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**An Exploration of the English teacher application of ICT resources in order to enhance
listening comprehension with eleventh graders at Liceo UNESCO High School**

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Esta tesis presenta un estudio que explora el impacto de la implementación de la Tecnología de la Información y Comunicación (TIC) en la mejora de las habilidades auditivas de los estudiantes. Con el uso prevalente de herramientas digitales en la actualidad, la investigación tiene como objetivo explorar la relación entre la utilización de la tecnología, el desempeño en la comprensión auditiva y la percepción de las TIC por parte de los estudiantes tanto dentro como fuera del proceso de aprendizaje.

La investigación se lleva a cabo en la escuela secundaria Liceo UNESCO, e involucra a ochenta y un estudiantes y a un profesor colaborador. Los resultados del análisis no solo resaltan el apoyo entusiasta del profesor y la integración constante de la tecnología, sino que también subrayan cómo el desarrollo de las tareas se alinea con el reconocimiento por parte de los estudiantes de la influencia de la implementación de las TIC en su proceso de aprendizaje, especialmente en el desarrollo de su comprensión auditiva. El enfoque del profesor durante el proceso de aprendizaje fomenta un ambiente de confianza y participación activa entre los estudiantes, mejorando así la experiencia en el aula y aumentando la productividad.

Sin embargo, el estudio identifica dos desafíos descritos por el profesor. Estos incluyen la señal de internet inestable y la falta de proyectores en el entorno de la escuela secundaria. Estos proyectores cumplen dos funciones principales, utilizados no solo para la entrega de información sino también para el componente audiovisual del proceso de enseñanza.

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I Chapter
Introduction

1.1 Introduction

Education connects several areas of the human being, personal, professional, and social. Since 1962, investors in education, such as The World Bank, have emerged, recognizing the importance of education, as Bowman (1996) described, the "human investment revolution in economic thought" (Psacharopoulos & Woodhall, 1985). Technology is now integrated into education, which has piqued the interest of authors such as Willard and Andjelkonic (2005), Harris (2004), and Lallana (2004), leading to the conclusion that technology is a medium that facilitates knowledge acquisition, reaching the aforementioned aspects of human life (Dibaba & Babu, 2017). Therefore, the implementation of information and communication technologies (ICTs) in the learning process of a second language opens a path to deliver information to learners. In this case, it is important to examine the ICT implementation in the learning process with listening being the primary skill to consider with students from 11th grade. As a result, in light of the technological advancement in the classroom, it is important to distinguish between the types of exposure students receive so that teachers may determine whether learner's use of technology is related to their ongoing use of technology applications and prior understanding of the target language at the moment of perceiving real-life contexts and information in the middle of tasks (MEP, 2016). However, there's a chance that difficulties will arise throughout ICT implementation. Therefore, the teachers' view in this regard leads the way to retrieve accurate information in the field, making it possible to analyze how to develop the application of these technologies and overcome possible obstacles. In the process of teaching listening, (Renukadevi, 2014) states that listening strategies allows learners to assimilate information. These strategies or techniques are devised for a variety of teaching situations, providing target language learners with a set of stepping stones for them to develop listening skills. Constant congruence with tasks

and assessment strategies by the teacher might help learners to reflect on context and real-life situations. Therefore, the educator should first review the objectives, assessment guidelines, and specifications (Mena & Morales, 2015); this means that all tasks implemented should be contextualized to real-life situations, emphasizing on tenets already established in the syllabus (MEP, 2016). Not only teachers' perspectives but also learners' perceptions about ICT's use and their progress in listening comprehension have been examined. Students' perspectives will also depend on aspects like how their roles have evolved and how their oral comprehension has improved over time.

This qualitative study focuses on the persuading use of ICT in the English learning process through the listening skill with students from eleventh grade. Knowing how ICT is being used in the classroom can give insight on pertinent situations that support the usage of technology in the classroom. In addition to providing information about ICT integration, the sort of exposure that students receive both within and outside of the classroom reveals how technology places the target language in students' everyday contexts. Referring to the presentation of real-world context with prior information, remark (MEP, 2016) that considerations of background knowledge are crucial when listening, utilized for meaningful purposes in order to increase learners' comprehension. Teachers' and students' opinions assist to identifying potential impediments and perceptions of ICT deployment in the listening skill. Looking for ways to use listening strategies, complete tasks, and use the given assessment to see if there are any ways to help students perform better with their listening in the target language.

1.2 Statement of the Problem

This study covers the issue of the adoption of ICTs in educational teaching and learning processes in the English language, which has an impact on the degree of competence required of students upon high school graduation. Since the previous revision of the Costa Rican curriculum in 2016, it has been anticipated that technology utilization in the learning process will advance, and that high school graduates will demonstrate improved competency. One of the principal goals in education is to develop learners' competence in a second language. Taking into mind the pandemic and the changes in education, the learning process in Costa Rica has had to adapt to challenges and many developments in recent years. The difficulties that teachers may have while integrating technology into the educational process are an additional factor. It is not a recent truth in the nation that people are increasingly required to study a second language. The curriculum principles that established the need for a second language in the twenty-first century (MEP, 2016) stated that students should have an English proficiency level of B1 to B2 (intermediate) by the time they graduate from high school, this according to Common European Framework of Reference for languages (CEFR). Then, results of the Language Proficiency Test (LPT) in 2021 reveals the contrary, showing that 64% of students graduated were A1 and A2 meaning a basic English level (Ruíz, 2022). Additionally, also the digital competences implemented have not improved, facing the need to create not only for training, but also ways to accompany and ensure actions in the learning process. Costa Rica lives in an educational blackout from accumulated years of deficiencies in the management in the educational field. Being the trigger the pandemic that ended up worsening the situation that was already being experienced. Leaving a gap in previous years leading the blackout to compromise the competence in learners their abilities (Programa Estado de la Nacion, 2021). Therefore, a stronger integration of the ITC into the

educational process could improve the English proficiency of 11th grade students in Liceo UNESCO High School from Pérez Zeledón. Because this region is a bridge to tourist places, it faces the necessity of having people who can speak English. The study's relevance still lies in the low integration of ICT in the English learning process as well as in supporting learners' future development. For instance, without a proper implementation of ICT didactic tools, learners' language development would seem to be affected. Also, the importance to improve learners' Language proficiency in the English language is something that cannot be overlooked, been already specified by the goals attached in the syllabus.

1.3 Justification

Learning English is necessary for everyone in society because it is the communicative tool that let humans overcome language barriers in these times. Being one of the most widely spoken languages on earth, English now is displayed in most areas, something that individuals are expected to know and use in a variety of contexts. The objective and demand in Costa Rican educational system is the development of communicative proficiency in English. Simultaneously, the usage of information and communication technology (ICT) has advanced and expanded, making it possible to interact more easily over the globe. In this aspect, English has taken the place of other languages as the medium for cross-national and intercultural trade. It serves as a lingua franca for the diffusion of scholarly and scientific information (MEP, 2016). Additionally, ICT in education has increased throughout time, Lozano and Izquierdo (2019) have commented how the ICT in second language education has offered teachers and students access to rich language input. The study adds value by examining the kind of input presented to students and what didactic resources is the teacher using. Since, this study's main objective is on technology usage during the teaching and learning process to foster the listening skill, it is

important to ascertain not only whether ICT improves students' language comprehension but also how well teachers are able to use ICT and applied with students. In this situation, it is relevant to analyze the issues from the educator's perspective in order to better understand the situation at hand.

The listening skill is given precedence over the other language skills in the different cycles of instruction that the educational system has identified (first, second, third, and diversified) (MEP, 2016). In addition, the importance of listening skills is pointed out by scholars such as Krashen, Terrell, Ehrman, & Herzog (1984), Oxford (1990), Rost (2002), Persulesy (1988) who state that listening is the skill that is most frequently utilized in daily life and the one that enables language learning through the assimilation of comprehensible input and, according to L2 study findings, is a primordial skill. Another quality of the listening skill is that it matures more quickly and promotes the development of others' abilities. On the other hand, despite the fact that this ability is extremely crucial, it is sometimes disregarded by professors who believe that students will pick it up as they get more fluent in English (as cited in Hamouda, 2013). Amir (2018) describes how the development of audio, video, multimedia programs, the internet, and other information and communication technologies (ICT) has enabled the advancement of learning and teaching methods. Knowledge, intonation, pronunciation, and facial expressions are some characteristics that aid in improving learners' listening comprehension, followed by the combination of the remaining skills. These learner abilities extend beyond the association of information with context. Last but not least, the lack of correct assessment and test design makes it almost impossible for teachers to give feedback and have control over the progress of listening (Gamboa & Sevilla, 2015,). The most important aspect is to investigate what kind of didactic tools the

teacher implements during the learning process. During the implementation of listening tasks, assessment, and evaluation, gathering information may reveal potential solutions or deficiencies.

The curriculum shows the learners' role by portraying them as social agents who can manage language learning using their past knowledge and enhance their skills both inside and outside of the institution, following the action-oriented approach (A.o.A.), which is based on the educational curriculum in Costa Rica, to reach the ultimate aim of communicative proficiency in the English language (MEP, 2016). Findings demonstrate that students' role in ICT integration are positively impacted by technology in the learning process. According to Zokhida (2022), learners develop their independence as they study, improve their skills, draw on prior knowledge, and become motivated to continue learning. The researcher finds important to determine students' impressions of the ICT implementation in their oral comprehension in order to get data concerning students' language ability in the target language.

In conclusion, the development of the listening skill is not applied by most educators and can be difficult for learners' (Renukadevi, 2014). The teacher preparation of methodology, tasks, assessments, and lesson planning derived from the syllabus rules make it possible to compare reliability with syllabus standards. Then, the compilation of teachers' and learners' points of view exemplifies this investigation, making it possible to notice barriers in ICT applications and learners' improvement of oral comprehension. Besides, at a regional level, the recollection of information can potentially heighten awareness of the need for better preparation in ICT use as well as listening development inside the teaching-learning process, helping future students' competence in the target language.

1.4 Objectives

1.4.1 General Objective

An Exploration of the English teacher application of ICT resources in order to enhance listening comprehension with eleventh graders at Liceo UNESCO High School

1.4.2 Specific Objectives

- To identify the technology used inside the English teaching process to foster listening skills with eleventh graders.
- To describe how the teacher improves listening comprehension using ICT didactic resources.
- To explore students' perception of ICT application inside and outside the classroom to enhance their oral comprehension.

1.5 Research Questions

1. How does technology improve learners' listening competence?
2. How does the association of background knowledge in listening help students assimilate the target language?
3. What challenges are found when applying ICT in the learning process?
4. How do listening strategies improve learners' use of the target language?
5. How are ICTs implemented to teach listening?

1.6 Hypothesis

ICT implementation for listening tasks depends on teaching strategies, feedback and other factors to improve listening competence.

1.7 Scopes and Limitations

The recent thesis was mainly focused in the teacher application of technology as a way to improve learners' listening comprehension. The thesis explores other aspects during the application like the possible barriers encountered to a proper implementation and the perception that learners have in the integration of technology as a tool during the learning process. Students of eleventh grade from Liceo UNESCO high school demonstrated not only their point of view, they also shared if the teacher efforts were helping them to develop and reinforce their listening comprehension skill. At the same time, if the contact with technology inside and outside the learning process generates the opportunity to improve their listening skill.

About the limitations the time factor was the one which did not allow a big sample to obtain information and the application of other instruments in order to deeply explore students' perception in their use of technology inside but mostly outside the learning process.

1.8 Conclusion

This first chapter enables the reader to observe some of the main aspects that are implemented in this investigation. The statement of the problem helps to visualize the setting and the focus of the research. Presenting the specific problem addressed, making clear the need of new information and guiding the selection of the objectives. Clearly this thesis implements a qualitative approach meaning, the need to illustrate the setting to determine behaviors and obtain information about the subjects and environment. Following, the justification provides a reason of why the project realization. The use of technology by the teacher generates information of how this helps learners to become competent in the target language, helping to understand better how experiences and, behaviors work inside the classroom. Other factor is to observe the existence of

any type of challenge or situations that prevents the teacher to give a proper use of technology inside. Then, the objectives have great importance, they provide the bases of the research giving direction for what is the investigation searching; the questions followed came from the objectives as part of what the researcher expects to obtain. In this case, a hypothesis was generated representing an unverified statement that capture some of the expectation intended to be checked. In summary, this chapters informed about different aspects related to the scopes, limitations, a little explanation of the selection of the research, it provides some aspects from the background that generates the motives for the realization of the investigation.

Chapter II
LITERATURE REVIEW

2.1 Introduction

The literature review that addresses the issue this work intends to tackle is presented in the second chapter. One of the most important components of research is the literature review, since it gives the researcher a better notion of what to explore. It is crucial to have a theoretical framework when doing an investigation. For an investigation, the theoretical framework serves as the cornerstone from which all knowledge is built (both metaphorically and physically). Similar to how a house cannot be built without a plan, without a theoretical framework, a study's structure and goals are unclear. In contrast, research that includes a theoretical framework enables the research study to be solid and structured with a planned flow from one chapter to the next (Grant & Osanloo, 2014).

The different variables and indicators presented in this second chapter help to immerse the reader in the researcher's perspective and analysis in this investigation. Ary et al, (2010) states “a variable is a construct or a characteristic that can take on different values or scores. Researchers study variables and the relationships that exist among variables” (p. 37). Following Church and Rogers (2006) described, how indicators are used to set baselines, monitor, and evaluate performance to determine the indicator's target, data from the baseline is obtained. Indicators can then be used to track progress toward results as well as the background of the conflict. As a result, the relevance of variables and indicators can be reiterated as the knowledge of the significant elements that make up the research project itself and a look at the relevant criteria that will direct the research project.

This literature review examines the key theories and concepts that can be considered while analyzing the factors of the ICT application inside the teaching-learning process affecting students' listening comprehension. This includes the following topics: (a) Technology Use: ICT

implementation, background knowledge, teachers' challenges and barriers; (b) listening comprehension: listening strategies, tasks, assessment; (c) learners' perception of ICT use, learners' role and learners' exposure to technology.

2.2 Technology use

Technology has spread through the entire globe finding its place in each task and area in society, bringing changes in its path. Education is also a field in which ICT usage have realized continuously changes in aspects like methodology, strategies, setting, authentic material, real context and more. Furthermore, Tomlison (2009), Genç İter (2015) and Larsen-Freeman and Anderson (2011) argued that computer-based activities give students quick access to relevant information. They go on to claim that online resources encourage learners to learn more. They also concurred that technology offers educational tools and gives pupils access to learning opportunities. Learners might be inspired to learn the language by providing them with a variety of authentic materials via technology (as cited in Ahmadi, 2018). Therefore, technology provides opportunities to inspire and enhance learners with the language itself. The wide number of technological tools that are available nowadays allow people to be in contact with information through different ways, from devices like a teachers' laptop, cellphones, projectors, tablets, electronic whiteboards. These are some of the many possibilities that accelerates how information is reachable for the teachers in aspects such as planning, selection of tasks and assessment; as for learners, the input, vocabulary, pronunciation, context and cultural examples of how the language is presented. In addition, Mohamed (2014) illustrates the advantages in attitudes, and student motivation while employing technology in the teaching and learning

process in Libyan education. The creation of materials should offer authenticity and reinforce the teaching-learning process that technology fosters language growth and use in both instructors and pupils, but also posing potential challenges including a lack of preparation or teacher motivation.

Certainly, background knowledge is useful for learners when facing the target language (El-Gawad y Sree, 2022) mentioned, “students create knowledge as they build from and on their personal and social backgrounds and relate to knowledge and prior knowledge leading to the progressive process of the co-construction of meaning” (p. 10), allowing correlation between previous and new language experiences so students progressively identify the meaning behind vocabulary. Cummins (2009) affirmed the importance of background knowledge especially for ESL students, facilitating learning by means of brainstorm or simple discussions, where learners can access that previous knowledge; other strategies that he suggested are the visual input especially for texts, implying that learners could improve using language clarification strategies in order to use synonyms, antonyms, knowing more about the vocabulary. Therefore, the implication that background knowledge determines learners’ access to stored knowledge in their brain, allowing them to continuously take reference from both their mother language and the target language makes easy for them to associate new vocabulary in order for them to build meaning and develop the target language.

Alongside, technology achievements in the education, it is necessary to observe some barriers that teachers might face when using ICT. These barriers are related to pedagogical practices, the lack of guidelines for ICT use, the lack of training for principals and teachers, insufficient technological resources, and others (Brenes-Monge et al., 2020). The advantages of

incorporating technology into education make it feasible to enhance how pupils learn. Their prior experience enables students to recollect information in order to associate or use it with the target language, and the various tools and potential uses for them are of great value. Nonetheless, teachers may have to deal with situations and obstacles brought on by both internal and external factors that may discourage them from effectively utilizing didactic materials.

2.2.1 ICT implementation

In the teaching-learning process (TLP), the teacher is responsible of planning and assessing different aspects of learners. Technology is a tool now included in the learning process and the relevance of technology, as Patel (2013, p. 18) explained, is that "the application of technology has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancement" (as cited in Ahmadi, 2018). On the other hand, for learners' ICTs can improve motivation and engagement in classroom instruction. It gives students the skills they need to be productive and competent in the digital age, as well as to think critically and creatively (Tinio, 2002, as cited in Dela, 2016). Aspects, as previously stated, have opened up new avenues for the teaching and learning processes for both the teacher and the student. All of these elements work to increase communicative competence by enhancing technique, productivity, engagement, and critical thinking. The primary concern is to investigate the importance of ICT usage in the educational field, methodologies, following some characteristics from technology normalization through Computer Aided Language Learning (CALL), giving a perspective on the use of technologies based on previous research that has been done and examining the findings and outcomes from it.

Taking the methodology into account, this will set the boundaries for using technology. It is critical to recognize the distinction between technology use and technology implementation. Technology implementation and technology use in education are sometimes, yet frequently, distinct ideas. In the literature, both phrases are frequently used synonymously, which is wrong. The application of ICT is more of a general idea that has some limitations in definition. The process of integrating technology into a course, on the other hand, calls for a systematic approach and his planning and integration into it for a specific purpose (Günüç and Babacan 2017). If there really is a desire for the integration of ICT in English language teaching (ELT), those responsible for generating changes in the educational field will create specific planning, cooperation and strategies. As argued Mohammadi and Derbel (2014),

Although all training stakeholders are responsible for the integration process, as the main actor, the teacher must be responsible for the entire process and the student should be in the center. Teachers have the most important task in this process. It is necessary for English teachers to be aware of the importance of effective technology integration when it is thought that the integration of ICT in ELT would increase the motivation and academic performance of English as a Second Language (ESL) students (as cited in Günüç & Babacan, 2017, p. 350)

The teacher has to be capable of formulating the implementation of ICT in the teaching process, taking time to provide purpose to the configuration of any approach necessary. Ahmadi (2018) shared that, “when we talk about technology in teaching and learning, the word ‘integration’ is used...it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process" (p. 2). Moreover,

Ioannou (2006) stated that it is imperative to integrate technology into the curriculum. This is so that technology can be used not only as an add-on but as an essential component of teaching and learning.

There might exist different approaches to integrate the ICT implementation in the teaching process, all this depending on the context in which the teaching process will occur. This study approaches as the Action Oriented Approach (AOA) and the Computer Assisted Language Learning (CALL). Both have connotations in which ICT integrations have been possible to apply. The English syllabus in Costa Rica implements the AOA or Task Based approach, which have characteristics to see the learner as active agents responsible for their growing. El-Gawad y Sree explained:

“The task-based approach in language contexts seeks to provide learners with natural, authentic contexts for language use, and to engage learners in interactional authentic language use by having them perform a series of meaningful authentic tasks. While learners work to accomplish a task, they have many opportunities to interact, think, negotiate meanings, explore critical inquire...” (2022, p. 31).

This approach makes clear the goal of using real- life situations with meaningful context leading learners to develop their competence when facing different tasks (MEP, 2016). McLuhan (2013) and Kaplin (2001) demonstrated that all new technological advancements boost people's ability to communicate. This does not imply that such a process would render the existing system extinct or obsolete. Understanding that innovative educational strategies could overlook more crucial circumstances, it is critical to provide suitable teaching materials (as cited in Flores-Tena

et al., 2021). This enables the teacher to evaluate the environment in which the learning process takes place in order to determine what aspects can implement technology and which ones could remain as they are, rather than solely relying on the use of technology, which can produce excellent results, allowing the instructor the flexibility to observe what can enhance student language proficiency and learning results.

On the other hand, since its creation in 1960, computer-assisted language learning (CALL) has advanced in the learning process. Now this approach has the opportunity to provide great input through the use of computers, which play an important role in teaching, assessing, monitoring, and mediating the target language. Providing the student with the new language, different structures, and help in the middle of tasks. Also, computers facilitate communication with others (Amir & Akhtar, 2018). The CALL approach speaks of an environment where, individually, learners have access to a computer with specific programs, which is applied most of the time in language laboratories. Also, Bax (2003) introduced the notion of ‘normalization’, as the future development stage of CALL, calling the integration of technology something integral, avoiding being the center of the lesson but having great importance in it. Bax compared the normalization of technology with the use of a pen or a notebook in the learning process in terms of importance (as cited in Ioannou, 2006). Once stated, the normalization occurs when technology starts to function as a helpful learning tool. Although that technology is very important, it does not restrict itself to that purpose, leaving behind alternative instruments that would have been available before the adoption of ICT. Ioannou (2006) in an online meeting about the course of CALL determined that the teachers who did not have access to specialized equipment were the ones closer to developing the normalization of technology and that factors

like interest and enthusiasm from teachers could generate a larger influence on the learning process, overlapping barriers like money and equipment. As a result, the teacher must develop an implementation strategy independent of the requirement for specialized equipment; rather, they should make the most of the resources at their disposal. Ioannou (2006) mentioned, how "sometimes this progress was not through computers but through new forms of technology" (p. 1), referring to making it possible for the teacher to adequately implement technology even if there is no access to a computer laboratory, according to the necessity of the learners and context. Amir and Akhtar (2018) indicated that in reading and listening skills, the application of CALL made learners show great improvements in the use of the language, followed by speaking in terms of communicative competence. Also, as Dela (2016) mentioned, CALL approach "lets learners of a language communicate inexpensively with other learners or native speakers. As such, it combines information processing, communication, use of authentic language, and learner autonomy" (p. 38).

In conclusion, CALL and the AOA approaches to technology implementation are similar. Various facets of learners' roles foster learner-centered use, enabling them to take an active role in their own learning. The use of technology, depending on its availability, is another trait that could change from place to place. Instructors need to use tools and activities with clear structure, with the main focus being on the task's defined purpose. The use of technology as a method of input satisfies the requirement for authentic content and real-life scenarios, which is crucial for learners' growth of interest and perception of usage of the language from a personal and cultural point of view. By utilizing a range of media, including audio, podcasts, and other resources, the integration of skills aims to make learners active participants in the learning process and enable

them to significantly increase their knowledge of the target language. Finally, it makes a distinction between technology implementation and usage, meaning that ICT implementation is more complicated and requires the use of a methodology than technology use, which is a general phrase.

2.2.2 Background Knowledge

When learning a second language, learners come with their own cultural, social, and linguistic backgrounds. These backgrounds provide a foundation for understanding and interpreting new language structures, vocabulary, and expressions. However, the importance of background knowledge recalls processes of the mind with the goal to cope with language which is the person exposed. Therefore, since the 80's background knowledge plays a fundamental role in language comprehension, emphasizing the use of schema theory. According to Bartlett (1932), Rumelhart and Ortony (1977), and Rumelhart (1980), the meaning of any spoken or written text depends on the listener or reader's ability to retrieve or construct meaning using their previously acquired knowledge. This previously acquired knowledge is referred to as the person's background knowledge, and the structures already formed by this knowledge are called schemata. (as cited in Carrell and Eisterhold, 1983). Then, Roozbeh (2016) stated, recent theories of comprehension highlight the importance of learners' background knowledge in understanding and interpreting language input. It allows learners to make connections between the new language and their prior knowledge and experiences. As Holden (2004, as cited in Roozbeh, 2016) stated how listening is a mentally demanding activity, and background knowledge contributes to the cognitive exertion required. Removing the background knowledge,

learners can struggle to interpret and make sense of the language they encounter, which can lead to frustration and a lack of motivation to continue learning.

Learners must remember information from previous interactions; this improves prior knowledge with new experiences, particularly when technology is applied in the middle of their process. Background knowledge has great importance for learning a second language helping learners to create connections with the language based on their own experiences improving comprehension of the words they come across (Schmidt,1990). Zokhida, (2022) states, “With the use of ICT, students engage in a new kind of cognitive activity that leads to the discovery of new information, the growth of their cognitive independence, and the development of the abilities to autonomously add to their knowledge” (p. 51). El-Gawad and Sree (2022) mentioned that “students create knowledge as they build from and on their personal and social backgrounds and relate to knowledge and prior knowledge leading to the progressive process of the co-construction of meaning” (p. 10). Moreover, Astawa et al. (2017) came to the conclusion that for students to remember information from earlier encounters when they receive the input, the application of technology will help to provide learners to new experiences finding evidence in the new information by way of authentic material motivating learners’ attention (as cited in El-Gawad y Sree, 2022). For instance, Amir and Akhtar (2018) found that multimedia presentations bearing multiple grammatical forms, learners' prior knowledge might aid to improve the target language, highlighting and coloring text enhances students' recognition, enabling them to generate predictions and infer meaning based on what they hear and see and to connect it to prior experiences.

Learners' background knowledge integrates sociocultural experiences, shaping their personal beliefs, attitudes and values according to their social circles and the culture itself. Learning a second language also involves recognizing sociocultural and linguistic aspects, taking what was formerly known as a reference point to create meaning over what it is new. Here background knowledge provides a foundation for understanding and interpreting new concepts in the second language socially and linguistically speaking. For example, if a student is already familiar with one particular cultural concept or topic, like the importance of family in their culture, they are more likely to understand and appreciate the importance of family in the target language. Byram (1997) added that sociocultural knowledge improves effective communication in a second language. He mentioned how FL teachers should pay attention to not only improve linguistic competence in learners, but how the sociocultural competence increases effective communicative competence in a second language considering the contextualization of real-life situations. Therefore, learner's background knowledge increases continuously helping the recognition and adaptation to the linguistic and sociocultural patterns in the target language, allowing them to put into practice the target language in a specific context to effectively communicate with others.

Additionally, background knowledge can help learners to predict what will come next in a conversation or text, and to fill in gaps when they encounter new vocabulary or unfamiliar language structures. For instance, if a learner is reading a text about a particular topic that they are already familiar with, they can use their background knowledge to make educated guesses about the meaning of certain words or phrases.

In summary, background knowledge has great importance in second language acquisition, revealing that those bits of information from previous experiences are capable of making possible for students to integrate meaning, and supply personal assumptions from cultural and social contexts. Other characteristics of background knowledge are the access to learn new structures, vocabulary and expression, leading to a cognitive process of associating and integrating new knowledge from past experiences. Information becomes easier to present when combined with technology, acting as a great source of input to enhance language acquisition, which incorporates grammar, phonology, comprehension, and contextual. The exposure of learners to technological tools increases their motivation and attention to the learning process.

2.2.3 Teacher Challenges and Barriers

The implementation of technologies is a great tool that let the teacher to improve how language is presented and realized. Even though different challenges or barriers might arouse, adoption, implementation, and effective use in the classroom can become problems the teacher has to overcome, in order to generate the best possible results when exposing learners to the target language. This paper explores the barriers or challenges that teachers face when using technology in the classroom, with quotes and citations from researchers in the field, with the goal of giving advice for a better implementation.

One of the principal barriers for teachers' effective use of technology is the lack of training. Khalid (2007) investigated factors that influence teachers' integration of computer technology among English language teachers. As a case study, it involved English teachers from primary schools in Malaysia. Conclusions revealed that the majority of teachers were not

implementing technology in the teaching-learning process. The reasons were the lack of training and time factors for planning (as cited in Dela, 2016). It is also important to note that the lack of training and support for ESL teachers in the use of technology can negatively impact the learning outcomes of ESL students.

Dela (2016) investigated teachers from experts to novice ones in the use of technology, and the results demonstrated different obstacles that both of them perceived when using ICT. Some of the most relevant were the insufficient number of didactic resources, the outdated resources available, lack of skills of the teacher, lack of pedagogical models to use ICT, difficulty to integrate to the curriculum in terms of time and preparation of students for tests and others. Furthermore, another research demonstrated the different factors associated with Costa Rican educational application of ICT, as Brenes-Monge et al (2020) stated, “these barriers appear to be related to the persistence of conventional pedagogical practices in schools, the non-existence within the curricula of guidelines for the educational use of ICT, the inadequate training for principals and teachers that are contemplated in policies, and institutional rigidity and isolation” (p. 3). This describes a great discrepancy in Costa Rica education between the guidelines and the practice in the institutions. In addition, findings from the Estado de la Nacion (2021), recognize the deficit of teachers' skills in terms of training in remote or distance education, noting that 60% do not have this training in remote education issues, implying that even if they know digital technologies there is no fluency in their management, being a possible obstacle in pedagogical mediation. This may involve professional development programs, peer support, and access to resources and software. Schools and districts can also take steps to address the lack of resources by investing in technology infrastructure and providing teachers with the

necessary equipment and software. According to Ertmer et al. (2012), schools need to provide teachers with access to technology and the necessary resources to enable them to integrate it into their teaching practice effectively. Finally, teachers can overcome resistance to change by adopting a growth mindset and being open to new approaches to teaching and learning. As Ertmer and Ottenbreit-Leftwich (2010) noted, in teaching practice, teachers who take risks are more likely to enhance the technology in teaching and learning practice.

As a result, the implementations of technologies may show difficulties in the teaching process, the different barriers might be related to aspects like lack of training, resources, curriculum implementation, teacher perception over technology and more. Teachers according to their context are bound to adjust how technology interacts with the learning process, improving themselves every time in terms of appropriation. The need for teachers training is essential to overcome some of those barriers. Analysis in the teachers' interaction with didactical tools allows to observe information about which deficiencies or obstacles might be present in the learning process. Also, this will guide the researcher to know aspects over the context in which the teacher develops the teaching and learning process.

In conclusion, technology use represents a great advantage for the teaching-learning process, as teachers have the opportunity to implement different didactic tools to ensure positive factors for learners' learning process. Behind that use, aspects like ICT implementation, background knowledge and teacher challenges and barriers had great relevance when using technological applications inside the classroom. ICT integration has the characteristic that implies selecting an approach by which purpose is determined for the deployment of technology, helping significantly in developing areas such as communicative competence, critical thinking,

productivity and more. The Costa Rican syllabus uses the Action Oriented Approach (AOA), which enables the implementation of ICT through tasks this approach has some similarities with the Computer Assisted Language Learning (CALL) in terms of learners' role, the assimilation of technological implementation in the learning process, and the need for real-context. The adequate integration is not based on the amount or access to specialized technology, but instead on the purpose and application of it, coming to enhance the normalization from the CALL approach expected. The researcher is eager to determine how well technology may be incorporated into the classroom in order to examine potential applications or suggestions with the goal of enhancing second language learners, particularly when it comes to listening comprehension. Secondly, background knowledge is necessary for second language learners, as it contributes to the enhancement of prior knowledge in order to assimilate new vocabulary, pronunciation, and expressions. Searching for meaning from their prior experiences is essential and has authentic meaning for students, which cannot be compared with repeating or knowing without a correlation from what they personally know, making it possible to create meaning and predictions with the language, all of this is easier with the use of technology, generating in learners' a great source of input and motivation. Ultimately, teacher barriers, which include things like a lack of training, a lack of enthusiasm in using technology, a lack of time and preparation, a lack of access to didactic resources, and others, could be barriers to integrate technology with learners. As was previously noted, instructors' motivation may always be correlated to innovation and compromise when using ICT to facilitate learning, assisting in energizing students in the classroom and promising to overcome challenges and look for answers in certain situations.

2.3 Listening Comprehension

Listening comprehension is a crucial skill that is necessary for successful communication and language learning. It is defined as the ability to understand spoken language in real-time and to extract meaning from it. Research has shown that listening comprehension is closely linked to other language skills, such as vocabulary knowledge, grammar, and speaking abilities. In this paper, we will examine the importance of listening comprehension, as well as the role that technology can play in enhancing this skill. Specific aspects like listening strategies, task role, and assessment are related to the development of listening comprehension. Those indicators provide a resource to understand the ability for learners to understand what they hear in the target language, also to know how they handle the information received in each task, providing feedback through assessment to realize what things to improve.

One of the earliest researchers to recognize the importance of listening comprehension Rivers (1964) argued that listening was the most important skill for language learning because it provided the foundation for all other language skills. Later, research by Oxford (1990) showed that listening comprehension was linked to the ability to learn new vocabulary and grammar, and that its purpose was essential for effective communication in both first and second language contexts. Listening comprehension attached the foundation to let people improve their communicative competence, vocabulary and grammar.

More recent research has focused on the role of technology in improving listening comprehension. Vandergrift and Tafaghodtari (2010) conducted a study that examined the effectiveness of using multimedia technology to enhance listening comprehension in second

language learners. They found that using video and audio materials, along with text, helped learners to better understand the spoken language and to retain new vocabulary and grammar structures. Another important area of research has focused on the impact of technology on assessment of listening comprehension Fayed et al., (2013) carried out an experiment using smartphones and tablets with the goal to improve English listening and speaking skills, which concluded in the high access in the classroom. Learners now called digital natives use this device continuously every day without teachers' guidance in self-learned manner. Listening exposure that learners have is tremendous, allowing them to improve the English language through different media applications like podcasts, YouTube videos, audios, recordings, animations and others. Mobile learning could play an important role in the teaching-learning process increasing learners' entertainment, motivation, and attention aspects.

Hogan et al. (2014) discussed how listening comprehension affects reading comprehension and provided references to demonstrate how the two skills are distinct but related at the same time. They claimed that listening comprehension is responsible for creating more relevance in reading comprehension proficiency rather than the other way around. Additionally, he pointed out that listening comprehension entails more than just comprehending the words and sentences in a story; it also entails building an idea in the mind based on what is being said, with many purposes being guided by the background information as a whole. Although listening comprehension attention has improved over time, there are still certain gaps, particularly in terms of assessment. Some processes to assess their own comprehension are based on vocabulary, background knowledge, and inferencing, among others.

For effective communication, listening strategies can help us to improve learners' our ability to understand and respond to verbal communication without being concerned about the context in which the person is. The person can improve communication, prevent misunderstandings, and learn useful information by using effective listening techniques. Without effective listening techniques, it can be difficult to process and remember information. In addition, incorporating gamification, virtual reality simulations, and online forums can make listening activities more engaging and interactive for learners. By providing opportunities for ESL learners to practice and improve their listening skills, they can become more confident and effective communicators in English. The different strategies implemented and explained by the teacher in lessons let students create awareness of what they are hearing and the organizing in order to create meaning and understand what kind of input they are receiving, making the teacher responsible for preparing how listening tasks are developed in the learning process and how to link it to the other skills.

Tasks in ESL learning have become popular and effective for educators. Research has shown that task-based language learning can benefit ESL learners in various ways. For instance, tasks can help learners to develop language skills, in a more meaningful and authentic context. They can also improve learners' autonomy, motivation, and engagement, also facilitate the interaction and collaboration among others. In addition, research has also explored the design and implementation of tasks in ESL learning. For example, studies have shown that task complexity, authenticity, and relevance influence the effectiveness in promoting language learning for students. Moreover, task-based language teaching can be adapted to different levels, needs, and contexts (Long 2015, Nunan 2004). However, the use of tasks in ESL learning also

raises some challenges and issues that need to be addressed. The assessment of task-based language learning can be problematic, as it requires the evaluation of multiple linguistic and non-linguistic factors depending in the context. Also, the effectiveness of tasks may depend on various factors, such as learner motivation, learning styles, and cultural backgrounds. Tasks have a significant role in ESL learning, as they provide learners with authentic and meaningful language use, promote interaction and collaboration, and enhance language skills and communicative competence. Therefore, the design and implementation of tasks need to adapt to the needs and contexts of ESL learners. Further research is needed to explore the potential of task-based language learning in different settings and to address the challenges and issues associated with its use.

Assessment is a crucial component of English as a Second Language (ESL), which allows teachers to measure the results of teaching and learning processes, identify the strengths and weaknesses of the learners, and provide feedback for improvement. In ESL, assessment takes various forms, such as diagnostic assessment, formative assessment, summative assessment, self-assessment, and peer assessment (MEP. 2016). Each form of assessment has its unique features, benefits, and limitations. Therefore, it is important for ESL teachers to use multiple forms of assessment to view the learners' language proficiency and learning progress. One of the challenges of ESL assessment is to ensure its validity and reliability. Brown (2018) stated that validity refers to how an assessment measures what it is intended to measure, while reliability refers to the consistency of the assessment results. To ensure the validity and reliability of ESL assessment, teachers should use assessment tools that match the learning objectives and the learners' characteristics, and administer the assessment under standardized conditions. Moreover,

teachers should use a variety of assessment methods and criteria to minimize the biases and errors in the assessment process.

Concluding, listening comprehension has an enormous impact in the learning process in any language; it was left behind by some in the past, but it has taken the interest in second language learning. Learners' improvement through this skill could be observed as they can understand what orally is provided to them and create meaning of the message shared. As mentioned at the beginning Rivers (1984), Oxford (1990) and others contemplate listening as the most important skill in language learning, as the one that leads to the use of other skills such as vocabulary, grammar and more. In the development of listening comprehension learners have the need for techniques that facilitate the organization over ideas, creating a personal image of what they are listening, contributing to avoiding any kind of misunderstanding while increasing confidence in English communication. In the learning process, tasks have relevance at the moment to make learners interact with the target language, giving purpose for the completion of objectives, practicing and acquiring the knowledge in the use of the target language. Through the use of meaningful and authentic tasks, learners have more exposure that will increase motivation, attention and engagement in the learning process. As observed, technology is a great opportunity to attracts learners' attention and facilitate the input provided for them. Then, assessment is in charge of creating evidence of learners' development in the target language, with the most important characteristics being the validity and reliability which confirm accuracy in what is measured and consistent results when applied. The different kinds of assessment provide the teachers with information over the progress in learners' language; at the same time, it helps to determine possible courses of action or changes to improve the capacity and results of each

student. The importance of this variable and each indicator underline the teacher explanation and application of tasks and listening strategies in the learning process, corroborating results and providing feedback by the use of assessment.

2.3.1 Listening Strategies

Listening strategies are essential for ESL learners to develop effective communication skills in English. Technology when implemented in listening activities can enhance learners' engagement, attention and interest in practicing their listening skills. Research findings suggested that different listening strategies can improve learners' comprehension and retention of spoken English. For instance, this indicator will be discussing the importance of listening strategies in ESL, possible implementation of technology, research findings, and descriptions of listening strategies discovered by researchers in the field.

Listening, as one of the most important skills that surrounds human life, allows to understand information provided orally and recognize context in order to respond appropriately. The use of listening strategies, can improve learners' comprehension, organization and retention of the language. Vandergrift & Goh (2012) showed that learners who use listening strategies perform better than those who do not. Therefore, it is essential to teach and encourage learners to use various listening strategies in the middle of listening activities to improve their listening skills in English.

The literature demonstrates that listening comprehension had been developed much less in comparison to the other skills. Previous attempts from authors had described their perception of language strategies, highlighting not only the importance of these but the way they work in the

learning process. Beginning with Murphys' (1985) investigation, he lumped together general types of strategies the group and the individual ones. The grouping strategies were focused on general perception through the listening skill helping students to organize and be able to understand the structure and content of what is spoken. Some of the strategies are listening for the main idea, listening for specific information, and listening for details. On the other hand, individual strategies were more specific and helped learners to overcome challenges in listening comprehension. These strategies required more participation from learners in order to overcome challenges when listening to spoken language. Some of them are asking for clarification, guessing from context, and using background knowledge. Rubin (1994) pointed out that learners need to focus on individual sounds and words helping them to comprehend the meaning of spoken sentences. Then, Brown and Yule (1983) identified different strategies for listening comprehension, including prediction, inference, and selective attention. Suggestions are that learners should make predictions about the message based on contextual signs and with inference they can fill gaps in their understanding. Also, Rost (1990) suggested that learners should use top-down processing to comprehend spoken language. He mentioned the importance of background knowledge, schema activation, and prediction for listening comprehension. The following studies offer the most recent details about research on linguistic techniques that could be used to enhance listening comprehension. With Field's (2008) investigation, he mentioned that listening comprehension is a dynamic process of interaction where the listener and the speaker interchange information in the target language. He suggested that learners should focus on the speaker's intentions and emotions and pay attention to the person speaking to better understand the message. Additionally, Vandergrift and Tafaghodtari (2010) found six types stages of learning strategies which could help students to improve listening comprehension:

metacognitive, cognitive, memory-related, compensation, affective, and social. They found that the use of these strategies had a positive impact on learners' listening comprehension. In other work Vandergrift (2011) proposed a task-based method in which real world tasks and authentic listening material engaged learners with the goal that learners use and develop their listening skills in a meaningful context. Following another research from Goh and Vandergrift (2021) they proposed a model of second language listening establishing the role of attention and working memory to develop listening comprehension. It was suggested that learners should have more opportunities to be part of active listening tasks, mentioning that note-taking and summarizing what they heard could improve their comprehension.

In the Costa Rican syllabus, language learning strategies are integrated within the English program. They create six different types of strategies, split into general and specific ones, using the Oxford (1990) organization. In conclusion, note-taking, background knowledge, drawing conclusions, and self-evaluation are some of the most popular techniques in both groups. Students will grow in a more independent, self-sufficient, and learner-centered approach with the use of learning strategies instruction. When learners encounter the target language in any form, putting these tactics into practice alters their behavior and actions. By these methods, they can become more adept at gathering information and use it to their advantage, which helps them to communicate more effectively (MEP, 2016).

As a conclusion, developing listening comprehension could be guided through the use of different linguistic strategies that help learners improve their listening skills. By incorporating different strategies, learners can access and understand the different structures that convey what is heard in every listening activity. Different strategies are available to be used in listening tasks,

which make learners able to extract different information from audios. From general and specific aspects, learners will acquire the capacity to obtain main ideas, specific information, and details, ask for clarification, guess from context, and use their background knowledge to create meaningful interactions. Knowing more about unfamiliar words or phrases based on context will improve listening comprehension. The teachers are responsible for the classroom; they have the need to share with students the different strategies, providing examples of their use and giving feedback.

2.3.2 Tasks

Tasks are activities that require learners to use language to complete a goal-oriented to a selected topic, which means they have a specific purpose. The different opportunities that provide tasks to learners are essential, because as part of the language learning, they keep integrating and using the target language in real-context, aiming for the goal to constantly develop their communicative competence. Tasks can be used to develop a range of language skills, including listening, speaking, reading, and writing. They can also be used to develop learners' knowledge of grammar, vocabulary, and discourse. Tasks can include technology in order to support the real-context situations, increase learners' motivation, attention and retention, including a great source of input to learners.

Approaches have used the implementation of tasks in their learning process, like Task Based Language teaching (TBLT), perceiving the importance of tasks for learners. In the action-oriented approach (AOA) tasks have an essential role which provide a learner-centered vision in which they made use over the language to acquire the ability to perform in different common

situations. Some examples are making a reservation in a hotel, ordering food in a restaurant, and asking for information (MEP, 2016). Swan (2005) emphasized general characteristics that TBLT have which are the use of natural language (meaning rather than language), learner-centeredness rather than teachers one, engagement, attracting students to linguistics components to follow main focus (meaning or communication), use of communicative tasks to develop the language and others (cited as Hismanoglu and Hismanoglu, 2011. pp. 48-49). Simplifying, looking at the importance of tasks inside the learning process, they not only create the space for learners to use and improve their language communication skills, but they enhance learners' cultural and linguistic knowledge putting into practice in different possible situations with the language.

Long (2015) defined that “tasks are the real-world activities people think of when planning, conducting, or recalling their day,” (p.6) some examples like talking to somebody, responding to an e-mail, preparing breakfast or even brushing their teeth are actions that take place inside the definition of tasks. Following, Long mentioned that tasks could be from complex to mundane or simple ones, some of them will require language use and others will not. Instead, the most important fact about tasks in Task Based Language Teaching (TBLT) is that with some changes they become pedagogical tasks, which he defined as “the activities and materials that teachers and/or students work on in the classroom or other instructional environment” (p.6) having great importance in TBLT, because from its implementation, the objective, and evaluation learners' have access to be assessed in the production of the target language.

Some investigations revealed aspects that task-based instruction have added to teaching and learning stages. Firstly, Ortiz and Cuéllar (2018) mentioned how learners were involved in meaningful tasks fostering the active use of the language, finding clues in their own reality

(background knowledge) at the same time their construction of knowledge because of the different opportunities they had. In order to express meaning, learners must comprehend, manipulate, produce, or interact in the target language, all the while paying close attention to how to use their grammatical knowledge. This is done within the context of carrying out the tasks, with the intention being to convey meaning rather than to manipulate form, according to Nunan (2004, as cited in El-Gawad & Mohamed, 2022).

Recently, technology-enhanced TBLT has become a popular approach to language learning and teaching. It has demonstrated great potential to improve learners' listening comprehension. By using didactic tools such as online collaboration, digital games, simulations, mobile apps, videos or podcasts, in which learners engage in more authentic and immersive learning experiences using the target language in different contexts. When technology is used to complement the development of tasks the engagement generated from learners increase aspects like retention and focus resulting in the competence in the target language. González-Lloret (2020) stated that technology creates an opportunity that is impossible to get in a physical place. Visiting museums or parks via the internet potentially connects students with the cultural opportunities. This situation generates in learners an engagement in cultural interaction, providing very rich resources of input and creating awareness in social and language competence (as cited in El-Gawad & Mohamed, 2022). Technology collaborates by providing feedback on learner's performance, offering personal learning experiences and offering real context according to cultural aspects from other countries.

To sum up, task-based instruction has a variety of elements that underlie both the teaching and learning processes. The definition of a task has to do with what people do on a daily

basis. The definition makes it feasible to identify TBLT features, such as that the environment is learner-centered, meaning is prioritized above form, and the utilization of real-world context is required for genuine material. Also, the use of technology enhances the amount of input that students receive, which improves their focus, engagement, and retention of the lessons being taught. The ability of various online software or programs, such as web pages, to give learners guidance and programs, real feedback, and assessment over production has significant potential to develop through technology. Through the use of tasks, the improvement of learners over language is consistent. Learners can build meaning and amplify their knowledge with other new experiences genuine resources, films, and podcasts that boost language learners' cultural immersion.

2.2.3 Assessment

People frequently overlook the various procedures involved in teaching English in EFL or ESL when they consider learning. Many individuals believe that professors simply present knowledge to students in a prescribed order so they can repeat it. When teaching English, reality demonstrates that teaching follows sequences and procedures, developing preparation and planning, students' advice, subject teaching, observing, and evaluating in accordance with educational objectives and established goals. Evaluating or assessing learners' understanding and use of the language is necessary to demonstrate their performance and competence, providing information about their needs and if students are developing according to the objectives established. There are different ways to assess learners through the learning process; at the

beginning it was only thought that summative assessment (tests) was the one in charge of providing learners' results on what they had learn. As Wiliam, (2011) argued "for many years, the word "assessment" was used primarily to describe processes of evaluating the effectiveness of sequences of instructional activities when the sequence was completed" (p. 3), the references make it possible to understand that summative assessment was especially used in different parts or at the end of a learning process to observe results in learners' knowledge through the use of tests. Now assessment is divided in different kinds corresponding to goals, feedback and periods of time inside the learning process.

The two kinds of assessment most used nowadays are the summative and the formative or which could be denotated form the formal and informal assessment. Having their differences but focusing in the same goal. García Laborda, Sampson, Hambleton, & Guzman, (2015, as cited in Torres, 2019) mentioned "before moving forward, it is important to define assessment as a systematic process which takes place throughout the entire teaching/learning activities, and which is aimed to judge and make decisions about students' improvement regarding one or multiple skills" (p. 2). Torres as well defined that assessment is more than just giving tests and a score; he mentioned that the goal of assessment was to make teachers and student to understand more about the completion of the goals established during the learning-teaching process. having benefits for both learners and teachers. First, learners will not only have the opportunity to use the feedback and assessment to understand the importance of language strategies applied through the course, modifying these strategies if needed. On the other hand, teachers will better understand if their appropriation, planification and implementation over the teaching and learning process is having results according to learners needs, as well as noticing if these aspects

require changes. According to Brown (2010), the correct application of formal and informal assessment implies a positive aspect in terms of effectiveness in both the teaching and learning process (as cited in Torres, 2019).

Brown (2000), stated that formal assessment is defined as exercises designed to determine skill and knowledge; they are systematic sample techniques that provide the teacher with information about the students' achievement. Most of the time, it is realized by means of summative assessment methods, where its relevant distinction is that they occur at the end of a period of time or cycle, focusing on aspects like the completion of objectives and performance (product). Then Brown (2002) and Gür (2013) stated that “an assessment (test) can be valid if the technique is consistent with the curriculum, the teaching material and if the results are accurate” (p. 568). As for reliability, tests have the need to be consistent between the test and performance from learners, provide clear directions for assessment, have rubrics for evaluation. Summarizing the same outcomes will be obtained if there is an appropriate procedure (as cited Behforouz, 2022).

Following Hasan et al., (2021), they investigated the possible incorporation of technology in the development of assessment, and they looked at the implementation of a mobile-based formative assessment (MBFA) in ESL/EFL speaking class. The process was composed through apps which created speaking tasks for learners, giving feedback for learners to improve in that skill as well. Results showed that MBFA application had certain positive effects but it was also determined that some apps and design of some strategies yielded more improvements than others.

Another research determined some findings in the online assessment, especially referring to test assessment. Initially, it is necessary to clarify that, as mentioned Brown and Abeywickrama (2010) and Sariçoban (2011), “standardized tests are mostly related to the assessment principles, including authenticity, reliability, validity, and the washback effect” (as cited in Behforouz, 2022, p. 567). Results obtained proved that validity and reliability were compromised in terms of plagiarism, cheating and teachers’ conduction of mock exams. Even if learners presented less anxiety and enhancement in this case, online assessment is still undeveloped in terms of creation of adequate programs, objectives and activities or practices in which the teacher could give proper feedback. Even though through the COVID-19 pandemic situation this was implemented, the course of actions was too ambiguous to realize a correct application of assessment in learners, needing further research.

Following up informal assessment according to Brown (2010), this type of assessment is spontaneous rather than planned, and it involves observing learners' performance without judging the outcomes or making judgments about their language proficiency. This type of assessment is known as formative assessment because the implication of teachers’ corrections in the middle of the learning process of students in this case formative assessment focus on process, which is the contrary of formal assessment focused on product. From Brown (2010) the possibility to have at hand some assessment options were necessary. This kind of ‘non-test’ as mentioned have in common the preparation related with the criteria. He mentioned, self and peer-assessment, journals, conference, portfolios, cooperative test construction. Each one of these allow the teacher to incorporate innovative and prepared task-assessment in order to provide formative development in learners’ learning process as well to ask for points of view or

opinion in order to know how they feel prepared before taking a test or doing a task. Including their observation, guiding teachers to understand at the same time learners' needs.

Now differentiating formal and informal assessment is clear. It is critical to consider the teacher's motivation and how assessment is incorporated into the teaching process. It makes sense in this situation to take into account teachers' assessment literacy. According to Djoub (2017), teachers who are knowledgeable enough to choose what they will assess, how they will do it, and the objectives they will select; are those who can identify the best course of action for monitoring the performance of their students. In other words, teachers who are proficient in assessment literacy know the proper technique for gathering accurate information about student performance and how to use assessment results to aid in students' learning (as cited in Zulaiha y Mulyono, 2020). The teacher's assessment literacy during the learning process has a significant influence since it alters students' performance in terms of advancement and comprehension of the target language. Even with these common beliefs, Zulaiha and Mulyono (2020) noted how many teachers lack abilities in literacy assessment, which is distinct from what they already know and the application in the learning process, and draw the conclusion that such teachers require corresponding training.

In conclusion, assessment is not only the application of tests at the end of a period or a course in the learning process to grade results from learners. They have great importance because through corrections, reinforcements and the capacity of the teacher to apply assessment, learners are able to improve even more or get frustrated in the learning process. Assessments are divided in two principal groups: the formal are related to a summative process and focus in product implemented most of the time by texts. On the other hand, the informal ones are related to

formative aspects and they concentrate in the process, meaning that in the middle of the lessons they are applied. The implementation of assessment in the use of technology do not have a clear view, this because in terms of application different result point out the need for programs related to technology, having problems to corroborate aspects as liability and viability, in plagiarism, cheating and feedback, removing the certainty of what is doing. At the end, teachers' assessment literacy is the knowledge to teacher adapt their assessment to objectives, the correct application and decision making, presenting the need for training in order to improve this ability during the learning process. Therefore, assessment implementation needs a congruence between teachers' knowledge and their application curriculum principles, this to not only measure learner results but to improve even more in the use and understanding of the learning process.

In synthesis, the development of listening comprehension has been more active through the last few years, providing information and results from different investigations that point out this skill as the primordial for language learning. In this investigation, one of the indicators focus in literature and their contribution to listening comprehension. With listening strategies, it was observed how these techniques helps learners to emphasize the target language, promoting a better understanding of the input received and improving at the time to work in tasks with the message they could hear. Furthermore, the teacher, as the main source, has the obligation to show how to use it and put it into practice. In order that learners have the ability to face information during the learning process. Then tasks are in charge of opening the space for learners to practice English language in the middle of the lesson. Tasks need to have a specific purpose and not just be randomly introduced in the lesson. They also need to have an objective and be related to a certain topic in order to complete a goal. Also, tasks must show real context to

learners by introducing cultural aspects that enhance the target language. The action-oriented approach (AOA) and task-based language teaching (TBLT) introduce the use of tasks to present learners with a learner-centered environment in order for them to create meaning. Technology implementation is a source of input assisting learners in their focus, collaboration, and motivation allowing them to use the language without the pressure of scores. Finally, assessment is in charge of pointing out the performance and achievement of learners. Assessment is not only necessary for the learner to know if they passed or failed a course; the teacher could also benefit from the results, leading him/her to think about his/her ability over the learning process and if changes are necessary according to the learners needs. Assessment is divided into two sections; the formal is the one in charge of generating mathematically a score in learners test using rubrics prepared, determining the accomplishment in the objectives established in the syllabus, this assessment is related to the summative part and it is concentrated in the product from learners. The second type of assessment is the informal, which, contrary to the formal, evaluates learners in the middle of the lesson. It is not interested in generating any note or number to measure learners learning, but instead is part of that learning process that continuously helps learners with the target language by providing feedback. The informal assessment has different ways in which the teacher could take the time to recognize the learners' development with the language, this assessment is called formative assessment, which is the focus of the process. Even if, as mentioned before, technology accomplishes great things for learners' acquisition of the language, there are some gaps in assessment in which reliability and liability lose control over the kind of assessment applied, and the fact that it is not face-to-face presents irregularities for teachers to provide feedback. Teacher assessment literacy must accompany teachers when they apply any kind of assessment in the learning process. Making them responsible means helping

them better understand the faculties of assessment and showing the need for training in this aspect.

2.4 Students' Perception of ICT

The development of students' language learning has always been a topic to discuss, different methodologies, approaches, and accommodations to the syllabus have been implemented with constant changes, describing always new ideas in how to catch learners' attention as well as how information is presented to them in order to develop communicative competence in a target language. Now, current methodologies implement a learner-centered environment where learners become responsible for their learning, leaving behind the teacher-centered focus where teachers were the only source of knowledge in the learning process. The perception of students toward the learning process could produce positive or negative factors, affecting the students' success and academic achievements. Through learners' perceptions of ICT, students' roles are affected as well in terms of motivation, engagement, and performance. On the other hand, if they feel identified, it can produce a positive application to their academic achievement, having benefits like motivation, collaboration, confidence, and others. Technology exposure is an advantage that could improve learners' perception, retention and understanding of the target language, which his application is creating a proper environment where learners can be comfortable and with access to technology. If learners' exposure is not meaningful and teachers do not discover possible needs in learners, the kind of input provided could not be the adequate avoiding the goals and objectives behind every task. The variable students' perceptions of ICT are in charge of observing the development of student's role in the learning process and the kind of exposure that learners receive to technology taking into account not only inside the learning

process but outside as well. This will collaborate to understand better how learners use technology to learn and whether their applications have positive effects on the learning process itself.

This new century young people are born intrinsically with capacity to learn how to use technology, Prensky (2001, as cited in Zaidi et al., 2018) confirms that technology have created a new generation called Net Generation, which consist in young people that have a facility for the use of technology from early age. The use and the application of didactic resources in the way of learning is determined by the kind of exposure to technology that students may have. According to Romanelli, Bird and Ryan (2009) they proposed the definition of 'learning styles' which had a "cognitive, effective and psychosocial behaviors" that help learners to perceive, interact and respond to the learning environment (as cited in Zaidi et al., 2018). The recognition of learners learning styles could improve their language learning in which the role of the student develops in the learning environment. It is necessary to understand that the teacher could not plan different activities to each student, but instead teachers can recognize which learning styles are the predominant in the classroom and focus to improve tasks with this.

Pardede (2020) explained that obstacles in ICT applications could produce external and internal factors that prevent the correct development of learners in the learning process. External factors are related to aspects like internet, cellphones, hardware, software and others. Then internal factors are those attitudes, beliefs, knowledge and application of ICT, affecting the implementation over the learning process. Therefore, "students' perceptions generate changes inside the learning process which are also a crucial for success in ICT integration, (Selwyn, 1999) because the integration essentially forms a learning environment requiring the student-

centered approach" (as cited in Pardede, 2020, p. 248). Also, Morrison-Shetlar's (2002, as cited in Pardede, 2020) confirmed in their study how learners' attitudes about technology had great influence in determining possible benefits of online learning resources and experiences. In addition, Pardede (2020) found different studies having in common that learners' perception of technology application was positive. Demonstrating characteristics of learning environment where motivation, independent learning, and context improved.

2.4.1 Learners Role

Learners have great importance inside classroom; the teaching-learning process is focused in the implementation of different techniques to accommodate the learning according to learners' need. The role of learners had been related to different characteristics and behaviors which they are supposed to carry out inside the learning process. These aspects had changed continuously, adapting to different approaches according to time needs, stimulating learners in order to confront the target language. Also, the learning process may become challenging for the students if they do not have access to resources that allow them to acquire answers to questions and help on material that is delivered to them in the middle of it. For instance, technology could take learners to new ways of experiencing the English language, and help to balance the type of teaching generated from the classroom to the outside, where language is contextualized to different situations. Therefore, technology changed the way how implementation, interaction and availability of resources between teachers' and students', transforming the interaction and the role of both.

From the Action Oriented Approach, learners in the language process have an active and central role being responsible for their own learning, emphasizing the importance of autonomy, and deciding the way how goals are achieved in the learning process. The Council of Europe (2001) established the students' role as "seeing learners as language users and social agents, and thus seeing language as a vehicle for communication rather than as a subject to study. In doing so, it proposes an analysis of learners' needs and the use of "can do" descriptors and communicative tasks" (p. 29). The appreciation of learners' role development in the learning process manifests aspects in learners that qualify different characteristics for them to use inside the classroom; they have to be critical thinkers in order to solve problems, (tasks) and in order to enhance the language as their own. Also, they have to reflect from their learning process to find solutions to possible weakness. Reflection is necessary for the learning process. Students in their role as active learners need to reflect on their own learning progress, identify strengths and weaknesses in that process, and change their learning strategies accordingly (Council of Europe, 2001). In order for students to integrate what they learn themselves, their function within the classroom must represent the utilization of a variety of abilities; otherwise, the entire learning process would end up being a process only to obtain good grades. Furthermore, as mentioned earlier (in Students perception of ICT) Pardede (2020) defined possible learners' attitudes, beliefs, knowledge and the ability to use technology could become obstacles for their learning process, informing this as critical because learners are in the middle of the classroom and are the most affected in the enhancement and use of the target language

Information and Communication Technology (ICT) might help enhance learners' role in the learning process. According to González-Lloret and Ortega (2014), when using ICT in the

learning process learners tend to increase their levels of motivation, as a result of the effect technology has on them, increasing interaction in the learning process. For instance, learners' enhancement increases in the learning process leading to more possibilities to improve the rate success in the use of the language. Furthermore, learning is an individual process, learners have their own way to learn, speed and possible preferences. The AOA acknowledged these statements, which promotes learners' active involvement in the learning process (Council of Europe, 2001). Language proficiency improvement among learners does not happen suddenly; in order to get their attention, motivation helps learners to obtain that focus on the target language as it provides different tools for them to make clear their understandings of the language. While two students might not have exactly the same skills or familiarity to the target language, this process is primarily individual. On the other hand, utilizing technology encourages students to become social beings capable of interacting with others and exchanging ideas about how to understand the target language with their peers. This encourages students to consider their own presumptions and work through any challenges they may encounter.

In conclusion, language learners utilize the language in social contexts and are in charge of their own learning. Their role gives them the expectations they need to grow inside the classroom since they are active learners. Then, in the role of social agents, they have the chance to discuss and reflect on the learning process both individually and with peers, sharing perceptions and meanings of the language, encouraging in increasing appropriation, and developing critical thinking skills so they can see their advancements and accomplishments. Technology is a tool that enhances the target language to improve academic results by supporting students' roles as active learners throughout the learning process. Different learners have various

needs and perspectives about the teaching and learning process; the teacher could take note of these needs to modify assignments and modify the teaching to better suit the learners' needs. The indicator learners' role is to observe how they view the use of ICT in the learning process and what expectations they have of it, building a connection between their technological language improvement and the development of their social skills while putting a special emphasis on their capacity for reflection on what and how they learn as well as the potential for improving that learning.

2.4.2 Learners Exposure to Technology

In the learning process, the different use of technology has become a great advantage for teachers and students, the access to information through videos, presentations and material create an easy way to provide learners with input for them to use the language. This exposure occurs inside and outside the learning process. The variation of different tools through the use of the internet has become something that helps learners to develop their skills, and having what they learn and corroborating it improving their understanding, including the access to assessment of how they handle the language. The exposure to technology does not guarantee a proper development of the target language, it could be expected that learners use a minority of their time outside the classroom to improve their competence with the language. This indicator looks forward to observing the kind of exposure learners have inside and outside the language classroom.

Technology has great acceptance from the majority of learners as mentioned by Pardede (2020). In different studies, it was found that students have a positive perception of ICT use in

learning English. Learners stated that technology increases the motivation to learn English, which provides them a learning environment to help them with more opportunities to interact and share with others, having contact with authentic English in various contexts. Findings from Riel (1989) contributed to the ongoing investigation of the relationship of computer use and computer-based classroom environment or culture. Clearly ICT use has great impact for learners' exposure to the target language. These increase the opportunities to use the language in different contexts. Other findings mentioned that while classroom organization was not changed or transformed when using technology, the interaction between students and teachers had changed. The results indicated that teachers can change the classroom organization and that its certainly would appear that patterns of interaction change, particularly between the teacher and their students in their learning environments. In terms of ICT, was discovered that while computer use did not alter how classes were organized, it did alter how students and professors interacted with one another. Inside the classroom in order to enhance learners to the learning process technology have to be used effectively, Morgan (1996, as cited in Rumpagaporn, 2007) emphasized how teachers have to properly use technology in order to create a proper environment where learners could improve in productivity, involving students in the learning process. Rumpagaporn (2007) also describes that using technology effectively was necessary to develop an active learning, where relevant problem-solving tasks use authentic and challenging work with great involvement of learners, giving them control over what is learned. That means that the teacher is the responsibility to accommodate the use of technology inside the classroom, depending in these factors students might not interact and reach better outcomes in the learning process.

Finally, it should be noted that instructors are responsible for adopting technology and fostering a suitable learning environment; therefore, they are the ones who decide how much technology students are exposed to, teachers also could provide different resources where learners can access to information to solve doubts, practice and improve their level of English. If the technology is not used effectively in a way that allows students to improve their language skills, the contact between teachers and students may decline this inside the learning process where learners would not pay attention to the lesson by using their cellphone not as a tool but as a distraction. Then in terms of their ability to interact with various situations and communicate, share information, and interact with technology, but a contrast to this situation is the majority of students have favorable opinions of how technology is used in classrooms. Learners will be given activities that are relevant to them, address challenges that are challenging for them, and create a suitable environment to increase results with appropriate technology application. Then, it is important to pay attention the kind of exposure students receive both inside and outside of the classroom in order to determine whether or not helps them use the language more effectively.

2.5 Conclusion

In this chapter, it is possible to observe the theoretical framework within which each important aspect of this investigation is developed. With the first indicator, technology use, the difference between technology use and technology implementation was corroborated as having a difference in its implementation inside the learning process, and adding that technology implementation is through methodology and a proper plan instead of technology use is more of a general definition. The ICT implementation lets the reader understand that teachers are the ones in charge of figuring out how technology is implemented. It is possible to observe that the AOA

and the CALL approach have in common not only the implementation of technology but the learners' perception of their role as active learners. The background knowledge is then significant in terms of recalling prior experiences with the goal of progressing in the use and correlation of the target language, allowing the learner to create meaning with each new encounter with the language. Following, it is necessary to understand possible teachers' barriers to the implementation of technology inside the learning process; situations like a lack of training or a lack of resources could be negative aspects that prevent a proper implementation. The second variable, listening comprehension, demonstrates how listening is a basic skill that paying more attention could help to improve the rest of the skills, helping students with the use of technology to improve comprehension, retention, grammar, and the creation of meaning, this when including the use of listening strategies to improve how learners confront the language in the middle of tasks. Concluding that tasks have to focus more on meaning than form, including real context, and that is a learner-centered approach developed according to the TBLT approach. From the students' perception, the indicators of the learner's role, and the students' exposure to ICT, it was noticed that most students developed a perspective that, according to research, the implementation of technology is well received, helping them to improve their ability with the language. Their needs have a great impact on how they perceive the learning process, which, if not taken into consideration by the teacher, can lead to a poor development of the student's role with respect to their reflection and empowerment within the learning process. The exposure to technology is implemented to improve learner reactions to the target language, but it is necessary to look forward to determine how their exposure is outside the learning process as well.

Chapter III
METHODOLOGICAL FRAMEWORK

3.1 Introduction

This third chapter makes emphasizes in the research techniques and design selected to structure the work. These include thinking about the kind of methodologies chosen and the tools used to be implemented in the research. The methodology design is described by Smith (2002) as, the “explanation of the approach, methods and procedures with some justification for their selection.” (as cited in Austin & Sutton, 2014, p. 436). Moreover, Maxwell and Wooffitt (2005) mentioned that "a good design, (is) one in which the components work harmoniously together, promotes efficient and successful functioning; a flawed design leads to poor operation or failure" (p. 2). The importance of the methodological framework is to convey the different arguments, objectives and questions with the techniques selected and approach which the researcher determines is pertinent to carry out the investigation. The main goal of this chapter is to provide structural coherence to the research with the selected methods applied, and delimit the problem investigated. Therefore, providing a general overview of this third chapter, includes aspects like the research method, type of investigation, research approach, sources and subjects of information, the variables, population and sampling and the instruments selected to use in the investigation.

3.2 Research Method

In the research development, there are two main types of analyses: the deductive and the inductive Soiferman (2010) defined how the inductive researcher utilizes a bottom-up way by taking different experiences or behaviors from a broader theme creating a connection between them interconnected by a theory. The development of this research embraces an inductive method, using different situations inside a theme in order to determine possible connections that leads the investigation to findings and recommendations on how to improve results in the setting

implied. Then, Creswell (2005, as cited in Soiferman, 2010) details how the inductive thinking or induction reasoning is frequently used in qualitative researches, this with the main characteristic that:

“The researcher begins with specific observations and measures, and then moves to detecting themes and patterns in the data. This allows the researcher to form an early tentative hypothesis that can be explored. The results of the exploration may later lead to general conclusions or theories” (p. 7).

Armat et al. (2018) describes how the analyst’s mind begins the investigation with details that leads them to find answers and behaviors to direct the analysis. In those aspects we could find the research questions, the study aims leading to possible changes as the investigation progresses emerging hypotheses and examining these hypotheses during the rest of the process.

3.3 Type of investigation

The following research implements a descriptive type of investigation, the choice was based on the drawbacks related to the development of the research. Descriptive studies involve the recollection of data to illustrate a situation, environment or events in order to organize the different data and obtained information in patterns, helping to comprehend any phenomena or situation, resolving more the “what” is happening with the phenomena or “why” it is occurring, objectively establishing a baseline for future research and interventions or possible decision making if necessary. Descriptive research has become a type of inquiry regularly used in disciplines such as, psychology, and social sciences, helping to investigate context, situations and behaviors inside those disciplines that by other means could not be possible. In the educational setting it is of great help, as it enables teachers to obtain information of what happens inside the

classroom, where the control over the subjects could be difficult. It is now common to observe descriptive research in second language teaching and learning, searching not only the development across learners but to go deeper in the observation of behaviors and aspects that might be affecting them in order to provide information for a better understanding (Nassaji, 2015).

Therefore, descriptive and qualitative methods in an investigation of second language teaching-learning fits well to overcome the difficulties in controlling subjects and the constant manipulation of variables inside their setting. Descriptive and qualitative research have two more features that assists with the design in this work. Both implement naturalistic data analysis which consists in observing the environment without any intervention or manipulation of variables. With descriptive analysis it is possible to carry out the combination of different approaches to collect and analyze data, for example; the collection of qualitative data could be analyzed quantitatively using statistical analysis. Then qualitative information could be evaluated qualitatively identifying patterns, concepts and interpreting categories (Nassaji, 2015). Therefore, in the development of the descriptive method, the implementation of observations is extremely necessary, because it is the principal instrument of obtaining information which determines possible behaviors, characteristics and situations happening as part of the language learning environment, leaving behind any efforts to control variables. Observations have great opportunity to inform the researcher about the different aspects and development in the classroom, to observe the teacher and students' behaviors, making it possible in this case to observe how the teacher employs technology inside the classroom to determine if technology is helping to improve learners' listening comprehension. Every instrument applied helps to provide information corresponding to learners' experience.

3.4 Research Approach

This investigation uses the qualitative approach methodology. The purpose of the qualitative research is to recognize the phenomena or scenario at hand while collecting, evaluating, and interpreting data utilizing a descriptive and visual writing style. The growth of the situation and each participant are frequently the main points of focus in qualitative research methodologies. One of the key features of qualitative research is that it evolves in its surroundings rather than starting with a guiding statement or hypothesis. Instead, it uses a previous issue to make it easier to comprehend what is intended to be examined (Gay et al., 2012).

It is also important notice how some researchers hold back over the implementation of the qualitative approach, based on the perceptions leading to aspects like reproducibility and generalization of findings. The participant, in contrast to the quantitative perspective is a missing factor which is developed by the qualitative approach. Qualitative investigations introduce participants like subjects necessary for the research leading to know and understand their behaviors, way of thinking, thoughts, feelings and more, in order to interpret those experiences or aspects to find answers in humans' behaviors in a specific context (Austin & Sutton, 2014).

Ary et al. (2010) characterized qualitative researchers' work as the manner in which they "seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data" (p. 29). Moreover, Ary et al. discussed how qualitative research aims to make ideas and presumptions testable and confirmable with the goal of explaining phenomena. In their discussions of humans and their activities, they characterize them as being constrained by

context, meaning that social reality cannot be stated solely through variables as it can with physical reality.

Efron and Ravid (2013) emphasized how complex reality is in schools, a social setting (an institution) that integrates several realities. Because the various interpretations—personal, cultural, historical, behavioral, and more—are defined differently by each person in different situations. They are all cataloged and developed by the various members of the public who interact with the institution. Meaning, the goal of qualitative research is to comprehend how teachers, students, and the administrative sector develop and what they perceive, combining this information with insight to look after and identify potential modifications and suggestions.

Complementing, Bogdan and Biklen (1998) identified the naturalistic approach in the qualitative research as the one concerned with contexts and the one who visits to each location to collect data. The results of qualitative research are then presented in a descriptive manner utilizing words and images rather than numbers. This demonstrates that qualitative researchers care deeply about the process rather than just the outcome. In this instance, techniques are used to collect data through regular interactions and activities with the subjects. Continuing, data is analyzed inductively, which is not based on trying to prove or disprove a hypothesis. Therefore, qualitative research constructs an overall knowledge from the ground up by making connections between disparate pieces of evidence.

Summarizing the qualitative method describes the context where a situation or phenomena is being observed. In this research the observation over the two sections 11-6, 11-7 from Liceo UNESCO High School were used to determine the implementation of technology, recognizing teachers and learners' behaviors applications and perceptions of technology as part of the

learning process. The investigation seeks to shed light technology use on the part of teacher to make learners develop the listening skill, aiming to improve their competence in the target language. After determining the behaviors, patterns and data in general form the subjects of information, it is necessary to make suggestions and point out possible future changes. The different information obtained will be available providing results about context and the utilization of technology as part of the teaching and learning process.

3.5 Sources and subjects of information

3.5.1 Sources of Information

The recollection of different sources of information for the development of a topic is necessary in order to recognize if previous data of the phenomena studied exists, helping to inform the researcher of characteristics, possible solutions or antecedents to take into account at the time to reproduce or create a new project. Empire State University (2023) refers to different types of sources of information classifying in primary and secondary. Primary sources are related to the phenomena explicitly and the data collected at first hand, could be an experiment or information as evidence. Secondary sources are based from the primary interpretation of data from other researches work as a kind of second-hand information, but really useful, helping to understand what other people think and if there had been any kind of findings about the topic. In synthesis, primary and secondary sources are the information obtain related to the topic selected at the beginning of the work. In this research sources such academic articles, books, researches, thesis, government reports, web pages, presentations and others are utilized to reinforce and improve research goals.

3.5.2 Subjects of Information

Describing the subjects of information is important to define those that are going to help in the research process directly or indirectly. In this case students are the most relevant sharing their behaviors and way of developing inside the learning process. Then the teacher, who is just one person is in charge of both groups (sections 11-6, 11-7) and the one who lends the space to proceed with the observations and applications of the instruments, sharing data like weekly plans and material in order to have information about the development and progress of the lessons.

3.6 Variables

Variables could be divided in different kinds depending on aspects or specifications from each research. In this research, two main aspects for the variables are considered, the conceptual definition and the operational definition. Both kinds of definitions shape how variables could be previewed or interpreted and how they are going to be measured with the use of instruments. Therefore, for the conceptual definitions of the variables Richards and Schmidt (2013) defined denotation as the more accurate way to conceptualize what a word or phrase means this is correlated to the situation or problem, reflecting a fictional or real-world aspect. On the other hand, as operational definition is a “definition of a concept in terms which can be observed and measured” (p. 441).

The conceptual definition of the first variable technology use, coming from the word educational technology which Richards and Schmidt (2013) defined as the use of devices and educational equipment to aid the teacher and students in the teaching-learning process. For this variable, the operationalization is through non-participant observations and questionnaires to the teacher in charge in charge of the classroom and learners.

Following, the second variable is listening comprehension, which is defined (Vandergiff 1999; Jinhong 2011, as cited in Tran & Duong, 2020 & Richards y Schmidt, 2013) as the process of understanding sounds, intonations, linguistic structures and social contexts in order to construct meaning from input or background knowledge. The instruments to measure the variable are the observations and the questionnaires.

The last variable, students' perception of ICT takes the perception concept from Richards and Schmidt (2013) as "the recognition and understanding of events, objects, and stimuli through the use of senses" (p. 427). In this case the concept of perception has to be incorporated into how students receive and understand the stimulus of technology through the use of senses. The conceptual meaning for students' perception of ICT is determined by what they think about the use of technology and how this one helps them to improve their competence with the target language. Here it is necessary to realize that it deals with the advantage they have in terms of enhancing their language proficiency. The observations and the questionnaires help to determine their development with technological applications and the relationship between them.

3.7 Population and sample

3.7.1 Population

In research, the selection of population is necessary for the realization of the work; the population could be determined as people, an object or a phenomenon, in which the researcher takes interest. As mentioned by Richards and Schmidt (2013), population is "any set of items, individuals, etc. that share some common and observable characteristics" (p.443). The previous observation can cause us to consider that referring to education a group of people is utilize and has to do with an institution chosen. Understanding a particular population's habits, experiences,

and opinions is the main goal of population selection. Majid (2018) defined population as the target for the researcher which intends of study or have contact with. Then, according to Ary et al. (2010), the population is the people expected to observe and learn something. For this case, the population selected are students from eleventh grade members from Liceo UNESCO High School, located in Perez Zeledon, and they represent a group of people that had been in contact with the implementation of the last curriculum. in which it is expected to observe and understand the development that technology has caused to them in order to improve their listening comprehension in the target language.

3.7.2 Sample

Because sometimes it is difficult to access the entire population due to economic, time, and distance issues, it might create challenges for the researcher. In most of the cases, sampling is crucial for qualitative investigations and it is the solution to those issues that could arise. When discussing sampling, this is used to describe the individuals who represent a portion of the general population, As previously stated, the population was made up of eleventh grade pupils from Liceo UNESCO High School. Although the size of the student population as a whole might be advantageous to the study, one of the investigation's constraints is the amount of time and work required to observe and implement the different instruments required. It is because the sample is reduced. According to Richards and Schmidt (2013), the sample used in this research is particularly the group chosen to reflect the population. To continue the study, for instance, one must choose a sample in this situation that accommodates the restrictions presented. From the eleventh-grade students, they were divided in 10 sections, between those two groups were chosen, 11-6 and 11-7. In the first group 11-6 they were conformed of 24 students, 18 are male and 6 females, then, in the group 11-7 the number of students were 29, 14 male students and 15

females. One teacher was in charge of both groups, who will collaborate for the development of the research and part of the sample. The selection of the sample was not randomized but rather based on limitations found by the researcher. Hence, the sample was not randomly selected in this study, which is one that was tailored to the investigation's needs and practical constraints rather than being chosen at random. Implementing a convenience sampling defined as “choosing a sample based on availability, time, location, or ease of access” (Ary et al., 2010, p. 431)

3.8 Instruments

The last aspect of the methodological framework is to describe the instruments that were selected. This helps determine how data is obtained in settings where participants share their opinions and behaviors, letting the researcher notice patterns and better understand the situation or phenomenon. As stated, before at the beginning of this chapter, the investigation is realized using the qualitative approach; taking this into account, it differs in how most of the time the data for the research is obtained. In qualitative research, the person in charge takes a position where the setting is the one that deploys different perceptions about the world by its people, they think and react in different ways. For instance, the researcher not only executes different observations but also applies instruments that help make sure that people’s reactions to different situations provide the data that are noticeable. For the development of this research, the following instruments were selected: the non-participant observations; the questionnaires; and lastly, Likert scales, using open and closed questions for the different participants.

3.8.1 Observations

Observations are one of the principal ways to access the different behaviors and attitudes of the people in the sample without manipulating the setting to obtain the most accurate answers. When narrative words are used to describe behaviors, the setting and the kind of interaction between the participants are related to qualitative research (Ary et al., 2010). Observing what happens in the setting, from the most unusual to the simplest thing, is what provides the different information that the researcher collects and writes down, without taking or creating judgments or points of view of any kind. When the research starts catching the different behaviors and aspects over the setting development, it goes focusing on the topic of interest (Hernández-Sampieri et al., 2014). Observations could be carried out in different ways; the two most common ones are participant and non-participant observation. For the purpose of this work, it is decided to use the non-participant observations. Non-participant observations are characterized as such because the observer does not get directly involved with the setting or the participants observed. In this observation, the researcher records the different behaviors and attitudes of the student and the teacher inside the learning environment. This kind of observation avoids any kind of intrusion from the observer or any feelings with the participants that can generate changes in the way of being able to visualize the situations that occur within the class (Gay et al., 2012).

3.8.2 Questionnaires

Questionnaires are instruments that have the capacity to interview thousands of people; they are related to obtaining large amounts of data in a short amount of time. As a matter of fact, questionnaires are tools that help instead of interviews when time factors do not allow it (Gay et al., 2012). The use of questionnaires will be used with learners implementing closed and open questions that are generated in order to understand better their concept about the use of

technology inside their learning process and the utility that it generates when learning a second language and to provide responses to the rest of the variables part of the investigation. It was selected to improve the analysis of the data through the use of Likert scales to obtain information from the teacher and students.

3.9 Conclusion

What this chapter reveals are different premises that contain important information about the type of research developed. It was selected an inductive method, which accommodates the qualitative type of research that focuses on a theme and creates connections over the different behaviors that form a theory that backs up the findings. Then, within this work, a descriptive type of investigation is performed, characterized by the description of the setting or environment, and through observations, different data are obtained to find patterns, understand better the phenomena, and create possible solutions or future interventions. The qualitative approach selected characteristics over the research, like the importance of the participants and their attitudes and behaviors, understanding the social context in which the researchers developed a naturalistic approach to present data more with words and images than numbers in quantitative types of research. Therefore, different sources are used that provide different information about the topic selected, which is related to technology inside the educational process. Articles, books, academic articles, web sites, and others were used to obtain information from previous researchers alike and data that would be helpful to develop the research; Then, the subjects or participants are defined as the teacher in charge of both groups (11-6/11-7) and the students of both groups. The three variables obtained from the objectives define their concepts and the way they are going to be measured. The population was established to be all eleventh graders in Liceo UNESCO High School, and the sample form included groups 11-6 and 11-7. Lastly, the use of

instruments is necessary for every research and investigation to come up with data and information from the setting and the subjects. The selected instruments to be used were first the observations and the questionnaires, adding Likert scales inside his development.

Chapter IV
Data Analysis

4.1 Introduction

The data analysis is one of the most important chapters in the thesis development, like the theoretical framework provides basis to establish the information and investigation already existed. The data analysis provides results from the instruments applied. Sharing information of the setting. Gay et al. (2012) mentioned the importance of data analysis in qualitative research cannot be overstated. It serves as a crucial process in summarizing information, culminating in the presentation of study findings that possess an unwavering sense of credibility and validity. By using analytical techniques, researchers can unveil different points of view, extract meaningful insights, and ultimately contribute to the advancement of knowledge in their respective setting. This chapter, it is divided in three parts. First, the analysis of the observations realized. Continuing, with teachers' questionnaire and the most relevant information. Finally, the evaluation and interpretation of the questionnaire applied to the students. The information obtained from the instruments contribute to answer the variables which is the order that presents this analysis.

In this chapter, the analysis of information is predominant, as highlighted by Hernández Sampieri et al. (2014), where qualitative research lacks a predefined structure compared to quantitative research. It becomes the researcher's responsibility to establish a coherent structure. Through the literature review, similarities and contradictions emerge, providing insights into the most significant studies conducted in the field. Concurrently, information obtained from observations and questionnaires assists in understanding the behaviors and various aspects of the setting and the individuals involved. It necessary to clarify that in the students application of questionnaires 81 students and 1 teacher participated representing the 100% of the sample. By comparing and aligning these different sources of information, the researcher can validate the

research setting, participants, and literature, further demonstrating the importance and relevance of the chosen research topic. This comprehensive approach enables a more holistic understanding of the subject matter and supports the foundation for subsequent research steps.

4.2 Observations

The observations provide information of behaviors and the development in the setting. Taking the most remarkable aspects it shows the different situations providing information on the variables and the majority of indicators.

Cell phones are the primary technological tool used throughout the class. WhatsApp, emails, browsers, and translation tools provide a significant boost to students when receiving materials from the teacher and as sources of information for searching, translating, and contextualizing in the language. Additionally, the teacher implements the use of speakers most of time inside the learning process referring to what expressed by Mohammadi and Derbel (2014 as cited in Günüç & Babacan, 2017) acknowledging the teachers' responsibility in introducing and integrating technology within the teaching process, ultimately leading to an improvement in academic performance in English of the learners. The teacher's use of technology is continuous, both as a means to carry out activities and present vocabulary and as a personal tool. However, cell phone use is more recurrent among the students. Different authors Solanki and Shyamlee (2012), Pourhosein Gilakjani (2017), Tomlison (2009), Genç İter (2015) and Larsen-Freeman and Anderson (2011) (as cited in Ahmadi, 2018), claimed that technology stimulate learners to enhance their learning process, thereby augmenting the opportunities for learning and facilitating access to authentic materials. The support from auditory and visual experiences in learners improve their concentration during the language learning journey, thereby significantly

enhancing their linguistic experience. In general, during the learning process there is a characterized application of technology as a tool in the teaching and learning process carrying out the definition stated by Bax (2003, as cited in Ioannou-Georgiou, 2006) of 'normalization' considering technology as an additional tool rather than an essential component for facilitating classroom instruction and progress. Concerning the observation, the teacher made use of the different resources at hand, increasing the normalization process described by Bax.

Even so, it is rare to see the teacher inquire about students' prior knowledge on a topic before introducing or giving instructions. Regarding the prior knowledge on various topics addressed in the classroom, there exists a dissociation between what Roozbeh, (2016) stated the importance of background knowledge when creating connections and interpreting new language input and what is observed in the classroom environment. Finding through the observation the low application in the learning process. It is noticeable that due to the students' grade level, many of the topics are reviewed or approached from a different perspective, resulting in a decreased emphasis on exploring and connecting these topics with students' existing knowledge. On the other hand, it is true what claimed Zokhida (2022) that by emphasizing the integration of technology it becomes evident that creates means for students to uncover and retain new information fostering cognitive independence and enabling the autonomous development of their skills.

The institution provides technological equipment for teachers, such as speakers, projectors, and fully equipped conference rooms and labs. However, there is a deficit in their availability, requiring a week's notice to reserve their use specially with the projectors, having only 8 of them for 85 teachers. The institution has internet access, but its quality is very low or

nonexistent, forcing students to rely on their personal data plans most of the time. Additionally, there are a few cases where students do not have a cell phone or personal internet access. Dela (2016) investigation claims teachers' planning and lack of resources are the aspects that prevents teachers to overcome the barriers when dealing with technology inside the learning process. However, the first statement it is contrary to what has been observed, since the implementation of other technological resources are applied in the lesson planning. On the other hand, the lack of resources (projectors) is inconvenient to the development of the learning process, leaving behind the exposition to visual aid to students, by neglecting the chance to create a more stimulating learning environment, the potential for student development remains untapped, this as well with the internet connection which sometimes is impossible to use. Therefore, Ertmer et al. (2012) mentioned that every institution holds the responsibility of providing access to the necessary resources (technology) to teachers, making it possible to integrate them into the teaching-learning process. In the observations, despite the inconvenience of projector availability, the consistent use of technology determines the increasing appropriation of technology by teachers each time he utilizes it.

Listening activities are regularly incorporated in the lessons most of the time at the beginning of them, always following the implementation of others skills, resulting in the validation of what mentioned Brook (1960, as cited in Rivers, 1964) and Hogan et al. (2014) the spoken word holds greater significance in language (oral comprehension), as it directly reflects the primary mode of communication, whereas the written word serves as a secondary representation. For instance, developing the others skills. Assisting in the introduction of new vocabulary and grammatical aspects, as complemented by Oxford (1990) how this approach

establishes that lessons with visual aids assist better students in memory retention and association processes.

Casually, the teacher introduced or review with the students the use of listening strategies prior or during the listening to a recording. Contradicting what was stated by Gho and Vandergrift (2022) regarding the benefits that strategies provide to students in understanding, retention, and clarifying information derived from what they hear. In the observations realized most of the time were absent the corroboration of listening strategies by the teacher losing the opportunity to integrate with the different audios presented.

The observations revealed the tasks applied by the teacher were taken by the planing of the lesson according to the syllabus stipulations. Formative corrections or feedback occurred continuously. When students realized questions, the teacher primarily addressed pronunciation and vocabulary concerns, encouraging them to the use of established translation tools to corroborate meaning. Brown (2010) determined this kind of assessment (informal or formative) is spontaneous in the lessons and that focus on observing performance without generating any judgment. The most common way to review the different tasks is oral. Considering that predominantly only one approach is used to provide feedback on assignments in the classroom, it deviates from what Brown (2010) proposed, which involves having various methods for giving feedback on activities.

The teacher encourages active student participation by reaching out to them showing personal interest in students' preferences and desires. Additionally, the teacher promotes the development of quieter students and frequently involves students who may distract others, resulting in voluntary participation and a decrease in fear of speaking and sharing in the target

language. Contemplating that even if there are mistakes students' responses demonstrate optimism and motivation. During the lessons, the teacher is observed placing great importance on the students' performance as active agents, always attempting to establish connections with the culture and norms used in English-speaking countries. This highlights what the Council of Europe (2001) established as the role of the student allowing them to develop as active agents in the target language. However, most activities are done individually; and students sometimes end up copying by taking pictures or verifying their answers with their peers to confirm their own information before reviewing with the teacher. Like mentioned Pardede (2020), there are factors related to the exposure of technology in students that can pose obstacles to the learning process, which are also described like attitudes, beliefs and others. Although the time spent is minimal, it is evident that they engage in social media, play video games, and listen to music during the lessons, and some even use video game consoles. This is found in a minority of students which do not use their cell phones as tools but rather as a means of distraction. This undermines the reflection proposed by the Council of Europe (2001) for students to actively identify their strengths and weaknesses in order to correct them. For the remaining students, it is worth clarifying, as mentioned by Gonzales-Lloret and Ortega (2014) that using technological resources in the learning process students increase their motivation and interaction in the learning process. Therefore, the transformation in the relationship between the teacher and students presented a topic of concern in the 1980s, as highlighted by Riel (1989), who stated that technology applications, such as cellphones, alter the nature of interaction between teachers and students. This change leads to a more independent development of students as they learn how to utilize available tools and acquire information on their own. They actively engage with the teacher, often seeking clarification on specific grammatical and pronunciation aspects.

4.3 Teacher Questionnaire

The information obtained from the teacher offers validation and enables cross-referencing with the observational data. Concerning the teachers' instrument, it primarily addresses the initial two variables. This facilitates the verification of aspects like technology integration, potential barriers encountered by the teacher during its implementation, and the strategies employed with students to enhance their listening skills. This entails a descriptive analysis that contrasts both the responses provided by the teacher and what was observed, as well as what is conveyed through the literary reviewed.

General information about the teacher shows that he is 51 years old and holds a Master's degree in English teaching. It is also mentioned that he has 22 years of experience as an English teacher, out of which 19 has been spent at Lieco UNESCO High School. It is worth noting that he specializes the most with eleventh-grade level groups, with 18 years of experience in that area. Regarding the development of lesson structures during listening activities, he stated that for learners are engaging but can pose a challenge when they encounter different accents, such as British accent.

The teacher affirmed that technology is consistently employed in language instruction for students. Corroborating what stated by Ioannou (2006) about the implementation of technology in the curriculum development. With the goal that technology became a necessary tool in the learning process. Within the observations the use of technology was evident in the development of most of activities realized, where the teacher implements the technology at his disposal.

Subsequently, he acknowledged that occasionally he made learners to employ technology like a resource to facilitate learners' learning process. According to the observations learners

have at hand their cellphone all the time it does not mean they use it for every activity. This further reaffirms the findings obtained previously by Bax (2003, as cited in Ioannou, 2006) stating the normalization process in technology application, describing how technology even though it is a valuable tool, though not indispensable, that stops the learning process. It highlights the comparison of a pencil within the classroom environment with the state of 'normalization' of technology described.

Furthermore, the teacher acknowledged encountering occasional challenges related to the acquisition and use of technology. According to the examinations the availability of equipment and the connectivity to internet are the most challenges situations. Asserting what Ertmer et al. (2012) stated, describing the obligation for the institutions to provide access to technological resources.

The teacher highlighted the importance of technology as a valuable resource for enhancing learners' listening comprehension abilities implemented into his planning. The conducted analysis reaffirmed the emphasis placed by the teacher on integrating technology into the teaching process, aligning with the perspective presented by Güniç and Babacan (2017) that teachers are responsible for orchestrating the entire educational process with learners at the core.

In regard to listening strategies, he indicated occasional implementation of these strategies during listening activities. Which contrary to the obtained from the observations the teacher rarely implemented with learners listening strategies. Leaving behind what Gho and Vandergrift (2021) expected in the collaboration of listening strategies in students helping them to improve the comprehension obtain and recall information when students work with listening tasks.

The teacher confirmed that always realize the implementation of the three stages of the listening process (pre-while-post). On the contrary, the observations demonstrated that even that listening tasks were implemented at the beginning of lessons the stages develop were follow with the correlation of other skills rather than the three stages of listening. This does not present a big impact in the development of the lessons but provides valuable information demonstrating the number of listening activities to which students are typically exposed in each lesson.

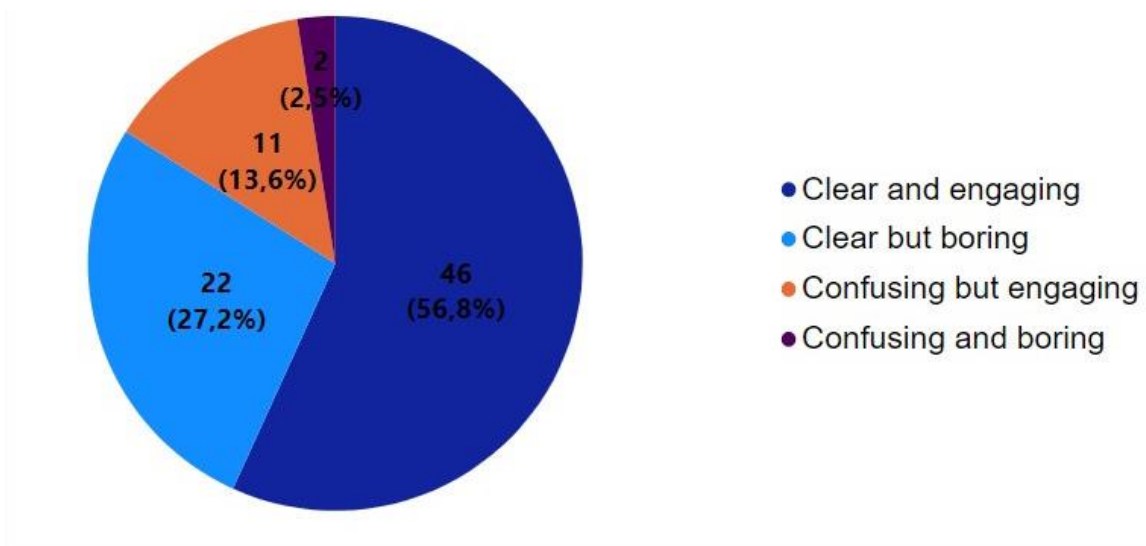
Lastly, he occasionally referred to the reliance on printed materials or EFL textbooks. From the analysis in the first instrument the teacher used the connectivity of e-mails and WhatsApp to share with learners' mots if the material implemented during the learning process. Does not mean that copies of material were not used but, instead some students preferred to use their own mobile to check the material.

4.3 Students' Questionnaire

The questionnaires administered to the students contain valuable information, taking into account their perspective and further detailing the teaching process in which they are immersed. It is relevant that not all of the questions have their own figure, but every one of them presents their analysis.

The first question determined students' enjoyment of English classes. Which an 89% answered positive meaning 72 students demonstrating their engagement over the learning process. On the other hand, an 11% resulting in 9 people stated the discomfort in the academic English classes. This demonstrates the majority of leaners' agreement and enjoyment to receive English classes, while it is a low percentage of students who feel discomfort during the learning process.

Figure 1. Students' description of the class

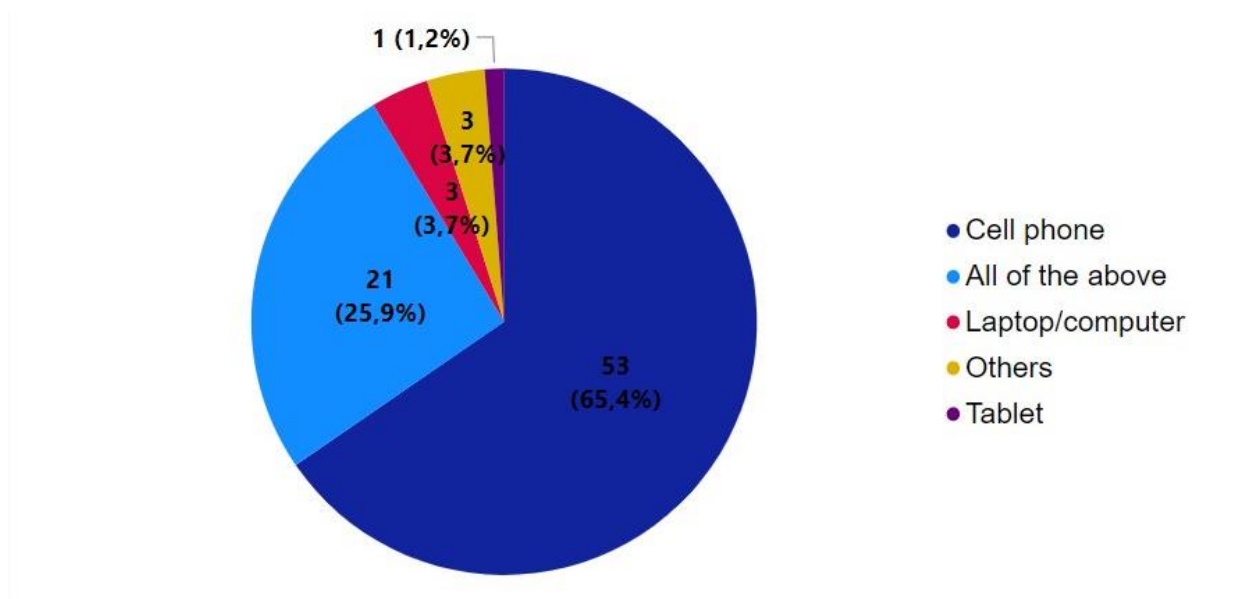


Note: Data taken from the questionnaires applied to students.

Figure 1, it becomes apparent that students perceive the class to be clear and engaging, with 56.8% of the total participants, corresponding to 46 students out of 81. Additionally, a percentage of students, totaling 27.2% or 22 individuals, consider the class to be clear but boring. The third most popular option among students is that the classes are confusing yet engaging, representing 13.6% or 11 students. The least favored option, selected by only 2 students, is that the classes are both confusing and boring, accounting for 2.5%.

The analysis of the data reveals that the majority of learners perceive their English lessons as clear and engaging. Instead, a small portion of the learners, specifically 2 individuals, perceive the lessons to be confusing and boring.

Figure 2. Utilization of Technological Devices for English Listening: in-class and Out-of-class Contexts



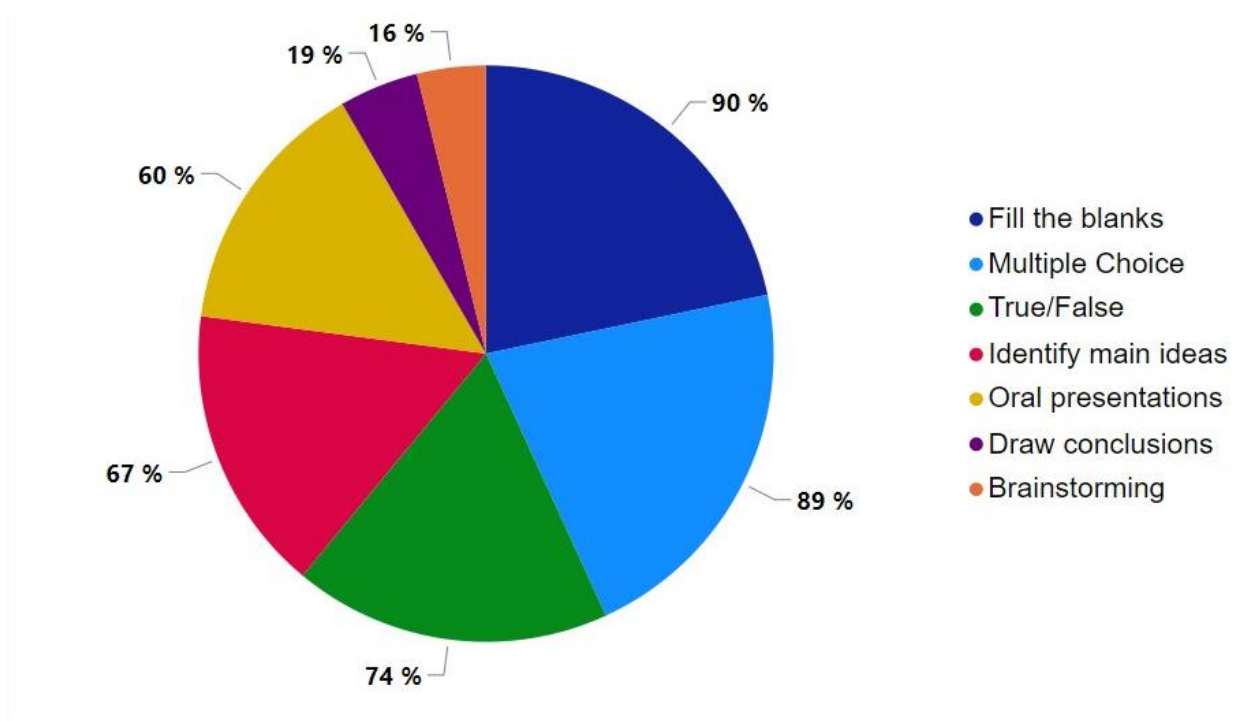
Note: Data taken from the questionnaires applied to students

Figure #2 pertains to the responses obtained from question 3, which focused on the use of technology devices by learners for listening in English, both inside and outside the learning environment. Notably, cell phones emerge as the most prominent choice, selected by a significant majority of 65.4%, equivalent to 53 students. Following closely, the option "all above" encompasses 25.9% of the responses, representing 21 students. In the third and fourth positions, both laptop/computer and other devices are indicated by 3.7% each, with 3 students choosing each option. Finally, the tablet is chosen by a solitary student, accounting for a mere 1.2% of the total responses.

This analysis reveals that learners predominantly rely on cell phones, both within and beyond the classroom, for their listening activities. The high percentage of students utilizing cell

phones underscores their popularity and accessibility among the learner population. Conversely, the tablet emerges as the least favored option, indicating minimal usage for listening purposes. It is worth mentioning that a small number of students do not possess their own cell phones, potentially resorting to alternative devices for their listening needs. As stated Tomlison (2009), Genç İter (2015) and Larsen-Freeman and Anderson (2011) the technological devices provide quick access to a great amount of information, not only helping learners in their language learning but encourage them through authentic material (as cited in Ahmadi, 2018).

Figure 3. Activities utilized with the Incorporation of Audios within the Classroom



Note: Data taken from the questionnaires applied to students.

Figure 3, the analysis revolves around students' perspectives regarding the frequency of activities implemented by the teacher, specifically those involving audio components. The

findings reveal that a significant majority of 90% of students consider fill-in-the-blanks activities to be the most commonly utilized. Similarly, an impressive 89% of students selected multiple-choice activities as a prevalent option. Additionally, 74% of students indicated the presence of True/False activities, while 67% identified activities focused on identifying main ideas. Interestingly, oral presentations ranked last among the notable activities, receiving agreement from 60% of the students. Finally, the least selected activities were draw conclusions and brainstorming, corresponding to 19% and 16% respectively.

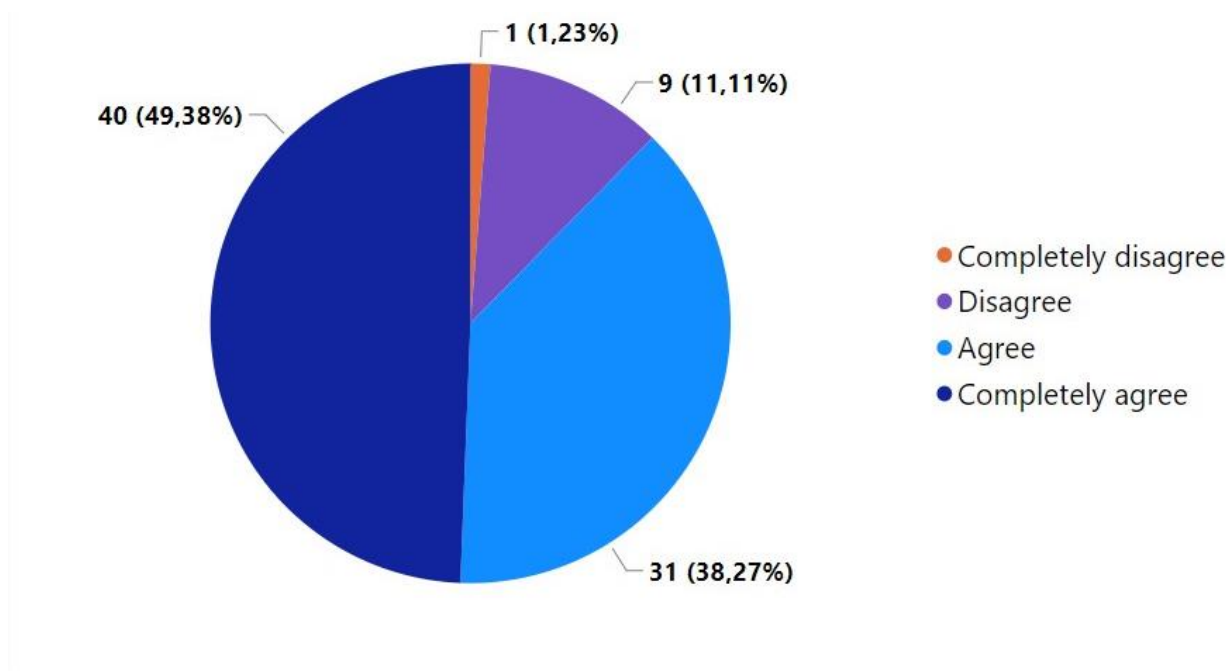
These findings shed light on the types of activities employed by the teacher when incorporating audios into the learning process. Learners' opinions clearly demonstrate that fill-in-the-blanks and multiple-choice activities are the most frequently utilized, with only a 1% difference between them. On the other hand, draw conclusions and brainstorming activities are the least implemented during classes. According to El-Gawad and Sree (2022) the different tasks incorporated in the development of lesson must provide not only meaningful situations but the opportunity to learners interacts, negotiate meaning and develop their critical thinking. In the observations tasks were mostly individual generating to not create the setting for learners' exchange of information or opinions. Then the corroboration of meaning was given specially between the teacher and students

The following analysis corresponds to questions 5 and 6 of the administered student questionnaire. Question 5 addresses the percentage of students who demonstrate comprehension when listening to English audios during the activities develop by the teacher. A significant majority of student responses, comprising 71.6% or 58 students, affirm their ability to understand the English content presented in the audios. On the other hand, 28.4% of students (23

individuals) reported that they were unable to comprehend the English content in the audios provided by the teacher. These findings highlight that a significant majority of 70% of students possess the ability to understand the information presented through the audios, while the minority expressed difficulties in comprehension.

Continuing with question 6, this portraits students' agreement with the teacher's utilization of tasks before, during, and after the implementation of audios. Remarkably, 100% of the students responded affirmatively, indicating that the teacher consistently incorporated activities at these distinct time points when utilizing audios. As observed, the audios were predominantly utilized at the commencement of the lessons and the different tasks presented real life situations for learners to correlate with context. El-Gawad and Sree (2022) and MEP (2016) determined the performance of real-life situations and the authentic tasks improve learners' competence providing learners with meaningful situation to use the language.

Figure 4. Student Agreement on Teacher implementation of Listening Strategies



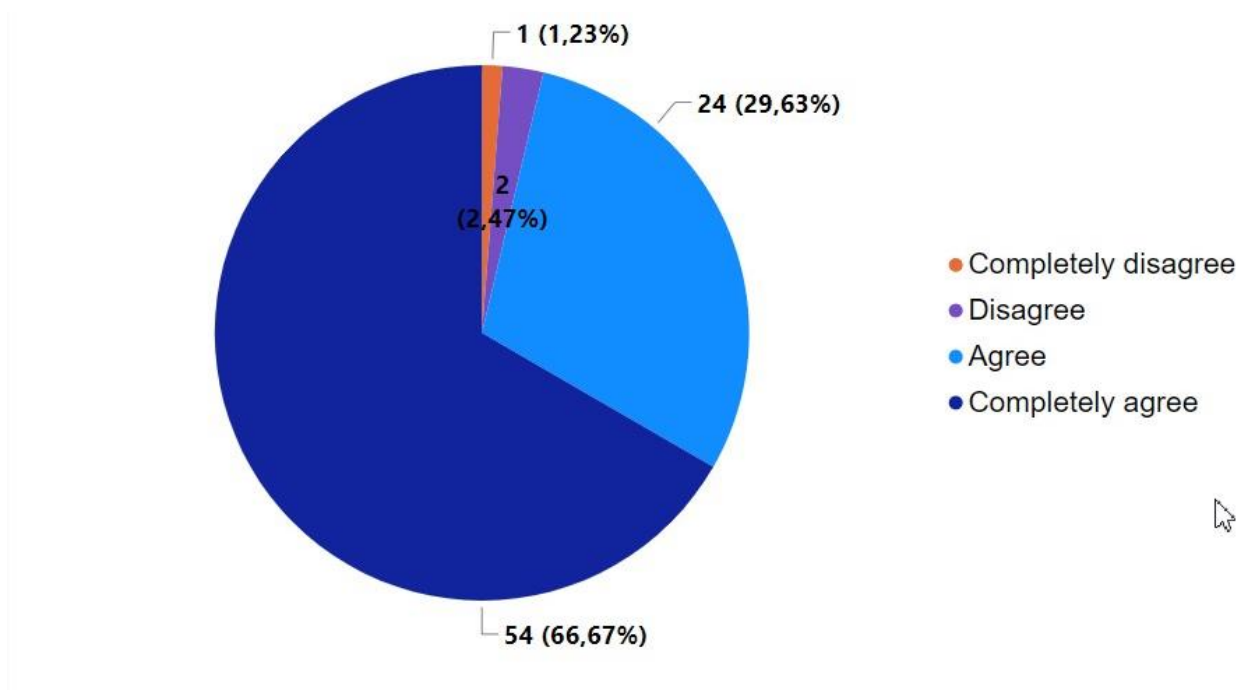
Note: Data taken from the scale applied in the questionnaires to students.

Figure 4 represents the responses to the initial statement on the scale administered in the students' questionnaires, focusing on the teacher's implementation of listening strategies prior to any listening activity. The findings reveal that the majority of learners, comprising 49.38% or 40 students, are in complete agreement with the introduction of listening strategies before engaging with audio materials. Additionally, 38.27% (31 students) express agreement with the utilization of these strategies. Conversely, 11.11% (9 students) disagree with the implementation of listening strategies, while a single individual, accounting for 1.23%, completely disagrees with the proposed listening strategies.

Overall, the data illustrates that a significant proportion of students, a combined 87.65%, either completely agree or agree with the incorporation of listening strategies. On the other hand,

12.34% of students express their opposition to the implementation of these strategies. The observations reveal that there were limited instances where the teacher dedicated time to introduce and emphasize the usage of listening strategies before engaging in any listening activities. This finding contrasts with the assertions made by Vandergrift and Goh (2021), who highlight how listening strategies contribute to comprehension, retention, and information recall from audio sources. Despite the students' response in favor of utilizing listening strategies, the observations present conflicting information.

Figure 5. Students' recognition of teachers' Informal Assessment during the learning process

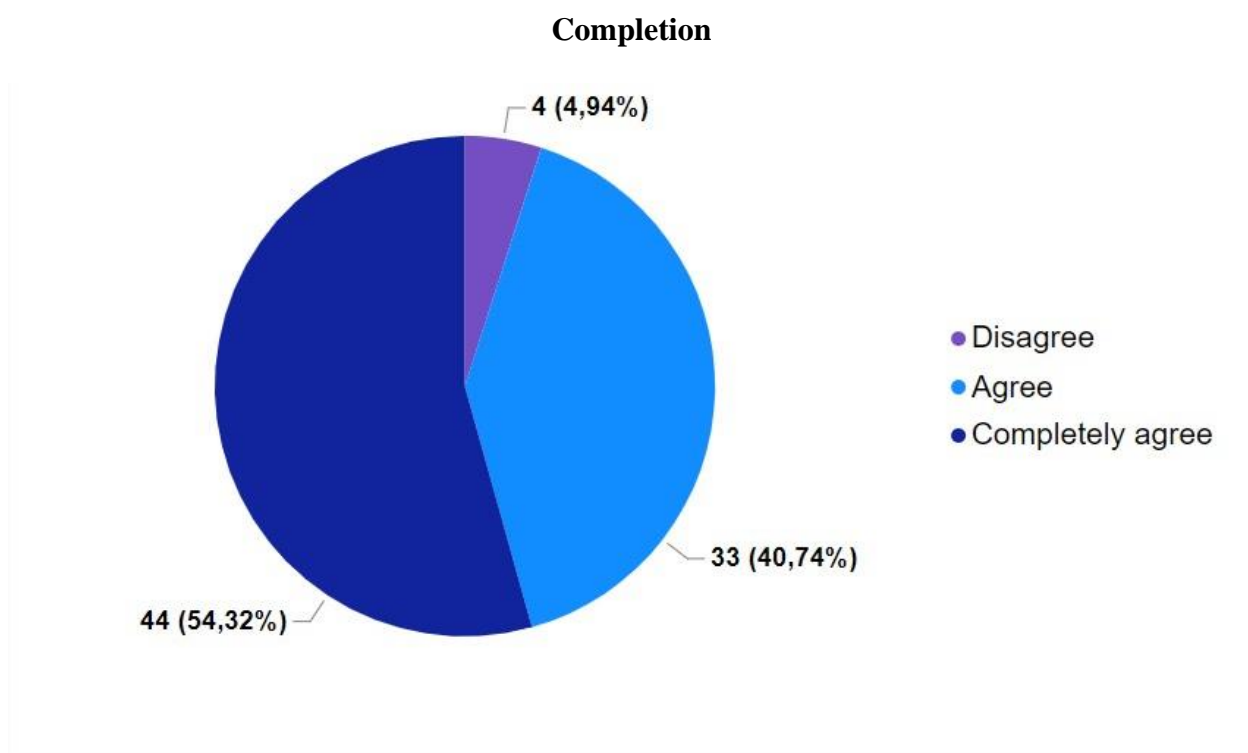


Note: Data taken from the scale applied in the questionnaires to students.

Figure 5 establish learners' agreement on teacher's assessment during application of tasks. The majority of students, comprising 66.67% or 44 individuals, responded that they completely agree with the teacher's assistance. Additionally, a significant 29.63% of students (24 individuals) expressed agreement with the feedback provided for each task. The remaining students who responded as completely disagree and disagree accounted for the lowest percentage, totaling 3.7% or 3 individuals.

The analysis of Figure 5 highlights the teacher's involvement during task completion in the learning process. A substantial 96.3% of students affirm the provision of feedback by the teacher, which aids in addressing doubts and correcting mistakes. On the other hand, the small percentage of students who disagreed not only represents a mere 3.7% but also indicates their dissatisfaction with the teacher's assistance. According to the observations, the teacher consistently offers clarifications on grammar, pronunciation, and context in every activity, demonstrating a dedicated effort to help learners comprehend the language. Furthermore, it was noted that different classrooms employ English translators to provide more appropriate feedback to the learners, as mentioned by the teacher on multiple occasions. Brown (2010), stated the observation of learners' production in tasks allow the teacher to give corrections in the middle of the learning process, helping them by informal assessments which are focus in the process rather on the product.

Figure 6. Students' agreement regarding the use of technology in Task



Note: Data taken from the scale applied in the questionnaires to students.

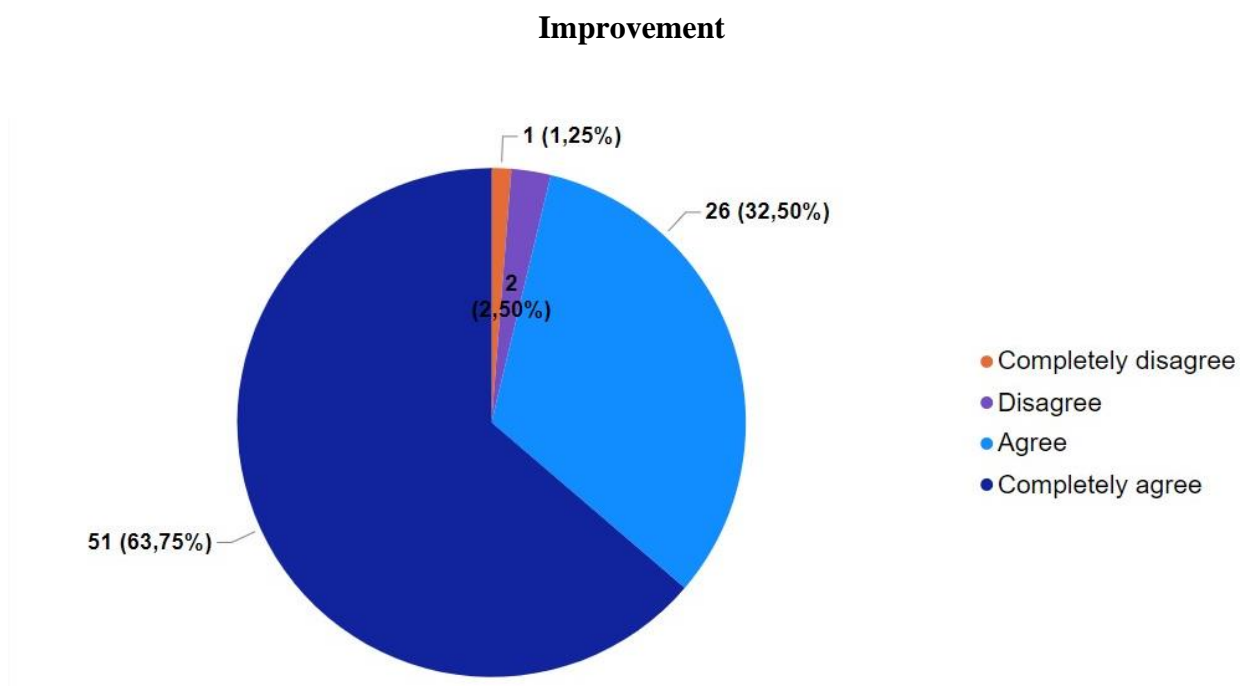
Figure 6 provides insights into students' utilization of technology when completing tasks. Firstly, a significant majority of students, accounting for 54.32% or 44 individuals, completely agree with the use of technology. In second place, 40.74% of students (33 individuals) express their agreement with incorporating technology in task completion. Lastly, a small percentage of students, comprising 4.94% or 4 individuals, disagree with this statement.

The noteworthy data highlights that learners heavily rely on the use of technology during the learning process to accomplish tasks. A majority of students, totaling 54.32%, completely agree with this approach, indicating their recognition of technology's role in facilitating their learning experiences. However, it is important to note that a small proportion of students,

representing 4.94%, hold a disagree view towards utilizing technology in task completion. This may be due to factors such as limited access to the internet or lack of personal devices.

Overall, the findings underscore the significance of integrating technology as a valuable tool in the students' learning journey. The information provides helps to verify the implementation of technology inside the learning process, contrasted to what observations and the teacher stated. Gonzales-Lloret (2020) mentioned the opportunity that technology implies for learners' cultural knowledge in which the input available allows the enrichment of their social awareness and language competence At the same time efforts should be made to provide equal access and support for all students, ensuring that technology can be effectively utilized to enhance their learning outcomes.

Figure 7. Students' inclination towards utilizing technology for English

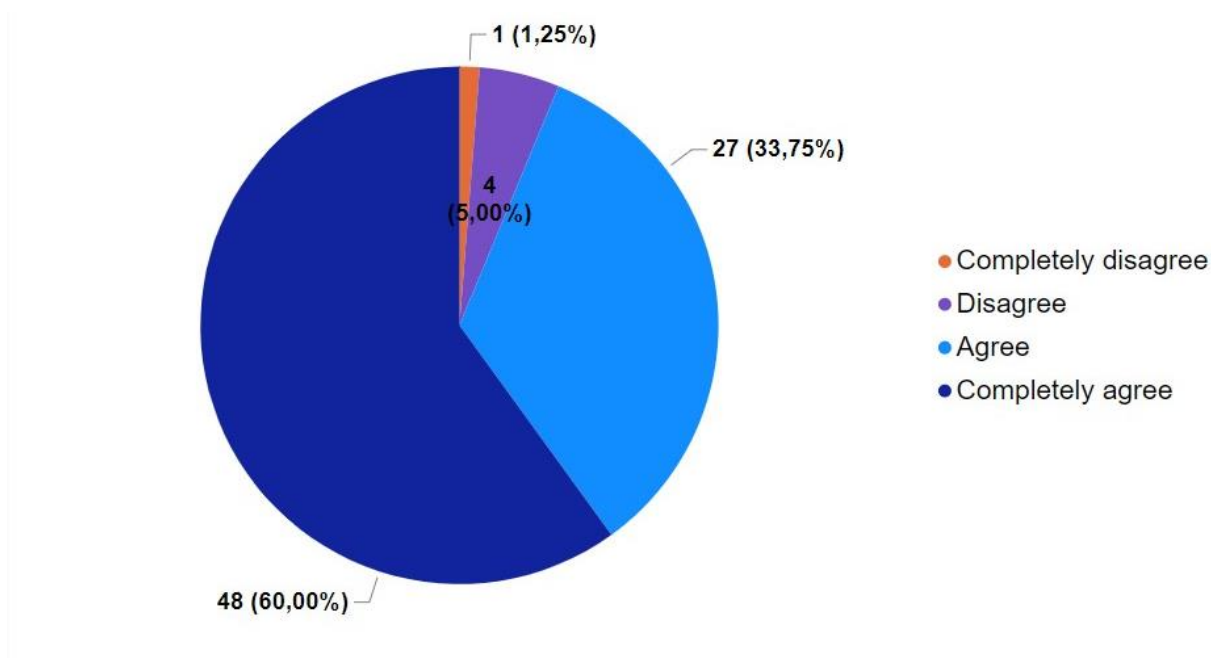


Note: Data taken from the scale applied in the questionnaires to students.

Figure 7 provides information about the students' enjoyment when using technology during the learning process. Corresponding to a majority of 63,75% are completely agree to the statement with an opinion of 51 learners. Then following a 32,50% that agree with a participation rate of 26 students. For the options disagree and completely disagree add up 3,75% (3 students) represents the ones that demonstrates a discomfort from students in the application of technology.

As demonstrate the majority of learners shows a favorable opinion when using technology corroborating the engagement with the use of technology observed in the different lessons. Following, the minimum of students expressed their concerns as they do not take pleasure in using technology. Observations demonstrated the common use of cellphones by learners, also a minimum number of students that used their cellphones as distractors. Pardede (2020) demonstrated the positivism from learners in different studies, mentioning the importance in their behaviors and attitudes to determine the correct use of technology. He also stated that if learners do not use correctly the technology it produces obstacles for them as mean of distraction affecting the learning process.

Figure 8. Students enhanced ease of Listening through Technology Integration



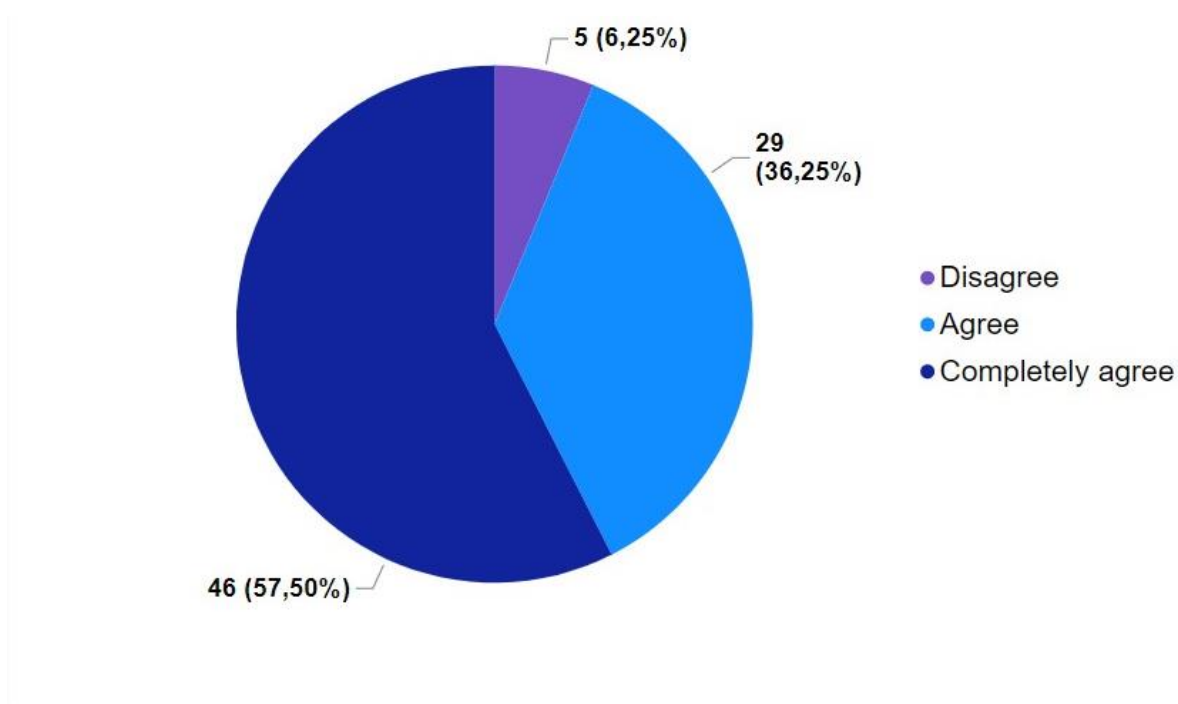
Note: Data taken from the scale applied in the questionnaires to students.

Figure 8 examines students' opinions regarding the importance of using technology to enhance their listening skills. Firstly, 60% (48 students) indicate their complete agreement in utilizing technology to improve their listening abilities. Additionally, 37.75% (27 students) express their agreement with the incorporation of technology in audio-based tasks. On the other hand, a small percentage of 6.25% (5 individuals) demonstrate their disagreement with the application of technology to enhance their listening skills.

The information provided offers insights into students' ease of listening in English when using technology. The majority of students, comprising 60% of the student population, completely agree with the implementation of technology in this context. However, there are a few students who do not perceive as favorable for them the use of technology and share a complete disagreement or disagreement with his utilization representing a total of 6,25%. From

the observation the enhancement learners had when technology was used, it was represented in the motivation and attention offered specially when visual aid was provided. Zaidi et al. (2018) identified learners' strong interest in using YouTube videos as a valuable tool for enhancing their learning experience. These videos serve as a valuable resource for completing assignments and conducting studies. Additionally, the research highlights the influence of learners' familiarity with technology on their preferred modes of learning.

Figure 9. Expanding students' listening comprehension capabilities with the aid of technology



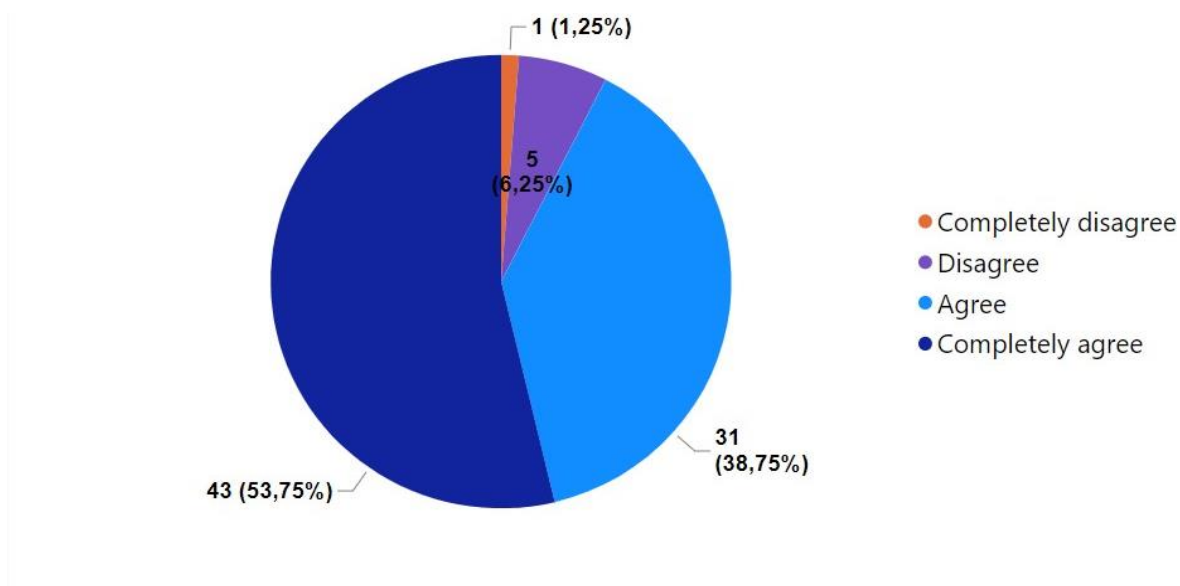
Note: Data taken from the scale applied in the questionnaires to students.

Figure 9 serves to validate the responses provided by students in the previous Figure 8, thus confirming the positive influence of technology in improving listening comprehension in listening tasks. The results indicate that a significant majority of students, comprising 57.50% or

46 individuals, fully endorse the idea that their understanding of the target language and listening abilities are enhanced through the integration of technology. In second place, 29 learners, accounting for 36.25% of the participants, express their acceptance of technology as a tool for improving language comprehension. Conversely, a small group of individuals, representing 5 students or 6.25%, hold a contrary viewpoint, disagreeing with the notion that technology aids in language improvement.

These findings support the perspective that incorporating technology in language learning can have a positive impact on students' listening comprehension. Most of students recognize the benefits of how technology has help them in this context, while a minority hold a differing perspective. The integration of technology plays a crucial role in learners' educational journey. It is essential for learners to actively engage with technology as integral component of their learning process. The teachers serve as role models, demonstrating the effective utilization of technology to support the curriculum. This approach helps learners to enhance their language skills through the meaningful and purposeful application of technology (Costley, 2014; Murphy, DePasquale, & McNamara, 2003). These findings support the notion that technology can be effectively utilized to adapt language instruction to students' individual interests and preferences, (as cited in Ahmadi, 2018). The integration of technology in language learning holds great potential for promoting engagement, motivation, and effective acquisition of language skills.

Figure 10. Students' active engagement in improving listening comprehension through technology practice during the learning process



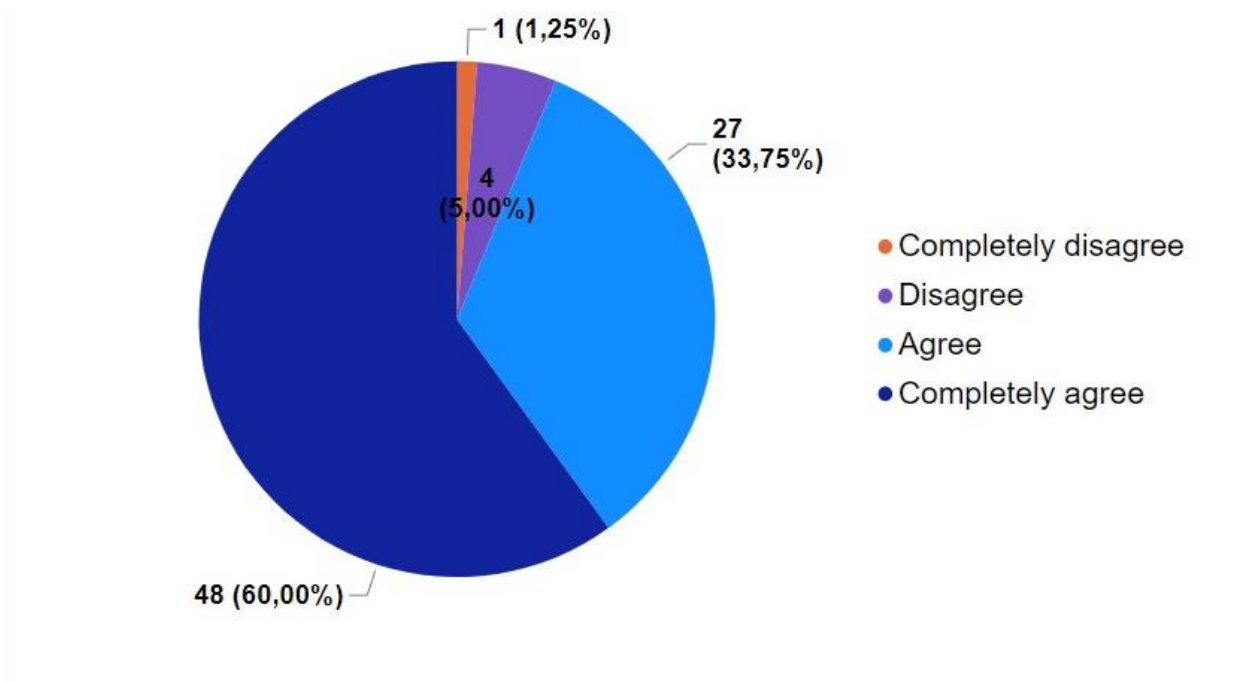
Note: Data taken from the scale applied in the questionnaires to students.

Figure 10, it is observed how students engage with technology during their learning process to enhance their listening comprehension in the target language. Notably, 53.75% of learners completely agree, corresponding to 43 students. Additionally, 33.75% express their agreement with the use of technology, totaling 31 students. Conversely, 6.25% of students disagree with the practical application of technology, while a mere 1.25% (1 student) holds a position of complete disagreement.

The significant findings demonstrate that the majority of learners acknowledge and embrace the use of technology as a means to enhance their listening comprehension skills during classroom activities. Conversely, a minority of students' express dissent towards the integration of technology in the classroom setting. The analysis of the literature highlights the significant influence of technology on language teaching and learning methods. Research conducted by

Solanki and Shyamlee1 (2012) and Pourhosein Gilakjani (2017) reveals the positive impact of technology on learners' auditory and visual skills, contributing to an enhanced learning experience, (as cited in Ahmadi, 2018).

Figure 11. Expanding English practice with the aid of technology beyond the learning environment



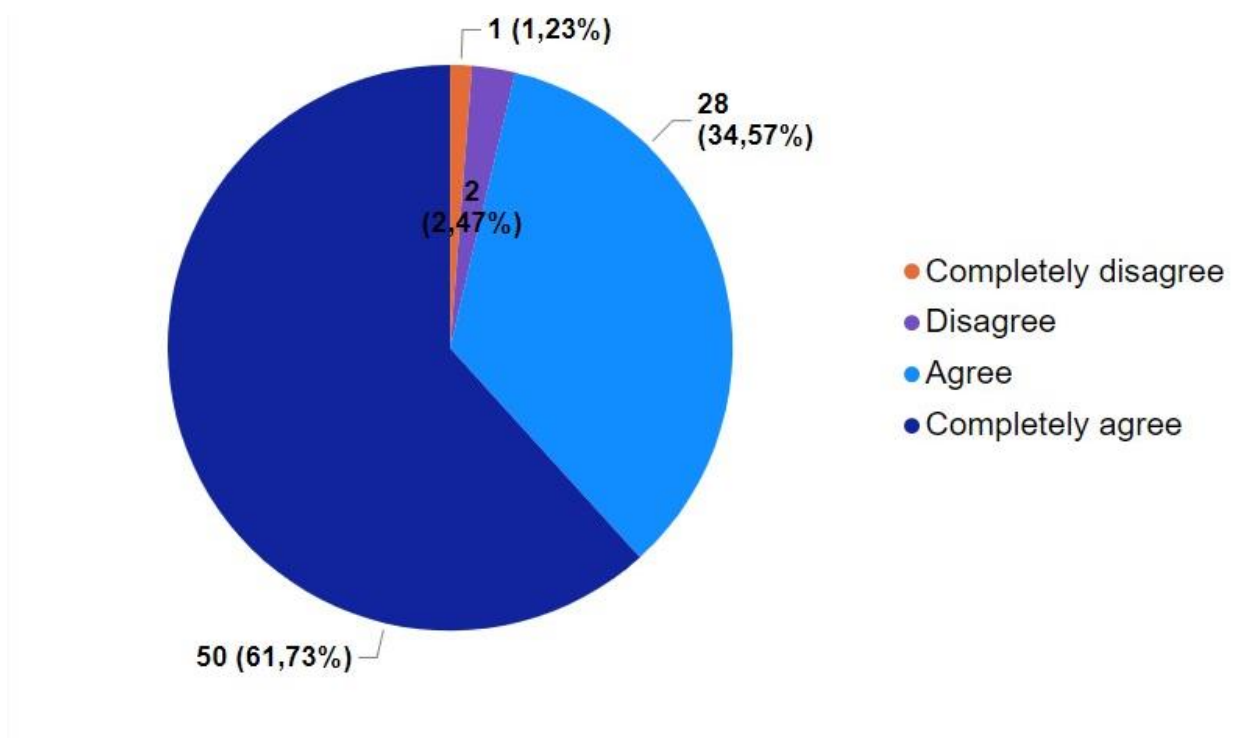
Note: Data taken from the scale applied in the questionnaires to students.

Figure 11 reveals students' perspectives on the utilization of technology for English practice outside the traditional learning environment. The majority of students, comprising 60% of the participants, expressed a complete agreement with the notion of expanding English practice through the use of technology. This represents a significant portion of 48 individuals who recognize the benefits of incorporating technology beyond the classroom setting. Furthermore, 33.75% of students indicated their agreement with the idea, highlighting a

significant number of 27 participants who recognize the value of utilizing technology for English practice. On the other hand, a small percentage of students, 5% in total, expressed their disagreement with the use of technology for English practice beyond the learning environment. These four students have reservations about the effectiveness or appropriateness of technology in this context. Lastly, only 1.25% of students, representing one individual, expressed a complete disagreement with the notion. While this is a minimal response, it still underscores the diversity of opinions among students regarding the role of technology in expanding English practice.

Summarizing, the data demonstrates a positive attitude from learners towards the use of technology for expanding English practice beyond the traditional learning environment, with most of students recognizing its potential benefits. As mentioned before Zaidi et al. (2018) the current generations use the YouTube videos to increase their learning process in this case learners demonstrate to use it to study and resolve homework. In which it is understandable that not only this platform is the only one used by the learners to acquire information in the target language.

Figure 12. Revealing the influence of Technology on students' English proficiency development



Note: Data taken from the scale applied in the questionnaires to students.

Figure 12 provides information into the improvement of technology on learners' English proficiency. The majority of learners, representing 61.73% of the participants, expressed a complete agreement that technology has a significant influence on their English proficiency improvement. This represents 50 individuals who recognize the positive role of technology in enhancing their language skills. Furthermore, 34.57% of learners indicated an agreement, participating 28 students. On the other hand, a small percentage of learners, 2.47% expressed their disagreement with the influence of technology on their English proficiency improvement. Lastly, only 1.23% of learners, representing one individual, expressed a complete disagreement

with the notion. While this is a minimal response, it emphasizes the diverse perspectives among learners regarding the influence of technology on their English proficiency improvement.

Overall, the data demonstrates a positive perception of the influence of technology on learners' English proficiency improvement. The majority of learners recognize the role technology plays in their language skills. This highlights the importance of incorporating technology in language learning contexts to facilitate effective and engaging English language development.

4.4 Conclusion

In conclusion, this chapter examines all the information gathered through the instruments used by the researcher. This triangulation between the findings of each instrument and the corresponding literature analysis verifies different behaviors and perspectives, both from the teacher and the students. It is noteworthy that there is widespread use of technology, despite its challenges, with the teacher playing a crucial role in facilitating this process through well-planned implementation. Additionally, there is a high level of acceptance among students towards technology, although a small group expresses disagreement. It is worth noting that this group includes almost the same number of students who may have limited access to mobile data or cell phones.

Chapter V
Conclusions

5.1 Introduction

This chapter presents a comprehensive analysis of the obtained conclusions derived from the questionnaire and observations realized to the teacher and students. Through these, valuable insights have been gained regarding the role of technology in the teaching-learning process and its impact on fostering the development of listening skills.

The chapter is organized into three distinct sections: technology use, listening comprehension, and students' utilization of technology. Each section divides into the specific aspects related to the integration of technology in the teaching and learning process of English. The first section focuses on technology's during the learning process. The conclusions from this section shed light on the effectiveness of technology as a means of improving the comprehension and retention of auditory information. The second section into the development of listening comprehension in the learning process. The conclusions derived from this section highlight the strategies implemented to listening audios, as well the kind of tasks and the assessment implemented by the teacher to learners' work. Lastly, the third section examines students' perception of technology, focusing on their engagement, motivation, and independent learning practices. By analyzing the data obtained from the questionnaire and observations, this section uncovers valuable insights into the students' preferences, attitudes, and level of comfort in utilizing technology as a tool for language learning. The conclusions drawn from this section provide valuable guidance for educators seeking to effectively integrate technology into their teaching strategies.

5.2 Technology use

The use of technology in the learning process indicated a significant percentage of learners recognize its positive impact on their language proficiency and listening comprehension reaffirming what mentioned Ahmadi (2018) claiming that online tools provide access to different opportunities and information encouraging learners to learn more. However, there is a small percentage of learners who do not have access to cellphones or internet data, relying on their peers' assistance or photocopies to complete tasks.

The data collected from various instruments strongly supports the consistent use of technology by the teacher, aligning with the findings of Günüç and Babacan (2017), Ahmadi (2018), and Ioannou-Georgiou (2006). These studies underscore the importance of purposefully integrating technology into the learning process, with teachers taking responsibility for its application and aligning it with their planning and syllabus. The teachers' understanding of the concept of 'normalization,' as suggested by Bax (2003, as cited in Ioannou, 2006), is evident, showing that technology is valued without becoming an intrusive element in the learning environment.

Following, with the data obtained of background knowledge the teacher most of the time did not pay attention to the previous information related to the topic. Determining as Cummins (2009) stated as background knowledge the way to facilitate learners to use previous information stored by means of brainstorm or discussions. Also, Cummins (2009) determined various ways to incorporate the usage of background knowledge like the visual input which in this case the teacher realized his efforts to incorporate with students, implementing what Zokhida

(2022) implied that with the ICT incorporation during classes learners' ability to add new information and grow their cognitive independence will increase exponentially.

During the teaching process, the teacher identified certain barriers, such as the availability of projectors and weak internet signals within the institution. Despite these challenges, the use of technology remains prevalent and well-managed by the teacher. Overall, the data demonstrates the successful integration of technology as a valuable tool for both teacher and learners, enhancing the language learning experience.

In conclusion, the first objective of this Thesis is to identify the technological didactic tools the teacher used during the learning process to improve learners listening skills. The teacher made use of technology most of the time, generally the speakers and the internet were the tools implemented, helping learners in aspects as motivation and focus during the lessons. Learners commonly used their cellphones to advance in the different tasks presented. The background knowledge was overview most of the time by the teacher determining the possible improvement in this area. Finally, the barriers as the quantity of projectors available and the problems with the internet are the ones faced by the teacher. Even thou, in the learning process those barriers were overcome by the teacher, developing most of the stages over technology 'normalization' mentioned by Bax (2003, as cited in Ioannou, 2006) integrating the technology without lose other ways to develop the class in case it is not there.

5.3 Listening Comprehension

The data obtained from the various instruments used to assess the application of listening strategies during classes provided valuable information into the teacher's practices and the learners' perceptions. The observations showed that the teacher use of listening strategies was

relatively low. The teacher highlighted that there were moments when listening strategies were introduced before presenting any audio. However, also indicated that these strategies were not consistently applied throughout all learning activities, suggesting possible variations. On the other hand, the learners' responses created a contrasting picture. Most of 50% from the learners stated that the teacher constantly implemented listening strategies, emphasizing their importance for language development. This positive perception among half of the learners is a promising sign that the use of listening strategies is indeed valued and impactful for their language learning process. The variation in the data calls for further investigation into the factors influencing the application of listening strategies by the teacher and the reasons behind the students' divergent perceptions.

Concerning tasks, the teacher adhered to weekly plan that aligned with the syllabus requirements. Notably, the majority of the students indicated that fill-in-the-blanks, multiple choice, and true/false activities were the most commonly employed methods by the teacher. Moreover, they expressed a strong affinity for using technology to engage in these diverse activities. Throughout the course, the teacher's diligent adherence to the curriculum facilitated a smooth flow of learning experiences. The students' positive response to the specific activities employed demonstrates their receptiveness to technology integration. This favorable attitude towards technology not only bolsters their engagement but also highlights the potential for leveraging technology to optimize language learning outcomes.

In the context of assessment, the teacher only offered formative or informal feedback in oral form, utilizing two distinct methods. Either the teacher directly provided the answers, or the students actively participated in the feedback process sharing their own answers.

In conclusion, the data looked to resolve the second objective in charge to describe the ways the teacher used to improve the listening comprehension in learners. Firstly, the teacher used listening strategies and what the students thought about them. The teacher sometimes used listening strategies, but not always. However, many students stated that these strategies were important for learning the target language. The teacher used different kinds of tasks and the students enjoy using technology for these activities. It helped them to stay engaged in the learning process. For assessments, the teacher gave feedback just orally, but the students also had a chance to share their own answers.

5.4 Students Perception of ICT

The teacher unwraps the students by creating confidence in their participation. Most of the time the teacher made the quieter students and those who distract others the ones who participate the most, resulting in their willing participation as well as a loss of fear to participate even presenting mistakes, yet most of the activities are purely individual, taking away the socialization in the use of the target language. In the learning process learners fulfill the expected role as active agents who use the target language. For instance, learners act according to their role stated by the Council of Europe (2001) seeing learners as language user incrementing their participation, but do not accomplish the socialization presented in the implementation of tasks. On the other hand, a minority of learners distract themselves with their cellphones during the learning process which could affect their progress with the target language as mentioned Pardede (2020) some attitudes from learners' use of technology can become obstacles for their learning process affecting the enhancement with the target language.

For instance, the learners' role is determined by an exponential participation of those who need more to enhance the target language accomplished by teachers' efforts. At the same time learners seem to have a disposition to use their cellphones to understand more of context and clarify doubts in the different topics exposed to. Then, possible changes can increment the stimulus of the target language specifically adding group tasks to the learning process.

Following, according to learners' perceptions they demonstrate extensive use of technology, both within and outside the classroom. This usage beyond class hours proves a beneficial opportunity in enhancing their audio comprehension and overall language development. They view technology as a valuable tool within the learning process, with many attributing their improved listening skills to its incorporation. Whether it is through the use of cell phones or other technological devices, students greatly benefit from technology in developing their listening and comprehension abilities, both during formal lessons and outside of them. Demonstrating their acceptance for technology exposition in their learning process, developed as stated by Rumpagaporn (2007) that by teacher implementation of technology learners increase in productivity and comprehension with the target language.

Finally, the third objective explored students' perception of ICT implementation inside and outside the learning process. the role learners developed are according to what stated with the Council of Europe (2001) defining as active agents which use the target language. Even though, the socialization in terms of developing tasks is possible to improve. Then, most of learners share that for them technology is a tool improving their listening comprehension. Specially with audios correspond a great help understanding in English inside classes. Their

exposition to technology outside the learning process is related to the improvement of the oral comprehension mentioned the learners.

5.5 Conclusion

The conclusions of this chapter indicate that students have a positive attitude towards the integration of technology in their learning process, which is facilitated by the teacher. However, it was observed that students tend to leave their prior knowledge behind when starting new topics presented by the teacher.

One of the main barriers faced by the teacher in using technology is the lack of projectors and the need to improve the internet quality in the institution. Regarding listening comprehension, the data showed that the use of listening strategies by the teacher is limited. However, the teacher mentioned that he does use them, and students reported that these strategies were applied most of the time, proving their importance in handling audio information.

The study also highlighted the need for more group work to engage students as active agents in the teaching and learning process. Additionally, technology is being used outside the classroom to improve oral comprehension and English development.

Chapter VI
Recommendations

6.1 Introduction

In this chapter, the given recommendations are based on the objectives. Even though, these suggestions are to the institution, the MEP, the teacher and students. The previous chapters have explored how technology is used for listening comprehension in English language learning. These recommendations aim to provide useful guidance for language educators and institutions on effectively using technology to improve students' listening skills in further investigations.

6.2 Recommendations

The MEP (Ministry of Public Education) must enhance teachers' training in technology usage and integrating informal assessment methods within the teaching process, as highlighted by Djoub (2017, as cited in Zulaiha y Mulyono, 2020) becoming knowledgeable in assessment practices, teachers can better understand learners' needs and monitor their progress. This will enable teachers to not only encourage the proper use of technology but also provide more effective feedback to English language learners. Implementing such training programs will empower educators to create engaging and productive language learning environments for their students.

When it comes to the institution, are highlighted the challenges faced by teachers and learners when integrating technology in the language learning process. One crucial aspect is the availability of projectors for teachers to access. Ensuring an adequate quantity of projectors can enhance the implementation of technology-based activities and facilitate a more interactive and engaging learning environment. Furthermore, improving the internet speed in the institution is vital. A reliable and high-speed internet connection is necessary to share information between the teacher and learners during specific moments of the learning process. As Dela (2016)

emphasized, providing teachers with the fundamental tools they need is crucial for a successful integration of technology in education. By addressing these institutional barriers, the aim is to create a more conducive environment for effective technology integration, benefiting both teachers and learners in their language learning journey.

In this section, the recommendations are for the teacher, aimed at fostering meaningful learner interaction in the target language. One effective approach is to increase the incorporation of group activities during the learning process. Research by Council of Europe (2001), El-Gawad and Sree (2022), and Fields (2008) highlights the significance of task-based approaches that provide authentic contexts for learners to interact and develop their social skills not only with the teacher but also with their peers. By incorporating more group activities, the teacher can create a dynamic and collaborative learning environment, where learners engage through meaningful exchanges and enhance their language skills by social interaction. These tasks offer valuable opportunities for learners to practice language in real-life situations and strengthen their communication abilities, contributing to a more comprehensive language learning experience.

Incorporating more audio-visual input during the learning process can significantly enhance learners' retention and assimilation of new information. Research by Vandergift and Tafaghodtari (2010) and Astawa et al. (2017, as cited in El-Gawad and Sree, 2022) highlights that using technology to present new information or during tasks can greatly contribute to learners' recognition and absorption of the target language. Additionally, using colors can make the learning experience more engaging attracting learners' attention. While some limitations may impact the implementation of technology, alternatives such as images, photocopies, and even cellphones can be utilized to provide visual input to learners. By incorporating diverse audio-

visual resources, the teacher can create a dynamic and interactive learning environment, where learners actively participate and absorb new language concepts effectively. These engaging approaches not only facilitate language acquisition but also promote learners' enthusiasm and motivation during the learning process.

An essential recommendation for the teacher is to reinforce the implementation of learners' background knowledge. It is observed that sometimes, the teacher tends to overlook the verification of learners' prior knowledge, as they are higher levels. However, Cummins (2009) highlights the significance of tapping into learners' previous knowledge to facilitate the integration of new information during the learning process. Engaging in discussions, offering clarifications, and providing visual input all contribute to learners' retention of information, aligning it with their existing knowledge base. By building upon their prior understanding, learners can better obtain new language concepts and establish meaningful connections between old and new information. This reinforcement approach not only enhances language learning but also fosters a more confident and competent language learner.

In terms of assessment, it was noted that the teacher predominantly used oral methods to check learners' answers, even with learner participation. However, Brown (2010) emphasizes the importance of incorporating various assessment approaches during the learning process. The MEP (2016) presents a range of possible assessment types, including peer-assessment, self-assessment, and informal assessment, which can offer innovative ways to address learners' language production. Djoub (2017) further confirmed that teachers who can skillfully administer assessments are better equipped to identify students' weaknesses during their performance and develop effective solutions to address these areas of improvement. By diversifying assessment

methods, teachers can gain a deeper insight into learners' progress and tailor their teaching strategies to better meet individual learning needs. This comprehensive assessment approach fosters a more comprehensive understanding of learners' language proficiency and contributes to their overall language development.

Lastly, for students it is crucial to take responsibility for the proper use of technology during the learning process. Recognizing technology as a valuable tool both inside and outside the learning process is essential. However, like any tool, its effectiveness depends on how it is utilized. If misused, technology can become a significant distraction during the learning process, even if only a minority of learners engage in such behavior. As emphasized by Pardede (2020), improper cellphone use by students can hinder their full development of language skills and impede progress in the target language. Therefore, fostering a sense of responsibility and mindfulness in students regarding technology usage can greatly contribute to a more focused and productive learning environment, ultimately enhancing their language learning experience.

6.3 Conclusion

In conclusion, this chapter provides recommendations to make language learning better for the teacher and students. These suggestions are based on the information collected during the research. For the teacher, it is suggested to address the challenges of using technology in the classroom, in which the school should provide the necessary tools and resources. Also, it is a good idea to have more group activities during lessons to encourage students to interact with each other in the target language. Using more visuals and technology can also help students remember and understand new information. Teachers should build on what students already

know to help them learn better. Additionally, students need to be responsible when using technology in class. Avoiding distractions can help them improve their language skills and do well in the target language.

In summary, following these recommendations can make language learning more enjoyable and effective for both teachers and students. By using technology, encouraging interaction, building on previous knowledge, and being responsible, students can reach their language learning goals.

Annexes



DATA COLLECTION INSTRUMENTS

A. Instrument #1: Teacher questionnaire

Universidad Latina de Costa Rica

Curso: Seminario de Investigación I Lin-09

Student: Fidel Alejandro Blanco Navarro

Teacher Questionnaire

The following questionnaire is part of a study being conducted by a student of the Seminario de Investigación I at Universidad Latina. It is aimed at gathering data to carry out a thesis. Please answer each question clearly and honestly. Any information you provide will be used for academic purposes only and dealt with confidentiality. Thank you very much for your time and consideration.

1. Objectives of the instrument:
 - 1.1 To identify the technology used by the teacher and the development of listening comprehension.
2. Research questions:
 - 2.1 Does the teacher use technology for the teaching-learning process?
 - 2.1 Does the teacher take into account students' background knowledge? (Before any activity)
 - 2.1 Does the teacher face any challenge or barrier in order to implement technology?
 - 2.2 Does the teacher implement listening activities during the learning process?
 - 2.2 Does the teacher implement with students any listening strategies to improve their listening comprehension?
 - 2.2 Does the teacher provide feedback to students?

Part I. Answer the following questions.

1. How old are you?

2. What is your academic degree?

- a) Bachelor's
- b) Licenciate's
- c) Master's
- d) Ph.D

3. For how long (in years) have you taught English?

4. For how long (in years) have you taught English at Liceo UNESCO High School?

5. How many Bachillerato eleventh grade groups have you taught (Generations)?

6. What challenges have you faced when implementing technology to teach listening?

7. How do you structure lessons when you teach the listening skill (Please be elaborated)?

Part II. Use the scale below to give your opinion about the following criteria:

<p>N: Never. R: Rarely. ST: Sometimes. A: Always.</p>

CRITERIA RELATED TO YOUR TEACHING				
METHODOLOGY	N	R	ST	A
I use technology to teach students the target language.				
I make students use technology as a complementary tool in the middle of activities.				
I think technology helps learners to improve their listening comprehension.				
I use listening strategies to help learners with their development of listening comprehension.				
I face challenges to use technology				
I am willing to try new teaching methodologies and techniques.				
In my listening lessons, I develop the three stages of the listening process (Pre-listening, while-listening and post-listening).				
I use copies of readings with or without exercises from printed or online magazines, newspapers or EFL textbooks.				



DATA COLLECTION INSTRUMENTS

A. Instrument #2: Students questionnaire

Universidad Latina de Costa Rica

Curso: Seminario de Investigación I Lin-09

Estudiante: Fidel Alejandro Blanco Navarro

Questionario del estudiante

El siguiente cuestionario es parte de un estudio que está realizando un estudiante del Seminario de Investigación I de la Universidad Latina. Tiene como finalidad la recopilación de datos para la realización de una tesis. Por favor conteste cada pregunta clara y honestamente. Cualquier información que proporcione se utilizará únicamente con fines académicos y se tratará con confidencialidad. Muchas gracias por su tiempo y consideración.

1. Objetivo de cuestionario:
 - 1.1 Describir cómo el profesor desarrolla la comprensión auditiva de los alumnos utilizando recursos didácticos TIC (tecnología).
 - 1.2 Explorar la opinión de los estudiantes sobre la aplicación de las TIC (tecnología) dentro y fuera del aula para mejorar su comprensión oral (escucha) en inglés.
2. Preguntas de investigación:
 - 2.1 ¿El profesor hace uso de actividades de escucha en inglés durante el proceso de aprendizaje?
 - 2.1¿El profesor hace uso de estrategias para escuchar en ingles con el fin de mejorar la comprensión auditiva de los estudiantes?
 - 2.1 ¿El profesor da a los estudiantes retroalimentación a los estudiades?
 - 2.2 ¿La exposición de los estudiantes a la tecnología dentro del proceso de aprendizaje les ayuda a mejorar su comprensión auditiva?

I Parte: Conteste las siguientes preguntas.

1. ¿Le gusta la clase de inglés académico?

- a) Sí
- b) No

2. ¿Cuál de los siguientes enunciados describe mejor la clase de inglés?

- a) clara y entretenida
- b) clara pero aburrida

- c) confusa y aburrida
- d) confusa pero entrete
- e) _____

3. ¿Qué tipos de aparatos tecnológicos utiliza para para escuchar en ingles fuera y dentro de la clase?

- a) Teléfono celular
- b) Tablet
- c) Laptop/computadora
- d) Parlantes
- e) Todos los anteriores
- f) _____

4. Seleccione las actividades que el profesor utiliza junto con el uso de audios dentro de la clase.

- a) Complete los espacios en blanco
- b) Marque con X
- c) Lluvia de ideas
- d) Verdadero/Falso
- e) Reconocer ideas principales y secundarias
- f) Sacar conclusiones
- g) Presentaciones Orales

5. ¿Cada vez que el profesor desarrolla actividades auditivas me es fácil poder entender lo que se dice en inglés?

- Si
- No

6. ¿El profesor desarrolla diferentes actividades antes/mientras/después de escuchar un audio?

- Si
- No

II Parte. Use la siguiente escala para dar su opinión sobre las afirmaciones en la tabla de abajo. Marque una equis dentro de la casilla de su elección.

<p>CDA: Completamente de acuerdo DA: De acuerdo EDA: En desacuerdo CEDA: Completamente en desacuerdo</p>
--

PERCEPCIÓN ESTUDIANTIL SOBRE EL USO DE LA TECNOLOGÍA DENTRO Y FUERA DE LA CLASE.	CDA	DA	EDA	CEDA
1. Antes de escuchar un audio el profesor menciona pistas/estrategias para poder obtener información del audio.				
2. El profesor me ayuda a corregir mis errores y dudas en los ejercicios que hacemos dentro del aula.				
3. Hago uso de la tecnología en medio en los ejercicios.				
4. Me agrada usar la tecnología para aprender inglés.				
5. Me es fácil escuchar en inglés cuando se usa a tecnología.				
6. Entiendo mejor lo que escucho en inglés cuando me apoyo con la tecnología (audios, canciones, conversaciones).				
7. Practico utilizando la tecnología para mejorar mi comprensión auditiva dentro de clase.				
8. Utilizo la tecnología fuera de clases para practicar inglés.				
9. Me doy cuenta que mi inglés mejora al practicar cuando uso la tecnología.				



DATA COLLECTION INSTRUMENTS

A. Instrument #3: Lesson Observation sheet.

Universidad Latina de Costa Rica

Curso: Seminario de Investigación I Lin-09

Estudiante: Fidel Alejandro Blanco Navarro

1. Objectives of the observation:

- 1.1. To identify the technology use inside the English teaching-learning process with eleventh graders.
- 1.2. To describe how the teacher improves students' listening comprehension using ICT didactic resources.
- 1.3. To explore students' perception of ICT application inside and outside the classroom to enhance their oral comprehension.

2. Research questions:

- 2.1. Does the teacher use technology for the teaching-learning process?
- 2.1. Does the teacher take into account students' background knowledge? (Before any activity)
- 2.1. Does the teacher face any challenge or barrier in order to implement technology?
- 2.2. Does the teacher implement listening activities during the learning process?
- 2.2. Does the teacher implement with students listening strategies to improve their listening comprehension?
- 2.2. Does the teacher provide feedback to students?

Lesson Observation Form

Institution:	Teacher:	Date:	Lesson time:	Number of students:
Topic(s):		Target content(s) taught:		
Teaching materials/ Use of technology:		Role of the teacher and of the students:		
Are listening strategies used? Which? Yes/No		Teacher's methodology (approach and techniques used):		
Lesson Description				
Observer's interpretation:				

Questions to analyze in the observations		
Questions	Variable	Indicators
1. Does the teacher use technology for the teaching-learning process?	Technology use	
2. What purpose have the technology in the development of the lesson?	Technology use	ICT Integration
3. Does the teacher take into account students' background knowledge? (Before any activity)	Technology use	Background Knowledge
4. Does the teacher face any challenge or barrier at the moment to use technology?	Technology use	Teachers Challenges and Barriers
5. Were develop listening activities during the learning process? Does the teacher implement listening activities during the learning process?	Listening Comprehension	
6. Does the teacher implement with students any listening strategies to improve their listening comprehension?	Listening Comprehension	Listening Strategies
7. Does tasks are congruent with was planned and objectives?	Listening Comprehension	Task Role
8. What type of assessment does the teacher provides to students?	Listening Comprehension	Assessment
9. Does the teacher provide feedback to students?	Listening Comprehension	Assessment
10. What kind of role students develop inside the learning process? (Communicative, collaborator, autonomous, interactive, reflective)	Students' perceptions of ICT	Learners' Role

11. Does students' exposition to technology inside the learning help them improve their listening comprehension?	Students' perceptions of ICT	Learners' Exposure to Technology
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