Sistematización teórica para estimular la escucha: análisis de la incidencia en el lenguaje escrito académico-científico de los estudiantes de la Facultad de Marketing y Comunicación de la Universidad Ecotec

Theoretical systematization to stimulate listening: analysis of the incidence in the academic-scientific written language of the Faculty of Marketing and Communication students at Ecotec University

Yeimer Prieto-López[1]
Universidad Unidad Educativa Bilingüe Torremar, Universidad de Especialidades Espíritu Santo (UEES), Universidad Tecnológica ECOTEC - Ecuador
yprieto@torremar.edu.ec

Mario Fabricio Ayala-Pazmiño[2]
Universidad Tecnológica Empresarial de Guayaquil (UTEG) - Ecuador
mayala@uteg.edu.ec

Brenda Karolina Gutiérrez-Franco[3]
Universidad Tecnológica Empresarial de Guayaquil - Ecuador
coordinacionposgradosonline@uteg.edu.ec

1 Doctor en Ciencias de la Educación. Licenciado en Educación
ORCID: https://orcid.org/0000-0001-7369-1402

2 PhD en Educación de la Universidad de Melbourne en Melbourne, Australia
ORCID: http://orcid.org/0000-0002-3344-8931

3 Universidad Tecnológica Empresarial de Guayaquil, Ecuador
ORCID: https://orcid.org/0000-0003-0618-0180

RESUMEN

En la actualidad, la comunicación escrita es fundamental en el contexto universitario, no solo para expresar ideas e informaciones que han implicado transformaciones sociales, académicas, investigativas y científicas, sino que también es la base de la sociedad del conocimiento. Por ello, en la presente investigación nos planteamos como objetivo general realizar una sistematización teórica para estimular la escucha: Incidencia en el lenguaje escrito académico-científico de los estudiantes de la Facultad de Marketing y Comunicación de la Universidad Ecotec.

Es una investigación cualitativa-cuantitativa donde priman los métodos teóricos. Tales métodos incluyen el histórico-lógico para determinar los principales supuestos teóricos y metodológicos.

Asimismo, se aplicó observación y encuestas. Para el desarrollo de la investigación se utilizó una población de 300 estudiantes y una muestra de 200 estudiantes cursando las asignaturas de Metodología de la Investigación y Diseño de Proyectos de Investigación.

En el ámbito académico existe la necesidad de que docentes e investigadores utilicen la lengua escrita de forma adecuada y precisa. Este artículo hace un análisis crítico de la importancia de la lengua escrita, la pertinencia de la escucha para producir académica y científicamente, así como las principales características de la escucha en el proceso de escritura de textos académico-científicos.

Palabras clave: escucha, lenguaje escrito, producción académico-científica, sistematización teórica, estimulación

ABSTRACT

Nowadays, written communication is fundamental in the university context, not only in expressing ideas and information that have involved social, academic, research, and scientific transformations, but it is also the basis of the knowledge society. Therefore, in the present research, we propose a general objective to carry out a theoretical systematization to stimulate listening: Incidence in the academic-scientific written language of the Faculty of Marketing and Communication students at Ecotec University.

It is qualitative-quantitative research where theoretical methods prevail. Such methods include the historical-logical for determining the main theoretical and methodological assumptions. Also, observation and surveys were applied. For the research development, a population of 300 students and a sample of 200 students taking the subjects of Research Methodology and Design of Research Projects were used.

In the academic field, the need for teachers and researchers to use written language appropriately and precisely This paper makes a critical analysis of the importance of written language, the relevance of listening to produce academically and scientifically, as well as the main characteristics of listening in the process of writing academic-scientific texts.

Key words: listening, written language, academic-scientific production, theoretical systematization, stimulation

Introduction

This scientific article arises from the need to strengthen assertive communication among university students of the Faculty of Marketing and Communication at the Ecotec Technological University. It is evident in the experience of the classroom process that there is an inefficient use of communication due to barriers that affect listening. Ortiz (2017) explains these barriers are the lack of attention, thinking faster than speaking, minimum effort, stress, tiredness and fatigue, information saturation, selective listening, prejudices, preconceived notions and assumptions, emotions and feelings, worries, egocentrism, volatile memory, reactive emotionality, and physical barriers. Also, the consequences of virtual education caused by the Covid-19 pandemic.

The teaching-learning process (TLP) undoubtedly has a content component that is essential to transmit, to teach, but it inevitably needs to be, to a large extent, personal discovery, recreation, and reinvention. This process of construction and appropriation will hardly be fulfilled unilaterally in solitude. It supposes and demands the exchange and communication that is carried out through communicative abilities that we must stimulate in the student, specifically for this work: The ability to "Know how to listen" and its influence in the written production as part of the classes of Research Methodology and Design of Research Projects.

Listening is an essential process in the classroom. If we do not listen, the quality of our relationships suffers. Parents must listen to their children in order to understand them. In the TLP, teachers need to listen to their students to know their needs. Effective communication depends on both parties listening to each other and feeling heard. The topic of communication, and in particular the one related to the skill "Knowing how to listen," is the one that concerns us in the present research, which has as context the Faculty of Marketing and Communication, particularly the subjects of Research Methodology and Design of Research Projects.

Due to the remarkable development of science, it is essential to train a professional who contributes decisively to the scientific-academic processes that integrate the subjects of the research area. Besides, he or she requires solid communicative skills such as "Knowing how to listen" to perform his or her professional activities efficiently. Thus, this graduate will be forced to exercise his or her profession to interrelate daily with different people with whom he or she necessarily has to talk, convince, and produce through projects, essays and research as part of the academic activities in Research Methodology. As a result, this professional will arrive upon graduation with a high scientific and investigative basis in constructing theses and scientific articles.

The importance of writing in expressing ideas and new knowledge is unquestionable. Thus, in the academic and scientific field is the formal and standard means for such knowledge to be communicated, valued, discussed, and in a certain way, validated. However, its importance is also more than proven in other sectors, whether through the media, literature, or other areas. Besides, it can be agreed that the good use of the written word is a determining factor in today's society. Man's perception of his environment is mediated by culture, the synthesis of which is language (Morales, 2016).

Communication has always been immersed in society, and it is a need that people who live in the community have through the use of language. Therefore, assertive communication occurs when people express their emotions correctly, respect the other's communicative intentions and points of view, show concentration and interest in the topic of conversation and integrate the opinions of the other during the communicative act, but more importantly when they listen and listen actively.

Active listening demands that we enter into the speaker's mind and interpret the message from his or her point of view and that we focus all our attention on capturing and understanding the statement, thoughts, and emotions of our interlocutor (Ortiz, 2017). Listening is an

essential factor in improving communication. As a result, it is vital that students acquire the listening skills necessary for assertive communication, knowing how to respond, act, and what to say. For example, if the listener analyzes the sender's message, he will be able to respond appropriately and think about what he or she is going to say and how he or she will say it, taking into account the context. However, the lack of listening can contribute negatively to communication, triggering misunderstandings, verbal aggression, poor academic performance, breaking friendship ties, and limiting the ability to produce academically and scientifically.

As a result of the diagnostic, we can report that most students do not take the time to listen, analyze, understand, and respect diverse opinions. Therefore, there is a lack of this skill, so it is necessary to investigate and educate in active listening as part of the TLP of the classes of Research Methodology and Design of Research Projects. Moreover, they also need a solution that allows making good use of communication so that through dialogue and active listening, the differences between student-student and student-teacher can be solved. The students must have good communication in the classroom as part of the university context. That is why this research was implemented to propose active listening as a strategy for strengthening assertive communication through pedagogical workshops.

Through research, analysis, and discussion of ideas, new knowledge is generated, a process that reflects man's progress in his immediate space. According to Tohaira (2010), "research is an almost infinite path full of ramifications that leads us to new knowledge that accumulates to those we already possess. [...] the result of this growing accumulation of knowledge is called culture". It is precisely through written language that this synthesis and cultural expression of society is formally transmitted. Because of its origins, writing had great power, whether for the use and concentration of knowledge or a mechanism to reach both the masses and scientific communities. So then, we agree with the idea that the incredible power of man is the power of the word (Silva-Camarena, 2020).

In today's knowledge society, the written word has undoubtedly been the fundamental tool to shape the very advancement of civilization. However, it may also have been the inspiration and source of new knowledge. According to Pérez Tornero, today's society demands reading and writing based on new media to converse and analyze. Knowledge is created from such analysis, not only in terms of the exercise of those who, by making abstraction, shape new ideas from what has been analyzed, but also in the process of socializing these ideas since it is in this exchange that knowledge itself is generated. The use of the written word is indivisible from the generation of new knowledge. The power of the word is, at the same time, the power of reason. (Silva-Camarena, 2020)

Written language has represented the most important means of formal communication and reaches many more people. In a sense, it has served to democratize knowledge and science, which is much of the history of humankind was the privilege of particular thinking elites. Daniel Cassany (2018) rightly says that much of what we are is thanks to our technologies. The first was speech, which allowed us to organize ourselves. Then came writing, which allowed us to develop democratically and scientifically. In this sense, in both the academic and scientific environment, it is necessary to discuss how pertinent written language is, if it should continue to be used only by a thinking elite or if it should be disseminated as democratically as possible. Montaño-Garfias (2018) concludes that for both form and content, the greater the simplicity at the time of writing, the greater the democracy.

Literature review

When using written language correctly, the first thing to consider is its relevance, clarity, and precision. The use of language is indivisible in the generation of knowledge. Language is necessarily linked to knowledge (Morales, 2016). Whether through spoken or written language, the expression and communication of what is thought and felt are transcendent as it necessarily becomes knowledge. Writing links thinking with writing derives the necessary and

Theoretical systematization to stimulate listening: analysis of the incidence in the academic-scientific written language of the Faculty of Marketing and Communication students at Ecotec University

Digital Publisher
CEIT
ISSN 2588-0705

close relationship between content and form, which every writer must value as a priority and as the axis of any communication exercise that is intended to be carried out. (Salazar-Duque, 2020).

Silva-Camarena mentions:

"...speaking, acting, and thinking are the same thing. The words of someone who acts and thinks, the thought that inaction itself is formulated with words, takes shape in acts, thoughts, and words. Words, actions, and thought are not isolated and distinct parts of what we are." (Silva-Camarena, 2004)

One cannot write without articulating ideas. Before speaking, one has to think clearly about what one wants to say. Thus, look for the best way to write it so that all ideas are clear and have structure and logic. One is not born knowing how to write, but the individual is formed to acquire the necessary knowledge to carry out this process through the years. According to (Moreno, Marthe, & Rebolledo, 2010), the mastery of language is essential. For this reason, reading and writing play a relevant role in academic processes and the development of intellectual capacity.

Written language brings together the possibility of expressing what is thought and what is created through a logical process. This process combines knowledge, collection of pertinent information, personal security, humility, and dedication to plan, write, revise, and correct (Moreno, Marthe, & Rebolledo, 2010).

Written language is evolving as much as knowledge itself. It is no longer exclusive use by specialists but is increasingly common use. Today, writing is no longer perceived as a tedious burden. Perhaps, the generations of the last century considered it so, but the myth has been broken with the advent of email and "chatting" (Moreno, Marthe, & Rebolledo, 2010).

The challenge of new technologies in written language involves reconciling the complexity of science with the expression of ideas in ever simpler forms. The matter now is to make the leap from the typical style levels of written communication - which transcribes oral speech - to ranges proper to severe and complex texts such as academic and scientific ones, in which the importance of the issues requires the use of new words and concepts, in addition to improving the writing without losing the necessary fluency and clarity or the pleasure of expressing oneself naturally (Moreno, Marthe, & Rebolledo, 2010). In order to achieve this task, it is necessary to respect clarity and precision as guiding axes in written communication, characteristics that, in the last case, reflect orderly and logical thoughts promptly.

Although there is an excellent debate about the need for academic and scientific texts to use a language closer to the people, in this document, we start from the democratizing idea of knowledge and the need for knowledge to reach more people. As a result, Sanchez-Upegui (2009) mentions that in academic and scientific texts, metaphor to create an aesthetic pleasure and seduce the reader is oriented to make thought, sensations, atmospheres, and concepts communicable, understandable, and close to the public. In this sense, for the texts to be understood and closed, it is necessary to know the rules and characteristics of good writing; therefore, we can mention general or essential characteristics in any written text: clarity, conciseness, simplicity. (Salazar-Duque, 1999)

In general terms, Bloomfield (1973) proposes some general features of scientific language: brevity, precision, communicative effectiveness, and expression in writing. Through precision, ambiguity can be eliminated. Brevity is, however, necessary insofar as the use of technical language allows for the abbreviation of speech and can generate greater precision, which allows for better communication between the author and his readers.

Fernández-Fastuca & Bressia (2009) point out other specific academic or scientific text characteristics: objectivity, argumentative structure, and intertextuality. Of course, clarity,

simplicity, conciseness, objectivity, structure, and intertextuality could not be achieved without due care in the logic of thought itself. This is achieved under rigorous logical and grammatical vigilance (Silva-Camarena, 2004). The above clarifies that the democratization of knowledge does not imply a lack of rigor or relaxation in its composition. Instead, it is necessary to specify that scientific and academic texts focus their importance precisely on the possibility of transmitting what is thought and what is created.

From the positivist view of science, Bloomfield (1973) points out six elements that constitute a scientific work or discourse: Observation, report of observations, hypothesis, calculation, prediction, and verification. As a result, it can be pointed out that these elements characterize and distinguish such works from other types of texts.

There are, therefore, differences between the use of written language for communication and dissemination purposes and that used for scientific purposes. If there is one, the text is only a means of communication. In science, on the other hand, it is fundamental. What happens is the most crucial thing for practical knowledge. Then, as a complementary task, it can be put in writing. In science, what happens, happens *textually*. Only what is taught in writing is essential. The text is everything (Silva-Camarena, 2020). Hence, the importance of using written language, taking care of its general and specific characteristics, and the content and the path through which such knowledge was generated.

Language and writing in academic work

There is consensus among specialists in respecting the minimum formal and methodological characteristics of academic-scientific texts. However, form has been privileged over substance, often neglecting essential aspects such as good writing, adequate rhetoric, and respect for certain essential linguistic elements. There is currently a marked tendency to produce texts quickly and consistently for academics to meet the criteria for evaluation and participation in expert forums

and the National System of Researchers (NSR). Currently, it seems that quantity is privileged over quality. Therefore, it is often common to find academic and scientific texts that comply with the requirements established in journals, forums, and calls for papers. However, the content of such texts is completely notorious for neglect, disdain, and lack of respect for language and good writing.

The above reflects the low productivity in articles and citations in scientific texts. It has been poor both in number and impact, and there is no correlation between the most studied fields of postgraduate studies and investment (Rivas, 2014). Of course, the above is the subject of another discussion and could be the subject of an entire investigation, but it is clear that in the eagerness to improve these numbers, not only rigor in the generation of knowledge is often neglected, but also in the writing of the texts themselves.

However, Silva-Camarena (2020) mentions that a well-written text allows us to see reality. The grace of a well-done text consists in showing things as they are. As a result, it can be demonstrated that it is essential to take into account that good reading and writing will make the writer himself a being with multiple skills and linguistic convections. Hence, it is part of the training of both the academic and the researcher to develop texts according to the knowledge generated, for if one thinks correctly, one writes correctly.

For a good text to be generated, it is essential to polish the research. Silva Camarena exemplifies it in the following way:

> "In the workshop of thought, texts, their words, and their reasoning are worked on in a process similar to that which turns the crystallized carbon of a diamond into a splendid brilliant, carving its facets on the front and back. What is written is polished, as rustic characters are polished" (Silva-Camarena, 2020).

It is necessary to respect the written

language since it will be the reflection of academic and scientific work and improve communication among peers and with society in general.

An academic text reflects a discourse, a thesis, and a position, in which at least three dimensions are implicit: The use of language, the communication of beliefs, and the interaction in social situations (Van Dijk, 2013). In this sense, language plays the role of a vehicle for interaction between the author and the reader. Also, it is an object that allows the consistent recording of ideas through spoken and written language.

Through his text, the author exposes his or her ideas and beliefs and makes his or her creation available to the scientific community so that they can value it and, to some extent, validate it. Hence, the need for clarity and precision in the use of language remains for posterity. Therefore, the author in each text leaves a precedent in his work. In the academic and scientific world, the intellectual always risk his prestige before the scientific community, which should be used as a justification to seek, playfully and permanently, the improvement of his communicative skills, especially in written communication, because what is written is written (Moreno, Marthe, & Rebolledo, 2017).

The reader will be able to understand the texts better, thus allowing the development of cognitive skills, which will allow him or her to acquire knowledge. The comprehension of the text is vital because this will lead the reader to ask questions, looking for answers. Silva-Camareana (2020) explains that to know, one must ask. To ask questions is to articulate the interrogations of reason through words. So to do science is to pose questions and formulate answers using words.

The text must have a methodology that raises these questions and their due answers. In that sense, the most used and known formats to document scientific advances are the research report and the scientific article. In particular, for Moreno, Marthe, and Rebolledo (2010), a research report is the final result of the research itself, consisting of an introduction, summary, body of work, conclusions, annexes, and

references.

Another way of presenting the results obtained in a written form is a scientific article. It is a written and published report that presents the research results with a structure that includes: Title, authors, abstract, introduction, materials and methods, results, discussion, conclusions, acknowledgments, and bibliography (Moreno, Marthe, & Rebolledo, 2017).

The above raises minimum conditions that should be considered in the writing of academic-scientific texts. In the first instance, the role of the researcher is considered necessary because the text should be clear not only on the subject but also accurately reflect the author's convictions, message, analysis, and particular opinion. To achieve the above, the text itself must be done with the necessary rigor to ensure that it reaches the necessary validity before exposure to peers, readers, and the scientific community

A well-constructed text in form and substance must be credible and consistent among its readers. Cisneros (2012) recommends that a research article proposes three crucial challenges: First, the construction of the researcher's image, where the text frames his or her position before the readers. Then, the construction of the image of the reader, that is, to whom it is addressed and with what characteristics. Finally, the image he or she seeks to project about his or her work in the text.

In general, these conditions allow us to characterize the adequate conditions of a scientific, academic text minimally. Although it is not a recipe nor a manual, the approach is to reflect on the need to improve the use of written language.

According to Monsalve (2019), communicative skills:

"refer to the competence that a person has to express his or her ideas, feelings, needs, dreams, and desires through oral and written language. Likewise, the ability to understand the messages

Digital Publisher
ISSN 2588-0705

Sistematización teórica para estimular la escucha: análisis de la incidencia en el lenguaje escrito académico-científico de los estudiantes de la Facultad de Marketing y Comunicación de la Universidad Ecotec

received through these codes."

The communicative skills are reading, listening, writing, and speaking, which allow the correct communicative process. Hence, all these skills are necessary for effective communication in all areas. Moreover, the school has been in charge of developing them, but the listening skill, one of the most important to develop the others, has been forgotten within the student's formation. Listening allows understanding, analyzing, and interpreting, and contributes to effective communication.

The research focused on proposing listening to strengthen written and assertive communication in the classes of Research Methodology and Design of Research Projects. Therefore, it is crucial and necessary to conceptualize the skill of listening.

To begin with the definition of listening, it is vital to highlight the differences between hearing and listening. Hearing is a phenomenon that belongs to the physiological order within the territory of sensations. Our auditory sense allows us to perceive sounds to a greater and lesser extent. Hearing is simply perceiving sound vibrations or receiving the data supplied by the transmitter. Hearing is passive.

Ortiz (2017) states that:

> "Listening is the ability to capture, attend and interpret verbal messages and other expressions such as body language and tone of voice. It represents deducing, understanding, and making sense of what is heard. It adds meaning to sound. Listening is hearing plus interpreting."

Listening is a need that society has to prevent situations that generate misunderstandings or conflicts. For instance, listening brings people together and maintains harmonious interpersonal relationships. Also, in the educational field, listening is one of the most necessary skills for school success as it triggers attention, concentration, interpretation, understanding, and reflection, which are

necessary for the development of the educational process.

Active listening concentrates entirely on the message and on who transmits the message. It is to understand, analyze, and understand the interlocutor's point of view. Ortiz (2017) states that:

> "Active listening is that which represents a physical and mental effort to obtain with attention the totality of the message and to interpret the correct meaning of the message through the verbal statement, tone of voice, and body language, indicating to the one who speaks to us through feedback what we believe we have understood. In other words, it means listening with attention and concentration, focusing all our energy on the words and ideas of the statement, understanding the message, and showing our interlocutor that he or she feels well interpreted. Moreover, active listening demands that we enter into the mind of the speaker and interpret the message from his or her point of view and that we focus all our attention on capturing and understanding the statement, thoughts, and emotions of our interlocutor."

Active listening is a challenge worth taking on, resulting in interpersonal relationships where misunderstandings are not generated and there are no communicative errors due to inadequate information decoding. Also, it understands what the other feels and knows what is happening in order to be able to help and encourage without pre-judging and pointing fingers.

Active listening requires attention to what the person is expressing, looking the person in the eye, understanding the message, contextualizing it, and responding correctly. Rojas (2018) states that active listening consists of listening very carefully, without interrupting or judging what the other person says. In active listening, one never gives an opinion without first listening completely. One never interrupts

Theoretical systematization to stimulate listening: analysis of the incidence in the academic-scientific written language of the Faculty of Marketing and Communication students at Ecotec University

Digital Publisher
ISSN 2588-0705

to leave halfway through what the other person says.

Both written and oral communication skills are crucial, not only for obtaining a position but also for performing one's job effectively. Therefore, listening is one of the most critical skills in the communication process, so learning its dynamics can prevent misunderstandings and communication errors. In addition, prejudices, preconceived notions, and assumptions are another barrier. According to Ortiz (2017):

> "Each person interprets the world around him or her in his or her way. We hear, see, feel things according to our personality, emotions, and judgments. We do not see things as they are, but as we are."

From this perspective, each person interprets the message from the situation he or she is living, from his or her mood, interests, and needs. Volatile memory is a barrier present in the communicative act due to the classification of information and inattention on the receiver's part.

We assume in the present research a series of elements that are part of the physical barriers that prevent students in the classes of Research Methodology, of the Faculty of Marketing and Communication, from paying attention as part of the TLP. The most important physical barriers are:

Noise makes it difficult for students to hear clearly or impairs their ability to produce academically and scientifically.

- Lack of attention and concentration makes it difficult for us to observe the body language of our interlocutor.

- The reduced space originates distractions and worries related to claustrophobia and defensive attitudes toward intrusions in the personal space of each of us.

- Problems in connectivity aggravated by the pandemic limit students' listening capacity in Research Methodology classes and influence

low academic and scientific production.

Techniques to develop active listening

Ken Cloke (1989), in his "Systems Design for Conflict Resolution," proposes the following techniques:

Be interested

- Example: "I am having problems in the study..."

- Response: "I am pleased that you feel good talking to me about your problem."

Encouragement

Listen carefully

- Make the speakers feel comfortable. Help them feel that they are free to speak.

- Eliminate and avoid distractions.

Be empathetic

Be patient

- Avoid criticism.

- Ask questions. This stimulates the other person and shows that one is listening.

Methodology

The method used is mixed research with a hermeneutic and descriptive approach. According to Hernández-Sampieri and Mendoza (2008), mixed methods represent a set of systematic, empirical, and critical research processes that involve collecting and analyzing quantitative and qualitative data. Moreover, their integration and joint discussion make inferences from all the information collected (meta-inferences) and better understand the phenomenon under study.

Quantitative because, according to Hernández-Sampieri (2003), it is based on a deductive and logical scheme, seeks to formulate research questions and hypotheses to test them subsequently, relies on standardized and numerical measurement, uses statistical analysis, is reductionist, and seeks to generalize the results

Digital Publisher
ISSN 2588-0705

Sistematización teórica para estimular la escucha: análisis de la incidencia en el lenguaje escrito académico-científico de los estudiantes de la Facultad de Marketing y Comunicación de la Universidad Ecotec

of its studies through our representative ones.

Action research was developed by seeking to change or transform reality and searching for the people who are part of it to take a more active role in such transformations. As Elliot (1991) referred, the study of a social situation characterizes this research to improve the quality of the action within it. For this reason, it aims to implement practices that contribute to its transformation based on a problematic situation.

Action research is located in the research methodology oriented to the educational practice. From this perspective, the essential purpose of research is not the accumulation of knowledge about teaching or understanding the educational reality but, fundamentally, to provide information to guide decision-making and change processes for its improvement. Therefore, the priority objective of action research is to improve practice rather than generate knowledge. Thus, the production and use of knowledge are subordinated to and conditioned by this fundamental objective.

In general terms, the methodology employed is fundamentally qualitative. The qualitative research approach of comprehensive interpretative cut has been chosen, given its benefits for treating the phenomenon of human listening in the educational context. Consequently, it allows methical plurality, highlights the information obtained naturally, registers the world from the experience of the subjects being studied, moves away from the positivist posture, and applies inductive inquiry.

We have opted for this approach's phenomenological and reflexive hermeneutic research traditions. The former is essential to the significance and meanings that the subjects give to the lived experience. The latter is because it is an innovative style of qualitative research that consists of meeting the proposals of analysis, analysis of the results, and discussion of the results.

Analysis of the results and discussion

We start from the analysis of a corpus of phenomenological observation records containing samples of the beginning of the researchers' formal incursion process in the Research Methodology and Research Project Design classes until the saturation of the information through this technique and the workshops applied. The lectures to the students stimulate listening and influence academic and research performance.

The results are shown by determining five qualitative categories of class groups (CG) resulting from the analysis of the listening attitude observation guide and the class observation guide.

The categories that have emerged are the listening CG, the unlistening CG, the intermittent listening CG, the apparent listening CG, and the apparent unlistening CG. Each of them is related to how the communicative process is carried out and the experience of democracy in the classroom. Correspondingly, the qualitative indicators that evidence them have been inventoried classified according to the following criteria: First, ways of communicating and living the experience of listening in the classroom process. Second, ways of living the experience of democracy in the classroom are presented below in the qualitative form.

Categories and indicators resulting from the proactive listening attitude in the Research Methodology and Research Project Design classes.

Category 1: Listening CG.

Indicators described phenomenologically: actions as texts (P. Ricoeur), symbolic actions (Geertz), observed phenomenologically (Schutz).

Criterion 1: Ways of communicating and living the listening experience in the classroom.

-The use of sound technologies during class is minimal; moreover, the request to turn them

Theoretical systematization to stimulate listening: analysis of the incidence in the academic-scientific written language of the Faculty of Marketing and Communication students at Ecotec University

Digital Publisher
ISSN 2588-0705

off or put them away is usually complied with. However, it has been given greater use in the virtual context to project videos, materials, and classes in the current context.

-In general, conversational turns can be coordinated by the teacher and the students themselves for didactic, scientific, academic, and research purposes.

-Communication takes place in acceptable listening conditions and with the vocabulary for the context of the classroom activity.

-Although there may be occasional deviations of attention for various reasons, each member returns to the thread of the subject that is being carried out.

The teacher-student relationship occurs within a framework of mutual respect and recognition, despite the natural hazards of being a teacher and a student.

-In group work, the conversation is mainly focused on commitment to the task.

Criterion 2: Ways of living the experience of democracy in the classroom.

-The group and the teacher manage the game of coexistence to benefit the teaching-learning process.

-Attention calls are complied with proactively, and the conflicts that arise are resolved without dramatic consequences.

-There is evidence of a group idiosyncrasy translated into a meeting of wills with purposes shared by the majority.

-The proxemics is accepted for the benefit and the care of oneself and the other.

-In group work, the members contribute to the self-regulation of interactions.

Categories and indicators resulting from the attitude of disobedience used in the classes of Research Methodology and Project Design of the Faculty of Marketing and Communication, ECOTEC University.

Category 2: Unlistening CG

Phenomenologically described indicators:

Actions as texts (P. Ricoeur), as symbolic actions (Geertz), phenomenologically observed (Schutz).

Criterion 1. Ways of communicating and living the listening experience in the classroom as part of the teaching and learning process of the Research Methodology and Research Project Design classes.

-Some students are aware of the use of cell phones or are effectively communicating by this means, or are listening to music with some sound technology, actions that attract others to their circle of distraction.

-Conversational turns are not coordinated for class development. Instead, they talk about anything in small circles or class matters but are scattered.

-They sometimes shout and use foul language in their verbal interaction.

-Some choose to send written messages to others on folded or crumpled strips of paper, furtively or in front of teachers' eyes. Others perform tasks from other subjects of the day. Finally, some opt for voluntary silence.

-The attention calls of the teachers (headteacher) are not heeded. As a result, the classroom is a chaotic confusion of voices.

-There are moments when the CG is in such a chaotic exchange of voices that the teacher is perceived as speaking into the void.

Teacher-student relationships do not occur in a framework of mutual respect and recognition. The perks of being a teacher and a student are

not easily overcome.

-If the teacher does not have vocal strength, his or her voice is lost in the noise, causing those who seek to listen to raise their voices to demand it.

Criterion 2. Ways of living the experience of democracy in the classroom.

-Allowing students to enter the classroom at any time, generating inattention to the class group.

-Letting listen and listening is not in the spectrum of the conscious appropriation of knowledge and individual and collective practice.

-When the teacher reduces the noise, it is achieved for a few minutes and then reappears.

-There is a tendency to inhabit the classroom as a space for socialization, distant from the school commitment itself.

-The proxemics is broken, in a persistent way, by bodily contacts that border on the expression of physical and psychological violence.

Results

Regarding the ability to listen, Salazar (2010) states that knowing how to listen to others is an art that implies showing interest in what the other wishes to express and showing respect, appreciation, and valuation towards the person who wishes to be listened to. Therefore, listening in communication is essential to learn at school and in social and family life.

When applying the different instruments to the Faculty of Marketing and Communication students who are taking the subjects of Research Methodology and Design of Research Projects, we observe that they face severe problems with listening because the values obtained are shallow in all three instruments. No indicator stands out among the others. Unfortunately, these students have finished their studies in High School and have not developed the listening skills necessary for their intellectual growth.

The result of the observation guide in the students of Research Methodology concerning the students of Project Design showed great difficulties with the skill "Knowing how to listen." Moreover, they have not developed this skill because there are no significant differences in the results for the different subjects, which can be seen in the insufficient written production in the academic-scientific part.
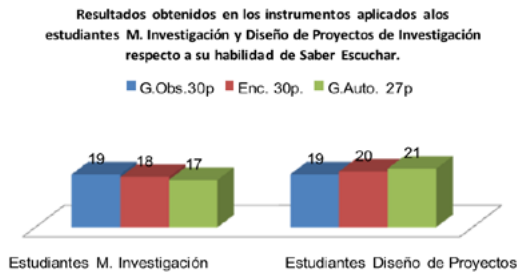
In all the students of both Research Methodology and Research Project Design throughout the survey, the predominant answer was sometimes, that is, sometimes they listened to the professor, looked at him, asked questions, did not give importance to the change of rhythm and intensity of the professor's voice through the virtual or face-to-face classes, as well as they think that they are not listened to. Therefore, the results of all the students continue to demonstrate the lack of knowledge of the skill "Knowing how to listen," which shows that in all the classes, we must stimulate listening in the students.

The self-evaluation guide has again corroborated the difficulties that all students present in developing the skill "Knowing how to listen." Consequently, it is essential to mention that most students slightly raise their score in the self-evaluation since they tend to give a different image than what they are, a behavior also observed in most teachers.

In graph one, we can evidence that the results obtained by the students of Research Methodology and Research Project Design are almost similar and very low to the reference range. The group of Research Methodology has lower scores in the three instruments applied compared to the students of Research Project Design.
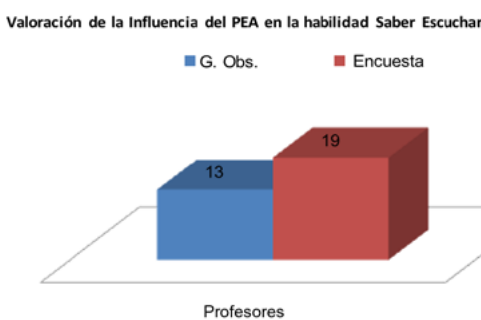
Theoretical systematization to stimulate listening: analysis of the incidence in the academic-scientific written language of the Faculty of Marketing and Communication students at Ecotec University

593 Digital Publisher CEIT
ISSN 2588-0705

Graph 1

Results obtained in the instruments applied to students M. Research and Research Project Design regarding their ability

Resultados obtenidos en los instrumentos aplicados a los estudiantes M. Investigación y Diseño de Proyectos de Investigación respecto a su habilidad de Saber Escuchar.

■ G.Obs.30p ■ Enc. 30p. ■ G.Auto. 27p

Estudiantes M. Investigación: 19, 18, 17
Estudiantes Diseño de Proyectos: 19, 20, 21

In graph two, we show the results obtained by the teachers about the students and their influence on the Teaching-Learning Process (TLP) directed to the stimulation of the communicative skill of Knowing How to Listen.

Graph 2

Assessment of the Influence of the teaching and learning process on the ability to Know How to Listen from the classes of Research Methodology and Design of Research Projects in the Faculty of Marketing and Communication

Valoración de la Influencia del PEA en la habilidad Saber Escuchar

■ G. Obs. ■ Encuesta

Profesores: 13, 19

When we applied these instruments to the students of Research Methodology, we evidenced that the educational teaching process did not influence the development of the ability to know how to listen. The students of Research Project Design showed the same difficulties.
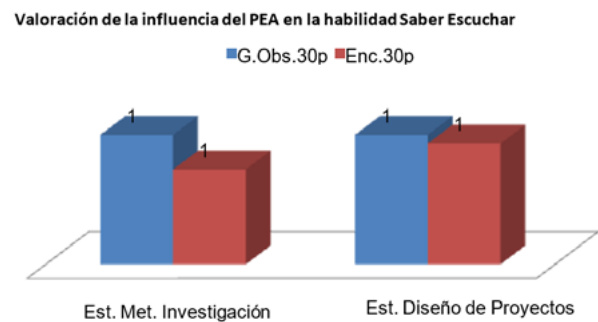
In graph three, we compare the results obtained by the students of Research Methodology and Research Project Design on the influence of the TLP on the skill of Knowing How to Listen. We can see that there are no significant differences between the students who started the semester with Research Methodology and those who started the semester with Research Project Design.

When we applied these instruments to the students of the Research Methodology in the Faculty of Marketing and Communication, we evidenced that the educational teaching process did not influence the development of the ability to listen. The students of Research Project Design showed the same difficulties.

Graph 3

Assessment of the influence of the TLP on the ability to Listen

Valoración de la influencia del PEA en la habilidad Saber Escuchar

■ G.Obs.30p ■ Enc.30p

Est. Met. Investigación: 1, 1
Est. Diseño de Proyectos: 1, 1

Conclusions

The phenomenon of human listening and its devalue, the lack of listening, observed phenomenologically in the context of the subjects of Research Methodology and Design of Research Projects in the Faculty of Marketing and Communication, have made it possible to project some generalizations that concern its manifestation in the entire university context. However, the indicators extracted can be found in universities, so it is possible to think that listening is still to be done in the classroom process and requires special attention to the impact of the academic and scientific environment. Therefore, the meaning of listening in teachers, students, and student students is not explicit as listening has not been thought of as an academic and scientific issue of significant dimensions. Hence, the relevance of the research.

The dissonance and the deficit of listening do not apply only to the field of democracy. However, they are the essence of the pedagogical, didactic, and methodological act since it becomes a communicative and social activity by its nature. This, together with the fact that the University is a scenario to base the basic principles of the substantive processes in close relation, makes it imperative to demand education of listening in students and teachers systematically since the evidence shows neither of them has received it.

Consequently, one of the most promising fields of research for the study of language and the didactics of all disciplines is undoubtedly the phenomenon of listening. Moreover, it will be the countercurrent of this culture of noise and predation that dwells in the current university context. For pedagogy as a science, investigating and intervening will be a commendable task, given that the development of the ability to listen makes it possible for the human subject to enter into culture (bearing in mind that the first organ of perception that puts the fetus in contact with the outside world is the ear).

The attitude of listening as an ethical-political posture constitutes the foundation of the pedagogical conversation and every experience of democracy in the classroom. In families and communities, it is a reason to delve into the enigmas of such a necessary skill. Without education for listening, it is unlikely that pedagogical communication and the experience of democracy in the classroom will occur, and all classroom work is useless for the educational purposes of human and social development.

The triangulation applied once the surveys, observations, and the application of theoretical methods were completed allowed a better approach to the objective of this research and validated that the students taking the subjects of Research Methodology and Design of Research Projects in the Faculty of Marketing and Communication need to constantly stimulate listening in the classroom process to influence the academic-scientific production of the students.

References

Bloomfield, L. (1973). Linguistic Aspects of Science (10th ed.). Madrid: España Editions Workshop, Josefina Betancor.

Cisneros-Estupiñán, M. (2012). Linguistic Aspects of Science (10th ed.). Madrid: Editions Workshop.

Cloke, K. (1989). Systems Design for Conflict Resolution. Havana: University of Havana.

Cuervo, A. C. (2017). Communication skills in conflict resolution in the classroom. Pereira: Technological University of Pereira.

Escallon, E. (2017). Listen, understand and improve relationships. Altablero, the newspaper of a country that educates and educates itself. Barcelona: Universidad autónoma de Barcelona.

Fachelli, P. L. (2015). Methodology of quantitative social research. Barcelona: Autonomous University of Barcelona.

Fernández., R. V. (2019). Personal skills for family life. Spain: School of well-being.

Franco, L. P. (2014). Assertive behavior as a social skill. Ministry of Labor and Social Affairs of Spain.

Fernández-Fastuca, L., & Bressia, R. (2019). Definitions and characteristics of the main types of text. Faculty of Psychology and Education. Education Department.

Henao, J., & Castañeda, L. (2001). Reading in Higher Education: results of an investigation. Medellín: University of Antioquia.

Mendieta, B. A. (2016). Assertive communication: a pedagogical tool to develop communicative competence. Bogotá: National Pedagogical University.

Mendieta, B. A. (2016). Assertive communication pedagogical tool to develop communicative competence. Bogotá.

Monsalve, M. E. (2019). Development of communication skills in the new school. Medellín: Education and Pedagogy Magazine.

Montaño-Garfias, E. (2018). Speeches to promote democracy.

Morales, M. J. (2016). Languages and specialized common knowledge. Interam Magazine. Bibliot. Medellín (27).

Moreno, F., Marthe, N., & Rebolledo, L. A. (2010). How to write academic texts according to international standards. Barranquilla: Uninorte.

Pérez, J. (2007). From writing to hypermedia: the new communicative competence. Signs, theory and practice of education.

Ortiz, R. (2017). Learning to listen How to develop active listening skills. USA: Lulu.

Quijano, A. M. (2017). Communication skills in conflict resolution in the classroom. Pereira: Technological University.

Quiñonez., L. M. (2018). Methodological strategy to improve listening in students. Florence: University of the Amazon.

Rivas, T. L. (2014). How to do a Master's thesis? Mexico: Open Workshop Editions.

Sanabria, M. (2016). Assertive communication in the construction of critical thinking. experience with sixth grade students in San Antonio Norte. Manizales: Autonomous University.

Sampieri, R. H., Fernández-Collado, C., & Baptista-Lucio, P. (2010). Investigation methodology. Mexico: McGraw-Hill.

Salazar-Duque, A. (2020). The writing: concept, characteristics, its phases. UAM Xochimilco.

Sánchez-Upegui, A. A. (2009). Scientific and literary writing: communicating the novelty of the world. Virtual Magazine Universidad Católica del Norte (28).

Silva-Camarena, J. M. (2020). Science: a matter of words. Accounting and Administration Magazine (212).

Terán, D. E. (2016). Development of assertive communication social skills to strengthen school coexistence. Bogotá: Free University.

Tohaira, M. (2010). The Art of Investigating. In S. Castro, & A. Marcos, Art and science: convergent world (pp. 326-333). Spain: Plaza y Valdés, S.L.

Van Dijk, T. A. (2003). The discourse as structure and process. Studies on discourse I. An interdisciplinary introduction. The study of discourse.