

DOI: <https://doi.org/10.46296/rc.v9i18.0454>

Competencia auditiva y el fortalecimiento del idioma inglés de los estudiantes

Listening competence and the strengthening of students' English language skills

Burbano-Intriago Yissel Elizabeth

Universidad Estatal del Sur de Manabí. Jipijapa, Ecuador.
Correo: yissel.burbano@unesum.edu.ec
ORCID ID: <https://orcid.org/0009-0008-8343-7908>

Bernal-Álava Ángel Fortunato

Universidad Estatal del Sur de Manabí. Jipijapa, Ecuador.
Correo: angel.bernal@unesum.edu.ec
ORCID ID: <https://orcid.org/0000-0002-9212-1234>

Ayoví-Bernal Michael Jordán

Licenciado en Enfermería de Clínica Santa Margarita. Portoviejo, Ecuador.
Correo: abmj.1316342276@gmail.com
ORCID ID: <https://orcid.org/0009-0000-7449-0004>

RESUMEN

La presente investigación aborda la competencia auditiva y su influencia en el fortalecimiento del aprendizaje del idioma inglés en los estudiantes, considerando que esta habilidad constituye uno de los pilares fundamentales para el desarrollo de la competencia comunicativa. En el contexto educativo actual, la comprensión auditiva permite interpretar mensajes orales, reconocer vocabulario, identificar ideas principales y responder de manera adecuada en situaciones reales de comunicación. Sin embargo, diversos factores, como la escasa exposición al idioma, las diferencias de pronunciación, la velocidad del habla y la limitada aplicación de estrategias metodológicas, dificultan el desarrollo de esta destreza en el aula. Frente a esta problemática, el estudio se enmarca en el proyecto de investigación “Aplicación de estrategias didácticas y pedagógicas mediadas por las Tecnologías del Aprendizaje y el Conocimiento (TAC) para el fortalecimiento del proceso de enseñanza-aprendizaje del idioma inglés”, cuyo propósito es promover prácticas innovadoras que favorezcan un aprendizaje significativo. La incorporación de recursos tecnológicos, plataformas educativas, aplicaciones interactivas, materiales audiovisuales y actividades de escucha activa mediadas por las TAC permite crear ambientes de aprendizaje dinámicos, participativos e inclusivos, incrementando la motivación y el compromiso de los estudiantes. La investigación adopta un enfoque mixto con alcance descriptivo, bibliográfico y analítico, lo que facilita comprender la realidad educativa y proponer estrategias fundamentadas en las necesidades identificadas. Los resultados esperados evidencian que la integración de estrategias didácticas apoyadas en las TAC fortalece la comprensión auditiva, mejora el reconocimiento del vocabulario, facilita la identificación de ideas principales y favorece el desarrollo progresivo de las habilidades comunicativas en inglés. En consecuencia, el estudio aporta una propuesta pedagógica innovadora que contribuye a optimizar la calidad del proceso de enseñanza-aprendizaje del idioma inglés, promoviendo el uso pertinente de las tecnologías como herramientas para el desarrollo de competencias lingüísticas acordes con las exigencias de la educación contemporánea y de la sociedad del conocimiento.

Palabras claves: Competencia, audición, fortalecimiento, Ingles.

Información del manuscrito:

Fecha de recepción: 15 de abril de 2026.

Fecha de aceptación: 22 de junio de 2026.

Fecha de publicación: 10 de julio de 2026.



ABSTRACT

This research addresses listening competence and its influence on strengthening students' English language learning, considering that this skill is a fundamental pillar for the development of communicative competence. In the current educational context, listening comprehension enables the interpretation of oral messages, vocabulary recognition, the identification of main ideas, and appropriate responses in real-life communication situations. However, various factors—such as limited exposure to the language, pronunciation differences, speech rate, and the limited application of methodological strategies—hinder the development of this skill in the classroom. To address this issue, the study is framed within the research project "Application of didactic and pedagogical strategies mediated by Learning and Knowledge Technologies (LKT) to strengthen the English language teaching-learning process," which aims to promote innovative practices that foster meaningful learning. Incorporating technological resources, educational platforms, interactive applications, audiovisual materials, and LKT-mediated active listening activities creates dynamic, participatory, and inclusive learning environments, thereby increasing student motivation and engagement. The research adopts a mixed-methods approach with a descriptive, bibliographic, and analytical scope, facilitating an understanding of the educational reality and the proposal of strategies based on identified needs. Expected results indicate that integrating LKT-supported didactic strategies strengthens listening comprehension, improves vocabulary recognition, facilitates the identification of main ideas, and fosters the progressive development of English communicative skills. Consequently, the study offers an innovative pedagogical proposal that helps optimize the quality of the English language teaching-learning process, promoting the appropriate use of technologies as tools for developing linguistic competencies aligned with the demands of contemporary education and the knowledge society.

Keywords: Competence, listening, strengthening, English.

1. INTRODUCTION

Nowadays, English language teaching has become a key element of basic education, as it offers students the opportunity to acquire new knowledge, improve their communication skills, and prepare for a globalized environment. In eighth grade, listening ability is crucial, as it lays the groundwork for developing other skills such as speaking, reading, and writing. However, recent research (2020-2024) shows that most students face challenges when trying to understand oral messages in English, which limits their engagement in the classroom and reduces their confidence when using the language.

This research project was designed to assess the level of listening comprehension among eighth-grade students of Educación General Básica (Basic General Education) and to analyze its relationship with strengthening communicative skills in the English language learning process. It also seeks to identify the main pedagogical, methodological, and contextual factors that affect the development of this language skill, taking into account students' needs and

characteristics. Based on the results obtained, the study aims to propose innovative and participatory methodological strategies that foster the progressive improvement of listening comprehension, promoting more effective communication, the development of communicative competence, and meaningful learning in line with the demands of contemporary education.

Background

Over the past five years, various studies conducted in Ecuador and other parts of Latin America between 2020 and 2024 have shown that listening comprehension remains one of the most challenging skills for students taking English courses in basic education, particularly in intermediate grades such as eighth grade. Recent reports from the Ministry of Education and university studies indicate that the lack of regular exposure to the language, limited use of technological tools, and a lack of active listening activities hinder progress in this area of competence.

From 2021 to 2023, pedagogical studies on English language teaching highlight that many eighth-grade students struggle to discern sounds, follow verbal instructions, maintain attention during audio or video dialogues, and identify different accents. Likewise, most teachers report that their students feel insecure when listening to English due to the speaker's speed, pronunciation, and the differences between written and spoken language.

Given the above, there is an urgent need to implement innovative strategies to help improve listening competence and English performance among eighth-grade students. In the English teaching-learning process, listening competence plays a fundamental role in developing communicative skills. However, eighth-grade students of Educación General Básica show difficulties understanding audio, dialogues, and videos in English, which negatively affects their pronunciation, vocabulary, and oral participation.

Rationale

This research is carried out with the purpose of analyzing the influence of listening competence on strengthening English language learning among eighth-grade students of Educación General Básica. Listening comprehension is a

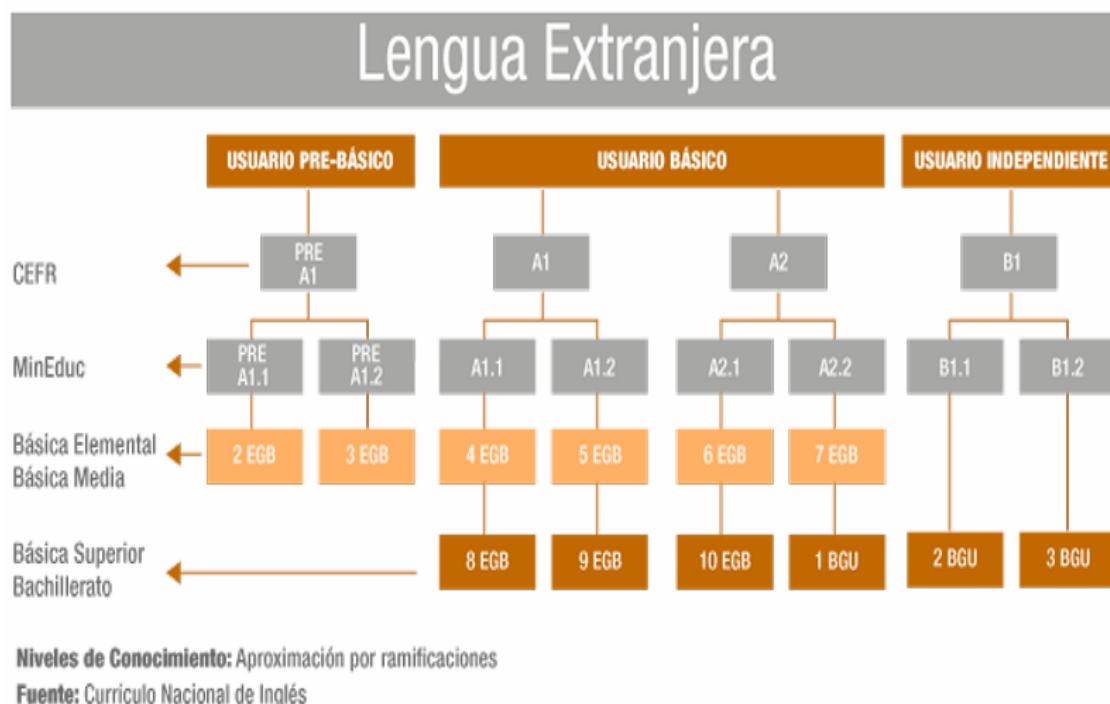
fundamental skill within the English teaching-learning process, as it allows students to interpret oral messages, improve their pronunciation, expand their vocabulary, and function effectively in communicative situations.

From a pedagogical standpoint, this study is relevant because it enables the identification and application of teaching strategies focused on active listening, which foster meaningful English language learning. Strengthening listening competence contributes to the comprehensive development of language skills and promotes greater student participation in the classroom, improving academic performance and confidence when communicating in the foreign language.

At the educational and social level, this research will directly benefit eighth-grade students of Educación General Básica, who will be able to strengthen their listening comprehension and command of English. Likewise, teachers will benefit from having methodological guidance to optimize their teaching practice, while the educational institution will be able to improve the quality of the teaching-learning process, meeting the demands of a globalized context in which English proficiency is essential.

Listening competence in English language learning

Listening competence is a key skill in foreign language learning, as it constitutes the starting point for acquiring other communicative skills. According to a study that analyzed methods and strategies for developing listening comprehension in the classroom, this skill has historically been underestimated within the English as a Second Language (L2) teaching-learning process, despite being essential for students to understand complete oral messages and interact effectively in real communication contexts. It also underscores the need for teachers to integrate varied and progressive teaching strategies, ranging from prediction and detail-focused exercises to more global tasks supported by audiovisual materials, to strengthen this competence in students (Castellano García, 2022). The study concludes that well-structured listening instruction contributes to learners' overall progress in English and improves their performance in other language skills.



The importance of listening competence in the educational process

Listening competence is a central skill in the English language educational process, as it allows students to understand authentic oral messages and participate effectively in communicative situations. Various studies on language teaching indicate that listening comprehension is the starting point for acquiring other language skills, since foreign language learning begins with exposure to auditory input and its meaning (Kokroko, 2020).

Structured listening activities, the use of technological resources, and authentic materials enrich the learning environment and foster student motivation to engage with real communication contexts in English. Developing listening skills not only helps improve comprehension of audio, dialogues, and videos, but also strengthens pronunciation, overall comprehension, and oral fluency. Furthermore, from a pedagogical perspective, intentionally addressing this skill allows students to develop cognitive and metacognitive strategies that support their autonomy and academic performance.

Strategies for strengthening listening comprehension

To strengthen listening comprehension in learning English as a foreign language, it is essential to incorporate teaching strategies that enable students to actively

and meaningfully process and understand oral discourse. Recent research highlights that teaching metacognitive strategies—such as planning, monitoring, and evaluating the listening process—significantly improves students' listening ability, fostering greater learning autonomy and better results on listening tests (Nasution, Z., & Prihatini, S., 2023).

Developing listening comprehension in learning English as a foreign language requires applying teaching strategies that promote the active and reflective interpretation and understanding of oral language; recent research shows that teaching metacognitive strategies, such as planning, monitoring, and evaluating the listening process, significantly strengthens this skill. These strategies allow students to regulate their own learning, increase their autonomy, and achieve better performance in listening activities and assessments, fostering the development of their communicative competence in English.

2. METHODOLOGY

Methodological design and current approaches in language teaching

Methodological design in language teaching is based on approaches that prioritize meaningful communication and the comprehensive development of language competencies. One of the most widespread approaches in English teaching is Communicative Language Teaching (CLT), which emphasizes the use of language in real and functional contexts, promoting oral and listening interaction as primary learning tools (Griffiths, 2020).

This approach proposes activities centered on authentic tasks, allowing students to negotiate meaning, understand, and produce messages in varied communicative situations. CLT is complemented by task-based methodologies (Task-Based Language Teaching, TBLT), where learning occurs through carrying out tasks that reflect real uses of the language and promote active, strategic listening, along with the use of technological resources and authentic materials

Foundations of meaningful learning

According to Ausubel (studocu., 2025), meaningful learning occurs when new information connects significantly with students' prior knowledge. In this context,

educational games are a teaching technique that promotes the active construction of knowledge by encouraging student involvement and interest, transforming English vocabulary learning into something more interactive and lasting.

Learning becomes meaningful when new knowledge relates coherently to students' prior experiences and knowledge. From this perspective, educational games represent a teaching strategy that fosters the active construction of knowledge by stimulating students' participation, motivation, and interest during the teaching-learning process. As a result, English vocabulary learning develops in a more dynamic, participatory, and lasting way, facilitating better retention and application of new terms in different communicative contexts.

The role of the English teacher in class:

The role of the English teacher has changed significantly in recent years, particularly with the rise of digital technology, demanding both pedagogical and technological competencies to meet students' needs. In today's educational landscape, teachers no longer just transmit information; they become facilitators of learning, organizers of resources, and a bridge between Information and Communication Technologies (ICT) and language learning goals (Melvina Melvina, MHD Natsir, Yulmiati Yulmiati, Shinta Andilla, 2025)

The role of the English teacher has changed significantly in recent years, particularly with the rise of digital technology, demanding both pedagogical and technological competencies to meet students' needs. In today's educational landscape, teachers no longer just transmit information; they become facilitators of learning, organizers of resources, and a bridge between Information and Communication Technologies (ICT) and language learning goals.

The study of language learning and the development of communicative skills

The study of foreign language learning in recent decades has evolved toward a deeper focus on communicative competence, integrating oral, listening, and sociocultural skills into more dynamic, student-centered teaching processes. Recent research has shown that, beyond traditional approaches based on

grammar, contemporary methods consider meaningful interaction, technological mediation, and intercultural awareness essential for developing authentic communicative competence (Djuraeva, 2025).

This methodological shift responds to the need to train learners capable of communicating effectively in real, multicultural contexts, recognizing that communication is not only the transmission of information but also the negotiation of meaning; current studies highlight the importance of integrating educational technologies, such as digital resources and mobile learning strategies, which promote continuous, autonomous language practice and support the simultaneous development of receptive and

Research approach and type

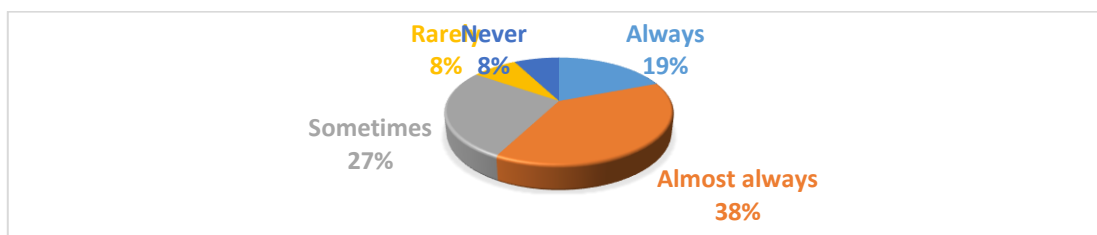
This research is carried out using a mixed-methods approach, integrating both quantitative and qualitative methodologies. The quantitative method facilitates the analysis of information collected through the survey administered to students, while the qualitative method allows for a better understanding of the data obtained from the interview with the English teacher.

Regarding the classification of the research, this is a descriptive study, as it aims to identify and detail the level of listening ability and its impact on English language development among eighth-grade students. Additionally, it is considered field research, since data collection takes place directly within the real educational context where the teaching-learning process occurs.

3. RESULTS Y DISCUSSION

Question 1. You easily understand the English audio the teacher uses in class:

Chart 1. Comprehension of audio recordings

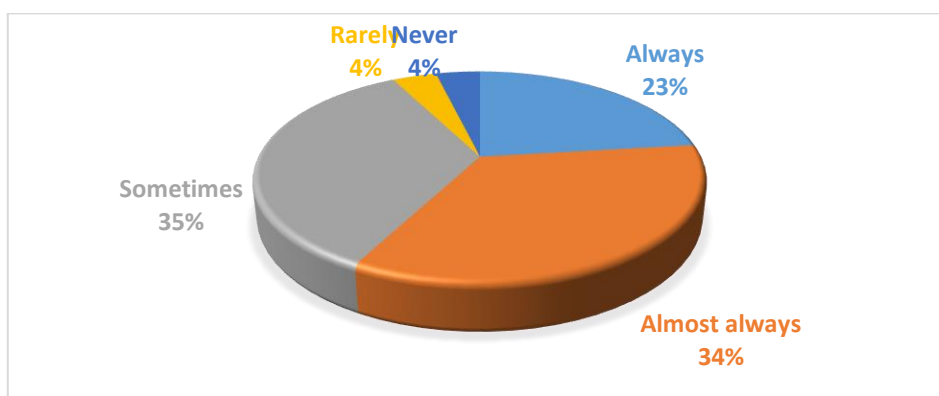


Note: Surveys conducted with students of the Unidad Educativa Fiscomisional “Daniel Comboni,” Esmeraldas province

The findings indicate that most students show a good level of understanding of the English audio used in lessons. 38.5% of respondents reported that they almost always understand the audio, while 19.2% said they always do, showing that more than half of the students have good listening skills. However, 26.9% reported that they can sometimes understand it, suggesting some difficulties in this area. In turn, 7.7% mentioned that they rarely understand the audio, and the same percentage said they never do, representing a small but significant group facing greater challenges in listening comprehension. In summary, the data suggest that, although there is a general trend toward good comprehension of English audio, it is important to strengthen teaching techniques and use appropriate listening resources to improve the performance of all students, especially those facing greater challenges.

Question 2. The way you grasp the main ideas when listening to dialogues or videos in English is:

Chart 2. Grasping main ideas



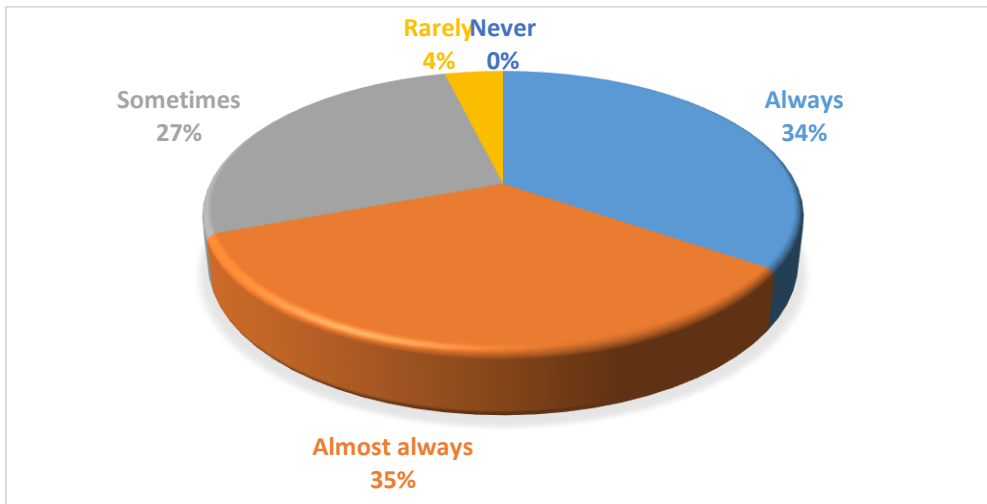
Note: Surveys conducted with students of the Unidad Educativa Fiscomisional “Daniel Comboni,” Esmeraldas province

The findings show that a significant number of students are able to distinguish key ideas when listening to dialogues or watching videos in English. 34.6% indicated they can almost always do so, and the same proportion reported doing so sometimes, suggesting an intermediate level of listening comprehension. Additionally, 23.1% mentioned they can always identify the main ideas, reflecting good mastery of this skill. However, a small percentage faces difficulties, as 3.8% reported rarely and another 3.8% never managing to recognize the central ideas. In summary, the data suggest that, although most students have a reasonable

ability to detect main ideas in English recordings, active listening strategies—such as anticipating the topic and using visual resources—should still be reinforced to improve listening comprehension for all students.

Question 3. Identifying unfamiliar words when you listen to audio in English is:

Chart 3. Identifying unfamiliar words

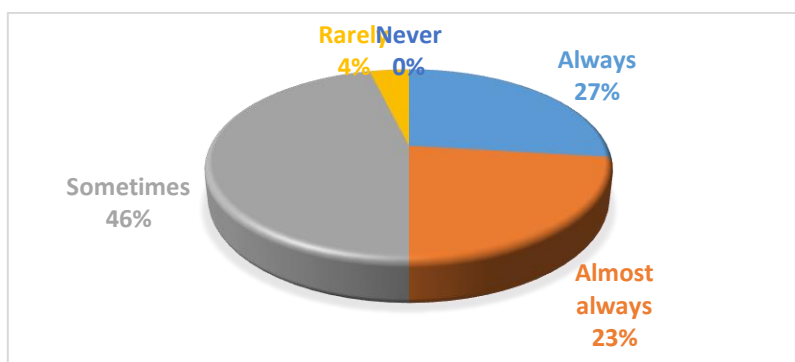


Note: Surveys conducted with students of the Unidad Educativa Fiscomisional “Daniel Comboni,” Esmeraldas province

The results collected indicate that most students identify familiar words when listening to English audio. 34.6% stated they can always recognize previously known vocabulary, while another 34.6% said they almost always do, showing a good level of lexical recognition while listening. On the other hand, 26.9% indicated they sometimes manage to identify familiar words, suggesting they face some difficulties understanding audio consistently. In comparison, only 3.8% said they rarely identify familiar vocabulary, and no students chose the “never” option. In conclusion, the findings reflect favorable performance in English word recognition, although it is suggested that prior vocabulary and pre-listening activities be reinforced to enhance listening comprehension for all students.

Question 4. Do you think it is easy to understand the teacher's pronunciation when speaking English:

Chart 4. Understanding the teacher's pronunciation

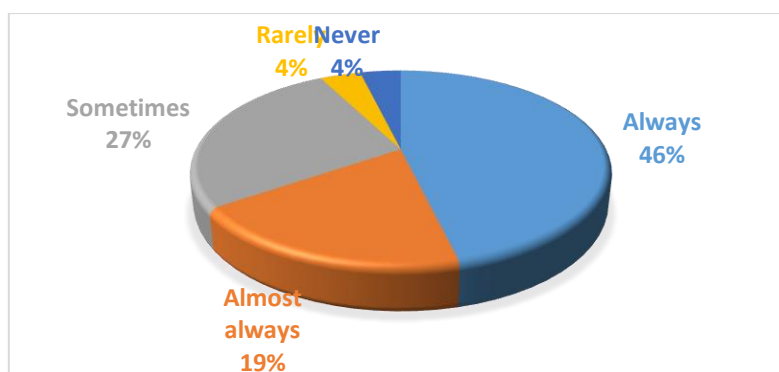


Note: Surveys conducted with students of the Unidad Educativa Fiscomisional “Daniel Comboni,” Esmeraldas province

The findings show that a large number of students have a moderate level of understanding of the teacher's pronunciation when speaking English. 46.2% of respondents said they sometimes find it easy to understand, showing occasional difficulties in listening comprehension. In contrast, 26.9% stated they always grasp the teacher's pronunciation, and 23.1% said almost always, indicating that a considerable portion of students understand the teacher's speech effectively. On the other hand, only 3.8% reported that it is rarely easy to understand, and no students chose the “never” option. In summary, the data point to the need to improve teaching strategies related to pronunciation, such as using repetition, visual support, and different listening models, in order to enhance oral comprehension of English.

Question 5. What is your level of motivation when doing listening activities in class:

Chart 5. Motivation for doing listening activities



Note: Surveys conducted with students of the Unidad Educativa Fiscomisional “Daniel Comboni,” Esmeraldas province

The results show that listening activities generate a high level of motivation among students. 46.2% stated they always feel motivated when doing this type of activity, while 19.2% indicated almost always, showing a mostly positive perception toward developing listening comprehension in class. However, 26.9% reported feeling motivated only sometimes, suggesting that the level of interest may vary depending on the type of activity or resources used. On the other hand, a minimal percentage of students expressed feeling motivated rarely (3.8%) or never (3.8%). Overall, the data indicate that listening activities contribute significantly to student motivation, so it is recommended to continue implementing and diversifying them to strengthen English language learning.

Discussion of results

The results show that students' listening comprehension is at a favorable level, as 57.7% reported that they always (19.2%) or almost always (38.5%) understand the audio used in English classes. Likewise, 57.7% of respondents reported that they always (23.1%) or almost always (34.6%) identify the main ideas in dialogues and videos, while 69.2% indicated that they always (34.6%) or almost always (34.6%) recognize familiar words during listening activities. These findings suggest that most students have developed basic listening comprehension skills; however, the percentage of those who responded “sometimes” or who face greater difficulties reflects the need to strengthen this competence through teaching strategies that promote more active and comprehensive listening.

Regarding comprehension of the teacher's pronunciation, the results show that 50% of students stated they understand it always (26.9%) or almost always (23.1%), while 46.2% indicated they can only sometimes understand it easily. This pattern shows that, although performance is acceptable, a significant proportion of students still face difficulties processing English oral discourse when speed, pronunciation, or accent vary. In this regard, the results are consistent with research highlighting the importance of using various pronunciation models, authentic audiovisual resources, and guided repetition activities to strengthen listening comprehension and increase students' exposure to different forms of the language.

Furthermore, the data reveal that listening activities are a highly motivating resource for English learning, as 65.4% of students reported feeling always (46.2%) or almost always (19.2%) motivated during these activities. However, 26.9% reported experiencing this motivation only sometimes, suggesting the need to diversify the methodological strategies used in the classroom. Consequently, incorporating resources such as songs, videos, interactive games, and active listening activities can increase student interest and participation, fostering the progressive development of listening comprehension and strengthening their communicative competence in English.

4. CONCLUSIONES

This research made it possible to analyze the main difficulties affecting students' English listening comprehension, as well as to design pedagogical strategies aimed at strengthening this communicative competence. The results obtained from the diagnostic assessment showed that factors such as accent diversity, the speed of oral discourse, and limitations in contextual vocabulary hinder the comprehension process, affecting student performance in listening activities and in the development of their communicative skills in English.

The literature review and analysis of educational practice made it possible to identify that the use of songs, complemented by active listening activities such as filling in lyrics, recognizing key words, interpreting messages, and completing reflection exercises, constitutes an effective methodological strategy for improving listening comprehension. In addition to strengthening this language skill, these activities increase student motivation, participation, and interest, fostering more dynamic and meaningful learning.

The design of pedagogical activities based on songs and active listening strategies proved to be a relevant and innovative proposal for the educational context. These activities facilitate the integration of prior knowledge with new learning, promote consistent practice of listening comprehension, and contribute to the progressive development of communicative competence in English, offering a methodological alternative that teachers can apply to improve the quality of the teaching-learning process.

Recommendations:

English teachers are encouraged to systematically implement methodological strategies aimed at strengthening listening comprehension, incorporating authentic materials that include different accents, speech rates, and communicative contexts; it is important to promote activities that enrich contextual vocabulary in order to improve students' ability to understand oral messages and comprehensively develop their communicative competence.

It is suggested to integrate the use of songs into lesson planning as a permanent pedagogical resource, accompanied by active listening activities such as filling in lyrics, identifying key words, interpreting message content, and completing analysis and reflection exercises. These strategies help increase motivation, participation, and meaningful learning, fostering the progressive development of listening comprehension in English.

Educational institutions are encouraged to promote teacher training opportunities on the design and implementation of innovative strategies for English teaching, especially those based on musical resources and interactive activities. Likewise, it is advisable to encourage future research evaluating the impact of these strategies at different educational levels and contexts, in order to strengthen pedagogical practices and continuously improve the quality of the English teaching-learning process.

REFERENCIAS

- Bailon. (2020). Actividades lúdicas en el proceso de enseñanza-. Retrieved from http://scielo.senescyt.gob.ec/scielo.php?script=sci_arttext&pid=S2550-
- Castellano García, C. (2022). La comprensión auditiva en el proceso de enseñanza-aprendizaje del inglés. Retrieved from <http://riull.ull.es/xmlui/handle/915/27514>
- Djuraeva, M. (2025). Enhancing Education: The Critical Role of Socio-Cultural Competence in Communicative Learning. The Lingua Spectrum. Retrieved from <https://lingvospektr.uz/index.php/Ingsp/article/view/424>

- Griffiths, C. (2020). Innovations in language pedagogy: Communicative approaches in English teaching. *Journal of Language Teaching and Research*. Retrieved from <https://www.academia.edu/xyz1234>
- Kokroko, E. &. (2020). Listening Comprehension as a Key Component towards the Success of Foreign Language Learning. *American Journal of Education and Practice*. Retrieved from https://www.academia.edu/66129052/Listening_Comprehension_as_a_Key_Component_towards_the_Success_of_Foreign_Language_Learning
- Mali, Y. C. (2024). Perspectivas teóricas sobre la integración de la tecnología en el aprendizaje del idioma inglés. Retrieved from <https://journal.unilak.ac.id/index.php/elsya/article/view/>
- Melvina Melvina, MHD Natsir, Yulmiati Yulmiati, Shinta Andilla. (2025). El papel de los profesores de inglés en el aprendizaje del siglo XXI. Retrieved from <https://journal.stkipsingkawang.ac.id/index.php/JETL/article/view>
- Nasution, Z., & Prihatini, S. (2023). Enhancing English listening skills through metacognitive strategy: A study on student achievement. *Excellence: Journal of English and English Education*. Retrieved from <https://siakad.univamedan.ac.id/ojs/index.php/excellence/article/view/>
- Rodríguez, D. A. (2023). Gamification strategies on the development of English listening comprehension skills. Retrieved from https://revmic.com/index.php/IC/article/view/51?utm_source
- Studocu. (2025). Aprendizaje Significativo segun Ausubel. Retrieved from <https://www.studocu.com/pe/document/universidad-nacional-san-luis-gonzaga/estrategias-del-aprendizaje/aprendizaje-significativo-de-david-ausubel/115414426>
- Syafii. (2020). Mejorar las habilidades de escucha mediante juegos. Retrieved from <https://ijonse.net/index.php/ijonse/article/view>
- Tecnologías del Aprendizaje y el Conocimiento y Competencias2025. (2025). *Revista de estudios y experiencias en educación*, 24(54). Retrieved from <https://www.redalyc.org/journal/2431/243182301002/>