

USO DE MATERIALES DIDÁCTICOS-TECNOLÓGICOS Y SU INCIDENCIA EN EL LISTENING EN ESTUDIANTES DE BÁSICA ELEMENTAL

MATERIALES DIDÁCTICOS-TECNOLÓGICOS

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RESUMEN

El objetivo de este estudio fue analizar el impacto del uso de materiales didácticos- tecnológicos en el aprendizaje del listening en estudiantes de educación elemental. Se realizó un estudio descriptivo con un diseño observacional y transversal, con métodos mixtos que integró investigación cualitativa y cuantitativa para analizar el impacto de estos

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materiales en el aprendizaje de la escucha en los escolares. Se utilizó un método no probabilístico por conveniencia para seleccionar a 129 estudiantes de educación elemental de una Unidad Educativa Fiscal del Cantón Chone, Ecuador. Los datos fueron recolectados a través de revisión documental, entrevistas, encuestas y observaciones de clases de inglés. Los resultados indicaron que tanto los educadores como los jóvenes estudiantes perciben positivamente la eficacia de estas herramientas para aprender listening. Estos recursos fueron valorados por su atractivo, interactividad y capacidad para facilitar un aprendizaje más profundo y divertido, aumentando la comprensión y el aprendizaje autónomo. Sin embargo, se identificaron desafíos como el manejo de aula y la falta de equipamiento tecnológico. Por ello, se proponen recomendaciones prácticas enfocadas al uso de plataformas interactivas y recursos audiovisuales para mejorar la escucha. Este estudio contribuirá a futuras investigaciones en el campo educativo del inglés y será de utilidad para los docentes.

PALABRAS CLAVES: *materiales didácticos-tecnológicos; habilidades de escucha; estudiantes de educación elemental..*

USE OF DIDACTIC-TECHNOLOGICAL MATERIALS AND ITS IMPACT ON LISTENING IN ELEMENTARY BASIC STUDENTS

ABSTRACT

The objective of this study was to analyze the impact of the use of didactic-technological materials on the learning of listening in elementary school students. A descriptive study was conducted with an observational and transversal design, using a mixed methods approach that integrated qualitative and quantitative research to provide a comprehensive analysis of the impact of these materials on the learning of listening in scholars. A non-probabilistic method was used for convenience to select 129 elementary school students from a Fiscal Educational Unit in the Chone Canton, Ecuador. The data was collected through documentary review, interviews, surveys, and observations of English classes. The results indicated that both educators and young learners positively perceive the effectiveness of these tools in learning listening. These resources were valued for their attractiveness, interactivity, and ability to facilitate deeper and more enjoyable learning, increasing understanding and autonomous learning. Nevertheless, challenges were identified such as classroom management and lack of technological equipment. Therefore, practical recommendations are proposed focused on the use of

interactive platforms and audiovisual resources to improve listening. This study will contribute to future research in the educational field of English and will be useful for teachers.

KEYWORDS: didactic-technological materials; listening skills; elementary basic students.

INTRODUCTION:

Currently, educational technologies are experiencing considerable progress, offering a wide range of teaching tools that improve various aspects of language learning. The integration of these technological resources is recognized as an effective strategy in the English teaching process, especially to strengthen listening comprehension skills (Castillo & Vargas, 2023). Nonetheless, in everyday practice, challenges arise from several factors or limitations in the classroom related to the application of technological resources in school learning. These challenges not only affect the effectiveness of these resources but also second language acquisition.

A relevant theory regarding the implementation of technology and didactic resources in teaching listening to young learners could be Bandura's "*Social Learning Theory*" (1977). In this theory, Bandura postulates that learning occurs through observation of models and interaction with the environment (Firmansyah & Saepuloh, 2022). In the context of listening skill pedagogy, technology can provide a variety of speaking and listening models, such as audio recordings, videos, and interactive programs (Maulina et al., 2022). Children can observe and listen to native speakers or other more advanced learners, allowing them to develop listening skills by modeling and practicing pronunciation, intonation, and language comprehension (Ramli, 2017).

This research takes as its starting point some studies related to the use of technology in learning listening in young learners, for instance, Maulina et al. (2022), in their study, "*Technology-Based Media Used in Teaching Listening Skills*", demonstrated how technological media can improve listening skills in learning English, focusing on schoolchildren and teachers. Maulina et al. highlighted five types of technological materials: mobile phones, multimedia, radio, podcasts and audiobooks, which have been shown to be effective in

improving these skills. This suggests that the use of technological resources can be a valuable tool to improve success in learning the English language.

On the other hand, in the study executed by Cárdenas and Cedeño (2023), "*The Use of Multimedia Resources to Improve Listening Skills in Young Learners*", focuses on the relationship between listening ability and the use of multimedia resources in young people, using a bibliographic research methodology. They point out that few English teachers use these resources due to lack of motivation and recognition of their relevance, as well as limitations of knowledge, time and resources in schools. Furthermore, Cárdenas and Cedeño highlighted the need for greater support and training to integrate teaching resources into teaching and improve the listening skills of schoolchildren.

Finally, the study authored by Castillo and Vargas (2023), "*Students' Perceptions on the Benefits of Authentic Materials Through Technology in English Listening Comprehension*", examined how authentic materials, such as songs and TED talks, delivered through technology, impacted the listening comprehension skills of seventh grade students. They used an action research approach and a questionnaire, from which quantitative and qualitative data were collected, and then analyzed using descriptive statistics and thematic analysis. The results highlighted the students' positive perception of these materials and their ability to improve listening skills (Castillo & Vargas, 2023).

Therefore, this research provides a clear and assertive approach to the impact of technological resources in the teaching of listening, when analyzing the impact of the use of didactic-technological materials on the learning of listening in young learners, allowing English teachers to know the effectiveness of the pedagogical tools, the possible challenges in their incorporation, the advantages and disadvantages, scholars' preferences and experiences, and practical recommendations, which will allow educators to make decisions regarding the introduction of these resources in their curricular planning.

This study applies a mixed methods approach, integrating qualitative and quantitative research with a descriptive, observational-transversal design, data are collected at a specific point to evaluate the current situation to analyze the impact of the use of didactic-technological materials on the learning of listening in elementary school students. The non-probabilistic convenience sampling method is used, selecting 129 students from second to fourth grade and six teachers from a Fiscal Educational Unit in Canton Chone, Province of Manabí Ecuador. Data collection is carried out through document review, interviews, surveys, and class observations for seven weeks, with specific activities scheduled weekly, from initial research and administration of questionnaires to class observations and analysis of results.

Literature Review

Didactic materials

Carmona (2019) manifested that the didactic materials present an effective method to inspire language learners and rekindle their focus and enthusiasm for language learning, encouraging their active participation in the learning process. Whereas Bruillard et al. (2017) that highlighted that the didactic materials have two main purposes: first, to facilitate their integration into regular classrooms; and second, categorize and structure these materials based on a taxonomic system, making them accessible to teachers and the community in general.

Types of didactic materials in Education

Szóköl and Osifčín (2024) suggested that there are two types of didactic materials depending on the participants in the educational process: learning materials that are resources that help students throughout the learning process; and teaching materials that provide educators with resources to direct and facilitate the learning process of students. Nevertheless, educators have the flexibility to categorize their didactic materials based on the specific needs and preferences of their students (Kumar, 2017).

Technological materials

Technological materials have evolved to include the development and design of customized products, especially for elementary school students, with the goal of improving their academic performance by introducing technology into their education (Pertwi & Ninawati, 2020). Chikwaka et al. (2024) contended that technological materials incorporate contemporary equipment, technological equipment or tools specifically designed to enhance the teaching process, adopting a schoolchild-centered approach that involves employing a wide range of modern technological equipment. Likewise, Majid (2020) argued that technological materials contribute to the effective and efficient evaluation of learning, since the use of technological resources has transformed the language education, providing a wide range of tools that can improve the learning.

Types of technological in Education

Qurat-ul-Ain et al. (2019) maintained that technological materials help educators meet global standards by incorporating technology-based teaching and learning tools instead of relying solely on conventional methods, underlining the importance of integrating various technological tools such as computer-based technologies, games, devices mobile and multimedia, in educational practices. Moreover, educators use technological materials to support their role in providing scholars with structure and advice, as well as to check progress and evaluate their activities, for instances, Microsoft Teams, YouTube, Google Hangouts Meet, and Google Form, etc., (Kouser & Majid, 2021).

English language skills

Plotnikova et al. (2020) stated that English language skills cover a broad spectrum of skills essential for effective communication in English. These skills generally include reading, writing, speaking, and listening. Speaking and writing are known as productive skills while reading and listening as receptive skills (Regis & Agwuocha, 2024).

Listening as English language skill

Miranda et al. (2023) claimed that listening is as language skill that is relevant to students' language development because it can improve their pronunciation, understanding of word stress, and acquisition of syntax; however, mastering listening can be a challenge for students, so it is necessary to understand how different authors apply strategies in their classes to develop this skill.

Development of listening in young learners

Young learners or elementary school students are children who are in the initial stages of language acquisition and education (Garton & Tekin, 2022). Therefore, listening skills are vital for young learners, with their main exposure to a new language being through songs and words; hence, early exposure to a second language influences communication skills and academic performance (Alimbaev, 2022). To develop listening skills, scholars benefit from various audiovisual media such as computers, televisions, radios, stereos, CD players, and exercises that combine reading and listening, alternative methods involve students listening to poems, stories, fables, etc., either through audio recordings or visually (Gulec & Durmus, 2015).

Impact of the use of didactic-technological materials on the learning of English

The use of didactic-technological materials in language classes is decisive both because of the growing global importance of English and the demand for effective materials has become imperative (RAO, 2019). When it comes to using materials in language teaching offers numerous advantages for language learners, including acquiring comprehension skills in the target language, refining pronunciation through emphasis and intonation, learning to express oneself appropriately in diverse contexts, creating tools for evaluating language and communicative skills (Mackey, 1969 as cited in Öztürk & Dağistanlıoğlu, 2018).

Per the investigation outlined in the study by Erbas et al. (2021) delved into the impact of technology on teaching English to primary school students, illustrating its potential to improve the teaching and learning process. Through surveys and classroom observations in three elementary schools, both qualitative and quantitative data were collected from four hundred students (Erbas et al., 2021). By using primary data from questionnaires and secondary data from various sources, Erbas et al. showed that the integration of technological resources in English teaching, helping educators improve their teaching practices.

In their study Karaeva and Bakhramovna (2022) analyzed the impact of technologies and networks on education, particularly on the teaching of foreign languages such as English. They highlighted that the Internet, as a vast information system, offers abundant resources to improve the educational process. Modern teaching methods emphasize the importance of technology in developing listening and speaking skills (Karaeva & Bakhramovna, 2022). Karaeva and Bakhramovna added that these advances contribute to improving the overall quality of education, specifically for contemporary students.

As highlighted in the study executed by Camacho and Intriago (2024), the use of innovative technological teaching material to improve English skills, recognizing the limitations of traditional methods to fully engage learners given that suboptimal participation and achievement underlines the need for develop technological tools to facilitate more effective and engaging learning. The use of a mixed methodology, which combines qualitative and quantitative approaches, allowed for an exhaustive examination of the findings, which indicate a great interest in technology for learning English, although with variations in the accessibility of resources (Camacho & Intriago, 2024).

Challenges for the use of technology in learning listening

Johnson et al. (2016) indicated that the key limitations for the use of technology in learning English in basic primary education involve the lack of access to equipment and internet connection, deficient training of educators in technologies, and lack of support. technical and administrative. Alternatively, Yulianti and Ma'rufah, (2023) remarked that some limitations are based on network connection problems, schoolchild devices that are not compatible with appropriate media, and internal factors of the students themselves.

METHODOLOGY

This study employed a mixed-methods approach, integrating both qualitative and quantitative research to offer a thorough analyzing the impact of the use of didactic- technological materials on the learning of listening in elementary school students (Camacho

& Intriago, 2024; Sigalingging et al., 2023; Pazmiño et al., 2023). The research is classified as descriptive since it seeks to describe the use of didactic-technological materials and examine its impact on the learning of listening skills in schoolchildren. The design used is observational and transversal. Data were collected at a specific point in time to assess the current situation.

For the selection of the sample, the non-probabilistic convenience sampling method was implemented since it is significant to strengthen the representativeness of the sample and the generalization of the research results, by allowing the participants of the target population to be selected based on their easy access (Golzar et al., 2022). Hence, 760 students from a Fiscal Educational Unit in the City of Chone, Province of Manabí, Ecuador were considered. Applying non-probabilistic convenience sampling, 129 elementary education students (second, third and fourth grade), aged between six and nine years, were selected.

Data collection was conducted through document review, interviews and surveys with English teachers, as well as classroom observations sheets. It was carried out over a period of seven weeks, involving 129 English scholars, six English educators from the Fiscal Educational Unit. During the first week, research and analysis of relevant information was carried out. In the second week, the questionnaires were administered to the English educators. In the third, fourth, fifth and sixth weeks, class observations. In the last week, results obtained from the instruments were analyzed.

The review of the document involved researching and analyzing relevant information on the use of teaching and technological materials, listening as a skill in English, and its impact on language learning in young students. The

research was primarily based on collecting qualitative data from various sources, including academic articles and previous studies, etc, to analyzed key patterns and results of the impact of didactic-technological materials in English language education. Some sources consulted included Google Scholar, Redalyc, SciELO, Refseek, JSTOR, Scopus and Dialnet, etc.

The interviews provided qualitative data by exploring the perceptions and individual experiences of six English educators at the basic elementary level concerning the impact and effectiveness of using didactic-technological materials. Key points from the interviews included teachers' perceptions of the effectiveness of these materials, the most commonly used types, their perceived advantages, disadvantages they encountered, difficulties faced in implementation, and recommendations to enhance their implementation.

The surveys were administered to six English teachers, from which quantitative data was obtained, primarily focused on examining teachers' perceptions of barriers or limitations in the implementation of technological-didactic materials in teaching listening skills to young students. Respondents were asked to choose between "strongly agree," "agree," "disagree," and "strongly disagree" on each of the 10 items in the questionnaire.

The classroom observations sheets, carried out at the Fiscal educational institution for four weeks in English classes in periods of approximately 45 to 90 minutes, facilitated the collection of quantitative data to identify the preferences and experiences of students at the basic elementary level regarding the use of materials didactic-technological to improve their listening skills in English.

Data analysis interpreted qualitative and quantitative data to validate the the present study. The responses from the interviews and questionnaires were corroborated with the observations of the English classes. Moreover, the interviews were recorded and later interpreted using a Microsoft Office 365 application, in the same way as the questionnaires were applied using Microsoft Forms to facilitate their analysis and interpretation.

RESULTS AND DISCUSSION

Main results of the interview with English teachers about the use of didactic- technological materials for learning listening in elementary education students.

1. Perception of the effectiveness: The perception of English teachers focuses on the fact that didactic-technological materials are highly effective in improving listening skills in young learners, since they make the lessons more attractive, interactive, and varied, facilitating deeper and more enjoyable learning. This is in line with the global trend towards more technological education, where "education has to go the same way as the world", as stated by one of the educators.

2. Most common types: To teach listening skills to scholars, educators use videos, songs, flashcards, digital presentations, and interactive apps such as "Lingoclip" and "Long Story Short." Among them, schoolteachers often emphasize videos and songs as effective due to their ability to engage schoolchildren visually and aurally, making the learning experience both amusing and educational.

3. Advantages: The incorporation of didactic-technological materials in teaching methodologies provides numerous advantages, for instance, greater engagement, better understanding, a variety of teaching approaches, the improvement of skills and the promotion of autonomous learning. Conversely, it requires effective classroom management to mitigate the risk of distractions. As teachers comment, "You can be a risk, because if you lose control of the class, children can get distracted by technology and avoid classes." That is, these resources could enrich the learning experience of young students if educators have control of the class.

4. Disadvantages: Although these didactic materials propose numerous benefits, educators face several challenges in implementing them effectively, for example, managing student distraction, inadequate resources and infrastructure, technical issues, lack of training, access and equity issues, and costs. English educators must ensure that schoolchildren are adequately prepared and consider the needs of scholars with disabilities to address these challenges requires comprehensive planning, support, and resources to maximize the potential of technological tools in the classroom.

5. Recommendations to improve: To facilitate the adaptation of educational-technological materials to the educational needs of young students, educators can use various techniques and methodologies, for instance, a teacher mentioned, start with simple, engaging resources like nursery rhymes, incorporate real-world elements to provide context, use frameworks such as Universal Design for Learning, provide appropriate training for teachers, and even integrate popular Internet culture such as memes, in the lessons. Each of these approaches aims to make learning more accessible, engaging, and effective for children.

Results of the surveys applied to English teachers about the use of didactic- technological materials and their impact on learners listening.

Table 1. Perception of teachers about challenges in the use of didactic-technological materials in the learning of listening

	Items	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Total %
1	Lack of access to appropriate technological resources.	40	60	0	0	100
2	Limited technical skills among language teachers.	50	50	0	0	100
3	Insufficient training on integrating technology into teaching.	30	60	10	0	100
4	Difficulty finding appropriate materials tailored to elementary basic education students.	30	40	30	0	100
5	Lack of support or buy-in from school administration.	40	50	10	0	100
6	Inadequate technical support or assistance in troubleshooting technological issues during	40	50	10	0	100
7	Resistance from young learners or parents towards technological resources.	22	33	33	11	100
8	Concerns about equitable access to technological resources among young learners	40	60	0	0	100
9	Time constraints for lesson planning and preparation due to curriculum constraints.	50	40	10	0	100
10	Difficulty in evaluating listening skills in young students.	40	30	20	0	100

Source: Fiscal Educational Unit of the Chone Canton, Province of Manabí, Ecuador.

Table 1 shows that lack of access to adequate technological resources is a concern shared by many teachers, with 40% “strongly agree” and 60% “agree” that limited availability of computers and the Internet could hinder the effective implementation of technological resources in classroom. Besides, 50% of schoolteachers recognized the limitation in technical skills among

language educators, underscoring the need for training to improve digital competence.

Another significant finding is the perception of insufficient training in the integration of technology in teaching, with 30% of educators “strongly agree” and 60% “agree” that more training is needed in this regard. This advocates that they may feel unprepared to effectively use technology in their English classes. Besides, the difficulty in finding suitable materials adapted to elementary basic education students is a shared concern among educators. About 40% of teachers stated that “strongly agree” and 50% “agree” that the scarcity of specific resources for this level can be an obstacle.

Nevertheless, lack of support or acceptance from school administration is also highlighted as an important barrier, as revealed in Table 1, approximately 40% of teachers “strongly agree” and 50% “agree” that this institutional support is decisive to the successful implementation of didactic-technological materials in the classroom. Likewise, 40% of language teachers “strongly agree” that the lack of adequate technical support during English lessons can make effective technology integration even more difficult.

Although less prevalent, another challenge is also identified, 55% of educators recognized resistance on the part of schoolchildren or parents towards instructional materials. While 45% of teachers reported “agree” and “strongly disagree”, which suggests that there is a real unease in this regard. By contrast, 100% of schoolteachers showed concern about equity in access to technological supplies due to socioeconomic disparities, highlighting the importance of addressing these differences to ensure fair access for all young learners. Similarly, regarding the time limitation for lesson planning due to curricular restrictions, 90 % of educators recognized this barrier, indicating that time limitations can affect the quality of curricular planning and implementation of technological instruments. To conclude, concerning the difficulty in assessing listening skills in young students, 60% of schoolteachers identified this challenge, suggesting that assessment approaches adapted for this age group are needed.

Results of classroom observation sheets on the preferences and experiences of young learners in the use of didactic-technological materials in auditory learning.

Table 2. Preferences and experiences of young learners in the use of didactic-technological materials in the learning of listening.

Nº	ITEMS	Never %	Sometimes %	Often %	Always %	Total %
1	Young learners show interest in using didactic-technological materials.	0	6	22	72	100
2	Young learners their preferences for specific types of materials such as videos, interactive games, interactive platforms.	0	6	22	72	100
3	Young learners show improvement in their listening comprehension skills.	0	17	50	33	100
4	Young learners demonstrate the ability to understand instructions in English given through audio or video technological tools.	6	44	28	22	100
5	Young learners participate in listening activities/exercises that involve technology.	0	6	44	50	100
6	Young learners collaborate harmoniously with their peers during lettering activities.	0	22	50	28	100
7	Young learners use the vocabulary they have learned from digital listening materials.	6	22	50	22	100
8	Young learners retain more information when lessons include didactic materials.	0	6	81	33	100
9	Young learners can remember and apply the information they have learned in didactic-technological listening activities.	0	28	44	28	100
10	Young learners improve their listening skills after incorporating technological materials.	0	6	44	50	100

11	Young learners find technological materials useful in improving their English listening skills.	0	11	50	39	100
12	Young learners give positive comments about the use of educational-technological materials in learning English.	0	6	44	50	100
13	Young learners have difficulty switching between different technological tools.	1 7	39	28	17	100
14	Young learners can follow and complete tasks.	0	17	81	22	100

Source: Fiscal Educational Unit of the Chone Canton, Province of Manabí, Ecuador.

Table 2 reveals that during 72% of the observation time, young students show a constant interest in the use of didactic-technological materials, "always" expressing their preference. This high percentage indicates a strong commitment to integrating technology into their learning. In addition, a significant part of the time, 50%, scholars "always" demonstrate abilities to understand instructions through audio or video technological tools, especially if the videos are musicals by famous singers, or cartoons like "The Simpsons", "We Bare Bears". This indicates that children prefer to learn listening through cartoons and music videos.

About 50% of class time, scholars "always" engage in listening activities that involve technology, indicating consistent engagement with technological resources during listening learning. In this sense, a considerable number of schoolchildren, 50% of the time, "often" collaborate harmoniously with their classmates during these activities, although a small group of students get distracted when they start chatting. This collaborative approach promotes a supportive learning atmosphere, which contributes to improved learning outcomes.

Regarding vocabulary use and information retention, a relevant part of the time, 50%, "often", scholars use the vocabulary learned from listening materials. This focuses attention on the effectiveness of these materials in facilitating the acquisition and application of new vocabulary. In the observations, it was evident that several children repeated phrases they heard from the videos. In contrast, about 44% of the time, "often" students retain more information when lessons include instructional materials. This varied

integration of instructional materials improves information retention and overall learning effectiveness.

Elementary school students experience a constant improvement in their listening skills, since 50% of the time, they “always” improve after incorporating technological materials. At the beginning of the class the scholars had difficulties with some exercises, but after the teacher presented short videos of TikTok, the schoolchildren cleared their doubts and had fun. Alternatively, during 50% of the classes, scholars “always” provide positive comments about the use of educational-technological materials, especially videos from social networks, namely “TikTok”, “YouTube”, “Snapchat”, and “Facebook”; some of the children asked their teacher from his laptop to present them with videos of “Happy Learning”, which is a famous YouTube channel. Without a doubt, this positive feedback reflects a general satisfaction and appreciation for the addition of technology into their learning environment, indicating its perceived effectiveness in improving children’s learning experiences.

Consequently, although about 39% of the time, “sometimes” learners encounter challenges switching between different technological tools, they demonstrate strong skills in following and completing tasks. In fact, 81% of the time, “often” they can effectively complete the assigned tasks, which demonstrates their competence to navigate and complete activities within technological environments. It is necessary to mention that sometimes the teacher repeated the activities, which made it easier for the schoolchildren to develop listening skills.

The present research has explored the use of didactic-technological materials to improve listening skills in elementary basic education students, from the perspective of both English educators and schoolchildren. The results reveal a mostly assertive perception about the effectiveness of these resources in the classroom, as well as challenges that both educators and students face in their implementation and use.

In line with previous research (Abdulrahman et al., 2020; Carstens et al., 2021; Bice & Tang, 2022), the findings from interviews with schoolchildren indicated that didactic- technological materials are valued for their ability to make the lessons are more attractive and interactive, which results in a deeper and more meaningful learning, since teachers consider that “the use of didactic-technological material to improve listening is always a way

to attract the attention of children and at the at the same time when the material has rhythm, they can memorize the content more easily." Nevertheless, important challenges are identified, such as managing child distraction and the need for additional training for educators, which are consistent with existing literature on the integration of technology in education (Vatanartiran & Karadeniz, 2015; Flanigan et al., 2023; Mala et al, 2024).

The results of the surveys corroborate the concerns raised in the interviews, especially related to the lack of access to adequate technological resources, the need for additional training for educators as shown in Table 1. These findings emphasize the importance of addressing disparities in access and digital competence among educators to ensure effective implementation of educational-technological materials in the classroom (Hinojo-Lucena et al.,2019; Mhlongo et al., 2023).

On the other hand, data from classroom observations sheets provide valuable insight into young learners' experiences with didactic-technological materials. It is observed in a prominent level of commitment and participation of the scholars with these resources, as evidenced in table 1, since 72% of the time, the learners "always" showed interest in the didactic materials, which suggests that these resources can promote motivating learning. challenges, such as occasional difficulty switching between different technological tools, are identified as requiring attention, as shown in studies by Erbas et al. (2021) and Miranda et al. (2023).

In brief, the results of this research highlighted the magnitude of a careful and equitable implementation of didactic-technological materials in the learning of listening in elementary basic students. Likewise, additional research is suggested to further explore the long-term impacts of technology integration in the listening education of young learners, as well as to identify effective strategies to overcome the challenges identified in this study.

CONCLUSIONS

The results reveal an optimistic perception on the part of English teachers about the use of didactic-technological materials for learning listening in young students. Many teachers and students show a preference for these resources, considering them attractive, interactive, and effective in facilitating deeper and more pleasant learning, which maintains that the introduction of technology in the classroom can be a valuable tool focused on improving the quality of listening in elementary school students.

The findings identified educators' perceptions regarding the various barriers and limitations that hinder the effective implementation of didactic-technological materials in the classroom, such as lack of access to adequate technological resources, insufficient training of schoolteacher in the introduction of technology in curricular planning, and the scarcity of materials adapted to elementary school students.

To conclude, young learners manifested a strong interest and commitment to the use of materials in their learning, preferring resources such as music videos and cartoons in their English classes, since they find them attractive and effective to improve their skills. They demonstrated strong skills in following instructions, engaging in listening activities, and retaining information using these types of materials, reflecting their satisfaction and appreciation for the integration of technology into their learning environment.

RECOMENDATIONS

It is recommended to encourage the use of interactive platforms and audiovisual resources such as educational videos, music, and technological applications such as "lyricstraining", "Lingoclip" and "Long Story Short" can make learning more attractive and effective, helping scholars improve their listening skills in a fun and dynamic way.

It is proposed to address the lack of technological resources by providing adequate equipment and Internet access in the educational institution, offering specific training to teachers in the use of educational technologies and developing materials adapted to the needs of primary school students.

It is suggested to incorporate didactic-technological resources into class plans that young learners find attractive, such as music videos and cartoons, and then use these resources to design specific activities that improve listening skills that are interactive and entertaining.

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