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**AUDIOVISUAL DIDACTIC RESOURCES TO BOOST A1 STUDENTS'
DISCRIMINATIVE LISTENING SKILLS.**

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Teaching-Learning Resources

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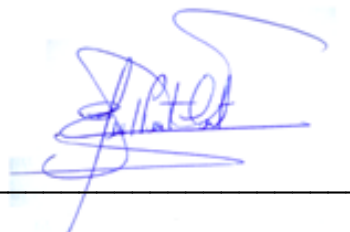
Innovative Pedagogies to English Language - Teaching Teaching-Learning Resources

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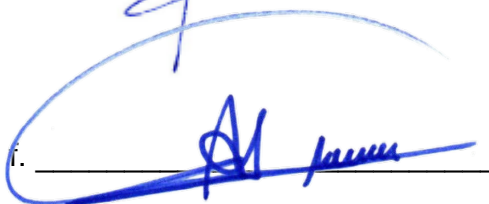
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Resumen

El presente trabajo tiene como objetivo evaluar cómo los recursos didácticos audiovisuales potencian la capacidad auditiva discriminativa de los estudiantes de A1 en el Centro de Idiomas de la Universidad Técnica de Cotopaxi, período abril-agosto 2021. Su base metodológica es cuasiexperimental de alcance descriptivo con enfoque cuali-cuantitativo. La población la constituyeron 40 estudiantes legalmente matriculados en A1. La técnica de investigación aplicada fue la encuesta para recolectar datos, validados a través del programa estadístico IBM SPSS Statistics en la escala estadística Alfa de Cronbach cuyos coeficientes determinaron una confiabilidad alta. También se empleó la técnica psicométrica, misma que a través de un test fue aplicada al grupo de estudiantes para identificar el nivel de desarrollo de la habilidad de escucha discriminativa antes y después de la intervención pedagógica. Los resultados obtenidos arrojaron valores de una media de 8,50 en el pre-test y 9,00 en el post-test en el grupo de estudio, al efectuar las comparaciones de los promedios se logró determinar que el promedio previo a la propuesta se ubica en la categoría de más de 5 errores donde se evidencia de la necesidad de una revisión de un audiólogo. Mientras que el promedio posterior a la propuesta se ubica en la categoría de 2 a 4 errores, el cual es indicativo de la existencia de un problema que debe ser abordado pedagógicamente. Entonces, se puede manifestar que la intervención pedagógica por medio de recursos didácticos audiovisuales potencia la capacidad auditiva discriminativa en los estudiantes.

Palabra clave: capacidad auditiva, destreza auditiva discriminativa, intervención pedagógica, recursos didácticos audiovisuales.

Abstract

The present work aims to evaluate how audiovisual teaching resources enhance the discriminatory hearing capacity of A1 students at the Language Center of the Technical University of Cotopaxi, during the period from April to August 2021. The study has a quasi-experimental methodological basis with a descriptive scope and quali-quantitative approach. The study included a population of 40 A1 students. Data collect was collected and validated with the statistical program IBM SPSS Statistics using the Cronbach's Alpha statistical scale, which the coefficients determined a high reliability. The psychometric technique was applied to a group of students to identify the level of discriminative listening ability development before and after the pedagogical intervention. The results obtained yielded values with a mean of 8.50 in the pretest and 9.00 in the posttest in the study group. It was determined the average prior to the proposal contained more than five categorical errors where a review by an audiologist was necessitated. In contrast, the post proposal average contained 2 to 4 categorical errors, which indicatived the existence of a pedagogic problem. The study can conclude a pedagogical intervention through audiovisual didactic resources may enhance the discriminatory hearing capacity in students.

Keywords: hearing capacity, discriminative listening skill, pedagogical intervention, audiovisual teaching resources.

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Introduction

Listening is one of the most important skills for any person who is learning English because, in verbal communication, it is not possible to interact effectively without listening and understanding the speaker's expressions. However, listening is a very demanding and challenging skill to master by learners that goes beyond any attempt or effort. It requires true discriminative work in which the student begins to distinguish and differentiate sounds for the facilitation of learning because listening is a cognitive skill that involves decoding, understanding, interpreting, and evaluating messages (Nu, 2019).

Hence, it is recognized that discriminative listening is the beginning of learning a second language because, during childhood and human evolution, man begins to distinguish sounds and then other characteristics of human language as voices, emphasis, accents, pauses, etc. This is the basis for effective communication because attention is not only paid to the message but to what the sender really wants to transmit and receive in the response (Raju, 2018).

In this context, it is essential that language teachers develop and apply effective strategies for the development of discriminatory listening skills, which must be of high impact. Prime examples of these are audiovisuals that have proven to be effective in the teaching-learning process by providing interactivity, motivation, and facilitation of the acquisition of meaningful learning.

Several investigative antecedents demonstrate the importance of developing strategies for the improvement of discriminative listening skills. Among them, Sheng (2020) points out that audiovisual resources allow the development of interactive, interpretive, understandable, and motivational classes for students to be engaged in the learning process. In the same way, Sejdiu (2017) in her research on listening skills and technological use, highlights that audiovisual resources have an important role in listening by actively promoting listening skills among learners.

The audiovisual media also allow students to obtain a better understanding since they contain a more significant number of authentic materials for samples in real-life communication where students can capture information, interpret meanings, and

understand the message received through the auditory route more quickly. Additionally, this type of resource has motivational triggers due to the existence of images and videos that can prevent students from becoming bored, motivate them to learn, and include them in new worlds and realities (Alivi, 2016).

Therefore, audiovisual media have a fundamental role in the development of listening skills for learning a foreign language. Furthermore, it was affirmed by Danxin (2013) that audiovisual materials make the language more understandable and facilitate the study of foreign languages, especially in the auditory field, where they play a crucial role in accessing and understanding new information. When information is understood and absorbed, cognitive schemes are renewed and increased, and in this sense, audiovisual media allow the renewal of mental schemes in an active and dynamic way.

These arguments point out the relevance of audiovisual media for developing global and discriminative listening skills, regardless of the context or level of language teaching, since these media motivate and create stimulating environments for the teaching-learning process and advancement of skills, abilities, and attitudes related to listening.

However, despite the importance given to audiovisual media in language teaching, teachers worldwide have noticed deficiencies in the management and use of the skill. Thus, for example, in a Spanish study, it is mentioned that at present, students are more linked than ever to audiovisual resources (consumption reaches 92.5%) due to the use of new technologies that make it essential that teachers enter this world because the success of learning depends on their employment and proactivity with their students (Marcos & Moreno, 2020).

In an Asian study, it is stated that 88.4% of students currently spend more than ten hours a week using audiovisual media due to their immediate access to technology. However, it is assumed that only 33.5% of this consumption is for the purpose of English learning because teachers do not make adequate use of it to improve both receptive and productive skills that, if incorporated into English curricula, could allow for more than 80% improvement in the academic and attitudinal performance of the learners (Dang & Nhung, 2016).

In Latin America, the use of audiovisual resources is scarce compared to European or Asian countries, as more than half of the students in the region lack access to a computer or Internet connectivity. However, the variations by country show that 60% of the students in Uruguay, Argentina, and Chile have access to equipment; in Peru, Colombia, Mexico, and Brazil, it amounts to 40% and, in the rest of the countries, less than 40%. Likewise, 40% of students in the region have access to computers connected to the Internet with variations in Brazil, Uruguay, Argentina, and Chile where connectivity exceeds 50% and can reach 90%, falling to less than 40% in countries like Mexico, Colombia, and Peru (Castillo & Garrido, 2018).

The lack of access to technology is not the main problem in Latin American; rather, the lack of knowledge about its use in the educational field is the principal issue. Despite the existence of countless audiovisual resources for computers, cell phones, tablets, television, etc., the majority of teachers ignore or make limited use of these didactic resources in language teaching, thus wasting their potential in the field of listening (Milosevic, 2017).

In Ecuador, the use of audiovisual media has been expanded through technological inclusion in the educational field that has improved since 2006 with the provision of technological infrastructure, classroom equipment, as well as computers, and their resources. In addition to the provision of educational software, the creation of educational portals, technical support, and teacher training under the Integral System of Technology for the School and Community has helped with the expansion as well (Peñaherrera, 2012).

However, difficulties still persist in its use as a didactic medium, especially in the field of teaching English, where it is assumed that 90% of teachers do not use audiovisual media in the classroom. This reflects a serious problem because it has been demonstrated that the use of these means can improve listening skills in the foreign language by up to 80% (Zambrano, Lermoine, Carvajal, & Williams, 2017).

The information mentioned above reveals that the educational system has not yet achieved the desired educational transformation. There is a stagnation in the use of didactic resources, especially audiovisuals, that are used very rarely by teachers to promote listening skills that are basic for the development of productive capacities.

In the Cotopaxi province, a significant number of learners, despite having been taught English for several years during their formal studies, are still doing poorly when they are on campuses.

The particular situation is also the case for the students at the Language Center of the Technical University of Cotopaxi; subsequently, the last graduated class with a B1 proficiency level of the English language showed a deficient listening skill development because it was limited to close-ended questions where luck was the common thread over proper analysis or any other learning technique, in order to approve integrative final tests. Thus, this research is oriented to provide a trustworthy perception on how to use audiovisual didactic resources better to boost A1 students' discriminative listening skills.

Based on the previous last statement, the problem detected is presented as follows:

- How do audiovisual teaching resources influence the development of discriminatory listening skills?
- The general objective to be achieved is: To evaluate how audiovisual didactic resources boost A1 students' discriminatory listening skills at the Language Center of the Technical University of Cotopaxi from April to August 2021.

For which the following specific objectives were raised:

- To diagnose the type of audiovisual didactic resources for boosting A1 students' discriminatory listening skills.
- To identify the current level of discriminative listening skills development among the groups under study.
- To find out the outcome in terms of data analysis before and after using pre-listening activities for the discriminatory listening skill development to A1 students.
- To socialize the effectiveness of using effective pre-listening activities based on audiovisual didactic resources are for the discriminatory listening skill development.

The present work aims to evaluate how audiovisual didactic resources enhance discriminatory hearing capacity in A1 students at the Language Center of the Technical University of Cotopaxi, for which the mixed research approach was used because with the management of quantitative data and qualitative, a more in-deep study is achieved, and the development of scientific knowledge is more likely (Cabezas, Andrade, & Torres, 2018).

The study design is quasi-experimental with a descriptive scope applied in a study group in two moments—one before and one after the intervention—in order to evaluate the influence of audiovisual teaching resources on discriminatory hearing capacity. The research model is bibliographic-documentary because the information from repositories and other physical or digital sources was collected and analyzed to update the researcher's knowledge about audiovisual teaching resources and discriminatory hearing capacity. Field research was used to collect information directly from the investigated subjects or from actual events (Arias, 2012).

Descriptive research was used because the object of study was described, which is the use of audiovisual didactic resources to develop the discriminative listening skill in A1 students at the Language Center of the Technical University of Cotopaxi. The researcher applied explanatory and correlational research to explain the findings of the results and the behavior of the topic research pre and post-application of the audiovisual resources.

The sample of the present study consisted of 40 students. A survey was used as a research technique, which consisted of 10 multiple-choice and close-ended questions to diagnose the type of audiovisual didactic resources used to enhance the discriminatory hearing capacity of A1 students. A standardized pre- and post-test were applied as instruments to evaluate the students' listening skills before and after the application of audiovisual resources.

The implementation of this investigative work is justified in the need to use audiovisual didactic resources to develop discriminative listening because these resources are facilitators of the teaching-learning processes by favoring perception through the auditory and visual senses. They also constitute direct supports in listening comprehension by making it more straightforward interactive, and

motivational, thereby increasing the effectiveness of the teacher's explanations, enhancing communicative competence, and inducing the establishment of a direct connection with the social environment.

The study was feasible because it had the openness and support of the authorities, teachers, and students of the educational institution for the execution of the research with all its implications. These include but are not limited to the application of the survey, the research work, the pedagogical intervention, and the reporting and sharing of research results.

The direct beneficiaries were the A1 students at the Language Center of the Technical University of Cotopaxi because by providing high-impact didactic material, their listening skills were enhanced, which allowed them to achieve and master learning in a faster and more effective way, favoring attention, concentration, retention, memory, and understanding.

It is an original study because previous research of this type has not been applied in the Language Center of the Technical University of Cotopaxi. Therefore, the expected impact is that students and teachers will be committed to acquiring significant knowledge to discriminate and contrast phonemes between Spanish and English, as well as the facilitation of learning and innovation.

CHAPTER I: STATE OF THE ART AND PRACTICE

1.1 Linguistic and listening skills in the language learning process

Language skills are crucial components in the foreign language learning process, even in the first language acquisition, since they provide an outstanding contribution to the development of the learner's receptive and productive skills. In the same way, it can be indicated that linguistic skills allow fluency to develop in oral and written expressions from the first levels of language knowledge. The learning act frequently used expressions as an instructional method that helps students to cope efficiently and then perform that function by communicating orally with others who speak the language (García & Bravo, 2016).

To learn a foreign language correctly, different skills should be covered, especially, the four basic skills that must be developed: the ability to speak, listen, write, and read. That is, oral expression, listening comprehension, written expression, and reading comprehension must be mastered. (Chamorro & Bejarano, 2020). Some of these skills, depending on the context, can be developed more, others less, and others are forgotten, but the following four linguistic skills must be mastered at a certain point in the language learning process:

- **Listening:** This skill means understanding communication from the point of view of speech. It is to understand or make sense of what is heard. Listening becomes effective when a person not only hears what the others express directly but also understands feelings, ideas, and thoughts; that is, a person knows how to put himself or herself in the place of the other person.
- **Speaking:** This is the combination of many ways that serve to convey a person's needs or ideas to other people. This skill is developed automatically by listening and speaking regularly. The increased speech exposure is the best foundation for successful academic learning in the way to get accurate communication, especially with natives.
- **Read:** This skill is a key to good learning in all areas of knowledge. This ability develops the capacity for observation, attention, concentration, and critical

analysis. The good development of reading skills allows the learner to have fun while also stimulating and satisfying curiosity about topics of interest.

- Writing: Learning to write involves many skills that are necessary to write either by hand or on a keyboard. It requires the use of spelling and other skills that are closely related to reading. Writing is organizing ideas into sentences and using vocabulary through summaries and reviews (Chamorro & Bejarano, 2020).

To learn a second language, a person must develop some skills and sub-skills regarding the essential knowledge of linguistics. In order to do so, there are strategies and methodologies that are reformed over time as new needs, types of intelligence, teaching approaches, learning styles, or other related factors that influence the moment of learning and discover a new language and a culture. Consequently, it is important to note that there are both receptive and productive skills in a language (Lescano, 2016).

Productive skills are those that are developed from the moment a person begins to produce a language, generally by babbling some words or mispronouncing different sounds of the target language spoken around him or her at the early stages of life, which come to be the mix between certain innate aspects of the individual and the exposure to a natural linguistic environment (Lescano, 2016). To better understand what productive skills encompass, it is essential to understand the fields of study that involve them, which are:

- Psychology: It is a discipline that acquires an extremely important role from the point of view of behavior as part of human expression.
- Linguistics: This is because it refers to the formation of language skills.
- Pragmatics: It studies the use of the language, and more specifically, the factors that affect the choices in the interlocutors (Lescano, 2016).

On the other hand, receptive skills, also known as passive skills, are the ones in which individuals receive messages or information by any kind of input, including sound waves or images. Receptive skills include listening and reading because

people do not have the necessity to produce language to develop these; learners usually tend to develop these before acquiring productive skills. They have specific characteristics that make them different from others. The researcher details the most important, as follows:

- Knowledge of the linguistic code is required for both reading and listening successfully.
- In both skills, the information is processed in some cases sequentially, from the smallest unit to the full text.
- Both the act of reading and the act of listening requires the interpretation of the message and the prior knowledge that the person who listens or reads has about the topic that is discussed in the interaction or text.
- Both activities involve solving problems based on what is heard or read and on prior knowledge.
- When a person reads or listens, he or she creates a series of images that aid in understanding the text (Lescano, 2016).
- Similarly, listening is an activity that involves making sense of spoken language, usually accompanied by other sounds and visual stimuli, with the help of our relevant prior knowledge and the context in which it is being heard. However, instead of thinking about listening as a single process, it must be conceived as a set of related processes - recognition of the sounds emitted by the speaker, the perception of intonation patterns that show the focus of the information, interpretation of the relevance of what is said in the current topic, and so on. (Motta, 2017).

Likewise, listening is essential for the success of the communication process during different interpersonal relationships (family, professional, work, academic, among others). The circumstances in which it is carried out may be:

- Listening in the presence of the interlocutors (dialogue, conversation).

- Listening without the physical presence of the interlocutors (telephones).
- Listening without seeing those who speak or act (radio, CD).
- Listening to and viewing images (television, cinema).
- Listening and seeing live scenes (theater, concerts, conferences, oral exhibitions, among others) (Motta, 2017).

On the other hand, in the case of academic contexts, when listening is appropriately done, two processes are fulfilled:

- Translation of sounds in meaningful units.
- Organization of the significant units in more complex sequences that must be interpreted (Motta, 2017).

In fact, listening is a cognitive process (active and dynamic) in which what is perceived is interpreted and given meaning. It differs from hearing since it only refers to what enters people's ears, and it catches by their hearing spectrum. During the listening process, some elements intervene that constitute what is called here the process of understanding listening. (Motta, 2017). Consequently, listening is the key skill to get involved in effective communication due to the ease of understanding what is said by others if the learner developed it properly.

1.2. Audiovisual resources in language teaching

At the beginning of the 20th century, cinematography was used for didactic purposes in the biggest areas, and later, the use of other visual means became popular worldwide, such as the diascope and the episcope, which allowed teachers to show illustrations, graphics, drawings, or diagrams that served as visual support to their oral explanations. On the other hand, there were also sound media (record or tape) created by professors and researchers at that time, which were used for language teaching (Ramos & Moreno, 2020).

The passing of time and technological advances gave way to what is now known as audiovisual resources, which integrate both visual and sound content and which has

become an instrument of great value in education as didactic aids to the teacher (Ramos & Moreno, 2020). Similarly, audiovisual resources arouse great interest among young people and professionals in the educational context, perhaps because they provide a wide range of functions that allow them to use them as didactic resources or simply because of the daily use of them (Ramos & Moreno, 2020).

Regarding the definition of audiovisual resources, it can be stated that they are tools, materials, or other objects that allow for the optimization of the teaching-learning process in any field and help to achieve the pedagogical objectives proposed by teachers in their lesson plans. These resources, to fulfill their function, must be adapted to the teaching context, which means the coverage of students' need, the educational purpose, the learning outcomes, and the place where they will be implemented (Ramos, Botella, & Gómez, 2016).

Undoubtedly, the importance of the audiovisual resources usage in education is widely documented, especially since the implementation of information and communication technologies, a multitude of methodologies and resources have been developed both for the study and for the development of skills and abilities (Ramos, Botella, & Gómez, 2016). In fact, a difference is established between didactic aids and educational resources, where the former corresponds to any material that has been designed with a pedagogical intent, while the latter relates to any material that is used for a didactic purpose (Niño & Fernández, 2019).

In the same way, it is indicated that the didactic materials have gained great relevance in recent years. These materials are used frequently in the teaching of the English language since the texts and support material apply a high audiovisual content (Amaya, Bajaña, Amaya, & Amaya, 2016). Furthermore, the use of didactic materials is preceded by an educational strategy, which is why we speak of audiovisual resources as they are encompassed within these instruments and the necessary prior didactic strategy. Thus, audiovisual media, in traditional education, is used as a reinforcement for the transmission of content (Ramos & Moreno, 2020).

There are many reasons for using teaching materials in the classroom, the most important of which are:

- **Motivation:** It helps to capture students' attention more easily. This is enhanced by the element of surprise, which produces a variety of positive stimuli on the part of the students.
- **Accessibility:** It makes what surrounds us accessible or serves as a source of complementary information. Sometimes the topics that are worked on in the classroom can be very abstract. In some cases, they can serve as intermediaries or supports for their representations or reproductions.
- **Exploitation:** didactic materials are helpful when teaching students with different learning styles since the material can be adapted to their specific needs (kinesthetic, visual, auditory, logical-mathematical, linguistic, etc.) therefore providing us with a form of attention to diversity (Chang C. , 2017).

In the teaching-learning process, educators use different methodological strategies. One of these strategies is the use of didactic materials that facilitate the acquisition and retention of concepts, abilities, and skills through the stimulation of the human senses; the stimuli should affect more than one sense at the same time to guarantee the proper use of the materials. It is important to note that these processes are adjusted to student needs (Amaya, Bajaña, Amaya, & Amaya, 2016). The types of teaching materials that can be used for teaching-learning the English language are:

- **Visual Materials:** These can be text or images that are used and, in turn, are divided into projectable and non-projectable categories. Among the former are, for example, slides, and within the latter, murals or textbooks.
- **Auditory Materials:** This is the sound emitted directly or recorded for use. For example, CDs and radio stations are frequently used.
- **Mixed Materials:** For example, televisions or computers can include both visual and auditory materials (Ramos, Botella, & Gómez, 2016).

In addition, the use of audiovisual aids for language teaching through didactic materials offers the possibility of working on autonomous learning and increasing students' interest in the curricular content, both conceptual and attitudinal (Ramos & Moreno, 2020). In pedagogical processes, one of the main problems is the

transfer of knowledge. Therefore, educational materials enable the expression of learning styles, and create links among different disciplines, releasing in students not only creativity but also the ability to observe, classify, interact, discover, or complement the knowledge previously acquired (Niño & Fernández, 2019).

Within this context, the use of television or videos in the classroom allows students to access more information by listening. Non-verbal behavior or paralinguistic features of the spoken text are now available to students, allowing them to develop their listening skills in a richer linguistic context. Many language learners watch movies outside of class time, but few of them see this as an opportunity to develop their listening skills (they tend to read movie subtitles in English). However, watching movies is an opportunity for students to increase their knowledge of the English language outside of the classroom.

In the same way, the videos help students to be more aware of their learning process because they allow them to obtain immediate feedback, making the videos more effective than the "simple correction from the teacher," since they can be used in different ways in a language classroom, as they are an excellent means of the learning experience. However, the videos can be used not only in a classroom but also in distance learning environments where facilitators can interact with students via the Internet (Arteaga, Guarín, & López, 2009).

On the other hand, it is stated that the pedagogical use of audiovisual resources fulfills the following functions:

- Introduction: They can be used to introduce a topic from a general point of view to later influence and deepen on specific topics.
- Remember: Referring to content prior to the new topic that is exposed.
- Structuring reality: Through audiovisual resources, representations of reality can be made in a symbolic way.
- Promote the relationship between students and teachers: A climate is created in the classroom where students are more motivated to learn.

- Training: The acquisition of knowledge, abilities, and skills is promoted.
- Contrast ideas: Promoting the capacity for analysis, contrasting conceptions challenging to focus.
- Closure of a topic: It allows a topic to end by synthesizing the contents that have been exposed and making it possible to create unresolved questions to encourage students' reflection.
- Exercise: This can be done through the posing of questions to the students so that they reflect and analyze their resolution. In this way, their participation and the implementation of previously acquired learning are encouraged.
- Evaluation: It can be used to evaluate lessons learned and interpret situations.

In addition, to select video material, current topics must be involved according to the students' interests and likes, and they must also be appropriate for their current language knowledge level. Similarly, it is crucial to keep in mind that most of the didactic materials are full of cultural aspects and awareness to be learned by students; therefore, educators should select materials that can be used appropriately and help students perform successfully during the activities proposed in class to develop the different language skills.

1.3. Listening comprehension and language learning

The listening comprehension skill in the English language is considered as a receptive skill because it does not involve any intention of producing language, in which the individual decodes the linguistic system (grammar and vocabulary as elements of linguistic competence; and, on the other hand, pronunciation, rhythm, and accents as phonetic and phonology elements). In the same way, people need to decode sociocultural, discursive, strategic, and sociocultural elements fundamentally (Anagua & Pulido, 2017).

According to Abbas & Narjes (2016), listening comprehension is an interactive process in which people participate in the construction of meaning; listeners need

to understand the oral input through discrimination of sounds, prior general knowledge, grammatical structures usage, stress and intonation familiarity, and other linguistic or non-linguistic clues that involve knowing the sounds of speech, understanding the meaning of individual words, and understanding the syntax of prayers, but individually.

Indeed, González (2019) explains that listening comprehension is an invisible mental process, which makes it difficult to describe. Listeners must discriminate between different sounds, understand vocabulary and grammatical structures, interpret emphasis and intention, and retain and interpret all of this within the immediate context. In fact, according to Chang (2017), listening comprehension is not a skill but a series of skills marked by the fact that it involves the auditory perception of oral signs, and it is not passive. A person is able to hear something but not be capable of listening.

In addition, the auditory skills have objectives that will help teachers when preparing and giving a lesson and will be useful for students since they will know what they have to learn. Some of these objectives are:

- Listening to understand the speaker.
- Recognizing and demonstrating good attendance.
- Recognizing and demonstrating reflection.
- Recognizing how metacommunication can be improved by clarifying incongruous communication (Chang A. , 2016).

As a consequence, the importance of listening skills has as much or more relevance than oral skills since one does not work without the other so, people need to develop more than one skill at the same time. For example, speaking for the sake of speaking does not constitute greater merit if what people say is not received by another person. In this sense, listening becomes a fundamental social component for every human being, except perhaps for people who do not have the sense of hearing or are in the process of losing it (Ramos & Moreno, 2020).

Moreover, in the area of teaching a second language, listening comprehension is essential, both in the mother tongue and in a second language, since it plays a central and predominant role in the language learning process (Ramos & Moreno, 2020). Consequently, apprentices need to be able to understand oral input by discriminating non-important sounds but paying attention to the message as a whole during the speech so, students have to learn and assimilate the phonetic level of the target language.

Another reason why listening comprehension is important is because it precedes production in all cases of language learning, and there can be no production unless the linguistic stimulus is given and this, in turn, makes it understandable to the listener. Listening comprehension is essential not only because it precedes language production logically and chronologically, but because it appears to be the primary mechanism through which the rules of language are internalized (Amaya, Bajaña, Amaya, & Amaya, 2016).

The following are the unique characteristics of listening skills:

- What a person hears is, most of the time, of an ephemeral nature, for which reason, generally, the person cannot review what they have heard and reevaluate it as they can in reading.
- Listening comprehension requires the use of memory to a large extent since the person must store the information to respond to it.
- Listening involves a series of aspects that the act of reading does not have, such as emphasis, intonation, rhythm, volume, and others.
- In the verbal message, there are a series of non-grammatical forms, reductions, deletions, repetitions, pauses, corrections, redundancies, and other phenomena that, in general, do not appear in the written message, so the person who listens must give meaning to the message, even when it is not entirely clear and complete.
- In many cases, there is a need to process and respond immediately.

- Typically, the listener loses focus quickly, causing them to "lose themselves" in the message and then not be able to respond appropriately.
- On many occasions, the oral message is accompanied by a series of noises (music, other conversations, speakers, speakers, for example) that interfere with the message; therefore, the listener must eliminate what does not work and use what is significant (Niño & Fernández, 2019)

According to Arévalo (2019), listening comprehension has particular characteristics; for a while, a reader can go back and forth in a text as many times as necessary to achieve complete understanding; oral information usually comes "live" during an interaction and often requires an immediate response. To be adequate, the received text has been correctly decoded, analyzed, and interpreted; hence, listening comprehension is, then, a complex and vital process, since obviously, if the student does not achieve an appropriate level of understanding about the information, he or she will not be able to use it to advance his or her learning.

Eventually, a fundamental part of the listening comprehension process is what is known as bottom-up and top-down processing.

- The bottom-up processing or ascending model is a reading comprehension process strategy, where the recognition of language occurs in the understanding of the minimum units of the language (letters/phonemes) until reaching the understanding of broader units of it, assumes the name of descending model because it starts from the minor components of the language to be integrated into more complex grammatical structures.
- Top-down processing is a strategy that comes from an external source that encourages the recipient of the message to construct or reconstruct its meaning actively; for this, their knowledge of the language, their prior knowledge is used, and the situation is analyzed: who sends the message, the relationship between sender and receiver, the moment at which the message is given and other similar aspects (Ricoy & Álvarez, 2016).

Within the context of listening comprehension, Arévalo (2019) comments about the existence of levels that must be considered as they allow the student to appropriate the information, take a position in front of it, interpret it in a meaningful way, and issue a response. These levels are:

- First: There is the transactional level, in which the student receives the information or message orally and proceeds to decide what to do with it.
- Second: Next is the interpretive level, which implies the decoding of what is heard based on prior knowledge, which is related to the incoming information, making inferences, and adding a bit of itself to the message.
- Third: Finally, there is the evaluative level, in which critical and evaluative judgments are made about the message, the information given is analyzed, configuring a response based on the connection made in the previous levels. This is where the position is set, and decisions are made that lead to the ultimate level of understanding or responsive level.

As a matter of fact, in language learning, the first two levels are very significant since they involve using the listener's knowledge of the vocabulary and grammar structure and their capacity to make inferences during the interaction. However, undeniably, the last level is the one that reflects that understanding was indeed reached or not for both sides because the adequacy or relevance of the possible response can enrich or hinder oral communication, resulting in either a successful or faulty understanding.

Within this line of argument, Martínez, Abreus & Castiñeira (2020) emphasize that reading comprehension has broadly defined levels, in this case, pedagogical interventions must also be adapted to each stage: pre-listening, listening, and post-listening to ensure that learners can become familiar with, have contact and understand the spoken language, as follows:

- Pre-listening: in this step, students should be helped to prepare for what they will hear. The teacher must provide them with sufficient contexts to match what would be available in real life and what they already know with the

content of what they are going to hear in order to motivate the students with what they will hear.

- **Listening:** In this stage, students should be helped develop the ability to extract meaning from the voice flow and interpret the speaker's message, verify and revise their predictions. For teaching purposes, multiple opportunities to hear information can reduce student anxiety and aid understanding.
- **Post-listening:** This step consists of extensions and developments of the listening task. At this stage, a discussion can be held about difficulties, such as unfamiliar vocabulary, fluency, nuances, accents, etc. This will allow students the proper opportunities to respond to the audio, generally either through oral or written methods.

Furthermore, Martínez, Abreus & Castiñeira (2020) state that to work on listening comprehension, it is necessary to do so based on their types, which are:

- **Listening to the essential / the general idea:** This is when a person listens to something to get a general idea of what it is about, what is said for which it is not required or necessary to understand every word.
- **Listen to specific information:** This is when a person listens to something because he or she wants to discover some particular information, where the person knows in advance what he or she expects to discover, the person can ignore the little relevant information and focus on the concrete.
- **Listen to details/scan:** This happens when a person listens carefully, paying attention to all the words and trying to understand as much information as possible.
- **Intensive Listening:** This type of listening focuses primarily on short listening exercises and primarily on form and helps students pay more attention to pronunciation, grammar, and vocabulary, rather than general meaning. This type of listening also helps students build a foundation for language

acquisition because it serves to help listeners understand the fundamentals of the language.

- Extensive listening: This focuses on longer activities, which can last from a few minutes to several hours, and focuses on general understanding. With the help of extensive listening, students do not have to translate every word or focus on grammar rules but simply try to understand the audio as a whole.

At this point, it is pertinent to mention the main listening comprehension strategies:

- Cognitive strategies: They are related to understanding and gathering information in short-term memory or in long-term memory for later use. The cognitive strategy is a problem-solving method that students apply to cope with the learning activity and facilitate the learning of knowledge and a decoding process (Abbas & Narjes, 2016).
- Metacognitive strategies: These are management techniques used by students to control their learning. In this strategy, students learn to plan, monitor, and evaluate the information collected from the audios, which increases the confidence, motivation, and ability of the students to complete activities (Abbas & Narjes, 2016).
- Socio-affective strategies: They are related to the interaction of students with other speakers and their reactions to learning (Abbas & Narjes, 2016).

1.4 Discriminatory listening skills in language learning

The ability to listen can determine the management of interpersonal relationships. Consequently, its proper development would allow for the understanding of others, perceiving other people's feelings and perspectives, and taking an active interest in their concerns. From the previous perspective, the development of listening skills is influenced by emotional aspects. In this sense, in each communicative situation, the ability to listen will be put into practice. It will favor or not favor the interpretation of messages and emotions emitted by the subjects (Aguila & Linares, 2020).

It is worth mentioning that the types of listening are:

- Appreciative: A person listens without paying attention or looking for inspiration; he or she does not pay attention because the person focuses on his or her own thoughts outside the message.
- Selective: It is heard by selecting the information that is needed, leaving aside the rest of the message.
- Discerning: The main ideas of the message are extracted; it focuses on the substance and not on the form.
- Analytical: The relationships between the ideas of the message are studied, specific information is sought by separating the content from the emotions.
- Synthesized: The initiative is taken in communication towards one's own objectives.
- Empathic: The message is interpreted by putting oneself in the sender's place, without prejudice, supporting and learning from the experience of the other.
- Discriminative: The type in which the receiver tries to distinguish auditory and visual stimuli. This is one of the most basic types of listening out there. This type of listening is formed during the first years of a person's life.
- Active: A person listens carefully, fully understanding the message, interpreting the correct meaning of it (Aguila & Linares, 2020).

Referring to discriminative listening, it can be highlighted that it makes listeners sensitive to arguments and language itself due to their ability to distinguish among the different language sounds. It also allows the listener to make a distinction between facts and opinions due to the intonation and rhythm used by the speaker during the interaction. On the other hand, discriminative listening is the basis of all other forms of listening, which means having and developing the ability to discriminate between stimuli (Kottacheruvu, 2014).

However, a discriminative listener has the ability to "translate" a message and understand what the other person is saying. If a person cannot hear the differences, he or she will not be able to understand the meaning expressed in the message. Discriminatory listening plays a vital role in learning a language since, as mentioned before, discriminative listening differentiates between two sounds; therefore, discriminative listening skills are important to learning a new language. This is the reason why people are more fluent in their regional language and find it difficult to excel in a foreign language (Aguila & Linares, 2020).

In other words, the discriminative listening skill is the ability to interpret and assign meaning to air vibrations caught by people's ears, that depends on their hearing range, instead of the reading of words, to understand the differences and nuances of divergent sounds in listening comprehension and subsequently, learning a language. For this reason, discriminative listening ability serves as the basis for all other purposes of listening performances and indicates distinctive actions in order to identify auditory and visual messages.

In addition, the discriminating auditory sense for learning the English language is worked on based on audio text, which aims to detect and alert about certain similarities and differences between the ways in which the student perceives pronunciation and the projection of pronunciation done by the same student. Similarly, Welch and Mickelson (2013) indicate that individuals discriminate and understand what is necessary for some types of listening at the primary level. With discriminative listening, individuals first determine auditory and/or visual stimuli. In other words, individuals exhibit sensitivity to both verbal and non-verbal cues.

Consequently, the process to achieve auditory discrimination begins with the perception of sounds, to later classify them in order to give them meaning, because as indicated by Brown (2004), in the brain, there are four processes which are: the recognition of sounds, simultaneously the type of speech in question is recognized, the literal message is interpreted, and an attempt is made to infer from the explicit ones, and finally the information is selected. Therefore, only the information that is considered most important is retained.

Actually, in the teaching process, there has been a constant emphasis on ensuring that students pronounce new sounds adequately, for which they are made to repeat the sounds and words until an acceptable pronunciation is achieved. However, no emphasis has been placed on auditory discrimination exercises, forgetting that these discrimination errors can lead to pronunciation errors, which represents a big problem as far as the English language is concerned since there are a number of phonetic features that are not appreciated by a Spanish ear that has not been trained in the English language (Texidor, Reyes, & Echevarría, 2016).

In this way, the student's phonetic activity is no longer disinterested, but intentional, for which he or she must focus on doing exercises in which he or she has to make the difference between two neighboring sounds that he or she will probably confuse, for which it is essential that the teacher can identify the pronunciation difficulties of their students, since auditory non-discrimination can generate great difficulty in distinguishing words that are phonetically minimal pairs, and at the same time if this capacity is not increased, it will become a source of error in pronunciation (Brancalioni, Coitino, Bonini, & Gubiani, 2012).

In relation to the above, some topics that are considered necessary in auditory discrimination as a teaching technique are mentioned below. (Bobadilla, 1983):

- Auditory training represents a generalized technique used to put students in contact with the sound system of a foreign language.
- Auditory discrimination is part of auditory training and refers to an important technique for learning pronunciation.
- The information obtained through auditory discrimination from listeners who are learning a language makes it possible to predict their articulatory errors.
- Adequate auditory discrimination is a prerequisite and necessary for proper pronunciation.
- The minimum pairs represent the most used procedure to highlight the differences in sounds.

Likewise, it mentions that good auditory discrimination not only favors the formal linguistic process but must also comply with the following (Olaya, 2012):

- Development of attention.
- Development of listening habits, learning to wait, contain and regulate behavior.
- It favors the perception of silence.
- It allows the learning of new sounds or phonemes in a foreign language.

Finally, Brancalioni et al. (2012) mention that a better performance in auditory discrimination is directly related to advancement in chronological age, in addition to the fact that ability increases according to linguistic competences, that is, auditory discrimination is better in subjects with more mature linguistic competences than abstract subjects that need the use of more than one human sense to be learned. Regarding foreign language learning, this performance will improve by the compulsory practice during classes and the quality of stimuli used by the teachers.

CHAPTER II: METHODOLOGICAL DESIGN

2.1 Research Design

The qualitative-quantitative approach was applied in this investigation. The qualitative approach has an interpretive character that is based on the collection of data without numerical measurement but instead through the observation and description of the research problem. On the other hand, the quantitative approach was also utilized because the data obtained from the application of the survey and the auditory discrimination test was collected and analyzed.

Bibliographic-documentary research modality was applied for the development of the Introduction and State of the Art sections, with which it was made possible to support the study variables and update the knowledge on the subject. Also, field research was applied because direct contact was made with the object under study for the collection of information about discriminatory listening with which led to the design of an alternative solution.

Descriptive research type was applied in this study since it characterized the way in which audiovisual teaching resources influence the development of discriminatory listening skills. Moreover, the quasi-experimental research allowed the researcher to describe the reality of the study in two moments, before and after the intervention; this was done to evaluate the influence of audiovisual didactic resources on discriminatory hearing capacity in the study's population.

The study's population was made up of students legally enrolled in A1 level classes at the Language Center of the Technical University of Cotopaxi in the academic cycle from April to August 2021.

Table 1 Population

| Indicators | Quantity | |
|-------------|----------|-------|
| | Men | Women |
| A1 Students | 16 | 24 |
| Total | 40 | |

Source: Secretary of Technical University of Cotopaxi

The population consisted of a total of 40 A1 students, more specifically 16 men and 24 women. Being a finite population, accessible in its entirety, the sample size was not calculated, and the entire population was used. It was gotten under a non-probability procedure by using the convenience or opportunity sampling technique.

The technique applied to collect information was the survey and the instrument was the questionnaire which allowed collecting information from the study's population about the audiovisual teaching resources to enhance the acquisition of the discriminatory hearing ability. Also, as a second technique, the "Learning Staircase Auditory Discrimination Test" was applied, with which was possible to determine the initial level of the discriminatory auditory skills development and also to know the development of the ability to listen in the study group.

After the application of audiovisual activities, a thorough questionnaire was applied which consisted of 10 questions, each with five response options, as follows:

A = always, O = often, S = sometimes, R = rarely, N = never

Regarding the validity of the instrument, the designed research instrument was composed of 10 closed questions that evaluated the audiovisual didactic resources to enhance the discriminative listening ability of A1 students. The population to which the instrument was applied was 40 students at level A1; however, to determine the reliability of the survey, a pilot test was carried out with the participation of 10 students.

Table 2 Case Processing Summary

| | | N ^o | % |
|-------|-----------------------|----------------|-------|
| Cases | Valid | 10 | 25,0 |
| | Excluded ^a | 40 | 75,0 |
| | Total | 10 | 100,0 |

a. List elimination is based on all variables in the procedure.

Concerning the reliability of the instrument, through the statistical program IBM SPSS Statistics, it could be determined that Cronbach's Alpha value is 0.857. Therefore, it was established that the designed instrument was quite reliable, since the value is closer to 1, the greater confidence the instrument provides.

Table 3 Reliability statistics

| Cronbach's Alpha | Cronbach's alpha based on standardized elements | No. of elements |
|------------------|---|-----------------|
| ,857 | ,841 | 10 |

To determine the level of discriminatory listening in the students of the Language Center of the Technical University of Cotopaxi, the "Learning Staircase Auditory Discrimination" test was employed, the application of which involved the use of a photocopied record sheet where they were noted if the 40 words heard had:

I = initial sounds, F - final sounds, M - medial vowel sounds, B - Blends

The Test contained 8 words for each category (I, F, M, B), that is to say, a total of 32 words and an additional 8 random words.

The qualification of the test was carried out based on the number of errors of the 32 words distributed in each category, which allowed identifying the existence of difficulties with sounds: initials, final, middle, or mixtures.

Table 4 Rating scale

| Items | Errors |
|---------------------|--------|
| Initial sounds | /8 |
| Final sounds | /8 |
| Medial vowel sounds | /8 |
| Blends | /8 |
| Total | 32 |

Source: The Learning Staircase

(<https://cdn.learningstaircase.co.nz/assets/Uploads/Printables/Auditory%20Discrimination%20Test.pdf>)

The "Learning Staircase Auditory Discrimination Test" allows the researcher to qualify the number of errors out of 8 in each category. A participant who has 2-4 errors show the existence of a problem that must be approached pedagogically, while more than 5 errors are evidence of the need for a check-up audiologist.

The "Learning Staircase Auditory Discrimination" test was applied after the researcher explained the test and gathered informed consent forms from the participants. The test was applied at two points during the study, before and after the application of audio-visual teaching resources. The initial (Pretest) and final (Posttest) results of the test were averaged and compared to establish the effectiveness of the applied resources.

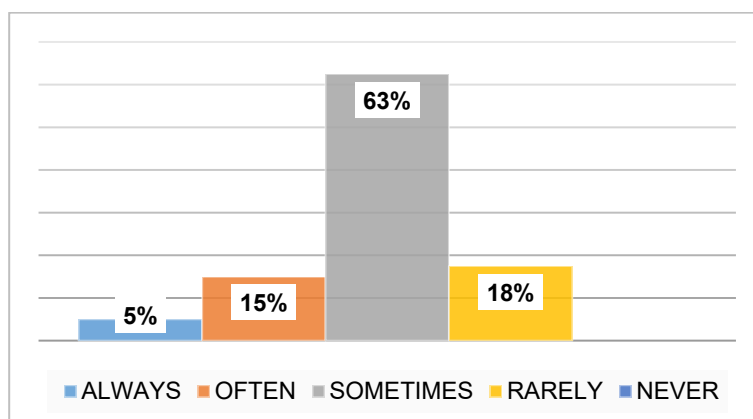
With the regard to the place where the research was done, the Technical University of Cotopaxi is located in the El Ejido neighborhood, in Eloy Alfaro parish, situated in Latacunga city of the Cotopaxi province in Ecuador. It is an institution that was born on January 24, 1995, as an organization with autonomy. Throughout those 23 years, the institution has raised a tireless fight for social equality, for the training of professionals with a humanistic sense, for free education, and free access for all young people regardless of their socioeconomic status to be trained as professionals (Technical University of Cotopaxi, 2021).

2.2 Diagnosis of audiovisual teaching resources and discriminative hearing ability

Survey on audiovisual teaching resources to promote the acquisition of discriminatory listening skills applied to students.

Q1. Your professor focuses his activities on the development of your language skills using audiovisual resources.

Figure 1: Use of audiovisual resources by the teacher.



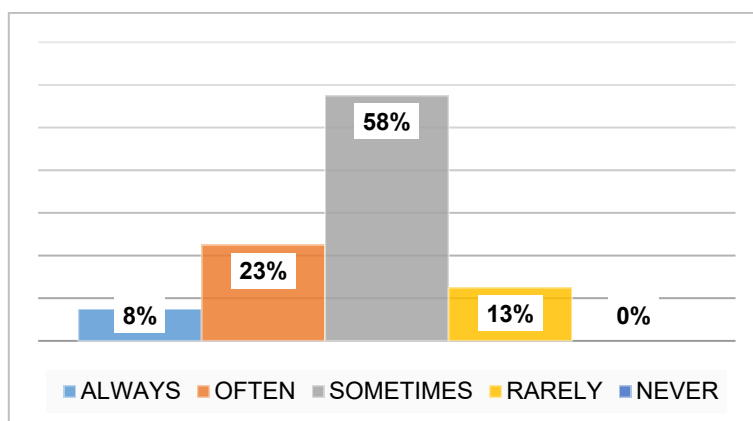
Source: Elaborated by the researcher

It is observed that the highest percentage of students indicates that sometimes the teacher uses audiovisual resources as a means to develop their language skills, there are also those who consider that this situation occurs rarely.

The results reflect the little use of audiovisual resources by the teacher in teaching activities, due to the insufficient availability of audiovisual resources; this prevents the teacher can make use of academic support that facilitates their teaching-learning process.

Q2. In classes, you have the opportunity to boost the listening skills that allow you to establish effective communication.

Figure 2: Enhancement of listening skills in the classroom.



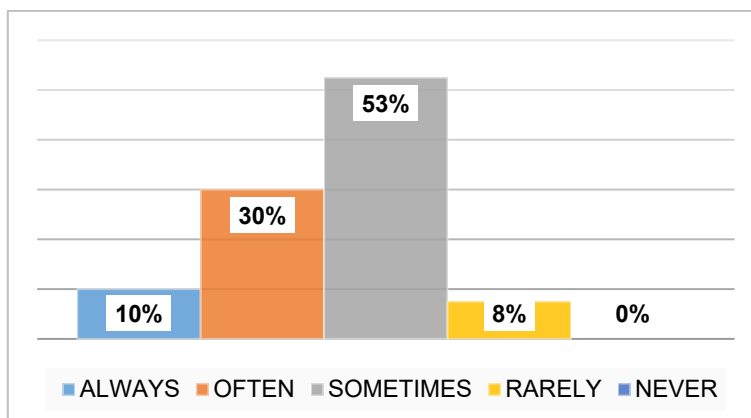
Source: Elaborated by the researcher

Regarding the opportunity that students have to enhance listening skills that helps them establish effective communication, it is observed that the majority of respondents state that this opportunity is sometimes presented to them in class, while a followed percentage indicates they rarely get this chance.

It is evident that more than half of the students surveyed do not have the opportunity to enhance their listening skills because they do not have active listening that allows them to attend and concentrate on the classes, but mainly to determine an effective communication, undoubtedly all this causes that the A1 students do not manage to understand certain contents.

Q3. The teaching resources that your professor employs are appropriate to work on listening skills.

Figure 3: Adequate teaching resources



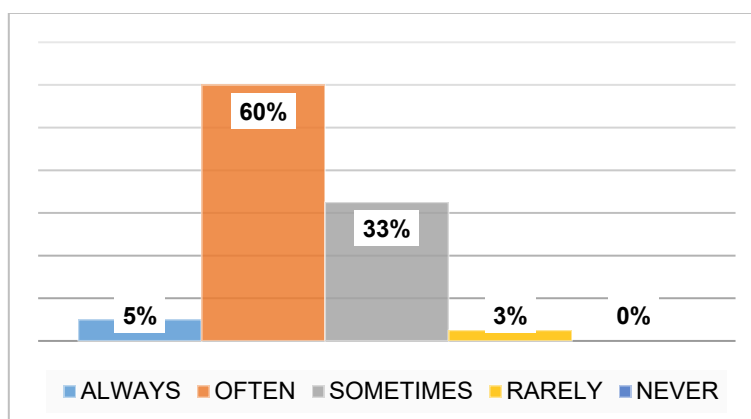
Source: Elaborated by the researcher

Through the results of the survey, it was possible to know that the majority of students affirm that the didactic resources used by teachers are sometimes adequate to work on their listening skills, for their part, a followed percentage indicates that these didactic resources are often appropriate.

Most of the surveyed students consider that the teaching resources are not adequate to work on their listening skills, since not all the resources help them to distinguish sounds or word accents so, the teacher must organize, classify, and select resources based on students' needs. It will contribute to the teaching-learning process, both for the teacher and the A1 students.

Q4. The types of teaching materials your professor uses in class mainly include audio and video.

Figure 4: Use of teaching materials.



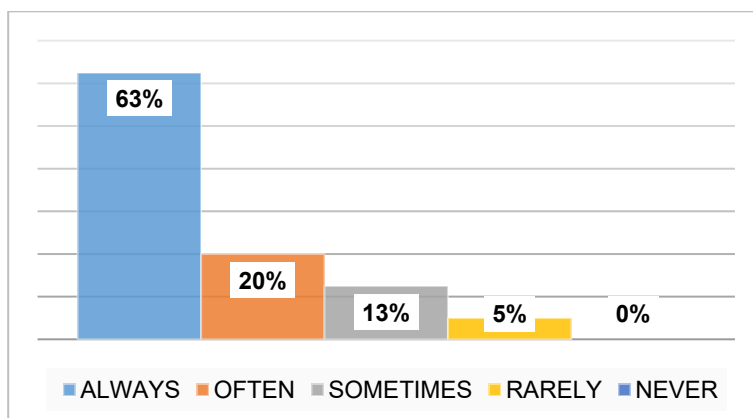
Source: Elaborated by the researcher

According to the results obtained, the highest percentage of students surveyed mentions that often the teacher uses audio and video as teaching materials in class, followed by the option sometimes.

More than half of A1 students stated that teachers often use these types of teaching materials in class, since these are not always available because there is a limited number of audiovisual materials; on the other hand, the choice made by the audio and video teacher must be according to the level of the students, assessing vocabulary, accent, diction, among other aspects.

Q5. Audiovisual resources like websites, smartphone applications, platforms, and social networks are essential for making fine distinctions on the listening skill development.

Figure 5: Audiovisual resources and their distinction in listening skills.



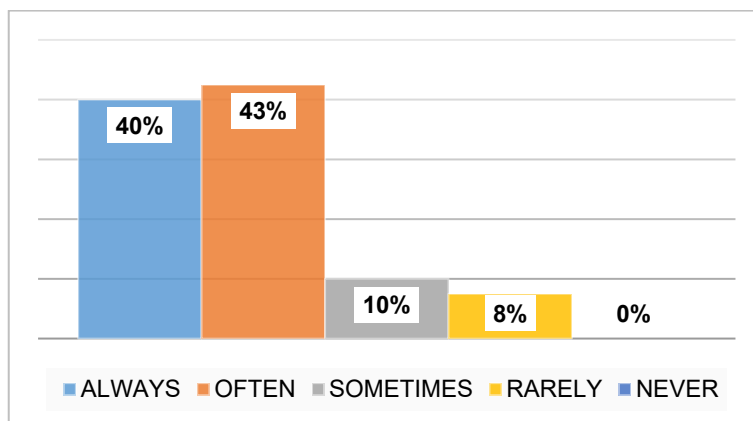
Source: Elaborated by the teacher

Most of the respondents affirm that audiovisual resources are always essential to make precise distinctions in the development of listening skills, due to the availability of websites, mobile applications, platforms, and social networks.

The results reflect audiovisual resources are always considered by A1 students as essential for the development of their listening skills since they are educational strategies based on the intensive use of new technologies, flexible operating structures, and pedagogical methods. This process helps the teacher to optimize the classes in the teaching-learning process; currently, the use of technology and audiovisual resources has become dominant for the development of listening skills.

Q6. Top-down and Bottom-up are strategies that focus on looking for particular details like specific sounds. Your professor should include frequently these strategies.

Figure 6: Using top-down and bottom-up strategies.



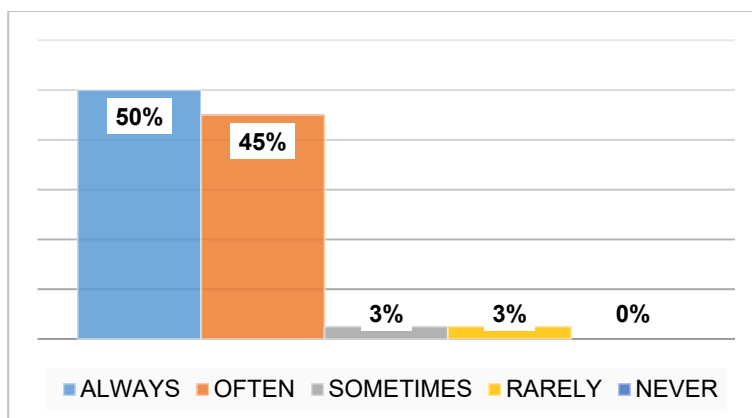
Source: Elaborated by the teacher

Most of the students points out that the teacher often includes the top-down and bottom-up strategies during classes, followed by the option always.

Students affirm that the teacher often includes in classes some strategies for them to be able to find certain details such as specific sounds; before carrying out this type of activities the teacher should try to know the students' interests and their capacities to prepare different activities for the listening comprehension process.

Q7. It is significant to recognize the levels of listening: internal, focused and global to differentiate sounds or intonations during a listening activity.

Figure 7: Recognition of listening levels.



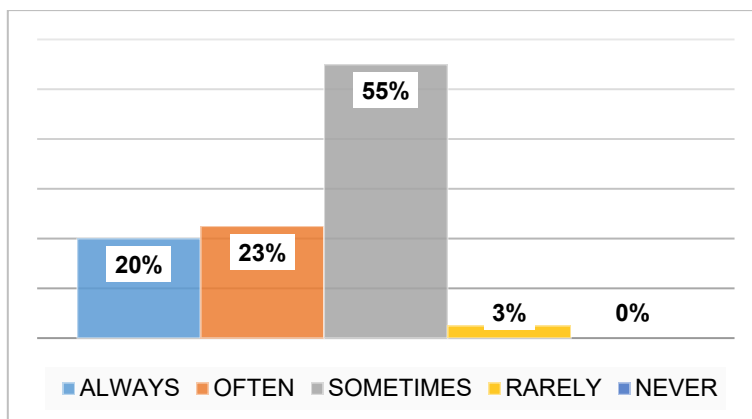
Source: Elaborated by the teacher

It was evidenced that the highest percentage indicates that it is always important to recognize listening levels to differentiate sounds and intonations during a listening activity, while a followed percentage indicates that often.

Students recognize that listening levels are always of great relevance since they help them to distinguish linguistic sounds or the variation of the pitch of the voice in the span of a listening activity. A1 students quiet their minds, adopt the correct posture and go through a feedback and verification process to hear the different sounds and intonations.

Q8. Your professor uses strategies like understanding vocabulary, making inferences, or identifying the main idea to develop the listening comprehension skill.

Figure 8: Use of strategies to develop listening comprehension skills.



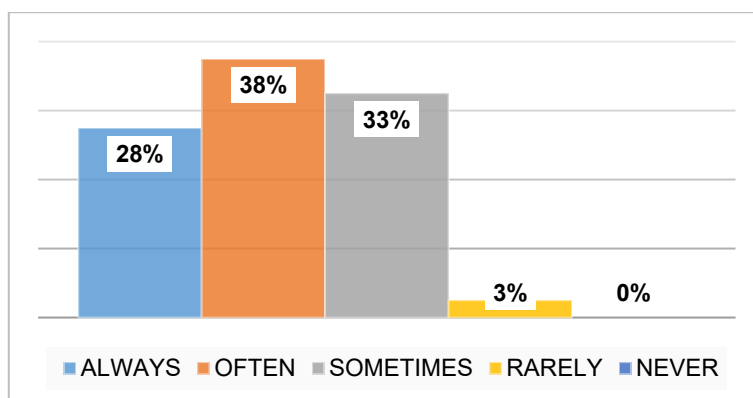
Source: Elaborated by the teacher

The majority of respondents stated that sometimes the teacher uses strategies to understand vocabulary, make inferences or identify the main idea to develop listening comprehension skills, followed by the often option.

It is evident that the majority of students indicate that sometimes the teacher uses strategies that help to understand vocabulary, make inferences or identify the main idea of an audition to develop listening comprehension skills, due to the absence of strategies that allow the teacher to improve listening comprehension, therefore, this prevents all A1 students from being able to understand and interpret what they hear.

Q9. It is easy for you to recognize the types of listening (discriminative, comprehension, and evaluative) from the audio activities proposed by your professor.

Figure 9: Easy recognition of listening types in audio activities.



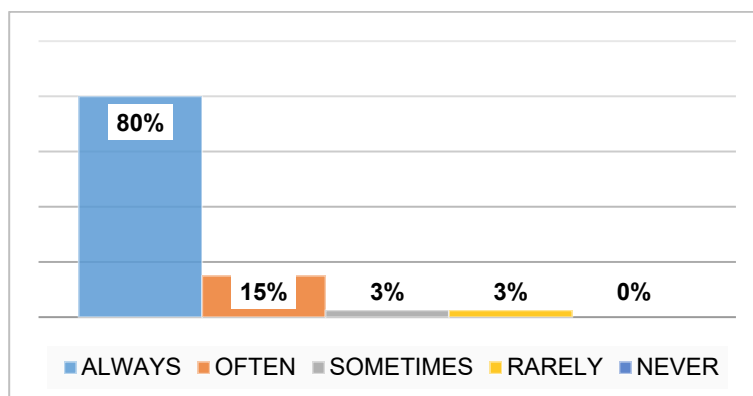
Source: Elaborated by the teacher

The majority of students state that they often manage to easily recognize the types of listening that the teacher uses in audio activities, for their part, a frequent percentage points out that sometimes.

Most of the A1 students mention that they often have an easy recognition of the listening types in the audio activities, however, there are those who still cannot understand certain aspects. So, different listening levels affect the self-esteem of some students and indirectly decrease their vocabulary.

Q10. It is necessary to apply audiovisual resources to improve the discriminatory listening skill to differentiate among English sounds.

Figure 10: Importance of the application of audiovisual resources



Source: Elaborated by the teacher

Regarding the importance of the application of audiovisual resources to improve discriminatory listening ability to differentiate the sounds of English, it is observed that the majority of respondents affirm that it is always necessary, while a followed percentage indicates that it is often.

Almost all A1 students point out that it is necessary to apply audiovisual resources to improve their discriminatory hearing ability to differentiate the sounds of English, because these materials and equipment record, reproduce, disseminate visual and sound messages in order to provide knowledge but in a discriminatory way, that is, if A1 students do not improve their listening skills in a discriminatory way, they will not be able to analyze similarities and differentiate sounds.

According to the application of the "Learning Staircase Auditory Discrimination" Pre-test to A1 students from the Language Center of the Technical University of Cotopaxi, the following results were obtained:

Table 5 Results of the pre-test applied to the students according to the errors in each category.

| Items | Initial sounds | Final sounds | Medial Sounds | Blends | Total |
|-------------------------|-----------------------|---------------------|----------------------|---------------|--------------|
| 0-2 errors | 6 | 5 | 4 | 2 | 17 |
| 3-4 errors | 8 | 6 | 4 | 3 | 21 |
| 5 or more errors | 1 | 0 | 1 | 0 | 2 |
| Total | 15 | 11 | 9 | 5 | 40 |

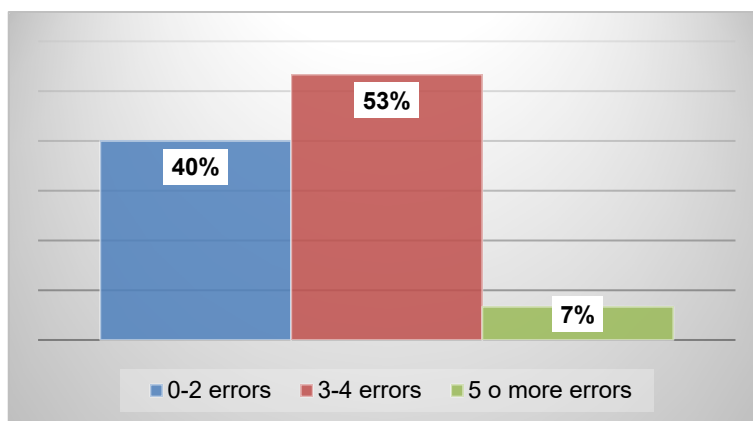
Source: Elaborated by the researcher

As can be seen in table 5, of the 40 students from A1 to whom the test was applied, 17 people had 0 to 2 errors, on the other hand, 21 people reached 3 to 4 errors, and finally, only 2 people have 5 or more errors in each category. It is also evidenced that 15 students have problems in the initial sounds of the word, subsequently, 11 students have problems in the final sounds of a word, in addition, 9 students have had difficulties in the middle sounds and finally, only 5 students have failed to identify mixed sounds.

The results reflect that more than half of the people to whom the test was applied have 3 to 4 errors, which means that the existing problem must be approached in a pedagogical way, to avoid that it persists and causes greater inconveniences with Regarding the development of discriminatory listening skills of A1 students in the Language Center of the Technical University of Cotopaxi, period April-August 2021. Similarly, it was learned that most students have more difficulties at the beginning of the sounds of the words that were given to them in the "Learning Staircase Auditory Discrimination" test, which negatively affects their discriminative hearing ability because it prevents them from having the sufficient ability to detect sounds and recognize the words they hear by the teacher.

Category 1 Errors in the initial sounds

Figure 11: Results of the errors according to the initial sounds



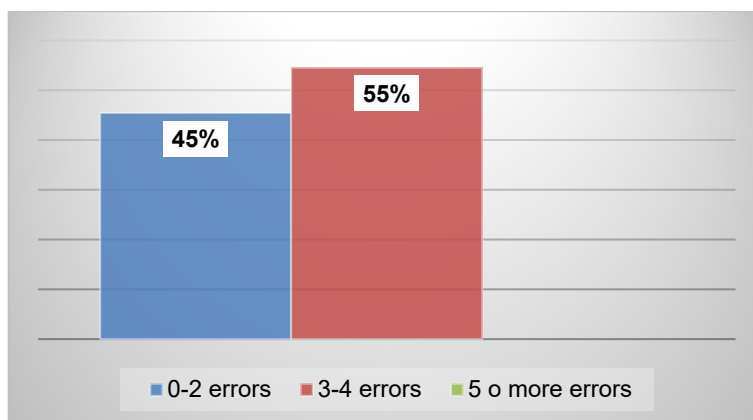
Source: Elaborated by the researcher

The results revealed an interesting fact that 15 A1 students have problems in the initial sounds, 6 students have 0 to 2 errors; on the other hand, 8 students have 3 to 4 errors in the same sounds, and, finally, only 1 student has submitted it from 5 to more errors in this category.

The results reflect that more than half of the 15 students who have difficulties in the initial sounds of the words proposed in the test, had 3 to 4 errors because they consider that the sounds are pronounced incorrectly due to they cannot hear the words correctly, therefore, the teacher is obliged to know where these errors come from, which can deal with them inside or outside the English classroom to provide pronunciation strategies, which are accompanied by exercises listening.

Category 2. Final sound errors

Figure 12: Results of the errors according to the final sounds



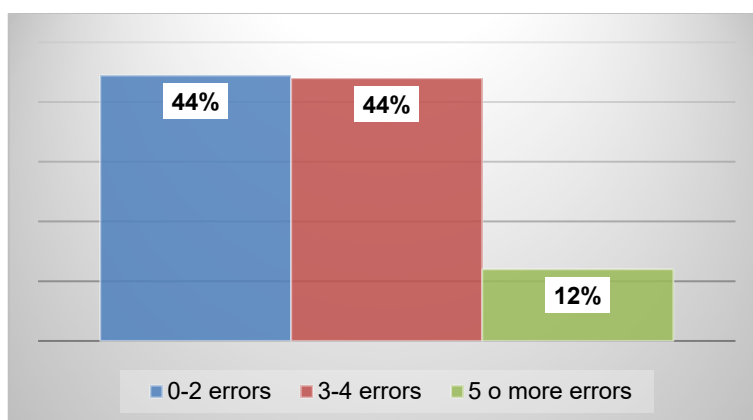
Source: Elaborated by the researcher

After the application of the pretest on the A1 students at the Language Center of the Technical University of Cotopaxi who have problems in the final sounds, 5 students have 0 to 2 errors, later, 6 students have 3 to 4 errors in the errors in this category.

According to the results, it can be indicated that more than half of the students to whom the test was applied have difficulties in differentiating the final sounds of the words in English, therefore, they obtained 3 to 4 errors. They consider that the English language is not their mother tongue so, their understanding is difficult; also, English is not read as it is pronounced, for which English has the characteristic that the tone and rhythm take more importance at the time of pronouncing the words.

Category 3. Errors in the middle sounds

Figure 13: Results of the errors according to the mean sounds



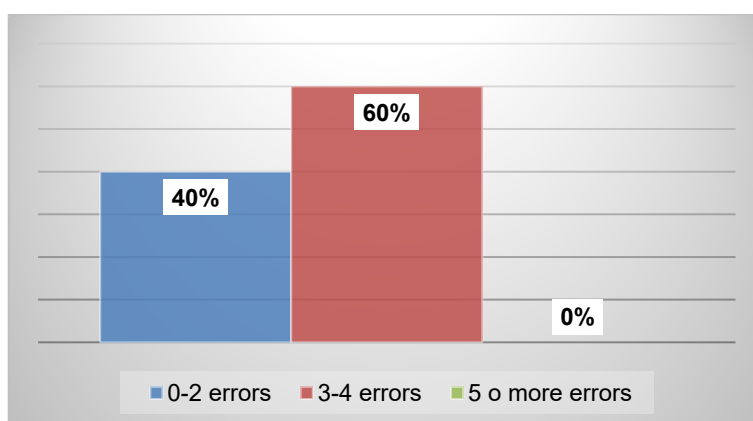
Source: Elaborated by the researcher

The results showed that 9 A1 students have problems in the middle sounds, 4 students have 0 to 2 errors; in the same way, 4 students have 3 to 4 errors in the same sounds and finally, 1 student obtained 5 or more errors in the test applied to A1 students at the Language Center of the Technical University of Cotopaxi.

The results showed that of all the students who have difficulties in the mean sounds of the words proposed in the test, there is the same number of students who had 0 to 2 errors and 3 to 4 errors because there are sounds difficult to listen to for some learners since on certain occasions teachers pronounce words quickly or with an accent that is difficult to differentiate, undoubtedly this causes a small part of students to have errors in these sounds.

Category 4. Errors in mixed sounds

Figure 14: Results of the errors according to the mixed sounds



Source: Elaborated by the researcher

By the pretest application, it was possible to identify that 5 A1 students at the Language Center of the Technical University of Cotopaxi have problems in mixed sounds, 2 students have 0 to 2 errors, and, on the other hand, 3 students have presented it from 3 to 4 errors in this category.

According to the results obtained, it was verified that more than half of the students to whom the "Learning Staircase Auditory Discrimination" test was applied have difficulties in mixed sounds, so they had 3 to 4 errors because these sounds are the mixture of artificial and natural sounds, which aim to create certain special effects, which tend to confuse students, who consider that despite being short sounds they cannot differentiate them adequately.

2.3 Proposal

The strategies are designed to be developed and applied within a natural use of language. YouTube videos have been selected, which through images will be easy for people to understand; regardless of where they reside, they will be able to access these videos just by entering the links that are made known to them. They have updated and relevant content according to the students' needs. The techniques used will be adapted to the scaffolding of the development of the strategies concerning the activity. This proposal will follow the classic stages of the listening process from the bottom up, these stages are:

- Identification: recognize or discriminate specific aspects of the message, such as sounds, word categories, and morphological distinctions.
- Orientation: determining essential facts about a message, such as the type of text or subject.
- Understand the main idea: identify higher-order ideas.
- Understanding the details: Identify the supporting details.
- Repeat: reproduce the message orally or in writing.

Table 6: Schedule of activities (in weeks)

| Days | Week 1 | | | | | Week 2 | | | | |
|-------------|--------|---|---|---|---|--------|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Activity 1 | | | | | | | | | | |
| Activity 2 | | | | | | | | | | |
| Activity 3 | | | | | | | | | | |
| Activity 4 | | | | | | | | | | |
| Activity 5 | | | | | | | | | | |
| Activity 6 | | | | | | | | | | |
| Activity 7 | | | | | | | | | | |
| Activity 8 | | | | | | | | | | |
| Activity 9 | | | | | | | | | | |
| Activity 10 | | | | | | | | | | |

Source: Elaborated by the researcher



Pontificia Universidad
Católica del Ecuador | Sede
Ambato

**“LISTENING ACTIVITIES BOOKLET
BASED ON BOTTOM-UP STRATEGIES
TO IMPROVE DISCRIMINATIVE
LISTENING SKILLS IN A1 STUDENTS.”**



2021

TOPIC 1: RECOGNIZE SYLLABLES

Objective: To identify the semantic function of stress in two-syllable words.

Materials: PowerPoint slides, laptop or desktop, video, speakers.

Previous requirements: Syllable discrimination, suprasegmental features, stress.

INSTRUCTIONS:

Students will observe and listen to the cultural aspects of telling scary stories, during pre-listening activities they will be asked to name some popular scary stories they know.

Later, students will need to list the two-syllable words from the audio and video on the worksheet provided.

Also, students will identify the accent in the words given.

Finally, they will write a short horror story.

ACTIVITIES

Pre-listening:

1. Description of the theme

The horror stories of real people and places, causes chills in anyone, many cultures tell different types of scary stories, the contents of these stories have an ancient tradition.

Listening:

1. Listen and watch the video.

HORROR STORY



Obtained at: https://www.youtube.com/watch?v=dvOf_ch6bms

2. Listen and write the words in the correct column.

WIFE

HOUSE

CITY

ALONE

LIGHTS

AFRAID

| 1 SYLLABLE | 2 SYLLABLES |
|------------|-------------|
| | |

3. Listen to the following words and circle if the accent is on the first or second syllable.

HOUSE

1 2

PERSON

1 2

DIFICULT

1 2

EASY

1 2

PRESENT

1 2

PEOPLE

1 2

HARD

1 2

STRONG

1 2

Post-listening:

1. Create a horror story, using the images.



Evaluation: the teacher must apply the rubric once the students have completed the process.

| CONTENT | 4 | 3 | 2 | 1 |
|--------------------------------|---|--|---------------------------------------|--|
| DISCRIMINATION OF WORDS | Write all the words in the correct column | Write some words in the correct column | Write few words in the correct column | Do not write any words in the correct column |

LESSON PLAN N° 1

| TOPIC: | | Syllable recognition | | |
|--|---|---|---|------------------------------------|
| ACTIVITY: | | Activity 1 | | |
| CLASS PROFILE: | | A1 Learners (40 participants) | | |
| TIME: | | 120 min. | | |
| TIMETABLE FIT: | | Students have already known basic phonemes. | | |
| MAIN AIM: | | Identify the semantic function of stress in two-syllable words. | | |
| SUBSIDIARY AIMS: | | Provide accurate oral practice when describing a horror story. | | |
| ASSUMPTIONS: | | Students can recognize the number of syllables. | | |
| LANGUAGE SKILLS: | | Listening, Speaking, Writing, and Reading | | |
| METHODOLOGICAL STRATEGIES: | | Methodological Approach for Language Teaching: Functional approach Communicative approach | | |
| LEARNING OUTCOMES AT THE END OF THIS LESSON: | | Students will be able to recognize syllables. | | |
| TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| 10 minutes | Students watch a video about a horror story. | Lead-in: to get students' attention and inductively introduce the topic. | PowerPoint presentation Laptop or desktop Video Screen | T - Ss |
| 30 minutes | The teacher requests that the students write the words in the correct column. | Highlighting: To draw students' attention to the target language | PowerPoint presentation Laptop or desktop Short gapped | T - Ss Individual work |
| 20 minutes | Students learn to recognize the syllables from the words. | Clarification: To clarify the meaning, form, and pronunciation of the target language. | PowerPoint presentation Laptop or desktop | T - Ss |
| 20 minutes | Students listen and write the words in the correct column. Finally, they choose the correct answers. | Controlled Practice 1: To verify concepts and prepare students for more meaningful practice | PowerPoint presentation Laptop or desktop Worksheets | T - Ss Pair work Whole-Class |
| 20 minutes | Students complete a worksheet and say their words out loud about syllable recognition | Extension (Homework) To provide students with free practice of the target language. | Worksheet | T - Ss Individual work |
| 20 minutes | The teacher provides a final re-feed on what was explained during the class, and the class shares their homework and notes. | Lesson evaluation: To determine if students enjoy the class and get significant learning. | Ss notes | T - Ss Whole class |

CHAPTER III. DATA ANALYSIS AND RESEARCH RESULTS

After implementing bottom-up strategies to improve discriminatory listening skills in A1 students, the researcher applied the post-test to the 40 students to check the effectiveness of the proposal made.

3.1 Post-test

After applying the post-test “Learning Staircase Auditory Discrimination” to the 40 A1 students at the Language Center of the Technical University of Cotopaxi, the researcher obtained the following results:

Table 7 Results of the post-test applied to the students according to the errors of each category.

| Items | Initial sounds | Final sounds | Medial sounds | Blends | Total |
|-------------------------|----------------|--------------|---------------|--------|-------|
| 0-2 errors | 8 | 7 | 6 | 3 | 24 |
| 3-4 errors | 7 | 4 | 3 | 2 | 16 |
| 5 or more errors | 0 | 0 | 0 | 0 | 0 |
| Total | 15 | 11 | 9 | 5 | 40 |

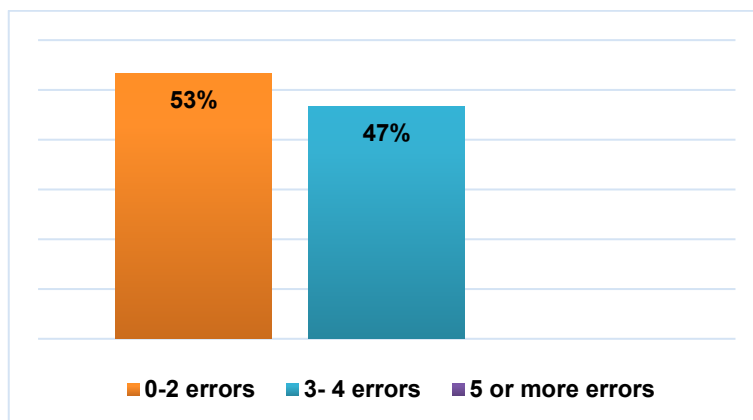
Source: Elaborated by the researcher

According to table 7, of the total number of A1 students who are enrolled in the Language Center who were given the test, 24 have 0 to 2 errors; on the other hand, 16 have 3 to 4 errors in each category. In the same way, students who have problems in the initial sounds are 15. Later, it is evident that the students who have problems in the final sounds are 11. Also, it is known that the students who have had doubts in the middle sounds are 9; and, finally, the students who have faults in identifying mixed sounds are 5.

The results show that most students in the post-test had 0 to 2 errors, which means that it has been possible to prevent the problem related to the number of errors in recognition of sounds from continuing and causing major drawbacks regarding the development of discriminatory listening skills in A1 students. Additionally, the implementation of activities has allowed students who had difficulties in the initial sounds of words to improve their discriminative hearing ability since they have reached the sufficient capacity to detect sounds and recognize the words they hear.

Category 1. Errors in the initial sounds

Figure 15: Post-test results according to errors in initial sounds.



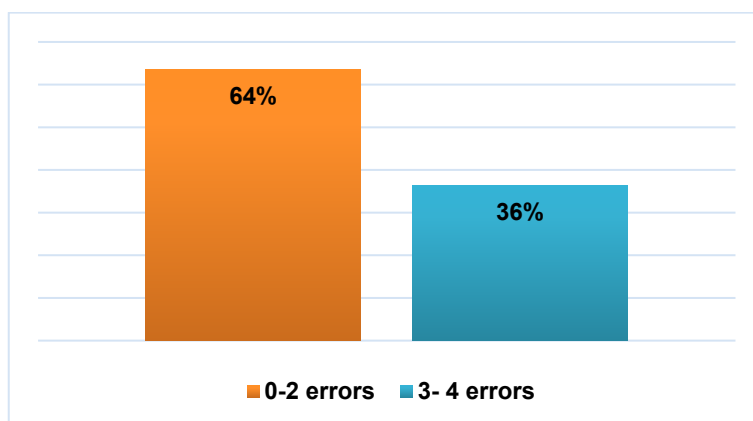
Source: Elaborated by the researcher

In the post-test that was applied to A1 students who belong to the Language Center of the Technical University of Cotopaxi, it is observed that 15 students have problems in this category, where 8 of them have 0 to 2 errors, while 7 have obtained 3 to 4 errors in this same category.

As evidence, the results reflect that of the 15 students who have difficulties in the initial sounds of the words proposed in the test, more than half have 0 to 2 errors. This being a positive result since previously more students presented more errors concerning this category; consequently, this means that more students can hear the sounds of words in the English class thanks to the proposed listening activities.

Category 2. Final sound errors

Figure 16: Post-test results according to the errors in the final sounds



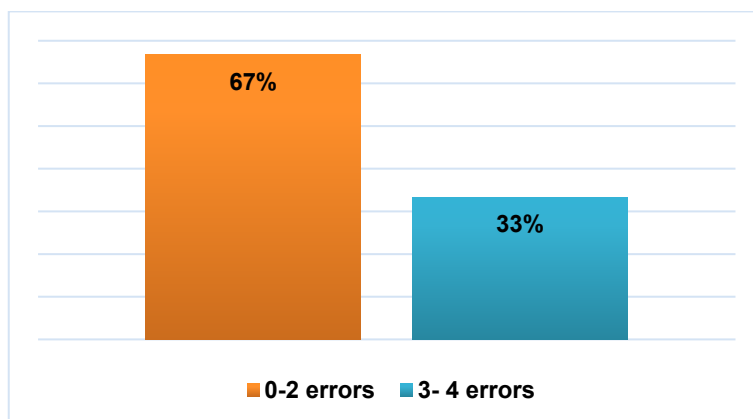
Source: Elaborated by the researcher

In fact, 11 A1 students from the UTC Language Center have problems with final sounds, of these 7 have 0 to 2 errors, and, on the other hand, 4 have 3 to 4 errors in this category. According to the data obtained, this is the second category in which students have discriminatory listening difficulties.

In the results, it can be seen that of the totality of students who have deficiencies in the final sounds of words in English, the majority have 0 to 2 errors, since some sounds at the end of the word are sometimes omitted. On the other hand, it showed that the execution of activities based on bottom-up strategies to improve discriminatory listening skills. In A1 students have made it possible for them to distinguish the sounds of a second language and not hinder their understanding because they take into account the tone and rhythm when listening to the words of the audio video raised in the booklet. Also, it should be noted that, in the pre-test, the number of students who had more errors in these sounds was higher than that obtained in the post-test, which is satisfactory for both the students and the teachers of the Language Center.

Category 3. Errors in the middle sounds

Figure 17: Post-test results according to errors in mean sounds



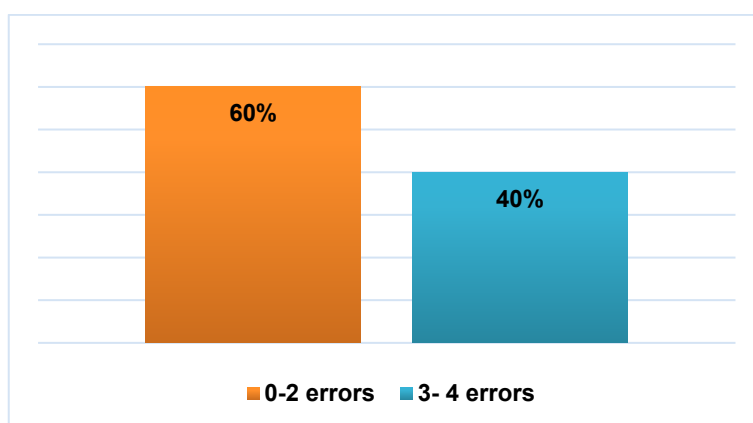
Source: Elaborated by the researcher

Of the A1 students who have difficulties in medium sounds (9 students), 6 students have 0 to 2 errors, on the other hand, 3 students have 3 to 4 errors in the post-test applied to the A1 students. It is worth mentioning that this category is the third category in which students have shortcomings.

As can be seen from the total number of A1 students who present deficiencies in the mean sounds of the words raised in the post-test, most have 0 to 2 errors in the category, since there are sounds in English that do not exist in Spanish. On the other hand, this result is favorable and allows us to know that the number of students who have some kind of hearing difficulty in terms of the average sounds in English decreased notably. Because strategies helped listen and repeat the words, as well as paying special attention to the sound environment and the way sound is produced.

Category 4. Errors in mixed sounds

Figure 18: Post-test results according to errors in mixed sounds



Source: Elaborated by the researcher

After applying the post-test, it was known that 5 A1 students have problems in mixed sounds, 3 students have 0 to 2 errors, and, on the other hand, 2 students have 3 to 4 errors about this category. It is necessary to state that this is the last category in which students have problems.

According to the results achieved, it was known that of the 5 students who applied the post-test, more than half have 0 to 2 errors because they are confused and cannot correctly differentiate the mixed sounds. Likewise, it should be mentioned that, in the pre-test, the number of students who had more errors in these sounds was greater than that reached in the post-test. Undoubtedly, the aforementioned allows us to determine that this result is favorable since A1 students from the Language Center have improved their discriminative listening skills with audiovisual resources.

Comparison of pre-test and post-test results

The comparison of the results before and after the test was carried out to find out a significant difference, which indicates that the results of the errors obtained by the A1 students differ from the previous ones.

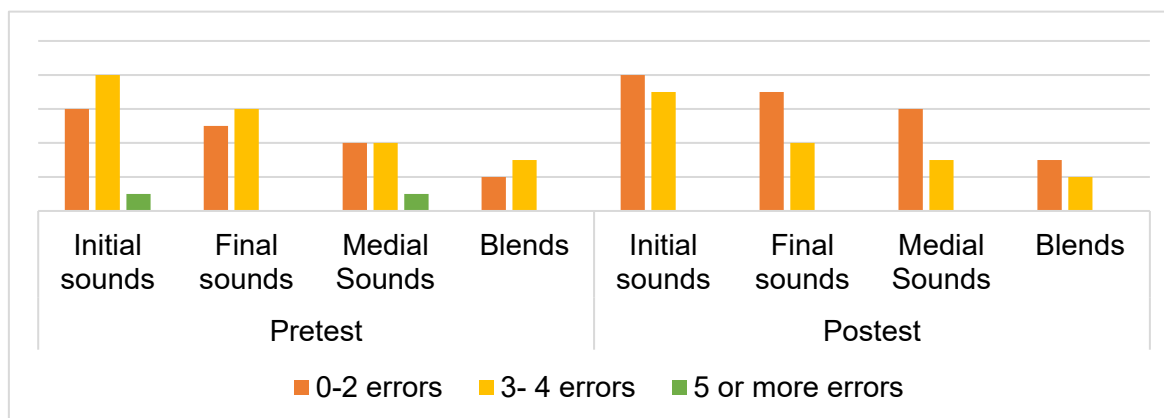
Table 8 Comparison of pre-test and post-test results

| Items | Pre-test | | | | Post-test | | | |
|------------|----------------|--------------|---------------|--------|----------------|--------------|---------------|--------|
| | Initial sounds | Final sounds | Medial sounds | Blends | Initial sounds | Final sounds | Medial Sounds | Blends |
| 0-2 errors | 6 | 5 | 4 | 2 | 8 | 7 | 6 | 3 |
| 3-4 errors | 8 | 6 | 4 | 3 | 7 | 4 | 3 | 2 |
| + 5 errors | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Total | 15 | 11 | 9 | 5 | 15 | 11 | 9 | 5 |

Source: Elaborated by the researcher

In Table 8, it is observed that of a total of 40 A1 who have applied both the pre-test and the post-test, 15 students had errors in the initial sounds, on the other hand, 11 students acquired errors in the final sounds. Similarly, it is evidenced that the students who had problems in medium sounds were 9; and, finally, it was confirmed that 5 students had deficiencies in identifying mixed sounds.

Figure 19: Comparison of pre-test and post-test results



Source: Elaborated by the researcher

The previous graph shows the results of the pre-test, as well as the post-test that was applied to the A1 students of the Language Center of the Technical University of Cotopaxi, which were presented as follows:

Firstly, the pre-test results showed that of the 15 people who had errors in the initial sounds, 6 had 0 to 2 errors, while 8 obtained from 3 to 4 errors in this same category and only 1 student made 5 or more errors. On the other hand, the results of the post-test were that of the 15 students who had errors in the same category, 8 students had from 0 to 2 errors, and the other 7 students obtained from 3 to 4 errors. According to what has been described, it can be mentioned that the largest number of students had 0 to 2 errors in this category, that is, the implementation of the proposal helped students reduce their errors in the initial sounds and improve their listening discriminative skills.

Secondly, the results showed that in the pre-test 11 students had problems with the final sounds, of these 5 had 0 to 2 errors, while 6 had 3 to 4 errors in this category. In fact, it was evidenced that the post, that of the 11 students who had problems in this category, 7 had 0 to 2 errors and 4 had 3 to 4 errors in the final sounds. Therefore, it can be concluded that most students have 0 to 2 errors after using the strategies proposed by the teacher in the booklet, which means that students have managed to identify the final sounds although they are sometimes omitted.

Thirdly, it was observed in the pre-test that 9 A1 students had difficulties in medium sounds, 4 students had 0 to 2 errors, while 4 students obtained 3 to 4 errors, and only 1 student had from 5 to more errors. While in the post-test it was evidenced that of the 9 students who had problems in the middle sounds, 6 students had 0 to 2 errors and 3 students achieved 3 to 4 errors. This indicates that the majority of students considerably reduced the number of errors in this category because they have used the strategies that allow them to better listen to the English language.

Finally, it was known in the pre-test that of 5 students who had problems in mixed sounds, 2 students had 0 to 2 errors, and 3 students tried 3 to 4 errors concerning this category; on the other hand, in the post-test. It showed that of 5 students who pose difficulties in mixed sounds, 3 students have 0 to 2 errors, and 2 students show 3 to 4 errors in this category. According to the above, it can be stated that the

majority of students who have problems with mixed sounds decreased because the use of audiovisual resources allows students a better understanding of what they hear.

3.2 Proposal Validation

For the validation of the proposal, the researcher applied the T-test, which is a statistical test that evaluates the hypothesis for related samples. The same one that served to compare the means of the two variables, its procedure consisted of calculating the differences between the values of the two variables of each case and test if the mean differs from zero.

Table 9 Discriminatory hearing ability prior to the study group

| Discriminatory hearing ability | Study group | | |
|--------------------------------|-------------|------|----|
| | \bar{X} | S | N |
| Post proposal | 8,50 | 9,89 | 40 |

Source: Elaborated by the researcher

Table 9 shows the results of the study group in discriminative hearing capacity, the result shows that the average in the pretest is 8.50. The same table shows that the standard deviation is 9.89 in the pretest.

Table 10 Discriminatory hearing ability after the group of students

| Discriminatory hearing ability | Study group | | |
|--------------------------------|-------------|------|----|
| | \bar{X} | S | N |
| Post proposal | 9,00 | 9,19 | 40 |

Source: Elaborated by the teacher

On the other hand, Table 10 shows the results of the study group in discriminative hearing capacity, which shows that the mean in the post-test is 9.00. While the standard deviation is 9.19 in a group of 40 A1 students.

Table 11 Discriminatory hearing ability before and after the group of students

| Discriminatory hearing ability | Study group | | |
|--------------------------------|-------------|------|----|
| | \bar{X} | S | N |
| Prior to the proposal | 8,50 | 9,89 | 40 |

| | | | |
|---------------|------|------|----|
| Post proposal | 9,00 | 9,19 | 40 |
|---------------|------|------|----|

Source: Elaborated by the researcher

Table 11 shows the results of the descriptive analysis of discriminative hearing capacity prior to the pedagogical intervention. It corresponds to 8.50 in the range of 1 to 10, with a standard deviation of 9.89 in a group of 40 students belonging to the study group. While the average results in the post-test yielded the value of 9.00 out of 10 with a standard deviation of 9.19.

The comparison of the averages before and after the discriminative hearing capacity is located in the "Learning Staircase Auditory Discrimination Test" that allows qualifying the number of errors; therefore, the previous average is in the category of more than 5 errors, evidence of the need for a review by an audiologist. While the posterior average is located in the category of 2 to 4 errors, it shows the existence of a pedagogical problem.

The following table shows the related t-test that expresses the pretest and post-test data:

Table 12 Related T-test

| | Related differences | | | gl (bilateral) | Signif. Tip difference | Critical value |
|-----------|---------------------|-----------------------|------------------|-------------------|---------------------------|-------------------|
| | Media | Standard deviation | Typical error | | | |
| Pre-test | 0,50 | 0,70 | -0,50 | -39 | 0,000 | 2,92 |
| Post-test | | | | | | |

Source: Elaborated by the researcher

The comparison of the averages of the previous and subsequent discriminative hearing capacity was carried out through the related T-test that shows that there is a significant difference ($p < 0.05$), which reveals that the posterior discriminative hearing capacity differs in a value of 0.50.

3.3 Hypothesis Verification

a) Statement of the hypothesis

Audiovisual teaching resources enhance discriminatory hearing capacity in A1 students at the Language Center of the Technical University of Cotopaxi.

Determination of the variables:

Independent variable: Teaching resources

Dependent variable: Discriminatory hearing ability

Methodology

Ho = audiovisual teaching resources DO NOT enhance discriminatory hearing capacity in A1 students at the Language Center of the Technical University of Cotopaxi.

H1 = the audiovisual didactic resources DO enhance discriminatory hearing capacity in A1 students at the Language Center of the Technical University of Cotopaxi.

b) Selection of significance level

Confidence level = 95%

Error level = 5%

We worked with an error level of 5% equivalent to the maximum error 0.05 corresponding to:

$\alpha = 1$ representing 100%

$= 1 - 0.05$

Equivalent to $\alpha = 100\% - 5\% = 95\%$, which establishes the validity of the hypothesis

c) Degrees of freedom

Where:

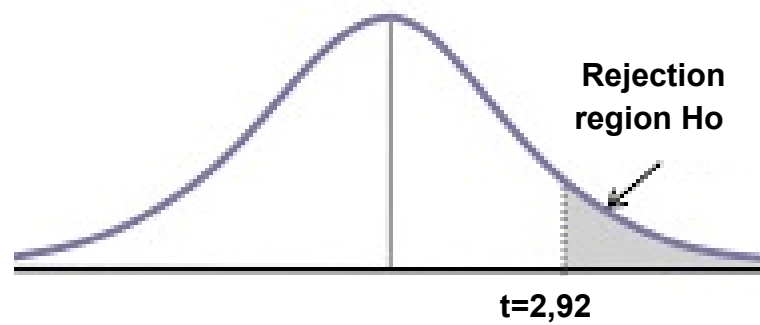
gl = degrees of freedom

$n = 40$

$gl = 40 - 1$

$gl = 39$

Figure 20: Figure of the Student's t-curve checking the hypothesis.



Source: Elaborated by the researcher

Conclusion:

The student t value is 2.92, which is outside the rejection area; therefore, the decision is to reject H_0 and accept H_1 . Then, it is concluded that audiovisual didactic resources DO enhance discriminatory hearing capacity in A1 students at the Language Center of the Technical University of Cotopaxi.

CONCLUSIONS

- In fact, teachers worldwide use both audio and video didactic resources to boost the discriminatory listening skills of their students. These resources are usually websites, applications for smartphones, platforms, and social networks. The use of these resources in class sometimes provides the opportunity to enhance the listening skills of A1 students.
- Evidently, the current level of development of discriminative listening skills in the study group is low; of the 40 A1 students surveyed from the Language Center of the Technical University of Cotopaxi, 11 students always have an easy recognition of this type of listening in the audio and video activities proposed by the teacher. While the other students fail to recognize this type of listening, this is because the teacher does not give enough importance to the development of these skills.
- According to the pre-test results, it can be concluded that there are 53% of students have 3 to 4 errors when listening to sounds. After using discriminative listening activities and applying the post-test, the researcher evidenced that 60% of A1 students have 0 to 2 errors in discriminatory development. In other words, before carrying out the activities, the students had more errors, and after using the activities, the number of errors decreased as their discriminatory listening skills improved thank to the bottom-up strategy.
- As a final conclusion, the positive results demonstrate the effectiveness of using the YouTube website as an audiovisual resource with learning purposes, the application of the bottom-up strategy and specific activities around many topics allow students to differentiate the sounds in English and recognize their characteristics, enhancing the discriminatory listening skill. Finally, the researcher socialized the benefits of applying this proposal at the university.

RECOMMENDATIONS

- It is recommended that the teachers of the Language Center of the Technical University of Cotopaxi should always include audiovisual teaching resources in their lesson plans, which allow students to work on their listening skills every day. These platforms must include audio, and video content since the use of these resources in English classes will enhance discriminatory listening skills in A1 students.
- It is recommended to develop discriminative listening skills in A1 students to be high, the teachers of the Language Center of the Technical University of Cotopaxi should value the development of these skills. On the other hand, it should provide themselves with the booklet proposed in this research work, which includes audio and video activities that will help beginners in the progress of this type of skill.
- The researcher recommends that the teaching staff focuses on the way of teaching receptive skills in the classroom, through more interactive activities using the Bottom-up strategy in the development of discriminatory listening skill that allows group and individual participation of A1 students. The diversity of activities would allow students to get involved actively in classes; this will not only motivate the students to learn the English language as well as improve the confidence to participate due to they recognize the sounds.
- The researcher would suggest the use of these technological audiovisual resources adapted to the learning and knowledge purposes in the Language Center of the Technical University of Cotopaxi. The booklet includes some activities using YouTube, which offers a wide variety of videos, free access, and a friendly interface, characteristics that made it possible to use online and in-class teaching in order to boost discriminatory listening skills.

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Annex 1: Operationalization of variables

| Variable | Dimension | Indicators | Technique | Instrument | Items |
|---|---|--|-------------------------------|-------------------------|-------|
| Independent Audiovisual didactic resources Set of instructional materials that help in the listening-teaching practice make more profitable, meaningful, and easier the learning process by using audiovisual aids. | Linguistic and listening skills in language learning. | Language skills | Survey | Questionnaire | 1 |
| | | Listening skills | | | 2 |
| | Audiovisual resources in language teaching. | Teaching resources | | | 3 |
| | | Types of teaching materials | | | 4 |
| | | Audiovisual resources | | | 5 |
| Dependent Discriminative listening skill A particular language skill to interpret and assign meaning to air vibrations rather than words understanding the differences and nuances of divergent sounds in listening comprehension and language learning. | Listening comprehension and language learning. | Top-down processing skills vs. Bottom-Up processing skills | Discriminative listening test | Listening question bank | 6 |
| | | Levels of listening | | | 7 |
| | Discriminatory listening skills in language learning. | Listening comprehension stages | | | 8 |
| | | Types of listening | | | 9 |
| | | Auditory discrimination | | | 10 |

Author: Collaguazo, W. (2021)

Annex 2: Survey



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SURVEY FOR STUDENTS

Audiovisuals didactic resources to boost A1 students' discriminative listening skills.

Instructions:

Read every statement about audiovisual didactic resources and discriminative listening skills carefully. Please check over the number that best corresponds to your answer. Please rate it considering the following scale from 1 to 5.

Frequency scale: 5: A= always, 4: O=often, 3: S=sometimes, 2: R=rarely, 1: N=never

Objective:

To collect significant information on the audiovisual didactic resources for enhancing the discriminatory listening skill acquisition.

| Nº | Items | Frequency scale | A | O | S | R | N |
|----|--|--------------------|---|---|---|---|---|
| | | Quantitative scale | 5 | 4 | 3 | 2 | 1 |
| 1 | Your professor focuses his activities on the development of your language skills using audiovisual resources. | | | | | | |
| 2 | In classes, you have the opportunity to boost the listening skills that allow you to establish effective communication. | | | | | | |
| 3 | The teaching resources that your professor employs are appropriate to work on listening skills. | | | | | | |
| 4 | The types of teaching materials your professor uses in class mainly include audio and video. | | | | | | |
| 5 | Audiovisual resources like websites, smartphone applications, platforms, and social networks are essential for making fine distinctions in listening skill development. | | | | | | |
| 6 | Top-down and Bottom-up strategies focus on looking for particular details like specific sounds. Your professor frequently includes these kinds of activities during class. | | | | | | |
| 7 | It is significant to recognize the levels of listening: internal, focused, and global to differentiate sounds or intonations during a listening activity. | | | | | | |
| 8 | Your professor uses strategies like understanding vocabulary, making inferences, or identifying the main idea to develop the listening comprehension skill. | | | | | | |
| 9 | It is easy for you to recognize the types of listening (discriminative, comprehension, and evaluative) from the audio activities proposed by your professor. | | | | | | |
| 10 | It is necessary to apply audiovisual resources to improve the discriminatory listening skill to differentiate among English sounds. | | | | | | |

Annex 3: Test

The Learning Staircase Auditory Discrimination Test

Name: _____ Age: _____

Reason for test: _____

Tester: _____ Date: _____

Listen to the audio and say if the words are the same or different.

I = initial sounds, F – final sounds, M – medial vowel sounds, B - Blends

| | | | √/X | R | | | | √/X | R | |
|----|------------|---------|-----|---|--|----|--------|-------|--------|--|
| 1 | car | tar | I | | | 21 | card | cart | F | |
| 2 | pin | pin | | | | 22 | sit | set | M | |
| 3 | sell | shell | I | | | 23 | back | bat | F | |
| 4 | bug | bud | F | | | 24 | rich | rich | | |
| 5 | badge | badge | | | | 25 | sack | smack | B I | |
| 6 | whistle | thistle | I | | | 26 | thin | thing | F | |
| 7 | win | wind | F | | | 27 | cot | cut | M | |
| 8 | king | king | | | | 28 | pill | pill | | |
| 9 | lathe | laid | F | | | 29 | dale | gale | I | |
| 10 | bag | bug | M | | | 30 | thread | shred | B I | |
| 11 | vine | fine | I | | | 31 | scar | star | B I | |
| 12 | sleep | sleek | F | | | 32 | ship | chip | I | |
| 13 | go | grow | Bl | | | 33 | din | bin | I | |
| 14 | stain | stain | | | | 34 | bell | ball | M | |
| 15 | dig | dug | M | | | 35 | leg | leg | | |
| 16 | screa m | stream | Bl | | | 36 | bet | but | M | |
| 17 | grow | glow | Bl | | | 37 | fat | flat | B I | |
| 18 | shoot | shot | M | | | 38 | lack | lake | M | |
| 19 | sick | thick | I | | | 39 | stick | stick | | |
| 20 | pray | play | Bl | | | 40 | back | bag | F | |

Appropriate actions will be taken based on the results.

| | Items (cross through incorrect ones) | | | | | | | | Errors |
|----------------|--------------------------------------|-------------|-------|-------|----------|---------|-------|-----------|--------|
| Initial Sounds | c/t | s/sh | wh/th | v/f | s/th | g/d | d/b | sh/c h | /8 |
| Final Sounds | g/d | n/d | th/d | p/k | t/d | k/t | n/ng | k/g | /8 |
| Medial Sounds | a/u | i/u | oo/o | i/e | o/u | e/a(l) | e/u | a/a-e | /8 |
| Blends | g/gr | scr/st r | gr/gl | pr/pl | s/s m | thr/shr | sc/st | f/fl | /8 |

Annex 4: Validation instruments

Latacunga, April 26, 2021

Master:
Rocío Ortega
English teacher

Pioneer and highly trained professional in the field of English teaching and learning. Through this document, I have the delight of asking for your unfailing collaboration in the validation of the instrument to be used in the data collection of the research work entitled "AUDIOVISUAL DIDACTIC RESOURCES TO BOOST A1 STUDENTS' DISCRIMINATIVE LISTENING SKILLS."

Please help yourself by following the directions in detail that are enclosed below. Do not forget to have a look at the operationalization of variables and the instruments that have been kindly included.

I would feel rather grateful for your support and help in this research work if you accepted my request.

Kind regards,



Mg. Wilmer Patricio Collaguazo Vega
CC. 1722417571

Directions for the validation of the instrument about “Audiovisuals didactic resources to boost A1 students’ discriminative listening skills.”

Read the objectives, operationalization of variables, and survey carefully.

1. Conclude about the correspondence between questions from the instrument with the objectives, variables, and indicators in the items.
2. Determine the technical quality of each item as well as the representativity of this instrument.
3. Assign observations in space provided if required.
4. Choose and write every parameter in each item by using the following scale.

- a) Correspondence between questions from the instrument with the objectives, variables, and indicators.

Mark each box with the following:

A: Appropriate

NA: Not appropriate

In case NA is marked, make an observation in the space provided.

- b) Technical quality and representativity.

Mark each box with the following:

I: Ideal

G: Good

R: Regular

P: Poor

In case R or P is marked, make an observation in the space provided.

- c) Language

Mark each box with the following:

A: Accurate

I: Inaccurate

In case I is marked, make an observation in the space provided.

Thank you for your collaboration.

Objectives

General Objective:

To evaluate how audiovisual didactic resources boost A1 students' discriminatory listening skills at the Language Center of the Technical University of Cotopaxi, April-August 2021 period.

Specific Objectives:

1. To diagnose the type of audiovisual didactic resources for boosting A1 students' discriminatory listening skills.
2. To identify the current level of discriminative listening skills development among the groups under study.
3. To find out the outcome in terms of data analysis before and after using before listening activities for the discriminatory listening skill development to A1 students.
4. To socialize the effectiveness of using effective before listening activities based on audiovisual didactic resources are for the discriminatory listening skill development.

Operationalization of variables

| Variable | Dimension | Indicators | Technique | Instrument | Items |
|---|---|--|-------------------------------|-------------------------|-------|
| Independent Audiovisual didactic resources Set of instructional materials that help in the listening-teaching practice make more profitable, meaningful, and easier the learning process by using audiovisual aids. | Linguistic and listening skills in language learning. | Language skills | Survey | Questionnaire | 1 |
| | | Listening skills | | | 2 |
| | Audiovisual resources in language teaching. | Teaching resources | | | 3 |
| | | Types of teaching materials | | | 4 |
| | | Audiovisual resources | | | 5 |
| Dependent Discriminative listening skill A particular language skill to interpret and assign meaning to air vibrations rather than words understanding the differences and nuances of divergent sounds in listening comprehension and language learning. | Listening comprehension and language learning. | Top-down processing skills vs. Bottom-Up processing skills | Discriminative listening test | Listening question bank | 6 |
| | | Levels of listening | | | 7 |
| | | Listening comprehension stages | | | 8 |
| | Discriminatory listening skills in language learning. | Types of listening | | | 9 |
| | | Auditory discrimination | | | 10 |

Author: Collaguazo, W. (2021)



SURVEY FOR STUDENTS

Audiovisuals didactic resources to boost A1 students' discriminative listening skills.

Instructions:

Read every statement about audiovisual didactic resources and discriminative listening skills carefully. Please check over the number that best corresponds to your answer. Please rate it considering the following scale from 1 to 5.

Frequency scale: 5: A= always, 4: O=often, 3: S=sometimes, 2: R=rarely, 1: N=never

Objective:

To collect significant information on the audiovisual didactic resources for enhancing the discriminatory listening skill acquisition.

| | | Frequency scale | A | O | S | R | N |
|----|--|--------------------|---|---|---|---|---|
| Nº | Items | Quantitative scale | 5 | 4 | 3 | 2 | 1 |
| 1 | Your professor focuses his activities on the development of your language skills using audiovisual resources. | | | | | | |
| 2 | In classes, you have the opportunity to boost the listening skills that allow you to establish effective communication. | | | | | | |
| 3 | The teaching resources that your professor employs are appropriate to work on listening skills. | | | | | | |
| 4 | The types of teaching materials your professor uses in class mainly include audio and video. | | | | | | |
| 5 | Audiovisual resources like websites, smartphone applications, platforms, and social networks are essential for making fine distinctions in listening skill development. | | | | | | |
| 6 | Top-down and Bottom-up strategies focus on looking for particular details like specific sounds. Your professor frequently includes these kinds of activities during class. | | | | | | |
| 7 | It is significant to recognize the levels of listening: internal, focused, and global to differentiate sounds or intonations during a listening activity. | | | | | | |
| 8 | Your professor uses strategies like understanding vocabulary, making inferences, or identifying the main idea to develop the listening comprehension skill. | | | | | | |
| 9 | It is easy for you to recognize the types of listening (discriminative, comprehension, and evaluative) from the audio activities proposed by your professor. | | | | | | |
| 10 | It is necessary to apply audiovisual resources to improve the discriminatory listening skill to differentiate among English sounds. | | | | | | |



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

SURVEY FOR TEACHERS

Audiovisuals didactic resources to boost A1 students' discriminative listening skills.

(A) Correspondence between questions from the instrument with the objectives, variables, and indicators.

Mark each box with the following:

A:
Appropriate
NA:
Not appropriate

In case NA is marked, make an observation in the space provided.

| Item | | Observations |
|------|---|--------------|
| 1 | A | |
| 2 | A | |
| 3 | A | |
| 4 | A | |
| 5 | A | |
| 6 | A | |
| 7 | A | |
| 8 | A | |
| 9 | A | |
| 10 | A | |



firmado electrónicamente por:
**DOLORES DEL ROCIO
ORTEGA ANDRADE**

Validation Signature



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
SURVEY FOR TEACHERS

Audiovisuals didactic resources to boost A1 students' discriminative listening skills.

(B) Technical quality and representativity

Mark each box with the following:

I:
Ideal
G:
Good
R:
Regular
P:
Poor

In case R or P is marked, make an observation in the space provided.

| Item | | Observations |
|------|---|--------------|
| 1 | I | |
| 2 | I | |
| 3 | I | |
| 4 | I | |
| 5 | I | |
| 6 | I | |
| 7 | I | |
| 8 | I | |
| 9 | I | |
| 10 | I | |



firmado electrónicamente por:
DOLORES DEL ROCIO
ORTEGA ANDRADE

Validation Signature



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
SURVEY FOR TEACHERS

Audiovisuals didactic resources to boost A1
students' discriminative listening skills.

(C) Language

Mark each box with the following:

A:
Accurate
I:
Inaccurate

In case I is marked, make an observation in the space provided.

| Item | | Observations |
|------|---|--------------|
| 1 | A | |
| 2 | A | |
| 3 | A | |
| 4 | A | |
| 5 | A | |
| 6 | A | |
| 7 | A | |
| 8 | A | |
| 9 | A | |
| 10 | A | |



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PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
SURVEY FOR TEACHERS

Audiovisuals didactic resources to boost A1
students' discriminative listening skills.

Validation Data

| |
|---|
| Name: Dolores del Rocío Ortega Andrade |
| ID card: 0400564662 |
| Degree: Magíster en Docencia Universitaria Magíster en Lingüística Aplicada a la Enseñanza bilingüe: español e inglés |
| Field of study: Linguistics |
| Phone: 0988071248 |
| Email address: rociolic@yahoo.es |
| Institution: Universidad de las Fuerzas Armadas ESPE |
| Validation Date: 307 04/2021 |
| General Observations: From my perspective, the survey for students is well designed, the questions are according to the objectives, variables, and indicators, and they have technical quality and representativity. In addition, the language used is accurate. |



firmado electrónicamente por:
**DOLORES DEL ROCIO
ORTEGA ANDRADE**

ID: 0400564662



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
SURVEY FOR STUDENTS**

Audiovisuals didactic resources to boost A1
students' discriminative listening skills.

Auditory Discrimination Pretest

Based on the studies carried out by Lugg 2010 as a member of The Learning Staircase Ltd. The researcher has selected her test to determine the current discriminative listening skill students have prior to the experimental stage.

Conditions of Use (The Learning Staircase)

This test has been compiled by and is the property of The Learning Staircase Ltd. It may be freely photocopied and distributed or quoted in other literature, providing that it is correctly attributed and referenced. **It may not be re-written or re-formatted.**

The Learning Staircase Auditory Discrimination Test

Name: _____ Age: _____

Reason for test:

Tester: _____ Date: _____

Listen to the audio and say if the words are the same or different.

I = initial sounds, F – final sounds, M – medial vowel sounds, B - Blends

| | | | √/X | R | | | | √/X | R |
|----|---------|---------|-----|---|----|--------|-------|-----|---|
| 1 | car | tar | I | | 21 | card | cart | F | |
| 2 | pin | pin | | | 22 | sit | set | M | |
| 3 | sell | shell | I | | 23 | back | bat | F | |
| 4 | bug | bud | F | | 24 | rich | rich | | |
| 5 | badge | badge | | | 25 | sack | smack | B | I |
| 6 | whistle | thistle | I | | 26 | thin | thing | F | |
| 7 | win | wind | F | | 27 | cot | cut | M | |
| 8 | king | king | | | 28 | pill | pill | | |
| 9 | lathe | laid | F | | 29 | dale | gale | I | |
| 10 | bag | bug | M | | 30 | thread | shred | B | I |
| 11 | vine | fine | I | | 31 | scar | star | B | I |
| 12 | sleep | sleek | F | | 32 | ship | chip | I | |
| 13 | go | grow | Bl | | 33 | din | bin | I | |
| 14 | stain | stain | | | 34 | bell | ball | M | |
| 15 | dig | dug | M | | 35 | leg | leg | | |
| 16 | scream | stream | Bl | | 36 | bet | but | M | |
| 17 | grow | glow | Bl | | 37 | fat | flat | B | I |
| 18 | shoot | shot | M | | 38 | lack | lake | M | |
| 19 | sick | thick | I | | 39 | stick | stick | | |
| 20 | pray | play | Bl | | 40 | back | bag | F | |

Appropriate actions will be taken based on the results.

| | Items (cross through incorrect ones) | | | | | | | | Errors |
|----------------|--------------------------------------|---------|-------|-------|------|---------|-------|-------|--------|
| Initial Sounds | c/t | s/sh | wh/th | v/f | s/th | g/d | d/b | sh/ch | /8 |
| Final Sounds | g/d | n/d | th/d | p/k | t/d | k/t | n/ng | k/g | /8 |
| Medial Sounds | a/u | i/u | oo/o | i/e | o/u | e/a(II) | e/u | a/a-e | /8 |
| Blends | g/gr | scr/str | gr/gl | pr/pl | s/sm | thr/shr | sc/st | f/fl | /8 |



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
SURVEY FOR TEACHERS

Audiovisuals didactic resources to boost A1 students' discriminative listening skills.

Validation for the contents of the instrument about “AUDIOVISUALS DIDACTIC RESOURCES TO BOOST A1 STUDENTS’ DISCRIMINATIVE LISTENING SKILLS.”

Correspondence of instructions in the PRE-TEST instrument.

| Items | Categories | | (A) | | | | (B) | | | | (C) | | Observations |
|---|---|-----------------|--|------|---------|------|-------------------------|------------|--|--|-----|--|--------------|
| | Correspondence of the items with the objectives, variables, and indicators. | | Technical quality and representativity | | | | Minimal pair selection. | | | | | | |
| | A: | NA: | I: | G: | R: | P: | A: | I: | | | | | |
| | Appropriate | Not appropriate | Ideal | Good | Regular | Poor | Accurate | Inaccurate | | | | | |
| | A | NA | I | G | R | P | A | I | | | | | |
| A. SS needs to tell the teacher if the words are the same or different. | A | | I | | | | A | | | | | | |
| B. The teacher marks the student's response on the recording sheet. | A | | I | | | | A | | | | | | |
| C. The teacher determines appropriate action based on results. | A | | I | | | | A | | | | | | |



firmado electrónicamente por:
DOLORES DEL ROCIO
ORTEGA ANDRADE

Validation Signature

Annex 5: Proposal

TOPIC 2: NUMBER OF WORDS

Objective: To count the number of words in each sentence.

Materials: PowerPoint slides, laptop or desktop, video, speakers.

Previous requirements: Parts of speech, numbers

INSTRUCTIONS:

Students will observe and listen to the psychological condition of love, and the chemical reaction in the human body when it is in love.

Afterwards, they will complete a brainstorm about the story and its characters. In addition, they will count the number of words in each sentence of the audio and video.

In addition, students will identify the position of words in sentences.

Finally, they will write a short love story.

ACTIVITIES

Pre-listening:

1. Description of the theme

Have you heard of the expression love at first sight? An example is the movie Until Forever. This film is a love story based on real life in which a young man falls in love with a young woman. Their names are Malcom and Denisse. One day Malcom sees Denisse in the park. He smiles when he sees her and thinks she is beautiful. Denisse also looks at Malcom. Something happens between them, a connection. They have experienced "love at first sight", they fell in love the first time they saw each other.

Listening:

1. Listen and watch the video

LOVE STORY



Obtained at: <https://www.youtube.com/watch?v=cU-kRiY5Pz8>

2. Listen to the sentences and count how many words are made up of each of the sentences.

| | |
|--------------|--------------|
| Sentence N°1 | Sentence N°2 |
| | |
| Sentence N°3 | Sentence N°4 |
| | |
| Sentence N°5 | Sentence N°6 |
| | |

3. Listen again carefully to the passage and write the word that you hear according to the number of the word asked in each sentence.

| Sentence N°1 | Sentence N°2 | Sentence N°3 | Sentence N°4 | Sentence N°5 |
|--------------|--------------|--------------|--------------|--------------|
| Word 2 | Word 4 | Word 1 | Word 5 | Word 3 |
| _____ | _____ | _____ | _____ | _____ |

Post-listening:

1. Create a love story, use these images to help you to write it.

Source: images/google



Evaluation: the teacher must apply the rubric to the students to complete the process.

| CONTENT | 4 | 3 | 2 | 1 |
|--------------------------------|--|---|--|---|
| COUNTING THE WORDS | Count all the words in each sentence | Count a few words in each sentence | Count few words in each sentence | There is not evidence that count any word in every sentence |
| CLASSIFICATION OF WORDS | Classify all the words in the correct column | Classify some words in the correct column | Classify few words in the correct column. | There is no evidence that classify any word in the correct column |
| NUMBER OF WORDS | Can count the number of words in all sentences | Can count the number of words in some sentences | Can count the number of words in few sentences | Can't count the number of words in any sentence |

TOPIC 3: DISCRIMINATION OF PHONEMES

Objective: To recognize groups of sounds in different contexts.

Materials: PowerPoint slides, laptop or desktop, video, speakers.

Previous requirements: Phonemic awareness, IPA (International Phonetic Sounds).

INSTRUCTIONS:

Students will listen to the physical, chemical, and psychological effects of anger on human beings.

Afterwards, students will share their experiences when they have felt angry.

Likewise, students will choose the sound that they consider appropriate.

Finally, students will match the phoneme right with the corresponding words.

ACTIVITIES

Pre-listening:

1. Description of the theme

All people feel angry at some point. However, they may not know how to deal with it. With the right tools, each person can deal with the feeling of anger or anger.

Listening:

1. Listen and watch the video

MANAGE ANGER



Obtained at: <https://www.youtube.com/watch?v=BTT9kNQRJXo>

2. Listen, recognize the sound and paint in red the words you hear between the two options.

tell

tall

feel

fill

us

as

bad

bat

two

to

3. Match the words with the corresponding phoneme.

Long
Begin
Taking
When
Thing
Reaction

/ŋ/

/n/

Post-listening:

4. Write how you manage your emotions and feelings. Then, talk in classes about your responses.

Evaluation: the teacher must apply the rubric to the students to complete the process.

| CONTENT | 4 | 3 | 2 | 1 |
|-----------------------------------|---|--|---|---|
| DISCRIMINATION OF PHONEMES | Discriminate all phonemes in the given word | Discriminate some phonemes in the given word | Discriminate few phonemes in the given word | There is not evidence of any discriminative activity |
| DISCRIMINATION OF PHONEMES | Identify all appropriate phonemes that correspond to the correct word | Identify some appropriate phonemes that correspond to the correct word | Identify few appropriate phonemes that correspond to the correct word | There is not evidence of identifying any appropriate phoneme that corresponds to the correct word |
| NUMBER OF WORDS | Can recognize all sounds | Can recognize some sounds | Can recognize few sounds | Cannot recognize any sound |

TOPIC 4: LISTEN TO THE MORPHOLOGICAL ENDINGS.

Objective: To identify the morphological characteristics of the words in a sentence.

Materials: PowerPoint slides, laptop or desktop, video, speakers.

Previous requirements: Suffixes, morphological roots, basic form of words, part of speech.

INSTRUCTIONS:

Students will hear some greetings, cultural aspects of it and the implication of cultural awareness when learning a foreign language.

First, students will be asked to demonstrate the ways they greet each other and discuss how they learn to greet and greet adults or authorities.

Later, they will complete the words using the suffix looking for a specific semantic change. Also, students should match the suffix according to the part of speech that is needed according to the context.

ACTIVITIES

Pre-listening:

1. Description of the topic

Greetings, although they may seem simple, are often a complex part of language. In English, people greet each other in different ways, according to the situation. For example, a greeting can use words that show the time of day, such as Good morning, Good afternoon, or Good evening. Greetings also depend on how well you know each other.

Listening:

1. Listen and watch the video

DIFFERENT WAYS TO SAY HELLO

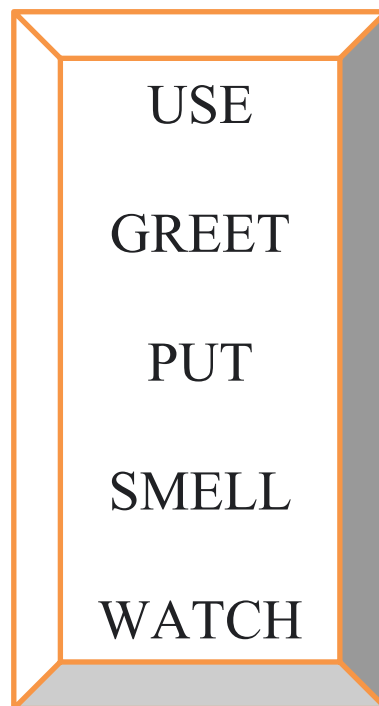
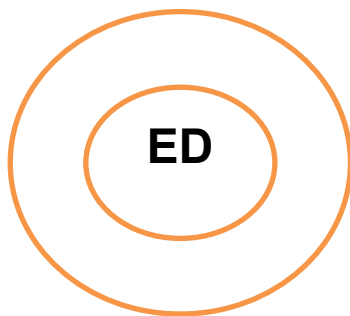


Obtained at: <https://www.youtube.com/watch?v=liAsT4DgalQ>

2. Listen carefully to the following passage and complete with the syllables you hear.

| | |
|-------|-------|
| HAVE | _____ |
| MEET | _____ |
| COOL | _____ |
| OLD | _____ |
| YOUR | _____ |
| LIVE | _____ |
| THINK | _____ |
| TALK | _____ |

3. Match the words with the final ends of each one of them as you listen.



Post-listening:

1. **Create a dialogue about a greeting with a classmate. Then, share your role play in class.**
-
-
-

Evaluation: Teacher must apply the rubric once students have completed the process.

| CONTENT | 4 | 3 | 2 | 1 |
|--------------------------------------|---|--|---|---|
| IDENTIFICATION OF SUFFIX | Students complete all words with the corresponding suffix. | Students complete some words with the corresponding suffix | Students complete few words with the corresponding suffix | There is not evidence of completing none of words with the corresponding suffix |
| SEMANTIC DISCRIMINATION | Students can match the suffix with the appropriate meaning of all words | Students can match the suffix with the appropriate meaning of some words | Students can match the suffix with the appropriate meaning of few words | Students cannot match the suffix to the proper meaning of any word |
| MORPHOLOGICAL CHARACTERISTICS | Students can identify all morphological features in given words | Students can identify some morphological features in given words | Students can identify few morphological features in given words | Students cannot identify any of the morphological features in the given words |

TOPIC 5: RECOGNITION OF WORDS

Objective: To discriminate different parts of speech and vocabulary from a listening activity.

Resources: PowerPoint slides, laptop or desktop, video, speakers.

Previous requirements: Nouns, verbs, quantifiers and discrimination of sounds.

INSTRUCCTIONS:

First, students will hear what happiness means to a person. Then, students will be asked about the meaning of happiness for each and reflect on the social pressure people undergo to achieve happiness.

Subsequently, the student will discriminate some of the proper and common nouns used in the story; they must choose and circle the vocabulary that corresponds to the story.

Finally, each student will classify ten words according to their part of the speech.

ACTIVITIES

Pre-listening:

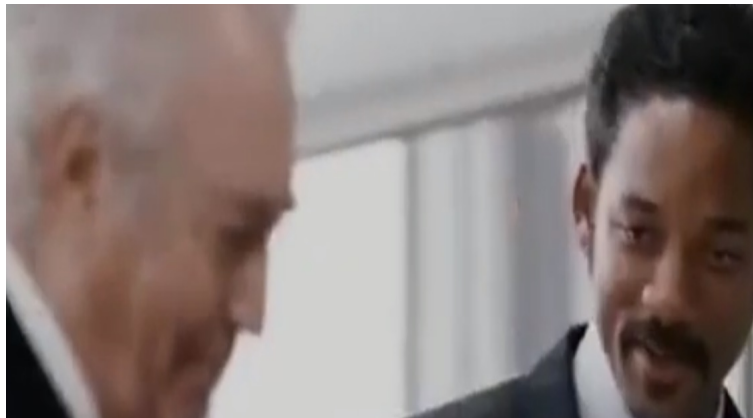
1. Description of the theme

What is happiness? Are you happy? What makes you happy? Happiness is the emotional state of a person; It is the feeling of well-being and fulfillment that people experience when they achieve their goals, desires and purposes; A person can be happy if he is aware of himself, and of all that he can achieve in his life.

Listening:

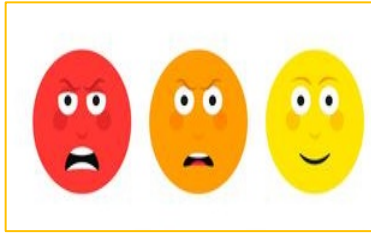
1. Listen and watch the video

BE HAPPY



Obtained at: https://www.youtube.com/watch?v=qfVCWfpMf_c

2. Circle the pictures based on what you hear from the video.



Source: images/google

3. Listen and take notes of the passage, then, write 10 words and classify them according to the category.

WORDS:

| Nº | NOUNS | VERBS | ADJECTIVES |
|----|-------|-------|------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

Post-listening:

1. Write the most important thing that make you happy. Then, talk about your notes in class.

Evaluation: the teacher must apply the rubric to the students to complete the process.

| CONTENT | 4 | 3 | 2 | 1 |
|---|--|---|--|--|
| RECOGNITION OF WORDS | Students can recognize all of the words that correspond to the story | Students can recognize some words that correspond to the story | Students can recognize few words that correspond to the story | Students can't recognize any of the words that correspond to the story |
| PARTS OF THE SPEECH CATEGORIZATION | Students can classify all the words in each category | Students can classify some words in each category | Students can classify few words in each category | Students cannot classify any of the words in each category |
| LISTEN TO DISCRIMINATE | Students can discriminate all the words that correspond to the story | Students can discriminate some words that correspond to the story | Students can discriminate few words that correspond to the story | Students cannot discriminate any of the words that correspond to the story |

LESSON PLAN N° 2

| TOPIC: ACTIVITY: | | Syllable recognition in different contexts Activity 2 | | |
|--|---|---|---|------------------------------------|
| CLASS PROFILE: | | A1 Learners (40 participants) | | |
| TIME: | | 120 min. | | |
| TIMETABLE FIT: | | Students use the acquired skill in many contexts | | |
| MAIN AIM: | | To improve the semantic form recognition in the sentences proposed in the video. | | |
| SUBSIDIARY AIMS: | | To emphasis on the listening skill to discriminate some phonemes during the activities. | | |
| ASSUMPTIONS: | | Students can recognize and discriminate the syllables to determine a correct pronunciation. | | |
| LANGUAGE SKILLS: | | Listening, Speaking, Writing, and Reading | | |
| METHODOLOGICAL STRATEGIES: | | Methodological Approach for Language Teaching: Functional approach Communicative approach | | |
| LEARNING OUTCOMES AT THE END OF THIS LESSON: | | Students will be able to recognize syllables. | | |
| TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| 10 minutes | Students watch the video again in different sections to determine the syllables of the words. | Lead-in: to get students' attention and inductively introduce the topic. | PowerPoint presentation Laptop or desktop Video Screen | T - Ss |
| 30 minutes | The teacher asks students to listen to words and circle those with an accent on the first or second syllable. | Highlighting: To draw students' attention to the target language | PowerPoint presentation Laptop or desktop | T - Ss Individual work |
| 20 minutes | Students give some more examples and practice with claps the number of syllables | Clarification: To clarify the meaning, form, and pronunciation of the target language. | PowerPoint presentation Laptop or desktop | T - Ss |
| 20 minutes | Students share the answers with all students to analyze the responses | Controlled Practice 1: To verify concepts and prepare students for more meaningful practice | PowerPoint presentation Laptop or desktop Worksheets | T - Ss Pair work Whole-Class |
| 20 minutes | Students will number the two syllables words from the video, discriminating from the three and more syllables | Extension (Homework) To provide students with free practice of the target language. | Worksheet | T - Ss Individual work |
| 20 minutes | The teacher provides feedback on what was explained during class, and the class gives their personal opinion. | Lesson evaluation: To determine if students enjoy the class and get significant learning. | Ss notes | T - Ss Whole class |

LESSON PLAN N° 3

| TOPIC: | | Counting sounds in different words. | | |
|--|--|---|---|------------------------------------|
| ACTIVITY: | | Activity 1 | | |
| CLASS PROFILE: | | A1 Learners (40 participants) | | |
| TIME: | | 120 min. | | |
| TIMETABLE FIT: | | Students analyze different sounds | | |
| MAIN AIM: | | To count the number of sounds that have words. | | |
| SUBSIDIARY AIMS: | | To improve the listening discriminatory skill to separate the sounds through a love story. | | |
| ASSUMPTIONS: | | Students can use the proper pronunciation of sounds to produce accurate sounds. | | |
| LANGUAGE SKILLS: | | Listening, Speaking, Writing, and Reading | | |
| METHODOLOGICAL STRATEGIES: | | Methodological Approach for Language Teaching: Functional approach Communicative approach | | |
| LEARNING OUTCOMES AT THE END OF THIS LESSON: | | Students will be able to discriminate sounds. | | |
| TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| 10 minutes | Students watch a video about a love story | Lead-in: to get students' attention and inductively introduce the topic. | PowerPoint presentation Laptop or desktop Video Screen | T - Ss |
| 30 minutes | The teacher asks students to listen to the sentences and count how many sounds are made up in each sentence. | Highlighting: To draw students' attention to the target language | PowerPoint presentation Laptop or desktop IPA poster | T - Ss Individual work |
| 20 minutes | Students determine how many sounds can be included in a word. | Clarification: To clarify the meaning, form, and pronunciation of the target language. | PowerPoint presentation Laptop or desktop | T - Ss |
| 20 minutes | Students get more information about the sounds exploring the IPA poster | Controlled Practice 1: To verify concepts and prepare students for more meaningful practice | PowerPoint presentation Laptop or desktop Worksheets | T - Ss Pair work Whole-Class |
| 20 minutes | Students will prepare a story based on a story that they have heard in the previous exercise. | Extension (Homework) To provide students with free practice of the target language. | Worksheet | T - Ss Individual work |
| 20 minutes | Students will participate in a brainstorming activity about their stories and their characters. | Lesson evaluation: To determine if students enjoy the class and get significant learning. | Ss notes | T - Ss Whole class |

LESSON PLAN N° 4

| TOPIC: ACTIVITY: | | Recognizing sounds in different minimal pairs. Activity 2 | | |
|--|--|---|---|------------------------------------|
| CLASS PROFILE: | | A1 Learners (40 participants) | | |
| TIME: | | 120 min. | | |
| TIMETABLE FIT: | | Students will understand some sounds in words. | | |
| MAIN AIM: | | To recognize the sounds in words to improve their listening discriminatory skill. | | |
| SUBSIDIARY AIMS: | | To get more detailed information about IPA. | | |
| ASSUMPTIONS: | | Students can employ their knowledge to speak in a different way, using appropriate sounds. | | |
| LANGUAGE SKILLS: | | Listening, Speaking, Writing, and Reading | | |
| METHODOLOGICAL STRATEGIES: | | Methodological Approach for Language Teaching: Functional approach Communicative approach | | |
| LEARNING OUTCOMES AT THE END OF THIS LESSON: | | Students recognize and discriminate different types of sounds. | | |
| TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| 10 minutes | Students watch the video again with more details in specific words. | Lead-in: to get students' attention and inductively introduce the topic. | PowerPoint presentation Laptop or desktop Video Screen | T - Ss |
| 30 minutes | The teacher requests that the students listen carefully to the video and write the word according to the sounds. | Highlighting: To draw students' attention to the target language | PowerPoint presentation Laptop or desktop | T - Ss Individual work |
| 20 minutes | Students check in the IPA some sounds getting from the video | Clarification: To clarify the meaning, form, and pronunciation of the target language. | PowerPoint presentation Laptop or desktop IPA | T - Ss |
| 20 minutes | Students discriminate minimal pairs proposed by the teacher getting from the video to establish many differences between them. | Controlled Practice 1: To verify concepts and prepare students for more meaningful practice | PowerPoint presentation Laptop or desktop Worksheets | T - Ss Pair work Whole-Class |
| 20 minutes | Students verify the sounds in each word and try to imitate the sounds using their notes. | Extension (Homework) To provide students with free practice of the target language. | Worksheet | T - Ss Individual work |
| 20 minutes | The teacher provides feedback, the class gives their personal opinion and shares their experience discriminating sounds. | Lesson evaluation: To determine if students enjoy the class and get significant learning. | Ss notes | T – Ss Whole class |

LESSON PLAN N° 5

| TOPIC: | | Phoneme discrimination. | | |
|--|--|---|---|------------------------------------|
| ACTIVITY: | | Activity 1 | | |
| CLASS PROFILE: | | A1 Learners (40 participants) | | |
| TIME: | | 120 min. | | |
| TIMETABLE FIT: | | Students establish comparisons among phonemes | | |
| MAIN AIM: | | To discriminate phonemes in many sentences. | | |
| SUBSIDIARY AIMS: | | To describe how to control emotions and feelings. | | |
| ASSUMPTIONS: | | Students can use phonemes to improve their pronunciation. | | |
| LANGUAGE SKILLS: | | Listening, Speaking, Writing, and Reading | | |
| METHODOLOGICAL STRATEGIES: | | Methodological Approach for Language Teaching: Functional approach Communicative approach | | |
| LEARNING OUTCOMES AT THE END OF THIS LESSON: | | Students could listen for specific phonemes focusing on their characteristics. | | |
| TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| 10 minutes | Students watch a video about how to control their anger | Lead-in: to get students' attention and inductively introduce the topic. | PowerPoint presentation Laptop or desktop Video Screen | T - Ss |
| 30 minutes | The teacher asks the students to listen and color the words they hear between the two minimal pairs. | Highlighting: To draw students' attention to the target language | PowerPoint presentation Laptop or desktop Short gapped | T - Ss Individual work |
| 20 minutes | Students analyze the information, see different characteristics of the phonemes from the given examples. | Clarification: To clarify the meaning, form, and pronunciation of the target language. | PowerPoint presentation Laptop or desktop | T - Ss |
| 20 minutes | Students recognize more phonemes from the words presented by the teacher. Their practice with their classmates to boost their listening skill. | Controlled Practice 1: To verify concepts and prepare students for more meaningful practice | PowerPoint presentation Laptop or desktop Worksheets | T - Ss Pair work Whole-Class |
| 20 minutes | Students share their moods when they feel angry. | Extension (Homework) To provide students with free practice of the target language. | Worksheet | T - Ss Individual work |
| 20 minutes | Students share their notes with the class and make inferences with the skills acquired. | Lesson evaluation: To determine if students enjoy the class and get significant learning. | Ss notes | T - Ss Whole class |

LESSON PLAN N° 6

| TOPIC: ACTIVITY: | | Phonemes discrimination in some contexts. Activity 2 | | |
|--|---|---|---|------------------------------------|
| CLASS PROFILE: | | A1 Learners (40 participants) | | |
| TIME: | | 120 min. | | |
| TIMETABLE FIT: | | Students employ the phonemes knowledge in different contexts | | |
| MAIN AIM: | | To establish different phonemes in different words | | |
| SUBSIDIARY AIMS: | | Take into account different intonation and accent when people have another state of mood. | | |
| ASSUMPTIONS: | | Students could recognize phonemes through different contexts. | | |
| LANGUAGE SKILLS: | | Listening, Speaking, Writing, and Reading | | |
| METHODOLOGICAL STRATEGIES: | | Methodological Approach for Language Teaching: Functional approach Communicative approach | | |
| LEARNING OUTCOMES AT THE END OF THIS LESSON: | | Students determine and discriminate phonemes in conversations. | | |
| TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| 10 minutes | Students watch the video about how to manage anger with more details and specifications. | Lead-in: to get students' attention and inductively introduce the topic. | PowerPoint presentation Laptop or desktop Video Screen | T - Ss |
| 30 minutes | Students match the words with the corresponding phonemes. | Highlighting: To draw students' attention to the target language | PowerPoint presentation Laptop or desktop | T - Ss Individual work |
| 20 minutes | Students interpret more examples from the listening activity. | Clarification: To clarify the meaning, form, and pronunciation of the target language. | PowerPoint presentation Laptop or desktop | T - Ss |
| 20 minutes | Students recognize phonemes in a vocabulary related to emotions and feelings. | Controlled Practice 1: To verify concepts and prepare students for more meaningful practice | PowerPoint presentation Laptop or desktop Worksheets | T - Ss Pair work Whole-Class |
| 20 minutes | Students get phonemes from the video in order to identify words that represent the correct picture. | Extension (Homework) To provide students with free practice of the target language. | Worksheet | T - Ss Individual work |
| 20 minutes | The teacher gives feedback about the process of discriminate phonemes and related them with specific information. | Lesson evaluation: To determine if students enjoy the class and get significant learning. | Ss notes | T - Ss Whole class |

LESSON PLAN N° 7

| TOPIC: ACTIVITY: | | Listening morphological endings Activity 1 | | |
|--|--|---|---|------------------------------------|
| CLASS PROFILE: | | A1 Learners (40 participants) | | |
| TIME: | | 120 min. | | |
| TIMETABLE FIT: | | Students know generalities about morphology. | | |
| MAIN AIM: | | To identify some morphological endings in some sentences. | | |
| SUBSIDIARY AIMS: | | To promote auditory exercises through many ways to say hello. | | |
| ASSUMPTIONS: | | Students could improve their listening discriminatory activities to recognize morphemes. | | |
| LANGUAGE SKILLS: | | Listening, Speaking, Writing, and Reading | | |
| METHODOLOGICAL STRATEGIES: | | Methodological Approach for Language Teaching: Functional approach Communicative approach | | |
| LEARNING OUTCOMES AT THE END OF THIS LESSON: | | Students could be ready to discriminate some morphological endings. | | |
| TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| 10 minutes | Students watch a video about many ways to say hello | Lead-in: to get students' attention and inductively introduce the topic. | PowerPoint presentation Laptop or desktop Video Screen | T - Ss |
| 30 minutes | The teacher asks the students to listen carefully to the principal ideas from the video | Highlighting: To draw students' attention to the target language | PowerPoint presentation Laptop or desktop | T - Ss Individual work |
| 20 minutes | Students infer the content about how to separate morphemes in words taken by them. | Clarification: To clarify the meaning, form, and pronunciation of the target language. | PowerPoint presentation Laptop or desktop | T - Ss |
| 20 minutes | Students complete the activities after the explanation of the teacher about how to identify different morphemes. | Controlled Practice 1: To verify concepts and prepare students for more meaningful practice | PowerPoint presentation Laptop or desktop Worksheets | T - Ss Pair work Whole-Class |
| 20 minutes | Students will demonstrate the ways they greet each other and discuss how to learn to greet adults and their peers. | Extension (Homework) To provide students with free practice of the target language. | Worksheet | T - Ss Individual work |
| 20 minutes | Students share their notes and learning experiences about morphemes. | Lesson evaluation: To determine if students enjoy the class and get significant learning. | Ss notes | T - Ss Whole class |

LESSON PLAN N° 8

| TOPIC: | | Discriminating morphological endings | | |
|--|--|---|---|------------------------------------|
| ACTIVITY: | | Activity 2 | | |
| CLASS PROFILE: | | A1 Learners (40 participants) | | |
| TIME: | | 120 min. | | |
| TIMETABLE FIT: | | Students know how to discriminate morphological endings. | | |
| MAIN AIM: | | To discriminate morphemes from the video | | |
| SUBSIDIARY AIMS: | | To enhance listening discriminatory skill | | |
| ASSUMPTIONS: | | Students will employ techniques of discrimination to take out morphemes' endings. | | |
| LANGUAGE SKILLS: | | Listening, Speaking, Writing, and Reading | | |
| METHODOLOGICAL STRATEGIES: | | Methodological Approach for Language Teaching: Functional approach Communicative approach | | |
| LEARNING OUTCOMES AT THE END OF THIS LESSON: | | Students could determine the suffixes in words. | | |
| TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| 10 minutes | Students watch the video about many ways to say hello with details and carefully. | Lead-in: to get students' attention and inductively introduce the topic. | PowerPoint presentation Laptop or desktop Video Screen | T - Ss |
| 30 minutes | The teacher asks the students to match the morphemes to form a word. | Highlighting: To draw students' attention to the target language | PowerPoint presentation Laptop or desktop | T - Ss Individual work |
| 20 minutes | Students infer the morphemes characteristics in every single word from the video | Clarification: To clarify the meaning, form, and pronunciation of the target language. | PowerPoint presentation Laptop or desktop | T - Ss |
| 20 minutes | Students try to discriminate morphemes described by the teacher during a listening activity. | Controlled Practice 1: To verify concepts and prepare students for more meaningful practice | PowerPoint presentation Laptop or desktop Worksheets | T - Ss Pair work Whole-Class |
| 20 minutes | Students will complete the words using the suffix, looking for a specific semantic change and taking notes about how to express formal and informal greetings. | Extension (Homework) To provide students with free practice of the target language. | Worksheet | T - Ss Individual work |
| 20 minutes | The teacher finally provides feedback on what was explained during the class, and the class shares their opinions. | Lesson evaluation: To determine if students enjoy the class and get significant learning. | Ss notes | T - Ss Whole class |

LESSON PLAN N° 9

| TOPIC: ACTIVITY: | | Word recognition Activity 1 | | |
|--|--|---|---|------------------------------------|
| CLASS PROFILE: | | A1 Learners (40 participants) | | |
| TIME: | | 120 min. | | |
| TIMETABLE FIT: | | Students know about word recognition | | |
| MAIN AIM: | | To listen to some information to discriminate some parts of the speech | | |
| SUBSIDIARY AIMS: | | To bring the opportunity to understand that sentences have different parts. | | |
| ASSUMPTIONS: | | Students could use pre-knowledge acquired in the previous sections to recognize the words' functions. | | |
| LANGUAGE SKILLS: | | Listening, Speaking, Writing, and Reading | | |
| METHODOLOGICAL STRATEGIES: | | Methodological Approach for Language Teaching: Functional approach Communicative approach | | |
| LEARNING OUTCOMES AT THE END OF THIS LESSON: | | Students will be able to identify many parts of the sentence | | |
| TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| 10 minutes | Watch the video about Be Happy | Lead-in: to get students' attention and inductively introduce the topic. | PowerPoint presentation Laptop or desktop Video Screen | T - Ss |
| 30 minutes | Students recognize the pictures with the parts of a sentence | Highlighting: To draw students' attention to the target language | PowerPoint presentation Laptop or desktop Short gapped | T - Ss Individual work |
| 20 minutes | Students relate the information presented by the teacher with the new knowledge. | Clarification: To clarify the meaning, form, and pronunciation of the target language. | PowerPoint presentation Laptop or desktop | T - Ss |
| 20 minutes | Students practice the discrimination of the sounds, and they take consciousness about the function of the words. | Controlled Practice 1: To verify concepts and prepare students for more meaningful practice | PowerPoint presentation Laptop or desktop Worksheets | T - Ss Pair work Whole-Class |
| 20 minutes | Students select some nouns making a circle in the correct option. | Extension (Homework) To provide students with free practice of the target language. | Worksheet | T - Ss Individual work |
| 20 minutes | The teacher opens a debate about the parts of the sentences and how they influence to discriminate the sounds. | Lesson evaluation: To determine if students enjoy the class and get significant learning. | Ss notes | T - Ss Whole class |

LESSON PLAN Nº 10

| TOPIC: ACTIVITY: | | Parts of speech Activity 2 | | |
|--|--|---|---|------------------------------------|
| CLASS PROFILE: | | A1 Learners (40 participants) | | |
| TIME: | | 120 min. | | |
| TIMETABLE FIT: | | Students know the importance of recognizing phonemes. | | |
| MAIN AIM: | | To enhance the discriminatory audition of sounds identifying nouns, verbs, and adjectives. | | |
| SUBSIDIARY AIMS: | | To understand the function of the words in the sentences to comprehend the meaning. | | |
| ASSUMPTIONS: | | Students infer the real necessity of employing techniques to discriminate sounds and words. | | |
| LANGUAGE SKILLS: | | Listening, Speaking, Writing, and Reading | | |
| METHODOLOGICAL STRATEGIES: | | Methodological Approach for Language Teaching: Functional approach Communicative approach | | |
| LEARNING OUTCOMES AT THE END OF THIS LESSON: | | Students will be able to focus their attention on the phonemes to discriminate minimal pairs and avoid confusion and produce an accurate output | | |
| TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| 10 minutes | Students carefully watch the video and propose some ideas about the topic. | Lead-in: to get students' attention and inductively introduce the topic. | PowerPoint presentation Laptop or desktop Video Screen | T - Ss |
| 30 minutes | The teacher presents the knowledge to the class, and they analyze the information | Highlighting: To draw students' attention to the target language | PowerPoint presentation Laptop or desktop Short gapped | T - Ss Individual work |
| 20 minutes | Students write ten words from the video; then, they classify them into nouns, verbs, and adjectives. | Clarification: To clarify the meaning, form, and pronunciation of the language. | PowerPoint presentation Laptop or desktop | T - Ss |
| 20 minutes | Students present their activity to the class in a listening exercise. Then, the rest of the class try to identify the sounds to write the correct words. | Controlled Practice 1: To verify concepts and prepare students for more meaningful practice | PowerPoint presentation Laptop or desktop Worksheets | T - Ss Pair work Whole-Class |
| 20 minutes | Students will write some notes to talk and listen about what is the thing that makes them happy | Extension (Homework) To provide students with free practice of the target language. | Worksheet | T - Ss Individual work |
| 20 minutes | The teacher provides a final re-feed on what was explained during the class, and the class gives their personal opinion and notes. | Lesson evaluation: To determine if students enjoy the class and get significant learning. | Ss notes | T – Ss Whole class |