

As a final consideration of this second teaching strategy, it can be concluded that learners through their auditory processing system can acquire abilities to perceive information in social contexts. Indeed, learners need to know how to process information for the sake of becoming competent members of society who are able to communicate and express their perception successfully. Subsequently, this strategy aids pupils in their improvement of their interpersonal communication abilities to be capable of interacting and exchanging information between two or more speakers. In the same manner, learners can build self-confidence when interacting with native and non-native speakers in a social setting, but the ability to communicate with others depends on the learners’ listening competence in the target language; then, by implementing this second strategy pupils would put into use their listening skills in order to comprehend what is provided. As a result, pupils would be more comfortable at the time of interacting in social discourses. Finally, in the next section, it is exposed the social impact of the third teaching strategy.

Third Strategy

Lastly, in the third teaching strategy, “Let’s pair up” it promoted a system of teamwork and collaboration that enhance the learners’ social skills to face real situations in life either in their future professional fields or study situations. Point in fact, pupils through collaborative environments develop a variety of social skills needed for social life; and as cited by Knoors & Marschark (2014), “Students need to be able to deploy a variety of social skills including turn taking, expressing opinions, stimulating peers, providing and receiving help, listening to others, and clarifying tasks” (p. 12). All these social skills can be acquired through teamwork, for such fundamental reason the third strategy provided spaces for learners to work on their own development and enhancement of their abilities to work as members of a team. Nonetheless, the interaction that results from teamwork is vital for the learners in order for them to behold the social norms and behaviors seen in social encounters; indeed, Teiford (2008) cited that, “The interactions with other peers allow children to learn how to behave properly, because groups of peers have norms and rules to conform to” (p. 82). These norms and rules

would mold learners to become productive members of society since in every aspect of life working with others is a must, and knowing how to behave would only bring benefits to the learners' development as citizens.

Pursuing this further, this third teaching strategy promoted a collaborative environment where learners work in multiple tasks in groups, this collaboration enhances their social abilities to work with others, take leadership, problem-solving techniques; but most importantly, develop accurate and active listening skills since it is essential to understand others to be reliable member of that group. In addition to this statement, and as cited by Hillier (2005), "If groups are to work successfully, then individuals within them must develop skills of listening as well as talking. The skill of listening is one of paying attention, and ensuring that what has been said has been accurately received" (p. 154). Unquestionably, the skill of listening is the basis to work as a team, for such aspect this strategy gives learners the opportunity to listen to authentic materials through videos and media for the sake of recognizing specific information. In the same manner, the utilization of Facebook as a bridge between motivation and collaboration provided learners with a virtual space to use their technological skills needed in this modern era as well as developing social engagement skills and interpersonal skills. In fact, Hardcastle (2011) exposed that, "Social networks provide the opportunity to meet and network with new people, develop social supports, develop civic and social engagement skills and contacts, learn interpersonal skills, and develop reciprocity" (p. 290). As a consequence, the utilization of social networks as Facebook had an important social impact since it provided learners with alternatives to develop social skills that would allow them to progress in their construction of knowledge, but also in their self-improvement as global citizens.

Finally, in this third teaching strategy, it can be concluded that learners through teamwork and collaboration can develop social skills that would make them productive members of society since in every aspect of life working with others is a must, and knowing how to behave, how to listen, and how to take leadership can build strong social skills the learners need to become skillful citizens. Moreover, within this strategy pupils are exposed to work in tasks making use of non-educational apps as Facebook to evolve their technological abilities but also their social engagement skills and interpersonal skills. Additionally, with this strategy learners can thrive their self-improvement, and their listening competence since listening is the most important component in social interactions and collaboration, and those are social skills of great relevance in modern societies. Finally, in the next section, it is exposed the educational impact of the teaching strategies.

4.6.2 Educational impact

The educational impact is based on how the learners' knowledge construction process is affected by the implementation of the different strategies proposed. Indeed, every strategy provided innovative and dynamic techniques to present listening content to the learners. As a result, the educational impact can be observed in the improvement of the learners' listening competence in the English language. Consequently, the strategies exposed were developed to show educators and second language learners different alternatives in order to keep updated with modern technologies and methodologies. Finally, in the following section, it is exposed the educational impact that the strategies have on the learners' development as second language users.

First Strategy

Learning English has been the main target through this methodological proposal, that is why the importance of implementing educational strategies; thus, the first strategy proposed is "Tasks-for-today", this strategy promotes the use of authentic materials in order to provide learners with real contact of the target language, creating real comprehension abilities in order to awake communicative awareness. However, the Internet era has provided many resources; thus, these new technologies bring more effective learning tools as mobile phones with their apps that support new teaching methods. Innovating through apps to improve the teaching method is undoubtedly part of the knowledge construction process. In fact, Peris-Ortiz et al. (2014) expressed that:

Today, the giant internet upheaval combined with the capabilities of mobile telephone services is leading to a new hype in forms of learning based on the rapture of space and time in the use of knowledge, now free from that hard copies (p. 2).

The impact generated by this strategy is focused on innovation through apps; therefore, to boost the teaching-learning process. This first teaching strategy focuses on the implementation of audio tracks as well as authentic material developed in order to be tested. Learners are exposed to real English across these materials due to they have to listen to real native or non-native conversation as in real-life activities. The impact of authentic material in the knowledge construction process as is mentioned through this proposal is remarked on the contemporary era where tutors and social agents are exposed, the use of apps such YouTube creates experiences for learners when listening to the target language, and pupils take advantage of technologies they are used to in their daily life, it is a fact that authentic materials are accurate for current teaching. Truthfully, Zyzik (2017) stated that:

Most language teachers would probably agree that using authentic materials is desirable. Authenticity is unequivocally a positive attribute: We value authenticity in cuisine, artwork, and merchandise. By the same token, authentic materials in language classrooms are prized as accurate and reliable representations of the target language (p. 1).

The impact produced by technology in the knowledge construction process is observed in this present time where technology continues emerging with new ideas; thus, teaching is affected by this fact; this first strategy involves the didactic sequence from the first step to the last one implementing authentic tools as YouTube which is a non-educational app. Thus, the present strategy is considered based on current teaching needs as implementing technological resources in the present day. Up next, the second strategy will reflect its educational impact.

Second Strategy

The second strategy named “English-Recognition” stimulates learners’ knowledge construction process through listening tasks, social agents are able to identify specific details or what happened at a particular event; hence, learners are aware of the way the English language is implemented to process information in particular situations. As a result, implementing non-educational apps and authentic materials reflect the reality where the teaching-learning process is boosted exposing learners to the real target language. The importance of task implementation in the knowledge construction process is highlighted, when activities with a specific purpose are promoted through non-educational apps such WhatsApp, specifically; this source in this case is what matters due to its qualities and uses of communication. According to Leung & Baccaglini-Frank (2017):

In completing the task, the students interact with the milieu, or the environment. In the case of tasks within digital environments, an important element of the milieu will be the device used, such as the computer, smartphone, tablet or graphical calculator (p. 19).

Thus, the element in this second strategy helps learners with the use of non-educational apps to complete tasks understanding words, sentences or context when completing a task such as expressing themselves by the mentioned resource. Point in fact, WhatsApp offers opportunities for real communication as well as the improvement across listening activities; therefore, the educational impact is shown when pupils are exposed to real English environments by interacting with other social agents. Moreover, the impact generated by non-educational apps is exposing through a task with sources they are used to manage daily, but at the same time learning the target language. Additionally,

Web-based activities are meant to carry out task activities involving learners in an effective way of learning. Kwan & Fong (2005) exposed that, “The characteristics of web-based learning are: 1:) student centered learning, 2:) promoting active learning, 3:) beyond time and space boundary, 4:) providing multi-dimensional learning environment” (p. 75). The use of Web-based activities produces the best learning environment when it is implemented for the right instruction. For that reason, the didactic sequence covered the implementation of non-educational apps for learners to recognize ideas and details. This second strategy bases on the importance of recognizing and understanding the target language with the use of non-educational apps. Lastly, the third strategy is considered in order to cover the educational impact.

Third Strategy

The last strategy, “Let’s pair up” covers the usage of technological resources such as the internet and mobile phones as non-educational apps for the sake of letting learners interact. In fact, collaboration is the main point in this third strategy since learners are used to work individually and by change it up into teamwork, it can boost their knowledge construction process by being able to share experiences and necessities during language instruction. The importance of working in groups is emphasized when pupils can expose their ideas, communicate their thoughts, and give opinions; thus, strengthening their abilities and knowledge input. As cited before by Luzzatto & Dimarco (2009):

In collaborative learning the authorship and responsibility of the process is shared between the teacher and students. In cooperative learning it is the teacher who directly leads all the process from outside, even though the teacher suggests what to do he does not take a direct part in the process. Collaborative learning maintains an idea of Education as a transformative potential for all the participants (teacher and student as a whole) (p. 50).

The impact that this strategy produces is related to collaboration in the teaching-learning process where learners working in groups can reinforce every activity they are performing, getting new understanding in group unit. Therefore, the implementation of non-educational apps provides opportunities to understand and expose ideas across YouTube videos, where learners watch and listen, then compare ideas in their respective groups which promote communication skills and listening skills just to identify or discriminate ideas. Furthermore, the groups can share ideas from their own words and practicing the target language, those benefits are essential for pupils’ performance with the aim

of obtaining the required knowledge. Consequently, Facebook is implemented in a way that social agents can develop better communication skills interacting with other classmates in social groups sharing answers, and different thoughts. Most social agents have daily access to social media and the most frequent sites are being Facebook, Twitter, Instagram, and YouTube (Kaya et al., 2020, p. 16). The impact exerted with collaborative apps is unquestionable since the current learners are technological individuals which require the use of new tools to have a better innovative teaching-learning process. Lastly, in the upcoming section the chapter's conclusion would be provided to close up the arguments provided in the present chapter four.

Closing of the Social and Educational Impact

To close this segment, the social impact of the strategies is to allow learners to become skillful citizens in order to have better opportunities in the real world, through teamwork, problem-solving techniques, and overall an effective listening comprehension ability. On the other hand, the educational impact of the strategies proposed is that they are meant to assist in an effective manner the listening problems by utilizing modern resources as non-educational apps for the sake of helping pupils understand the English language more easily and dynamically. Lastly, in the upcoming section the chapter's conclusion would be provided to close up the arguments provided in the present chapter four.

4.7 Chapter's Conclusion Critical Analysis

The strategies exposed throughout this chapter four are of great necessity in today's English educational system. Indeed, the strategies proposed a systematic use of modern technologies to provide learners with real content, authentic language that native English speakers normally use; and most importantly, input needed to acquire multiple listening skills. As cited by Vásquez et al. (2010), "The use of technology can help learners have easy and free access to a great variety of authentic listening through podcasts, online radio, films, and television" (p. 148). In fact, it can be analyzed that through non-educational apps pupils can receive that real exposure of the target language they need to develop communicative awareness since spontaneity in these spoken discourses makes pupils realize of the authentic language utilized. Therefore, the presenters of this present methodological proposal conclude that the skill of listening requires better procedures and techniques for the sake to expand the English knowledge inside the classroom; thus, it can be stated that the teaching strategies were developed to modernize the traditional methods of teaching a second language by introducing

technological resources, devices, and applications. Nonetheless, the applicability of the strategies can be observed through the impact they have over the administration of listening tasks since in every stage of the didactic sequences the learners are in touch with listening input either directly or indirectly. In the same manner, the applicability of the strategies goes beyond the themes and units proposed; indeed, the three teaching strategies can be used for other scenarios and levels within the Costa Rican educational system due to the fact that through the resources provided second language educators can innovate and present listening content in the classroom. Furthermore, the relevance of the application of the methodological teaching strategies is that they provide new methods to innovate English teaching and learning; in fact, they allow the teacher to implement meaningful listening tasks to enhance the listening skills by utilizing resources that learners can relate to, making the instruction of the second language more effective. Moreover, the presenters of this current proposal conclude that the necessity of new and dynamic strategies for developing listening materials is crucial since learners need more than listening and answering questions, they need to develop opinions, social skills; and overall, they need to gain communicative competence to succeed in today's society. Nevertheless, the viability of the three teaching strategies is worth mentioning by the presenters due to the factor that it will depend on the teacher's own abilities and knowledge since technological resources were utilized, and aspects as internet connection, mobile technologies, and authentic non-educational apps are the focal point of the strategies. Second language educators must know to use these resources first in order to make a good use of them in the classroom. Even though, it can be stated that the teaching strategies and their respective development are easy to follow since the presenters developed every stage of the didactic sequences in a way that can be reproduced effortlessly.

Following this further, the strategies developed in this chapter exposed the advantages that modern teaching methods have over the traditional ones. In fact, the present pedagogical proposal shows an innovative teaching process, based on current technologies that should be part of the knowledge construction process. In addition, it can be stated that the best part of technological resources is centered on the new generations as it is mentioned across this proposal. The focal point is to apply new teaching methods, specifically, implementing current resources such as the Internet, non-educational apps (WhatsApp, Facebook, YouTube, etc.), and podcasts or audios from authentic resources due to this contemporary era requires those technological resources. Traditional methods were prepared for a different time and generations where technology was not part of at all, the use of chalks, chalkboards or just simple monochromatic images were part of a teaching process that

presented results. However, innovative methods implementing technology play an important role where teachers can cultivate or expose learners' abilities. Consequently, Wang (2012) stated that, "The purpose of educating lies in cultivating talents. It is worthy to study on how to promote the modern education and train modern talents. Naturally, it needs to turn to the modern educating methods to realize the modern education" (p. 237). Promoting updated teaching methods is crucial for the present day, taking advantage of this tool will generate benefits for social agents that are technological individuals as is highlighted over the current proposal. Moreover, the present methods are thought for the improvement and advancement of the pupils, and at the same time benefitting second language professors to implement modern strategies and resources in their lessons. Thus, thinking about learners and their needs is essential for the contemporary age, pupils are used to new technologies; therefore, technology encourages them to be active and productive during the knowledge construction process. As a matter of fact, Stevens & McGuinn (2004) exposed that, "The curriculum should enable pupils to think creatively and critically...to make a difference for the better. It should give them the opportunity to become creative, innovative, enterprising and capable of leadership" (p. 2). For such fundamental reason teaching techniques must change for good by including technological resources, tasks where learners can develop creativity; and most importantly, self-development as individuals. Furthermore, the advantages are quite visible; undoubtedly, modern methods in teaching are the base for current teaching-learning processes. The presenters of this methodological proposal conclude that, the implementation of the teaching methods exposed throughout this proposal fulfill the purpose of education and their proper development in the knowledge construction process.

On the other hand, in education, second language educators who want an improvement in their teaching approaches must change their mindset in order to provide with modern teaching methods; indeed, to rethink the way of teaching is fundamental in this current teaching era, innovation must be part of the contemporary teachers; nevertheless, this is possible if the instructors modify their mindset. Accordingly, as mentioned by OECD (2013):

The key elements and dynamics at the heart of each learning environment are termed the "pedagogical core". This is composed of four elements: learners, educators, content and resources. Rethinking these core elements is fundamental to innovating any learning environment. New learners may be added in innovative ways, for example by using the Internet to bring learners together in virtual classroom or when parents become learners (p. 11).

The technological learners are benefited when teachers rethink the way of teaching by being innovative facilitators for the pupils who are the central point of the educational system. Moreover, learners want to use technology, this fact must encourage educators to apply regularly in the classroom the tools that are effective for instruction. As a matter of fact, Maley & Kiss (2018) explained that teachers must “provide interesting, accurate and relevant input at a level appropriate for the learners to offer opportunities for massive amounts of practice, without massive boredom” (p. 139). Technology aids contemporary teachers by proving a massive amount of content for learners to practice not only listening skills but reading, writing, and speaking in dynamic and innovative activities. Indeed, this act must be a learning experience where social agents feel encouraged to the knowledge construction process, besides the professor’s likes to be updated to the teaching-learning processes. As previously cited by Project Tomorrow (2011, as cited in Donovan & Green, 2013):

Our students want a learning environment where they can use technology in meaningful ways to explore digital content (e.g., e-textbooks, online resources), communicate with their peers and teachers, collaborate with their peers and others throughout the world, and learn anywhere at any time. Our students crave a technology-enabled learning environment that empowers them with choices as to how and when they engage in learning experiences (p. 10).

In order to fulfill learners’ knowledge construction process and their expectancies about using technology in the classroom, teachers must change their mindset and accept new uses and new teaching methods that incorporate contemporary resources. Thus, the presenters analyzed that, rethinking and innovating the way of teaching is fundamental and a need in this current teaching era, not only for the teachers’ sake but for the social agents. Subsequently, the next chapter shows the reflections that are derived from the current action-research proposal.

Chapter V Reflections

5.1 Chapter's Introductory Paragraph

The present pedagogical proposal action research represents the final project that is required to obtain the degree of licentiate in the English Teaching major at Universidad Latina de Costa Rica. In the same manner, the current proposal is made to improve second language learners' listening proficiency level in the English language within the Costa Rican educational system. Additionally, the skill of listening is a fundamental component in English learning since it is the main ability where information is received and messages are delivered by speakers. Therefore, by enhancing listening abilities, pupils understand and manipulate the target language more efficiently; in addition, learners through listening exposure develop communicative skills needed for language communication. As a result, the existing pedagogical proposal is elaborated to determine how non-educational apps can help learners to improve their listening proficiency level, for the main reason that in this technological era, non-educational resources as apps can be used to introduced learners to a more authentic exhibition of the English language for the purpose of empowering the knowledge construction process. Furthermore, the literature review displays information gathered in correlation with the main variables of the study: knowledge construction process, listening proficiency level, and non-educational apps. Consequently, it is elaborated three methodological teaching strategies using non-educational resources and applications sustained in the Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada guidelines from MEP of 2016. Thus, the strategies will aid second language educators in order to implement innovative and dynamic listening tasks in the classroom with the purpose of improving the learners' listening competence. Lastly, it is conducted a critical reflection based on the research questions for the sake of making final conclusions regarding the variables and indicators utilized; likewise, conclusions and recommendations reflect the main findings of the study which are directed to practitioners and second language educators in order to prioritize the instruction of listening abilities through technological resources as non-educational apps to make learners competent users of the English language in the knowledge construction process.

On the other hand, in the construction of this current chapter five is presented the reflections made by the presenters of this methodological proposal. Indeed, Ghaye (2011) mentioned that, "Through reflection, we can develop new insights and understandings that help us to improve our actions" (p. 1). The reflections provided in this chapter will allow the readers to have an understanding of the multiple components and concepts exposed throughout this proposal; at the same time, the

reflections also would allow the presenters of this project to make a self-analysis of the outcomes generated by the literature review and the development of the teaching strategies; and based on these reflections, practitioners and English educators can apply this proposal for the sake of improving the knowledge construction process. Point in fact, “Reflection forms a key component for learning” (McIntosh, 2010, p. 48-49) since it is necessary to make reflections on the work done in order to improve in the future instruction. Consequently, Ghaye (2011) supported this statement by mentioning that:

Part of the process of reflection involves looking backwards to determine what we have succeeded in achieving already (or failed at doing), to get a sense of where we have come from. Another part of the process, which is often given less attention, is looking forward, and therefore towards achieving our future goals. So, taken together, reflection can be said to involve both projection and review (p. 5).

The process of reflection is a must during research studies and this methodological proposal is not the exception. Reflections are indispensable components that help to narrow answers based on the information that has been collected; and on the other hand, looking forward to seeing what can be performed by the reflections made.

Nevertheless, the reflection process is developed by answering the nine research questions that this present proposal suggested to study. These research questions play a key role in the study due to the fact that they guide the research process in order to find a solution to the problem under investigation. In addition, Foss (2015) stated that, “The research question is what you are trying to find out by doing your study. It guides your research process, tells you what to look at and what to ignore” (p. 38). Therefore, thanks to the research questions the study can have an aim and a manner to close the gap of knowledge by giving concise answers to what has been resolved. As a consequence, a research question must be answered due to the fact that without the resolution of the question, it would not possible to contribute with a larger body of knowledge in the field; indeed, Alvesson & Sandberg (2013) cited that:

Constructing and formulating research questions is one of the most, perhaps the most critical aspects of all research. Without posing questions it is not possible to develop our knowledge about a particular subject. One could even say that good research questions might be as valuable and sometimes even more valuable than answers (p. 1)

Undoubtedly, research questions likewise their answers contribute to the development of knowledge providing points of references to where to begin and what to expect; for such reason, research questions play an essential role in the construction of this chapter since through the reflections made second language educators would be encouraged to develop this proposal for the sake of improving the learners' listening proficiency level. Nonetheless, the research questions are derived from the variables and indicators selected for this proposal; thus, the objective is to answer the indicators by making reflections on them in a clear and concise manner. Namely, the first variable is the knowledge construction process which is an active and current process that students go through when developing their abilities; in simple words, it is the process in which students develop their skills and construct new knowledge. Therefore, the variable is based on three indicators, the Action-Oriented approach, didactic sequence, and task. In the same way, the second variable exposed is the listening proficiency level, and it requires the learner to fully understand spoken discourses. Consequently, the study of the second variable was supported by the following indicators, auditory processing, metacognitive awareness, and comprehensible input. Further, the last variable showed in this pedagogical proposal is non-educational apps. This proposal action-research looks to improve the learner's listening proficiency level through the application of apps in the knowledge construction process. Therefore, the following indicators were taken into account, in-class resources, innovative learning environments, and collaborative learning.

Eventually, every indicator came to the aid of gathering relevant information and providing practical solutions for enhancing the instruction of the English language in the Costa Rican educational system; but more specifically, the listening competence of the learners within their knowledge construction process. As a result, the presenters of this proposal elaborated reflections based on the indicators mentioned which were utilized to create all nine research questions. As a matter of fact, the relationship between the research questions is visible due to the main reason that they were constructed to be answerable, and that they can produce knowledge to change and contribute to the field under study. Point in fact, Alvesson & Sandberg (2013) supported this statement by mentioning:

While a research question should be considered in terms of its being researchable, precise and able to generate knowledge that matters, perhaps the main qualifier for a really good research question is that it can produce knowledge that has the potential to make a significant theoretical contribution (p. 12).

It can be stated that the questions answered in this chapter five came to assist the learning experience based on the knowledge acquired by the presenters through the development of this project. All the research questions have the same objective which is to provide a purpose of the study in order to address the educational issue exposed in the present proposal. Accordingly, Swanson & Holton (2005) exemplified this argument by stating that:

The purpose of the study captures what will be learned through the research that will help address the problem of practice and contribute to a larger body of knowledge in the field. Research questions define the scope of the study (p. 334).

By answering the research questions the presenters will expose their reflections on the information collected throughout this project, it will serve as a means of providing a contribution for future English educators who want to enhance the instruction of the second language by observing the reflections on the different indicators. Subsequently, it would be presented a reflection of all nine research questions.

5.2. Reflections

5.2.1 Knowledge Construction Process.

The variable is based on three indicators, the Action-Oriented approach, didactic sequence, and task.

- **How does the Action-Oriented Approach help to improve pupils' knowledge construction process?**

The Action-Oriented Approach is the first indicator from variable one, and it can be reflected that the AoA helps to improve pupils' knowledge construction process due to it is explained that this methodology "places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios" (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 25). Thus, through real-life representation of the language, learners develop competences to perform actions in real-life contexts successfully. Further, "In the action-oriented approach, real-life-like activities are to bridge the gap between the learning situation and the normal use of language" (Agudo 2012, p. 10). Eventually, the AoA helps to improve learners' knowledge construction process since by implementing real-life tasks in the classroom pupils are in contact with a more authentic exposure to the target language.

- **How does the didactic sequence improve students' knowledge construction process?**

The didactic sequence is the second indicator from variable one, and it is remarked that the didactic sequence improves the pupils' knowledge construction process due to "Lessons can follow a task-based sequence that will focus on linguistic and nonlinguistic items such as: phonemic awareness, language forms, vocabulary, oral or written comprehension and oral or written production, development of cognitive or socio-affective strategies, etc." (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 33). As a result, the didactic sequence enhances social agents' knowledge construction process since its sequence is essential for learners to understand better the target language through specific processes. Furthermore, the process of sequence improves the understanding of information due to "Longer pieces and more challenging work should be broken down into a sequence of manageable chunks leading up to the whole" (Goodwyn & Branson, 2004, p. 62). Subsequently, this process allows learners to improve during task development since tasks are broken down for the sake to be manageable for the pupil; as a result, their construction of knowledge is improved by didactic sequences during class instruction.

- **How does the implementation of tasks improve the knowledge construction process?**

The task is the third indicator from variable one, it is observed that a task implemented improves the knowledge construction process due to a "task makes it possible to structure learning around moments, actions, and products that are vivid, defined, and concrete" (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 26). These tasks make the knowledge construction process a real experience for learners since through tasks pupils improve communication in the language classroom. On that account, it is crucial to understand that "Exercises draw a student attention to the formal features of language, while tasks place an emphasis on the purposeful, meaningful an appropriate use of language." (Lee et al. 2008, p. 7). Consequently, proper implementation of tasks is critical to improve the knowledge construction process where pupils are the central point of teaching.

5.2.2 Listening Proficiency Level.

The study of the second variable was supported by the following indicators, auditory processing, metacognitive awareness, and comprehensible input.

- **What is the role of the auditory processing in the learners' listening proficiency level?**

The auditory processing is the first indicator from variable two, and it can be said that the auditory processing has a fundamental role in the learners' listening proficiency level since the role of the auditory processing is to “enable learners to store and retrieve new information of new language” (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 49). The auditory process plays a key role when listening to new language due to it permits learners to store new knowledge and recall it when needed. In fact, Mense et al. (2005) expressed that, “One aspect of auditory processing involves the retention of auditory information to allow time for word recognition, and for comprehension to occur” (p. 4). Without the auditory processing, it would not be possible the comprehension of the language since it provides time for learners to interpret what is being said by the speaker.

- **How does the metacognitive awareness interfere in the development of the listening proficiency level?**

Metacognitive awareness is the second indicator from variable two, it is highlighted that the metacognitive awareness interferes to the development of the listening proficiency level due to it allows “learners to evaluate their own language learning pattern, and coordinate the learning process” (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 49). As a result, metacognitive awareness affects the development of the listening proficiency level since pupils can reflect on their pattern of learning, making self-amends and coordinating what they listen to. As a matter of fact, Vandergrift & Goh (2012) stated that, “When listeners exercise metacognitive awareness and knowledge about L2 listening, they are able to orchestrate the cognitive processes more efficiently and effectively” (p. 43). The value in this context is the ability learners have to interpret what they listen to. Thus, social agents are the ones who cultivate their own skills and abilities; learners get knowledge and experience through strategies used in the knowledge construction process that let them reflect on their learning allowing them to develop a better listening proficiency level.

- **How is the learners' listening proficiency level affected by comprehensible input?**

Comprehensible input is the third indicator from variable two, it is noted that the comprehensible input affects the learners' listening proficiency level due to “learners are required to receive language inputs (listening and reading), interpret the input through mediation activities and reformulate language to produce outputs (speaking and writing)” (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 53). This process of receiving input

requires the learner to understand the incoming language in order to produce, this affects the listening proficiency level since without the right input pupils cannot improve their comprehension abilities. At the same time, “Learners use authentic materials as comprehensible input” (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 25). The introduction of authentic materials as comprehensible input affects positively the enhancement of listening competences due to it permits social agents to have a realistic encounter with the target language.

5.2.3 Non-Educational Apps.

The following indicators were taken into account, in-class resources, innovative learning environments, and collaborative learning.

- **How do in-class resources enhance the development of the lesson through non-educational apps?**

In-class resources is the first indicator from variable three. Point in fact, in-class resources enhance the development of the lesson through non-educational apps due to it is explained that pupils are growing hand-to-hand with technological resources and “for that reason, its implementation and maximization in the English class becomes essential in today’s learning environment, demanding that teachers are prepared to suffice the needs of the students in this context” (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 27). Consequently, a teacher must utilize non-educational apps as in-class resources to enhance the development of the lesson since through these new technological tools, learners can choose “the best digital tools to find information efficiently” (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 55). Indeed, Sockett (2014) states that learners can have access to, “authentic documents, opportunities for frequent exposure to target structures, access to written resources to scaffold listening activities, functional feedback from peers and functional rewards for successful outcomes” (p. 123). These benefits improve the development of the lesson inside the English classroom.

- **How does the usage of non-educational apps can create an innovative learning environment?**

The innovative learning environment is the second indicator from variable three, it is observed that the use of non-educational apps can create an innovative learning environment for pupils who like to use mobile technologies and internet-related materials, for such fundamental aspect it can

be reflected that, “The ICT become an important tool to create meaningful learning experiences” (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 25). Through technological resources a teacher can provide “students with real input for listening” (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 27). Eventually, non-educational apps create better learning environments due to pupils can listen to a variety of listening content from different sources. In the same manner, learners need spaces to use “technology in meaningful ways to explore digital content, communicate with their peers and teachers, collaborate with their peers and others throughout the world” (Project Tomorrow, 2011, as cited in Donovan & Green, 2013, p 10). That is why the implementation of non-educational apps contribute to achieve innovative learning environments inside the classroom during the knowledge construction process.

- **How is collaborative learning promoted through the usage of non-educational apps?**

Collaborative learning is the third indicator from variable three, and it can be reflected that the use of non-educational apps promotes collaborative learning since it “produces and enriches tasks, words, and phrases to communicate ideas” (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 54). Learners can work on dynamic tasks through non-educational apps where they can develop social skills and communication skills. Point in fact, learners by means of non-educational apps can have “exposure to cutting edge knowledge; the opportunity for collaboration and inter-crossing relationships; enhanced communication skills; acquisition of new acquaintances” (Issa et al., 2016, p. 9). All these advantages of non-educational apps promote better collaborative environments in the classroom since learners perform “different roles when working in groups” (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 54); eventually, through these technological resources, social agents can develop multiple skills needed to become proficient in the target language.

Chapter VI Conclusions

6.1 Chapter's Introductory Paragraph

In the development of this current chapter six is presented the final conclusions of this action-research project in order to provide the reader with a more complete understanding of why in this methodological proposal is a necessity to improve the learners' listening proficiency level. Clearly, during the conclusion section, it is expected to expose the insights and explanations from the content elaborated during this study; indeed, Efron & Ravid (2013) cited that, "The conclusion section should provide a short reiteration of major findings and insights from the data and present an interpretation and explanation of the findings" (p. 220). These reiterations will help the presenters of this proposal to conclude the most important aspects mentioned in the study. Thus, the conclusion section is a fundamental component in this action-research since it shows the readers what the major findings are and what can be concluded from them. Additionally, "Writing your conclusion allows you to present what you have learned through the long and challenging process of analyzing your data and interpreting the meaning of your findings." (Efron & Ravid, 2013, p. 215). Undoubtedly, the process of writing down conclusions permits the presenters to provide accurate and concise data that aid the premise of clearing what the study intends to cover. In the same manner, Efron & Ravid (2013) exposed that writing a conclusion "allows you to stand back and think holistically about what you have seen, heard, experienced, and learned from the process" (p. 225). Indeed, concluding is a must during research studies and this methodological proposal is not the exception. Conclusions are indispensable components that provide a space to rethink and reorganize what has been learned throughout the development of the study.

Nonetheless, in the conclusion section the problem of the study is addressed, and it is included the review of the literature for the sake of setting conclusions based on the theoretical context (Mertler, 2019, p. 257). Therefore, a conclusion must be done due to the fact that without the conclusions the problem will not be addressed, and the study will not be concluded. Point in fact, "The kind of conclusions that can be drawn from a particular study will depend upon both the kind of research questions you have formulated and the nature of the available data" (Booth et al., 2003, as cited in White, 2009, p. 114). For such reason, the variables and indicators utilized to formulate the research questions will be taken into account for the elaboration of the conclusions. Accordingly, the first variable is the knowledge construction process. Therefore, the variable is based on three indicators, the Action-Oriented approach, didactic sequence, and task. In the same way, the second variable exposed is the listening proficiency level. Consequently, the study of the second variable was

supported by the following indicators, auditory processing, metacognitive awareness, and comprehensible input. Further, the last variable showed in this pedagogical proposal is non-educational apps. Subsequently, the following indicators were taken into account, in-class resources, innovative learning environments, and collaborative learning.

Eventually, every indicator came to the aid of gathering relevant information and providing practical solutions for enhancing the instruction of the English language in the Costa Rican educational system; but specifically, the listening competence of the learners within their knowledge construction process. As a result, the presenters of this proposal elaborated conclusions based on the indicators mentioned. On the other hand, Efron & Ravid (2013) stated that, “To strengthen your study’s interpretations and conclusions, connect your findings with studies that were reported in your literature review” (p. 216). Utilizing the literature review will put into context what the presenters of the proposal were indenting to prove; as a matter of fact, the relationship between the conclusions is that they are directly linked to the literature review and the research questions presented in the study, and by concluding the presenters will expose their interpretation and explanation of the information collected throughout this project, and it will serve as a means of providing a contribution for future English educators who want to enhance the instruction of the second language. Subsequently, it would be presented the conclusions to the nine indicators utilized.

6.2 Conclusions

The following conclusions respond to the variable knowledge construction process and its indicators, Action-Oriented Approach, didactic sequence, and task.

- The implementation of the Action-Oriented Approach plays a fundamental aspect in the pupils’ knowledge construction process since through this useful methodology learners are faced with real-life-like scenarios that improve their construction of knowledge (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 25) due to by implementing real-life tasks in the classroom pupils are in contact with a more authentic exposure to the target language allowing them to communicate successfully.
- The didactic sequence is vital in the development of every English class within the knowledge construction process due to it allows the second language lessons to follow a sequence that includes verbal and non-verbal fundamentals that contains spoken awareness, language uses, vocabulary, oral and written forms, as well as perceptive or empathy between the instructor and

student in order to develop effective teaching-learning environments. (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 33). Thence, in the knowledge construction process is critical for social agents to understand and obtain knowledge through a specific didactic order. Eventually, the didactic sequence guides learners through manageable tasks that improve their development of language skills.

- The use of tasks in the development of the class plays a vital role in the pupils' knowledge construction process due to task structures lessons through activities in specific teaching time; thus, tasks promote arranged activities that are vivid, defined, and concrete within the concept of real-life situations. (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 26). Therefore, task focusses on activities with a specific purpose. As a result, the usage of task is fundamental for the knowledge construction process since the main idea is to reinforce the teaching-learning process of the social agents by real experiences through tasks' development.

To continue with the conclusion section, the upcoming conclusions are derived from the variable listening proficiency level that responds to the indicators, auditory processing, metacognitive awareness, and comprehensible input.

- The auditory processing plays an essential role in the development of the listening proficiency level due to it allows learners to store and recall the information heard when needed during interactions (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 49); and without the auditory processing, the process of language comprehension and word recognition would not take place during the learners' knowledge construction process since it can be concluded that the role of auditory processing is to provide time for the learners to interpret what is being said by the speaker in order to answer accordingly.
- Every process requires the necessary awareness in order to manage content or knowledge; thence, in education pupils need to evaluate their own learning process; thus, to coordinate their learning development applied by metacognitive awareness (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 49). As a result, social agents are able to be aware of their own learning, coordinating the ideas they listen to. Therefore, when learners understand this goal, metacognitive awareness fulfills its purpose efficiently due to social agents show the ability to interpret what they listen to. Hence, pupils grow their own skills and abilities building

knowledge and experience across strategies utilized in the knowledge construction process that allow social agents to reflect on their own learning method developing a better listening proficiency level.

- Concerning to the listening proficiency level, comprehensible input drives learners to receive language inputs referent to listening; then, interpreting inputs through focus activities putting into practice the outputs from previous knowledge (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 53). Therefore, this process is of great importance since it implies the learner to understand the external language to produce in the target language, this affects the listening proficiency level due to learners improve their comprehension capabilities by its implementation. Undoubtedly, comprehensible input generates affordable effects on learner's proficiency level.

Finally, the last conclusions are elaborated from the last variable non-educational apps and the indicators derived from it, in-class resources, innovative learning environments, and collaborative learning.

- The utilization of non-educational apps as in-class resources contributes to the maximization of the English classes since through non-educational apps, learners choose the best digital tools to find information efficiently during their knowledge construction process (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 55); and eventually, through this authentic manipulation of the target language teachers can meet the needs of the pupils of real context in the lesson's development.
- Innovation is part of the knowledge construction process since technology rules over current society, that is why that the ICT brings flashy ways of teaching, molding latest innovative learning environments (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 25). Indeed, non-educational apps generate those innovative environments by strengthening the learners' knowledge construction process with real-life knowledge for the listening skill (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 27). In that process, educators can have better communication with learners, interactive spaces can be created where pupils can work together, and innovative access to listening input.
- Collaborative learning is best enhanced through non-educational apps since it enriches task's development in order to allow learners to communicate effective ideas and learn new words (MEP,

Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 54). In fact, it can be concluded that by implementing non-educational apps, pupils reinforce their communication skills in the collaborative learning process; eventually, through these technological resources, social agents can develop multiple skills needed to become proficient in the target language.

Chapter VII Recommendations

7.1 Chapter's Introductory Paragraph

In the composition of this current chapter seven is presented the recommendations of this action-research project in order to provide the reader with recommendations that can be followed at the time to put into action this present proposal. Point in fact, this recommendation section displays to the reader what is best recommended for the sake of improving the Costa Rican English educational system. Additionally, it can be said that, “The recommendations section contains suggestions for ways that your study can be improved or extended” (Lunenburg & Irby, 2007, p. 238). In this manner, future practitioners and second language educators can extend and improve what this current proposal proposed by taking into relevance the knowledge acquired and the strategies given. Therefore, an essential aspect of recommendations is that, “When writing your recommendations, it is even more imperative to be clear, concise, and specific, as these are actions you hope others will take to more broadly address the problem or issue you studied” (Putman & Rock, 2017, p. 372). As a result, the process of writing down recommendations permits the presenters to provide accurate and concise suggestions that aid the premise of letting educators address listening-related issues that were exposed in this methodological proposal more easily. Following this further, the importance of recommendations is that they are made based on the conclusion section, this supports the suggestions due to both sections are linked together, allowing readers to realize of the implications and what actions can be taken to improve them; in fact, Mertler (2019) supported this statement by mentioning that, “Recommendations are then made based on the conclusions” (p. 257). Subsequently, recommendations are indispensable components that provide a space to recommend and suggest actions derived from the conclusions as a great way to contextualize what has been learned throughout the development of the study.

On the other hand, “you need to write recommendations for future action. These recommendations should be unmistakably rooted in your findings, and should also be possible to implement” (Robson & McCartan 2016, as cited in Kara, 2017, p. 201). Therefore, recommendations must be done due to the fact that without suggestions the study cannot be successfully implemented; thus, recommendations play a fundamental aspect in this action-research since it shows the readers what the major findings are and what suggestions can be followed for a better implementation. Indeed, Taylor et al. (2006) exposed that:

You can offer suggestions, on the basis of the results of your research, either for improving practice, by taking on board activities, strategies, etc. that were tried as part of the project, or for making any necessary alterations to the ‘action’ that would take the research forward onto the next cycle (p. 72).

Eventually, the recommendations made by the presenters of this project contribute to the improvement of the learners’ listening proficiency level through the implementation of non-educational apps in the English knowledge construction process. Moreover, the relationship between the recommendations is that they are considered for future implementation and are directly integrated with the reflections, conclusions, and knowledge recollected in this proposal; eventually, Short (2004, as cited in Putman & Rock, 2017) mentioned that, “Recommendations you suggest should follow directly from your research data, reflections, and conclusions” (p. 372). Hence, by recommending the presenters will expose what recommendations are best to take into account for future English educators who want to enhance the instruction of the second language.

Likewise, the variables and indicators utilized to formulate the conclusions will be taken into account for the elaboration of the recommendations. Accordingly, the first variable is the knowledge construction process. Therefore, the variable is based on three indicators, the Action-Oriented approach, didactic sequence, and task. In the same way, the second variable exposed is the listening proficiency level. Consequently, the study of the second variable was supported by the following indicators, auditory processing, metacognitive awareness, and comprehensible input. Further, the last variable showed in this pedagogical proposal is non-educational apps. Subsequently, the following indicators were taken into account, in-class resources, innovative learning environments, and collaborative learning. Lastly, every indicator came to the aid of gathering relevant information and providing solutions for enhancing the instruction of the English language in the Costa Rican educational system; but specifically, the listening skill of the learners within their knowledge construction process. As a result, the presenters of this proposal elaborated suggestions for second language educators for future implementation of this proposal. Subsequently, it would be presented the recommendations based on the previous conclusions.

7.2 Recommendations

The following recommendations are directed to English teachers for future implementation of the present proposal, and they are derived from the first variable knowledge construction process that responds to the indicators, Action-Oriented Approach, didactic sequence, and task.

- It is suggested to the teacher to ensure the correct implementation of the Action-Oriented Approach for the sake of providing learners with real-life tasks in order to improve the learners' listening proficiency level at being exposed to real-life-like scenarios in the classroom (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 25); therefore, pupils can be in contact with a more authentic exposure to the target language, this allows them to be prepared to face real interactions and to use the language normally.
- It is recommended to implement every step of the didactic sequence due to it includes verbal and non-verbal fundamentals that contains spoken awareness, language uses, vocabulary, oral and written forms, as well as perceptive or empathy between the instructor and student (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 33). Eventually, the usage of the didactic sequence strengthens the teachers' teaching process providing pure teaching steps from the easiest one to the hardest one allowing learners to understand and obtain knowledge through a specific didactic order.
- It is recommended to utilize proper tasks since they play a vital role in the pupils' knowledge construction process by reason of tasks structure lessons through activities in specific teaching time; thus, tasks promote arranged activities that are vivid, defined, and concrete within the concept of real-life situations. (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 26). As a result, through task's development learners can develop specific activities that are based on real-life situations, providing them with practice time on specific abilities; thus, by utilizing proper tasks pupils reinforce their knowledge construction process and listening proficiency level.

To continue with the recommendation section, the upcoming recommendations are suggested to English teachers for future implementation of the present proposal, and they are derived from the variable listening proficiency level that responds to the indicators, auditory processing, metacognitive awareness, and comprehensible input.

- It is recommended to the teacher to play more emphasis on the auditory processing system due to the auditory processing permits learners to store and recall the information heard during listening exposure (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 49). Hence, by playing more emphasis on the auditory processing learners can develop better comprehension abilities and word recognition needed to become proficient in the target language.
- It is suggested to enhance the learners' metacognitive awareness due to learners need to evaluate their own knowledge construction process and coordinate their learning development (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 49). As a consequence, metacognitive awareness provides learners the ability to interpret what they listen to in their knowledge construction process; hence, improving the listening proficiency level within lesson's development.
- It is suggested to take into account the properties of comprehensible input in the learners' construction of language knowledge since it implies the learner to understand the external language to produce in the target language; therefore, learners improve their comprehension capabilities by its implementation. Consequently, comprehensible input generates effects on the learner's proficiency level since they receive language inputs referent to listening; then, they interpret inputs through focus activities putting into practice the outputs from previous knowledge (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 53). Thus, this benefit of comprehensible input strengthens the listening proficiency level since pupils are in contact with a more realistic encounter with the target language.

Finally, the last recommendations are recommended to English teachers for future implementation of the present proposal, and they are elaborated from the last variable non-educational apps and the indicators derived from it, in-class resources, innovative learning environments, and collaborative learning.

- It is recommended to the teacher to take advantage of all the resources that can be utilized in the classroom since they contribute to the maximization of the English classes and through non-education apps, learners are provided with digital tools that help them find information more efficiently (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 55). Thus, it allows them to access to authentic documents, scaffold listening activities, and

feedback from the teachers and their classmates. These benefits improve the development of the listening competence.

- It is suggested to consider how important innovative learning environment is for the enhancement of the learners' development due to ICT brings new ways of teaching, molding latest innovative learning environments; therefore, with the utilization of non-educational apps it is possible for educators to generate those innovative environments by strengthening the learners' knowledge construction process with real-life knowledge for the listening skill. (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 27). Hence, learners are provided with interactive spaces where they can work together and access to listening input inside the classroom during the knowledge construction process.
- It is recommended to ensure the implementation of collaborative learning since collaboration among classmates and teacher is critical due to it enriches task's development in order to allow learners to communicate effective ideas and learn new words (MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada, 2016, p. 54). Therefore, by taken into account non-educational apps, pupils reinforce their communication skills; eventually, through these technological resources, social agents can develop multiple skills needed to become proficient in the target language.

Reference

- Agudo, M. J. (2012). *Teaching and Learning English Through Bilingual Education*. Cambridge Scholars Publishing.
<http://gen.lib.rus.ec/book/index.php?md5=1bf9d06754048b9d9af456ebe8af3494>
- Alderson, J. C. (2005). *Diagnosing Foreign Language Proficiency: The Interface between Learning and Assessment*. Continuum. <https://b-ok.lat/book/1100030/103679>
- Alderson, J.C. (2009). *The Politics of Language Education: Individuals and Institutions (New Perspectives on Language and Education)*. Multilingual Matters. <https://b-ok.lat/book/1268252/f3734d>
- Allen, M. (2017). *The SAGE Encyclopedia of Communication Research Methods*. SAGE Publications. <https://books.google.co.cr/books?id=4GFCDgAAQBAJ>
- Alvesson, M., & Sandberg, J. (2013). *Constructing Research Questions: Doing Interesting Research*. SAGE Publications Ltd.
<http://gen.lib.rus.ec/book/index.php?md5=d846d21dcc2aad97fee0e085cbb680d2>
- Anikina, Z. (2020). *Integrating Engineering Education and Humanities for Global Intercultural Perspectives: Proceedings of the Conference “Integrating Engineering Education and Humanities for Global Intercultural Perspectives”*. Springer International Publishing.
<https://books.google.co.cr/books?id=GU7iDwAAQBAJ>
- Antos, G., Ventola, E., & Weber, T. (2008). Introduction: Interpersonal Communication linguistic points of view. Gerd Antos, Eija Ventola, and Tilo Weber (eds). *Handbook of interpersonal communication*. Mouton de Gruyter.
<http://gen.lib.rus.ec/book/index.php?md5=73846a338a610e8ff7a7087fbdd1cdcf>
- Auer, E. M., & Tsiatsos, T. (2020). *The Challenges of the Digital Transformation in Education: Proceedings of the 21st International Conference on Interactive Collaborative Learning*. Springer International Publishing. <https://b-ok.lat/book/5398183/65783b>
- Azarnoosh, M., Zeraatpish, M., Faravani, A., & Kargozari, H.R. (2016). Some Guidelines for Developing Listening Materials. Parviz Maftoon, Hamid Reza Kargozari And Maryam Azarnoosh (ed), *Issues in Materials Development*. SensePublishers.
<http://gen.lib.rus.ec/book/index.php?md5=a019e0a1a441dfef45f5121507bd3619>

- Beach, R., & O'Brien, D. (2014). *Using Apps for Learning Across the Curriculum: A Literacy-Based Framework and Guide*. Routledge Taylor & Francis.
<http://gen.lib.rus.ec/book/index.php?md5=359dbf92c4f49f6e09abffb69bfc612b>
- Bergs, A., & Brinton, L.J. (2012). *English Historical Linguistics. An International Handbook, volume 2*. De Gruyter Mouton.
<http://gen.lib.rus.ec/book/index.php?md5=9fd7c341cfd75d93a73d9270092f0b2c>
- Blake, R.J. (2008). *Brave New Digital Classroom: Technology and Foreign Language Learning*. Georgetown University Press. <https://b-ok.lat/book/1204465/abdd96>
- Brooks, K.W. (2015). *Introduction to TESOL: A Beginners Approach to Teaching Speakers of Other Languages*. Keith W. Brooks. <https://books.google.co.cr/books?id=SI1zAgAAQBAJ>
- Brown, S. (2011). *Listening Myths: Applying Second Language Research to Classroom Teaching*. University of Michigan Press. <https://books.google.co.cr/books?id=J3CTJxGb8PgC>
- Burnett, C., & Myers, J. (2004). *Teaching English 3-11: The Essential Guide for Teachers*. Bloomsbury Academic. <https://books.google.co.cr/books?id=wxIKJ1mz9asC>
- Carr, J.W., & Bertrando, S. (2012). *Teaching English Learners and Students with Learning Difficulties in an Inclusive Classroom: A Guidebook for Teachers*. WestEd.
<https://books.google.co.cr/books?id=g723SIDM4z4C>
- Carrasquillo, A.L. (2013). *Teaching English as a Second Language: A Resource Guide*. Taylor & Francis. <https://books.google.co.cr/books?id=NfpXAQAAQBAJ>
- Celce-Murcia, M., Brinton, D., & Snow, M. (2020). *Teaching English as a Second or Foreign Language*. Cengage Learning. <https://books.google.co.cr/books?id=-N78DwAAQBAJ>
- Chang, M., Kuo, R., Chen, G.D., & Hirose, M. (2009). *Learning by Playing. Game-based Education System Design and Development*. Springer Berlin Heidelberg.
<http://gen.lib.rus.ec/book/index.php?md5=69ce371ffef72277c04bc5502a629926>
- Chen, I., & Thielemann, J. (2007). *Technology Application Competencies for K-12 Teachers*. Information Science Pub.
<http://gen.lib.rus.ec/book/index.php?md5=ab6fbca46cbce6f8c8bd5ff7f55894f9>

- Christiansen M. A., & Weber J. M. (2017). *Teaching and the Internet: The Application of Web Apps, Networking, and Online Tech for Chemistry Education*. American Chemical Society.
<https://b-ok.lat/book/5407513/345c0c>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th Ed). Routledge.
<https://b-ok.lat/book/3623824/e19576>
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press.
<http://gen.lib.rus.ec/book/index.php?md5=f1bc9a7df4dead40126c9c02fff98050>
- Creswell, W. J. (2011). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th Ed). Addison Wesley. <https://b-ok.lat/book/1187963/81def5>
- Creswell, W. J. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th Ed). SAGE Publications, Inc.
<http://gen.lib.rus.ec/book/index.php?md5=4dd8ec34ba58a24704851167d8481ced>
- Creamer, G. E. (2017). *An Introduction to Fully Integrated Mixed Methods Research*. Sage Publications, Inc.
<http://gen.lib.rus.ec/book/index.php?md5=cd9c001b5079d5d84bcc12e6f44307ce>
- Davis, A.S., & D'Amato, R.C. (2010). *Handbook of Pediatric Neuropsychology*. Springer Publishing Company. <https://b-ok.lat/book/2028497/a4f583>
- Donnelly, R., & McSweeney, F. (2008). *Applied E-Learning and E-Teaching in Higher Education*. Information Science Reference.
<http://gen.lib.rus.ec/book/index.php?md5=c495191f1e389eaefb4eb210f91f34e3>
- Donoghue, D., Wakefield, S., & Collins, E. (2005). *A Guide for Beginning Elementary Teachers: From Getting Hired to Staying Inspired*. Libraries Unlimited.
<http://gen.lib.rus.ec/book/index.php?md5=f77dd010adeb25e7259cf1d8040acdb3>
- Donovan, L., & Green, T. (2013). *Creating a 21st Century Teaching and Learning Environment*. Shell Education. <https://b-ok.lat/book/2576833/10f9a7>
- Downs, L. J. (2008). *Listening Skills Training*. ASTD Press.
<https://books.google.co.cr/books?id=e07HJW6UxSoC>

- Efron, S.E., & Ravid, R. (2013). *Action Research in Education: A Practical Guide*. The Guilford Press. <https://b-ok.lat/book/5008617/924701>
- Evans, K., & Niemeyer, B. (2004). *Reconnection: countering social exclusion through situated learning*. Springer.
<http://gen.lib.rus.ec/book/index.php?md5=1acbaaacb18babcb643ea029e2687161>
- Evans, D. (2015). *Language and Identity: Discourse in the World*. Bloomsbury Academic.
<http://gen.lib.rus.ec/book/index.php?md5=94dd2042de4eb22fc662b68582032f6c>
- Falsgraf, C. (2007). *Foreign Language Units for All Proficiency Levels*. International Society for Technology in Education. <https://books.google.co.cr/books?id=Ye3cZGVV0KIC>
- Farrell, T.S.C. (2005). *Succeeding with English Language Learners: A Guide for Beginning Teachers*. SAGE Publications; Corwin Press.
<http://gen.lib.rus.ec/book/index.php?md5=22ABD4844091B65D8278C146E091AA4E>
- Firth, J., & Smith, M. (2018). *Psychology in the classroom: a teacher's guide to what works*. Routledge is an imprint of the Taylor & Francis Group. <https://b-ok.lat/book/3496240/ab11cc>
- Flowerdew, J., & Miller, L. (2005). *Second Language Listening: Theory and Practice (Cambridge Language Education)*. Cambridge University Press.
<http://gen.lib.rus.ec/book/index.php?md5=0a78e3b4562a6c9fa0fc35dd22f61cef>
- Foss, S.K. (2015). *Destination Dissertation: A Traveler's Guide to a Done Dissertation, (2nd Ed)*. Rowman & Littlefield Publishers.
<http://gen.lib.rus.ec/book/index.php?md5=135e3a34ebbd080d9258e49e9cf3374f>
- Fusco, E. (2012). *Effective Questioning Strategies in the Classroom: A Step-by-step Approach to Engaged Thinking and Learning, K-8*. Teachers College Press. <https://b-ok.lat/book/6106423/96758b>
- Garcia, R. (2015). *Bridging the English Learner Achievement Gap: Essential Lessons for School Leaders*. Teachers College Press. <https://books.google.co.cr/books?id=s5MbAgAAQBAJ>
- Gallagher, S. (2020). *Action and Interaction*. Oxford University Press, USA. <https://b-ok.lat/book/5449135/343997>

- Geffner, D., & Ross-Swain, D. (2019). *Auditory processing disorders: assessment, management, and treatment* (3rd Ed). Plural Publishing.
<http://gen.lib.rus.ec/book/index.php?md5=9AFD29C3C21F0E73A509F092E53AB7DB>
- Gerngross, G., & Puchta, H. (2009). *Playway to English Level 1 Teacher's Book* (2nd Ed). Cambridge University Press. <https://b-ok.lat/book/3005168/07da70>
- Gilbert, J.K., & Treagust, D. (2009). Chapter 13. In Vesna Ferik Savec, Irena Sajovic and Katarina S. Wisiak (ed.), *Multiple Representations in Chemical Education*. Springer Netherlands.
<http://gen.lib.rus.ec/book/index.php?md5=014002eff31275f54985e3528f53c221>
- Goh, C.C.M., & Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. Cambridge University Press. <http://gen.lib.rus.ec/book/index.php?md5=4e2b9b61c0078aa5bae1deeebdccd87d>
- Gonzalez, J.M. (2008). *Encyclopedia of Bilingual Education*. A Sage Reference Publication.
<http://gen.lib.rus.ec/book/index.php?md5=ca65229af861bea8209e902dda8f104f>
- Goodwyn, A., & Branson, J. (2004). *Teaching English: A Handbook for Primary and Secondary School Teachers* (2nd Ed). Routledge.
<http://gen.lib.rus.ec/book/index.php?md5=76a67f78f95eaba25e88e6d31ea738e9>
- Gordon, T. (2007). *Teaching Young Children a Second Language*. Praeger Publishers.
<http://gen.lib.rus.ec/book/index.php?md5=1da61eb9fd427e332a8e71cea5b2e167>
- Ghaye, T. (2011). *Teaching and Learning Through Reflective Practice: A Practical Guide for Positive, Action* (2nd Ed). Taylor & Francis. <https://b-ok.lat/book/1258597/06e815>
- Griffiths, C. (2008). *Lessons from Good Language Learners*. Cambridge University Press.
<http://gen.lib.rus.ec/book/index.php?md5=1d1b4341317863443e831add53583962>
- Groves, R.M., Fowler, F.J., Couper, M.P., Lepkowski, J.M., Singer, E. & Tourangeau, R. (2009). *Survey Methodology* (2nd). Wiley. <https://b-ok.lat/book/2951102/72f5d7>
- Hall, D., & Hewings, A. (2001). Chapter 13. Defeng Li (ed), *Innovation in English Language Teaching: A Reader*. Routledge.
<http://gen.lib.rus.ec/book/index.php?md5=6ed5b1b5a5b23ca7af619af9a46dc534>
- Hammersley, M. (2012). *What Is Qualitative Research?* Bloomsbury Academic.
<http://gen.lib.rus.ec/book/index.php?md5=4550b00e91be800121ee4133fb2eced4>

- Hardcastle, D.A. (2011). *Community Practice: Theories and Skills for Social Workers (3rd Ed)*. Oxford University Press, USA.
<http://gen.lib.rus.ec/book/index.php?md5=b9b86ba20c2c21861f568e910cd740aa>
- Harmin M., & Toth M. (2006). *Inspiring Active Learning: A Complete Handbook for Today's Teachers*. Association for Supervision & Curriculum Development. <https://b-ok.lat/book/1056083/d33c2c>
- Hartman, J. H. (2013). *Metacognition in Learning and Instruction: Theory, Research and Practice*. Springer Science & Business.
<http://gen.lib.rus.ec/book/index.php?md5=47A5DEA050E501954B0B2BD5CD295FF5>
- Henning, J.E., Stone, J.M., & Kelly, J.L. (2008). *Using Action Research to Improve Instruction: An Interactive Guide for Teachers*. Routledge.
<http://gen.lib.rus.ec/book/index.php?md5=454cf8a19ccdf385da8b6f24e1e6d550>
- Hillier, Y. (2005). *Reflective Teaching in Further and Adult Education (2nd Ed)*. Continuum.
<https://b-ok.lat/book/1134253/48d452>
- Howes, A., Davies, S.M.B., & Fox, S. (2009). *Improving the Context for Inclusion: Personalising Teacher Development through Collaborative Action Research (Improving Learning)*. Routledge. <https://b-ok.lat/book/906727/bcf3ed>
- Hyland, K., & Wong, L. L. C. (2013). *Innovation and Change in English Language Education*. Routledge Taylor & Francis Group <https://b-ok.lat/book/2363647/76dc4e>
- Issa, T., Isaias, P., & Kommers, P. (2016). *Social Networking and Education: Global Perspectives*. Springer International Publishing.
<http://gen.lib.rus.ec/book/index.php?md5=f40dbb310b4415cc92efc52459b21d79>
- Ivankova, N. V. (2014). *Mixed Methods Applications in Action Research*. SAGE Publications.
<https://books.google.co.cr/books?id=RNQ5DQAAQBAJ>
- Judge, T.K., & Neustaedter, C. (2014). *Studying and Designing Technology for Domestic Life: Lessons from Home*. Morgan Kaufmann.
<http://gen.lib.rus.ec/book/index.php?md5=28090ae22db8531334d810c9375fdf09>

- Johnson, B. R., & Christensen, B. L. (2016). *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (6th Ed). Sage Publications, Inc. <https://b-ok.lat/book/5010091/115f9c>
- Kara, H. (2017). *Research & Evaluation for Busy Students and Practitioners (2nd Ed)*. Policy Press. <https://b-ok.lat/book/5224237/9a1ff5>
- Karacapilidis, N. (2009). *Solutions and Innovations in Web-Based Technologies for Augmented Learning: Improved Platforms, Tools, and Applications*. Information Science Reference. <https://b-ok.lat/book/739606/c2e1ff>
- Kaya, M., Birinci, S., Kawash, J., & Alhajj, R. (2020). *Putting Social Media and Networking Data in Practice for Education, Planning, Prediction and Recommendation*. Springer International Publishing. <https://b-ok.lat/book/5400633/132eeb>
- Keengwe, J. (2014). *Promoting Active Learning through the Integration of Mobile and Ubiquitous Technologies*. IGI Global. <https://books.google.co.cr/books?id=4xuXBQAAQBAJ>
- Keengwe, J. (2020). *Handbook of Research on Diversity and Social Justice in Higher Education*. IGI Global. <https://books.google.co.cr/books?id=pZrfDwAAQBAJ>
- Kidd, T., & Morris, J.L.R. (2017). *Handbook of Research on Instructional Systems and Educational Technology*. Information Science Reference. <https://b-ok.lat/book/2924864/06db06>
- Knors, H., & Marschark, M. (2014). *Teaching deaf learners: psychological and developmental foundations*. Oxford University Press. <https://b-ok.lat/book/2872517/045467>
- Koshy, V. (2005). *Action Research for Improving Practice: A Practical Guide*. Paul Chapman Publishing. <https://b-ok.lat/book/853258/84690a>
- Kruk, M., & Peterson, M. (2020). *New Technological Applications for Foreign and Second Language Learning and Teaching*. IGI Global. <https://books.google.co.cr/books?id=48jYDwAAQBAJ>
- Kumar, R. (2010). *Research Methodology: A Step-by-Step Guide for Beginners (3rd Ed)*. SAGE Publications Ltd. <https://b-ok.lat/book/2647081/5d2269>
- Kumar, R. (2020). *Ranjesh's Practical Global English Language & Communication Skills*. Blue Rose Publishers. https://books.google.co.cr/books?id=Q_4BEAAAQBAJ

- Kwan, K., & Fong, J. (2005). *Web-based Learning: Technology And Pedagogy - Proceedings of the 4th International Conference*. World Scientific Publishing Company. <https://b-ok.lat/book/823949/aae018>
- Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. The Guilford Press. <https://b-ok.lat/book/3367988/066698>
- Lee, C. K. F. (2004). *Language Output, Communication Strategies and Communicative Tasks: In the Chinese context*. Rowman & Littlefield. <https://books.google.co.cr/books?id=26wBzLcabqEC>
- Lee, I., Ma, A., Pang M., Walker, E., Chow, A., & Li, B. (2008). *A Practical Guide to a Task-based Curriculum: Planning, Grammar Teaching and Assessment*. City University of Hong Kong Press. <https://books.google.co.cr/books?id=ctz3OHn8GA4C>
- Leclercq, P., Edmonds, A., & Hilton, H. (2014). *Measuring L2 Proficiency: Perspectives from SLA*. Channel View Publications. <https://books.google.co.cr/books?id=xCLpAwAAQBAJ>
- Lengel, T., & Evans, J. (2019). *The Movement and Technology Balance: Classroom Strategies for Student Success*. SAGE Publications. <https://books.google.co.cr/books?id=WraZDwAAQBAJ>
- Leo, D., & Cmiel, C. (2018). *The financial advisor's success manual: how to structure and grow your financial services practice*. AMACOM; American Management Association. <https://b-ok.lat/book/5901625/074c4f>
- Leung, A., & Baccaglini-Frank, A. (2017). *Digital Technologies in Designing Mathematics Education Tasks: Potential and Pitfalls*. Springer International Publishing. <https://b-ok.lat/book/2919268/b246ec>
- Low, E.L. (2014). *Pronunciation for English as an International Language: From research to practice*. Routledge. <https://b-ok.lat/book/2865559/9e42d8>
- Lunenburg, C.F., & Irby, J.B. (2007). *Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences*. Corwin. <http://gen.lib.rus.ec/book/index.php?md5=50fc068b573a294fb1404f68b6e2fd5e>

- Luzzatto, E., & Dimarco, G. (2009). *Collaborative Learning: Methodology, Types of Interactions and Techniques: Education in a Competitive and Globalizing World*. Nova Science Pub Inc. <https://b-ok.lat/book/1200719/e4c0b7>
- MacDonald, J., & Creanor, L. (2010). *Learning with Online and Mobile Technologies: A Student Survival Guide*. Gower. <https://b-ok.lat/book/1186323/d5065a>
- Madya, S., Hamied, F.A., Renandya, W.A., Coombe, C., & Basthomi, Y. (2018). *ELT IN ASIA IN THE DIGITAL ERA: global citizenship and identity*. GARLAND SCIENCE. <http://gen.lib.rus.ec/book/index.php?md5=6001f13c0e07bc87041e27d28a3c4c93>
- Major, C.H. (2015). *Teaching Online: A Guide to Theory, Research, and Practice*. Johns Hopkins University Press. <https://books.google.co.cr/books?id=JvzVBgAAQBAJ>
- Maley, A., & Kiss, T. (2018). *Creativity and English Language Teaching: From Inspiration to Implementation*. Palgrave Macmillan UK. <https://b-ok.lat/book/3494203/c9bef2>
- Marczyk, G. R., DeMatteo, D., & Festinger, D. (2005). *Essentials of Research Design and Methodology*. John Wiley & Sons. <https://b-ok.lat/book/489739/3afb58>
- McBride, D. M., & Cutting, C. J. (2018). *Cognitive Psychology: Theory, Process, and Methodology* (2nd Ed). Sage Publications, Inc. <http://gen.lib.rus.ec/book/index.php?md5=f268ffa6e41d33f1de61d30c8abb1252>
- McConatha, D., Penny, C., Schugar, J., & Bolton, D. (2013). Chapter 7. Shelley A. Jackson, Sharla Snider, Nicole Masek, and Joanne Baham (ed), *Mobile Pedagogy and Perspectives on Teaching and Learning*. IGI Global. <http://gen.lib.rus.ec/book/index.php?md5=29cee2def33e3a1039e3ab997478419e>
- McIntyre, E., Kyle, D.W., Chen, C.T., Kraemer, J., & Parr, J. (2008). *Six Principles for Teaching English Language Learners in All Classrooms*. SAGE Publications. <https://books.google.co.cr/books?id=6ktOAwAAQBAJ>
- McIntosh, P. (2010). *Action Research and Reflective Practice: Creative and Visual Methods to Facilitate Reflection and Learning*. Routledge. <https://b-ok.lat/book/904041/c3430d>

- McKinley, J., & Rose, H. (2019). 15 Action research in language education Darío Luis Banegas and Sal Consoli (ed). *The Routledge Handbook of Research Methods in Applied Linguistics*. Routledge. <https://b-ok.lat/book/5457428/a272de>
- McLeod, J., Fisher, J., & Hoover, G. (2003). *The Key Elements of Classroom Management: Managing Time and Space, Student Behavior, and Instructional Strategies*. Association for Supervision & Curriculum Development. <https://b-ok.lat/book/812737/e128b6>
- McQuiggan, S., McQuiggan, J., Sabourin, J., & Kosturko, L. (2015). *Mobile Learning: A Handbook for Developers, Educators, and Learners*. Wiley. <https://b-ok.lat/book/2495547/f1f8b6>
- Membrive, V., & Armie, M. (2020). *Using Literature to Teach English as a Second Language*. IGI global. <https://books.google.co.cr/books?id=hEThDwAAQBAJ>
- Mense, B., Debney, S., & Druce, T. (2005). *Ready, Set, Remember: Short-Term Auditory Memory Activities*. ACER Press. <http://gen.lib.rus.ec/book/index.php?md5=afc656954289534b71fec8be52d57181>
- Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation* (2nd Ed). Jossey-Bass. <http://gen.lib.rus.ec/book/index.php?md5=8b228a70278cd3630ec6e6ea2e61afa4>
- Mertler, C. A. (2009). *Action Research: Teachers as Researchers in the Classroom*. SAGE Publications. <https://books.google.co.cr/books?id=nVGyeyEzjFUC>
- Mertler, C.A. (2019). Action Research for Teacher Professional Development, Andrew Johnson (ed). *The Wiley Handbook of Action Research in Education, (3rd Ed)*. John Wiley & Sons. <http://gen.lib.rus.ec/book/index.php?md5=7405626084aa2fd3f5bff57a9ee72408>
- Ministerio de Educación Pública. (MEP, 2016). *Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada*. [PDF file]. http://www.drea.co.cr/sites/default/files/Contenido/ingles3ciclo_diversificada.pdf
- Mishan, F. (2004). *Designing Authenticity into Language Learning Materials*. Intellect. <http://gen.lib.rus.ec/book/index.php?md5=ea4fc0b40c25e51b576d5eef3599b825>
- Napitupulu, S., & Napitupulu, F.D. (2019). *Professional Development For Teachers Of English (Prodevet) In 4.0 Era*. Deepublish. <https://books.google.co.cr/books?id=qrC-DwAAQBAJ>

- Neuman, W. L. (2013). *Social Research Methods: Qualitative and Quantitative Approaches* (7th Ed). Pearson Education Limited. <https://b-ok.lat/book/2474483/c280e6>
- Nickerson, R. S., & Zodhiates, P. P. (2013). *Technology in Education: Looking Toward 2020*. Routledge Taylor & Francis Group. <https://books.google.co.cr/books?id=vObP3Ttc1gsC>
- Norton, S. L. (2009). *Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities*. Routledge. <https://b-ok.lat/book/747579/1dc2d5>
- November, A. (2009). *Empowering Students With Technology* (2nd Ed). SAGE Publications. <https://books.google.co.cr/books?id=8SV2AwAAQBAJ>
- Nutta, J., Bautista, N.U., & Butler, M.B. (2010). *Teaching Science to English Language Learners*. Routledge. <http://gen.lib.rus.ec/book/index.php?md5=9a371baa673d8ab9032996a1438e1959>
- OECD. (2013). *Innovative learning environments*. OECD Publishing. <http://gen.lib.rus.ec/book/index.php?md5=12e1233a36e85231fdc8bbcc6dec2f6a>
- O'Hanlon, C. (2003). *Educational Inclusion as Action Research (Inclusive Education)*. Open University Press. <https://b-ok.lat/book/911293/3dadf8>
- Olsen, W. (2011). *Data Collection: Key Debates and Methods in Social Research*. SAGE Publications Ltd. <https://b-ok.lat/book/2739706/b3966a>
- Palmer, E. (2014). *Teaching the Core Skills of Listening and Speaking*. Association for Supervision & Curriculum Development. <http://gen.lib.rus.ec/book/index.php?md5=aaccf4f980bd27c14a68f35730031857>
- Paniagua A., & Istance D. (2018). *Teachers as Designers of Learning Environments - The Importance of Innovative Pedagogies*. Organization for Economic Cooperation and Development. <https://b-ok.lat/book/3619333/e52c68>
- Peris-Ortiz, M., Garrigós-Simón, F. J., & Pechuán, I. G. (2014). *Innovation and teaching technologies: New Directions in Research, Practice and Policy*. Springer International Publishing. <https://b-ok.lat/book/2331332/8ec1a1>
- Persichitte, K.A., Suparman, A., & Spector, M. (2018). *Educational Technology to Improve Quality and Access on a Global Scale: Papers from the Educational Technology World Conference*.

Springer International Publishing.

<http://gen.lib.rus.ec/book/index.php?md5=661a6c30daabc4a347d207cc94dabbad>

Piccardo, E., & North, B. (2019). *The Action-oriented Approach: A Dynamic Vision of Language Education*. Multilingual Matters.

<http://gen.lib.rus.ec/book/index.php?md5=72C7D15F44235B0876E67507DF23838E>

Pitler, H., Hubbell, E. R., Kuhn, M., & Malenoski, K. (2007). *Using Technology With Classroom Instruction That Works*. ASCD.

<http://gen.lib.rus.ec/book/index.php?md5=f214dc3b1d64e1c4abfbbd1c4c51f2f1>

Polat, A.P.N. (2016). *L2 Learning, Teaching and Assessment: A Comprehensible Input Perspective*.

Channel View Publications. <https://books.google.co.cr/books?id=Hqv2DAAAQBAJ>

Pollard, A., & Black-Hawkins, K. (2014). *Reflective teaching: in schools* (4th Ed). Bloomsbury

Publishing. <http://gen.lib.rus.ec/book/index.php?md5=eb4bd0a1f0d51ae4645d9333332311d2>

Pütz, M., & Aertselaer, J.N. (2008). A study on Turkish learners of English. Bahar Otcu and Deniz

Zeyrek (eds), *Developing Contrastive Pragmatics: Interlanguage and Cross-Cultural Perspectives (Studies on Language Acquisition)*. Walter de Gruyter.

<http://gen.lib.rus.ec/book/index.php?md5=1503163f675ef5c4d7af7189708cdecb>

Putman, S.M., & Rock, T. (2017). *Action Research: Using Strategic Inquiry to Improve Teaching and Learning*. SAGE Publications, Inc.

<http://gen.lib.rus.ec/book/index.php?md5=d570a698715766e1efd2881da3a9ee80>

Raine, P. (2018). *Fifty Ways to Teach with Technology: Tips for ESL/EFL Teachers*. Wayzgoose

Press. <https://books.google.co.cr/books?id=sIcpDAAAQBAJ>

Ramli, S. S. (2019). *Linguistic and Non-Linguistic Knowledge for L2 Listening Comprehension*.

SAH MEDIA. <https://books.google.co.cr/books?id=-c2PDwAAQBAJ>

Richards, J.C., & Renandya, W.A. (2002). *Methodology in Language Teaching: An Anthology of*

Current Practice. Cambridge University Press. <https://b-ok.lat/book/647615/c9c3f2>

Roberts, T.S. (2003). *Online Collaborative Learning: Theory and Practice*. Information Science

Publishing. <http://gen.lib.rus.ec/book/index.php?md5=de460e70cb3c4ca295e238e368458f15>

- Rost, M. & Wilson, J. J. (2013). *Research and Resources in Language Teaching. Active Listening*. Taylor & Francis. <https://books.google.co.cr/books?id=V6EuAgAAQBAJ>
- Rowan, L., & Grootenboer, P. (2017). *Student Engagement and Educational Rapport in Higher Education*. Palgrave Macmillan.
<http://gen.lib.rus.ec/book/index.php?md5=1378c81c8c8ce5052c2affdbf854d587>
- Rubin, J., Chisnell, D., & Spool, J. (2008). *Handbook of Usability Testing: How to Plan, Design, and Conduct Effective Tests* (2nd Ed). Wiley. <https://b-ok.lat/book/633294/13558f>
- Salkind, J. N. (2010). *Encyclopedia of Research Design*. SAGE Publications, Inc.
<http://gen.lib.rus.ec/book/index.php?md5=e759d9a0362135dbadc2cdc0b797b450>
- Samuda, V., & Bygate, M. (2008). *Tasks in Second Language Learning*. Palgrave Macmillan.
<http://gen.lib.rus.ec/book/index.php?md5=5ebbc713d18c7a9e1ab259ce448f95e8>
- Saracho, N. O. (2014). *Handbook of Research Methods in Early Childhood Education: Research Methodologies, Volume I*. Information Age Publishing.
<http://gen.lib.rus.ec/book/index.php?md5=fd3aad0e3a00bccb6244f44a42f7be40>
- Selwyn, N. (2011). *Education and Technology: Key Issues and Debates*. Continuum.
<http://gen.lib.rus.ec/book/index.php?md5=6304ff51d8def0b59a7b15103b8a97c6>
- Shafaei, A., & Nejati, M. (2010). *Annals of Language and Learning: Proceedings of the 2009 International Online Language Conference (IOLC 2009)*. Universal Publishers.
<https://books.google.co.cr/books?id=x0fHku4djycC>
- Sharma, P. (2009). *Teaching of Life Science*. APH Publishing.
<https://books.google.co.cr/books?id=Zu4n8uYIW8IC>
- Shohamy, E., Or, G. I., & May, S. (2017). Using Portfolios for Assessment/Alternative Assessment
 Janna Fox (ed). *Language Testing and Assessment* (3rd Ed). Springer International Publishing. <https://b-ok.lat/book/2940550/b62ef9>
- Silver, R.E., Goh, C.C.M., & Alsagoff, L. (2009). *Language Learning in New English Contexts: Studies of Acquisition and Development*. Continuum.
<http://gen.lib.rus.ec/book/index.php?md5=e4dc1146ec1d3fadc34559f6c335bad0>

- Singh, Y. K. (2008). *Education Technology: teaching Learning*. APH Publishing.
<https://books.google.co.cr/books?id=VxA9o26xAvcC>
- Sockett, G. (2014). *The Online Informal Learning of English*. Palgrave Macmillan UK.
<http://gen.lib.rus.ec/book/index.php?md5=5517c5ac8d2f63211525ff482d2bfe35>
- Song, S. (2012). *Politeness and Culture in Second Language Acquisition*. Palgrave Macmillan UK.
<https://b-ok.lat/book/2687002/8476c1>
- Scott, D., & Usher, R. (2011). *Researching Education: Data, Methods and Theory in Educational Enquiry*. Continuum International Publishing Group. <https://b-ok.lat/book/1132519/d78e79>
- Scott, D. (2018). *Learning Technology: A Handbook for FE Teachers and Assessors*. Critical Publishing. <https://books.google.co.cr/books?id=gZCCDwAAQBAJ>
- Spector, J.M. (2015). *The SAGE Encyclopedia of Educational Technology*. SAGE Publications.
<https://books.google.co.cr/books?id=8zByBgAAQBAJ>
- Spielberger, C. (2004). *Encyclopedia of Applied Psychology*. Elsevier Academic Press.
<http://gen.lib.rus.ec/book/index.php?md5=474b82d1fc3b881656e1084628a97a8e>
- Staat, D.W. (2020). *Student-focused Learning: Higher Education in an Exponential Digital Era*. Rowman & Littlefield. <https://books.google.co.cr/books?id=-3HnDwAAQBAJ>
- Stacey, E., & Gerbic, P. (2009). *Effective Blended Learning Practices: Evidence-Based Perspectives in ICT-Facilitated Education*. Information Science Reference. <https://b-ok.lat/book/1089373/6cd2be>
- Stevens, D., & McGuinn, N. (2004). *The Art of Teaching Secondary English Innovative and Creative Approaches*. Routledge Falmer.
<http://gen.lib.rus.ec/book/index.php?md5=ced2a7150ee30afeed625773476bf6d1>
- Swanson, R.A., & Holton, E.F. (2005). Chapter 19, Andrea Ellinger, Karen Watkins and Victoria Marsick, (eds). *Research in Organizations: Foundations and Methods of Inquiry*. Berrett-Koehler Publishers.
<http://gen.lib.rus.ec/book/index.php?md5=4437656df45171d48fefaefe6b7c19>

- Taylor, C., Wilkie, M., & Baser, J. (2006). *Doing Action Research: A Guide for School Support Staff (Supporting Learning Professionally)*. Sage Publications Ltd.
<http://gen.lib.rus.ec/book/index.php?md5=c33b51f56a460601179b9a2fc4164d3d>
- Teiford, J.B. (2008). Chapter 4. Marina Camodeca and Frits A. Goossens (eds), *Social Perception: 21st Century Issues and Challenges*. Nova Science Publishers.
<http://gen.lib.rus.ec/book/index.php?md5=992f7ed2b348fb396d5b465f9022f859>
- Teranishi, M., Saito, Y., & Wales, K. (2015). Literary Texts as Authentic Materials for Language Learning: The Current Situation in Japan. Kazuko Takahashi (ed), *Literature and Language Learning in the EFL Classroom*. Palgrave Macmillan UK. <https://b-ok.lat/book/2690435/b01419>
- Tracy-Ventura, N., & Paquot, M. (2021). Interaction. Nicole Ziegler and Alison Mackey (eds), *The Routledge Handbook of Second Language Acquisition and Corpora*. Routledge. <https://b-ok.lat/book/11178747/ffcd29>
- Traxler, J., & Kukulska-Hulme, A. (2005). *Mobile Learning: A Handbook for Educators and Trainers*. Routledge.
<http://gen.lib.rus.ec/book/index.php?md5=c0d24e2d929953ff9f5813572e7a8836>
- Tomal, R. D. (2010). *Action Research for Educators* (2nd Ed). Rowman & Littlefield Education.
<https://b-ok.lat/book/997685/58d24d>
- Tomei, L.A. (2007). *Adapting Information and Communication Technologies for Effective Education*. IGI Global.
<http://gen.lib.rus.ec/book/index.php?md5=24f3a6fbd8dff08dd73cf8aea02bfdfd>
- Thomas, M. (2008). *Handbook of Research on Web 2.0 and Second Language Learning*. Information Science Reference.
<http://gen.lib.rus.ec/book/index.php?md5=bae46f4a5f30a3105cad0de02fed910c>
- Thomas, M., & Reinders, H. (2013). *Task-Based Language Learning and Teaching with Technology*. Continuum. <https://b-ok.lat/book/824899/91dc37>

- Turkington, C., & Harris, J. R. (2006). *The Encyclopedia of Learning Disabilities, Second Edition (Facts on File Library of Health and Living)*. Facts on File.
<http://gen.lib.rus.ec/book/index.php?md5=a606d7da5441b141fa02c266ca120f72>
- Uden, L., Liberona, D., & Ristvej, J. (2018). *Learning Technology for Education Challenges*. Springer International Publishing. <https://b-ok.lat/book/3576192/4b00dc>
- Usó-Juan, E., & Martínez-Flor, A. (2006). *Current Trends in the Development and Teaching of the four Language Skills*. Mouton de Gruyter.
<http://gen.lib.rus.ec/book/index.php?md5=061cf8bcb3fd38a86dc449abd59c7cdb>
- Valentin, C. (2017). *Enhancing Participant Engagement in the Learning Process*. Kogan Page Publishers. <https://books.google.co.cr/books?id=w141DwAAQBAJ>
- Vandergrift, L., & Goh, C.C.M. (2012). *Teaching and learning second language listening: metacognition in action*. Routledge.
<http://gen.lib.rus.ec/book/index.php?md5=34a4715284a377e67c2b04bab83cfbe1>
- Vásquez, A., Hansen, A.L., & Smith, P.C. (2010). *Teaching Language Arts to English Language Learners*. (2nd Ed). Routledge Taylor & Francis.
<http://gen.lib.rus.ec/book/index.php?md5=3713ebff46bde439d79044bcb4a49657>
- Veiga, M. R., & Lupion T. P. (2008). *Handbook of Research on E-Learning Methodologies for Language Acquisition*. Information Science Reference.
<http://gen.lib.rus.ec/book/index.php?md5=d1ca20eb67527619f63fbd58ffd74474>
- Vyas, M.A., & Patel, Y.L. (2015). *Teaching English as a Second Language, Second Edition: A New Pedagogy for a New Century*. Prentice Hall India.
<https://books.google.co.cr/books?id=SZCQCgAAQBAJ>
- Wallace, D.P., & Van Fleet, C.J. (2012). *Knowledge into Action: Research and Evaluation in Library and Information Science*. ABC-CLIO.
<https://books.google.co.cr/books?id=Inr6UaJC5EoC>
- Wang, Y. (2012). *Education and Educational Technology*. Springer-Verlag Berlin Heidelberg.
<http://gen.lib.rus.ec/book/index.php?md5=19c489ad692598fc64d46dad8270e31>

- Wang, H. (2018). *Testing Lecture Comprehension Through Listening-to-summarize Cloze Tasks: The Trio of Task Demands, Cognitive Processes and Language Competence*.
<http://gen.lib.rus.ec/book/index.php?md5=3d54317276881c10e9e531ea9be77eef>
- Wentzel, K.R., & Brophy, J. E. (2014). *Motivating Students to Learn*. Routledge (4th Ed). Routledge Taylor & Francis Group. <https://books.google.co.cr/books?id=wqnmAgAAQBAJ>
- Werner, L., Fay, R.R., & Popper, A. (2012). *Human Auditory Development*. Springer Handbook of Auditory Research 42.
<http://gen.lib.rus.ec/book/index.php?md5=50b47e1e2f83c89b30305b2dfceef9fa>
- White, P. (2009). *Developing Research Questions: A Guide For Social Scientists*. Palgrave Macmillan. <http://gen.lib.rus.ec/book/index.php?md5=24279c65abe488159de844d210d4f>
- Whitehead, J., & McNif, J. (2006). *Action Research: Living Theory*. Sage Publications Ltd.
<http://gen.lib.rus.ec/book/index.php?md5=b6ca7e13510b0b6e89f417e8fc66955c>
- Widodo, H. P., Wood, A., & Gupta. D. (2017). *Asian English Language Classrooms: Where Theory and Practice Meet*. Routledge.
<http://gen.lib.rus.ec/book/index.php?md5=711f072f53699801d4091d2378b06b81>
- Wright, N. (2018). *Becoming an Innovative Learning Environment: The Making of a New Zealand Secondary School*. Springer Singapore. <https://b-ok.lat/book/3578653/c4c580>
- Wolf, M.K., & Butler, Y.G. (2017). *English Language Proficiency Assessments for Young Learners*. Routledge.
<http://gen.lib.rus.ec/book/index.php?md5=b8ccc95904fc32582459c2ebc90804fc>
- Wolvin, A. D. (2010). *Listening and Human Communication in the 21st Century*. Wiley-Blackwell.
<http://gen.lib.rus.ec/book/index.php?md5=3ec7a1ddd4b9f10f5d3676594c66a18a>
- Worthington, D., & Fitch-Hauser, M. (2017). *Listening: Processes, Functions and Competency* (2nd Ed). Routledge Taylor & Francis. <https://b-ok.lat/book/3496053/a75e6a>
- Yuen, K.O. F., Terao, L. K., & Schmidt, M. A. (2009). *Effective Grant Writing and Program Evaluation for Human Service Professionals*. Wiley. <https://b-ok.lat/book/5003719/15250a>
- Zaphiris, P., & Ioannou, A. (2015). *Learning and Collaboration Technologies: Second International Conference, LCT 2015, Held as Part of HCI International 2015, Los Angeles, CA, USA*,

August 2-7, 2015, Proceedings. Springer International Publishing. <https://b-ok.lat/book/2617631/65e833>

Zyzik., E. (2017). *Authentic Materials Myths_ Applying Second Language Rese to Classroom Teaching*. Routledge. <https://b-ok.lat/book/3701459/de1342>

Zou, B. (2013). *Computer-Assisted Foreign Language Teaching and Learning: Technological Advances: Technological Advances*. Information Science Reference. <https://books.google.co.cr/books?id=n8aeBQAAQBAJ>