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“The use of ICT platforms to improve the listening skills

of EFL learners at BUAP.

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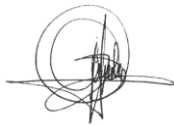


The use of ICT platforms to improve the Listening skills of EFL learners at BUAP.

The thesis submitted by Mónica Carolina Téliz Padilla has been officially approved,
acknowledging its contribution to the requirements for the Licenciada en la Enseñanza del
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Dedications

This work was completed thanks to God, who gave me the wisdom to achieve this. Also, my children Javier and Yaritza, whose patience, love, and support inspire me every day to be a better person. I also deeply appreciate my husband, Carlos. He has helped me every day and supported me towards my career goal. Additionally, I want to thank my mom. She has been a great person in my life and has always believed in me to achieve my dreams. Lastly, thanks to my beautiful sisters. Every time I have been loved, helped, and pushed in the right direction.

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Background

Nowadays, the use of Information and Communication Technology (ICT) platforms in language learning is crucial due to their potential to improve the acquisition of a new language. Nevertheless, the effectiveness in improving listening skills in intermediate English as a Foreign Language (EFL) is not good. This study explores challenges and examines the impact of different ICT platforms on listening skills at the Faculty of Languages at the Benemérita Universidad Autónoma de Puebla (BUAP). Eng et al. (2020) mention that ICTs facilitate new learning strategies and encourage social interaction and critical thinking. Based on the methods, this study includes a mixed methods approach; the research considers quantitative and qualitative data using questionnaires and semi-structured interviews for twenty intermediate students. This study investigates the challenges encountered in learning experiences and evaluates the integration of ICT platforms to improve listening. Previous results indicate that some platforms influenced students' listening comprehension because they can gather materials in real language and informal speech. However, students report challenges, such as different accents and fast speech, in many contexts. To summarize, ICT platforms are vital to enhancing listening skills, but research is needed to inspect specific platforms and how learners implement them when they are learning the English language. Future studies should investigate the integration of ICT platforms and personalized learning strategies to address individual listening challenges more effectively.

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CHAPTER 1

1.0 Introduction

Information and Communication Technology (ICT) platforms in language education have increased, offering different platforms to enhance listening skills. However, despite the extensive availability of ICT platforms, there is limited Research on their effectiveness in improving listening comprehension skills in intermediate English as a Foreign Language (EFL) learners. As technology advances rapidly, students use digital platforms to learn a new language. This study explores the use of ICT platforms to enhance listening skills in intermediate EFL students at the Faculty of Languages at BUAP.

1.1 Statement of the Problem

Although the use of ICT platforms in language education continues to expand, there is still a limited understanding of how effective they are, particularly when it comes to developing listening skills among intermediate EFL students. For this reason, it is vital to explore the digital platforms that support listening activities and to understand how learners experience their use in authentic contexts.

Many intermediate learners also face difficulties when trying to use specific platforms to improve their listening comprehension. They often struggle to recognize which tools are most helpful, to develop suitable learning strategies, and to apply the digital resources effectively to address their challenges.

1.2 General Objective

To examine the challenges and strategies that students face and use in developing listening skills and the most efficient platforms to enhance listening comprehension.

Specific Objectives

1. To identify the challenges that intermediate students face in developing their listening skills in English.
2. To explore the strategies that intermediate students use to overcome these listening challenges.
3. To distinguish the ICT platforms that intermediate students perceive as most effective for developing their English listening skills.

1.3 Research Questions

1. What are the challenges that intermediate students face when developing listening skills in English?
2. What strategies do intermediate students use to cope with these listening difficulties?
3. Which ICT platforms do intermediate students find most effective for improving their listening skills in English?

1.4 Hypothesis

Intermediate EFL learners who use multimedia and interactive ICT platforms will report higher engagement and better comprehension in listening activities than learners who do not use them.

1.5 Significance of the Study

This research provides important contributions to transforming English Language learning for intermediate students at BUAP, specifically in listening comprehension.

This study can contribute to the establishment of theoretical foundations. It seeks to explain how dynamic and interactive opportunities, such as engaging in multimedia content and real-world Apps, influence listening comprehension. The results can provide theoretical

insights into the pedagogical aspects of using technology for language acquisition. This study contributes to improving language teaching by exploring the obstacles that intermediate learners encounter in developing listening skills and offering practical solutions through digital platforms. By doing so, it provides strategies that align with current advances in educational technology.

Overall, the research focuses on creating more engaging language learning experiences. It highlights how students can benefit from interactive listening exercises and multimedia content, which support effective learning practices and help learners use the language in authentic contexts.

1.6 Methodology

This study employs a mixed-methods approach linking quantitative and qualitative methodologies to gain a panoramic exploration of the study's objectives.

Also, interviews and questionnaires are used to collect both quantitative and qualitative data. This study also applies exploratory techniques to examine learners' experiences and understanding of the integration of ICT platforms into language learning environments.

1.7 Research Content and Organization

The following provides a brief overview of the content covered in each.

Chapter 1 provides a comprehensive overview of the study and presents essential research details. This chapter presents the context of learning English as a Foreign Language at the Faculty of Languages and discusses the importance of ICT integration in teaching a new language.

Chapter 2: This chapter conducts an extensive literature review, exploring relevant studies, theories, and practices related to ICT in language learning. Besides, it discusses various ICT platforms to learn English, showing the benefits and challenges of implementing each one.

Chapter 3: This part describes the research methodology employed in the study. Discusses the qualitative approach used for data collection and analysis, detailing the research design, participants, data collection methods, and data analysis techniques. The detailed methodology enhances transparency and replicability for the reader's understanding.

Chapter 4: This chapter presents the analyzed data from the study. It shows the key findings related to how students implement ICT platforms in English learning. Direct examples from the data illustrate these findings, focusing on positive and negative aspects.

Chapter 5 This chapter discusses the results from Chapter 4 and relates them to the research questions. It summarizes what the findings mean for English language teaching and offers recommendations for educators and students. It also suggests areas for future research.

1.8 Definition of Terms

Listening skills

Kodir et al. (2023) indicate that the act of listening is an intangible mental function. Understanding spoken language requires the ability to recognize sounds, interpret vocabulary and grammatical patterns, discern purpose and emphasis, and retain information, all within the context of the conversation.

Listening strategies

Reynolds et al. (2013) highlight that listening improves when students prepare, listen actively, follow teacher cues, and use a clear plan, especially when these strategies are taught explicitly.

Listening Challenges

Pazilah and Hashim (2019) argue that it is simple for students to become overwhelmed and abuse technology. Frequent usage of technology might also restrict students' ability to think creatively.

Benefits of Using ICT Platforms

Mei et al. (2020) mention that the use of ICTs offers innovative teaching strategies that leverage the potential of digital technologies to promote social interaction and involvement in online communities.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

The literature review's purpose is to provide readers with a comprehensive overview of how students acquire English through different ICT platforms to improve listening comprehension. Also, it explores the challenges that intermediate learners face when using ICT platforms and applies strategies to overcome them at the Faculty of Languages.

2.1.1 English as a Foreign Language (EFL) Learning Context

As defined by Norquist (2020), EFL is an examination of English in an area in which English is not the primary medium of interaction. Further, Brown (2007) shows that pupils who do not have English as their first language and who are not surrounded by it on every level are known as EFL students.

For Broughton et al. (2002), EFL refers to the teaching of English to foreign speakers living in places where English is not an official language. Harmer (2007) proves that EFL involves teaching and learning English in contexts where English absences official status, and learners' use of the language outside formal instruction is limited. Finally, Crystal (2003) argues that English in environments where it is not the predominant language is known as EFL, and that it is usually acquired by humans whose native language is not English.

Harmer (2007) corroborates that EFL involves teaching and learning English in contexts where English does not have official status and learners have minimal opportunities to use the language outside of classroom instruction. Crystal (2003) highlights that studying or practicing English in contexts where it is not the dominant language is known as EFL, and it is usually adopted by individuals whose native language is not English.

Also, Ellis (1994) affirms that EFL is the English spoken by citizens who do not need it in their home countries. As well, Gebhard (2017) supports the view that when humans study English in environments where it is not their mother tongue, this is classified as EFL. In short, Napitupulu and Shinoda (2014) conclude that the English spoken by guys for whom there is no requirement in their home countries is known as EFL.

2.1.2 Language Acquisition

Krashen (1982) defines that the subliminal application of language helps coherent input, helping the acquirement of implicit language understanding. As Singleton and Ryan (2004) explain, individuals incrementally acquire language skills through a process that entails exposure to linguistic input, interaction with the language environment, and subconscious internalization of linguistic information and structures. Meanwhile, Clark (2003) explains that the process by which children learn to understand and use language in their surroundings, resulting in the formation of a linguistic system specific to each individual, is known as language acquisition. Similarly, Guasti (2004) claims that the process by which people, usually kids, learn to comprehend and use language, including its phonology, morphology, syntax, and semantics, through interaction with their surroundings and exposure to language input is known as language acquisition.

Nevertheless, Chomsky (2002) believes that language acquisition involves a biologically established process guided by an essential Universal Grammar (UG). UG helps learners with the fundamentals of language, which they can use to build the grammar of the languages they interact with. As Ellis (2015) explains, the acquisition of a language is a demanding process that necessitates various key factors, namely practice, focused attention, feedback mechanics, and opportunities for linguistic exposure. Based on the information they

give, learners create mental models of the language. Likewise, Kramersch (2002) points out that interaction with other individuals can function as a mediator in the sociocultural context of language learning. Learners interact in communities of practice, negotiate, and express their identities using language. Further, White (2003) provides that becoming bilingual or multilingual is the process of acquiring a language. Different languages require learners to possess a range of abilities, and the context of language use can significantly impact their level of mastery.

Undoubtedly, people absorb language naturally by being exposed to it and interacting with others who use it. This subconscious process does not require any specific effort and is like how children learn their first language. However, acquiring language is a complex process that involves conscious effort, practice, and feedback. The information learners acquire enables them to build mental models of language. Consequently, social interaction and practice are fundamental to achieving success in language learning.

2.1.3 Language Learning

First, Lightbown and Spada (2013) show that the cognitive system of acquiring linguistic knowledge and skills is called language learning (LL). LL may include exposure to legal and illegal language. Similarly, Foley and Thompson (2017) advocate that the way in which people learn, grow, and sustain their fluency in several languages during their lifetimes is referred to as language learning. Besides, Wales et al (2015) stress that when a foreign language, like English, is learned in an educational setting and literature is utilized as a tool for language acquisition, the process is referred to as language learning. The process of developing language abilities, like speaking, reading, listening, and writing, may entail a variety of techniques, plans, and exercises. In addition, Almaden (2022) supports that the

deliberate effort to acquire and comprehend a language is known as language learning (LL). LL occurs with greater caution and is probably the outcome of formal instruction.

However, Schütze (2017) considers that the cognitive and neurological procedures that occur while picking up and processing vocabulary, grammar, and other language components of a second language are referred to as language learning. Kinginger (2009) also says that the process of obtaining linguistic knowledge and skills through several routes, such as higher education, consciousness situations, and communication with native speakers, is defined as language learning. Hua et al. (2007) claim that when people obtain language knowledge and follow an interactive process in social situations, this is called language learning. It promotes how social connections, meetings, and partnerships can help language evolution and acquisition.

In other words, Language learning is the process of acquiring knowledge and mastery in another language, as evidenced by formal direction, social interaction, or both. Language Learning covers not just vocabulary and grammar, but also cultural observation and the ability to transfer completely. Without a doubt, LL refers to the logical and neurological processes that allow us to perceive and use another language.

2.2 Theories of Learning and Effective Processes

2.2.1 Effective Learning

According to Lightbown and Spada (2013), the process by which learners take an active role in the content, create significant relationships, and use newly obtained information and skills to solve problems or complete tasks is known as practical learning. Similarly, Carnell and Lodge (2002) consider taking an active role, applying critical thinking skills, and reflecting on their learning experiences to enhance. Comprehension and the creation of

significant learning outcomes are known as practical learning. Also, Philo and Senior (2024) think that the act of gaining knowledge, abilities, and comprehension in a way that supports mental health and comprehensive human growth is known as effective learning. This requires taking part in educational activities that promote mental health benefits, emotional stability, and cognitive development. In addition, Coleman and Klapper (2005) recognize that to learn language effectively, one must also develop cultural sensitivity and communication skills that enable one to conduct successful conversations in natural language environments. Learner autonomy, critical thinking, and reflection are prioritized.

Chippala (2023) argues that the process of gaining and holding onto knowledge or abilities in an efficient and long-lasting manner is referred to as effective learning. To maximize the learning process, it incorporates some techniques and methods. In a like manner, Jarvis (2005) describes that the process of gaining knowledge and abilities in a way that encourages comprehension, retention, and the capacity to apply what has been learned to new situations is known as effective learning. Moreover, Kolb (2015) points out that active engagement with tangible experiences, reflection on experiences to gain understanding and insights, the conceptualization of new ideas or concepts based on reflections and evaluating the creation of concepts through real-world experimentation are all necessary components of effective learning. Also, Tremblay (2023) emphasizes that a collection of tools for creating personalized training programs and educational situations is effective learning.

As noted above, effective learning is not just about memorizing facts. It is an active process where critical thinking is developed, and knowledge is retained for the long term. This can involve using various tools and methods to create personalized learning experiences. Effective learning goes beyond just the mind; it should also support mental well-being and

overall growth. The most effective methods often involve hands-on experiences, reflection, and applying the knowledge to solve real-world problems. In language learning, specifically communication skills are crucial for success.

2.2.2 Learning Process

Crain (2016) assumes that the dynamic interaction involving people and their surroundings that results in the creation of knowledge and understanding is known as the learning process. In addition, Muga and Ken (2014) comment that the methodical and constantly evolving series of events, interactions, and activities that people engage in to build, acquire, and utilize their understanding, skills, perspectives, and principles is known as the learning process. Seifert and Sutton (2009) support the idea that learning is an intricate interplay between people and their surroundings that includes information gathering, organizing, applying, and remembering. It includes behavioral, affective, and cognitive modifications caused by students using course materials, interacting with instructors and other students, and thinking about their experiences. In the same manner, Fink (2013) shows that during the learning process, students actively and purposefully engage in creating meaning by integrating new information, abilities, and experiences with their current knowledge and beliefs.

Mangal and Mangal (2019) claim that the three phases of the learning process are preparatory, active, and feedback. The feedback stage is the continuation of the learning cycle. The preparatory stage entails getting ready for learning. The active stage involves doing the actual learning activity. Nevertheless, learning does not stop after a single cycle. For those whose lives are constantly changing and presenting them with new challenges, behavior modification is an ongoing process that needs to be done. Besides, Aggarwal (2009)

assumes that the series of occurrences or mental states that result in changes in the learner is known as the learning process. Moreover, Fradkin-Hayslip (2023) estimates that process learning places a greater value on the how than the what. It gives students the confidence to attempt without worrying about failing and gives teachers more chances to support their problem-solving and critical-thinking abilities.

In other words, the learning process is an active journey, not a passive one. It is about how we interact with our surroundings to build knowledge and understanding. This involves gathering information, applying it, and reflecting on our experiences. The process is cyclical, with feedback playing a crucial role. By actively creating meaning and integrating new knowledge, we can continuously learn and adapt throughout our lives.

2.3 Listening Skills in EFL

2.3.1 Importance of Listening

Brady-Myerov (2021) claims that any effective student's skill set is built on their foundation of listening comprehension. Pupils' capacity to assimilate and comprehend information rapidly and effectively may be revolutionized by attentive listening, which is essential for academic achievement and success. Besides, Rahman (2023) argues that listening is frequently ignored or underestimated. To listen well, one must pay attention to what others are saying, comprehend their viewpoint, and reply in a suitable and well-considered way. In a like manner, Downs (2008) adds that the act of trying to hear something, paying attention, or heeding someone is called listening. Moreover, Kodir et al. (2023) indicate that the act of listening is an intangible mental function. Understanding spoken language requires the ability to recognize sounds, interpret vocabulary and grammatical patterns, discern purpose and emphasis, and retain information, all within the context of the conversation.

According to Doyle (2023), listening involves processing the sounds that each person hears, understanding the message they convey, evaluating the message, and responding accordingly. In addition, Heller (2023) adds that processing sounds is what listening entails; it involves being alert, introspective, directed, and concentrated. As a result, it doubles the effect, projecting a picture of noises that the body has already perceived into the mind. Besides, Lynch (2004) claims that the capacity to identify and take advantage of the significance markers speakers use to highlight or stress points in their arguments is known as listening competency. Worthington and Fitch-Hauser (2015) conclude that the study of listening examines the act of hearing in human communication as a social function, a cognitive activity, and a crucial professional skill.

In summary, listening comprehension is foundational to effective learning and communication. It revolutionizes students' ability to assimilate information rapidly, for academic and real-world success. The study of listening explores its social, cognitive, and professional dimensions. Effective listening involves receiving, interpreting, assessing, and responding to messages. Despite its importance, listening is often overlooked. It requires attention, understanding, and a thoughtful response.

2.3.2 Listening Challenges

Bingol et al. (2014) argue that there are numerous challenges in developing listening comprehension. The first issue is the quality of recorded materials, as teachers often use materials that are not of high quality. The second challenge is cultural differences, where students misunderstand certain words because they involve different cultural contexts. The third problem is unfamiliar vocabulary; when listening texts contain unknown words, students become frustrated because these words have multiple meanings, and if they do not

know how to use them properly in context, they become confused. Additionally, Buck (2001) states that when listeners hear an unfamiliar accent, such as Indian English, for the first time after learning only American English, it can pose a significant listening challenge.

On the other hand, Vandegrift (2006) and Walker (2014) stated that oral passages occur in real time and must be processed quickly; once the passage is finished, mental representation persists. Additionally, Bloomfield et al. (2010) said that one of the major problems in listening comprehension relates to the speech of words, as it is quite different from how they are written. For this reason, oral communication can pose difficulties for students. Finally, Hasan (2000) mentions that new words, complicated grammar structures, and the length of the spoken passages are the most influential factors causing problems to students' listening comprehension.

In brief, the development of listening comprehension is a complex process with many determinants, including inadequate materials, cultural differences, and new vocabulary typically confuse learners. Accent and the speed of speech also make listening difficult. Additionally, variability between spoken and written language, as well as long and complex passages, are also barriers. All these indicate that listening is still the most difficult skill of language education.

2.3.3 Listening Strategies

As stated by Abdalah (2017), techniques or exercises that directly aid in the understanding and retention of auditory information are referred to as listening strategies. The listener process in the input may be used to categorize them. In the same way, Wang and Zhang (2021) show that specific techniques or abilities that students employ to improve their ability to comprehend what they hear might be characterized as listening strategies. These

strategies can be conceptual, like connecting prior knowledge to the content, or behavioral, like taking notes. Besides, Heide and Svingstedt (2023) comment that strategic listening is an adaptable process that includes understanding how listening functions, possessing a repertoire of suitable listening techniques for various situations, and organizing, researching, and assessing what you have heard. Moreover, Wulandari and Pasaribu (2022) argue that techniques to overcome difficulties in comprehension of spoken communication are referred to as listening strategies.

However, Zanjani and Izadpanah (2016) mention three categories of listening strategies: socio-effective, metacognitive, and psychological. Besides, Reynolds et al. (2013) believe that preparing to listen, becoming an active listener, watching for cues from the teacher, and creating a detailed listening plan are all successful strategies for listening that work well with explicit teaching. Furthermore, Bao and Guan (2019) advocate that managing in-the-moment interactions with a spoken text to get an understanding is known as a listening strategy. The four primary categories of listening methods are emotive, social, metacognitive, and cognitive. In addition, Pope (2017) reports that research by Floricely Dzay Chulim suggests focusing on specific material is the most common strategy, while note-taking and using past knowledge are less common.

As noted above, listening strategies are essential techniques to manage and understand spoken communication in real-time. They encompass a diverse range of skills, from cognitive aspects like predicting information to behavioral approaches like note-taking. These strategies can be categorized based on the listener's processing of the input, such as top-down methods that utilize prior knowledge, or the overall approach to listening, like strategic listening, which involves adapting techniques to different situations.

2.4 ICT and Digital Platforms for Listening Development

2.4.1 Role and Benefits of ICT Platforms in Language Learning

Strielkowski (2023) claims that Information and Communication Technology (ICT) offers students different advantages, including the ability to improve their reading comprehension and write grammar more effectively by honing their spelling, punctuation, rewriting, and editing abilities. Besides, Mei et al. (2020) mention that the use of ICTs offers innovative teaching strategies that leverage the potential of digital technologies to promote social interaction and involvement in online communities, encouraging original thought, inventive problem-solving, and critical thinking. Moreover, Blue (2021) argues that the use of digital media resources helps assist students with understanding and focus, enhancing their ability to notice, involving them in the subject, and assisting them in becoming more self-reliant learners.

According to Awati and Pratt (2024), enhancing human creation, processing, and information sharing is one of the objectives of ICT platforms, tools, and systems. Another advantage is helping students develop their skills in a variety of fields, such as business, education, medicine, and facing the real world, and even leisure pursuits like music, movies, and sports. Besides, Azmi (2017) indicates that digital resources have an implementation of different educational models, such as task-based, competency-based, and project-based. Moreover, Priya (2023) indicates that ICT tools can provide students with individualized learning experiences. ICT tools can offer students authentic language input. Finally, Pixel (2017) concludes that thanks to technology, teachers and students are more accessible to each other, and students can respond interactively to feedback. It allows teachers to provide feedback in various formats, including writing, audio, and video.

Integrating ICT into English education enables teachers to establish a personalized learning setting. This approach promotes learner autonomy and critical thinking through digital platforms. ICT platforms also provide access to a wealth of authentic language experiences, enhancing comprehension, grammar, and communication across all learning styles. The ability to receive real-time feedback, both written and oral, further personalizes the learning process, increases learners' motivation, and leads to greater English language competency.

2.4.2 Types of Digital platforms to improve Listening Skills

Tipanquiza (2022) argues that Voice of America (VOA) is to apply news and information to millions of English language learners. The instructional resources in this application offer the finest comprehension of higher-level English. In addition, Mei et al. (2020) emphasize that using YouTube to ensure that learning is accomplished by utilizing social media and technology is a successful strategy for capturing students' interest and motivation. Moreover, Peachey (2019) adds that Lyrics and Training is a software that allows students to select songs in different languages, view music videos, and attempt to piece together the words. Further, Khan (2022) advocates that Listening Lesson Library Online (Ello) is intended for those who want to learn English, since it provides native speakers who narrate audio recordings available on the website.

According to Chuang (2020), the BBC World Service offers simulations based on current events that have been explored on the website. There is only one speaker who is familiar with themes and has a good deal of technology. Besides, Wolfe (2019) argues that there are over 4200 TED Talks available for learners to pursue, covering a broad range of topics. On the home page, they can browse through all the available talks or conduct a topic

or duration search. In addition, Cabal (2017) includes that with educational entertainment, English language learners may enhance their language skills and broaden their vocabulary on Breaking News English.

In summary, mastering English requires exposure to a variety of resources. Voice of America offers updated content specially designed for learners, while Speech Yard utilizes movies with interactive subtitles to build vocabulary. Platforms like YouTube allow customization of subtitles for targeted learning, and services like Lyrics and Training gamify the process through music. Ello provides diverse accents for listening practice and podcasts. Listen Notes offers a wealth of various resources to enhance listening. Even traditional news sources, such as the BBC, can be valuable tools, offering clear pronunciation and familiar topics. With so many engaging options available, there is a perfect resource for every English language learner.

2.4.3. ICT for Listening Improvement

According to Ismail (2016), ICT is more than just motivating; it helps to build listening and create a richer, more engaging environment, making English learning more effective and significant. Moreover, Rodríguez (2024) claims that ICT plays a crucial role in enhancing the four skills: writing, listening, reading, and speaking, especially at the early stages. Listening must be fostered at the beginning, and ICT tools can significantly support the process. In the same manner, Valijonova and Navruza (2021) confirm that ICT provides authentic, updated, and flexible opportunities to improve listening. When students have access to real-life material, such as news or recordings of native speakers. Students can develop effective listening skills without direct exposure.

On the other hand, Priya and Paramita (2024) point out that traditional learning methods, centered on textbooks, often limit access and leave learners as passive recipients of knowledge. However, with the integration of ICT, education has become more dynamic, engaging, and widely accessible. Also, Uzun (2023) argues that ICT platforms have transformed language education by giving innovative ways of reinforcing learning and listening skills. Digital tools allow teachers to integrate authentic resources. For example, films, series, and podcasts. These tools expose learners to real-life communication. Finally, Spataro (2015) highlights that ICT platforms have shown potential to support listening comprehension. Digital tools provide opportunities for independent practice.

In summary, ICT platforms have opened new doors for learning English, especially in listening. Thanks to ICT platforms, students can talk with native speakers and use real-life materials to improve their listening skills. Besides, when students incorporate various digital resources such as websites, videos, online courses, apps, and streaming services, they overcome challenges and gain confidence to improve their skills.

CHAPTER III METHODOLOGY

3.0 Introduction

The present research takes a mixed-methods approach, using qualitative and quantitative methods to deliver an extensive comprehension of the limitations and effects of ICT platforms on listening.

3.1 Research approach

Streefkerk (2019) characterizes quantitative study results as numerical data and graphical representations. It is employed for verifying or testing assumptions and conclusions. This type of research may help identify universal evidence on an issue. According to Jain (2023), qualitative research is an experimental approach to investigating personal experiences, feelings, and perspectives to understand complex events. The current study employed unstructured interviews to explore learners' attitudes, perspectives, and beliefs about the use of digital platforms to support listening skills.

The hybrid method was conducted in the following parts.

Part one: Quantitative data were recovered from 21 participants who completed the study. The questionnaire included closed-ended questions to collect quantitative data on their interaction with ICT platforms and listening comprehension issues.

Part two: Quantitative data analyses were used to identify patterns and interactions with the use of ICT platforms and changes in listening skills.

Part three: quantitative data was collected from 21 students. These students were interviewed using an unstructured interview. These interviews are designed to learn how students analyze the benefits of using digital platforms in developing their listening capacity.

Part four: Unstructured interviews were used to gather qualitative data analysis. They conducted thematic analysis. It identifies and codes essential themes associated with the study's goals. This process provides an increased perception of the contextual and individual elements determining students' listening skills.

This research investigated the difficulties intermediate learners encounter, aimed at developing their listening skills, and determining whether digital tools assist them in overcoming those difficulties. An exploratory research design was used. Tegan (2021) notes that exploratory research occurs when examining issues for which no prior research exists. Drew (2023) also mentioned that exploratory research is a kind of research that explores a phenomenon with a wide understanding when there is little information available.

The mixed-methods approach was adopted because it aligns with the study's objectives and research questions, which require both quantitative and qualitative insights to be fully addressed. The research questions "Which ICT platforms do intermediate students find most effective?" and "What challenges do students face in developing listening skills?",

The quantitative component is necessary to measure students' progress in listening comprehension and to identify general trends regarding digital platform usage. However, the qualitative component is essential to understanding students' personal experiences, such as the specific challenges they encounter with certain digital platforms, which cannot be captured by quantitative data alone.

This approach is also supported by Dörnyei (2010), who suggests that a mixed-methods design is particularly useful in language education research where both objective measurements and subjective experiences are critical to understanding the complexity of the learning process.

3.2 Location and research/ context

This research was conducted at the Faculty of Languages within the esteemed “Benemérita Universidad Autónoma de Puebla” (BUAP), a leading public institution of higher education in Puebla, Mexico. The Faculty of Languages is famous for its commitment to teaching language skills and intercultural competence. It is based on an educational framework with a humanistic and skills approach. It focuses on comprehensive learning, critical thinking, and the development of your personal life project, while also creating conditions for students to become well-rounded citizens.

The BUAP Faculty of Languages, in accordance with its mission, produces foreign language teachers and translators to contribute towards building a society that promotes social justice and equality through an educational model that fosters social engagement and service. It offers courses for university students, professionals, and researchers to improve access to technical and cultural information and employment opportunities. The teaching staff provides open courses in foreign languages and Nahuatl, which contribute to the social development of Oaxaca, cultural empowerment, and cultural participation. In addition, they design and evaluate English and Spanish courses for residents living in other countries.

The Faculty of Languages is based on an instructional theory, constructivist pedagogy. Also, there is a humanistic learning model that supports the work of the faculty in terms of developing linguistic and personal skills. Humanistic theory emphasizes the students' individuality and fosters personal achievement. For its part, the skill-based approach means that students acquire language skills relevant to their life experience. Designed to enhance students' communicative skills in listening, speaking, reading, and writing, the curriculum emphasizes active student involvement in the learning process.

The Faculty of Languages is based on an instructional theory, constructivist pedagogy. Also, a humanistic learning model supports the faculty's work in developing linguistic and personal skills. The humanistic theory emphasizes the students' individuality and fosters personal achievement. For its part, the skill-based approach means that students acquire language skills relevant to their life experience.

Méndez (2020) argues that this paradigm emphasizes the development of students' linguistic and intercultural skills, encouraging critical thinking, ethical reflection, and personal growth. The humanistic approach ensures that education is student-centered, fostering the development of competencies that are essential for professional and personal success in the field of languages.

The Faculty of Languages currently serves a diverse enrollment of 2,066 students, with 199 graduating last year. The faculty has a dedicated team of 293 educators, composed of 89 full-time, 39 part-time and 165 hourly teachers, with an impressive 95% of teachers certified in the languages they teach. Among these instructors, 16 are recognized in the National System of Researchers, including four at level I and the rest at the candidate level. Additionally, 20 staff are listed in the institution's researcher register, indicating the institution's attitude towards research endeavors.

3.3 Sampling Process

Since this research uses a mixed-methods design, the sampling process brings together qualitative and quantitative ways of collecting data. The study centers on a small group of 21 intermediate (B1) students from the Faculty of Languages at BUAP.

3.3.1 Qualitative Sampling: Purposive Sampling

According to Nikolopoulou (2022), Purposive sampling is a non-random technique in which the researcher intentionally selects participants for the study. This approach ensures that the selected individuals can provide relevant and meaningful information in support of the research objectives.

Purposive sampling is an appropriate strategy for the qualitative component of this research because it allows for the deliberate selection of students who are directly engaged in developing listening skills on digital platforms to enhance the learning environment. This method ensures that the participants have relevant experiences and insight that align with the study's goals. Given the focus on understanding specific challenges and the effectiveness of digital platforms, purposive sampling ensures that the chosen participant can provide profound wisdom.

The choice was due to students' participation in courses or activities where listening development was facilitated through digital platforms. Other factors include students' willingness to participate and the availability of participants for an interview. Research staff worked with faculty to identify and recruit eligible subjects.

3.3.2 Quantitative Sampling: Simple Random Sampling

Thomas (2023) says that everyone in a simple random sample has the same chance of being chosen. Simple random sampling is an appropriate strategy for making research findings applicable to a broader population and limits selection bias to ensure that a representative sample is selected.

Simple random sampling is ideal for the quantitative part of the study, which involves a sample of 20 and requires objective, generalized data. The advantage of this technique is that it gives the whole scale that the group presents a proper representation. The participants were 21 intermediate students at BUAP. Each participant received a number to decide if they could participate in an interview.

3.4 Research Context

This study, which took place at the Faculty of Languages at BUAP, investigates how the integration of ICT platforms contributes to enhancing listening comprehension in English for intermediate learners. The study sample consisted of 21 learners who got a B1 on the CEFR course in the third semester.

3.5 Data collection techniques, instruments, and materials

This study follows a mixed-methods design, including a questionnaire and a qualitative analysis of interview data using an unstructured interview to explore intermediate EFL learners' difficulties in enhancing their listening skills and what that means for refinement. The interview protocol was refined and adopted by the Four-Phase Process for Interview Protocol Refinement (IPR) to ensure its applicability for research purposes while providing space for exhaustive investigation.

3.5.1 Quantitative Data Collection: Questionnaire Design

According to Bhandari (2021), a questionnaire is a means of collecting data from respondents through multiple questions about their beliefs, experiences, or views. Researchers can either provide questionnaires to participants or have participants complete them independently. However, questionnaires lead to deeper investigations of the

respondents. Also, Kamuni shows that a questionnaire's design is determined by the type of data to be collected. Qualitative questionnaires are often used to collect information to support or disprove a hypothesis or to collect data for exploratory purposes.

In this case, a questionnaire of 18 items designed in three sections was created to collect quantitative data on students' listening difficulties and their use of ICT platforms.

Section A: Demographic information of participants, such as age, gender, and length of time spent studying English, was obtained in this section of the four-part questionnaire.

Section B: Challenges in Listening Skills: This part consisted of Likert-scale questions that aimed to identify the difficulties students face when developing their listening skills, including specific problems they encounter.

Section C: Digital platforms: This part concerned students' use of digital platforms, including questions on how often they used ICT platforms, and which types they used, as well as their knowledge of the level of effectiveness in listening.

The questionnaire was sent online so students could complete it whenever they wanted. The online questionnaire was administered via Google Forms to ensure anonymity. To assess the clarity and validity of the survey, a pilot study was conducted with a small group of students.

3.5.2 Qualitative Data Collection: Interview Design

An unstructured interview was conducted to gather qualitative data from Participants by inquiring about their experiences, perceptions, and viewpoints regarding interference in listening skills development and the role of digital platforms in overcoming these barriers.

Tegan (2022) defines an unstructured interview as a method to gather data on a subject that involves asking participants questions. In addition, Al-Tamimi (2024) notes that

an unstructured interview rarely includes a list of questions; rather, it is simply an exchange or conversation between the interviewer and the participant.

Twenty open-ended questions were added to the interview guide so that the views of the participants were prioritized and the discussion was relevant to the aims of the research questions. Key topics covered in the interview include the following points:

Challenges in Listening Skills: Participants described the specific challenges they face or observe in students when developing listening skills.

Digital Platforms Experiences: The interview explored participants' experiences with various digital platforms, including their advantages, limitations, and overall impact on listening skill improvement.

Strategies to overcome challenges in listening skills: The interview helped students to explore the main strategies to cope with listening comprehension.

Suggestions for improvement: Participants were encouraged to provide suggestions on how Digital platforms could be better utilized or improved to enhance listening skills.

Interviews were conducted in a quiet and comfortable environment via video conferencing for convenience. Each interview lasted 25-30 minutes and was audio-recorded (with consent) for accurate transcription and analysis. Interviews were conducted in Spanish to make them as comfortable and natural as possible.

All students were handed a Consent Form that outlined the aim of the study, their rights, and the rationale for the data used. This was handed out to both participants before the interviews; it included a description of what they could expect during the interviews.

The Four-Phase Data Preparation and Improvement (DPI) methodology was used in the study. This systematic approach ensured that the interview questions were consistent with the study’s objectives, dialogue was stimulated, and they were piloted to evaluate clarity and effectiveness.

Castillo Montoya (2016) promotes the use of IPR (Interview Protocol Refinement) as a tool to improve and enrich data collected through interviews. The elements of this four-stage process are ensuring alignment between the interview and research questions, creating a space for rich exploration, gathering feedback on the interview protocol, and conducting pilot testing. IPR is designed to improve the trustworthiness of research interview data.

Phase 1: Developing Interview Questions to Address Research Focus.

To maintain a complex methodology, the first stage was formed by generating questions for interviews that explicitly targeted primary research questions. The focus of the interviews was to identify intermediate students' perceived difficulties with and digital support for listening tasks.

Phase 2:

Phase two focused on designing interview questions that encouraged conversational exchanges while maintaining alignment with the research objectives. The interview protocol used four question types: three introductory questions, two transition questions, seven key questions, and three closing questions (see Table 1).

RESEARCH QUESTIONS	TYPES OF QUESTIONS	INFORMATION I’LL GET
1. Which ICT platforms do	Introductory questions	

intermediate students find most effective for improving their listening skills in English?	1. How important is listening to you when learning English?	Encourages reflection on the importance of listening in language development.
	2. Can you share your past experiences using digital platforms for learning English?	Explores students' previous interactions with technology in language learning.
	3. What digital platforms have you used to develop your listening skills?	Identifies the specific platforms students have found useful
2. What features of ICT platforms are perceived as the most beneficial by intermediate students for enhancing their listening comprehension?	Transition questions	
	4. Which feature of the digital platforms do you find most effective in improving your listening comprehension? Explain your answer.	Identifies key features that contribute to listening improvement.
	5. Can you provide an example of a feature that has significantly helped you understand spoken English?	Encourages students to give specific instances of useful features
How do different ICT platforms impact the improvement of intermediate students' listening comprehension?	Key Question	
	6. How has the use of various digital affected your ability to comprehend spoken English?	Encourages reflection on progress and platform effectiveness.
	7. What types of listening activities or exercises on these platforms have contributed the most to your listening development?	Identifies the most to your listening
	8. How does the design of digital platforms affect your listening comprehension?	Looks into how platform design influences learning outcomes.
What are the most common challenges intermediate	Key Question	
	9. What specific difficulties do you face when trying to understand spoken English?	Encourages students to reflect on their struggles.
	10. What types of audio content do you find most challenging to understand, and why?	Explores which types of listening material are most difficult and the reasons behind it.

students face when developing listening skills in English?	11. How do you typically feel when faced with a difficult listening task?	Explores the emotional and cognitive responses students have.
	12. What strategies do you use to overcome these listening difficulties?	Investigate students' learning strategies.
How has the integration of ICT platforms influenced the listening skills of intermediate students over time?	Closing Question	
	13. How has your listening comprehension evolved since you started using digital platforms?	Encourages reflection on overall progress over time.
	14. In what ways have digital platforms increased your confidence in listening compared to before you used them?	Explore the emotional and psychological effects of using digital platforms.
	15. Which digital platform would you recommend for improving listening skills in English, and why?	Encourage students to justify their platform preference based on experience.

Phase 3: Protocol Feedback

In the third phase, the preliminary interview guide was shared with experienced researchers and educators to assess the clarity, relevance, and overall questions. Their insights helped refine certain questions to make them more accessible to participants and to ensure that they were not leading. For instance, based on feedback, some questions were rewritten to avoid potential bias, and follow-up questions were added to probe deeper into specific responses.

Phase 4: Pilot Testing and Finalizing the Protocol.

Following the initial feedback and revisions, a pilot test with some of my classmates was conducted to ensure the interview protocol's effectiveness. This pilot provided insights into the flow of the conversation and whether the questions were eliciting the expected detailed responses.

For example, in the pilot, question number 7 "What kind of content (such as videos, audio or exercises) helped you the most or the least with listening?" I have changed this one to the following: "What types of listening activities or exercises on these platforms have contributed the most to your listening development?" The first question is diagnostic, as it measures feedback effectiveness, and the second is exploratory, to understand student preferences. Then, when the pilot study was reviewed, the final version of the protocol was processed. This helps in studying to gain more precision in the results on listening comprehension problems and the position of digital media.

3.6 Ethical Considerations

This section describes the ethical issues essential to research and the way in which research Participants are treated to ensure their protection, dignity, and rights. The present study is never disrespectful of confidentiality, and participation is voluntary. In upholding these tenets, the study will endeavor to establish a trustworthy and open environment where participants can feel at ease and honored.

As highlighted by Shah et al. (2024), the importance of informed consent cannot be overstated. A detailed consent form was provided to all participants, which explained the purpose of the study, how data would be collected and used, and that they could withdraw from the study at any time without risk.

All participants were given an Informed Consent form containing the following information.

1. Brief outline of what the study is about; how ICT platforms facilitate listening comprehension of the English language.
2. They were told that their participation was voluntary and were free to withdraw without giving reasons at any time.
3. The data obtained is confidential and would not be associated with any personal information.
4. The data usage provides an informed consent form that provides how the data will be used and certifies students' responses in this research.
5. Participants were given a straightforward language description of the potential risks and benefits of participating in this study.

In contrast, Hreha (2023) stated that ethical values represent the essential principles and beliefs that underpin moral judgments in both individual and professional life. These core beliefs are necessary to the development of moral behavior, social cohesion, and individual identity. While the sources of ethical values include cultural, religious, physiological, and personal beliefs, there are shared values widely recognized, such as honesty, integrity, justice, accountability, respect, and compassion.

An informed consent form describing the study and the participant's rights is included as a sample in **Appendix C**.

3.7 Data Analysis: Qualitative Analysis

This study is a qualitative analysis of the effects of ICT tools on the listening skills of intermediate English learners. The approach is participant oriented and aims at capturing the

participants' perspectives and responses within an analytical frame. This process is iterative and involves several stages, such as data condensing and data display, to form key themes and assess the trustworthiness and consistency of the findings. Every step of the analysis is carefully performed to obtain meaningful results.

The initial stage involved collecting and sorting raw data from interviews and surveys. This phase resulted in transcriptions of audio recordings, categorized answers, and organized data, providing access for further evaluation.

The second stage was to locate and arrange ideas and concepts. After the data was organized, the main ideas and concepts were identified. It was important to analyze the data for patterns found in repetition of key terms or salient points illustrating the participants' experiences and perspectives.

The third stage required grouping ideas. The groups reflected key participant responses and directly answered the research questions.

In the fourth stage, the analysis was examined to see that the findings were reliable and accurate. The process of triangulation looked at the consistency of the findings across the various sources of data and demonstrated that the analysis accurately conveyed the views of the participants.

In the fifth step, possible explanations for the findings were examined to construct themes based on repeated patterns and insights derived from the data. This step focuses on interpreting the themes being investigated in relation to the study's aims.

The last step of analysis involved rendering interpretations by reviewing the themes and findings and constantly comparing the data to interpretations for verification. Together,

this extended process affords a comprehensive understanding of how ICT platforms impact students' listening comprehension.

Quantitative Analysis: Descriptive Statistics

The collected questionnaire data were analyzed quantitatively, as this study examined the impact of ICT platforms on the listening comprehension of intermediate students. The researcher then conducted the data analysis in a few steps to ensure the data were well organized and presented effectively.

1. First, I constructed a codebook to define and code the variables that were collected through the interview, mainly to categorize responses. A unique code was assigned to each variable to enable it to be referenced in the analysis.

2. Then, the data on the 20 participants was entered into a statistical software program called the Statistical Package for the Social Sciences (SPSS). This software was employed to perform extensive statistical analysis, which included detailed and inferential analysis.

As stated by Williams (2025), SPSS is a set of software programs that analyze scientific data related to social phenomena. SPSS provides an audiovisual modeling environment that can accommodate even the most complicated model. In addition, SPSS data is used for surveys, data mining, and other purposes. For these reasons, SPSS was chosen for this study due to its ease of use, reliability, and ability to generate large amounts of data and conduct numerous statistical tests that fit within the research framework.

3. The missing values were identified and corrected in the data set. The approach for these corrections involved either inputting or excluding data, depending on the amount of missing data, to maintain the strength and validity of the analysis.

4. Data transformation was done when appropriate, and overall enhancements for analysis were made; this might include adjusting categorical variables to numeric codes or aggregating responses to create a meaningful summary validity scale.

5. Univariate analysis was conducted to explore the variables independently. For example, calculating the frequency of responses within the respective categories, determining how many respondents fall into each age range, and identifying their sex (male or **female**).

CHAPTER IV

4.0 Introduction

This chapter analyzes both quantitative and qualitative data, looking at participants' demographics and the listening challenges, they face. It also examines how students use ICT platforms, how effective these tools are, and the strategies learners use to improve their listening skills.

4.1 Quantitative Results

Section A: Demographic Information

Age shows that the most common age is 19 years old, at 33.3%, followed by 18 and 21 years old, both at 19.0%. Students in their 20s account for 14.3%, while 22-, 23-, and 24-year-olds account for 4.8% of the group. The total percentage shows that 52.3% of the students are 19 or younger, and 47.6 % of the students are 20 or older (See Table 1).

Table 1 *Age*

Age

	Frecuency	Percentage
18	4	19.0
19	7	33.3
20	3	14.3
21	4	19.0
22	1	4.8
23	1	4.8
24	1	4.8
Total	21	100.0

Source: own elaboration.

The gender distribution of the 21 students shows that 95.2 % of the participants are female (20 individuals), while only 4.8 % are male (1 individual). This shows a significant gender imbalance in groups since females represent most of the class. The percentage cumulatively is 100% if both sexes are considered. (See table 2)

Table 2: *Gender*

Gender

	Frecuency	Percentage
Female	20	95.2
Male	1	4.8
Total	21	100.0

Source: own elaboration.

The distribution by semester indicates that 95.2 % of the students (20 individuals) are in the third semester, while 4.8% (1 individual) are in the fourth semester. This indicates that almost all students are in the third semester, and only one is in the fourth semester. (See Table 3)

Table 3: *Semester*

Semester

Semester	Frecuency	Percentage
Third	20	95.2
Fourth	1	4.8
Total	21	100.0

Source: own elaboration.

The length distribution of the duration of English students within the 21 students shows that the majority, 57. 1% (12 students), have studied English for 1-2 years. Besides, 23.8 % (5 students) have studied for 3-4 years, and 14.3 % (3 students) have studied for more than 4 years. Only one student (4.8 %) has less than 1 year of English study experience. This

data indicates that most students have at least 1 year of English study, and more than 85% have between 1 and 4 years of experience. (See table 4)

Table 4: Duration of English Language Study

Duration of English Language Study

	Frecuency	Percentage
Less than 1 year	1	4.8
1-2 years	12	57.1
3-4 years	5	23.8
More than 4 years	3	14.3
Total	21	100.0

Source: own elaboration.

Section B: Challenges in Listening Skills

Data about difficulty understanding different accents shows that 47.6% (10 students) experience difficulties often, while 38.1 % (8 students) report occasional difficulties. Only 9.5 % (2 students) rarely have problems, and 4.8 % (1 student) always have problems understanding accents. This indicates that many students (85. 7 %) have problems with understanding different accents (see Table 5).

Table 5: Difficulty in understanding different accents.

Difficulty in understanding different accents.

	Frecuency	Percentage
Rarely	2	9.5
Sometimes	8	38.1
Often	10	47.6
Always	1	4.8
Total	21	100.0

Source: own elaboration.

The statistics on the difficulty in understanding rapid speech reveal that 42.9% (9 students) sometimes have problems, while 28.6 % (6 students) usually have difficulties. In addition, 19.0% (4 students) always have problems and only 9.5% (2 students) rarely have

problems. This indicates that a significant majority (90.5%) of the students have problems with rapid speech. (See Table 6)

Table 6: Difficulty in understanding fast speech.

Difficulty in understanding fast speech.

	Frecuency	Percentage
Rarely	2	9.5
Sometimes	9	42.9
Often	6	28.6
Always	4	19.0
Total	21	100.0

Source: own elaboration.

The data shows that 61.9 % (13 students) sometimes have difficulties, while 33.3% (7 students) experience difficulties often. Only 4.8 % (1 student) have difficulties rarely. This indicates that almost all students (95.2 %) have problems with unfamiliar vocabulary at least sometimes, and a significant portion do so often. (See Table 7)

Table 7: Difficulty in understanding unfamiliar vocabulary.

Difficulty in understanding unfamiliar vocabulary.

	<u>Frecuency</u>	<u>Percentage</u>
Rarely	1	4.8
Sometimes	13	61.9
Often	7	33.3
Total	21	100.0

Source: own elaboration.

The data indicate that most students have difficulties at least occasionally. In particular, 61.9 % (13 students) sometimes have difficulties with complex sentences, while 9.5 % (2 students) have difficulties often. In addition, 19.0% (4 students) claim that they rarely face difficulties, and only 4.8 % (1 student) never experience problems with complex

structures. Overall, this suggests that most students (76.2%) experience difficulties with complex sentence structures at least sometimes. (See Table 8).

Table 8: Difficulty in following complex sentence structures.

Difficulty in following complex sentence structures.

	<u>Frecuency</u>	<u>Percentage</u>
Never	1	4.8
Rarely	4	19.0
Sometimes	13	61.9
Often	2	9.5
Always	1	4.8
Total	21	100.0

Source: own elaboration.

The difficulty in picking specific details or information data reveals that 61.9 % (13 students) sometimes have difficulty with this task, while 19.0% (4 students) often find it difficult. In addition, 19.0% (4 students) state they rarely have difficulty. This indicates that most students (80.9%) experience problems in grasping specific details at least occasionally. Overall, this suggests that difficulties in this area are common among the students surveyed. (See Table 9).

Table 9: Difficulty in catching specific details or information.

Difficulty in catching specific details or information.

	<u>Frecuency</u>	<u>Percentage</u>
Rarely	4	19.0
Sometimes	13	61.9
Often	4	19.0
Total	21	100.0

Source: own elaboration.

Based on the data, 52.4 % (11 students) sometimes have difficulties with these expressions, while 19.0% (4 students) encounter them often. Moreover, 19.0% (4 students)

claim that they rarely have difficulties, and 9.5 % (2 students) always have problems with idioms. This indicates that a significant majority (81.4% of the students have problems with idiomatic expressions at least occasionally, highlighting the common challenge posed by these linguistic details. (See Table 10).

Table 10: Difficulty in understanding idiomatic expressions.

Difficulty in understanding idiomatic expressions.

	<u>Frecuency</u>	<u>Percentage</u>
Rarely	4	19.0
Sometimes	11	52.4
Often	4	19.0
Always	2	9.5
Total	21	100.0

Source: own elaboration.

Section C: ICT Platforms

The data on the frequency of use of ICT platforms for listening practice indicates that 47.6% (10 students) use them often, while 33.3% (7 students) use them sometimes. Besides, 9.5% (2 students) always incorporate ICT platforms in their practice, and 4.8% (1 student) claim to never use them. Another 4.8 % (1 student) rarely use these resources. In general, this suggests that most students (90.5%) use ICT platforms to practice listening comprehension at least sometimes, highlighting their importance in language learning. (See table 11)

Table 11 How often do students use ICT platforms for listening practice?

How often do students use ICT platforms for listening practice?

	<u>Frecuency</u>	<u>Percentage</u>
Never	1	4.8
Rarely	1	4.8
Sometimes	7	33.3

Often	10	47.6
Always	2	9.5
Total	21	100.0

Source: own elaboration.

The data reveals that the most popular choice among students is audio-visual materials, such as videos and podcasts, with 66.7% (14 students) utilizing these resources. Mobile apps, including language learning applications, are used by 23.8% (5 students), while 9.5% (2 students) report using interactive websites for listening practice. This indicates a strong preference for audio-visual content, which plays a significant role in the listening practices of many students (see Table 12).

Table 12: Which types of ICT platforms do students use for listening practice?

Which types of ICT platforms do students use for listening practice?

	Frecuency	Percentage
Mobile Apps (e.g., language learning apps	5	23.8
Audiovisual materials (e.g., videos, podcasts	14	66.7
Interactive Websites	2	9.5
Total	21	100.0

Source: own elaboration.

Data on the perceived effectiveness of mobile apps in improving listening skills shows that 42.9% (9 students) find them moderately effective, while 38.1% (8 students) consider them very effective. Additionally, 9.5 % (2 students) believe mobile apps are either slightly effective or extremely effective. Overall, most students (90.5 %) find mobile apps to perform at least moderately effectively in enhancing their listening skills, demonstrating a positive perception of their usefulness. (See table 13)

Table 13How effective students find mobile apps in improving their listening skills.

How effectively students find mobile apps in improving their listening skills.

	Frecuency	Percentage
Slightly effective	2	9.5
Moderately effective	9	42.9
Very effective	8	38.1
Extremely effective	2	9.5
Total	21	100.0

Source: own elaboration.

The data on the effectiveness of online courses in improving listening skills shows that 38.1 % (8 students) find them moderately effective, while 33.3 % (7 students) consider them very effective. Additionally, 23.8% (5 students) believe they are slightly effective, and 4.8% (1 student) find them extremely effective. This suggests that while most students (76.2%) see online courses as at least moderately effective in improving listening skills, a notable portion (23.8%) find them only slightly effective. (See table 14)

Table 14: How effectively do students find online courses in improving their listening skills?

How effectively do students find online courses in improving their listening skills?

	Frecuency	Percentage
Slightly effective	5	23.8
Moderately effective	8	38.1
Very effective	7	33.3
Extremely effective	1	4.8
Total	21	100.0

Source: own elaboration.

In the data on the effectiveness of audio-visual material in improving listening comprehension, 57.1 % (12 students) consider them moderately effective. In addition, 14.3% (3 students) argue that they are extremely effective. And 9.5% (2 students) consider them slightly effective. This indicates that many students (71.4%) consider audiovisual materials to be very effective platforms for improving their listening comprehension skills. (See Table 15)

Table 15 How effective students find audio-visual materials in improving their listening skills.

How effectively students find audio-visual materials in improving their listening skills.

	Frecuency	Percentage
Slightly effective	2	9.5
Moderately effective	4	19.0
Very effective	12	57.1
Extremely effective	3	14.3
Total	21	100.0

Source: own elaboration.

The data on the effectiveness of interactive websites in improving listening skills shows that 52.4 % (11 students) find them very effective, while 38.1% (8 students) consider them moderately effective. Additionally, 9.5 % (2 students) believe they are extremely effective. This indicates that most students (61.9%) find interactive websites to be highly effective, with all students considering them at least moderately beneficial for enhancing their listening skills. (See table 16)

Table 16: How effective students find interactive websites is in improving their listening skills.

How effective students find interactive websites is in improving their listening skills.

	Frecuency	Percentage
Moderately effective	8	38.1
Very effective	11	52.4
Extremely effective	2	9.5
Total	21	100.0

Source: own elaboration.

4.2 Qualitative Results

Influence of ICT Platforms

Online Courses and Websites. The results indicate that 6 participants interacted with the Online Courses and Websites category, including Cambridge English, British Council's

Learn English Teens, BBC World Service, ELLO.org, and Storytel (audiobooks). The participants' responses (1, 3, 4, 9, 11, 20) showed they interact with platforms to improve their English listening skills. In this area, the participants expressed the following comments:

"BBC World Service allows me to engage with English more dynamically. They help me practice listening, not just passively, but actively, as I can pause, rewind, or engage with additional resources, making the learning process more flexible." (P1)

"The Cambridge English platforms have been a great resource for improving my listening skills. By focusing on specific areas, such as identifying key details and understanding tone and meaning." (P3)

"Listening to audiobooks on Storytel has strengthened my understanding of complex sentence structures and enriched my vocabulary." (P4)

"The listening exercises on British Council's Learn English Teens website have helped me improve in identifying key details and understanding the tone and intent of conversations." (P9)

"Ello.org helps improve listening skills. Comprehension questions with the audio clips force focused listening to understand key points." (P11)

"BBC World Service has helped me target specific areas, such as picking up key details and understanding the tone and intent of a speaker." (P20)

Streaming platforms

Video and Streaming platforms were highlighted by 5 participants with TED Talks, VOA Learning English, YouTube, Twitch, and YouTube gaming for visual and auditory

content. These platforms offer learners engaging and interactive ways to improve their listening skills. Below is an overview of the platforms mentioned by participants (7, 13, 15, 16, 18):

"Watching live streams on Twitch has improved my listening skills. The informal language and fast speech during the streams force me to keep up without pausing, sharpening my ability to understand casual speech in real-time." (P7)

"The TED Talks videos available on Vimeo. The combination of visuals and fast-paced spoken content has helped me keep up with complex topics, allowing me to understand advanced concepts in an engaging format." (P13)

"YouTube allows me to listen to natural conversations and pick up on details." (P15)

"VOA Learning English has strengthened my listening skills. Listening to news stories and discussions on current events in clear, formal English has prepared me for more advanced settings, like university courses and professional presentations." (P16)

"Watching live streams on YouTube Gaming has helped me adjust to understanding casual speech without relying on pauses or replays. The informal language and fast speech make it challenging to follow conversations in real-time. (P18)

Real-World Conversations

Three participants mentioned that they have enhanced their listening skills through Real-World Conversations by using platforms like Magoosh and Youglish which provide authentic English listening experiences. Here is what the participants (5,8,17) say:

"The practice exams on Magoosh have helped me develop my listening skills in high-pressure environments. The time constraints force me to focus more and listen carefully." (P5)

"SpeakUp" has improved my ability to understand different accents. By practicing with speakers from various backgrounds, including British, American, and Indian, I've become more familiar with the variations in pronunciation and tone." (P8)

"Youglish serves as a practical tool for improving listening skills and vocabulary acquisition by exposing learners to authentic language use."

(P17)

Mobile Apps and Platforms

Six participants mentioned that they frequently used Apps that function both on computers and cell phones enhancing their listening skills through flexible interactive learning, like Hello Talk, Tandem, Lyrics and Training, FluentU and Menrise. These participants (2,6, 10, 12, 14, 19) gave the following responses:

"Apps like HelloTalk combine listening and speaking practice, which makes learning dynamic. By engaging in real conversations with native speakers, I can focus on improving my accent." (P2)

"Using LyricsTraining challenges me to fill in missing words from song lyrics, which helps with listening comprehension. Also aids in improving my pronunciation and speed, making this a highly engaging learning tool for language practice." (P6)

"Tandem is highly effective for improving listening skills. Real, natural conversations provide a better understanding of how English is used in everyday situations, even in informal settings." (P10)

"FluentU pairs videos with definitions and explanations of difficult words, helping improve listening comprehension. The platform provides exposure to real-world content." (P12)

"I use Memrise to reinforce new words I encounter in listening exercises. The spaced repetition system allows me to memorize and recall important vocabulary, helping me recognize these words in real-life conversations." (P14)

Lyrics Training helps me improve my listening comprehension, vocabulary recognition, and pronunciation through interactive music-based exercises." (P19)

4.3.1 Effective listening activities

Listening to various formats

Listening to various formats included 4 participants who emphasized the importance of engaging with media like news reports, audiobooks, and videos with subtitles for exposure to different accents. The participants (1, 4, 12, 16) mentioned the following:

"The exercises, from news reports to interviews, expose me to various accents and speeds, helping me focus on key details, tone, and intent to improve understanding in diverse contexts." (P1)

"Listening to a variety of audiobooks strengthens my understanding and enriches my vocabulary." (P4)

"Watching videos with English subtitles, alternating between versions with and without subtitles, boosts my recognition of spoken content." (P12)

"Listening to news stories and discussions on current events prepares me for more advanced academic and professional settings." (P16)

Real conversations and Interactive engagement

Three participants emphasized the value of real-time interactive engagement through immersive and adaptable listening practice which led to quicker improvements in comprehension and comfort with spoken language. The participants' responses (2, 10, 18) are shown below:

"Engaging in real conversations with native speakers enhances both my listening and speaking skills while allowing me to focus on accents and everyday language use." (P2)

"Engaging in a structured storytelling activity, where participants take turns sharing real or fictional stories, followed by a question session, is an effective way to assess comprehension." (P10)

"Participating in the live chat during streams helps me practice typing responses quickly and engaging with others." (P18)

Targeted Listening Exercises

Targeted Listening exercises, mentioned by 8 participants, focused on structured activities like identifying key information and answering comprehension questions. The responses of participants (3,8,9,11,13,14, 19,20) were as follows:

"I utilize targeted exercises to practice identifying important information and interpreting meaning in spoken English." (P3)

"Completing listening exercises improves my skills in recognizing important elements of conversations." (P8)

"Listening to talks while following transcripts improves my comprehension of complex topics and formal discourse." (P9)

"Listening to audio clips followed by comprehension questions reinforces my understanding of key points." (P11)

"Choosing a TED Talk video and answering a series of comprehension questions about the main points, supporting details, and key concepts presented in the video improves my listening skills." (P13)

"Reinforcing new vocabulary encountered in listening exercises through spaced repetition aids my recognition of these words in conversations." (P14)

"Playing the song and listening carefully allows me to fill in the missing words in the lyrics as the song plays." (P19)

"Listening to the audio helps me identify key details, such as the speakers' names, topics, and their emotions or intentions." (P20)

Practice and Speed Enhancement

Practice and Speed Enhancement are vital for improving listening comprehension. Five participants noted that timed tests increase speed and accuracy, improving concentration. Engaging activities such as filling in song lyrics and watching broadcasts, promote comprehension, while content diversity helps understanding idiomatic expressions. The responses of participants (5,6,7,15,17) were as follows:

"Taking timed listening tests enhances my focus and helps me adapt to formal speech environments." (P5)

"Filling in the missing words from song lyrics allows me to practice speed and comprehension in an engaging format." (P6)

"Watching streams helps me develop the ability to follow informal conversations at a natural pace." (P7)

"Watching a variety of content helps me pick up idiomatic expressions and conversational subtleties." (P15)

"Using the platform to listen to examples of words in context enhances my vocabulary and listening skills." (P17)

4.3.2 Act of Platform Design

Innovative and Interactive Design for Practical Development

Innovative and Interactive Design for Practical Development was mentioned by 11 participants for its structured, user-friendly design that enables focused practice on the practice of specific listening skills. In addition, personalized features, such as playback speed adjustments and interactive transcripts, were noted for adding value to the learning experience. Participants (1,2,3,5,6,10,12,15,16,19,20): share that the platform's design aids in efficient skill development by organizing content around real-world scenarios and interactive exercises. These aspects are mentioned below:

"The BBC World Service platform's design, with clear topics, transcripts, and interactive features, has made my learning fluid and more effective." (P1)

"The design encourages real conversations, allowing me to connect with native speakers easily. It feels like I'm chatting with a friend, which makes learning enjoyable." (P2)

"The design is intuitive, with listening exercises focused on specific skills. This design helps me focus on what I need to improve." (P3)

"The practice exam format mimics real test conditions. The platform is designed to keep me focused and help me manage my time effectively during listening exercises." (P5)

"The gamified approach to filling in missing lyrics makes it super engaging. The bright colors and interactive elements keep me motivated to practice my listening skills." (P6)

"The design allows for seamless interaction with language partners. It feels very personal, which helps me feel more comfortable speaking and listening in real-time." (P10)

"The platform's design helps me link visuals with vocabulary, making it easier to remember words." (P12)

"The wide range of content available allows me to select what interests me. The comment sections foster interaction, making it a community-driven platform for learning." (P15)

"The platform's focus on clear and formal English in its design helps me prepare for academic environments. I like how the news is broken down for students." (P16)

"The interactive format of filling in lyrics while listening is both fun and educational. The design makes practicing my listening skills feel like a game." (P19)

"The targeted exercises are presented in a very clear manner. The platform's design makes it easy to focus on identifying tones and key details in conversations" (P20)

4.3.3 Visual and Aesthetic Appeal

Visual and Aesthetic Appeal play an essential role in creating a positive learning experience, as noted by 4 participants who valued the platform's clear, visually appealing design for aiding concentration. Besides, the colorful interface of the spaced repetition feature reinforces learning, making vocabulary effective, according to participants (4,9,13,14). Their responses included the following:

"The platform's clean interface makes it easy to browse audiobooks. I love that I can adjust the playback speed, which has improved my listening comprehension." (P4)

"The exercises are visually appealing, making it easier to stay focused while learning to identify key details in conversations." (P9)

"The platform's design helps me link visuals with vocabulary, making it easier to remember words." (P13)

"The spaced repetition feature is designed to reinforce learning effectively. The colorful interface makes the process enjoyable, which keeps me motivated to expand my vocabulary." (P14)

Real-Time and Casual Speech Practice

Three participants highlighted the importance of Real-Time and Casual Speech Practice, emphasizing the value of engaging with unplanned, fast-paced speech. They noted

that easy switching between speakers enhances pronunciation comprehension, while the unpredictability of live streams challenges their understanding of casual speech without pauses. Participants (7,8,11) shared the following:

"Watching live streams is challenging, but the casual interface helps me engage with the content without distractions. The fast-paced speech assesses my listening skills." (P7)

"The design allows for easy switching between speakers, which has enhanced my understanding of different pronunciations." (P8)

"The live streams are unpredictable, which is challenging, but the platform's design keeps me engaged. It pushes me to understand casual speech without relying on pauses." (P11)

4.3.4 Specific Difficulties in Understanding Spoken English

Fast and Rapid Speech

Fast and Rapid Speech was a primary challenge faced by 5 participants, often leaving them feeling lost and unable to catch every word. The absence of pauses makes it difficult to process information, leading to frustration and missed details in conversation. These issues as shown in the following participants' responses. (1,4, 9,19,20).

"I often find that native speakers talk too quickly, making it hard for me to catch every word. This rapid pace leaves me feeling lost during conversations." (P1)

"It's hard for me to follow fast speech, particularly when native speakers talk without pausing. I often miss important details because there's no break to process what I've heard." (P4)

"Quick conversations are tough for me, especially when there's no time to process what's being said. I find myself zoning out and missing key information." (P9)

"I feel frustrated when formal talks are too dense and difficult to follow, especially when the language is technical or academic, which leaves me struggling to understand." (P19)

"Understanding fast speech without pauses makes me feel like I'm falling behind, as I don't have enough time to process the words before the speaker moves on." (P20)

Accents, Emphasis, Intonation, and Stress Patterns

Four participants found Accents, Emphasis, Intonation, and Stress Patterns Challenging. One student struggled with British and Australian accents compared with American English. Another participant noted a misunderstanding due to varying word emphasis. Additionally, unclear articulation or mumbling created barriers to understanding, while another participant felt overwhelmed by rapid information delivery, which hindered focus on important details. The participants' responses (2,11,16,18) were as follows:

"I struggle to understand British or Australian accents compared to American English. The differences in pronunciation and slang can be quite confusing for me." (P 2)

"The way speakers emphasize certain words can sometimes lead to misunderstanding. It's difficult for me to know what is truly important in the conversation." (P 11)

"I have difficulty when speakers mumble or do not articulate their words clearly. This lack of clarity makes it hard for me to catch what they're saying."
(Participant 16)

"When the information is being given all at once, it makes it difficult to process. I often find myself overwhelmed and unable to focus on key points."
(P18)

Interruption in Speech

Two participants identified Interruptions in speech as a significant challenge in their listening comprehension. They say they cannot understand exchanges when people talk at the same time. It's hard to pick up the conceptually highlighted.

" When I listen to audio with native people, they usually interrupt each other, and it is difficult to understand the topic."(5)

" If people speak without interruptions, I understand the main message in the conversation."(13)

Grammar, Complex Language, and Colloquial Language

Five participants mentioned that grammar, complex language, and colloquial language were significant difficulties in comprehending English when spoken. These challenges influence common themes in the following responses: (3,7,8,12,14)

"I get confused by the complex grammar that some native speakers use. When they use difficult sentence structures, it can be confusing and complicated to listen to." (P3)

"Sometimes I find it difficult to understand colloquial expressions. I often don't translate them correctly in my mind and don't catch the meaning they are trying to transmit." (P7)

"It's hard for me to understand various tenses while speakers talk. I get frustrated, and I cannot follow the conversation." (p8)

"I am unfamiliar with cultural references that confuse me during conversations. When I don't know something, I tend to get frustrated and don't understand the message of what I hear." (p12)

" Often, I encountered unusual vocabulary that caused me difficulty in keeping up. (p14)

Length of conversations, Lack of visual support, and Concentration.

Long conversations, no visual support, and concentration issues. Four students listed concerns about their ability to understand spoken English. The following responses demonstrate these concerns. (6,10,17,18)

" I get frustrated when I have to replay the audio many times because native speakers speak so fast and I don't understand some phrases." (p6)

" I considered visual support to get the idea at first. If they don't appear, it could be challenging for me." (p. 10)

" Long conversations without breaks are so difficult to perceive because I cannot retain the information." (p. 17)

" When naive people explain the topic to me without examples, and it is given all at once, it is difficult to process, and I can't focus on key points."
(p18)

4.3.5 Feelings Toward Difficult Tasks

Overwhelm and Anxiety

Six participants reported feeling anxious or overwhelmed when listening to English. Fast speech made some worry about details, while others felt like they were falling behind during interruptions. Some also struggle to follow rapid speech without pauses. The responses from participants 1, 5, 13, 17, 18, and 20 highlight these emotional challenges.

"It is amazing to listen to native speakers because they speak so fluently, but it is complicated to understand them, and I feel anxious since I don't get the message."(P1)

"I try to follow the conversation when English speakers usually interrupt each other, but many times I get anxious because I cannot follow the conversation".
(P5)

"I struggle to follow multiple speakers, especially when they talk over one another. This leaves me feeling overwhelmed in group conversations." (P13)

“Long conversations without breaks felt me overwhelmed. I find it hard to maintain my attention, which affects my ability to fully comprehend what’s being said.” (P17)

“I feel overloaded when too much information is presented at once, making it hard to process and retain what I’m hearing, especially in fast discussions.” (P18)

“Understanding fast speech without pauses makes me feel like I’m falling behind, as I don’t have enough time to process the words before the speaker moves on.” (P18)

Frustration

Frustration was a significant feeling for 7 participants who claimed their challenges with understanding spoken English. One participant argued that complex sentence structures often feel frustrating. Others struggled with fast-paced speech that made it hard to absorb key points and had to replay audio multiple times, highlighting missed information. Difficulties with stress patterns, uncommon words, and unclear speech added to their frustration, as well as tense and technical language in formal conversations. The participants’ responses (3,4,6,11,14,16,19) showed as follows:

“Complex sentence structures often leave me feeling frustrated because I can’t process the information fast enough to understand the overall message.” (P3)

“Fast-paced speech without pauses makes me feel frustrated because there’s no time to absorb what’s being said, and I end up missing key points.” (P4)

“Having to replay audio multiple times feels discouraging, as it highlights how much I missed on the first attempt. It makes me question my listening abilities.” (P6)

“Stress patterns and intonation are difficult to interpret, which frustrates me because they often change the meaning of a sentence in subtle ways that I miss.” (P11)

“Uncommon words leave me frustrated and disconnected, making me second-guess my understanding and struggle to keep up with the conversation.” (P14)

“When speakers mumble or don’t enunciate clearly, I feel like I’m missing key points, and it’s frustrating because I can’t rely on context alone to fill in the gaps.” (P16)

“I feel frustrated when formal talks are too dense and difficult to follow, especially when the language is technical or academic, which leaves me struggling to understand.” (P19)

Confusion

Confusion was expressed by 4 participants regarding spoken English. One stated that using different accents was confusing, especially between British, American, and Australian English. Another felt disoriented with colloquial expressions. Complicated grammar and fast speech also contributed to their confusion, while unexpected word emphasis changed the meaning in ways that were hard to follow. Participants (2,7,8,15) show the following:

“Different accents confuse me, especially when switching between British, American, or Australian English. It feels like I’m constantly guessing at meaning.” (P2)

“Colloquial expressions often make me feel out of my depth, as they’re difficult to interpret and rarely taught explicitly in language lessons.” (P7)

“Complicated grammar used in spoken English makes me feel confused, especially when combined with fast speech. It’s hard to keep track of meaning.” (P8)

“Unexpected emphasis on words throws me off and makes listening harder, as it shifts the meaning of a sentence in ways I don’t anticipate, causing confusion.” (P15)

Disconnection

Disconnection was a significant feeling for 3 participants. One student said that quick conversations make them feel like they can’t keep up, causing them to miss the flow of ideas. Another expressed that lacking visual support leads to missing important information, as body language and facial expressions help clarify meaning. Additionally, cultural references they don’t understand make them feel very disoriented and unable to interact during conversations. The following responses (9,10,12) were mentioned:

“Quick conversations make me feel like I can’t keep up, and I often miss the flow of ideas or responses, leaving me feeling disconnected from the discussion.” (P9)

"For me, people must use body language to express their ideas since it helps me to process the conversation better." (p10)

"When I don't know the country's culture and speakers talk about it, I feel disconnected and lost in the conversation."(p12)

4.3.6 Strategies to Overcome Challenges

Overcoming Overwhelm and Anxiety

Summarizing key points, pausing the audio, and focusing on main ideas were helpful strategies for dealing with fast speech. Some participants also mentioned that slowing down playback and using simple summaries helped them understand better. These strategies improved their overall comprehension. Participants 1, 4, 9, 19, and 20 mentioned these techniques.

"I work on mentally summarizing the important points. This aids in memory retention and helps me control my fear of forgetting important details when babbling. (P1)

"I pause audio recordings. In this manner, I can take in the information and make sure I'm not overlooking anything important." (P4)

" I try to grasp the essential points rather than every word. This keeps me engaged in the conversation. (P9)

"For formal conversations, I look up simplified summaries afterward. This helps me gain a basic understanding before diving into the complex language used." (P19)

"I listen to audio at a slower playback speed. This allows me to process the words more effectively and keep up with the flow." (P20)

Understanding Different Accents

To improve their understanding of different accents, participants employed several strategies. Listening to various podcasts with accents from the United Kingdom, Australia, and the United States helps them get familiar with different pronunciations. Practicing with sentences with different accent patterns improves understanding of how stress alters meaning. When speakers mumble, recording the audio allows them to review it later to make sure nothing is missed. In addition, dividing rapid speech into smaller sections helps with retention and processing. Participants 2,11,16, and 18 shared the following responses:

"I listen to various accents through podcasts from the UK, Australia, and the US. This helps me become more accustomed to different pronunciations."
(Participant 2)

"I practice listening to sentences with different stress patterns and try repeating them. This helps me understand how emphasis affects meaning."
(Participant 11)

"If I have the opportunity to ask speakers to repeat themselves when they mumble, I can do that. But no, I usually record them and then listen to the audios." (Participant 16)

"I break down fast-paced speech by focusing on smaller sections of the information, which helps me better retain and process each part." (Participant 18)

Dealing with Interruption in Speech

Two participants highlighted interruptions in conversations as a significant challenge. To manage this, one participant emphasized focusing on key phrases during discussions to maintain engagement without feeling overwhelmed. The other participant mentioned the importance of asking for clarification when interruptions occur, which helps regain focus and understanding in the middle of the interrupted flow. The following responses showed how participants 5 and 13 navigated the difficulties posed by conversational interruptions:

"I focus on key phrases in conversations with frequent interruptions. This allows me to stay engaged without feeling overwhelmed."(Participant 5)

"I remind myself that it's okay to ask for clarification when the conversation flow is interrupted. This helps me regain my focus." (Participant 13)

Learning Grammar, Complex Language, and Colloquial Language.

Participants employed several strategies to overcome challenges with grammar, complex language, and colloquialisms. One divides complex sentences into manageable parts for better understanding. Another study used colloquial phrases to improve informal conversation skills. Practicing simpler content builds confidence for more complex dialogues. Researching cultural references enhances understanding in future conversations, and keeping a vocabulary journal helps gradually learn uncommon words. The comments below express the views of participants 3,7,8,12, and 14:

"I break down complex sentences into smaller parts. This allows me to focus on the main ideas and supporting details." (P3)

"I study common colloquial phrases used in casual English. This helps me understand informal conversations better." (P7)

"I practice with simpler content first to build my confidence. This way, I'm better prepared for more complex dialogues." (P8)

"I research unfamiliar cultural references after conversations. This helps me relate better in future interactions." (P12)

"I keep a vocabulary journal to learn uncommon words gradually. This reduces frustration when I encounter specialized terms."(P14)

Handling Length of Conversations, Lack of Visual Support, and Concentration

To manage lengthy conversations, limited visual support, and concentration issues, participants use practical strategies. One treats replay as a learning tool by noting missed details. Another prefers videos with subtitles for visual context through body language. Taking mental breaks prevents overwhelm while separating information into smaller sections helps in retention. The responses below reflect the perspectives of participants 6, 10, 17, and 18:

"I treat replays as learning opportunities. By taking notes on what I missed, I can focus on areas of improvement for the next listen." (P6)

"Whenever possible, I choose videos with subtitles. This visual support provides context through body language and facial expressions." (P10)

"During lengthy conversations, I take mental breaks. I can stay focused and prevent feeling overburdened thanks to this. (P17)

"I divide large amounts of information into manageable chunks. This facilitates processing and increases my ability to remember what I'm hearing."

(P18)

Chapter V: Conclusions

5.0 Introduction

The conclusions and implications of the study in terms of problems among intermediate EFL learners. ICT platforms to help learners cope with the challenges they encounter when listening are also persistent. It also answers key questions about the most common listening problems, the tools students find most useful, and how these platforms influence listening comprehension. Finally, it highlights the main implications of the research, its limitations, and ideas for future studies.

5.1 Conclusions

Investigating the challenges intermediate EFL learners face in developing their listening comprehension abilities and evaluating the effectiveness of ICT platforms in addressing these challenges among BUAP Faculty of Languages students were the goals of this study. The study addresses five research topics to achieve this. The first question focused on the ICT platforms that students believe are most useful for enhancing their listening abilities. The findings show that, in general, students choose platforms that provide streaming, interactive websites, online courses, and real-world conversations, and are compatible with smartphone apps.

The second research question investigated how the integration of ICT platforms influenced listening skills. Findings show that students have improved their passive and active listening skills in a specific way. The third research question talks about the features of ICT platforms that are perceived as the most beneficial for enhancing listening skills. The outcomes express that the main features include interactivity, aesthetic appeal, real-time

practice, and flexible environments that support skill development in listening comprehension.

The fourth research question explored the most common challenges intermediate students face when developing listening skills in English. The results indicate that ICT platforms affect intermediate learners' listening comprehension challenges, such as rapid speech, accent diversity, intonation, interruptions, complex language, long conversations, and limited visual support. The fifth research question considered how different ICT platforms impact the improvement of intermediate students' listening comprehension. The results show that half of the students get better results in their listening skills, although the other half have faced some problems.

On the other hand, one hypothesis was proposed: “EFL learners who use ICT platforms are likely to experience higher engagement and better comprehension in listening activities than students who do not use them.” Findings indicate that students using ICT platforms showed notable improvements in listening skills. In summary, the evidence confirmed the hypothesis, demonstrating that ICT platforms fostered higher engagement and comprehension with tools to address specific challenges in listening comprehension.

This finding is consistent with previous research indicating that technology-enhanced language learning can improve listening skills by providing interactive and authentic practice opportunities that help learners relate to diverse accents, speech patterns, and real-world language use.

5.2 Implications

Thanks to these findings, teachers and curriculum developers can improve listening skills among intermediate EFL students. The effectiveness of ICT on listening skills platforms suggests a course for participants to address listening comprehension issues.

The incorporation of ICT platforms in EFL programs supports a more effective curriculum and teacher training for listening problems. Combating specific issues such as fast speech, different accents, and complex sentence structures highlights the value of ICT tools that offer flexible features like continuous feedback.

Besides, platforms that allow learners to control playback speed, access transcripts, and practice with different accents enable them to develop adaptive listening strategies that promote comprehension in authentic contexts. In addition, curriculum design should prioritize ICT tools with beneficial features such as interactivity, aesthetic appeal, and real-time practice, as these elements foster engagement and facilitate smoother navigation, especially for intermediate learners.

Finally, this approach requires educators to receive comprehensive training on the effective use of ICT for language learning; professional development should empower teachers to select, implement, and adapt ICT resources, ensuring that they can leverage platform features to address specific listening skills and challenges in their students. These implications can guide future strategies in educational practice to optimize listening skills development.

5.3 Limitations

This study encountered several limitations in its approach, sample size, ICT exposure, platform diversity, access to technology, and data collection methods. The mixed methods design, while very detailed, had difficulty balancing the in-depth perceptions of a small group of respondents with the more general trends of the survey. Focusing on intermediate EFL learners at the BUAP Faculty of Languages may limit generality, as the results may not fully apply to students from other groups and proficiency levels, so including a more diverse sample would improve validity. The different prior exposure to ICT tools among students

also poses a limitation, as those with more experience may have adapted more easily, which could distort the results.

Although a diagnostic test was administered at the beginning and another in the middle of the course, time constraints also limited long-term observation; while focusing on general categories of ICT platforms made it difficult to assess the effectiveness of specific platforms in improving listening skills. In addition, uniform access to ICT resources ignores technological limitations such as connectivity or device availability, which may have affected some learners' experiences with ICT platforms. Finally, conducting interviews in Spanish for the convenience of participants required translation, which may have altered the nuances of meaning.

5.4 Suggestions for Further Research

According to Goh and Vandergrift (2021), the use of ICT in education has transformed language learning by offering dynamic tools that help improve listening comprehension. Listening is often seen as one of the most difficult skills for language learners because of challenges such as unfamiliar accents, fast speech, and complex intonation.

This study used a mixed-methods design to analyze the challenges students face and how ICT platforms help improve listening skills. Future research could explore more personalized learning methods to address accents, intonation, and fast speech. Adaptive ICT tools that adjust to each learner's progress may also offer better support for developing listening comprehension.

To build on the current research questions, future research questions could include, "How does selecting particular content affect the listening comprehension of intermediate

EFL learners?” and” What role do adaptive ICT platforms play in addressing each learner's specific listening comprehension challenges?” These questions would give insights into how ICT platforms can adjust to diverse skill levels and preferences to improve listening.

Concerning objectives, a future study could focus on analyzing the long-term effects of adopting adaptive ICT platforms and investigating how various aspects of these platforms lead to sustained improvements in listening comprehension. This could include evaluating the effectiveness of specific suggestions and personalized listening resources to help learners overcome particular problems.

Appendix

Appendix A: Interview on Listening Challenges and ICT Platform Usage

This appendix presents an interview format designed to explore the most familiar challenges that intermediate students face in developing English listening skills and to identify the ICT platforms they consider most effective in improving these skills. The questions were organized into various categories, including introductory, transitional, and concluding questions, to gather information about students' experiences with listening to ICT platforms, the most useful features of these platforms, and how they have influenced the progress of their listening comprehension over time.

RESEARCH QUESTIONS	TYPES OF QUESTIONS	INFORMATION I'LL GET
1. Which ICT platforms do intermediate students find most effective for improving their listening skills in English?	Introductory questions	
	1. How important is listening to you when learning English?	Encourages reflection on the importance of listening in language development.
	2. Can you share your past experiences using digital platforms for learning English?	Explores students' previous interactions with technology in language learning.
	3. What digital platforms have you used to develop your listening skills?	Identifies the specific platforms students have found useful
2. What features of ICT platforms are perceived as the most beneficial by intermediate students for	Transition questions	
	4. Which feature of the digital platforms do you find most effective in improving your listening comprehension? Explain your answer.	Identifies key features that contribute to listening improvement.

enhancing their listening comprehension?	5. Can you provide an example of a feature that has significantly helped you understand spoken English?	Encourages students to give specific instances of useful features
How do different ICT platforms impact the improvement of intermediate students' listening comprehension?	Key Question	
	6. How has the use of various digital media affected your ability to comprehend spoken English?	Encourages reflection on progress and platform effectiveness.
	7. What types of listening activities or exercises on these platforms have contributed the most to your listening development?	Identifies the most to your listening
	8. How does the design of digital platforms affect your listening comprehension?	Looks into how platform design influences learning outcomes.
What are the most common challenges intermediate students face when developing listening skills in English?	Key Question	
	9. What specific difficulties do you face when trying to understand spoken English?	Encourages students to reflect on their struggles.
	10. What types of audio content do you find most challenging to understand, and why?	Explores which types of listening material are most difficult and the reasons behind it.
	11. How do you typically feel when faced with a difficult listening task?	Explores the emotional and cognitive responses students have.
	12. What strategies do you use to overcome these listening difficulties?	Investigate students' learning strategies.
How has the integration of ICT platforms influenced the listening skills of	Closing Question	
	13. How has your listening comprehension evolved since you started using digital platforms?	Encourages reflection on overall progress over time.
	14. In what ways have digital platforms increased your confidence in listening compared to before you used them?	Explore the emotional and psychological effects of using digital platforms.

intermediate students over time?	15. Which digital platform would you recommend for improving listening skills in English, and why?	Encourage students to justify their platform preference based on experience.
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Este apéndice incluye una entrevista cuyo objetivo es analizar los principales obstáculos que enfrentan los estudiantes intermedios al mejorar su comprensión auditiva en inglés, así como identificar las plataformas TIC que consideran más efectivas para mejorar dichas habilidades. Las preguntas están organizadas en varias categorías, incluyendo preguntas introductorias, de transición y finales, con el fin de recopilar información sobre las experiencias de los estudiantes con las plataformas TIC, las características más útiles de estas herramientas y cómo han influido en el progreso de su comprensión auditiva con el tiempo.

Apéndice A: Entrevista sobre las Dificultades de Escucha y el Uso de Plataformas TIC

Esta sección presenta un formato para entrevistas diseñado para sondear cuáles son las dificultades más comunes a las que tienen que enfrentarse los estudiantes intermedios para cultivar bien las habilidades auditivas en inglés y, al mismo tiempo, lo que estos alumnos consideran plataformas TIC eficaces en mejorar esas mismas habilidades. Las preguntas se distribuyen en varias categorías, que incluyen preguntas de introducción, preguntas de transición y preguntas de cierre, para recoger información sobre la experiencia de los estudiantes en escucha plataformas TIC, las ventajas más útiles de estas plataformas y cómo han influido en su progreso en la comprensión de escucha con el paso de los años.

PREGUNTAS DE INVESTIGACIÓN	TIPO DE PREGUNTA	INFORMACIÓN QUE OBTENDRÉ
1. ¿Qué plataformas TIC consideran más efectivas los estudiantes intermedios para mejorar sus habilidades de escucha en inglés??	Preguntas Introductorias	
	1. ¿Qué tan importante es para ti la comprensión auditiva al aprender inglés?	Fomenta la reflexión sobre la importancia de la escucha en el desarrollo del idioma.
	2. ¿Puedes compartir tus experiencias previas usando plataformas digitales para aprender inglés??	Explora las interacciones previas de los estudiantes con la tecnología en el aprendizaje del idioma.
	3. ¿Qué plataformas digitales has utilizado para desarrollar tus habilidades de escucha?	Identifica las plataformas específicas que los estudiantes han considerado útiles.
¿Qué características de las plataformas TIC son percibidas como más beneficiosas por los estudiantes intermedios para mejorar su comprensión auditiva?	Preguntas De Transición	
	4. ¿Qué característica de las plataformas digitales consideras más efectiva para mejorar tu comprensión auditiva? Explica tu respuesta.	Identifica características clave que contribuyen a la mejora de la escucha.
	5. ¿Puedes dar un ejemplo de una característica que te haya ayudado significativamente a entender el inglés hablado?	Anima a los estudiantes a dar ejemplos específicos de características útiles.
¿Cómo impactan las diferentes plataformas TIC en la mejora de la comprensión auditiva de los estudiantes intermedios?	Preguntas Clave	
	6. ¿Cómo ha afectado el uso de varias plataformas digitales tu capacidad para comprender el inglés hablado?	Fomenta la reflexión sobre el progreso y la efectividad de las plataformas.
	7. ¿Qué tipos de actividades o ejercicios de escucha en estas plataformas han contribuido más a tu desarrollo auditivo?	Identifica los recursos o actividades que más han aportado al desarrollo de la comprensión auditiva.
	8. ¿Cómo influye el diseño de las plataformas digitales en tu comprensión auditiva?	Analiza cómo el diseño de la plataforma influye en los resultados del aprendizaje.

¿Cuáles son los desafíos más comunes que enfrentan los estudiantes intermedios al desarrollar habilidades auditivas en inglés?	Preguntas Clave	
	9. ¿Qué dificultades específicas enfrentas al tratar de entender el inglés hablado?	Fomenta la reflexión sobre las dificultades personales
	10. ¿Qué tipos de contenido auditivo te resultan más difíciles de entender y por qué?	Explora qué tipos de material auditivo son más complicados y las razones detrás de ello.
	11. ¿Cómo te sientes normalmente cuando enfrentas una tarea auditiva difícil?	Explores the emotional and cognitive responses students have.
	12. ¿Qué estrategias utilizas para superar estas dificultades auditivas?	Investiga las estrategias de aprendizaje de los estudiantes.
¿Cómo ha influido la integración de plataformas TIC en las habilidades auditivas de los estudiantes intermedios a lo largo del tiempo?	Closing Question	
	13. ¿Cómo ha evolucionado tu comprensión auditiva desde que comenzaste a usar plataformas digitales?	Fomenta la reflexión sobre el progreso general con el tiempo.
	14. ¿De qué manera las plataformas digitales han aumentado tu confianza en la escucha en comparación con antes de usarlas?	Explora los efectos emocionales y psicológicos del uso de plataformas digitales.
	15. ¿Qué plataforma digital recomendarías para mejorar las habilidades auditivas en inglés, y por qué?	Anima a los estudiantes a justificar su preferencia basada en su experiencia.

Appendix B: Questionnaire on Listening Challenges and ICT Platforms Usage

Introduction:

I appreciate your participation in this research. Your answers are valuable in helping me understand the challenges you face with listening skills and how ICT platforms assist in addressing these challenges.

This questionnaire is organized into three main parts:

- **Part A:** Basic Demographic Details
- **Part B:** Listening Comprehension Challenges
- **Part C:** Use of ICT Tools

If you have any questions or require clarification, please do not hesitate to contact the researcher, Mónica Carolina Téliz Padilla, at monica.teliz30@gmail.com. I kindly ask you to respond sincerely. All responses will remain strictly confidential.

Introducción:

Agradecemos sinceramente su participación en esta investigación. Sus respuestas son fundamentales para entender las dificultades que enfrenta al desarrollar la comprensión auditiva y el papel que desempeñan las plataformas TIC en el proceso de superarlas.

Este cuestionario está estructurado en tres partes principales:

- **Parte A:** Datos demográficos
- **Parte B:** Dificultades en la comprensión auditiva
- **Parte C:** Uso de herramientas TIC

Si tiene alguna duda o necesita más información, puede contactar a la investigadora, Mónica Carolina Téliz Padilla, al correo: monica.teliz30@gmail.com.

Le pedimos que conteste con honestidad. Toda la información proporcionada será tratada con estricta confidencialidad.

Section A: Demographic Information/ Información Demográfica
1. Age / Edad a) 18-20 b) Over 20 / Más de 20
2. Gender Identity a) Male / Masculino b) Female / Femenino c) Prefer not to disclose / Prefiero no decirlo
3. Duration Of English Study / Duración del estudio del idioma inglés a) Under 1 year / Menos de un año b) Between 1 and 2 years / Entre 1 y 2 años c) Between 3 and 4 years / Entre 3 y 4 años d) Over 4 years / Más de 4 años
Section B: Challenges in Listening Skills / Sección B: Desafíos en Habilidades de Escucha. Please indicate how often you encounter each of the following challenges in your listening comprehension using the scale provided. / Indica con qué frecuencia enfrentas los siguientes desafíos en la comprensión auditiva utilizando la escala proporcionada:
4. Difficulty in understanding different accents / Dificultad para entender diferentes acentos: A) Never/ Nunca B) Rarely / Raramente C) Sometimes / A veces

- D) Often / Frecuentemente
- E) Always / siempre

5. Difficulty in understanding fast speech / Dificultad para entender el hablar rápida:

- A) Never/ Nunca
- B) Rarely / Raramente
- C) Sometimes / A veces
- D) Often / Frecuentemente
- E) Always / siempre

6. Difficulty in understanding unfamiliar vocabulary / Dificultad para entender. vocabulario desconocido:

- A) Never / Nunca
- B) Rarely / Raramente
- C) Sometimes / A veces
- D) Often / Frecuentemente
- E) Always / Siempre

7. Difficulty in following complex sentence structures / Dificultad para seguir. estructuras de oraciones complejas: acentos:

- A) Never / Nunca
- B) Rarely / Raramente
- C) Sometimes / A veces
- D) Often / Frecuentemente
- E) Always / Siempre

8. Difficulty in catching specific details or information / Dificultad para captar. detalles específicos o información:

- A) Never / Nunca
- B) Rarely / Raramente
- C) Sometimes / A veces
- D) Often / Frecuentemente
- E) Always / Siempre

9. Difficulty in understanding idiomatic expressions/ Dificultad para entender. expresiones idiomáticas:

- A) Never / Nunca
- B) Rarely / Raramente
- C) Sometimes / A veces
- D) Often / Frecuentemente
- E) Always / Siempre

Section C: ICT Platforms / Sección C: Plataformas TIC

Kindly provide your answers to the following questions about how you use ICT tools to enhance your listening abilities.

10. How often do you use ICT platforms for listening practice? / ¿Con qué frecuencia utilizas plataformas TIC para practicar la escucha?

- A) Never / Nunca
- B) Rarely / Raramente
- C) Sometimes / A veces
- D) Often / Frecuentemente
- E) Always / Siempre

11. Which types of ICT platforms do you use for listening practice? (Select all that apply) / ¿Qué tipos de plataformas TIC utilizas para practicar la escucha?

(Selecciona todas las que correspondan):

- A) Mobile Apps (e.g., language learning apps) / Aplicaciones móviles (por ejemplo, Apps de aprendizaje de idiomas)
- B) Online Courses / Cursos en línea
- C) Audiovisual materials (e.g., videos, podcasts) / Materiales audiovisuales (por ejemplo, videos, podcasts)
- D) Interactive Websites / Sitios web interactivos
- E) Alternative option (please describe): _____ / Otra opción (indique cuál):

12. How effective do you find mobile apps in improving your listening skills? / ¿Qué tan efectivas consideras las aplicaciones móviles para mejorar tus habilidades de escucha?

- A) Not effective / No efectiva
- B) Slightly effective / Ligeramente efectiva
- C) Moderately effective / Moderadamente efectiva
- D) Very effective / Muy efectiva
- E) Extremely effective / Extremadamente efectiva

13. How effective do you find online courses in improving your listening skills? / ¿Qué tan efectivos consideras los cursos en línea para mejorar tus habilidades de escucha?

- A) Not effective / No efectiva
- B) Slightly effective / Ligeramente efectiva
- C) Moderately effective / Moderadamente efectiva
- D) Very effective / Muy efectiva
- E) Extremely effective / Extremadamente efectiva

14. How effective do you find audio-visual materials in improving your listening skills? / ¿Qué tan efectivos consideras los materiales audiovisuales para mejorar tus habilidades de escucha?

- A) Not effective / No efectiva

- B) Slightly effective / Ligeramente efectiva
- C) Moderately effective / Moderadamente efectiva
- D) Very effective / Muy efectiva
- E) Extremely effective / Extremadamente efectiva

15. How effective do you find interactive websites in improving your listening skills? / ¿Qué tan efectivos consideras los sitios web interactivos para mejorar tus habilidades de escucha?

- A) Not effective / No efectiva
- B) Slightly effective / Ligeramente efectiva
- C) Moderately effective / Moderadamente efectiva
- D) Very effective / Muy efectiva
- E) Extremely effective / Extremadamente efectiva

Appendix C: Informed Consent Agreement for Individuals Participating in a Research Study

This document provides a general overview of the research as an effort to examine the challenges that intermediate-level learners face with their listening comprehension and how those methods can be utilized on the Internet and other electronic media resources. It outlines the research procedures, the time commitment required for participation, and the specific data types collected. Additionally, it informs participants of their rights: whether they can participate voluntarily or refuse to have their results used, with confidentiality guaranteed. There will also be a brief discussion of any risks or benefits that might arise from participating in the activity. By signing this questionnaire and choosing to take part in our survey, you must be fully aware of what you agree to.

Principal Investigator:

Mónica Carolina Téliz Padilla

Monica.teliz@alumno.buap.mx

You are invited to join a research study about listening difficulties learners face and how ICT tools can help improve listening skills. Before you agree, please read the study's purpose, procedures, possible risks, and benefits. If anything is unclear, ask the researcher

for more information. Only take part if you understand and feel comfortable with what is involved.

Study Objectives

The goals of this study are as follows.

1. Identify common obstacles faced by intermediate English learners in the skill development of listening comprehension.
2. Evaluate the effectiveness of various ICT platforms in improving these listening skills.
3. Understand the features of ICT platforms that students perceive as most beneficial.

What Participation Involves

1. Fill out a questionnaire about your current listening skills and your use of ICT resources.
2. Join an interview or group discussion to share more detailed opinions and personal experiences related to listening challenges and ICT tools.
3. Completing the questionnaire will take about 15–20 minutes, and the interview or group session will last approximately 45 minutes.

Possible Risks

No significant risks are expected from participating. However, reflection on personal challenges could cause minor emotional discomfort. You are free to skip any questions or stop participating at any time without facing any consequences.

Potential Benefits

Your participation may not lead to direct personal benefits. However, your insights will help educators and researchers better understand learned needs and could influence the design of more effective language learning strategies and tools in the future.

Confidentiality

All data collected will be kept strictly confidential. Your answers will remain anonymous, meaning no personal identifiers will be linked to your responses. Data access is limited to the research team, and all information will be securely maintained.

Voluntary Nature of Participation

Taking part in this study is entirely voluntary. You may decline to participate at any time, without needing to explain, and without incurring any negative consequences.

Consent

By signing this document, you admit that you have carefully read and comprehended the study's objectives, methods, potential risks, and benefits. You consent to take part voluntarily and understand that you may leave the study at any moment without any obligation.

Participant's Name: _____

Participant's Signature: _____

Date: _____

Researcher's Signature: _____

Date: _____

Spanish Version:

Apéndice C: Formulario de Consentimiento para Participar en un Estudio de Investigación

Este documento ofrece una visión general del estudio, cuyo objetivo es explorar las dificultades que enfrentan los estudiantes de nivel intermedio al desarrollar habilidades de comprensión auditiva, así como el uso de plataformas TIC para abordar dichas dificultades. Se detallan los procedimientos de investigación, la duración estimada de la participación y los tipos de datos que se recopilarán. Además, se informa a los participantes sobre sus derechos, incluyendo la participación voluntaria, la posibilidad de retirarse sin consecuencias y la garantía de confidencialidad. También se indican los posibles riesgos o beneficios de participar. Este formulario de consentimiento asegura que los participantes estén plenamente informados antes de aceptar formar parte del estudio.

Investigadora principal:

Mónica Carolina Téliz Padilla

monica.teliz@alumno.buap.mx

Invitación a participar

Se le solicita su participación en un proyecto de investigación que busca analizar las dificultades que enfrentan los estudiantes en la comprensión auditiva, y cómo las herramientas y plataformas digitales, conocidas como Tecnologías de la Información y la Comunicación (TIC), pueden apoyar el desarrollo de dichas habilidades. Antes de aceptar participar, es fundamental que comprenda los objetivos del estudio, los procedimientos, los posibles riesgos y beneficios. Lea cuidadosamente la información a continuación y no dude en hacer cualquier pregunta si algo no le queda claro.

Objetivos del estudio

Este estudio tiene como fines:

1. Identificar los desafíos más comunes que enfrentan los estudiantes de inglés de nivel intermedio al desarrollar habilidades de escucha.
2. Evaluar la efectividad de diversas plataformas TIC en la mejora de estas habilidades.
3. Comprender qué características de las plataformas TIC son percibidas como más útiles por los estudiantes.

Lo que implica su participación

1. Complete un cuestionario sobre sus habilidades actuales de comprensión auditiva y el uso que hace de recursos TIC.
2. Participe en una entrevista o en una discusión grupal para compartir opiniones más detalladas y experiencias personales relacionadas con los retos de escucha y el uso de TIC.
3. Completar el cuestionario tomará entre 15 y 20 minutos, y la entrevista o discusión grupal durará aproximadamente 45 minutos.

Posibles riesgos

No se anticipan riesgos significativos por participar en el estudio. Sin embargo, reflexionar sobre sus desafíos personales podría generar una leve incomodidad emocional. Usted tiene la libertad de omitir cualquier pregunta o de retirarse del estudio en cualquier momento sin enfrentar consecuencias.

Beneficios potenciales

Es posible que su participación no le brinde beneficios personales directos. No obstante, su contribución ayudará a que docentes e investigadores comprendan mejor las necesidades de los estudiantes, lo que podría influir en el diseño de estrategias y herramientas más eficaces para el aprendizaje del idioma.

Confidencialidad

Toda la información recopilada será tratada con estricta confidencialidad. Sus respuestas serán anónimas, lo que significa que no estarán vinculadas a ningún dato personal. Solo el equipo de investigación tendrá acceso a los datos, los cuales serán almacenados de manera segura.

Participación voluntaria

Su participación en este estudio es completamente voluntaria. Puede negarse a participar o retirarse en cualquier momento, sin necesidad de dar una explicación y sin sufrir consecuencias negativas.

Consentimiento

Al firmar este documento, usted declara que ha leído atentamente y comprendido los objetivos, métodos, posibles riesgos y beneficios del estudio. Acepta participar de forma voluntaria y entiende que puede retirarse en cualquier momento sin obligación alguna.

Nombre del participante: _____

Firma del participante: _____

Fecha: _____

Firma del/la investigadora: _____

Fecha: _____

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