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**MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE INGLÉS**

**THEME:**

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**THE INFLUENCE OF SCAFFOLDING IN DEVELOPING ENGLISH  
LISTENING SKILLS IN SECOND-YEAR BACHELOR STUDENTS**

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**Research Project prior to obtaining the degree of Master in Pedagogy of National  
and Foreign Languages, with a major in English Language Teaching.**

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## **Dedication**

*This research project is dedicated, first and foremost, to myself, for persevering through tough days and completing what I once began with great enthusiasm.*

*I also dedicate it to my family, whose unwavering support has meant everything to me.*

*And finally, with all my heart, I dedicate it to Systems A, thank you for your help, your empathy, your solidarity, and, above all, your love.*

*We did it, guys!*

## **Acknowledgment**

*First, I thank God for allowing me to reach this point.*

*To my parents, my sister and my uncle, thank you for your unconditional love and constant support.*

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## Index

Introduction.....	3
Importance And Relevance .....	3
Problem Statement .....	8
Research Question.....	10
Hypothesis.....	11
Beneficiaries.....	11
Objectives.....	12
General Objective .....	12
Specific Objectives .....	12
CHAPTER I .....	12
Theoretical Framework.....	12
Previous Studies .....	13
Theoretical Foundations.....	16
Cognitivism Theory .....	16
Constructivist Theory.....	17
Scaffolding in English Language Learning.....	19
Definition and Principles.....	19
Importance of scaffolding .....	21
Types of scaffolding techniques.....	22
Modeling .....	23
Bridging .....	23
Contextualizing.....	24
Schema Building.....	24

Re-Presenting Text .....	24
Building Metacognition .....	25
Collaboration.....	26
Providing clues.....	26
Gradual release of responsibility.....	27
Listening English skills.....	27
Listening stages.....	29
Pre-listening stage.....	30
During-listening stage.....	31
Post-listening stage .....	32
Types of listening .....	33
Intensive Listening.....	34
Extensive listening .....	35
Selective listening .....	36
Interactive listening.....	37
Scaffolding in English Listening skills development.....	39
CHAPTER II.....	42
Methodological Design.....	42
Research Approach and Design .....	42
Description of the sample and the context of the research.....	43
Data collection process .....	44
Techniques and data collection instruments.....	44
Validity /reliability .....	45
Analysis of the Results.....	51
Hypothesis Verification.....	67

CHAPTER III .....	72
Product .....	72
Innovative Proposal to the Problem / Result.....	72
Proposal Name .....	72
Objective of the proposal .....	74
Structure of the Proposal.....	74
Description of the proposal.....	75
Proposal development.....	79
How to Use This Booklet: Step-by-Step.....	82
Step 1: Check the Lesson Title.....	82
Step 2: Review the Key Information.....	82
Step 3: Follow the Three Listening Stages .....	83
Step 4: Use the Teachers' Tips .....	84
Step 5: Share the Students' Tips.....	85
Step 6: Explore Extra Resources.....	85
Step 7: Adapt if Needed .....	85
Innovative Proposal Evaluation .....	86
Validation of the Proposal .....	87
Conclusions.....	88
Recommendations.....	90

## **Tables Index**

Table 1: Listening techniques .....	29
Table 2: Operationalization of Variables chart .....	50
Table 3: Cambridge-style Listening Performance Scale (A2 Key).....	53
Table 4: Overall Averages of the Sampling Groups.....	54
Table 5: Variance Experimental group.....	68
Table 6: Variance Control group.....	69
Table 7: Elements of the Innovative proposal.....	76
Table 8: Activity Description Format.....	78

## **Figures Index**

Figure 1: Problem Tree.....	10
Figure 2: PART 1. Matching pictures.....	56
Figure 3: PART 2. Gap filling.....	59
Figure 4: PART 3. Multiple choice.....	61
Figure 5: PART 4. Matching.....	64
Figure 6: Listening performance before and after scaffolding.....	70

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**EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE INGLÉS**

**Tema: La influencia del andamiaje en el desarrollo de las habilidades auditivas  
en inglés en estudiantes de segundo año de bachillerato.**

**Autor: Karla Julissa Sarango Auqui**

**Tutor: MSc. Daniela Alejandra Bonilla Yucailla**

**Resumen Ejecutivo**

La presente investigación tiene como objetivo determinar la efectividad de las técnicas de andamiaje en el desarrollo de las habilidades de escucha en estudiantes de inglés como lengua extranjera (EFL). Se empleó un enfoque cuantitativo con un diseño cuasi-experimental, trabajando con una muestra de 64 estudiantes divididos en dos grupos: control y experimental. A ambos grupos se les aplicó un pretest y postest de comprensión auditiva basado en el nivel A2 del Marco Común Europeo de Referencia para las Lenguas (MCER), utilizando un instrumento de evaluación adaptado de la Universidad de Cambridge. Tras la aplicación de una intervención de 12 sesiones enfocadas en estrategias de andamiaje para el desarrollo del listening, los resultados del postest mostraron mejoras significativas en el grupo experimental en comparación con el grupo control. Esto evidencia la efectividad del andamiaje como técnica para potenciar las habilidades auditivas en estudiantes EFL. Como parte de esta investigación, se diseñó una propuesta didáctica en forma de booklet, que contiene 12 lecciones integradas con audios, actividades y hojas de trabajo orientadas a seguir fortaleciendo la comprensión auditiva en inglés mediante el uso de estrategias estructuradas de apoyo pedagógico.

**Palabras Clave:** Andamiaje, Escucha, Habilidades auditivas, Inglés como Lengua Extranjera, Propuesta Innovadora

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**  
**FACULTY OF EDUCATION SCIENCES**  
**MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

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**ABSTRACT**

**THE INFLUENCE OF SCAFFOLDING ON THE DEVELOPMENT OF ENGLISH LISTENING SKILLS AMONG SECOND-YEAR HIGH SCHOOL STUDENTS**

This research aims to determine the effectiveness of scaffolding techniques in the development of listening skills in students of English as a Foreign Language (EFL). A quantitative approach with a quasi-experimental design was employed, working with a sample of 64 students divided into control and experimental groups. Both groups were given a pre-test and post-test of listening comprehension based on the A2 level of the Common European Framework of Reference for Languages (CEFR), using an assessment instrument adapted from the University of Cambridge. After a 12-session intervention focused on scaffolding strategies for the development of listening skills, the results of the post-test showed significant improvements in the experimental group compared to the control group. This demonstrates the effectiveness of scaffolding as a technique to enhance listening skills in EFL students. As part of this research, an instructional booklet was designed, containing 12 integrated lessons with audio, activities, and worksheets aimed at further strengthening listening comprehension in English through the use of structured pedagogical support strategies.

**KEYWORDS:** Keywords: English as a Foreign Language, innovative proposal, listening skills, scaffolding.



## **Introduction**

### **Importance And Relevance**

In the context of globalization, acquiring a new language presents significant challenges, particularly in the development of its distinct linguistic skills. According to Putra and Nopember (2020), English is the most widely spoken international language, helping people communicate across different cultures and fields. In fact, it is important not only for daily conversations but also in education, business, technology, and global communication. Learning English gives individuals access to more learning materials, better job opportunities, and chances to connect with people from around the world. In today's connected world, knowing English helps citizens work with others, share ideas, and keep up with important changes. Therefore, learners need to develop their language skills, not just to communicate well, but also to confidently take part in the modern world.

In this case, for learners of English as a Foreign Language (EFL), the development of listening skills can be particularly demanding, as it involves the complex process of decoding various sounds to comprehend spoken messages. In fact, according to Alzamil (2021), listening skills are the most crucial learning ability because listening requires attitudes toward new words, speed, pitch, and accent to realize the spoken language. Consequently, it can be stated that listening is the first step to move forwards learning the English language, and then mastering the other language skills, speaking, reading, and writing. Consequently, listening constitutes a fundamental component of English language acquisition, and its improvement necessitates the implementation of specific

instructional strategies, such as scaffolding, which is recognized for its role in supporting the development of listening skills among English as a Foreign Language learners.

This present study considers the research line that refers to the importance of teaching and learning languages. Its focus goes along with the topic, its relationship refers to the exploration of innovative methods, techniques, and processes that have a positive effect on the development of listening skills in this foreign language. In light of recent developments, scaffolding influences the development of the listening skill in students' performance. Consequently, the established research line and the topic work together in order to search for a new way to enhance the skill of the process of learning English as a foreign language.

As the demand for learning a foreign language continues to rise, understanding the significance of learning English as a foreign language is fundamental. Consequently, learning a language is a crucial component of education because it promotes intercultural understanding, global nationality, and lifelong learning (UNESCO, 2024). Therefore, it can be outlined that English language learning enhances communication skills, fosters creativity, and supports cultural exchange. The Common European Framework of Reference for Languages (CEFR) stresses attention on listening skills as essential for effective communication. As a result, developing listening skills is necessary to expand the production of the other language competencies to enhance comprehension and interaction in different situations. As a result, learners improve and foster their communication skills.

According to the Constitution of the Republic of Ecuador (2008, Section Five, Article 26), *La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado*. In addition, el Acuerdo No. 0041-14 establishes that the teaching of English is mandatory in schools and high schools across the country. Furthermore, the curriculum issued by the Ministry of Education in Ecuador (2016) emphasizes that learners should have access to a variety of authentic texts to help them develop comprehension of pronunciation features such as stress, rhythm, and intonation. Given the current legal framework, English language learning is mandatory, highlighting the importance of integrating listening materials that support and enhance learners' comprehension of spoken English. Moreover, the inclusion of authentic resources is essential for immersing students in real-life English usage.

Regarding the English language learning context, scaffolding has been used in classrooms as those interventions that teachers make to facilitate students' learning Gonulal & Loewen (2018). Globally, scaffolding and its effects on listening skills have been explored. Research carried out by AI-Yami (2008) has shown that scaffolding techniques, such as providing guided support, using visual aids, and integrating collaborative tasks, significantly improve listening skills among foreign language learners. In the same line, Talebinejad & Akhgar (2015) investigated how teacher scaffolding impacts students' listening comprehension. Their findings indicated that students' performance improved following the implementation of these techniques. As mentioned, according to the researchers, the results display reasonable effectiveness regarding the techniques and their positive relationship with English language listening

skills. Highlighting the importance and significant use of scaffolding techniques as that the additional support learners require to develop and enhance their listening skills.

In Latin America, Machado et al. (2023) conducted a study in which they identified listening as a complex skill to develop; however, they emphasized its significance as the foundational ability for developing other English language skills. In accordance with that, Maturana (2016) conducted a study in Colombia where she exposed children from a public institution to authentic material with the objective of scaffolding their listening comprehension. The findings revealed that the use of authentic and semi-authentic materials contributed not only to the improvement of listening comprehension but also to increased motivation, interest, and active participation among students. The study also revealed that the effective application of scaffolding techniques helped decrease students' frustration commonly experienced when they struggle to comprehend listening materials. For instance, when students are exposed to an audio recording, factors such as accent, speed, and unfamiliar vocabulary may cause them to feel anxious about completing the activity. In this context, scaffolding offers the necessary support to help them successfully accomplish the task. Consequently, scaffolding promotes a positive educational experience regarding listening comprehension learning skills.

In Ecuador, the EF English Proficiency Index (2023) ranked the country 80th out of 113 nations, categorizing its English proficiency as low, roughly corresponding to an A1 level. In addition, in Ecuador, there are few studies regarding scaffolding and listening skills because researches show the impact on other English language skills, such as speaking, reading, and writing. Consequently, a study presented by Flores and Jumbo

(2021) encompasses findings regarding the importance of applying scaffolding techniques in order to promote listening skills by building students' knowledge. In the same vein, Lechón (2024) conducted a study regarding speaking skills and the strength of scaffolding. The findings suggest that scaffolding techniques encompass a process that prioritizes interaction, collaboration, and learner autonomy. Therefore, scaffolding can provide students with effective assistance needed to move forward the developing of the English language learning.

Limitations of the research rely on listening could be considered as a difficult skill to develop; however, it is fundamental and part of the English language learning. There are few studies regarding this oral skill. Nevertheless, there is scope to continue with the improvement of listening and the influence of scaffolding. Based on the studies and information obtained at the global, Latin American, and national contexts, all the information in the educational field can be covered and fulfilled the purpose of solving the problem of low proficiency in listening skills among EFL teenage students. Hence, the Ecuadorian context can be influenced by this project to study unexplored fields.

Consequently, this research aims to examine the impact of scaffolding on the development of English listening skills at Unidad Educativa Fiscal Patrimonio de la Humanidad, an institution located in Cotacollao, north of Quito in Ecuador. The students at this school have had limited exposure to authentic listening materials, which has delayed their ability to understand spoken English effectively. As a result, they often struggle with comprehension, pronunciation, and overall confidence in listening tasks. By implementing scaffolding techniques, this study seeks to provide structured support

that can enhance students' listening abilities, making the learning process more accessible and effective.

### **Problem Statement**

The process of learning English demands active methods, techniques, and strategies to enhance educational outcomes. Nevertheless, some situations prevent the effective learning of the English language. Consequently, this study focuses on addressing the challenges related to the low listening proficiency commonly observed among English as a foreign language student. Based on observed experiences and contextual factors within the educational environment, several factors interfere with the effective development of this skill.

Firstly, insufficient exposure to listening materials leads to difficulties in comprehension among students. There exist other skills that are developed because they may be easy to enhance for students. Moreover, when learners are exposed to listening practices, they go wrong. For instance, there are listening tasks that students may struggle with because they may find unfamiliar words, phrases, and even the accent could vary. As highlighted by Diora and Rosa (2020), “some students may experience anxiety due to insufficient familiarity with the listening task.”. Learners should be allowed to explore unknown words to gain background knowledge and then move to the listening task.

Secondly, there are limited practice opportunities for this skill which results in poor academic performance. Sometimes, listening skill is not practiced during classes because there is no speaker, material, activities, or projectors, among others to do it.

Students should be assisted to enhance their listening skills, and time should be given to increase students' attention towards the listening activity (Gultom et al., 2023). The importance attributed to this skill is as fundamental as that of the other English language competencies in the process of learning and becoming familiar with a foreign language. Furthermore, learners must have a variety of activities regarding the different English language skills, highlighting the listening tasks.

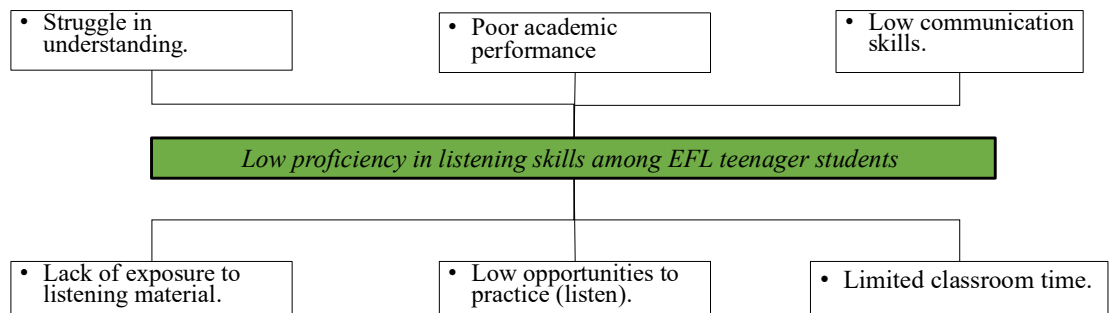
Thirdly, due to the limited classroom time, listening skills cannot be practiced, as a result, students may have low communication skills. Ministry of Education in Ecuador (2024) establishes in its curricular framework that the English subject reduces its workload from five to three hours per week at all levels. Therefore, English learning has been affected by this situation, and listening skills have been left behind due to the lack of time; grammar is the first aspect to consider to learn. Authorities should consider the importance of learning English and provide some extra hours or creation of clubs to reinforce this foreign language learning. Tattersall (2019) emphasizes the importance of enhancing students' motivation as a means to foster the development of English listening skills, which subsequently supports the progression toward speaking proficiency. Indeed, communication can be improved through exposure to words, sentences, and phrases that learners can incorporate into their language production. Indeed, all the language skills are correlated, and learners must get the background of every skill to move to communicate with others in this foreign language.

In conclusion, in today's world listening skills should be given relevance to this ability, crucial for effective communication. Besides, these skills enhance collaboration

between peers, improve learners' performance, and move to academic success. Relevance should be given to the practice of this to foster other English language skills. By practicing and developing this, individuals can create bridges to exchange cultural thoughts and comprehend new aspects around them. Above all, techniques to expand their critical thinking should be applied in order to start scaffolding their knowledge and reach the goal of learning English and mastering listening comprehension skills.

**Figure N° 1. Problem Tree**

**CONSEQUENCES**



**CAUSES**

**Figure 1: Problem Tree**

**Elaborated by:** Karla Sarango

**Research Question**

What is the influence of scaffolding techniques in the development of listening skills among EFL students in Ecuador?

## **Hypothesis**

Implementing scaffolding techniques in EFL classrooms enhance English listening skills development

## **Beneficiaries**

The present study aims to examine the effectiveness of scaffolding techniques in enhancing listening skills among second-year Bachelor students. Accordingly, the target group consists of sixty-four (64) students from Unidad Educativa Fiscal Patrimonio de la Humanidad, located in the city of Quito in Ecuador. These students, aged between 15 and 16 years, currently exhibit an A2 level of English proficiency, as defined by the Common European Framework of Reference for Languages (CEFR). Most of them have had limited exposure to authentic listening materials and report difficulties in understanding spoken English, which affects their overall language performance. This lack of exposure often results in low confidence, reduced motivation, and limited engagement during listening activities in the classroom.

By implementing a structured proposal grounded in scaffolding techniques, students will be progressively exposed to listening materials that challenge their comprehension while simultaneously offering the necessary support to bridge the gap between their current proficiency and more advanced levels. The sixty-four (64) participating students will be randomly divided into a control group and an experimental group, allowing for a comparative analysis of the impact of scaffolding techniques on listening skill development. Through guided practice, interactive tasks, and exposure to authentic listening input, students are expected to strengthen their listening abilities, improve their

recognition of stress and intonation patterns, and enhance their overall comprehension of spoken English

## **Objectives**

### ***General Objective***

To determine the effectiveness of scaffolding techniques on the development of listening skills among English as a Foreign Language (EFL) students.

### ***Specific Objectives***

To identify the level of students' English listening skills.

To design a proposal based on scaffolding techniques.

To implement the proposal with the Second-year Bachelor students.

To evaluate the results of scaffolding techniques on students' English listening skills development.

## **CHAPTER I**

### **Theoretical Framework**

This section is based on the research's Theoretical Framework. Salawu et al. (2023) argue that a theoretical framework is a systematically organized set of concepts and foundations derived from one or more theories, designed to support a study. Consequently, this chapter contains the core that supports and contextualizes the study regarding the Influence of Scaffolding in Developing English Listening Skills in Second-year Bachelor Students.

This section is distributed into two parts: the previous studies where a detailed review of prior studies and existing literature that address both scaffolding and the progress of English listening skills is presented. In addition, the theoretical framework of the research includes the fundamental concepts that support the research will be defined and explained, providing a clear and coherent conceptual framework. Moreover, a theoretical framework of this research will establish a solid basis for understanding how scaffolding can influence the development of listening skills in learners of English as a foreign language. By exploring both the previous studies and fundamental concepts, a comprehensive understanding of the context and dynamics affecting this skill process will be displayed.

## **Previous Studies**

Previous studies have explored the role of scaffolding in the development of listening skills among EFL learners. As a result, a scientific study was conducted in Iran by Mojdehi and Zarei (2023) investigated the effects of scaffolding techniques, including peer, reciprocal, and distributed scaffolding on reducing anxiety in English learners during the development of their written skills. The main objective relied on reducing the anxiety levels in students. Their study was experimental; it consisted of a group of one hundred twenty participants who were studying in an IELTS Institute in Iran. These individuals were arbitrarily divided into a control and three experimental groups, which received scaffolding techniques classes, and a control group that worked traditionally. The results were examined through an Analysis of Covariance, which showed that each scaffolding technique helped to reduce anxiety cognitive levels. Also, it supports students with lower writing skills, to develop this competency by applying scaffolding. Nevertheless, it should be highlighted that there are implications regarding scaffolding in English language learning in this context, for instance, recommendations for test takers, teachers, and language institutions.

As this scientific paper suggest, scaffolding could be used in order to reduce anxiety levels. Besides, it promotes the development of English writing skills. It supports the research because it displays theories stated as an example, different findings could improve language learning. This research proved that scaffolding techniques assist students to upgrade their knowledge of their writing skills. Also, it

provides an idea of data collection, instruments used and information regarding the scaffolding and anxiety levels connection. Consequently, there is scope to continue with the research considering another English skill.

In the same line, Piamsai (2020) conducted a study aimed at investigating the effects of scaffolding on academic writing performance among non-proficient writers. The study took place in Thai; the individuals were twenty second-year students who attended an academic writing course. This research involved a single group of students; therefore, a pre-test and post-test design was employed to assess the effects of the intervention. The results suggest that scaffolding assisted students in improving their texts. It also provides results related to attitudes that students presented during the study. Besides, scaffolding techniques support students through different stages such as pre-, during, and post- to develop and enhance their writing skills. However, implications suggest that more insightful findings could emerge if the research addresses each student personally. Additionally, further results could be derived from examining the interactions between peers.

According to scientific research held in Thailand, scaffolding has a positive effect on developing writing skills. This study supports the present study since it emphasizes the importance of providing strategies to students in order to scaffold their knowledge and foster their skills. Furthermore, the research provides examples, including the stages of the application of the instrument and how that was applied before and after the study. Moreover, it offers a comprehensive analysis of the outcomes related to scaffolding and the development of writing skills. Authors have

led the way to create future research regarding the effects of scaffolding on other English skills, such as listening competency.

On a national level, Flores (2021) conducted a study focused on the use of scaffolding to enhance the speaking skills of high school students at an educational institution of Ibarra in Ecuador. Its main objective focused on analyzing the influence of scaffolding on developing English oral skills. Eighty students and three teachers were considered for the development of this project. A qualitative and quantitative methodology was considered. Surveys and tests were conducted to work with the data collection for this research. The findings demonstrate that scaffolding fostered improvement in speaking skills as well as motivation and confidence in students. It should be remarked that the rubric used assisted the teachers in better managing the outcomes of the tests.

This study provides findings regarding the development of speaking skills through scaffolding in an Ecuadorian context. Speaking skills are related to listening skills because they are connected as part of the communication process, the oral skills of the language. The author remains span to continue with the research looking for the development of other English skills. Further, this research promotes scope regarding Ecuadorian classes and their effects on the students' level.

Yanangómez (2019) conducted a study investigating the effectiveness of various strategies for developing listening and speaking skills among students in Loja province in Ecuador. Its main objective was to analyze the most effective techniques to enhance these English language competencies. The participants were fifty-three

students and one teacher. A mixed (quantitative and qualitative) method was considered, and the instruments were questionnaires and interviews. The findings displayed that visual scaffolding supports students in improving listening and speaking skills. Scaffolding allowed active participation among students as well as peer and teacher participation.

The present research sought to find the most effective strategies to develop spoken skills in the English language. Therefore, it is highlighted that scaffolding helps students improve these skills. The author of this research suggests expanding it now clearly considering the scaffolding. It should be emphasized that the concepts and results obtained support the development and improvement of the present research regarding English listening skills.

### **Theoretical Foundations**

In English as a Foreign Language (EFL) education, it is essential to identify and understand the means that support successful language learning. As a result, scaffolding is part of the present study that relies mainly on the following theories.

#### ***Cognitivism Theory***

The theory of cognitivism was influenced by the work of Jean Piaget, and Jerome Bruner, who emphasized the importance of mental processes in learning. In accordance with that, Piaget (1997) stated that human beings progressively start to construct and polish their inner world. It means that learners can develop and reinforce their awareness by learning new concepts and including them in their background knowledge. In other words, this is a continual process of building and

refining their cognitive process, which allows learners to adapt and expand their understanding, promoting the development of their overall learning experience.

Moreover, the learning process goes beyond the traditional way of memorizing concepts, it has to do with the demand of being critical and able to resolve problems (Brunner, 1960 as cited in Ozdem-Yilmaz and Bilican, 2020). Subsequently, learners can explore the world and transcend their learning limits. By engaging in critical thinking and problem-solving, learners develop a deeper understanding and practice by applying their knowledge in different contexts. This theory fosters a continuous learning development.

According to Clark (2018), cognitivism theory highlights the importance of mental activities like thinking, remembering, perceiving, interpreting, reasoning, and problem-solving in the process of learning. Based on this, regarding English language learning, cognitivism focuses on the abilities of every student to steer their learning process by using different mental strategies.

### ***Constructivist Theory***

Constructivist theory highlights the importance of active participation of learners in building and evaluating their own understanding to create their own learning. Bada and Olusegun (2015), manifest that this theory pertains to both teaching and learning and maintains a close relationship with cognitive processes, facilitating the learner's mental construction of knowledge. That is to say that, the previous theory, cognitivism is part of the constructivist because through this, learners can construct their learning. By integrating cognitive processes, constructivist learning theory

enable learners to actively engage with and assimilate new knowledge, building upon their existing cognitive scaffolds.

Moreover, constructivism is grounded in the work of Lev Vygotsky (1978), a cognitive theorist who emphasized the importance of social interaction and constructive learning. In the same vein, he proposed that learning occurs within the Zone of Proximal Development (ZPD), which represents the gap between what learners can accomplish independently and what they can achieve with appropriate guidance and support. As a result, it can be stated due to the support of others, learners can improve their learning process because they rely on the direction of others to go further.

In summary, the cognitivist theory provides a valuable perspective for understanding the learning process. In addition, the constructivism offers a comprehensive structure for understanding how learners construct knowledge through social interaction. It is just as builders use scaffolds to support the construction of a building until it stands on its own, teachers use scaffolding to support students in their learning process. Once the building is complete, the scaffolds are removed; similarly, once students have achieved understanding, the learning scaffolds are gradually taken away.

Cognitivism and constructivism are closely linked in the practice of scaffolding, as they both stem from the mental activities of students during their learning journey. As a result, it is important to highlight the relationship between these theories and their

role in scaffolding, which significantly contributes to the development of English language learning.

## **Scaffolding in English Language Learning**

### **Definition and Principles**

Wood et al. (1976), originally introduced the concept of scaffolding, defining it as a process in which a more knowledgeable other, such as a teacher or peer provides temporary support to a learner to help them complete a task that is just beyond their current ability. This support is intentionally tailored to the learner's needs and gradually withdrawn as the learner gains independence and mastery. This foundational understanding of scaffolding emphasizes its role as a dynamic and interactive process that bridges the gap between what learners can do alone and what they can achieve with guidance.

In addition to that, Zhu (2023) defines Scaffolding as that support given by teachers or classmates to assist learners to move beyond and improve their learning development. Consequently, scaffolding enable learners to perform difficult tasks with the guidance of their teachers or classmates. In the same vein, Van de Pol et al. (2010) define scaffolding as the support provided by a teacher to a student during the completion of a task that the student would likely be unable to accomplish independently. As a result, this concept highlights the dynamic and responsive nature of teaching, where assistance is tailored to the learner's current needs, gradually reduced as the student gains competence and confidence, thus promoting autonomous learning.

Van de Pol et al. (2010), state that there exist some key principles of scaffolding that must be considered. The first one refers to contingency, which has to do with the differentiated or measured support. In other words, that assistance is adapted to the learners based on their current level of performance, it can be modified, reduced or increased depending on the student's development. Secondly, fading that relies on the removal of the scaffolding, this one demands a higher level of learners' development. Specifically, this characteristic promotes independence because the scaffolds provided are eliminated just if learners improve their competence. Thirdly, transfer of responsibility, that as its name implies the responsibility of learning is transferred because learners adopted control on their learning process. That is to say, teacher trust on students' responsibility towards learning, for that reason, all scaffolds are removed and learners are able to move on.

Regarding learning English as a Foreign Language, scaffolding provides that assistance that students need to understand the language and start storing the information and obtain that ladder that help them to construct their learning. In fact, Ertugruloglu et al. (2023), claims that when learning a language, the first tongue can act as that bridge to scaffold the learning progress of the other language. Considering different techniques, as learners gain expertise, the support can be gradually removed, allowing them to perform tasks by themselves, learn more, and strengthen their English language performance. In the context of English language learning, scaffolding is essential for supporting students as they develop complex skills such as

listening comprehension, allowing them to progress from reliance on external help to autonomous language use.

### **Importance of scaffolding**

According to Albalawneh and Tepsuriwong (2020), scaffolding enables learners to progress from simple to complex activities. Moreover, it enhances their performance and boosts their confidence. As a result, scaffolding not only enhances learners' performance but also boosts their confidence by providing structured support tailored to their needs. In the same line, Ertugruloglu et al. (2023) state that scaffolding provides the support learners need to eventually complete a task independently. In essence, scaffolding fosters learner autonomy. In addition, Yildiz and Celik (2020) assert that scaffolding fosters collaborative activities. Consequently, scaffolding plays a key role in class participation, as it significantly enhances collaboration.

The importance of scaffolding lies in its ability to assist learners in progressing from simple to complex tasks while simultaneously enhancing their confidence and overall performance. By providing structured and adaptive support, scaffolding helps bridge the gap between what learners can do independently and what they can achieve with guidance, fostering a gradual release of responsibility. This process not only promotes learner autonomy but also empowers students to develop critical thinking and problem-solving skills necessary for completing tasks independently. Additionally, scaffolding encourages collaboration and active participation, thereby creating a dynamic, interactive, and engaging learning environment where students are motivated to take ownership of their learning. Its impact on education is profound,

as it ensures learners receive timely and appropriate guidance that builds foundational knowledge and skills effectively, which can be transferred to new and increasingly challenging contexts. This makes scaffolding an essential pedagogical approach, particularly in language learning, where complex cognitive and communicative skills need to be developed progressively.

### **Types of scaffolding techniques**

In accordance with Boblett (2012) scaffolding relies on the concept of the structures or support the construction of a building, the same happens in education, students have the supports given by the teacher. Therefore, scaffolding involves that support provided by the teacher in the classroom that with the time teachers can remove and students go beyond their learning. Kayi-Aydar (2013) highlights the importance of scaffolding as it assists learners to accomplish tasks and develop activities that they cannot be able to achieve on their own. In fact, learners are able to accomplish the task into smaller ones encouraging learners' competence and confidence, then they are able to complete their tasks.

Scaffolding techniques have been recognized as essential tools for enhancing learners' performance in English language acquisition (Rezaee et al., 2018). These diverse techniques provide targeted support that enables learners to accomplish tasks that might initially appear challenging or unattainable. By offering appropriate assistance, scaffolding facilitates learners' gradual progression toward independence, empowering them to complete tasks on their own over time. This process not only supports immediate task success but also promotes long-term learner autonomy.

Similarly, Wilka (2006) identifies several types of instructional scaffolding techniques that are particularly effective for English language learners, including modeling, questioning, providing feedback, and the use of visual aids. These techniques help to create an interactive and supportive learning environment that addresses learners' needs at different proficiency levels, thereby fostering both cognitive development and language competence.

### ***Modeling***

It demonstrates how the activities should be done. Consequently, providing learners with examples or demonstrations of what they have to complete. Therefore, students can see and hear what the outcome is expected. As the type of scaffolding says, the teacher should model the language to cover the upcoming activities. In the same vein, Gönülal and Loewen (2018) in their study highlight the importance of using this technique as a means of modeling tasks for learners. By offering a clear and structured example, scaffolding allows students to observe the process, internalize the steps involved, and gradually build the confidence and competence needed to perform the task independently. Consequently, this type of guided support plays a crucial role in bridging the gap between what learners can do alone and what they can achieve with assistance.

### ***Bridging***

It relies on the connection of prior knowledge, experiences, and cultural background of students. This type of scaffolding facilitates the understanding and integration of new content. In fact, it acts as a bridge to join new information

considering everyday experiences, interests and students' cultural background. Gönülal and Loewen (2018) state that this technique involves connecting new information to learners' prior knowledge, thereby facilitating the meaningful integration of new concepts into their existing cognitive outline. By establishing these connections, learners are better able to understand, retain, and apply the new material, as it is attached to familiar ideas and experiences. As a result, this process not only enhances comprehension but also promotes deeper learning by encouraging students to actively make sense of how new information relates to what they already know.

### ***Contextualizing***

It has to do with providing relevant and familiar context to make it meaningful to learners. As a result, real-world scenarios can enhance learners' comprehension relating their background knowledge to their learning process. For instance, teachers can provide songs, stories, or materials that reflect students' cultural backgrounds to make content more relatable and engaging.

### ***Schema Building***

It regards an outline that contains a plan of how students organize knowledge. In fact, this type of scaffolding implies structures or "schemas" to better understand new information. This schema building connects new content to learners' prior knowledge and experiences, and helping them organize and structure information effectively.

### ***Re-Presenting Text***

It refers to how present information and uses multiple formats to enhance comprehension. This involves using different ways to convey the same content,

catering to various learning styles and needs. For instance, students could use charts, diagrams, and images alongside written text to support understanding.

### ***Building Metacognition***

It allows learners to become aware of their learning process and control their own learning processes. These includes strategies like planning, monitoring, and evaluating their understanding. This allows learners to become self-regulated regarding different activities being critical and problem solving. In addition, Gönülal and Loewen (2018) explain that this technique encourages learners to reflect on their own thinking processes, fostering metacognitive awareness. By engaging in self-reflection, learners develop a better understanding of how they approach tasks, recognize their strengths and weaknesses, and adopt more effective techniques for learning. This metacognitive dimension of scaffolding plays a vital role in promoting learner autonomy and enhancing long-term academic success.

Yildiz and Celik (2020) explore the application of scaffolding techniques in English language learning and highlight their effectiveness in enhancing student engagement, comprehension, and autonomy. Their study emphasizes several scaffolding techniques, including collaboration, modeling, questioning (clues), and gradual release of responsibility. These techniques are grounded in sociocultural theory, particularly Vygotsky's concept of the Zone of Proximal Development (ZPD), which suggests that learners benefit from guided support before becoming independent language users.

### ***Collaboration***

Collaboration is a fundamental technique that facilitates learners' engagement in the language learning process. Consequently, through collaborative tasks, students are provided with opportunities to construct knowledge, share perspectives, and actively participate in meaningful interactions. This social dimension of learning allows learners to scaffold each other's progress by modeling language use, clarifying doubts, and building confidence. Indeed, peer collaboration encourages students to ask and answer questions more freely, fosters a supportive classroom environment, and promotes autonomy as learners gradually take more responsibility for their own learning.

### ***Providing clues***

Providing clues is another technique to scaffold students' learning. When engaging in various classroom activities, teachers can offer techniques hints, prompts, or cues to guide students toward the completion of a task without giving away the answers directly. This kind of guided assistance helps learners stay focused, reduces cognitive overload, and encourages problem-solving skills. By gradually reducing support as students gain confidence and competence, teachers foster greater independence and autonomy in language use. Ultimately, this technique not only facilitates comprehension and task completion but also contributes significantly to students' overall language development by helping them internalize new vocabulary, grammar structures, and communicative ways to share with the rest.

### ***Gradual release of responsibility***

This technique has to do with shifting the learning process from teacher-centered to student-centered, highlighting independence. Firstly, teacher has the role of a guide, who models the task, then guides students through collaborative practice, and finally encourages them to perform the task independently. According to Yildiz and Celik (2020), this method allows learners to build confidence and competence gradually, as they receive the necessary support at each stage of the learning process. As a result, considering this scaffolding technique, students are better prepared to take ownership of their learning, apply language skills in real-world contexts, and develop long-term academic autonomy. For this reason, it can be stated that this technique is particularly effective in language learning, as it provides students with clear examples, interactive practice, and the opportunity to internalize and personalize new language forms before using them independently.

### **Listening English skills**

Listening skill involves the capacity to effectively receive and understand spoken messages. Yurko (2020) declares that the activity of listening implies a process that has to do with affective, cognitive, and behavioral attitudes. Therefore, this skill requires concentration, comprehension, and the ability to understand the oral message. According to Wah (2019) students will not have problems when speaking if they are able to understand what they hear.

This skill encompasses effective communication in the foreign language because is part of the oral skill in the interaction process of communicating messages, indeed.

Listening skill is crucial in learning a new language, enabling students to understand information, participate in discussions, and engage in critical thinking when hearing the language.

Listening is regarded as the language skill used most often, as people are continuously exposed to the language and must engage with elements such as vocabulary, grammar, accent, and intonation (Yurko, 2020). This skill is fundamental to effective understanding; it ensures that the message is correctly understood and allows for meaningful and constructive interaction between individuals. According to Rost (2013) listening relies on perceive what the speaker claims. Moreover, this skill encompasses the reception and processing of the auditory information perceived. In addition to that Rost identifies techniques that listeners use to understand the spoken language better.

**Table N° 1. Listening techniques**

<b>Techniques</b>	<b>Description</b>
Predicting	Anticipating what the speaker will say based on context and prior knowledge.
Monitoring	Checking understanding and recognizing when comprehension may fail.
Clarifying	Asking for clarification or repetition when necessary to ensure understanding
Inferencing	Inferring the meaning of unfamiliar words or expressions through contextual clues.

Responding	Providing appropriate verbal or non-verbal feedback to the speaker.
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**Table 1:** Listening techniques

**Elaborated by:** Karla Sarango

**Source:** Rost, M. (2013). *Teaching and researching: Listening*. Routledge.

Listening techniques are fundamental in English language learning. These techniques are essential as they support comprehension by enabling learners to predict, monitor, clarify content, infer meaning, and responding. These techniques enable learners to process and understand spoken language more effectively, playing a role in the growth of English language abilities that foster effective interaction. By employing these techniques, students are able to participate actively and develop their critical thinking, helping learners to interact effectively with spoken language and keep important information that they may use later.

### **Listening stages**

Afriyuninda (2021) states that there are listening stages that assist students to develop this skill. Three fundamental stages are considered to get a better understanding on the English language. As it has been stated, this skill allows learners to speak after comprehending the listening message. Sometimes some words can be misinterpreted and the message will not be fully understood due to the accent, dialect or new words. As a result, these stages surround the process to strengthen the comprehension of different messages.

### *Pre-listening stage*

It is also known as introductory or receiving stage because it is the first step of the listening process. According to Movva et al. (2022), “this stage is critical because it directs students to the listening passage” (p. 1501). During this phase students get involved with the topic where students are prepared before the listening intervention begins. In accordance with that, this stage motivates learner to start the activity supported with topics that generate interest and foster students’ self-confidence. It provides time to activate students’ background knowledge, discussing key words, and predicting content.

In the same vein, Afriyuninda (2021) this stage addresses topics that generates interests and facilitates comprehension. However, there are some listening activities that do not appeal all students. Consequently, this is the crucial stage where students can be encouraged to cover listening activities, leaving behind any factor that may get them apprehensive about the activity. This stage assists learners to concentrate and anticipate the content they will hear, making the listening process more effective.

This stage is the familiarization step to continue with the listening process. There are exercises that can be applied to cover the pre-listening stage. Al Bloushi (2024) details activities to carry out in this first step of the listening process: pre-teaching key vocabulary, brainstorming, free talking about the topic, picture description, and clear prompts before starting. As a result, these activities can ensure the beginning of the listening process. Associating the upcoming listening material to what learners already know, will assist them to predict and infer meaning, enhancing confidence.

### ***During-listening stage***

It is also known as while listening or the understanding stage. This phase demands the active participation of the learners because the recording begins. Afriyuninda (2021) claims that this is the most complex phase to control because learners are receiving the input. However, this is the best stage to check students' attitudes towards the activity. Consequently, during this phase students get involved with the audio material and it is the first moment to face the content of the audio.

Movva et al. (2022), state that students often need to listen to the audio multiple times in order to successfully complete the activity. In fact, once the audio is repeated is the best time to confirm their predictions considered during the pre-listening stage. On the other hand, during the activity some students may get bored if they did not have enough background knowledge regarding the topic of the listening activity, that is the reason why all the stages are connected. During this phase, students have to be engaged and attentive to the listening material.

During this time students process the information they receive developing their critical thinking and maintaining their focus and concentration. According to Al Bloushi (2024) this is the core stage in the listening process. In addition, there are some exercises that could help learners to be focused and engaged during this phase. For instance, read briefly, note taking, listening for details, listening for gist, identifying possible key words. As a result, these activities will empower students to complete the activity because they will strengthen students' memory and allows them

to be actively involved in the listening process, promoting better concentration and focus.

### ***Post-listening stage***

It is also considered as the last, extensive, and evaluative phase. This stage asks for reflection and extends understanding regarding the listening material previously applied. Here, learners are able to realize what they learnt and increase their knowledge. In line with Movva et al. (2022), during this phase, pupils not only can relate the content of the listening with their knowledge, but also, they can get broaden in the topic. Therefore, students can be immersed in discussion and language practice after the listening activity.

In the same line, Afriyuninda (2021) declares that this is the last part of the activity where learners are requested to provide their opinion, also mistakes during the listening activities can be covered. In fact, this stage is not just for learners to reflect on the activity and think critically, but also teachers to consider the possible miscues encountered, to check students' performance and look for other exercises to apply next time. Moreover, this stage provides the opportunity to facilitate discussion and interaction among learners to share their thoughts and perspectives about the activity. In addition, further feedback could be considered for teachers and students.

According to Al Bloushi (2024) there are some exercises that can support this stage. For example, note taking, freely speaking, summarizing the topic, debates, question and answer, graphic organizers, comparison and contrast. Therefore, these post-listening exercises assist learners to consolidate their understanding of the audio

material and clarify any doubt with their teacher and classmates. These activities can be relevant to students because they know that a listening exercise does not finish when the audio stops, it goes beyond, it requires critical thinking, cooperation, and creativity of learners.

In conclusion, the pre-listening, while-listening, and post-listening stages are fundamental in organizing a pattern to follow in an auditory activity, and ensure effective listening exercises for language learners. Pre-listening focuses on activating learners' background knowledge and setting an objective, which helps them to pay attention and predict content. During the listening, learners are actively engaged with the material, improving their comprehension and promoting memory retention. Then, the post-listening activities reinforce understanding and boost reflection, allowing students to analyze and comment on what they have heard. This structured sequence of listening stages ensures that learners not only understand the content but also cultivate their critical listening skills and progressively apply scaffolding techniques throughout the activities. In a few words, the listening stages create a comprehensive skeleton that enhances the effectiveness of listening process in English language learning.

### **Types of listening**

Kluger and Mizrahi (2023) stated that listening refers to the complex cognitive process that goes beyond simply hearing sounds; it involves actively attending to, interpreting, and constructing meaning from spoken language. Despite the various adjectives often used to qualify this skill, such as active, empathetic, or critical, these

authors argue that at its core, listening is a process of decoding and making sense of verbal messages in context. Indeed, their perspective highlights the fundamental cognitive and interpretive dimensions involved in understanding spoken discourse.

There are different types of listening that contribute to the development of listening skills in English language learning. According to Hoa (2020), two key types intensive and extensive listening, which play a significant role in supporting students' language learning and improving their overall listening competence.

### ***Intensive Listening***

This type of listening requires students to understand every single unit of the speech, such as; grammar, sounds, specific details. According to Rost (2011) intensive listening has to do with the activity of listening to a recording carefully, getting the meaning or the input of the audio in order to analyze it. In fact, this type of listening allows individuals to get involved with the exercise and focus on certain information they may need to complete an activity. Besides, Rost (2011) provides ideas to apply this type of listening in classroom. For instance, cloze tasks, error identification, dictation, jigsaw listening. As a result, students find a variety of activities where they could employ this intensive listening.

In line with this, Zhang (2021) emphasizes that intensive listening should be integrated with explicit listening technique instruction, including techniques such as prediction, inferencing, and note-taking, to maximize learners' comprehension. These techniques not only support understanding but also promote active engagement with the input. Consequently, scaffolding becomes a key pedagogical approach to guide

learners through these cognitively demanding tasks, offering structured support until they can apply the techniques independently. In this context, scaffolding helps bridge the gap (bridging) between the learners' current abilities and the learning objectives by modeling, prompting, and gradually releasing responsibility.

Furthermore, Prasongnern and Soontornwipast (2023) highlight the crucial role of intensive listening in the development of English language competence, particularly in terms of recognizing and extracting specific information from spoken texts, an essential skill in both academic and real-world communicative settings. This underlines the need to incorporate focused, techniques-driven listening practices in English as a foreign language classroom, supported by appropriate scaffolding techniques. In fact, those listening activities can be covered with scaffolding techniques.

### ***Extensive listening***

In accordance with Turan and TEKiN (2020) the extensive listening assists English language learners perform better by engaging them in enjoyable tasks. This type of listening requires both time and consistent effort to develop effectively. Therefore, extensive listening can include any activity that exposes learners to a large amount of meaningful and interesting input. For instance, learners may find podcasts, audiobooks, songs, or videos that match their interests and language level.

In addition to that, when learners are immersed in a variety and enjoyable listening experiences, they start to develop better comprehension skills, not only expand their vocabulary, but also gain more confidence in using the foreign language. Over time,

this consistent exposure to the language enhances not only their listening ability but also it may have a positive impact on their overall communicative competence, making them more fluent and motivated English individuals.

Moreover, Gonulal (2020) manifests that the extensive listening practice should be considered from five minutes to one hour practice. In fact, this supports comprehension and promotes assistance to learners. This structured exposure not only enhances listening comprehension but also provides valuable support for learners as they gradually become familiar with the rhythm, intonation, and patterns of the target language. In fact, practicing extensive listening requires repetition to encourage understanding. As a result, extensive listening requires repeated exposure to the same material, which reinforces understanding and allows learners to notice linguistic features they may have missed initially. Through this repetition, learners can significantly improve their vocabulary, internalize grammatical structures, and deepen their overall language awareness. As they focus on the details of the listening material, they develop greater confidence and autonomy in their language learning.

### ***Selective listening***

Gu and Hu (2018) state that selective listening occurs when learners' attention is directed toward specific tasks with clearly defined instructions. Consequently, in this type of listening, learners focus on identifying particular information. For instance, learners focus on key words, numbers, or specific details, rather than understanding every single word. This listening type helps develop learners' ability to listen with a

purpose, which is essential in real-life communication where listeners often need to extract relevant information quickly and efficiently.

Selective listening activities often include tasks such as answering comprehension questions, completing charts, or identifying true or false statements based on the audio input. These tasks train learners to filter and prioritize information, sharpening their focus and improving their cognitive processing skills. Over time, this technique enhances not only listening accuracy but also critical thinking, as learners learn to distinguish between essential and non-essential content in various contexts.

### ***Interactive listening***

Chou (2023) explains that interactive listening refers to active participation in the listening process, which involves not only understanding spoken input but also engaging in a communicative exchange. This type of listening goes beyond passive reception; it includes responding, clarifying, and negotiating meaning in real-time interactions. Furthermore, interactive listening typically occurs in contexts such as conversations or dialogues, where learners are expected to interpret meaning, provide feedback, and maintain the flow of communication.

This approach emphasizes the social nature of language learning, as learners must pay attention to both verbal and non-verbal cues to effectively engage with others. Through interactive listening, students develop essential communicative skills. For instance, they are able to take turns to speak, clarification, and the ability to respond appropriately in various situations. Over time, this practice enhances not only

listening comprehension but also speaking fluency, confidence, and overall language competence.

In the same vein, Gu and Hu (2018) point out that interactive listening involves a conversational context in which participants collaboratively construct the direction of the speech to achieve a shared communicative goal. Rather than simply receiving information, listeners play an active role in shaping the conversation through their responses, questions, and comments. Therefore, individuals start to construct the meaning of the conversation, which is essential for completing tasks that require mutual understanding and cooperation.

In fact, such interaction not only reinforces comprehension but also fosters the development of pragmatic skills, as learners must interpret intentions, adjust language use, and manage turn-taking in real time. Therefore, interactive listening is a key component in promoting authentic communication and building learners' confidence in real-world language use.

Listening is a fundamental skill that plays a crucial role in English language learning, and understanding its various types is essential for effective learning and students' development. Each type of listening, intensive, extensive, selective, and interactive, serves a distinct purpose in the language learning process and contributes to learners' overall communicative competence. Intensive listening helps students focus on linguistic details, while extensive listening promotes exposure to authentic and engaging input. Selective listening sharpens learners' ability to identify key

information, and interactive listening fosters real-time communication and collaboration.

By incorporating a balanced combination of these listening types into the classroom, teachers can address diverse learning needs and create more meaningful and effective language learning experiences. Therefore, integrating both approaches in language instruction fosters balanced and meaningful listening skill development. Eventually, developing strong listening skills lays the foundation for improved speaking, reading, and writing abilities, supporting learners in becoming confident and proficient users of English.

### **Scaffolding in English Listening skills development**

Although there is a limited number of studies specifically focusing on listening skills, the following studies have explored variables related to scaffolding in the development of listening skills. Talebinejad and Akhgar (2015) carried out a study to determine the impact of scaffolding on the listening comprehension of Iranian EFL learners. The participants were a group of sixty intermediate learners. Using a quantitative methodology, the study revealed a significant influence of scaffolding on listening skills. The findings indicated that repetition was the most effective form of support, followed by visuals and text aids, which also played a crucial role in enhancing comprehension.

These results underscore the importance of scaffolding techniques in fostering listening development. The strong impact of repetition suggests that repeated exposure to linguistic input enhances learners' ability to process and retain

information. However, while repetition proved most effective in this study, an excessive dependence on it might not be ideal for all learners, as it could limit opportunities for developing autonomous listening techniques. Therefore, scaffolding should be implemented in a balanced manner, incorporating diverse techniques that adapt to learners' needs and encourage gradual independence in comprehension skills.

In addition, Shabani and Malekdar (2016) executed research focusing on a single scaffolding technique: peer scaffolding and its effects on listening skills. The research followed a quantitative methodology, applying a pre-test and post-test. The participants were 33 students divided into experimental and control groups. The post-test results indicated that peer scaffolding was effective in enhancing learners' listening comprehension. Furthermore, the findings suggested that the use of L1 before the recording started benefited learners by activating their background knowledge, ultimately improving their listening performance.

These results highlight the role of peer interaction in language development, reinforcing the idea that learners can support one another in the comprehension process. The positive effect of L1 use before listening suggests that techniques first-language support can serve as a bridge to understanding new content. However, while L1 may be beneficial in activating prior knowledge, excessive reliance on it could avoid immersion in the target language. Therefore, careful implementation is necessary to balance the benefits of scaffolding with the goal of fostering independent listening skills in EFL learners.

In Colombia, Maturana (2020) undertook a study in a public school in Pereira with a group of third-grade students. The objective was to identify the effects of implementing authentic and semi-authentic aural materials to develop the listening comprehension skill in the primary school context. The results suggest that scaffolding the listening material positively influenced students' performance, as it increased their motivation, interest, and participation.

These findings emphasize the significance of using authentic materials as a tool for engaging young learners. By scaffolding the listening content, teachers can create a more dynamic and supportive environment that fosters both cognitive and emotional investment in the language-learning process. However, while authentic materials can be motivating, it is important to ensure they are appropriately selected for the learners' language level to avoid frustration.

Albalawneh and Tepsuriwong (2020) conducted a case study using a qualitative methodology, where data was collected through interviews. This research aimed to explore how teachers provided support to sixth-grade young learners. The findings revealed that teachers employed techniques such as modeling and demonstration, visual aids, repetition, directing students' attention, and checking their understanding. Additionally, they allowed learners time for reflection. Furthermore, teachers incorporated task sequencing, built on students' prior knowledge, set explicit learning goals, and fostered cooperation, which played a key role in the learning process.

These results highlight the significance of scaffolding techniques in enhancing students' listening comprehension. By breaking down complex tasks and providing

structured support (scaffolding), teachers can facilitate more effective learning. However, it is crucial to consider how these techniques can be adapted to different age groups and proficiency levels. In this case, the techniques were effective for sixth grade students, there remains scope for a different age group and proficiency level.

## **CHAPTER II**

### **Methodological Design**

This chapter encompasses the methodological design adopted for the present study, which has to do with the influence of scaffolding in developing English listening Skills in Second-Year Bachelor students. The following chapter is divided into categories that display each aspect. As a result, the approach and design of the research is exposed. Then, the sample and context of the research are contemplated. Besides, the chapter discusses the data collection process and the methods used. Finally, the validity, reliability, and analysis of the results are established to ensure the importance of this study.

#### **Research Approach and Design**

The research method of this study is quantitative. According to Sampieri et al. (2014), “the quantitative method represents a set of processes; it is sequential and evidentiary. It uses data collection to test hypotheses based on numerical measurement and statistical analysis, in order to establish behavioral patterns and test theories” (p. 4). This quantitative method will be employed to provide extensive analysis to respond to the hypothesis established that relies on implementing scaffolding techniques in EFL classrooms to enhance English listening skills

development. Data will be collected through structured surveys and standardized listening tests taken from the Cambridge English A2 KEY test administered to a sample of approximately 30 students. The surveys will gather details about students' exposure to scaffolding in their Listening skills development. The listening tests will measure learners' proficiency before and after the implementation of scaffolding techniques over a term of twelve sessions.

In the same line, this research displays a quasi-experimental design. Creswell (2014) claims, "quasi-experimental design, participants are selected without random assignment" (p.276). This design involves two groups of students: an experimental group and a control group. The experimental group will receive scaffolding interventions aimed at improving their English listening skills over the course of twelve sessions. These interventions will incorporate various scaffolding techniques, including guided listening exercises, interactive tasks, and feedback sessions tailored to students' individual needs and progress.

### **Description of the sample and the context of the research**

The study focused on second-year Bachelor students. The sample was selected through random sampling, guaranteeing that each member of the population had an equal probability of being included (Sampieri et al., 2014). In this case, the students represented diverse backgrounds and proficiency levels, which allows for a complete evaluation of how scaffolding techniques contribute to the improvement of English listening skills.

The present study involved sixty-four students from second-year Bachelor at Patrimonio de la Humanidad High School which is located in an urban area in the north of Quito. The high school is in the Circuito 17H00103 Parroquia Cotocollao of the Distrito Educativo 17D03 Distrito o Zona 9. The secondary school is the point of reference in Cotocollao. Currently, the school offers bachelor's degrees in Systems, Tourism, and Science.

Furthermore, the participants in this study were 15-year-old students who demonstrated an A2 level of English proficiency, as defined by the Common European Framework of Reference for Languages (CEFR). The students in both the control and experimental groups were found to be at an A2 level of English proficiency, as determined by diagnostic testing. This may be attributed to factors such as limited prior exposure to the language, lack of consistent practice, or instructional gaps. They came from diverse socioeconomic backgrounds, representing various income levels and living conditions. Additionally, these students did not have constant access to all educational resources, such as English textbooks, the internet, or extra English classes which potentially influenced their learning opportunities.

### **Data collection process**

#### ***Techniques and data collection instruments***

Data can be collected using a questionnaire that Creswell (2014) defines it as a research technique that involves the use of various questions and prompts to collect information. As a result, this tool can provide a wide range of information related to the data according to the study and the participants to obtain valuable results for the

research development. Consequently, students are given a standardized listening test taken and adapted from the A2 KEY Cambridge English test to reach their English listening skills proficiency. This instrument is considered before and after the treatment. In this regard, it is important to emphasize that a pre-test is administered prior to the intervention, while a post-test is conducted to measure the resulting outcomes (Cohen et al., 2018). This instrument was specifically selected to assess students' listening skills both prior to and following the implementation of scaffolding techniques. The data collection process was carried out over twelve sessions to ensure a comprehensive evaluation of students' listening skill development.

#### ***Validity /reliability***

To guarantee the validity of the research, the data collection instrument was selected in alignment with the Common European Framework of Reference for Languages (CEFR), an international standard that emphasizes the assessment of English listening skills. In fact, the validity of an instrument depends on the degree to which it accurately measures the intended construct (Creswell, 2014). In line with this and the hypothesis of this research, the validation of the instruments the pre and post-tests are done by experts. This study undergoes a regular implementation of the instruments. In this case, piloting is considered in order to have consistent outcomes.

**Table N° 2: Operationalization of Variables chart**

<b>VARIABLES</b>	<b>CONCEPTUALIZATION</b>	<b>DIMENSIONS</b>	<b>INDICATORS</b>	<b>INSTRUMENTS</b>	<b>PURPOSE OF THE INSTRUMENT</b>
Scaffolding <b>(independent variable)</b>	Scaffolding refers to the temporary support provided by a teacher to help a learner perform a task until they can do it independently. This support can include modeling, questioning, feedback, and guided practice. (Gibbons, 2002; Wood, Bruner & Ross, 1976).	Types of scaffolding techniques	Use of modeling, guided practice, feedback	Proposal Booklet (scaffolding-based)	To apply specific scaffolding techniques during the learning process and observe their influence on students' listening skills development.

		Teacher support	Clarification, prompting, feedback during tasks	Proposal Booklet (scaffolding-based)	To apply specific scaffolding techniques during the learning process and observe their influence on students' listening skills development.
		Student autonomy	Ability to complete tasks independently after guided support	<b>Standardized listening test.</b> Taken from Cambridge English A2 Key test.	Through this instrument, the results will be analyzed to identify the current level of

				(Post-test)	students' listening skills.
Listening skills <b>(dependent variable)</b>	Listening skills involve the ability to actively understand, interpret, and respond to spoken language. This includes recognizing main ideas, identifying details, and using techniques to comprehend audio input in context. (Brown, 2001; Rost, 2011)	Listening techniques	Use of prediction, inference, and note-taking during listening tasks	<b>Standardized listening test.</b> Taken from Cambridge English A2 Key test. <b>(Pre-test)</b>	To assess the application of listening techniques and identify students' comprehension level.
		Listening stages	Performance during pre-, while-, and	<b>Standardized listening test.</b> Taken from Cambridge	To evaluate students' ability to follow and respond

			post-listening activities	English A2 Key test. <b>(Pre-test)</b>	to structured listening tasks.
		Types of Listening	Understanding of specific information and detailed meaning	<b>Standardized listening test.</b> Taken from Cambridge English A2 Key test. <b>(Pre-test)</b>	To measure the development of intensive and selective listening skills.

**Table 2:** Operationalization of Variables chart  
**Elaborated by:** Karla Sarango

## **Analysis of the Results**

The gathered data will be analyzed through Excel to uncover significant results and potential correlations. Creswell (2014) explains that descriptive statistics summarize the characteristics of the sample and measurements, while inferential statistics enable hypothesis testing and the calculation of confidence intervals to identify relationships and support conclusions. Consequently, descriptive statistics will present an overview of the student's performance, while inferential statistics will identify the impact of scaffolding on English listening skills.

The results obtained from the listening test will be interpreted using a performance-based rubric aligned with the Common European Framework of Reference for Languages (CEFR) descriptors at the A2 level (Appendix 1). This rubric categorizes learners' performance into four levels: Poor (0–6), Average (7–12), Good (13–17), and Excellent (18–20), based on their total score out of 20 points. Each category reflects the students' ability to comprehend spoken English in familiar contexts, ranging from limited understanding to clear and accurate comprehension. The design of this rubric is grounded in CEFR guidelines (Council of Europe, 2020) and informed by listening assessment principles discussed by Rost (2013) and Buck (2001), which emphasize the importance of aligning test interpretation with learners' listening skills.

To collect the data for this study, outlined in the methodology, an adapted version of the A2 Key (KET) exam and a tailored listening assessment rubric were utilized.

Both instruments were designed with specific parameters to suit the students' proficiency level. Data were gathered and assessed using the following grading rubric

**Table N° 3: Cambridge-style Listening Performance Scale (A2 Key)**

<b>Score Range</b>	<b>CEFR Performance Descriptor (A2)</b>	<b>Interpretation</b>
<b>0 – 6</b>	Below A2 – Limited comprehension	Cannot follow simple information or everyday speech. Needs foundational reinforcement.
<b>7 – 12</b>	Emerging A2 – Partial understanding	Understands some familiar words and expressions, but struggles with complete meaning.
<b>13 – 17</b>	Secure A2 – Meets A2 level	Can understand short, clear, and simple spoken messages and announcements.

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<b>18 – 20</b>	Strong A2 / Approaching	Understands the main
	B1 – Above average A2	points of clear standard speech on familiar matters.

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**Table 3:** Cambridge-style Listening Performance Scale (A2 Key)

**Elaborated by:** Karla Sarango

**Source:** Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume (CEFR-CV). Council of Europe

Besides on Appendix 1 there displays a list of student names, the listening sections evaluated, and the corresponding average scores for each section, based on a scale from 0 to 5.

The study followed a quasi-experimental design, in which participants were not randomly assigned to groups. Consequently, two groups of students were selected to form the experimental group and the control group. The experimental group received an intervention consisting of listening activities supported by scaffolding techniques, whereas the control group followed the regular curriculum without any additional intervention.

Regarding data collection, informed consent was obtained from the researchers, the school's principal, and the parents of both groups, granting permission for the students' participation in the study. Once the signed consent forms were collected, a pre-test was administered to both groups to establish a baseline of their listening skills. The test lasted approximately 30 minutes, with each item having a set time

limit for student responses. Following the intervention applied to the experimental group, both the experimental and control groups were administered a post-test to evaluate their performance.

**Table N° 4. Overall Averages of the Sampling Groups**

<b>OVERALL AVERAGES OF THE SAMPLING GROUPS</b>				
	<b>Experimental Group</b>		<b>Control Group</b>	
	<i>Pre-test</i>	<i>Post-test</i>	<i>Pre-test</i>	<i>Post-test</i>
<b>Above Average</b> (17 to 20)	1	20	5	5
<b>Average</b> (9 to 16)	6	11	9	19
<b>Below Average</b> (0 to 8)	25	1	18	8
<b>Number of students</b>	<b>32</b>		<b>32</b>	

**Table 4:** Overall Averages of the Sampling Groups  
**Elaborated by:** Karla Sarango

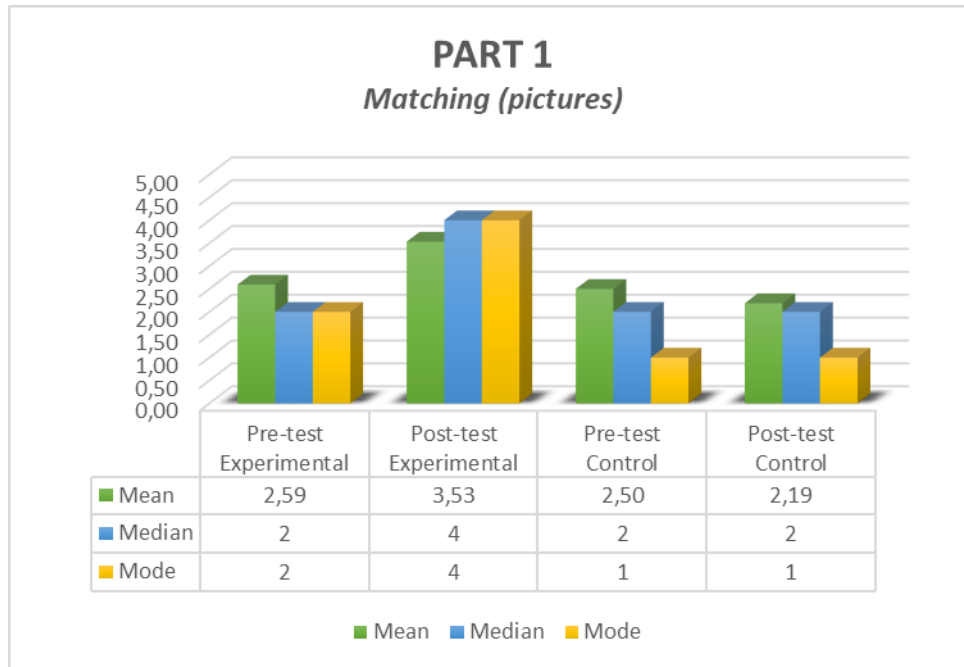
Table one shows the overall averages of the two groups obtained in the pre-test and posttest. Three scales of average measurement were established: Above average (17-20), Average (9-16), and below average (0-8). To obtain the overall averages, the scores of the four parts of the listening test were considered, each part is scored over 5 points. Therefore, the maximum overall average is 20 points.

The above table shows that, in the pre-test, the experimental group had 1 student who was above average (17-20) suggesting a relatively strong proficiency in listening skills even before the treatment, 6 students who were on average (9-16), and 25 students who were below average (0-8) highlighting the initial low performance level of the group. However, in the post-test, the same group showed a significant shift; 20 students were above average (17-20) suggesting that the majority of students benefitted positively from the scaffolding techniques implemented during the sessions, 11 students were at average (9- 16), and one student remained below average (0-8). This sharp contrast between pre- and post-test results highlights the effectiveness of scaffolding in supporting the development of listening comprehension. The data suggests not only improvement in individual performance but also a general upward trend in the group's overall proficiency, with most students moving out of the below-average category and many performing better.

On the other hand, the control group demonstrated less noticeable improvement, in the pre-test, the control group had 5 students who were above average (17-20), 9 students who were on average (9-16), and 18 students who were below average (0-8). Similarly, in the post-test, the control group had 5 students who were above average (17-20), 19 students who were on average (9-16), and 8 students who were below average (0-8). Overall, while the control group did show some progress, especially in reducing the number of students with low scores, the lack of improvement among the highest-scoring students suggests that the regular instruction they received may not have been enough to help them reach a better level of English. Compared to the

experimental group, the improvement was smaller and mainly helped students reach an average level, rather than going beyond it.

**Figure 2: Part 1. Matching pictures**



**Figure 2: PART 1. Matching pictures**

**Elaborated by:** Karla Sarango

The first graphic presents the results for Part 1 of the A2 Key Listening test, which involved a matching task where students had to select the correct picture. The first set of columns represents the pre-test results of the experimental group, which achieved a mean score of 2.59, a median of 2, and a mode of 2. The second set of columns shows the post-test results of the experimental group, with a mean of 3.53, a median of 4, and a mode of 4. This indicates a clear improvement in performance on this task. The third set of columns corresponds to the pre-test of the control group, which obtained a mean of 2.50, a median of 2, and a mode of 1. Finally, the fourth set of columns

illustrates the post-test results of the control group, with a mean of 2.19, a median of 2, and a mode of 1. These results suggest minimal progress, especially considering that both the median and mode remained unchanged.

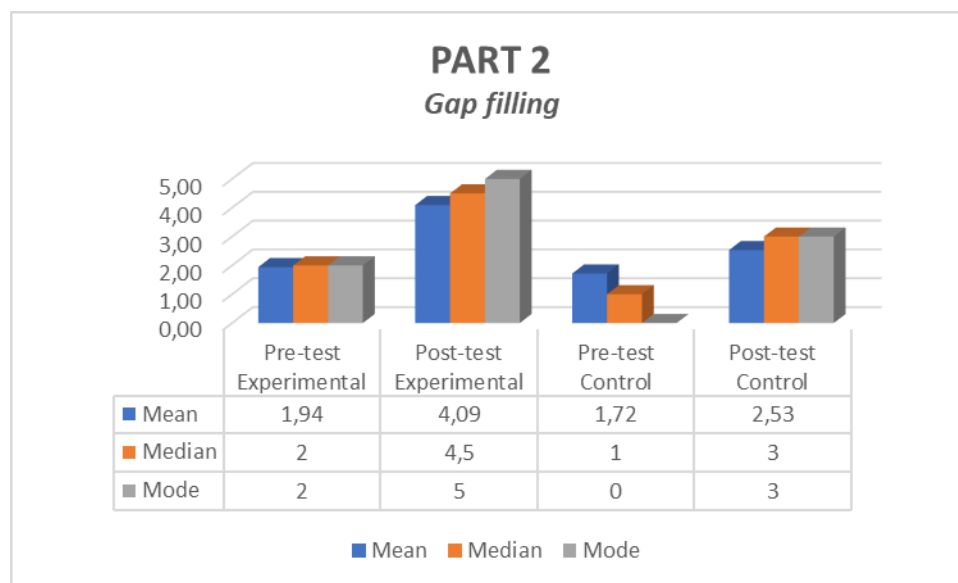
The first part of the listening test required students to select the correct option based on a set of pictures. The results indicate that many students from the experimental group were able to successfully choose the correct answers when supported by visual prompts. This outcome aligns with the theoretical perspective that scaffolding plays a crucial role in helping learners comprehend and complete tasks that might otherwise be beyond their independent abilities. As Van de Pol et al. (2010) explain, scaffolding refers to the support provided by the teacher to enable students to perform tasks they could not accomplish alone. In this context, the use of pictures served as a scaffold by activating students' prior knowledge and directing their attention during the listening activity. Similarly, Rezaee et al. (2018) argue that various forms of scaffolding help learners overcome challenges and complete demanding tasks. In this case, the visual aids boosted learners' confidence and facilitated accurate answer selection.

On the other hand, the control group, which did not receive the same treatment, did not show a comparable improvement in their results. This contrast reinforces Gibbons' (2002) assertion that scaffolding involves intentional, temporary support that enables learners to access complex language and tasks. Thus, the use of visual support in this activity exemplifies how scaffolding techniques can significantly

enhance listening comprehension and performance, particularly for students in the experimental group.

These results align with the findings of Talebinejad and Akhgar (2015), who emphasized that the use of visuals enhances learners' confidence and improves listening comprehension. Their research highlights that visual support not only aids in understanding spoken input but also reduces learners' anxiety by providing contextual clues, making the listening task more manageable. In the context of the current study, the inclusion of pictures allowed students to anticipate possible content, focus their attention on relevant details, and confirm their understanding as they listened. This combination of visual and auditory input created a more supportive learning environment, enabling students to engage more actively and successfully with the task. The improved performance observed with the results of the post-test in the experimental group further supports the notion that integrating visuals into listening activities can be a powerful scaffolding tool.

### Graphic N° 7. Part 2. Gap filling



**Figure 3:** PART 2. Gap filling  
**Elaborated by:** Karla Sarango

The graphic displays the results for Part 2 of the A2 Key Listening test, which involved a gap-filling task where students had to complete missing information. The first set of columns represents the pre-test results of the experimental group, which achieved a mean score of 1.94, a median of 2, and a mode of 2. The second set of columns shows the post-test results of the same group, with a mean of 4.09, a median of 4.5, and a mode of 5. This notable increase in all three measures indicates a clear improvement in performance, suggesting that the intervention applied to the experimental group had a positive effect on students' listening comprehension and their ability to extract specific information from spoken texts. On the other hand, the third set of columns corresponds to the pre-test results of the control group, which obtained a mean of 1.72, a median of 1, and a mode of 0. Finally, the fourth set of

columns illustrates the control group's post-test results, with a mean of 2.53, a median of 3, and a mode of 3. Although there was some improvement in this group as well, the progress was considerably less significant compared to the experimental group.

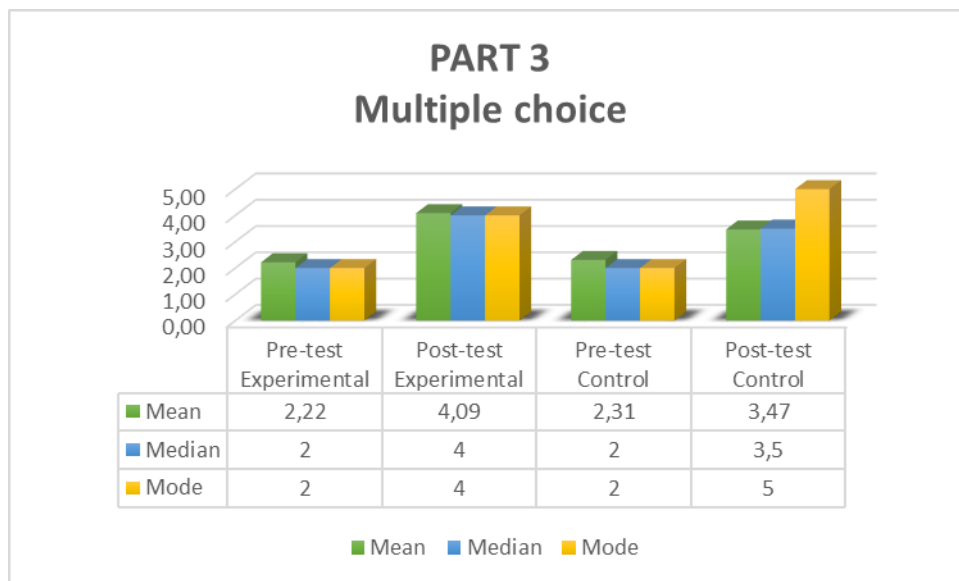
This listening task focused on filling in gaps based on the audio recording provided. The experimental group demonstrated significantly better results compared to the control group. A key factor contributing to this improvement was the treatment applied, particularly during the pre-listening stage, where students became familiar with the target vocabulary. This supports the findings of Afriyuninda (2021), who states that the pre-listening stage builds learners' confidence, increases engagement, and facilitates overall comprehension. Students in the experimental group reported feeling more confident and better prepared, as the vocabulary they had reviewed was directly applicable to the listening activity. This familiarity reduced cognitive overload and allowed them to focus on specific details in the recording.

In addition, the pre-listening stage included prediction tasks. According to Wilka (2006), modeling the language and setting clear expectations during this stage provides students with a concrete understanding of what they are expected to do. This helped the experimental group anticipate possible answers and guided their listening more effectively. As a result, many students were able to make accurate predictions, which not only improved their performance but also boosted their confidence when they guessed correctly.

On the other hand, the control group, which did not receive the same level of scaffolding, struggled with vocabulary unfamiliarity and lacked a clear technique to

approach the task. This likely contributed to their lower performance. Without structured pre-listening support, students in the control group had difficulty making inferences and identifying the correct words to complete the gaps. This comparison highlights the importance of guided preparation and scaffolding, especially in this context where learners found authentic listening tasks challenging without appropriate support. The results reinforce the value of well-designed pre-listening activities as a way to bridge the gap between students' current abilities and task demands.

**Figure N° 4. Part 3. Multiple choice**



**Figure 4: PART 3. Multiple choice**

**Elaborated by:** Karla Sarango

Regarding the outcomes for Part 3 of the A2 Key Listening test, this activity involved a multiple-choice task in which students had to read and select the appropriate answer based on what they heard. The first set of columns represents the pre-test results of the experimental group, which achieved a mean score of 2.22, a

median of 2, and a mode of 2. The second set of columns displays the post-test results of the same group, with a mean of 4.09, a median of 4, and a mode of 4. This consistent and notable increase across all three statistical measures demonstrates a significant improvement in students' ability to comprehend spoken information and make accurate selections, likely as a result of the applied intervention. In contrast, the third set of columns corresponds to the pre-test results of the control group, which obtained a mean of 2.31, a median of 2, and a mode of 2. The fourth set of columns illustrates the control group's post-test outcomes, with a mean of 3.47, a median of 3.5, and a mode of 5. While some progress was observed in the control group, particularly in the mode, the overall improvement was less pronounced when compared to the experimental group.

Task three was similar to the first one in format, as it also required students to select the correct answer based on what they heard. However, unlike the first task, no pictures were provided. According to Albalawneh and Tepsuriwong (2020), scaffolding enables learners to gradually move from simple to more complex tasks. In this case, the absence of visual support increased the difficulty of the activity, yet the experimental group still showed noticeable improvement. This suggests that the scaffolding provided throughout the stages of the lesson, especially peer and teacher support, played a fundamental role in helping students adapt to a more cognitively demanding task.

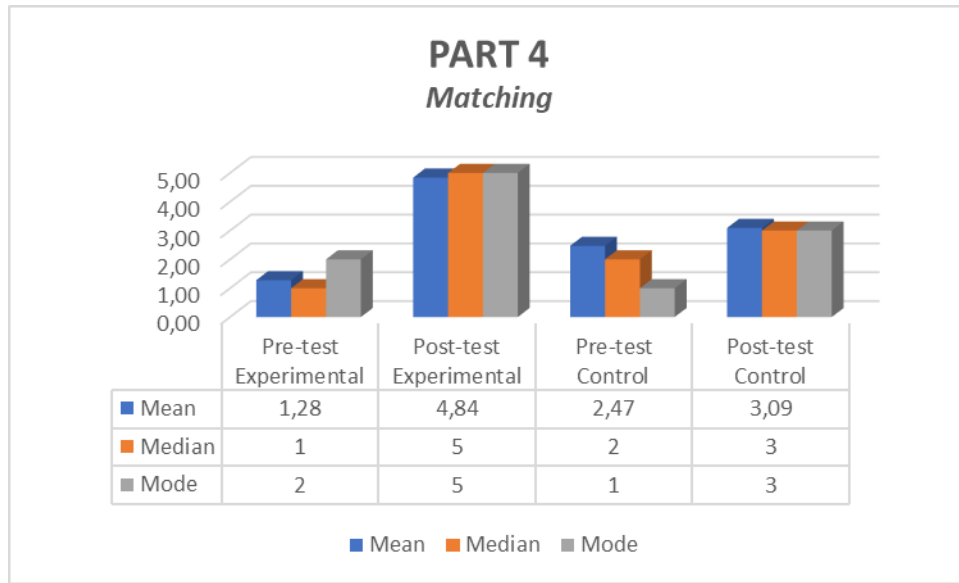
Nonetheless, the outcomes for this task were not as high as those in the previous listening sections. Although students demonstrated progress, the results were slightly

lower, which could be attributed to the increased complexity of processing audio without visual cues. This highlights the importance of maintaining various forms of scaffolding, especially for learners who rely on visual input to enhance comprehension.

In line with Rost (2013), monitoring techniques during the listening process are crucial, as they allow learners to check understanding and identify key information. The during-listening stage in this task was essential for the experimental group, as students were actively engaged with the audio and practiced identifying key words through ongoing teacher guidance and peer collaboration. According to Afriyuninda (2021), students' attitudes toward the activity often emerge during this stage. In this study, the experimental group benefited from peer scaffolding, which positively influenced their engagement and performance.

Shabani and Malekdar (2016) also affirm that peer scaffolding can enhance listening comprehension, especially in collaborative environments. In fact, support from classmates appeared to foster a more confident and focused attitude among the experimental group. In contrast, the control group, who did not receive the treatment, showed lower levels of engagement and weaker results in this task. This comparison reinforces the value of scaffolding, not only through teacher's scaffolding techniques but also through peer support, particularly when students are required to process spoken input without additional visual aids.

**Graphic N° 5. Part 4. Matching**



**Figure 5: PART 4. Matching**  
**Elaborated by:** Karla Sarango

Regarding the outcomes for Part 4 of the A2 Key Listening test, this activity involved a matching task in which students had to select the correct answer and match it with the appropriate option. The first set of columns represents the pre-test results of the experimental group, which achieved a mean score of 1.28, a median of 1, and a mode of 2. The second set of columns shows the post-test results of the same group, with a mean of 4.84, a median of 5, and a mode of 5. The considerable growth in all three measures suggests that students not only improved their listening comprehension but also became more confident in identifying specific details in the audio content, which may be attributed to the structured practice and support provided during the intervention. On the other hand, the control group started with slightly higher pre-test scores mean of 2.47, median of 2, and mode of 1, but showed only a modest increase in the post-test, with a mean of 3.09, a median of 3, and a

mode of 3. While there was measurable progress, the gains were less substantial, indicating that regular instruction alone may not have been sufficient to develop students' matching skills to the same extent. Interestingly, the experimental group, despite starting at a lower baseline, went beyond the control group significantly, reinforcing the potential effectiveness of the intervention used.

Part 4 of the listening test required students to match an option with the correct clue provided in the audio. In this task, students from the experimental group outperformed those from the control group, indicating a positive effect of the scaffolding techniques implemented during the intervention. One key technique applied in this section was repetition, which served as a means to model the language and reinforce understanding. This finding aligns with Albalawneh and Tepsuriwong (2020), who highlight repetition as an effective scaffolding technique used by teachers to support learners' comprehension, especially when dealing with unfamiliar or complex input.

Similarly, Movva et al. (2022) emphasize that students often benefit from hearing the input more than once, as repeated exposure allows them to process information more accurately and confidently. In this context, repetition gave students the opportunity to verify their interpretations, correct misunderstandings, and focus on key phrases or clues that would help them complete the task successfully. As a result, many students in the experimental group reported feeling more confident and capable when they were allowed to listen to the recording more than once before selecting their answers.

In contrast, the control group, which did not receive this form of guided support, showed lower performance levels. These students were expected to complete the task with a single listening attempt and without any structured repetition or modeling, which likely affected their ability to decode the clues accurately. This comparison further illustrates the value of scaffolding techniques like repetition, which not only support comprehension but also foster a sense of confidence and autonomy in learners as they engage with listening tasks.

Overall, the intervention demonstrated that scaffolding techniques significantly enhanced students' listening comprehension. Among the techniques applied, the most effective were the use of visuals, peer scaffolding, prediction, and repetition. Visuals played a crucial role in supporting comprehension by providing contextual cues and activating prior knowledge, which allowed students to make meaningful connections with the listening input. Peer scaffolding also proved to be highly beneficial, as collaborative work encouraged interaction, reduced anxiety, and allowed learners to support each other in constructing meaning from the audio. Additionally, prediction during the pre-listening stage helped students anticipate content and focus on specific information, leading to better engagement and performance. Finally, repetition during the listening tasks gave students the opportunity to refine their understanding, model the language, and confirm their interpretations, resulting in increased confidence and accuracy. In contrast, the control group, which did not receive these forms of support, consistently demonstrated lower results across all tasks. These findings highlight the importance of integrating scaffolded techniques into listening instruction, particularly

in Ecuadorian contexts, where learners benefit from structured support to bridge the gap between their current language abilities and the demands of learning a second language, beginning with the development of their listening skills.

### ***Hypothesis Verification***

Testing the hypothesis is crucial step in determining whether the intervention produced measurable effects on the target variable, in this case, students' listening skills development. To test the hypothesis of the research, the t-test method was applied. According to Creswell and Creswell (2018), a t-test has to do with a statistical method used to determine whether there is a significant difference between the means of two groups. Consequently, this analysis made it possible to evaluate whether the implementation of scaffolding techniques had a statistically significant effect on students' listening skills development. In addition, and part of the t-test, Field (2018) stated that a paired-samples t-test is a statistical procedure used to compare the means of two related groups. In line with this, paired-samples t-tests were conducted to compare the pre-test and post-test scores within both the experimental and control groups.

In the case of the experimental group, the same participants were assessed before and after the scaffolding intervention. For the control group, both tests were administered without any instructional changes or intervention. This design allowed for a clear comparison of natural progress versus progress influenced by the scaffolding techniques. This analysis aimed to determine whether there were statistically significant differences between the two sets of scores in each group.

**Hypothesis:** Implementing scaffolding techniques in EFL classrooms enhance English listening skills development

**Table N° 5. Variance Experimental group**

<b>Experimental Group</b>	<b>Sample</b>	<b>General Mean</b>	<b>Variance</b>
Pre-test	32	6,21875	16,82157258
Post-test	32	16,5625	9,544354839
		<b>Common Variance =</b>	13,18296371

**Table 5:** Variance Experimental group  
**Elaborated by:** Karla Sarango

Therefore, the mean and variance of the pre-test and post-test scores of the experimental group were calculated to assess the effectiveness of the scaffolding intervention on students' listening skills. The pre-test displayed a mean score of 6.22, while the post-test showed a substantial increase to 16.56, indicating notable improvement in learners' listening skills performance following the implementation of scaffolding techniques.

Moreover, according to Gravetter and Wallnau (2017), variance is a statistical indicator of how dispersed the values are within a dataset, this means a higher variance reflects greater variability in performance, while a lower variance suggests that the scores are more concentrated around the mean. In this study, the variance dropped from 16.82 in the pre-test to 9.54 in the post-test, reflecting a reduction in score dispersion. This decrease implies that students' performance became more

uniform, meaning not only did the group improve overall, but individual differences in performance were also minimized. This result supports the idea that scaffolding techniques not only help students improve but also reduce differences in performance, making learning more equal for everyone.

**Table N° 6. Variance Control group**

<b>Control Group</b>	<b>Sample</b>	<b>General Mean</b>	<b>Variance</b>
Pre-test	32	9	32,70967742
Post-test	32	11,90625	22,15221774
		<b>Common Variance =</b>	27,43094758

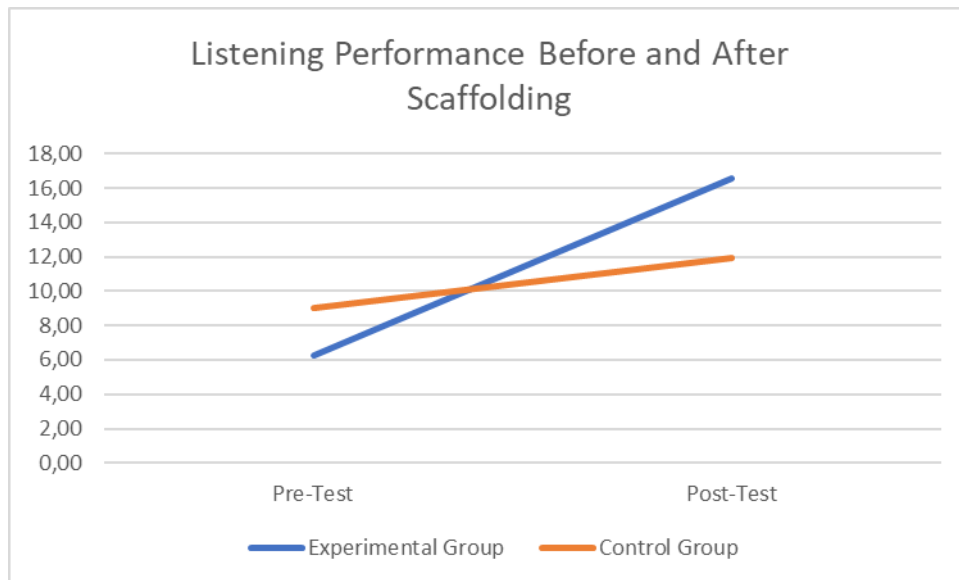
**Table 6:** Variance Control group  
**Elaborated by:** Karla Sarango

The mean and variance of the pre-test and post-test scores of the control group were also calculated. The pre-test displayed a mean score of 9.00, while the post-test showed a slight increase to 11.90. This modest increase suggests some improvement in listening skills, although no specific intervention was applied to this group. In line with this, the variance decreased from 32.70 in the pre-test to 22.15 in the post-test. This reduction in variance indicates that students' scores became slightly more consistent, despite the absence of a targeted instructional intervention.

A comparison of the results between the experimental and control groups highlights the effectiveness of the scaffolding intervention. The experimental group showed a substantial improvement in listening skills, with the mean score rising from

6.22 in the pre-test to 16.56 in the post-test, and a reduction in variance from 16.82 to 9.54, indicating both improved performance and more consistent outcomes. In contrast, the control group, which did not receive any specific intervention, showed only a modest increase in the mean score from 9.00 to 11.90 and a decrease in variance from 32.70 to 22.15. While the control group experienced some natural progress, the gains were notably smaller and less consistent compared to those of the experimental group. These results suggest that scaffolding techniques played a critical role in enhancing students' listening comprehension and in reducing performance variability among learners.

**Figure N° 6. Listening performance before and after scaffolding**



**Figure 6: Listening performance before and after scaffolding**  
**Elaborated by: Karla Sarango**

The analysis generated a p-value of 0.00002, which is significantly lower than the established significance level of 0.05. This indicates that there is a statistically significant difference between the listening performance of students who received scaffolding and those who did not. As a result, the findings demonstrate that the hypothesis is verified, the use of scaffolding techniques had a positive and significant influence on the development of students' listening skills. The improvement observed in the experimental group's post-test scores supports the effectiveness of the applied intervention.

## **CHAPTER III**

### **Product**

#### **Innovative Proposal to the Problem / Result**

This section encompasses the proposal. This research seeks to investigate the effect of scaffolding on enhancing the listening skills of second-year Bachelor students, thereby addressing the identified problem. The primary objective is to enhance students' listening proficiency, helping them achieve an A2 level in English through an innovative digital booklet. This booklet integrates a series of activities designed using educational apps, specifically tailored to improve students' listening skills.

#### **Proposal Name**

BEYOND HEARING: ENHANCING MY LISTENING SKILLS THROUGH  
SCAFFOLDING TECHNIQUES – AN EDUCATIONAL BOOKLET FOR  
SECOND-YEAR ENGLISH LEARNERS

The product selected to promote this research relies on the creation of a booklet. French (2013) states that a booklet is a mini-book that delivers relevant information on a specific topic to a targeted audience. In addition, the content is presented in a clear and visually appealing manner which is easy to understand. Therefore, a booklet

can facilitate knowledge retention by organizing information into concise sections, incorporating a visual, and providing interactive activities that enhance comprehension. Besides, some tips directed to teachers and students.

In line with this, Heaton (2024) manifests that booklets provide information in an organized, compact, and structured format. In fact, booklets serve as valuable educational tools, offering a concise yet comprehensive way to present information on a specific topic. In accordance with that, Shafia (2021) stated that in educational settings, booklets are valuable resources that structure content to enhance learning. As a result, it can be stated that their structured nature allows a logical flow of content, making complex ideas more accessible to learners. Additionally, their convenient size and user-friendly design make a booklet a practical resource for both independent study and classroom teaching, fostering engagement and knowledge retention.

Consequently, the booklet will feature listening activities that incorporate scaffolding techniques to enhance students' comprehension skills. These activities will be carefully structured to provide progressive support, guiding learners from basic listening tasks to more complex auditory challenges. The exercises will consist of activities designed to activate prior knowledge (pre-listening), guided questioning during listening tasks (while-listening), and reflective tasks after listening (post-listening) to consolidate learning outcomes. Furthermore, the integration of extra resources, like websites, educational apps and digital tools will complement the booklet's content, offering an interactive and engaging experience for learners.

### ***Objective of the proposal***

To improve the listening skills of second-year high school students by implementing an educational booklet that incorporates innovative and dynamic activities based on scaffolding techniques, aimed at helping students achieve an A2 English proficiency level.

### ***Structure of the Proposal***

The proposal includes a booklet designed to support the development and enhancement of students' listening skills through structured and engaging activities. The booklet consists of essential elements such as a cover, a table of contents, and ten carefully designed activities aimed at improving students' listening skills. Each activity is structured with a clear objective, interactive and innovative resources, and a section that incorporates scaffolding techniques to provide step-by-step guidance and support. Additionally, the booklet includes practical tips for both teachers and students to maximize learning outcomes.

The methodology follows a student-centered approach, encouraging active participation and fostering autonomy in learning. Furthermore, the booklet provides supplementary materials and extra resources to reinforce key concepts and support continuous improvement.

*Description of the proposal*

**Table N° 7. Elements of the Innovative proposal**

<b>Section</b>	<b>Description</b>
<b>Cover</b>	
<b>Table of contents</b>	<p><b>1. Purpose of the Booklet</b></p> <p>The purpose of this booklet is to help second-year English learners improve their listening skills through meaningful, guided activities based on scaffolding techniques. Each unit focuses on a real-life topic and includes listening tasks that gradually build understanding, confidence, and communication.</p> <p><b>2. How to use this booklet</b></p> <p>This booklet is designed to help you become a better English listener, one step at a time. Each unit includes fun and engaging activities that follow three main stages: Pre-listening, During Listening, and Post-listening.</p> <p><b>3. Lessons (1-10)</b></p> <p><b>LESSON 1      Means of transport</b></p> <p><b>LESSON 2      Shopping Prices</b></p>

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<b>LESSON 3</b>	<b>Jobs and Professions</b>
<b>LESSON 4</b>	<b>Animals</b>
<b>LESSON 5</b>	<b>Sports</b>
<b>LESSON 6</b>	<b>Clothes</b>
<b>LESSON 7</b>	<b>Places in town</b>
<b>LESSON 8</b>	<b>Daily Routine</b>
<b>LESSON 9</b>	<b>Sports and Games II</b>
<b>LESSON 10</b>	<b>Numbers and Missing Words</b>
<b>LESSON 11</b>	<b>Numbers and Missing Words</b>
<b>LESSON 12</b>	<b>Daily Conversations</b>

**4. Worksheets**

**5. Audios**

**6. References**

**7. Anexes**

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**Table 7:** Elements of the Innovative proposal  
**Elaborated by:** Karla Sarango

**Table N° 8. Activity Description Format**

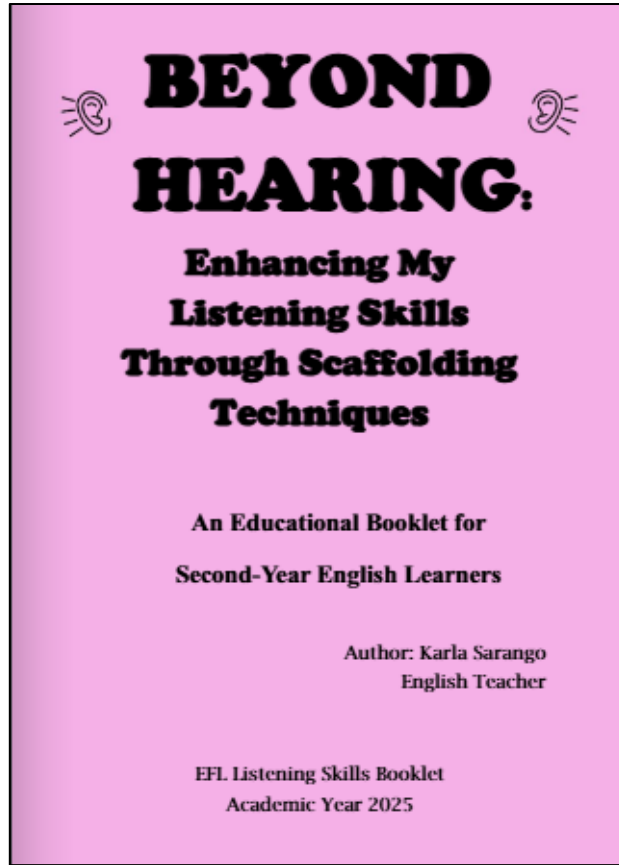
**Lesson N.**

<b>Activity</b>	Title of the activity.	<b>Picture</b>
<b>Learning Objective:</b>	What the students should achieve by the end of the activity	Relevant image related to the topic or context of the listening activity. This helps to provide visual support and context.
<b>Time:</b>	Total time needed for the activity	
<b>Resources:</b>	Materials to use	
<b>Stages</b>	<b>Description</b>	<b>Scaffolding techniques</b>
<b>Pre-Listening</b>	Activities before listening: set the context, activate background knowledge, pre-teach key vocabulary, ask prediction questions.	Scaffolding techniques according to the stage.

<b>During Listening</b>	Students listen to the audio and perform tasks: identify general ideas, take notes, answer comprehension questions, etc.	Scaffolding techniques according to the stage.
<b>Post Listening</b>	Follow-up activities: discussion, role-play, writing, personal response to what they heard.	Scaffolding techniques according to the stage.
<b>Teachers' tips</b>  Suggestions for the teacher to make the activity smoother or more effective.	<b>Students' tips</b>  Advice or strategies for students	
<b>Extra resources</b>  Optional materials for extension or enrichment, videos, online games, vocabulary practice, related readings, etc.		





**Table 8:** Activity Description Format  
**Elaborated by:** Karla Sarango




*Proposal development*





**LESSON 1**

**Means of transport**

 <b>Activity:</b>	<b>Means of transport</b>	
 <b>Learning Objective:</b>	Students will be able to identify different means of transport through listening tasks.	
 <b>Time:</b>	<b>30 minutes</b>	

 <b>Resources:</b>	<p>Flashcards with images and words.</p> <p>Whiteboard and markers.</p> <p>Worksheet:</p> <p><a href="https://drive.google.com/file/d/1LTAp3LlnQOKlokhsqtOeijIVj5KBRbP/view?usp=drive_link">https://drive.google.com/file/d/1LTAp3LlnQOKlokhsqtOeijIVj5KBRbP/view?usp=drive_link</a></p> <p>Audio recording:</p> <p><a href="https://drive.google.com/file/d/16Rz7pljes3vC3MD5oYFH1FowR0LBhfPz/view?usp=drive_link">https://drive.google.com/file/d/16Rz7pljes3vC3MD5oYFH1FowR0LBhfPz/view?usp=drive_link</a></p> <p><a href="https://drive.google.com/file/d/1MHuyrH8LT8wp5p6eq1Wypk_a0gSKPPE3/view?usp=drive_link">https://drive.google.com/file/d/1MHuyrH8LT8wp5p6eq1Wypk_a0gSKPPE3/view?usp=drive_link</a></p>	
 <b>Stages</b>	<b>Description</b>	 <b>Scaffolding techniques</b>
<b>Pre-Listening</b>	<ul style="list-style-type: none"> <li>• Activate prior knowledge by asking students how they usually travel.</li> </ul> <p>How do you travel to school? What's your favorite way to travel?</p> <ul style="list-style-type: none"> <li>• Show images of different means of transport and elicit their names.</li> <li>• Pre-teach key vocabulary (e.g., train, subway, bus, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Use visuals to support understanding.</li> <li>• Provide word banks.</li> <li>• Model pronunciation of new words.</li> </ul> <p><a href="https://drive.google.com/file/d/1FgXphr81C--m-06pVb9p-a2poiJdFAMI/view?usp=sharing">https://drive.google.com/file/d/1FgXphr81C--m-06pVb9p-a2poiJdFAMI/view?usp=sharing</a></p>

<p><b>During Listening</b></p>	<ul style="list-style-type: none"> <li>• Play an audio clip where different people describe how they travel.</li> <li>• Students listen and match transport types with the people speaking.</li> <li>• Listen again and complete a gap-fill activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a listening guide (e.g., “Listen for the words ‘subway’”).</li> <li>• Pause the audio and ask guiding questions.</li> <li>• Allow students to take notes.</li> </ul>
<p><b>Post Listening</b></p>	<ul style="list-style-type: none"> <li>• Students discuss in pairs: "What transport do you prefer and why?"</li> <li>• Role-play: One student asks for transport information (e.g., "How do get to school?"), and the other answers.</li> <li>• Write a short paragraph about their favorite transport.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sentence frames for discussions.</li> <li>• Give feedback on pronunciation and grammar.</li> <li>• Offer a model paragraph before writing.</li> </ul>
<p> <b>Teachers’ tips</b></p> <p>Encourage students to listen for keywords instead of trying to understand every word.</p> <p>Use gestures and images to reinforce meaning.</p> <p>If students struggle, replay the audio with subtitles before removing them.</p>		<p> <b>Students’ tips</b></p> <p>Take notes using symbols or key words.</p> <p>Focus on tone and speed of speech for clues about meaning.</p>

If there are no subtitles you can provide them with the script	Don't panic if you don't understand everything, listen for familiar words.
<input checked="" type="checkbox"/> <b>Extra resources</b> <b>BBC Learning English: Transport Vocabulary</b> <a href="https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/transport">https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/transport</a> <a href="https://www.bbc.co.uk/learningenglish/features/easyenglish/easyenglish_transport">https://www.bbc.co.uk/learningenglish/features/easyenglish/easyenglish_transport</a> .	

*How to Use This Booklet: Step-by-Step*






**Step 1: Check the Lesson Title**

Each lesson starts with a clear title (e.g., Means of Transport) so you know what the topic is.


# LESSON 1


## Means of transport


**Step 2: Review the Key Information**


 <b>Activity:</b>	Means of transport	
 <b>Learning Objective:</b>	Students will be able to identify different means of transport through listening tasks.	
 <b>Time:</b>	30 minutes	
 <b>Resources:</b>	Audio recording or video about different means of transport. Flashcards with images and words. Whiteboard and markers.	

At the top of each lesson, you'll find:

 Activity – A short description of the main activity.

 Learning Objective – What students should achieve by the end.


 Time – Approximate time for the lesson.

 Resources – Materials you need (e.g., audio, flashcards).

Make sure all materials are ready before class.

### ***Step 3: Follow the Three Listening Stages***

Each lesson includes 3 listening stages, with clear instructions and scaffolding support:

 Stages	Description
Pre-Listening	<ul style="list-style-type: none"><li>• Activate prior knowledge by asking students how they usually travel.</li><li>• Show images of different means of transport and elicit their names.</li><li>• Pre-teach key vocabulary (e.g., train, subway, bus, etc.).</li></ul>

#### **Pre-Listening**

Prepare students by activating background knowledge.

Teach important vocabulary.

Use images, gestures, and discussion.

#### **During Listening**

Play audio or video.

Guide students with tasks like matching or filling in blanks.

Replay if needed, pause to ask questions.

### **Post-Listening**

Reinforce understanding with discussion or creative tasks.

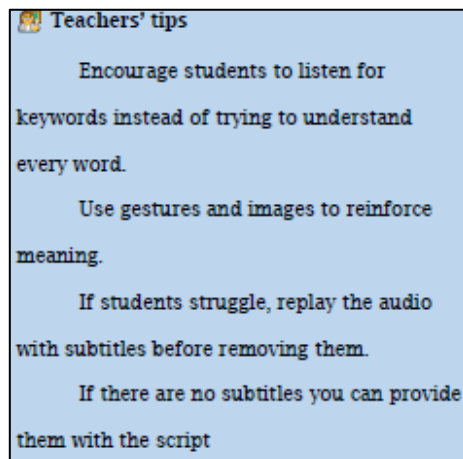
Include speaking or writing practice.

Encourage reflection and use of new vocabulary.

Each stage includes "Scaffolding techniques" to support learners step-by-step.

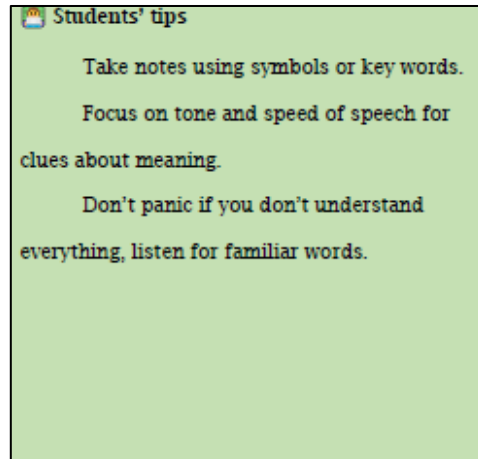
These help students who struggle or need more guidance.

### ***Step 4: Use the Teachers' Tips***



These tips offer advice for classroom management, supporting low-level learners, and making listening tasks more effective.

### ***Step 5: Share the Students' Tips***



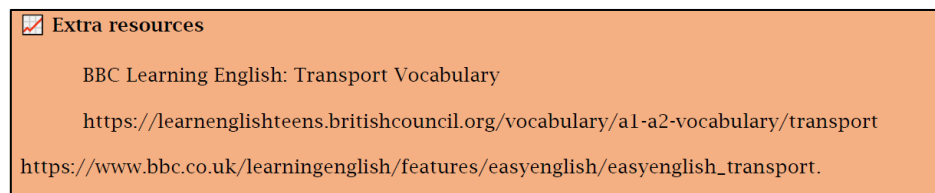
These are helpful reminders for students to improve their listening skills. You can:

Write them on the board

Print and share them

Use them as part of a class routine

### ***Step 6: Explore Extra Resources***



Each lesson provides links to external videos or activities so you and your students can keep practicing at home or in class.

### ***Step 7: Adapt if Needed***

Feel free to adjust:

The timing

The vocabulary

The tasks

Depending on your students' level and needs.

### ***Repeat the Process***

Every lesson in this booklet follows the same format so it's easy to repeat and adapt. Just go lesson by lesson.

Access the following link to get the final version of the booklet:

<https://www.calameo.com/read/0079781234854cd296185>

### **Innovative Proposal Evaluation**

After implementing the pre-test, the 32 beneficiaries who are part of the experimental group will undergo a structured treatment consisting of 12 sessions designed to improve English listening skills of learners. This intervention will incorporate various scaffolding strategies and interactive activities to support their language development. To assess the impact of this proposal, a post-test will be administered as a key tool for measuring progress and evaluating the effectiveness of the implemented strategies.

According to Creswell and Creswell (2018), a post-test is an assessment that enables researchers to determine outcomes and evaluate the effect of an intervention on participants. By considering the post-test results, this tool provides valuable data to examine whether second-year bachelor students have improved their listening skills. Furthermore, the results will offer insights into the strengths and limitations of

the applied strategies, guiding future instructional improvements and potential adjustments to the intervention.

### **Validation of the Proposal**

In line with the Indoamerica University Thesis Manual, which describes the methods for validating a proposal, this research follows “METHOD 3: Validation through its application in practice.” (Universidad Tecnológica Indoamérica, 2018, p. 31). Specifically, the first alternative is selected: “Verification of results demonstrating a transformation from the initial diagnosis by implementing the proposal, either fully or partially, across the entire study sample” (Universidad Tecnológica Indoamérica, 2018, p. 31).

This method encompasses completely the necessary components to effectively prove student progress: the experimental group (32 second-year bachelor students), the initial diagnosis (pre-test), the implementation (booklet), and the timeframe (12 sessions). First, the beneficiaries took a Cambridge A2 KEY Listening test as a pre-test. Second, according to the results obtained and based on the students' proficiency level, the intervention laid on an innovative booklet designed with strategies to help learners improve their listening skills. Third, another Cambridge A2 KEY Listening test was used as a post-test to measure progress in English listening skills. The results provided solid evidence supporting the hypothesis that implementing scaffolding strategies in EFL classrooms enhances English listening skills development. The noticeable improvement between the pre-test and post-test scores demonstrates that

targeted interventions, such as the structured use of a booklet, contribute to students' ability to comprehend spoken English more effectively.

In summary, according to Universidad Tecnológica Indoamérica (2018), "validation through its application in practice" (p. 31) proved to be the most effective method for demonstrating the hypothesis in this study. The step-by-step process of diagnosing initial challenges, implementing a strategic intervention, and measuring progress through standardized testing confirms that scaffolding strategies play a crucial role in fostering listening skills development in EFL learners.

### **Conclusions**

This study has evaluated the impact of scaffolding on the development of English listening skills among second-year high school students at Unidad Educativa Fiscal Patrimonio de la Humanidad. The findings reveal that students showed significant improvement in their listening skills after the implementation of the intervention.

A pre-test was administered at the beginning of the study as a diagnostic assessment to determine students listening proficiency. The results obtained indicated that students generally struggled with key aspects of listening comprehension, including identifying main ideas, specific details, and understanding speech at a natural pace. This baseline data provided a clear picture of learners' needs and assisted as a foundation for instructional planning.

A structured booklet of twelve sessions was developed. The proposal incorporated scaffolding techniques such as activating prior knowledge, using visual and contextual cues, breaking down listening tasks into manageable steps, and offering

guided support before, during, and after listening. The design aimed to support students progressively while building their confidence and fostering independence.

The intervention was carried out over a set period using the prepared materials. Lessons were delivered in a supportive environment, where teacher applied different set techniques. For instance, modeling, repetition, clarification, and interaction played a central role. The implementation phase ensured that students received consistent scaffolding across different listening contexts.

Finally, a post-test was conducted. A comparative analysis of pre- and post-test results revealed measurable improvement in listening performance across most students. These outcomes demonstrated that scaffolding was effective in helping learners process spoken English more effectively and develop listening strategies that can be transferred to future language learning situations.

Another interesting observation came from comparing the control and experimental groups. The control group followed the usual instruction without specific scaffolding, while the experimental group received their intervention, regarding on scaffolding support and generally performed better on the post-test. The experimental group improve more in spotting key ideas, making inferences, and staying focused during listening tasks. These results suggest that using scaffolding throughout the different listening stages, along with guided practice and feedback, helped learners better understand spoken English and feel more confident in their listening skills.

Furthermore, the study highlights the importance of teacher support, the gradual release of responsibility and using materials that match their needs are important for helping them improve. In fact, the study provides strong evidence that scaffolding is a valuable in EFL settings, particularly for developing listening skills. Giving clear support helped students understand better and made them more interested and motivated to learn. These findings suggest that English as a Foreign Language teachers should consider integrating scaffolding techniques systematically into their listening activities to support student success.

### **Recommendations**

The study demonstrated that scaffolding techniques significantly contributed to students' progress in the English listening skills, especially when implemented in a structured and intentional manner. Therefore, the following recommendations are meant to guide English teachers, curriculum designers, and educational institutions in the effective application of scaffolding strategies to support learners' listening development and overall language proficiency.

Structured scaffolding techniques such as pre and during activities, guided listening tasks, visual aids, and post-listening reflections should be incorporated by teachers into their daily lesson plans. This structured support helps students gradually improve their comprehension skills and become more confident listeners.

In addition to that, it should be noted that scaffolding is most effective when students feel comfortable and supported. Encouraging peer interaction, offering clear instructions, and providing feedback are essential to maximize the benefits of

scaffolding in listening activities. As students gain confidence, teachers should reduce the level of support to foster independence. This "step-by-step" model prepares learners to tackle listening tasks on their own, both inside and outside the classroom.

Future studies might examine the persistent impact of scaffolding on listening skills over time, and whether similar benefits can be observed in other English language skills, such as speaking, writing or reading comprehension.

In the same line, future research is encouraged to replicate this study with different populations and in varied educational contexts. Applying scaffolding strategies to younger learners, adult English as a foreign language students, or those in rural or multilingual settings could provide deeper insight into how contextual factors influence listening skill development. Additionally, researching the long-term impact of scaffolding on students' overall language proficiency, including speaking, reading, and writing could further support its integration into comprehensive language teaching programs.

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ANNEXES

PRE-TEST

Part 1

Questions 1-5

For each question, choose the correct answer

1. Where will Claire meet Alex?



A

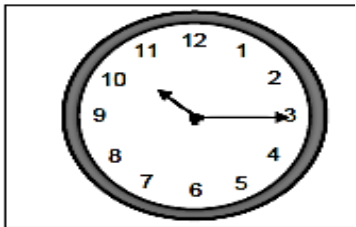


B

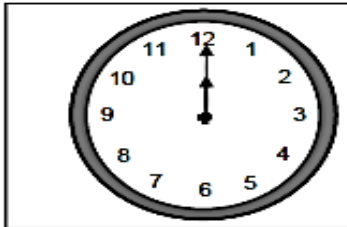


C

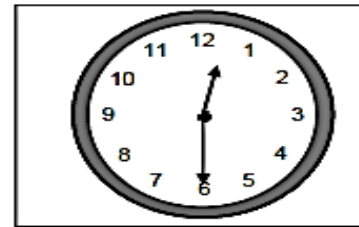
2. What time should the man telephone again?



A

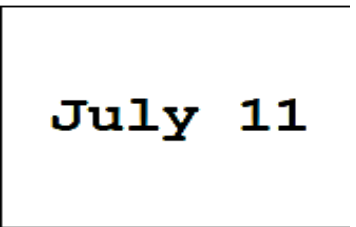


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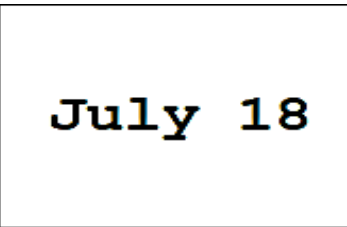


C

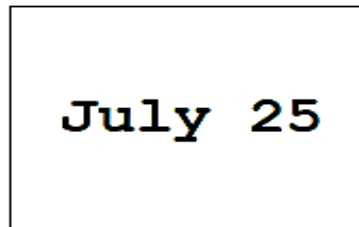
3. When are they going to have the party?



A

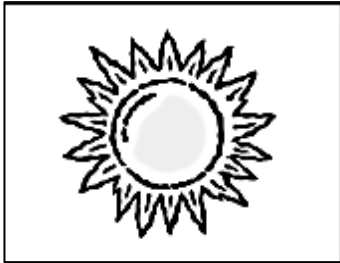


B



C

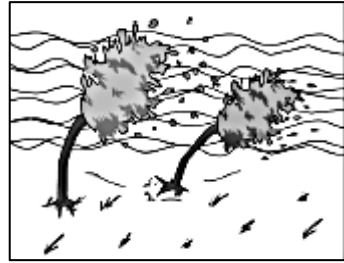
4. What was the weather like on the picnic?



A

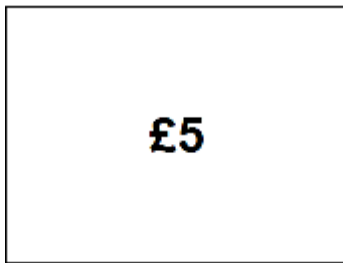


B



C

5. How much are the shorts?



A



B



C

### Part 2

#### Questions 6-10

For each question, write the correct answer in the gap.

Write one word or a number or a date or a time.

*You will hear a teacher talking to a group of students about summer jobs.*

### *Jobs for students*

### *With Sunshine Holidays*

Work in:

Children's summer camps

<b>Dates of jobs:</b>	<b>(6) 15<sup>th</sup> June - 20<sup>th</sup> .....</b>
<b>Staff must be:</b>	<b>(7) ..... years old.</b>
<b>Staff must be able to:</b>	<b>(8) .....</b>
<b>Staff will earn:</b>	<b>(9) £ ..... per week</b>
<b>Send a letter and:</b>	<b>(10) .....</b>

**Part 3**

**Questions 11-15**

**For each question, choose the correct answer.**

*You will hear Robert talking to his friend Laura, about a trip to Dublin.*

**11. Who has already decided to go with Robert?**

- A. Family members**
- B. colleagues**
- C. tennis partners**

**12. They'll stay in**

- A. a university**
- B. a guest house**
- C. a hotel**

**13. Laura must remember to take**

- A. a map**

B. a camera

C. a coat

14. Why does Laura like Dublin?

A. The people are friendly.

B. The buildings are interesting.

C. The shops are beautiful.

15. Robert's excited about the trip to Dublin because

A. he can't wait to go to the music festival

B. he loves the food there.

C. he wants to got to a new art exhibition.

#### Part 4

Questions 16-20

For each question, choose the correct answer.

*You will hear Simon talking to Maria about a party.  
What will each person bring to the party?*

*Example:*

B *0 Maria*

#### PEOPLE

#### FOOD

16. Barbara

A. bread

17. Simon

B. cake

18. Anita

C. cheese

**19. Peter**

**D. chicken**

**20. Michael**

**E. fish**

**F. fruit**

**G. ice cream**

**H. salad**

Taken from: Cambridge Assessment English. (2023). A2 KEY Listening Test 1.

Retrieved from <https://www.cambridgeenglish.org>

## POST-TEST

### Part 1

#### Questions 1-5

For each question, choose the correct answer

1. What does the man want to buy?



A



B



C

2. What will they buy?



A

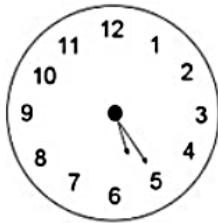


B

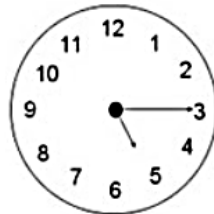


C

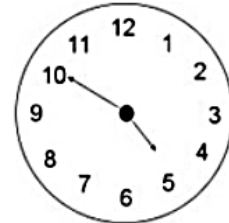
3. What time will the train arrive?



A

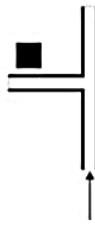


B



C

4. What time will the train arrive?



A



B



C

5. How long will the man stay at the hotel in total?

**3 nights**

A

**2 nights**

B

**1 night**

C

**Part 2**

**Questions 6-10**

For each question, write the correct answer in the gap. Write one word or a number or a date or a time.

*You will hear some information about a language school.*

<b><i>Star Language School</i></b>	
<b>First Floor:</b>	<b>Library</b>
	<p>You can borrow reading books and (6) .....for 2 weeks. You cannot borrow (7) .....</p>
<b>Second Floor:</b>	<b>Computer Room</b>
	<p>The booking form is on the (8) .....</p>

<b>Basement:</b>	<b>(9)</b> .....
<b>Saturday trip:</b>	<b>(10)</b> Visit a ..... in Warwick.

### Part 3

#### Questions 11-15

For each question, choose the correct answer.

*Listen to Rebecca and Adam planning a night together. For each question, choose the correct answer.*

**11. Rebecca and Alan decide to meet on**

- A. Wednesday
- B. Thursday
- C. Friday

**12. They decide to**

- A. Go out for dinner.
- B. Go out for a drink.
- C. Stay in and watch a DVD.

**13. The Orange Tree is on**

- A. Church Road.
- B. Love Lane.
- C. Potter Street.

**14. They will meet at**

- A. Ten past seven.
- B. Twenty to seven.
- C. Seven twenty.

**15. Rebecca met Charlie**

- A. at a party.

- B. on a skiing holiday.
- C. at the sports centre.

**Part 4**

**Questions 16-20**

For each question, select an activity for each day.

*Listen to Sam talking about his holiday. What did he do on each day?*

<b>DAY</b>		<b>ACTIVITY</b>
16. Monday	<input type="checkbox"/>	A. read on the beach
17. Tuesday	<input type="checkbox"/>	B. went canoeing
18. Wednesday	<input type="checkbox"/>	C. went shopping
19. Thursday	<input type="checkbox"/>	D. climbed a mountain
20. Friday	<input type="checkbox"/>	E. went for a long walk
		F. visited museums
		G. went swimming
		H. returned home

Taken from: Cambridge Assessment English. (2023). A2 KEY Listening Test 1.

Retrieved from <https://www.cambridgeenglish.org>

## RESULTS OF THE PRE AND POST TEST EXPERIMENTAL GROUP

GROUP A	PART 1 PRE TEST (5)	PART 1 POST TEST (5)	PART 2 PRE TEST (5)	PART 2 POST TEST (5)	PART 3 PRE TEST (5)	PART 3 POST TEST (5)	PART 4 PRE TEST (5)	PART 4 POST TEST (5)	PRE TEST (20)	POST TEST (20)
MARELI ELIZABETH	2	5	0	4	1	4	1	5	4	18
DIEGO DAVID	4	3	4	4	3	4	1	5	12	16
DANIA ABIGAIL	5	5	0	5	5	5	1	5	11	20
GIANCARLO FABIAN	5	5	5	5	5	5	5	5	20	20
JANDRY MANUEL	2	4	2	5	1	4	3	5	8	18
KEYLA GIULIANA	2	5	0	4	0	5	0	5	2	19
JONATHAN DANIEL	3	4	0	5	3	5	2	4	8	18
LIDIA LEONELA	3	2	3	5	0	3	2	5	8	15
KENNY SHAMIR	3	5	0	4	2	3	1	5	6	17
JUANA DEJANEIRA	5	4	5	4	0	4	0	5	10	17
TAMMY ARIANA	3	4	4	5	0	5	0	5	7	19
JHONATAN ADRIAN	1	4	1	5	1	5	0	4	3	18
ADRIANA MARIA	1	2	0	4	1	4	0	5	2	15
NATALIA NINOSKA	2	4	0	5	0	4	0	5	2	18
DAMIAN ALEXIS	2	2	0	1	1	4	0	5	3	12
BRITANNY DANIELA	2	1	0	2	0	1	0	5	2	9
DANIEL ALEXANDER	1	1	0	1	2	1	0	5	3	8
HUGO DAVID	2	3	0	5	2	4	0	5	4	17
MELANI CAROLINA	2	4	0	5	2	5	0	5	4	19
JESSENIA ABIGAIL	1	5	0	5	5	5	1	5	7	20
EMILY JULIANA	1	2	0	5	1	4	1	5	3	16
IVETT NAYR	3	3	2	4	1	4	0	5	6	16
KAREN JULISSA	2	4	0	5	2	3	0	5	4	17
BRITHANY SCARLETH	3	2	4	4	2	4	0	5	9	15
KAREN ANABEL	2	5	0	5	5	5	1	5	8	20
EMMY JAMILETH	2	5	1	4	1	5	0	5	4	19
MARJORIE LOURDES	5	1	5	2	0	4	1	5	11	12
ANTHONY ALEJANDRO	5	3	5	2	3	4	0	3	13	12
NAHOMY ELIZABETH	2	4	0	5	0	5	0	5	2	19
ANABEL SALOME	4	3	0	3	2	4	0	5	6	15
JORDAN ENRIQUE	2	5	1	4	0	5	0	4	3	18
ADALY AMANDA	1	4	0	5	2	4	1	5	4	18
<b>MEAN</b>	3,0625		2,703125		2,875		2,75		11,390625	
<b>MEDIAN</b>	3		4		3		3,5		12,00000	
<b>MODE</b>	2		5		5		5		18,00000	

## RESULTS OF THE PRE AND POST TEST CONTROL GROUP

	GROUP B	PART 1	PART 1	PART 2	PART 2	PART 3	PART 3	PART 4	PART 4	PRE TEST (20)	POST TEST (20)
1	MARIA FERNANDA	3	3	2	3	0	5	2	5	7	16
2	MATEO ARNAU	5	5	5	4	5	5	5	5	20	19
3	MARCO GABRIEL	1	3	2	2	3	4	5	3	11	12
4	DILAN JOSUE	1	1	0	0	0	0	1	1	2	2
5	JARIEL ALEXANDER	1	3	3	2	2	3	3	5	9	13
6	STALIN ANDRES	5	3	1	0	4	3	5	5	15	11
7	ANAYELI ALEXANDRA	2	4	0	5	2	5	1	5	5	19
8	DIANA JACQUELINE	5	2	5	2	5	3	5	5	20	12
9	ERIKA VANESSA	5	3	5	1	4	4	5	5	19	13
10	STEPHANY LAILING	2	1	0	0	3	5	2	3	7	9
11	AMIR ALI	5	5	5	5	4	4	5	5	19	19
12	LUIS ANDRES	1	1	1	1	2	2	1	1	5	5
13	KAREN MARISELA	1	5	1	5	0	5	1	5	3	20
14	LUIS ANGEL	5	3	3	2	4	4	0	4	12	13
15	DAMIAN ALEXANDER	4	0	3	4	1	1	1	4	9	9
16	DEISY ABIGAIL	1	1	0	4	0	5	1	5	2	15
17	JAVIER ALEJANDRO	3	3	1	1	2	2	2	2	8	8
18	CHRISTOPHER SEBASTIAN	1	0	1	1	0	5	2	1	4	7
19	HENRY ALEXANDER	1	0	0	3	2	2	2	5	5	10
20	MELANY DOMENICA	1	1	0	3	0	3	1	5	2	12
21	DENNISE VALERIA	2	2	2	3	2	3	2	5	8	13
22	ANTONY JULIAN	5	3	1	3	5	3	4	5	15	14
23	ANTHONY XAVIER	1	1	1	1	2	2	1	1	5	5
24	IVAN ANDRES	2	1	0	1	2	3	2	1	6	6
25	MISHELLE ANAHI	5	3	5	3	4	4	5	5	19	15
26	ANDY RONALDO	5	5	1	4	3	5	2	1	11	15
27	GREGORY FERNANDO	1	0	0	1	4	3	5	3	10	7
28	JOEL AGUSTIN	1	5	1	4	5	5	4	5	11	19
29	JANNELYN YOMAYRA	1	1	2	3	0	5	1	5	4	14
30	JORDAN SEBASTIAN	2	1	2	3	2	2	2	3	8	9
31	JORDAN STEVEN	1	0	0	3	2	2	0	1	3	6
32	PAMELA SALOME	1	1	2	4	0	4	1	5	4	14
	<b>MEAN</b>	2,34375		2,125		2,890625		3,09375		10,453125	
	<b>MEDIAN</b>	2		2		3		3		10	
	<b>MODE</b>	1		1		2		5		19	

