

Universidad Latina Of Costa Rica
Campus Santa Cruz

English Teaching Department

Thesis:

“The use of technology for improving listening skill in the English learning process as a foreign language at the 8th grade of Nicoya Technical High-School”

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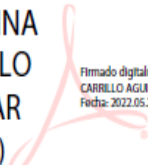
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Gratitude

Deep gratitude for my tutors, readers and classmates that helped unconditionally with their time, advises, patience and dedication.

All my gratitude too, for my family to be always there, cheering and motivating me to continue.

And to you, dear Lord, your invisible and tender hand covering me in every moment of my life, how not to say thanks!

“No duty is more urgent than that of returning thanks” James Allen.

Dedication

For you mom and for you dad, with of my love:

How easy is to find love!

Can I deserve it?

Still remember with some tears in my eyes your effort and your patience.

I'll never delete from my memories hours of work,

Thousands of kilometers on road

Sleepless nights to support your family

You denied yourself many things to give them to me.

What selfless love?

And you, what can I say about you?

No pages will cover, no words will describe how gorgeous you are

What did I do to earn this privilege?

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CHAPTER I: Research Overview

1.1 Introduction

In the process of learning a language, the first stage begins with listening. As a baby experimenting with sounds, babbling and repeating what they heard, students are almost in the same position learning English as a second language. In the past, many authors pointed to listening skills as passive skills and there are many definitions trying to explain what exactly this ability is. Wipf (1984) defined listening skills as an invisible mental process where the person who is listening has to identify different sounds, understand the vocabulary and grammar structures, analyze and interpret the socio-cultural content. On the other hand, Rost (2002) described listening skills as the process of receiving what the emissary is trying to transmit. The receptor has to build and create a meaning through participation, imagination and empathy, we can say “an active interpretation”.

Over the years definitions about listening skills have changed. Nowadays, this ability is considered as an active ability closely related with cultural aspects.

Most of the theories and experiences about listening skills are based on the acquisition of the mother tongue, but the richness and importance that involve this ability makes it of a great relevance in this research.

Throughout listening, the students collect information, memorize sounds, rhythm, and intonation at the same time they are training the brain to hear and listen, to understand and give a fast answer, because they already know the meaning of words previously heard; and it is important not only for effective communication, but also how students are learning and directly affects the success of learning.

For example, in the investigation of Listening Comprehension Problems Encountered by Saudi Students in EL Listening Classroom by the Dr Arafat Hamouda, for the International Journal of Academic Research in progressive Education and Development of April 2013, vol 2 n 2, in the university of Qassim Saudi Arabia, with the students of first year, showed that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety and bad quality of recording were the major problems in listening comprehension. Problems that are not far away from our classrooms.

In Costa Rica in the last report of 2019 about the application of language proficiency tests by MEP, there is a clear deficiency in listening skill; eight out of every ten students of an academic night school obtained band A2. Based on this information we can say “listening skill is an ability forgotten”, probably for many reasons, but it needs to be taken into account to improve the process of a foreign language acquisition.

These days the use of technology provides an easy access to the information, support to accelerate the learning process with the help of funny opportunities to learn that easily will bring benefits to the students and the teachers.

The intention of this document is to analyze the use of technology for improving the listening skills in the English learning process as a foreign language for students of Nicoya Technical High School.

In chapter number one we will find how the English language was introduced as basic subject as well as mathematics, science and Spanish. Listening is an important ability to check, review and improve in the process of learning English based on the report of 2019 about the applications of language proficiency tests by MEP. The general objective and specific objectives to support this investigation.

In chapter number two with the contextual and theoretical framework, the background of Nicoya Technical High School can understand the evolution of the English as an important subject in the process of education in this recognized institution, as well as the mission and vision and some others important details. Also, in this chapter we will recognize the importance of listening skills based on experiences and theories of the acquisition of the mother tongue but, focusing how to improve this ability in the students of 8th who are learning English a foreign language in Nicoya Technical High School.

In chapter number three the methodological framework with the scope and the approach of the investigation, the sources and the description of the variables, the description of every instrument to apply to can determine the problem in question and the data collection procedures.

In chapter number 4, the analysis and final results of the instrumental applied before to can continue with chapter five with the conclusions and recommendations of this investigation.

1.2 Background

In Costa Rica, education has been one of the most discussed topics through the years. The Government declared on April 15th, 1869 in the administration of Jesús Jiménez Zamora the education as free, compulsory and fully paid by the state. The first references about English learning in our country were found in 1825 when the Executive Power decreed the internal regulations of “Casa de Enseñanza de Santo Tomás, thus beginning the study of languages in the form institutional, with Latin, English and French classes. Different methods were used to introduce the English language and its learning.

For example, at the end of the XIX century the Direct Method says everybody can learn a language with did not use of translation either mother tongue, so this made the students have to use their listening skills to understand dialogues and stories in class. In the years 1940-1950 audio lingual methods were used with the memorization and repetition of dialogues helping the development of the listening skills. In the middle of 1960 TPR or total physical response, a method where teachers give commands using physical activities, was very popular and allows the teacher to assess the degree of understanding acquired by students by following the orders. The natural method in 1970 that emphasizes the contact with the culture and language is more important than practice and preparing the students to learn. The communicative method at the same time tried to help with the listening comprehension and improve the communicative competences among students. In the decade of the 90's, strategy. Based approach, content-based-instruction, task-based approach and multiple intelligence theory, integrated the four skills in the process of learning English.

However, despite the history and the application of different methods during the years, there is a weakness in listening skills. In the last report of 2019 about the applications of language proficiency tests by MEP, the bands obtained in the domain of listening skills reveal the reality of our students.

About this National Report, the language proficiency tests are covered by article 106 of the Evaluation Regulations of Apprenticeships (Decree No. 40862 -MEP and its reforms), which states:

The student population in the eleventh or twelfth year of Diversified Education, as well as the students who are in the III and IV period of the III level of the Education Study Plan of Adults, in order to certify mastery of the linguistic competences of a language foreigner, you must take at least one certification test in one of the subjects of foreign language taught in the educational center. This test must certify the real level of the student's linguistic proficiency according to the level descriptors or reference bands international. (National Report Application of the Test of Language Proficiency, page 11)

In this report of 2019, the bands obtained in listening skills in day educational centers nationwide were: A1 5,39%, A2 67,25%, B1 25,33%, B2 1,97% y C1 0,06%. Revealing the reality of our students; of 23,776 students only 14 of them obtained a band C1 and 468 a band B2. The major percentage of them, 15,990 students belong to a A2, that means a basic level.

1.3 Justification

Costa Rica has one of the highest literacy rates and public spending on education in all Latin America. Sonia Mora Escalante, who was minister of education in the years 2014-2018 during the administration of Guillermo Solís said “English is a language of international use and the country is committed to developing communicative competences guaranteeing a high quality in the teaching process”. The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system. (Educating for a new Citizenship, page 4). The Ministry of Public Education (MEP) with the new English curriculum is introducing the concept of globalization, a country with no borders, a society with knowledge that can apply for different kinds of jobs and bring progress, activating the economy of Costa Rica.

According to this new curriculum, listening is one important language skill and has to be developed in the early stages of language learning. Learners must be prepared to listen, understand and answer in an appropriate way. Teachers must provide students with

opportunities to listen to a variety of texts. At initial stages, conversations, short messages, free discussions, interviews, role plays, in later stages films, tv shows, reports, interviews, documentaries, current affairs, talk shows, radio news, broadcast, narratives, lectures and presentations including digital literacy for using information technologies. It is an assignment exclusively to the teachers help students to develop and show disposition for dealing with ambiguity when listening and interacting.

But even with all the background presented by Costa Rica related to the English as an important subject in the national educational program and all the government's attempts to improve it, there is a hole that need to be fulfill. The reality of Costa Rica is not all the students have a good level in English.

1.4 Problem Statement

According to Rost (1994) 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. Learners interact to achieve understanding. Listening exercises provide teachers with a means for drawing the learner's attention to new forms such as vocabulary, grammar, and new interaction patterns in the language.

In other hand, according to the website <https://www.englishclub.com/listening/what.htm>, listening in any language requires focus and attention. It is a skill that some people need to work at harder than others, why?, because people have different level of concentration and listening requires focus even in our tongue mother.

If listening skill is one of the relevant elements in the process of learning a foreign language according to many authors: How listening skills is been improving by the teachers using the technology around?

1.5 Hypothesis

Nowadays, the technology is part of our daily life. It helps in many fields, including education, medicine, recreation and many more.

Francisco Javier Barcos, in the electronical magazine of Colombia Cooperative University, pointed that the technology is a great help because it provides great opportunities for the development and enhancement of listening, writing, reading, and oral comprehension in the English language. And also, refers the important role played by the English teacher, which consists of the creation of didactic activities using technological resources to strengthen the teaching - learning of the English language in a meaningful, dynamic and interactive way, which allows them to enhance the different skills to students, so that they can interact with native speakers or foreign language learners.

So, the use of technology will improve the listening skills level of 8th grade students of Nicoya Technical High School.

1.6 Objectives

1.6.1 General Objective

To analyze the use of technology for improving the listening skills in the English learning process as a foreign language in the 8th grade of Nicoya Technical High School.

1.6.2 Specific Objective

- To describe the use of technology resources for improving the listening skills in 8th grade of Nicoya Technical High School.
- To determine the challenges for listening skills through the implementation of technological resources in the classroom.
- To know the student's opinion towards the use of technological resources for learning English as a foreign language.

1.7 Scope and Delimitation of the Research

1.7.1 Scope

This investigation wants to analyze the use of technology for improving the listening skills in the English learning process as a foreign language in the 8th grade of Colegio Técnico Profesional de Nicoya, Guanacaste, circuit 01. Students, principal, teachers and English advisor are going to be part of this investigation.

1.7.2 Delimitations

During this investigation four population will be worked:

- The students of 8th grade of C.T.P Nicoya
- The Principal of C.T.P Nicoya
- The English teachers of C.T.P Nicoya
- The English advisor of C.T.P Nicoya

Chapter II: Contextual and Theoretical Framework

Learning a foreign language is essential in a globalized and totally competitive world. When learning a language other than the mother tongue, it is referred to as "second language" or "foreign language"; however, Hernández (2014, page 35) makes a distinction in the two terminologies. In the case of the English language, we speak English as a Second Language (English as a Second Language ESL) when the medium in which the student lives is English-speaking, for example, people who learn English living in the United States or Canada. In our case, we speak of English as a Foreign Language (English as a Foreign Language EFL), because in the environment in which our students develop "Spanish" is the first language or mother tongue. (Hernández, 2014).

It is possible to validate the theory previously presented by Hernández about the learning of a foreign language in the reality of Costa Rica, for that information is found in official data of the curriculum of the Ministry of Public Education as part of the official programs and the process of curricular transformation (MEP, 2017, page 4). The purpose of studying English in the Educational System is the development of the learner's communicative competence as well as the knowledge, skills, abilities, values, and competences of a 21st century citizen. This requires the implementation of innovative communicative language teaching methodologies. These methodologies are supported by principles established in the Common European Framework of Reference for languages (CEFR), the Action-Oriented Approach, and the Educating for a New Citizenship Framework (MEP, 2017, page 27). The knowledge of English is emerging as an important skill that requires the use of innovative methodologies that support educational processes to generate meaningful learning.

2.1 Situational Framework

The use of technology has become fundamental in learning new knowledge, as a form of innovation in accordance with new world trends.

The use of ICT within the educational field has led researchers from all over the world to question the implications and incidences that these have on the formative dynamics. In this sense, in the area of English, the use of technology has configured a broad panorama of multiple investigations that show the interest in understanding and identifying how

technological integration favors or disadvantages the teaching and learning processes of a language. (Andrade, 2019, page 20). The purpose of this research study is to analyze the situation of the use of technologies in the Professional Technical College of Nicoya and the incidence of the use of technology as a tool for learning English as a second language.

2.1.2 Nicoya Technical High School Historical Background

Nicoya Technical High-School is a public educational institution that offers students of the region a quality technical education in accordance with the needs of the labor market. It was founded in the year of 1973 in the administration of Figueres Ferrer, in his second administration as constitutional president, appoints once again as Minister of Education to Mr. "Lalo Gámez", who for the third time was in charge of said portfolio. Gámez set out to carry out a project to reform education; He called his project the National Plan for Educational Development (PNDE). It Regarding said plan, it was set out in Decree No. 3333-E, and issued in October 1973, after having been approved by the Higher Council of Education. This plan reaffirmed the profile of education as an integrated process and incorporated elements of cohesion into the system non-existent in previous projects. Since 1971 they have been created in all educational regions of the country Technical Training Institutes, which over time will be the Agricultural Colleges, today called Professional Technical Colleges. The first administrative board was integrated by: Mr. Maximo Zuñiga, Mr. Jose Campos Quesada, Mr. William Yong, Mrs. Sergia Orozco and Mrs. Israel Flores Cardenas.

Table #1: List of Teaching and Administrative Staff who started working in 1973

Profesors's Name	Charge
Gerardo Segura Vargas	Principal
Evelio Campos Jiménez	Principal Assitant

Emilce Castillo Obando	Social Studies teacher
María Elena Garro Carvajal	Spanish teacher
Freddy Gómez Álvarez	English teacher
Alma Luz Rojas Jaén	Mathematic teacher
María de los Ángeles Peñaranda	Science teacher
Presbítero José María Galán	Religious education teacher
Soleida Gutiérrez Angulo	Home Economics
Noemy Guerrero Bermúdez	Home Economics
Lilly Yockchen Sanchún	Fashion designing
Enrique Alvarado Zumbado	Agriculture
Fernando Alfaro Bolaños	Agriculture
Álvaro Rojas González	Agriculture

Source: Institutional PIAD

2.1.3 Mision

We are a public educational institution that seeks a comprehensive quality training in the teaching - learning processes, in the technical and academic area in the day and night modalities to successfully face the insertion in a demanding and competitive labor market.

2.1.4 Vision

To be a leading institution at the regional level in the training of technical professionals.

2.1.5 General Information of the Institution

Currently, the C.T.P Nicoya has as institutional objectives such as the following ones:

- ★ Promote comprehensive education in students, to face the challenges of today's societies and markets.
- ★ Maintain high rates of academic performance.
- ★ Reduce dropout and repetition rates.
- ★ Promote moral, civic and religious values.
- ★ Project the Professional Technical -college of Nicoya to the community.
- ★ Involve the parent in the educational process.
- ★ Generate a greater use of effective time in the teaching-learning processes.
- ★ Develop activities that promote a sense of belonging to the institution.

The total of students, teachers and administrative staff are:

Table # 2: Total Students 2021

Gender	Number of Students
Male	490
Female	462

Total Students 952

Source: PIAD

Table #3: List of Subjects Currently Taught and Number of Teachers and Administrators

Subject	Staff
Techniques	34
Spanish	5
Science	7
Mathematics	7
French	3
English	10
Social Studies	6
Music	3
Religion	1
Educational informatics	2
Physical Education	9
Special Education	10

2.2 Theoretical Framework

The education process in Costa Rica has responded to a long road of changes and adaptations. It could be said that, from the period of colonization, with the arrival of the Spaniards to America, the foundations of a need to expand knowledge among the people of the region began to be laid. The Spaniards themselves created literacy processes for the indigenous population and established it as a fundamental part of the conquest and colonization for many decades. Over the centuries, the various governments saw the urgent need to regulate the area of education in Costa Rica, to respond to the globalizing and evolutionary needs of development. In this way, It began with the creation of primary institutions and little by little schools were built throughout the national territory. (Martínez, 2016)

The use of technologies for the implementation of language learning is a practice that considers the characteristics of the population of students with whom we work; as well as the use of applications or channels that allow the strengthening of this ability. The teaching of English is introduced by the need to expand and improve Costa Rica's commercial relations with other countries. For this reason, in 1944, according to Marín (2012, page 9), the declaration of compulsory language in the primary sector was made. Several authors emphasize the need and relevance of learning English at an early age and the benefits it brings. Speaking English constitutes, today, an essential part of the integral formation of a person inserted in a world whose borders are continually crossed. Current academic and personal training requires that an individual can relate to other societies to have access to the development of knowledge and the debate of ideas; in this way, you will be able to confront your positions and define your insertion in the world. On the other hand, the teaching-learning processes are undoubtedly currently linked to the use of information and communication technologies (ICT) that facilitate and make teaching more attractive and dynamic in the classroom and at home. Coll mentioned by Andrade (2019, page 32), defines information and communication technologies as:

They are instruments used to think, learn, know, represent and transmit to other people and other generations the knowledge and learning acquired. All of them, from those used in the realization of cave paintings from the Upper Paleolithic to those that allow images

and messages to be captured and transmitted by means of a mobile phone or the Internet from thousands of kilometers away, rest on the same principle: the possibility of using sign systems (oral language, written language, static images, moving images, mathematical symbols, musical notations, sounds, etc.) to represent certain information and transmit it. (Andrade, 2019, p.2).

However, it is necessary to emphasize the wide variety that exists in terms of learning technologies and the same uses that are given to them in the teaching-learning process.

2.2.1 Teaching Listening Skills

2.2.1.1 Definition

To understand the process of learning a second language it is convenient to start defining what we really want. In this case, What does listening skills mean? A simple definition of listening is the ability to accurately receive and interpret messages in the communication process. Listening skills. Skillsyouneed.<https://www.skillsyouneed.com/ips/listening-skills.html>.

If we think a little bit in the phrase “accurately receive and interpret messages” we easily note that this is the sense, the objective and importance of every single communication process. Both, receive and interpret are joined and depend on each other. Researchers point out that we spend around 45% of our time listening, and we usually listen more than speak and every communicative process begins with listening, so that is why the interest in improving this ability in the classroom field to help and promote English as second acquisition. Learning the English language requires different levels of listening comprehension that allow the coding of knowledge and the correct understanding of what they hear, read or see. In this sense, there are different approaches used to acquire a second language, among them the communicative approach stands out.

Sánchez and Rodríguez (2014, page 50) indicate that in the teaching of English there are many methods that define the basic skills that must be demonstrated in this field and explain the communicative approach as follows:

Linguistic Competence: It is one that implies a knowledge of the formal resources of the language in terms of grammar, phonetics, morphology, among others. Its use occurs in some moments of pre-linguistic development, such as, for example, adaptation of the vocabulary learned in different contexts and application of previously acquired grammatical structures in different types of new messages.

Pragmatic Competence: It comprises, on the one hand, the development of a discursive ability that implies the emission of textual fragments organized from well-structured sequences, and on the other, the development of a functional competence that implies the knowledge of functional linguistic forms, and the way they meet and interact in authentic communicative situations.

Sociolinguistic competence: Another important component that refers to all the social and cultural conditions that surround the communicative act and that generate conventions of essential knowledge on the part of the communicator are the norms of courtesy and other rules that regulate the relations between, genders, classes, generations and social groupings. It is also evidenced by establishing contact with popular expressions or with the differences in dialect and accent found in different regions.

This approach encompasses language learning skills and implicitly has skills such as listening, which are essential for language development. The importance of listening comprehension is essential for a good command of the English language. According to Ávila and Santrichs (2019, page 22), many of the problems in acquiring a second language are due to weaknesses in listening skills.

Listening comprehension is essential, taking into account that, since childhood, human beings spend a great deal of time listening; In addition to the fact that for generations knowledge and experiences have been transmitted from orality, this is how communities, great civilizations and a cultural identity have been conceived through oral skills, it is thus that the role of the development of this ability is predominant in acquiring a second language.

When the emphasis is on listening in the classroom, the skills demonstrate continuity and empowerment and generate continuous learning.

2.2.2 Types of Listening Approaches

The way of teaching and learning a second language has been studied in different ways for a long time. Auditory dexterity was always relegated to its oral dexterity counterpart. Indeed, oral skill is more recognized because when learning a language, the first thing that is expected is that the person communicates and demonstrate mastery of the language; however, listening comprehension plays a fundamental role and is necessary as a basic component of teaching this subject.

Communication is divided into four great skills: speaking, writing, reading and listening.

Although this classification is still valid, as can be seen in practically every teaching methodology text, the conception of what is receptive or productive has changed. In the past, it was believed that receptive skills were effortless, and that cognitive demand was almost entirely in writing and speaking. Today it is known that, although receptive, both reading comprehension and listening comprehension require a series of cognitive processes without which the person would not be able to make sense of what they read or hear. (Ramírez, Córdoba, & Coto, 2005, page. 6)

In this text it is expressed that many times the auditory part was not given as a priority for the process of teaching learning a language, despite the fact that children from the moment they are born know the world largely by what they hear.

- **Bottom Up Approaches**

This technique is a reading comprehension strategy where the recognition of language is given from the minimum units to the broader units.

Tixi indicates that: The model is based on the decoding of meanings, through the application of a sequential language in the cognitive process of which a new concept is built in the mind of the reader or receiver from the information decoded or transmitted, either in writing or orally (2017).

In the research of Tixi (2017, p. 31) the comprehension activities that are necessary to apply the bottom-up technique are highlighted, which are mentioned below:

- Recognition of syllables.
- Discrimination between phonemes.
- Listen to the morphological endings.
- Word recognition.
- Word order.

- **Top Down Approach**

Another relevant technique is the Top-Down (top-down) strategy, which consists of using the knowledge that is possessed to understand the message. With regard to the listener, it is that various methods or exercises related to live experiences are put into practice to discriminate the meaning of the communication, using the previous knowledge they have of the topic of conversation or of the situational and contextual contexts that are implicit in the linguistic act.

These types of strategies are very important in the process of acquiring a foreign language since, in the early stages of learning, students rely heavily on the information they already know depending on the situation in which communication is developing. . For example, if a parent goes to school to receive their child's report card, the memories of their experiences, first as a child and now as a parent, will very likely come back to their head and place them both in context. situational and

contextual of the parent meeting, activating a prior knowledge of what could happen in the delivery of reports. The father in the first instance would not expect something different from what he previously lived in the previous meetings since the information available from the experiences lived will provide him with an understanding of what will happen in the meeting (Noguera, 2013)

This technique is easily done in the classroom and in daily activities and is useful for learning the language or other areas. Noguera (2013), some examples of situations in which the technique occurs:

- Events such as storytelling, joking, praying, complaining, etc.
- Categorization of places, people or things.
- Inference of cause-and-effect relationships.
- Anticipation of possible results. Inference of the topic of a speech.
- Inference in the sequence between events.
- Inference from details that are not explicit.

2.2.3 Characteristic of Teaching Learning

Within the framework of education, there are various methods for generating knowledge, all according to the abilities showed by the human beings. This helps in both sides; students and teachers, students because they will feel motivate to study and teachers because they will reach the objectives. Macdonald, K (2021) Teaching Methods and Strategies, Education Corner. Retrieved from <https://www.educationcorner.com/teaching-methods-strategies.html#:~:text=Using%20these%20different%20teaching%20methods,whether%20in%20person%20or%20online.>

a. Selective

It is a type of education that focuses on decision-making so that the educational level to which you want to access is freely chose. According to the website How it workss.com (2021), selective education is described as follows:

To understand in a certain way how selective education works is to detail the following points: The first way is usually the decision of the private, public and diversified. So that from there the socio-pedagogical elements that students acquire to take an apprenticeship emerge. The above focuses on the ability to adopt an educational strategy, but when it comes to developing skills from the initial framework. Because selectivity is applied to the individual from kindergarten. Being a detail that marks the educational destiny of the person to a large extent.

b. Receptive

According to data from Rodríguez (2019):

Receptive learning is a learning or teaching method in which students receive information already prepared by an instructor. Their only job in this context is to absorb the data that is presented to them, so that they do not have to make any effort to relate the new concepts to what they already know. This definition can be seen reflected in a large part of what has been the current educational system practically worldwide.

2.2.4 Technology applied for listening skills

At present, knowing and mastering the English language is essential for communication and for the development of many activities on a personal and professional level. In this scenario, the use of technology is a basic ally to develop knowledge and use of the language and make it part of daily life. In this regard, various authors such as Perero (2011), highlight the importance of the use of technology, but putting the person as the central axis of the question.

The implementation of the new technology saves time and, above all, one of the notable advantages is that it shapes the student's pronunciation. At the beginning of the

introduction of technology, the content of written books tended to be reproduced on the computer, without adapting them to the possibilities of new media. And it is that the fundamental thing in modern English classes, the student becomes the protagonist, and not a mere receiver of data. (Perero, 2011, p. 60)

Using technology is an innovative, current and necessary way in teaching-learning processes; but it also allows reaching a larger target population in a fast, simple, inclusive and economical way. In this field there is a wide variety of applications, pages, apps, specific materials, programs, among others; that serve as support for the teaching and practice of the English language. Some of them will be mentioned in the next section.

2.2.5 Strategies to Implement Technology in Listening Skill during the class

In English language practice, there are many ways to lean on technology. In the last two years, the world has gone through one of the most difficult stages in history. The COVID-19 pandemic has required action by governments to halt the spread of this harsh disease. Among the restrictive measures, schools, colleges and universities have had to rely on virtuality to continue the processes.

This need has made it possible to bring to light the deficiencies in terms of virtuality that exist in educational centers and has also shown that there is a wide range of computing opportunities that benefit skills such as listening, which are essential for a successful learning of this foreign language.

Examples

There are many ways to learn English and multiple technological tools have emerged to support this.

The website The Green Monkey lists ten examples of technological aids for better English proficiency.

1. Internet is one of the main technologies that will help you learn English. Both when you consult pages and when you are reading a document in English or using a function in this

language. You can put your browser in English, pages in different languages and much more. Everything will help you learn English.

2. There are many online tutorials that will help you learn English in each of the topics that interest you, you just have to find them and take advantage of them.
3. Listen and sing your favorite songs in English, as you will learn much more than you imagine by tuning your ears in a fun way. You can do the same with movies, YouTube videos and series.
4. There are social networks where you can practice your English and exchange languages with other people. Networks like Busuu.
5. There are several interesting applications to learn English, you just have to see which one best suits you and your English knowledge needs. Some of them are free, like Babel, Duolingo, and others
6. With e-book readers it will be easier for you to read documents in English, such as books that are adapted to your reading level.
7. Digital games are a very enjoyable and fun way to learn English while having fun. You will learn without realizing it, and of course it will not involve almost any effort.
8. Many technologies or technological devices have instructions or manuals in English. It may be interesting for you to consult them in order to familiarize yourself with the language. (The Green Monkey, 2018).

On the other hand, this is the age of social media; of communications and innovation. That is why it is important to pay attention to the use of smartphones, computer programs, internet sites and others.

2.2.6 Apps for listening

As mentioned in the previous paragraphs, there is a very wide range of opportunities to relate technology to improving listening skills in learning the English language. The Top 5 Language Learning website created a list of the best apps to reinforce listening skills when studying the language. It indicates that the most attractive are:

- Babbel.
- uTalk.
- Pimsleur.
- Preply.
- Lingoda.
- Duolingo.

(Top 5 Learning Languages, 2021).

2.3 Technology in the English Teaching and Learning Process

We live in a time of many changes in which those who know one or more languages in addition to their mother tongue benefit. Technology is part of daily life, so the connection between technology and languages is a necessary dichotomy.

As is visible, there are wonders in terms of extra resources for English classes, you just have to use your imagination to be able to use all these implements in a dynamic and innovative way, and in turn using and preparing students for what the labor market is needing today. The use of the resources that the internet offers us for subjects in English is impressive, and it should be implemented with the same force and dynamism in other areas or languages. In some publishers of Spanish books, there are resources for the teacher such as didactic plans, but it is not easy to find the same amount of extra material as in foreign language books (Perero, 2011).

The use of technology in learning the English language is an excellent way to master the learning that we want to obtain. This implies an exhaustive system of choice and implementation of the material found.

2.3.1 Use of technology in the Educational Field

All learning generates a lot of satisfaction and individual growth; so technology in education is fundamental and came to be part of the educational curriculum. The world evolves. Educational systems must adapt to new teaching modalities. The website called "educative" discusses the importance of technology in education. (José Cabrera, 2016).

The world evolves and education too, the current educational model - learning through books and a blackboard with chalk has ended. It has been several years since technology came into force to improve education and now it is already a vital part of it. Today's children and adolescents are digital natives and it would not be logical to separate it from their day-to-day lives in the academic world. The use of technology in school increases students' interest in academic activities and helps develop children's learning. Access to the Internet and technological devices (mobile phones, interactive whiteboards, electronic resources, etc.). (José Cabrera, 2016).

Among the benefits of the use of technology in education, there are:

- Facilitates understanding
- Autonomy
- Teamwork
- Critical thinking
- Flexibility

2.3.2 Advantages of using technology in the English Class

The use of technology in teaching brings many benefits and advantages; for instance:

The use of devices such as DVDs, computers and interactive whiteboards in classes is a new alternative in teaching and learning English. Dudenei and Hockly mentioned by Perera (2016) argue that teachers must adapt to the fact that students are increasingly surrounded by technology but that in many cases they do not make good use of it. This is why its use in English classes can offer a variety of activities and the opportunity to practice

their language skills using materials that can motivate them and generate a critical use of different devices and different applications.

Among the many advantages of using technology are:

- Dynamism of the classes.
- Possibility of self-evaluation.
- Interaction with people from many places-
- Ease of time and place.
- Accessibility.
- Less cost.

2.3.3 Common Technology tools to use in the English Class

There is a lot of technological tool available in cyberspace. The site “teach thought, (Teacho Thought Staff, 2021) describes some of them:

1. YouTube: it is an application to share video, watch, like, comment and upload their own videos. The video service can be accessed on PCs, laptops, tablets and via mobile phones.
2. Podcast in English: it is uses for series of digital audio files that a user can download to a personal device to listen to at a time of their choosing.
3. Spotify: it is a digital music, podcast, and video service where you can access to millions of songs and other content from creators all over the world.
4. WhatsApp: it is a free messenger app for smartphones, where you can talk, text and share information.
5. Lyrics: it is a website with millions of songs, that really help to listening, reading and understanding vocabulary.

6. RD Lesson:
7. Story Nory: it gives free audio stories to the world since November 2005. It is a website special to improve listening skill.
8. Randall's Lab: It is a free website specially created to improve listening skill, a multimedia listening website since 1998.
9. Cyber Lab: it is a multimedia sources for students that contain readings, interactive activities before, while and after reading, definitions of key vocabulary and their pronunciation, vocabulary exercises, reading comprehension exercises, grammar activities, reading strategies, awareness activities learning self-assessment and reading comprehension exercises.
10. TV Shows and Movies: Frequently used by teachers to improve and create a different environment during the class.

Chapter III: Methodological Framework

3.1 Type of research (descriptive)

This type of study allows situations, events and facts to be described. Danhke in Hernández and Mendoza, defines this scope: Descriptive studies seek to specify the properties, characteristics and important profiles of people, groups, communities or any other phenomenon that is subjected to an analysis (2018, p. 108). The descriptions could be given in a general or more detailed way and are used to show the angles of phenomena, events, places, contexts or actions.

Research is a methodical, examining and established process that has emerged as a need for individuals to give answers to situations of daily activities and, in the same way, it manages to guarantee the production of new knowledge in various areas of knowledge.

It is defined as an organized process that responds to the generation of alternatives and the production of knowledge, at the same time that it brings the researcher closer to the search for resolutions in phenomena of different scenarios (Otero, 2018) (Hernández & Mendoza, 2018)8, p.1).

At present, research has fundamental tools that allow the researcher to obtain results in a truthful way. From the correct definition of the approach to be used in the investigative process, it is that it takes validity and recognition before the community. Hernández and Mendoza (2018) refer to the three fundamental routes that exist to develop an investigation. All research begins with an idea that develops gradually. But to start an investigation you need to know first the routes that have been built by scientific communities to study any topic, phenomenon or approach. There are three fundamental routes: the quantitative, the qualitative and the mixed. (p. 4).

These authors suggest that the three approaches have their own qualities and characteristics and none prevails over the others; because it depends on the intention and way of raising the study of the researcher.

3.2 Type of approach

3.2.1 Quantitative approach

This approach is related to numerical counts and mathematical methodology (Niglas in Hernández and Mendoza, 2018). Represents a set of processes organized sequentially to corroborate certain hypotheses. The fundamental axis of the quantitative approach is the numerical measurements, using the observation and development of instruments for data collection that will be examined in the light of statistical analysis.

Hernández and Mendoza (2018, p. 6) consider several main aspects that entail the investigative process under the quantitative approach, among which the following stand out: posing the study problem, examining the investigated material to build the theoretical framework from which one or more derives and submits them to proof. According to the results, evidence is provided in their favor. The data collected in this type of research is in the form of numbers and, therefore, its collection is based on measurement. This collection is carried out using standardized procedures accepted by a scientific community. Under the quantitative approach, the results are interpreted in relation to the initial assumptions or predictions (hypotheses) and previous studies (theory). At the end of the route, a discussion (final interpretation) is established, which constitutes an explanation of how the results fit into the existing knowledge

A quantitative approach provides a use of measurement and quantification in the process of knowledge of the phenomenon (Otero, 2018, p. 6).

3.2.2. Qualitative Approach

This approach requires data collection and analysis without the emphasis on the numerical aspect. Hernández and Mendoza (2018), provide a definition to this route.

With the qualitative approach phenomena are also studied in a systematic way. However, instead of starting with a theory and then “flipping” the empirical world to confirm whether it is supported by the data and results, the researcher begins the

process by examining the facts themselves and reviewing previous studies, both actions in a way. simultaneously, in order to generate a theory that is consistent with what you are observing happening. Similarly, a research problem is posed, but it is usually not as specific as in quantitative inquiry. It is gradually focusing. The route is discovered or built according to the context and the events that occur as the study develops. (p.7).

A main aspect of the qualitative approach lies in the development of instruments that collect data on social phenomena. Otero (2018, p. 10) mentions that qualitative research allows the development of surveys, interviews, descriptions and points of view of researchers. This type of research is convenient to understand phenomena from the perspective of those who experience them (Hernández and Mendoza, 2018). These authors also expose a series of characteristics of the qualitative approach to research, among which the following stand out: raising a problem, but it does not follow a clearly pre-established process. In the qualitative approach, logic or inductive reasoning predominates, moving from the particular to the general. His research process is more flexible and progresses between experience, action and results, on the one hand; and theory development, on the other. Authors such as Hernández and Mendoza define the qualitative route by mentioning the core aspects of said route, including:

The researcher introduces himself and collects information about the perceptions, emotions, priorities, experiences, meanings and qualities of the participants, and builds knowledge, always aware that it is part of the analyzed phenomenon. Also, the interactions between individuals, groups and collectivities are of interest to him. For this reason, throughout the qualitative journey, it acquires both an "internal" and "external" point of view and a double perspective: it analyzes the explicit, conscious and manifest aspects, as well as those implicit, unconscious and underlying. (Hernández and Mendoza, 2018, p. 9).

This type of study predominates in the areas of social sciences, however, due to the subjectivity that it entails and the understanding of the context of the phenomenon under investigation, its use has been extended to other disciplines and areas of knowledge.

3.2.3. Mixed approach

This approach intertwines the previous ones, providing interaction and empowerment. Hernández and Mendoza (2018, p. 10) emphasize the relevance in the investigation of sets of systematic, empirical and critical processes of mixed research. Here numerical and textual data are presented, among other aspects concerning the characteristics of the quantitative and qualitative approaches.

Chen, in Hernández and Mendoza (2018, p. 10) define hybrid methods as:

The systematic integration of the quantitative and qualitative methods in a single study in order to obtain a more complete “photograph” of the phenomenon, and indicates that these can be combined in such a way that the quantitative and qualitative routes preserve their original structures and procedures (pure form of mixed methods); Or, that these methods can be adapted, altered or synthesized to carry out the investigation and deal with the costs of the study (modified form of mixed methods). Sometimes quantitative and qualitative methods are implemented alternately, or developed in parallel. The present study is carried out under the mixed approach.

3.3. Scope (descriptive)

Once the type of research to be carried out has been defined, it is important to determine the scope of the intended study. Various authors such as Roberto Hernández-Sampieri and Christian Paulina Mendoza Torres, in their book *Research Methodology: The quantitative, qualitative and mixed routes* (2018), adopt Danhke's 1989 classification, who divides the scope of the research into four types namely: exploratory, descriptive, correlational and explanatory.

3.4. Sources of information

The sources of information are all the means from which it is obtained and that satisfy the needs for knowledge of a situation or problem faced (Torres, Paz, & Salazar, n.d.) These can be classified according to origin, which will be discussed below.

3.4.1 Primary Sources

Primary sources provide data directly from the population or sample with which you are working. Their information, according to Torres et al. (n.d.) is obtained directly from the object of study, through previously established methods, which play a relevant role in research decisions.

3.4.2 Secondary Sources

Secondary sources are based on pre-prepared data, such as written media such as newspapers, magazines, books, the Internet, among many others (Torres et al., n.d.).

3.5 Variables Description

Variable	Conceptual definition	Instrumental definition	Operational definition
1. The use of technology to improve listening skills.	Educational technology refers to the set of knowledge, applications and devices that allow the application of technological tools in the field of education. Thanks to educational technology, teachers can plan the learning process	This variable will be determined in the application of a questionnaire to know the perception of the students of the institution. The information will be obtained in the analysis of questionnaire 1 aimed at students, in the questions of Part I, questions from number 1 to 8.	Excellent if more than 90% of the responses give positive information related to the use of technology in the English classroom. Satisfactory if from 60% to 90% it is determined that there is a brief approach to the knowledge of the use of technology in the classroom.

	and optimize the teaching task.	And in the analysis of Part II in questions 1 and 2. In addition, a questionnaire will be applied to the teachers of the students in the selected sample. This information will be obtained from the analysis of the answers to questionnaire number 2 in the questions of Part I questions from 1 to 8 and Part II, questions 1 and 2.	
Variable	Conceptual definition	Instrumental definition	Operational definition
2. Challenges for listening through the implementation of technological resources in the classroom.	Active listening means paying attention and concentrating on the message of the person who is speaking, and offering a response.	It will be determined by means of a questionnaire applied to the director of the institution. It will be determined by means of a	

	<p>This applied to the field educational “favors the assimilation of content and improves the learning process.</p>	<p>questionnaire applied to the director of the institution. This information will be obtained in the analysis of the answers obtained in the questionnaire number 3 Part I questions from 1 to 8 and Part II question 1.</p>	
Variable	Conceptual definition	Instrumental definition	Operational definition
<p>3. Technological resources for learning English as a second language.</p>	<p>It is a means that uses technology to fulfill its purpose. Technological resources can be tangible (like a computer or printer) or intangible (system or virtual application).</p>	<p>It will be determined by applying a questionnaire to the students. This information will be obtained with the analysis of questionnaire 4 Part I, questions from 1 to 8 and Part II questions 1 and 2.</p>	

3.6 Population

To carry out an investigation, it is essential to determine the population with which you want to work, based on the type of approach used. The population refers to the totality of subjects that can participate, according to the characteristics, in the research process. For various authors it is important to specify what the definition of the population is,

The study population is a set of cases, defined, limited and accessible, which will form the reference for the selection of the sample, and which meets a series of predetermined criteria. It is necessary to clarify that when talking about the study population, the term does not refer exclusively to human beings but can also correspond to animals, biological samples, files, hospitals, objects, families, organizations, etc.; for the latter, it might be more appropriate to use an analogous term, such as universe of study (Jesús, Miguel, & María, 2016, p. 2).

The population used in the study refers to the director of the institution, teaching staff and students. Same as described below:

- Advisor
- Principal
- Teachers
- Students

3.7 Type of sampling and sample description

3.7.1. Sample

For Hernández and Mendoza (2018, p.196) a sample corresponds to a group of people, contexts, events, events, communities and others; on which data is collected. The sample is used in studies in which the population represents a high number of subjects, which make the development of the project difficult.

Almost always the investigations are carried out on samples for reasons of saving time and resources. Only when you intend to carry out a census should you include in the study all the cases (people, products, processes, organizations, animals, plants,

objects) of the universe or the population. For example, motivational studies in companies usually include all their employees to prevent the excluded from thinking that their opinion is not taken into account. Similarly, if you want to know complete health profiles of its inhabitants in a certain population, for ethics, you would carry out a census and include them all (Hernández & Mendoza, 2018, p. 196).

Hence the importance of accurately determining the course that has been proposed with the research project, so that the sample is adequate for the effects that are to be studied.

In the case of the current study, it will work with a complete population in terms of the director of the institution. A sample of 7 teachers and a sample of 48 students.

3.8 Instruments

There are various data collection techniques that the researcher can use to carry out his study project. It is important to analyze the type of information that is intended to be obtained, according to the focus of the investigation, in order to use the most appropriate techniques that provide the data in a more reliable way.

A research instrument is the tool used by the researcher to prepare a set of questionnaires that allows evaluating the functions of a certain process in order to obtain information from different perspectives and thus be able to collect the information from the selected sample. (Sandoval, 2018).

3.9 Data Collection Procedures

3.9.1 Reliability and Validity of the Instruments

Reliability and validity are concepts used to assess the quality of research. They indicate how well a method, technique, or test measures something. Reliability refers to the consistency of a measure, and validity refers to the precision of a measure. ... A measurement can be reliable without being valid What is the validity and reliability in the inv?, 2022).

Chapter IV: Analysis and Interpretation of Results

4.1 The findings

Data collection means applying one or more measurement instruments to collect relevant information on the study variables. (Sampieri, sf, p 267).

The findings of this investigations are collected by the instruments applied to the English advisor, principal, teachers and students of eighth grade of the Nicoya Technical High School.

The followings are the results:

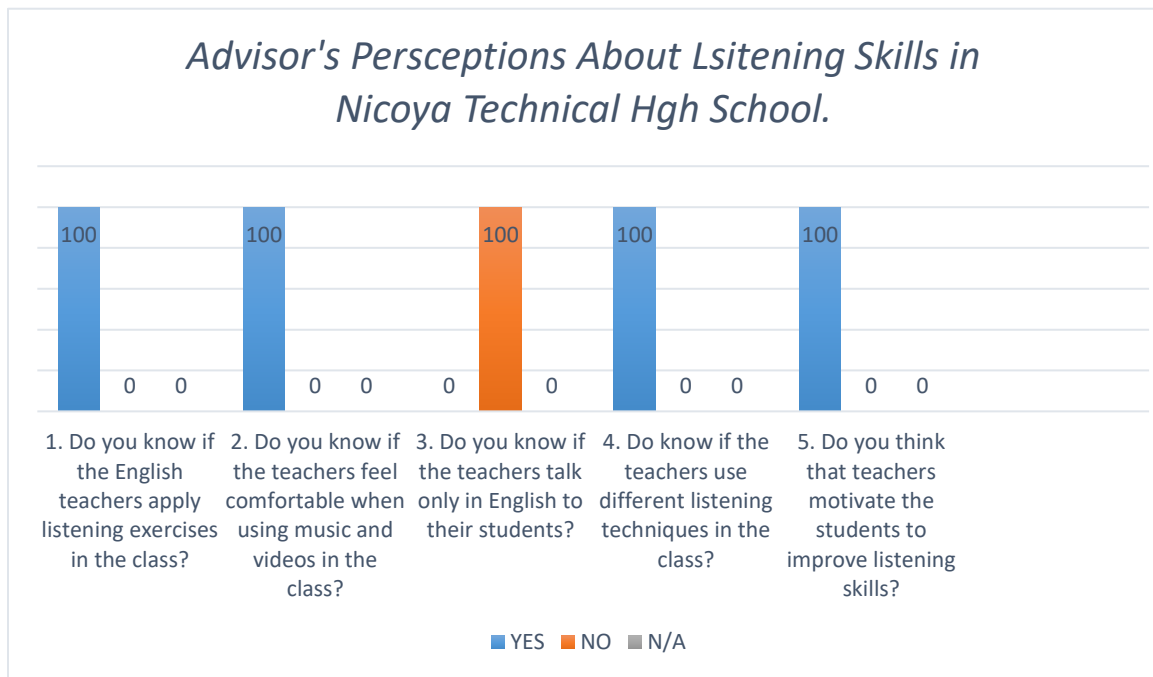
Table # 4: Advisor´s perceptions about listening skills in Nicoya Technical High School, 8 grade.

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
1) Do you know if the English teachers apply listening exercises in the class?	1	100%	0	0%	0	0%	1	100%
2) Do you know if the teachers feel comfortable when using music and videos in the class?	1	100%	0	0%	0	0%	1	100%
3) Do you know if the teachers speak only in English to their students?	0	0%	1	100%	0	0%	1	100%
4) Do know if the teachers use different listening techniques in the class?	1	100%	0	0%	0	0%	1	100%

5) Do you think that teachers motivate the students to improve listening skills? 1 100% 0 0% 0 0% 1 100%

Source: Questionnaire applied to English' advisor at Nicoya Technical High School, 2021.

Graph #1: Advisor's Perceptions About Listening Skill in Nicoya Technical High School



Source : Table #4

According to the graphic above, the english advisor knows english teachers apply listening exercises in classes. Also knows, they feel comfortable using music and videos during the class.

She agrees that teachers use different listening techniques and motivates students to improve listening skills.

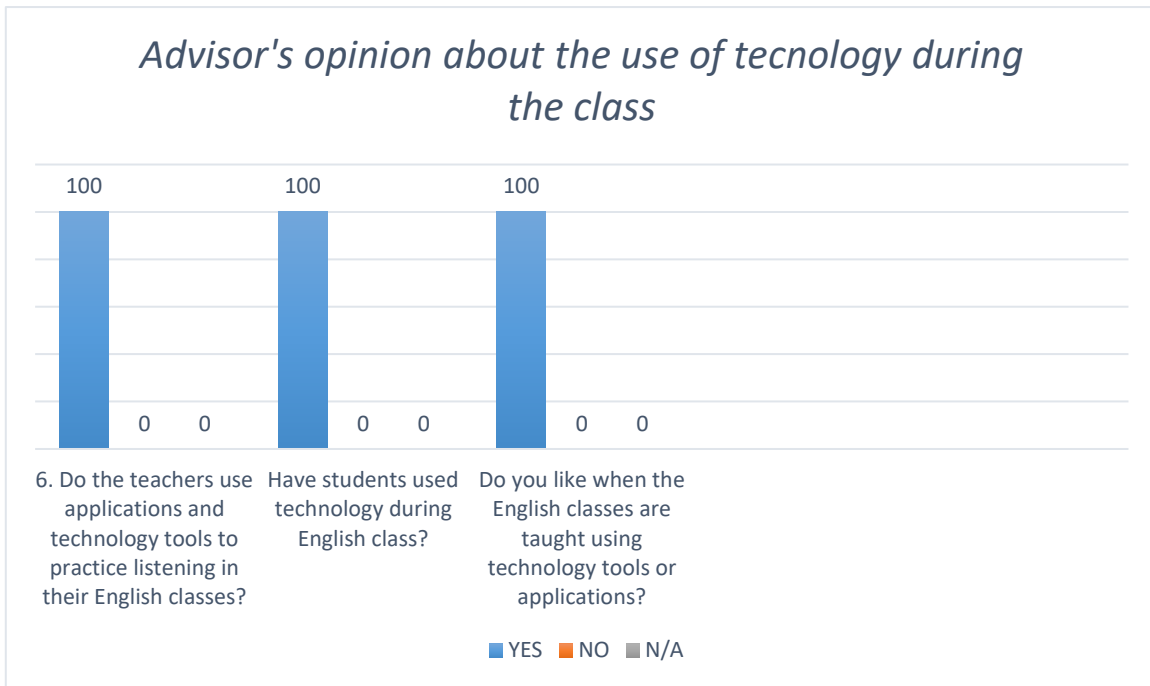
But the advisor is conscious that English teachers don't speak in English during the whole classes to their students.

Table # 5: *Advisor's opinion about the use of technology during the class*

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
6. Do the teachers use applications and technology tools to practice listening in their English classes?	1	100%	0	0%	0	0%	1	100%
7. Have students used technology during English class?	1	100%	0	0%	0	0%	1	100%
8. Do you like when the English classes are taught using technology tools or applications?	1	100%	0	0%	0	0%	1	100%

Source: Questionnaire applied to Advisor at Nicoya Technical High School, 2021.

Graph #2: Advisor's opinion about the use of technology during the class



Source: Table #5

According to these questions the advisor knows, the teachers use applications and technology tools during the class. With it, we confirm students have used technology during the English class.

Also, question number 8 reveals English classes are taught using technology tools and applications to facilitate the learning process.

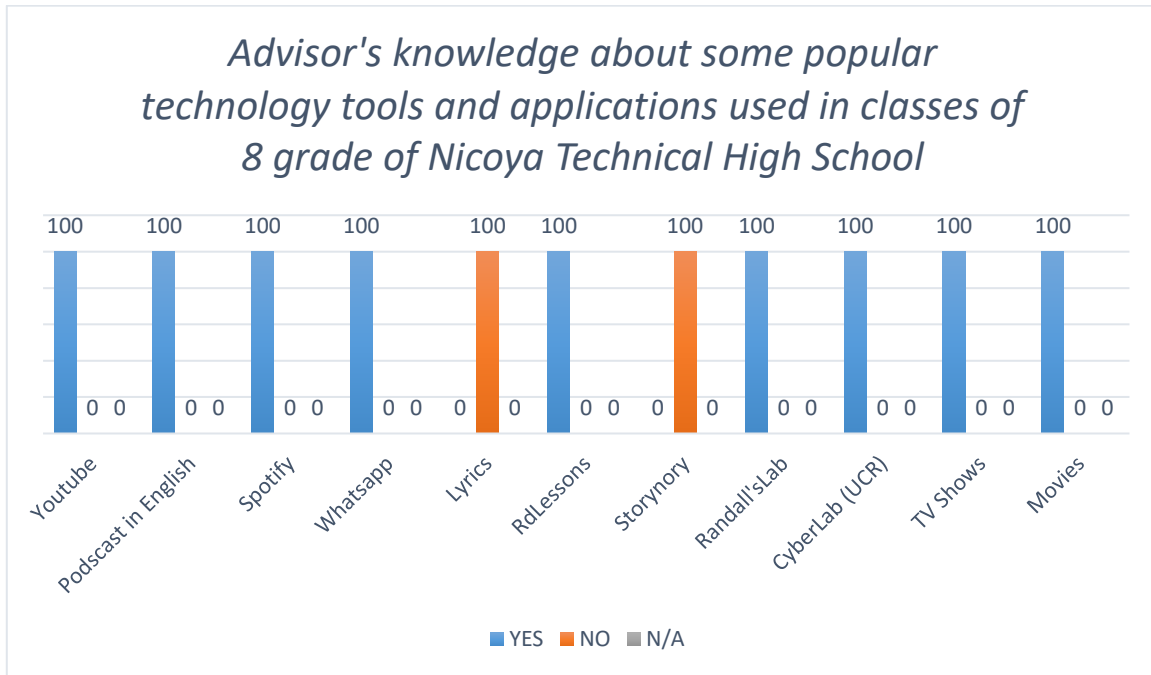
Table # 6: Advisor's knowledge about some popular technology tools and applications used in classes of 8 grade of Nicoya Technical High School

	YES	NO	N/A	TOTAL
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	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
YouTube	1	100%	0	0%	0	0%	1	100%
Podcast in English	1	100%	0	0%	0	0%	1	100%
Spotify	1	100%	0	0%	0	0%	1	100%
Whatsapp	1	100%	0	0%	0	0%	1	100%
Lyrics	0	0%	1	100%	0	0%	1	100%
RD Lessons	1	100%	0	0%	0	0%	1	100%
Storynory	0	0%	1	100%	0	0%	1	100%
Randall's lab	1	100%	0	0%	0	0%	1	100%
Cyber lab (UCR)	1	100%	0	0%	0	0%	1	100%
TV shows	1	100%	0	0%	0	0%	1	100%
Movies	1	100%	0	0%	0	0%	1	100%

Source: Questionnaire applied to Advisor at Nicoya Technical High School, 2021.

Graph # 3: Advisor's knowledge about some popular technology tools and applications used in classes of 8 grade of Nicoya Technical High School



Source : Table #6

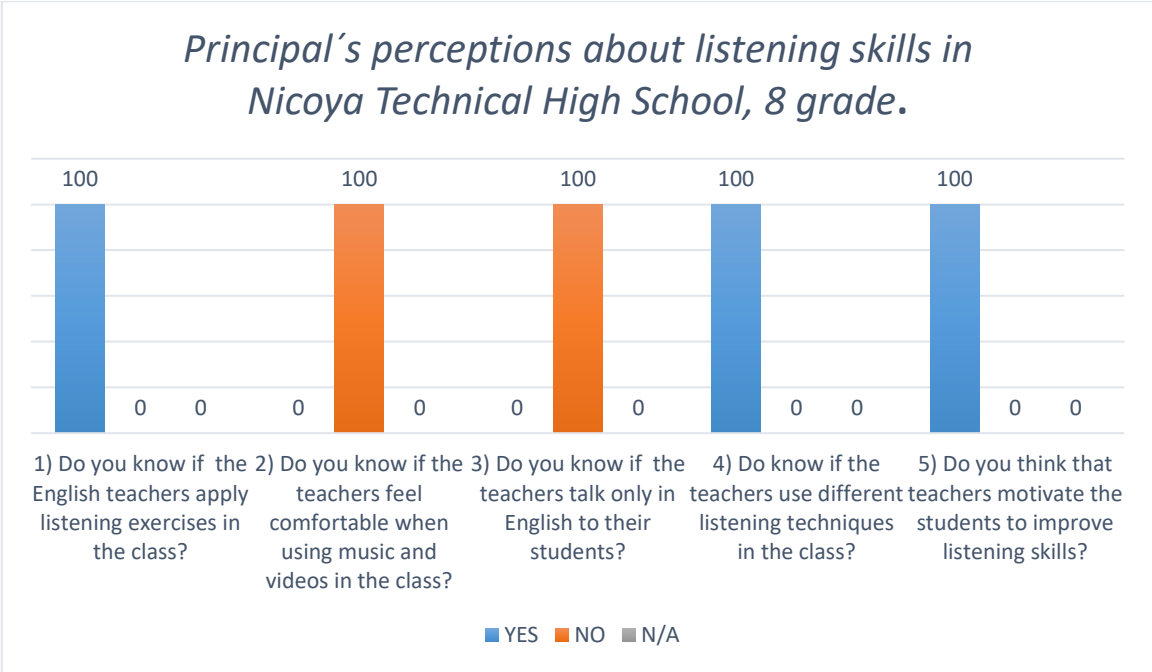
After the analysis of this question part b of the Advisor's questionnaire, of these eleven technological tools and applications presented, 9 of them are known by the advisor, that means a 81,8 % of the this elements presented are known by the advisor.

Table # 7: *Principal’s perceptions about listening skills in Nicoya Technical High School, 8 grade.*

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
1) Do you know if the English teachers apply listening exercises in the class?	1	100%	0	0%	0	0%	1	100%
2) Do you know if the teachers feel comfortable when using music and videos in the class?	0	0%	1	100%	0	0%	1	100%
3) Do you know if the teachers talk only in English to their students?	0	0%	1	100%	0	0%	1	100%
4) Do know if the teachers use different listening techniques in the class?	1	100%	0	0%	0	0%	1	100%
5) Do you think that teachers motivate the students to improve listening skills?	1	100%	0	0%	0	0%	1	100%

Source: Questionnaire applied to Principal at Nicoya Technical High School, 2021.

Graph # 4: Principal’s perceptions about listening skills in Nicoya Technical High School, 8 grade



Source : Table #7

According to the graph above, the principal knows that English teachers apply listening exercises during the class and use different listening techniques and pretty important, he knows they motivate the students to improve the listening skills.

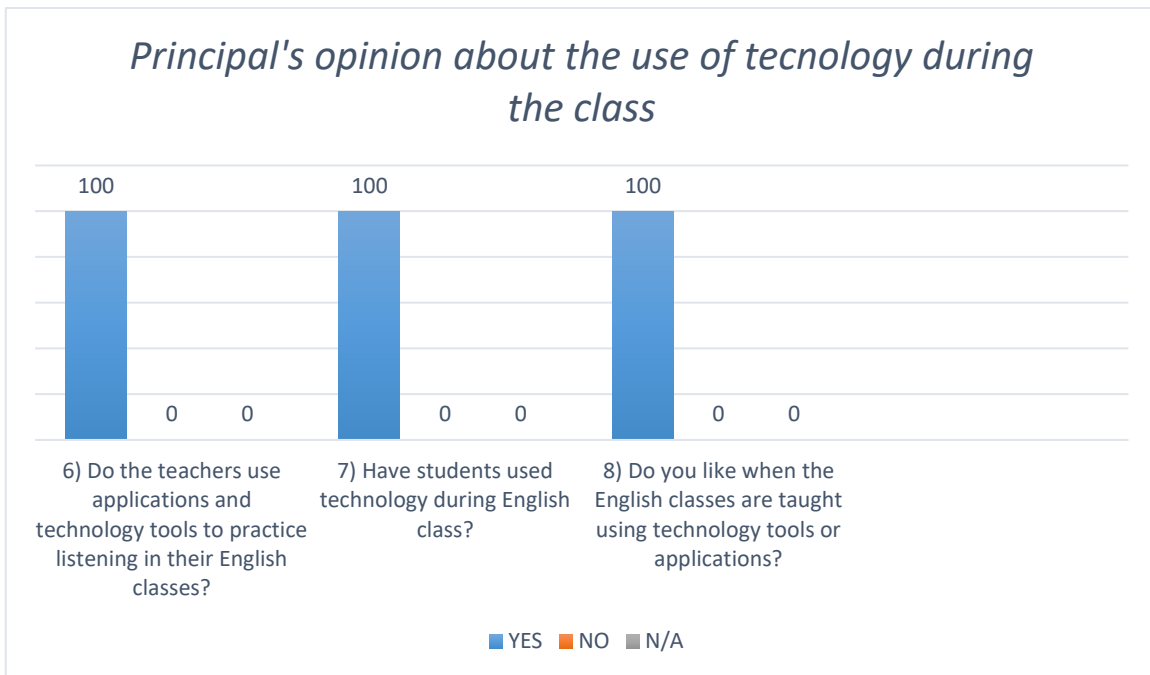
However, the principal does not know if the teachers are comfortable when use music and videos in classes. He also does not know if they talk only in english during the class.

Table # 8: *Principal's opinion about the use of technology during the class*

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
6. Do the teachers use applications and technology tools to practice listen and practice English in class?	1	100%	0	0%	0	0%	1	100%
1. Have students used technology during English class?	1	100%	0	0%	0	0%	1	100%
8. Do you like when the English classes are taught using technology tools or applications?	1	100%	0	0%	0	0%	1	100%

Source: Questionnaire applied to principal at Nicoya Technical High School, 2021.

Graph #5 : Principal's opinion about the use of technology during the class



Source: Table #8

With the tabulation of these questions, the evidences is clear, the principal knows english teachers use applications and technology to practice listening skills in their classes. Also the students have used technology during the English classes.

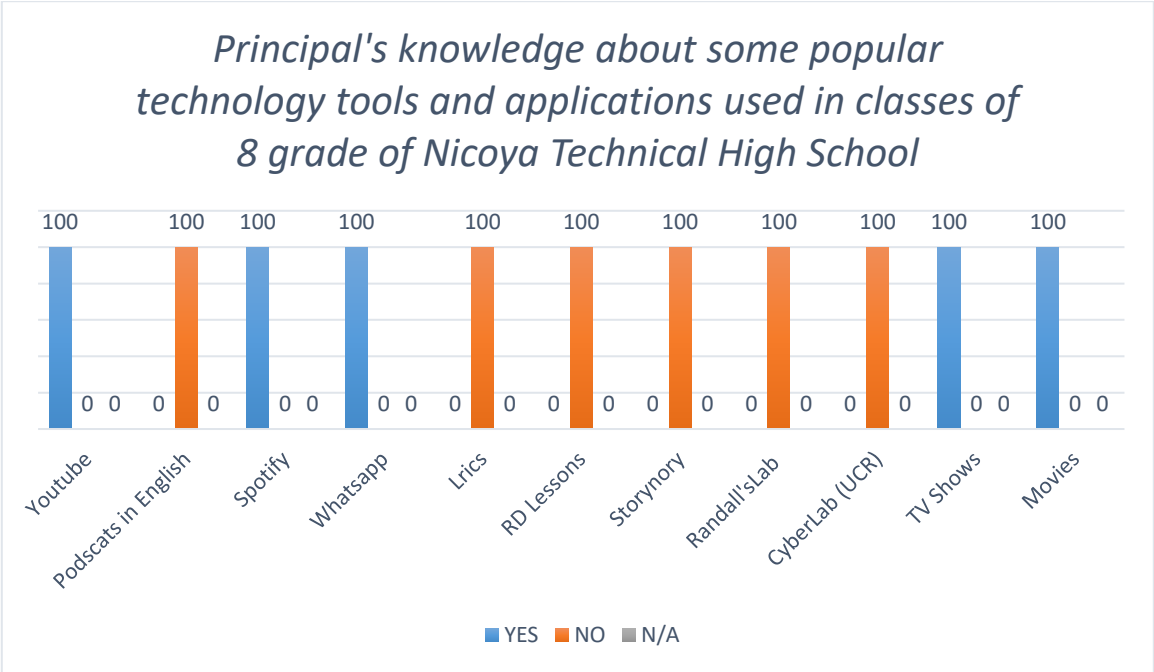
The principal likes when the classes are taught using technological tools and applications.

Table #9: *Principal's knowledge about some popular technology tools and applications used in classes of 8 grade of Nicoya Technical High School*

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
YouTube	1	100%	0	0%	0	0%	1	100%
Podcast in English	0	0%	1	100%	0	0%	1	100%
Spotify	1	100%	0	0%	0	0%	1	100%
Whatsapp	1	100%	0	0%	0	0%	1	100%
Lyrics	0	0%	1	100%	0	0%	1	100%
RD Lessons	0	0%	1	100%	0	0%	1	100%
Storynory	0	0%	1	100%	0	0%	1	100%
Randall's lab	0	0%	1	100%	0	0%	1	100%
Cyber lab (UCR)	0	0%	1	100%	0	0%	1	100%
TV shows	1	100%	0	0%	0	0%	1	100%
Movies	1	100%	0	0%	0	0%	1	100%

Source: Questionnaire applied to Principal at Nicoya Technical High School, 2021.

Graph #6 : Principal's knowledge about some popular technology tools and applications used in classes of 8 grade of Nicoya Technical High School



Source: Table #9

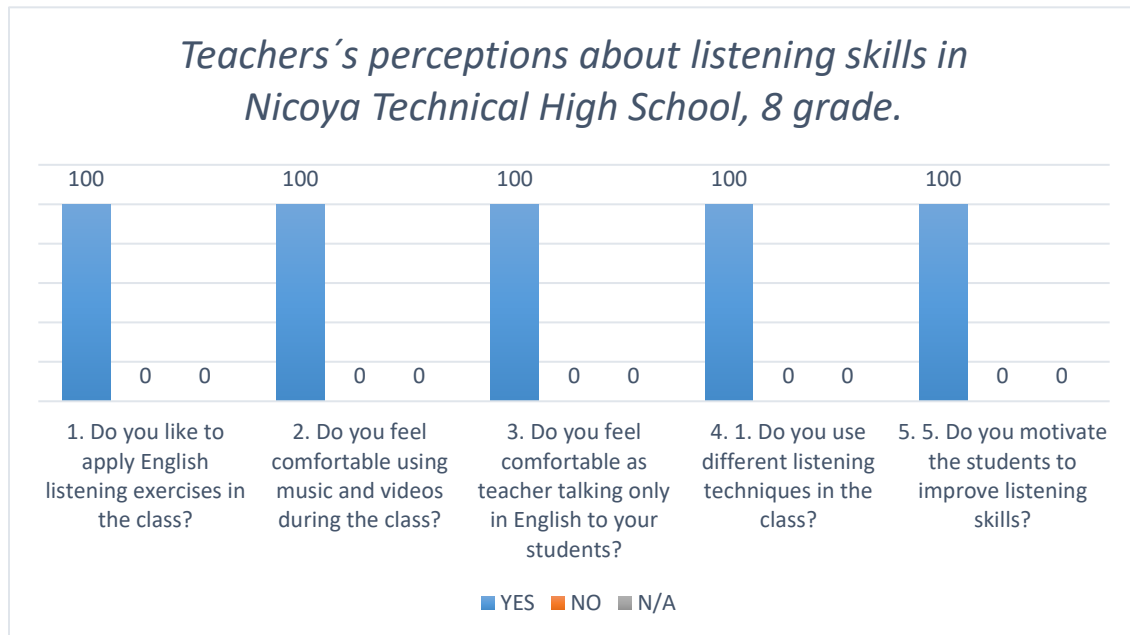
After the analysis of this question part b of the Principal’s questionnaire, he knows a 45% of the list of most popular tools and applications used to improve the listening skills, that means he knows 5 of the 11 name given.

Table # 10: *Teachers' perceptions about listening skills in Nicoya Technical High School, 8 grade.*

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
1. Do you like to apply English listening exercises in the class?	5	100%	0	0%	0	0%	5	100%
2. Do you feel comfortable using music and videos during the class?	5	100%	0	0%	0	0%	5	100%
3. Do you feel comfortable as teacher talking only in English to your students?	5	100%	0	0%	0	0%	5	100%
4. Do you use different listening techniques in the class?	5	100%	0	0%	0	0%	5	100%
5. Do you motivate the students to improve listening skills?	5	100%	0	0%	0	0%	5	100%

Source: Questionnaire applied to teachers of 8 grade at Nicoya Technical High School, 2021.

Graph #7: Teachers' perceptions about listening skills in Nicoya Technical High School, 8 grade



Source: Table #10

As we see in the questionnaire applied to teachers, in the first five questions, a 100% of them, like to apply listening exercises in the class.

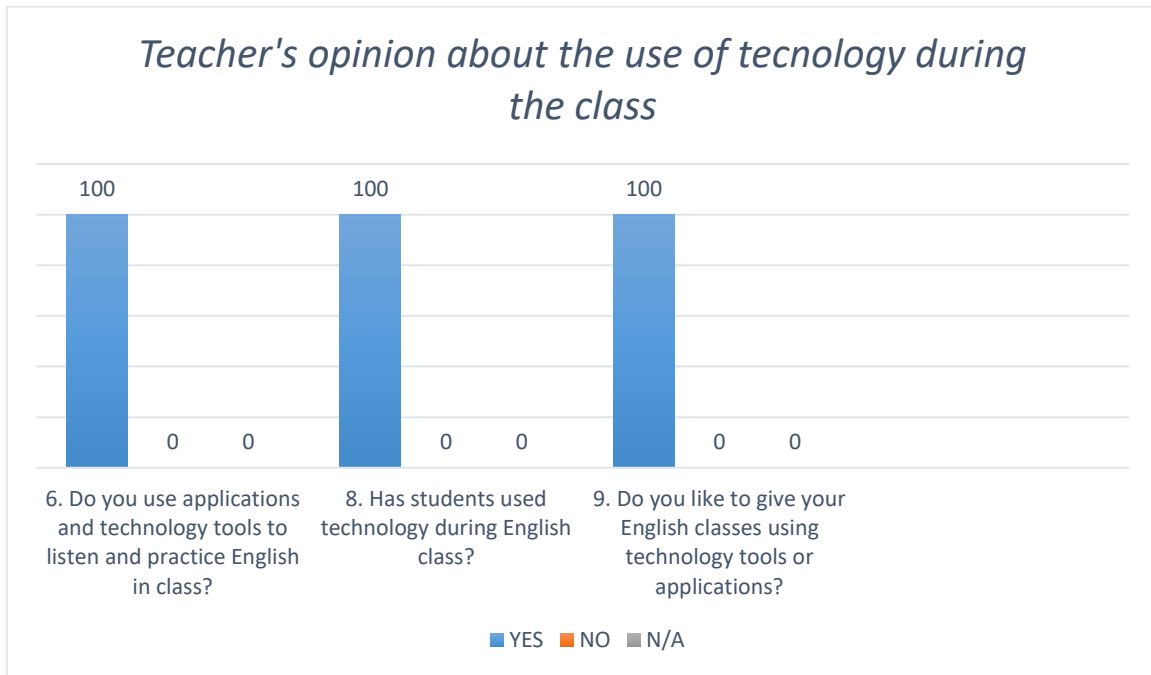
A 100% of them feel comfortable using tools like music and videos during the class. As English teachers they feel comfortable too, speaking only in English to the students. They also use different listening techniques in the class. And of course the 100% of them motivate the students to improve listening skills.

Table # 11: *Teacher's Opinion about the use of Technology during the class*

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
6. Do you use applications and technology tools to listen and practice English in class?	5	100%	0	0%	0	0%	5	100%
7. Has students used technology during English class?	5	100%	0	0%	0	0%	5	100%
8. Do you like to give your English classes using technology tools or applications?	5	100%	0	0%	0	0%	5	100%

Source: Questionnaire applied to teacher at Nicoya Technical High School, 2021.

Graph #8 : Teacher's Opinion about the use of Technology during the class



Source: Table #11

The same as the questions before, the 100% of the teachers that applied this instrument use applications and technology tools to listen and practice English in the class.

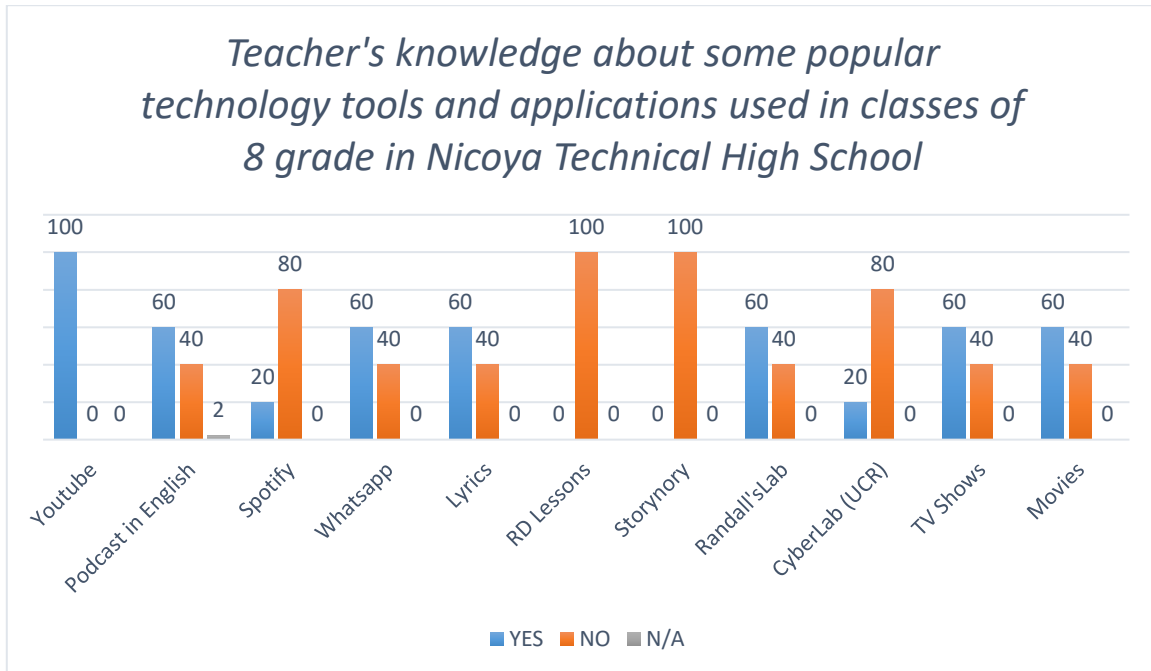
A 100% said, students have used technology during the classes and teachers like to give the English classes using technology tools or applications.

Table #12: *Teacher's knowledge about some popular technology tools and applications used in classes of 8 grade of Nicoya Technical High School*

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
YouTube	5	100%	0	0%	0	0%	5	100%
Podcast in English	3	60%	2	40%	0	0%	5	100%
Spotify	1	20%	4	80%	0	0%	5	100%
Whatsapp	3	60%	2	40%	0	0%	5	100%
Lyrics	3	60%	2	40%	0	0%	5	100%
RD Lessons	0	0%	5	100%	0	0%	5	100%
Storynory	0	0%	5	100%	0	0%	5	100%
Randall´s lab	3	60%	2	40%	0	0%	5	100%
Cyber lab (UCR)	1	20%	4	80%	0	0%	5	100%
TV shows	3	60%	2	40%	0	0%	5	100%
Movies	3	60%	2	40%	0	0%	5	100%

Source: Questionnaire applied to teachers at Nicoya Technical High School, 2021.

Graph #9 : Teacher's knowledge about some popular technology tools and applications used in classes of 8 grade of Nicoya Technical High School



Source : table #12

According to the answers, all the teachers use Youtube in class, 60% of them use Podcast in English, and only 20% use Spotify.

60% use Whatsapp as a technology tool during the class, and the same percentage use Lyrics too in the class.

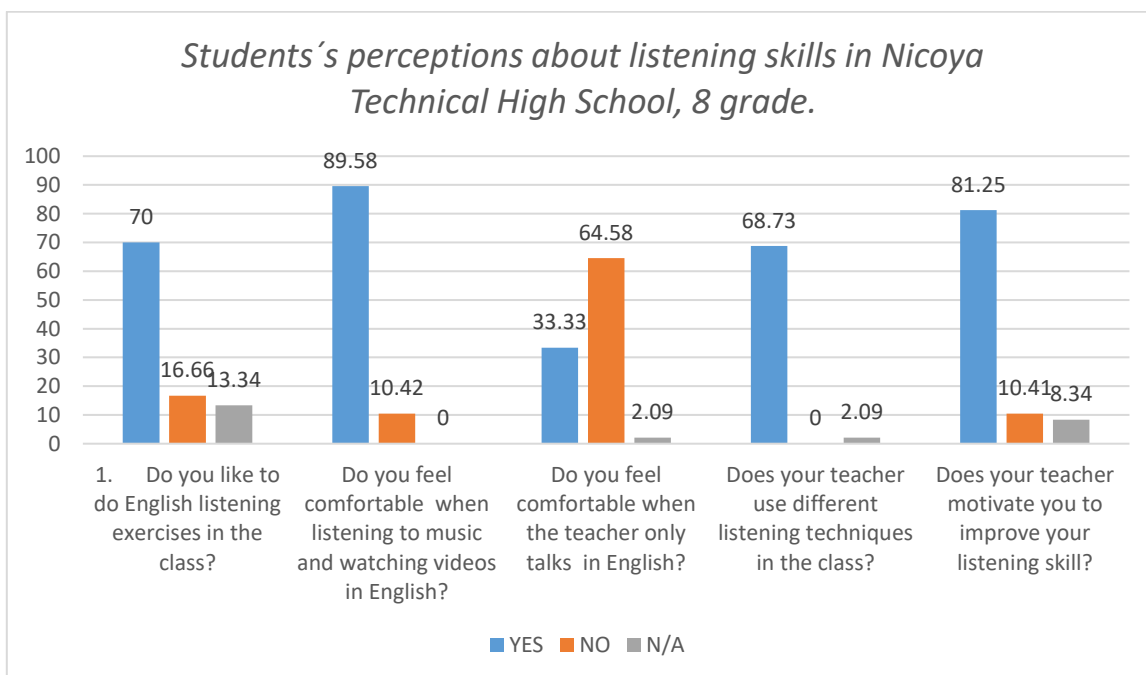
Nobody of them use RD Lessons, Storynory. Randall's Lab only 60%, CyberLab only 20%, and TV Shows and Movies 60% of them.

Table # 13: *Students' perceptions about listening skills in Nicoya Technical High School, 8 grade.*

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
1. Do you like to do English listening exercises in the class?	34	70,00%	8	16,66%	6	13,34%	48	100%
2. Do you feel comfortable when listening to music and watching videos in English?	43	89,58%	5	10,42%	0	0%	48	100%
3. Do you feel comfortable when the teacher only talks in English?	16	33,33%	31	64,58%	1	2,09%	48	100%
4. Does your teacher use different listening techniques in the class?	33	68,75%	14	29,16%	1	2,09%	48	100%
Does your teacher motivate you to improve your listening skill?	39	81,25%	5	10,41%	4	8,34%	48	100%

Source: Questionnaire applied to students of 8 grade at Nicoya Technical High School, 2021.

Graph #10: Students' perceptions about listening skills in Nicoya Technical High School, 8 grade



Source: Table #13

The 70% of the students like to do English listening exercises, still exist a percentage of students who don't like do listening exercises.

A 89,58% almost the 90% feel comfortable listening to music and watching videos in English., but ironically the 64,58% of them said they don't feel comfortable when the teachers only speaks in English during the class.

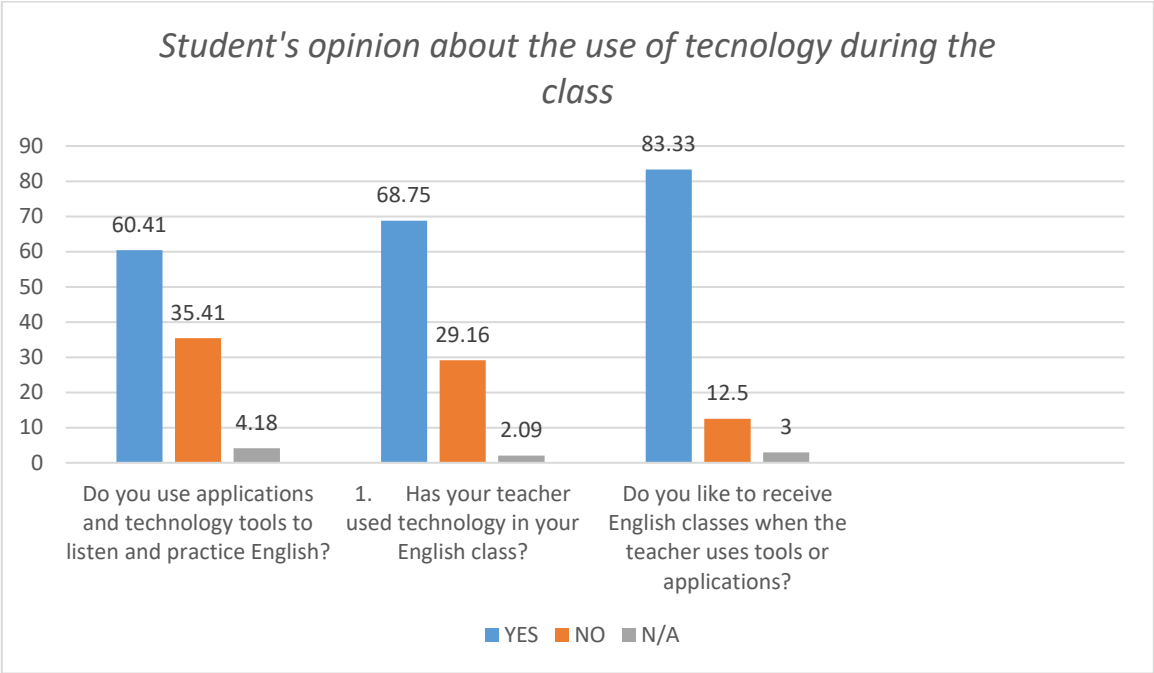
The 68, 73% demonstrates that the teachers use different listening techniques in the class and the 81,25% exemplifies that the teachers motivate them to improve their listening skills.

Table # 14 : Student's Opinion About the Use of Technology During the Class

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
6. Do you use applications and technology tools to listen and practice English?	29	60,41%	17	35,41%	2	4,18%	48	100%
7. Has your teacher used technology in your English class?	33	68,75%	14	29,16%	1	2,09%	48	100%
8. Do you like to receive English classes when the teacher uses tools or applications?	40	83,33%	6	12,50%	2	4,17%	48	100%

Source: Questionnaire applied to students at Nicoya Technical High School, 2021.

Graph #11: Student's Opinion About the Use of Technology During the Class



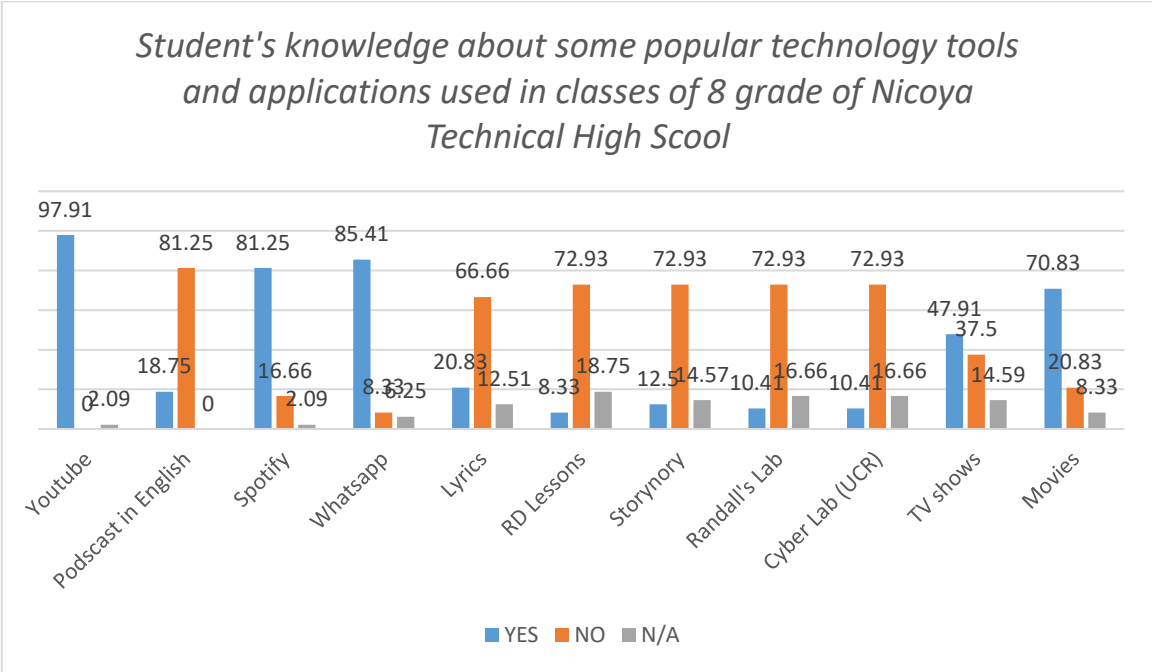
Source: Table#14

Table #15: *Student’s Knowledge About Some Popular Technology Tools and Applications Used in Classes of 8 grade of Nicoya Technical High School.*

	YES		NO		N/A		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
YouTube	47	97,91%	0	0%	1	2,09%	48	100%
Podcast in English	9	18,75%	39	81,25%	0	0%	48	100%
Spotify	39	81,25%	8	16,66%	1	2,09%	48	100%
Whatsapp	41	85,41%	4	8,33%	3	6,25%	48	100%
Lyrics	10	20,83%	32	66,66%	6	12,51%	48	100%
RD Lessons	4	8.33%	35	72,93%	9	18.75%	48	100%
Storynory	6	12,50%	35	72,93%	7	14,57%	48	100%
Randall’s lab	5	10,41%	35	72,93%	8	16,66%	48	100%
Cyber lab (UCR)	5	10,41%	35	72,93%	8	16.66%	48	100%
TV shows	23	47,91%	18	37,50%	7	14,59%	48	100%
Movies	34	70,83%	10	20,83%	4	8.33%	48	100%

Source: Questionnaire applied to students at Nicoya Technical High School, 2021.

Graph #12: Student’s Knowledge About Some Popular Technology Tools and Applications Used in Classes of 8 grade of Nicoya Technical High School.



Source: Table #15

According to the answers of the students, the most used technology tools and applications are: YouTube with a 97,91%, WhatsApp with a 85,41%, Spotify with a 81,25%, movies with a 70,83% and the tv shows with a 47,91%.

The others like Podcasts in English, RD lessons, Storynory, Randall’s lab, Cyberlab are unknow by the majority of the students.

4.2 Analysis of the Open Questions

According to the website QuestionsPro, an open-ended questions are “questions that allow respondents to answer in open text format so that they can answer based on their complete knowledge, feeling, and understanding. It means that the response to this question is not limited to a set of options”.

In this investigations this type of questions is used to know the feelings, what they really think about listening skill of the population studied; English advisor, principal, teachers and students.

The followings are the questions and the responses:

4.2.1 English Advisor

1) *Mention two reasons why do you think that the use of technology tools is good in classroom to develop listening skills?*

It improves learner's listening comprehension.

It helps learners understand and learn new vocabulary.

2) *Write two suggestions to improve your listening skills in English.*

Teachers should update their knowledge regarding technology and the use of apps.

Here, the English advisor is telling us technology tools help to improve the listening skill because the students can understand and learn new vocabulary too.

4.2.2 Principal

In the case of the principal these are his answers:

1) *Mention two reasons why do you think that the use of technology tools is good in classroom to develop listening skills?*

Technology is considered as a tool to get information, to get knowledge and tips not only in English, but in any field of study.

It is a challenge for teachers find the best way to use it and put it at the students' service.

2) *Write two suggestions to improve your listening skills in English?*

Using applications and study hard dedicating some minutes every day to study.

As the principal said, technology is a good way to get knowledge, is in our hands explorer and use it to take full advantages or the best of it.

An important point to mention is to dedicate some minutes to study and practice what you learn before.

4.2.3 Teachers

The questions and answers of the teacher are:

1) Mention 2 reasons why do you think that the use of technology tools is good in the classroom to develop listening skills.

Because it allows to make the class more dynamic

Facilitates student learning

The students feel better.

It's funny and students become better communicators.

Improve pronunciation.

Obviously because help us do develop the listening skills.

And help students improve their vocabulary.

With this answers we see technology tools is good in both sides; not only for students helping to learn new vocabulary and facilitating their learning process, getting better the pronunciation and make them feel comfortable and a different environment, but also because is a way to help teachers to make the class more dynamic and with it, to get the attention they need to fulfill with the objectives and all the English program.

2) Write two suggestions to improve listening skills in the class English

use short podcasts

repeat audios more than once

Get a better internet service.

Listen english music.

Try to use other applications that would catch student's attention, motivate and engage them into the learning process.

Don't judge them about what they hear, Just have fun!

Make the students participate in speaking activities.

Motivates students use funny listening activities.

The answers are clear, teachers confirm the use of technology help to improve listening skills, but how?, well with all this suggestions.

4.2.4 Students

The questions and answers of the students are the following:

1) Mention 2 reasons why do you think that the use the technology tools is good in classroom to develop listening skills.

- It helps to facility the class
- In my case I feel comfortable when I have to speak and read.
- It is a way to learn fast.
- It helps us to develop the listening skills.
- It helps me to understand better the English language.
- With the technology we understand better and we don't have doubts.
- It helps to do the homework.
- It helps to understand pronunciation.
- The translator is good.
- There are more solutions to learn English, identifying the problems.
- We can translate and know the meaning in Spanish.
- It is good to watch videos and learn more words in English.
- It helps to make a conversation fluent
- It helps to improve the ability to listening
- It is easy and useful
- Help to improve the human motor skills.

- It helps to facilitate the learning process.
- I prefer to work in English without technological tools because when I use technological tools it makes me more boring looking at the computer or the telephone.
- Using audios and videos.
- It is fast and you don't waste your time.
- The class is more funny for us and the teachers, because we pay more attention.
- It helps to study
- Youtube is good to learn
- It helps the deduction program
- It is useful with the students that don't know anything.
- Look tutorials to learn english.
- It catches the attention of the students.
- It is not bored.
- We get better our pronunciation.
- Motivate students
- It a good way for students to practice.
- I don't like the videos the teacher brings to the class

2) *Write two suggestions to improve your listening skills in English.*

- Make spelling with the teachers
- Play video games and talk only in English
- The teacher has to repeat with us
- Talk everything in English, so we can repeat and know more.
- Practicing every day.
- Speaking English every time can help to loose fear.
- To explain in english and spanish.
- To be pay attention to the students, specially the one who don't understand.
- Listening music in English help too.
- Teacher should explain and no scream
- Trying to translate what we don't know to learn more.

- To have other English material.
- Analyzing and reading everything
- Asking to the teacher when we don't understand.
- Doing more exercises in classroom and home.
- Listening audios.
- To implement dialogues with the classmate
- To talk topics different something that we like
- Watching videos.
- Using more the technology in the schools
- Pay attention to the different ways to speak English.
- Use an application to improve pronunciation and writing skills.
- Listening music in English
- Watch movies in English but using subtitles.
- Make a feedback and review vocabulary.
- Teachers have to be creative and explain better.
- Using different applications
- Memorizing words
- Listening and reading.
- Using internet.

In general, students believe with the technology they can improve the listening skill. And not only the listening skills, also speaking, reading and writing skills. Audio, videos, lyrics, and even the translate help in this learning process. It is a committed between students themselves and teachers together.

Chapter V: Conclusions and Recommendations

5.1 Conclusions

Base on the results gotten from de instruments applied at this investigation for the four population, the conclusions are:

To the English Advisor:

- 1) She knows the teachers apply listening exercises in classes.
- 2) She also knows the teachers use different listening techniques in classes and motivates students to improve listening skills.
- 3) She does not know if the teachers speak only in English to the students.
- 4) She knows the teachers use applications and technology tools during the classes and the students use too during the class technological tools.
- 5) English advisor likes when the class is taught using technology tools and applications.
- 6) And finally, of the eleven tools presented in the instrument, 9 of them are know by the advisor

To the principal:

- 7) As the advisor, he knows the English teachers apply listening exercises during the class and they use different techniques.
- 8) He knows too, teachers motivate students to improve their listening skills.
- 9) He does not know if the teachers feel comfortable using videos and music in classes and also he does not know if they speak only in English during the class.
- 10) He also knows teachers use applications and technology to practice listening skills during the class and the student also use technology during the class.
- 11) The principal likes when the classes are taught using technological tools and applications.
- 12) And finally after the analysis of this question part b of the Principal's questionnaire, he knows a 45% of the list of most popular tools and applications used to improve the listening skills, that means he knows 5 of the 11 name given

To the teachers:

- 13) The 100% of the teachers apply listening exercises in class and use music and videos during the class.
- 14) The 100% of them feel comfortable talking only in English to the students and use different listening techniques in the class. And also motivate the student to improve their listening skills.
- 15) The same as the questions before, the 100% of the teachers that applied this instrument use applications and technology tools to listen and practice English in the class. And students have used technology during the classes and teachers like to give the English classes using technology tools or applications.
- 16) Referent to the list of the applications to listening skills, they use more; WhatsApp, YouTube, podcast in English, lyrics, tv shows and movies.
- 17) Nobody of them use RD lessons and storynory.
- 18) CyberLab and Randall'sLab are used only for the 20% of them.

To the students:

- 19) The 70% of the students like to do English listening exercises.
- 20) Almost the 90% of the students feel comfortable listening to music and watching videos in English.
- 21) More than a half of them said they don't feel comfortable when the teachers only speaks in English during the class.
- 22) Also, more than a half of the students say the teachers use different listening techniques in the class.
- 23) The 81,25% exemplifies that the teachers motivate them to improve their listening skills.
- 24) The 60% of the students confirm they use applications and technology to listening and practice English.
- 25) The 68% confirm the teachers have used applications and technology tools during the class.
- 26) The 83% like when they receive the class using different technological tools.

27) According to the list of tools, they use more; YouTube, WhatsApp, Spotify, movies and tv shows.

5.2 Recommendations

For the English Advisor

- 1) Organized trainings to feedback the teaching and learning process.
- 2) Try to make conscious in every English teacher of the important of speak in English to the students to facilitate their learning process.
- 3) Update with the teachers the use of different techniques and technology tools during the classes.

For the principal

- 4) Reorganized or use another place of the English Lab where the students can feel really comfortable and can have access to different technology tools to improve their listening skills, and other three skills.
- 5) Create and support activities to introduce the students to participate to improve their English level

For the teachers

- 6) There are hundreds of applications and technology tools that can be used to improve English. Try to be creatives to can build a different environment in the class, where both, teachers and students feel comfortable and anxious to learn more. This can facilitate the learning process and teaching process.
- 7) Nowadays students are focus on internet. Teachers can take this as an advantages to catch attention and the interest of the students.

For the students

- 8) Listening exercises at the beginning can be uncomfortable but, with the practice and time the ear will be familiarized with sounds, intonation and fluency.

- 9) It is ok not understanding at the beginning. This cannot be an obstacle or a reason to not feeling comfortable if the teachers speak only in English.
- 10) Listening to music and watching videos in English is a good way to familiarized with the language.
- 11) Internet is a tool to learn, to get and enrich knowledge. Even if they don't have at home a computer, with the cellphone they can search hundreds of applications to improve by themselves their English level.

Annexes



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UNIVERSIDAD LATINA DE COSTA RICA

SEDE DE SANTA CRUZ

DEPARTAMENTO DE INGLÉS

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

SEMINAR I

ENGLISH ADVISOR QUESTIONNAIRE

Dear English Advisor:

The following research consists of “The use of technology for improving listening skill in the English learning process as a foreign language at the 8th grade of Nicoya Technical High Shool”

All the information gathered will be considered as confidential.

Researcher Name: Karolina Carrillo Aguilar

Thank you for your cooperation!

I. PART. General Information

Age: _____ Gender: () Male () Female

II. PART. CLOSED QUESTIONS

Instructions: Read the questions carefully and mark with an " x " in the corresponding box.

QUESTIONS	N/A	YES	NO
1. Do you know if the English teachers apply listening exercises in the class?			
2. Do you know if the teachers feel comfortable when using music and videos in the class?			
3. Do you know if the teachers talk only in English to their students?			
4. Do know if the teachers use different listening techniques in the class?			
5. Do you think that teachers motivate the students to improve listening skills?			
6. Do the teachers use applications and technology tools to practice listening in their English classes?			
7. Have students used technology during English class?			
8. Do you like when the English classes are taught using technology tools or applications?			

b. There is a list of technology tools and applications used in teaching listening skill, please mark with an x the ones you know that teachers are using in their English classes.

	Yes	No	N/A
YouTube			
Podcast in English			
Spotify			
Whatsapp			
Lyrics			
RD Lessons			
Storynory			
Randall´s lab			
Cyber lab (UCR)			
TV shows			
Movies			

III. PART. OPENED QUESTIONS

Read the questions carefully and answer them.

1. Mention 2 reasons why do you think that the use the technology tools is good in classroom to develop listening skills.

2. Write two suggestions to improve listening skills in English in the class

Thank you



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SEMINAR I

CUESTIONARIO PARA EL DIRECTOR

Querido Director:

La siguiente investigación consiste en “ El uso de la tecnología para mejorar la habilidad de escucha en el proceso de aprendizaje del Inglés como lengua extranjera en los estudiantes de Octavo año del Colegio Técnico Profesional de Nicoya. Toda la información recolectada, será considerada como confidencial y no contiene información sensible de ningún tipo.

Nombre del Investigador: Karolina Carrillo Aguilar

Gracias por su valiosa cooperación!

IV. PARTE. Información General

Sexo: () Masculino () Femenino

Categoría profesional: _____ Años de servicio: _____

Condición laboral: () Propiedad () Interino

V. PARTE. PREGUNTAS CERRADAS

Indicación: Lea las preguntas cuidadosamente y marque con una “x” en la casilla correspondiente.

PREGUNTAS	N/A	SI	NO
9. Sabe si los profesores de Inglés aplican ejercicios de escucha en clases?			
10. Sabe si los profesores de inglés utilizan música y videos durante la clase?			
11. Sabe si sus profesores hablan solo en inglés a los estudiantes?			
12. Sabe si los profesores utilizan diferentes técnicas de escucha en clase?			
13. Piensa que los profesores motivan a los estudiantes a mejorar su habilidad de escucha?			
14. Utilizan los profesores aplicaciones y herramientas tecnológicas para escuchar y practicar inglés en clases?			
15. Utilizan los estudiantes herramientas tecnológicas durante las clases de inglés?			
16. Le gusta saber que las clases de inglés son impartidas utilizando herramientas tecnológicas y aplicaciones ?			

b. La siguiente es una lista de herramientas tecnológicas y aplicaciones utilizadas en la habilidad de escucha, por favor marque con una x las que usted sabe que son utilizadas en las clases de inglés en su institución.

	Si	No	N/A
YouTube			
Podcast in English			
Spotify			
Whatsapp			
Lyrics			

RD Lessons			
Storynory			
Randall´s lab			
Cyber lab (UCR)			
TV shows			
Movies			

VI. PARTE. PREGUNTAS ABIERTAS

Lea cuidadosamente y responda con la información requerida.

3. Mencione dos razones por las que piensa que el uso de herramientas tecnológicas ayuda en el desarrollo de la habilidad de escucha.

4. Escriba al menos dos sugerencias para mejorar la habilidad de escucha en las clases de Ingles.

Muchas gracias !!!



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SEMINAR I

PROFESSOR QUESTIONNAIRE

Dear Professor:

The following research consists of “The use of technology for improving listening skill in the English learning process as a foreign language at the 8th grade of Nicoya Technical High School. All the information gathered will be considered as confidential.

Researcher Name: Karolina Carrillo Aguilar

Thank you for your cooperation!

VII. PART. General Information

Age: _____ Gender: () Male () Female

VIII. PART. CLOSED QUESTIONS

Instructions: Read the questions carefully and mark with an " x " in the corresponding box.

QUESTIONS	N/A	YES	NO
17. Do you like to apply English listening exercises in the class?			
18. Do you feel comfortable using music and videos during the class?			
19. Do you feel comfortable as teacher talking only in English to your students?			
20. Do you use different listening techniques in the class?			
21. Do you motivate the students to improve their listening skills?			
22. Do you use applications and technology tools to practice listening skill in class?			
23. Have your students used technology during the English class?			
24. Do you like to give your English classes using technology tools or applications?			

b. There is a list of technology tools and applications used in teaching listening skill, please mark with an x the ones you know and use.

	Yes	No	N/A
YouTube			
Podcast in English			
Spotify			
Whatsapp			
Lyrics			
RD Lessons			
Storynory			

Randall´s lab			
Cyber lab (UCR)			
TV shows			
Movies			



IX. PART. OPENED QUESTIONS

Read the questions carefully and answer them.

5. Mention 2 reasons why do you think that the use of technology tools is good in the classroom to develop listening skills.

6. Write two suggestions to improve listening skills in the class English

Thank you



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SEMINAR I

STUDENTS QUESTIONNAIRE

Dear Students:

The following research consists of “The use of technology for improving listening skill in the English learning process as a foreign language at the 8th grade of Nicoya Technical High School”

All the information gathered will be considered as confidential.

Researcher Name: Karolina Carrillo Aguilar

Thank you for your cooperation!

X. PART. General Information

Age: _____ Gender: () Male () Female

Place of living: _____

XI. PART. CLOSED QUESTIONS

Instructions: Read the questions carefully and mark with an " x " in the corresponding box.

QUESTIONS	N/A	YES	NO
25. Do you like to do English listening exercises in the class?			
26. Do you feel comfortable when listening to music and watching videos in English?			
27. Do you feel comfortable when the teacher only talks in English?			
28. Does your teacher use different listening techniques in the class?			
29. Does your teacher motivate you to improve your listening skill?			
30. Do you use applications and technology tools to listen and practice English?			
31. Has your teacher used technology in your English class?			
32. Do you like to receive English classes when the teacher uses tools or applications?			

b. There is a list of technology tools and applications used in teaching listening skill, please mark with an x the ones you know and use.

	Yes	No	N/A
YouTube			
Podcast in English			
Spotify			
Whatsapp			
Lyrics			

RD Lessons			
Storynory			
Randall´s lab			
Cyber lab (UCR)			
TV shows			
Movies			

XII. PART. OPENED QUESTIONS

Read the questions carefully and answer them.

7. Mention 2 reasons why do you think that the use the technology tools is good in classroom to develop listening skills.

8. Write two suggestions to improve your listening skills in English.

Thank you

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