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Active Listening Techniques in the Language Skills of the Upper Basic of the San Cayetano Chone Educational Unit

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Abstract---Active listening is a necessary aspect to develop in students with this, positive relationships are created within the classroom, achieving conflict resolution. The objective of this research was to identify the creative active listening techniques used by teachers to improve the language skills of students at the San Cayetano de Chone Educational Unit, Ecuador. The study was carried out under a quantitative - qualitative descriptive and exploratory approach. To collect the information, the bibliographic study and the survey technique were used. The results show inadequacies in the management of language skills for active listening in students. It is concluded that students present some degree of difficulty to communicate effectively with other people. Most of the teachers apply methodological strategies for the linguistic development of the students; However, it is necessary to apply innovative techniques to improve active listening in students, since the students admitted to a certain degree having flaws in the management of language skills, on the other hand they consider that the authorities of the educational institution are working to improve methodological strategies for the development of active listening in students.

Keywords---active listening, communication skills, educational, language development, linguistic skills.

Introduction

Communication is a fundamental aspect in the learning process, allowing the student to learn in a pleasant environment and leading all the actors of the educational system to achieve the proposed ends. To develop good communication, it is important to know how to listen. According to Robertson

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(1994), who knows how to listen learns indirectly, since we are all knowledgeable in some area that others are not so expert, it is so; Those who know how to listen well benefit not only from the style of others, but also from the content of their messages (Friston et al., 2021; Simon, 2018).

Knowing how to listen is so important, since most of the time is spent doing it, according to research, of the total time that a person dedicates to communication, 22% is used in reading and writing, 23% in speaking and 55% in listening. This does not mean that human beings are more willing to listen than to speak, but rather that they are more exposed to receiving information than to transmitting it (Jiménez, 2004). The ability to listen leads to dialogue, through which they are able to acquire great knowledge, learning one from the others; As explained by Socrates, who, through dialogue, guided the interlocutor so that through reflection he could extract from his interior the knowledge that he had stored (Angel & Villa, 2012).

As expressed, skills such as knowing how to listen, reflect, understand, and dialogue are allies when carrying out the learning processes. In countries like Finland, the educational system has clear objectives that seek the comprehensive education of students, based on their learning rhythms, and needs, in this country it is of great importance what the students think and feel, since from This develops the process of education, therefore; Discussions and exchange of ideas are encouraged, always based on active listening and respect. The Finnish curriculum is designed to develop skills such as emotional balance, observation, analysis, reflection, and criticality skills in students; Also in the United Kingdom, they consider that it is important to promote in young women skills for the 21st century, such as communication and active listening, which will allow young people to become citizens who participate constructively in society (Pérez Sanchez, 2017).

In Latin American countries, such as Colombia, from a research on active listening to strengthen assertive communication of students from the Club de Leones de Cúcuta school, it was evidenced that most students do not have a good level of understanding and an adequate degree of listening, since it was observed that they speak while the interlocutor does, interrupt, carry out other activities, do not concentrate, which makes them interpret the information in an inappropriate way. In the same way, this study showed that 62.5% of the students communicate effectively, but 37.5% have deficiencies in the communication process, this generates a breakdown of the communication system, since the message does not it is coded correctly. One of the main limitations of correct listening is the lack of attention and distraction, causing the common thread of communication to be lost, therefore; The teacher must be attentive to call at all times to interact with students to keep them motivated and active in the educational process (Cárdenas, 2019).

According to what the MINEDUC raises, in its monthly digital journal Pasa la Voz, in schools and colleges, considering that it works with children and young people, the teacher fulfills the role of mediator. It is necessary to train students who are mediators of their own conflicts, therefore; The Ecuadorian educational system entrusts teachers to always be trained as mediators so that they can apply a

culture of peace and active listening to students, which allows the peaceful resolution of conflicts. Active listening has to be implemented in all classrooms as a transversal axis in the educational institutions of Ecuador, with these actions of respect, dialogue and tolerance are generated, which reinforce customs and become values that guide the lives of children, girls and young people (Suryasa et al., 2019).

Although the skill of listening must be developed in schools, this is a process that is difficult in most institutions in the country, so in a research carried out on the ability to listen in democratic participation in children and girls from 4 to 5 years old in the Mario Cobo Barona educational unit in the city of Ambato, Tungurahua province, it was observed that 59% of the observed students do not listen silently to their teacher or when their classmates speak, this being an inconvenience At the time of developing the teaching-learning process, this is due to the lack of attention of the students, since it was observed that 78% of the students are easily distracted; This causes the continuity of the class that is carried out to be lost, affecting the message to be broadcast (Jeréz Valle, 2016).

In the same line of research, in the San Cayetano de Chone Educational Unit, in the province of Manabí, it has been observed that students of General Basic Education, sublevel Superior, have little enhanced active listening capacity, affecting the correct development of their skills. linguistic skills, limiting their skills to reflect, socialize, communicate, interrelate within and outside the educational context, this affects the learning process, which is why this study was developed, which aims to identify the creative techniques of active listening that they use teachers to improve students' language skills. This investigative work is important because, based on the identified problem, new and innovative strategies are proposed to develop the correct ability to listen in students, improving language skills, which are essential to cope with the challenges of school and society (Williams, 2012; Hoff, 2006).

Methodology

The study had a quantitative-qualitative approach, exploratory and descriptive; to delve into the categories, theoretical methods of analysis, synthesis, induction and deduction were used. The research was carried out at the San Cayetano de Chone Educational Unit with a population of 596 students and 34 teachers; To calculate the sample of students, the following formula was applied, considering the 9% admissible error: n = e2 (m-1) + 1, resulting in 102 students; As the teaching population was small, the instrument was applied in its entirety. To collect data from primary sources, a previously validated survey was applied according to the criteria of experts and then sent via Google Forms form to the research analysis units. For the systematization of the information, statistical methods were used and then represented in graphic tables that allowed an objective reading of the results of the study (Rees et al., 2004; Berkhof et al., 2011).

Analysis and discussion of the results

Language development

Language is the tool that allows the individual to carry out or express their ideas, thoughts, feelings and that materializes through verbal and non-verbal signs, giving way to communication. Language, apart from being a basic communication mechanism for socialization, is also a means that allows expressing content related to thought; Thinking and speaking are closely linked, it cannot be considered as a simple form of communication but as an important method for the development and vision that human beings have towards the world (Gómez, 2016). Figure 1 shows the different stages of language development that infants go through until they become mature in the use of language.

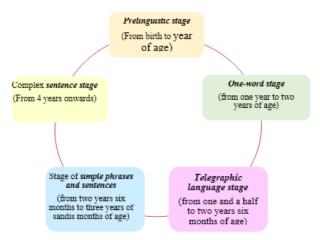


Figure 1. Stages oflanguage development Source: Own elaboration based on research

As can be seen in figure 1, language goes through some stages so that it can develop in a normal way and can be used by people to transmit their ideas, thoughts, and feelings; the first stage is prelinguistic, in this phase communication occurs through signs, gestures and noises, however, these linguistic productions are not recognized by adults. At the stage of a word, children's emissions are recognized by adults as one word, in this case the most common: mom, dad, tit. At the stage of telegraphic language, the child expresses himself with two or more words, but they are not yet recognized as sentences, because they are not always understandable. In the phase of phrases and simple sentences; the child's expressions are brief, these are already recognized by the adult as sentences, and are generally related to situations in their environment. On the other hand, in the stage of complex operations, verbal communication is fluid, the emissions are longer and free of context, complex sentences form forms from the union of simple sentences (Santana, 2015).

For Bruzual & Floresh (2005), it is important that teachers are aware of the adequate development of language in students, since; Sometimes there are usually disorders that limit the correct maturity of language skills, among the

language disorders that can occur are: dyslalia; difficulty articulating words; dysgraphia, which affects writing skills; dysphemia; which is also known as stuttering; dysorthography, difficulty writing words correctly; dyslexia, alteration of the order of letters, syllables or words; among others. These disorders must be treated in time, that is why teachers must be trained on the different exercises and techniques that can be used to prevent these affectations from worsening, causing damage to the correct development of the students' language (Peniro & Cyntas, 2019; Keohin & Graw, 2017).

Communication skills

To Bermúdez & Gonzáles (2011), communicative skill is seen as a set of knowledge, capacities, abilities or aptitudes that a person has and that are used for the production of coexistence and interpersonal relationships, allowing effective communication. As an interaction process in which two or more individuals recognize each other as equals, you share ideas, thoughts, feelings and experiences, acting in community based on dialogue to reach the construction of agreements to face the challenges of society (Pasquali, 1972). Figure 2 shows some communication skills that can be developed in the classroom to promote language competence in students:

Understand oral texts in everyday communication situations.

Progressively understand and interpret the meaning of the texts.

Communicate ideas, thoughts, feelings so that others understand them.

Express thoughts, ideas by applying techniques with artistic languages.

Perform simple interpretations, making use of symbols and vocabulary to express ideas.

Progressively express and understand the social and cultural facts and events of the environment.

Figure 2. Some communication skills to develop in students. Source: Own elaboration based on research

As can be seen in the image, the skills presented can be worked on by the teacher from early childhood, to strengthen linguistic competence throughout the life of the students, these skills can be developed from workshops in class, through of dynamic learning activities that allow expressing themselves spontaneously. The development of these communicative competences will allow them to know their personal and collective identity, express and communicate messages using linguistic structures, build their thinking according to their environment, use the language appropriately to communicate with others, learning together, sharing knowledge and enriching experiences inside and outside the classroom (Lafontaine & Segovia, 2018).

Language

Skills Language skills comprise a series of skills and abilities to use language appropriately in various social situations that arise in everyday life (Hymes, 1972). Figure 3 presents the language skills that must be worked on in the classroom through activities that allow them to be developed and improve the students' learning process:

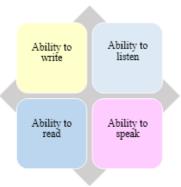


Figure 3. Language skills.

Source: Own elaboration based on research

As can be seen in the image, linguistic skills or macro skills refer to the ability to listen, speak, read and write. The skill of knowing how to listen allows effective communication, developing the capacity for analysis and reflection, hermeneutically also increases the level of understanding and knowledge, leading to deeper learning and reinforcing interpersonal relationships. For its part, the ability to speak allows the exchange of ideas, thoughts, emotions and feelings expressed by the person using different tones, changes of rhythms in speech, accompaniment of gestures, gestures and body expressions that complement the process of speech communication (Ortiz, 2007).

For Chén (2017), the ability to read not only implies translating a printed code, but also refers to giving it a meaning to achieve the understanding of the message and thus know the feelings of others. For its part, the skill of writing allows the structuring of ideas, reflected in writing in a document that other people can read and thus the feelings of said person are reproduced, for this the ideas must be organized and reviewed several times, so that errors are corrected, and a well-crafted final written product is reached (Vukovic & Lesaux, 2013; Kleemans et al., 2018).

Here are some activities that can be applied in classrooms to strengthen language skills in students, proposed by Asqui (2019):

- Knowing how to speak: exhibitions, debates, oral participations, opinions, brainstorming, round tables, role play, and dramatizations.
- To know how to read: reading aloud, silent reading, literal reading, machine reading, comprehensive reading, and critical reading.

- Know how to write: writing of narrative texts, poetic texts, informative texts, argumentative texts, elaboration of summaries, and elaboration of essays.
- Know how to listen: understanding of the message given by the teacher, opinion based on classmates' presentations, understanding of audios and videos, active listening when students read aloud, activities that attract the attention and interest of students.

Active

listening Active listening is a process that refers to understanding the totality of the message that is perceived, that is, paying attention not only to what the other person says (content) but also to how they express it, considering the aspects nonverbal and paraverbal (Hsu et al., 2008). Listening implies an active process where the senses act, as well as the intellectual and affective part, therefore, attending requires effort and concentration (Daniëls et al., 2019; Fraser et al., 1987).

For their part, Calderón & Silva (2018), assume that active listening consists of a form of communication that transmits clear ideas without interrupting the receiver; It is done freely, taking into account what other people think and feel, it is listening carefully, fully understanding the information that is being received; It is also called active communication and it develops when the receiver acts in a coherent way with the information provided in the dialogue, thereby demonstrating that the sender has been carefully listened to and that the message was understood (Deleg Guazha, 2017; Fonseca Yerena et al., 2011). Active listening has many benefits, among them: it develops empathy, generates affective communication, gives confidence when expressing oneself, promotes self-esteem and emotional intelligence, in figure 4 some dynamic activities that can be worked in the classroom are presented to strengthen active listening in students and thus improve their language skills.

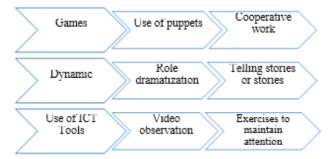


Figure 4. Activities to develop active listening in students. Source: Own elaboration based on research

The figure presented shows strategic activities that teachers can use in their classes to make them enjoyable and to develop active listening in students. Games are a resource par excellence that allow the student to learn in a fun way, to develop the skill of listening, linguistic games such as guess the sound can be used, where the teacher reproduces the sounds and the listeners must identify the sounds heard, another game is that of the cartoonist, where the teacher will

show a drawing to each pair of students and one must describe said image so that the other partner can draw, he must pay close attention to all the details that his partner gives to make the drawing as close as possible to reality (Casas & Farías, 2017).

On the other hand, the use of puppets is an activity that draws the attention of the students, allowing them to understand the dialogue of the characters. The use of cooperative work cannot be set aside to apply it in the classroom and develop active listening, since each member of the team must listen to the others in order to obtain a valuable final product as a whole; The dynamics as well as the games are motivating activities that draw the attention of the students, so dynamics such as: tell me a story or Simón says, these are techniques that keep the class group motivated and allow them to be attentive, developing a good listening skills (Suparsa et al., 2017; Goncharova, 2020).

Role dramatization allows students to understand the message they want to give, in a more fun way, also paying attention to the non-verbal elements that students apply when dramatizing. Another active listening activity is telling stories or stories, doing it in a realistic way, with gestures, mimics and signs makes the student get caught up in the story and activate their ability to listen and understand the message that you want to convey. For its part, the use of ICT (Information and Communication Technologies) is also a great ally for the development of active listening, since there are several digital applications that allow the observation of videos such as YouTube, listening to sounds to identify them or the realization of digital educational exercises that strengthen the linguistic skills of listening, keeping students with a good degree of attention, motivation, and concentration (González Nieto, 2013).

The investigation also included a factual study, and its results are presented below. In table 1, the following was consulted criterion. Can your students communicate easily with other people?

Table 1
The research criteria consulted

Alternatives	Frequency	Percentages (%)
Yes	8	24
No	0	0
Maybe	26	76
Total	34	100

Source: Teacher survey

In table 1 76% of the respondents mentioned that perhaps students can communicate easily with the other people, while 24% said yes. From this it is interpreted that students have socialization and empathy skills since; maintain communication with other individuals in their environment; sharing their experiences and ideas, allowing them to learn together. This agrees with what was expressed by Keil (2011), who indicates that students cultivate empathy and affectivity in the classroom when the teacher exercises their role as a teacher

through didactic communication, allowing them to develop linguistic skills for socialization and communication construction of learning.

This in turn is corroborated with what Mejía et al. (2016), indicate, a clean, diaphanous, and frontal communication in the classroom, allows students not to have major learning difficulties, since the teacher applies a communicative process that provides confidence and that facilitates understanding within the educational task. Table 2 shows the result according to your perception. Do your students have a good command of language skills?

Table 2
The result according to your perception

Alternatives	Frequency	Percentages (%)
Yes	15	44
No	19	56
Maybe	0	0
Total	34	100

Source: Teacher survey

Table 2 shows that 56% of the teachers surveyed said that students do have a good command of skills linguistic and 44% said no. From this it is inferred that there is a large percentage of teachers who are aware that new and innovative strategies need to be applied to improve language skills in students, because their lack of development limits student learning. It is necessary to develop in students the mastery of linguistic skills, this helps them to socialize with others and learn in a better way, as specified by Upegui (2009), who assure that the use of ICT in educational processes to develop linguistic skills that allows students not only to prepare to produce better quality oral and written texts, but also to enhance the skills for self-correction, empathy, socialization, reaching development of good communication. Table 3 refers to Are strategies that contribute to verbal reasoning and language development of students promoted in the educational center?

Table 3
Strategies that contribute to verbal reasoning and language development

Alternatives	Frequency	Percentages (%)
Yes	26	76
No	8	24
Perhaps	0	0
Total	34	100

Source: Teacher survey

According to the data presented in table 3, it is evident that 76% of those surveyed the educational center does promote strategies that contribute to verbal reasoning and language development of the students, while 24% said no. It is interpreted that, despite the existence of a certain degree of students who have not developed their linguistic skills, the educational institution supports the teachers, so that they within the teaching and learning process and apply the

necessary strategies to solve these shortcomings in the students. This is important, because by promoting language development strategies, stronger learning and a comprehensive education are being achieved. It was possible to witness that the institution is aware that the development of linguistic competences is important, since as indicated by Góngora et al. (2008), these integrate knowledge, abilities, skills and attitudes that allow the expression of emotions, ideas, opinions and experiences, also allowing the development of dialogues, access to knowledge and learning in a general sense. Table 4 shows the analysis. In your opinion, do the authorities support the methodological strategies for the applicability of active listening?

Table 4
The analysis methodological strategies

Alternatives	Frequency	Percentages (%)
Agree	34	100
Disagree	0	0
Total	34	100

Source: teacher survey

In table 4 100% of the respondents agreed that the authorities of the educational institution support the methodological strategies for the applicability of active listening. Based on these data, it can be deduced that the San Cayetano Educational Unit is always aware of the good learning of its students, providing strategies for the development of active listening, communication, empathy, and socialization skills. This is important, because the teacher does not feel alone when fighting to provide a quality education in the classroom, therefore, students must be motivated to take advantage of the support of teachers and authorities to improve their skills. Active listening skills, since the development of this is essential. This is supported by what Motta (2017), indicates, who argues that the listening attitude should be part of the student's basic attitudinal competencies, training them as human beings capable of understanding others, contributing to the strengthening of democracy. In Table 5, it was considered whether. Do you consider that you have a good command of language skills: listening and speaking?

Table 5
Considerations for good language use: listening and speaking

Alternatives	Frequency	Percentages (%)
Quite a bit	35	34 A
little	22	22
Somewhat	22	22
Not at all	22	22

Source: Student survey

Table 5 shows that 34% of the surveyed students indicated that they had a good command of language skills: listening and speaking, 22% said they have little command, another 22% said they have some command, while another 22% said they have no command of these language skills. From this it can be inferred that

the percentage of respondents who feel that they need to develop more speaking and listening skills is high; the teacher must seek strategies to ensure that learners improve these skills and use them for the benefit of their learning. This agrees with what Tapia et al. (2011), express, the development of the ability to listen and speak is related to different dimensions of the learning process that must take place within the classroom. Knowing how and when to listen and speak is a skill that is related to the development of the ability to learn. Table 6 was related to: Are you able to communicate easily with other people?

Table 6 Related to communicate easily with other people

Alternatives	Frequency	Percentages (%)
Very frequent	30	29
Frequent	35	34
Little	20	20
Not at all	17	17
Total	102	100

Source: Student survey

Table 6 shows that 34% of students communicate easily with other people, while 29% indicated that they do it very frequently, 20% stated that they do it little and 17% said that they do not communicate easily with other individuals. Based on the data obtained, it is interpreted that although communication is facilitated in the classroom, language skills still need to be developed to a greater degree, so that students can make good use of language in all aspects of your daily life.

According to Sanjuán-López (2013), in some educational institutions the difficulties that arise in terms of the ability of students to communicate with others are evident; At this point, educational institutions through social and emotional education programs should teach to be more emotionally intelligent, because if a lack of these strategies and skills is detected, a proposal should be developed that seeks to improve communication between students. so that the resolution of conflicts in the classroom is repaired and leads to good interpersonal relationships.

Conclusion

There are limitations in the use of creative techniques of active listening that allow to improve the linguistic abilities of the students of upper basic of the Educational Unit San Cayetano de Chone. Students have some degree of difficulty in communicating effectively with other people, affecting their communication process, development of empathy and the ability to socialize. Most of the teachers apply methodological strategies for the linguistic development of the students; however, it is necessary to apply innovative techniques to improve active listening in students, since students admitted to a certain degree that they had deficiencies in the management of language skills. The authorities of the educational institution are working to improve the methodological strategies for the development of active listening in students, since they are aware that this is a necessary competence for the development of communication skills.

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