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THESIS REPORT:

**THE LISTENING SKILL. ITS INFLUENCE UPON THE ENGLISH
LANGUAGE LEARNING PROCESS IN THE STUDENTS FROM THE
APPLIED LINGUISTICS SCHOOL AT PUCESE**

TESIS DE GRADO:

**DESTREZA DE ESCUCHAR. SU INFLUENCIA EN EL PROCESO DE
ENSEÑANZA DEL INGLÉS EN LOS ESTUDIANTES DE LA ESCUELA DE
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STATEMENT BY THE AUTHOR

I, Juleise Anaís Escobar Suárez, affirm that the investigation in the present thesis report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and “PUCESE”.

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TABLE OF CONTENTS

Cover	i
Dissertation Committee.....	ii
Authorship.....	iii
Acknowledgement.....	iv
Table of contents.....	v
List of graphs.....	vii
Resumen.....	viii
Abstract.....	i
x	
Introduction.....	1
Objectives of the study	2
General objective.....	2
Specific objective.....	2
1. Theoretical Framework	3
1.1 The Listening Skill.....	3
1.1.2 Listening Principles in English as a Foreign Language classroom.....	4
1.1.3 Types of Listening.....	5
1.1.4 Active Listening.....	7
1.1.4.1 Verbal and Non-verbal Signs of Active Listening.....	7
1.1.5 The Listening Skill in the English language teaching/learning process in the students from the Applied Linguistics School.....	8
1.1.5.1 Bottom-up and Top-down Strategies in teaching listening.....	9
1.1.6 Listening Tasks Processes in Lesson Planning	10
1.1.7 Assessing the Listening Skill.....	12
1.1.8 Influence of the Listening Skill upon the other Skills.....	14

1.1.8.1	The Listening Skill and the Speaking Skill.....	14
1.1.8.2	The Listening Skill and the Reading Skill.....	14
1.1.8.3	The Listening Skill and the Writing Skill.....	15
1.2	Pedagogical and Psychological Foundation	16
1.2.1	The Socio Constructivist Approach.....	16
1.2.2	Meaningful Learning.....	17
1.3	Previous Studies.....	17
1.4	Legal Bases	19
1.5	Justification	20
2.	Methodology.....	21
2.1	Type of Investigation.....	21
2.2	Variables.....	21
2.3	Methods of Research.....	21
2.4	Sample and Population	21
2.5	Data Processing.....	21
2.6	Human and Materials Resources.....	22
2.7	Techniques of Research.....	22
3.	Results.....	23
3.1	Results of the Observation	23
3.2	Results of the Survey.....	25
4.	Discussion.....	32
5.	Conclusions and Recommendations.....	33
5.1	Conclusions	33
5.2	Recommendations	33
6.	Bibliographic References.....	34
7.	Appendix.....	36
7.1	Photos of the survey	36
7.2	Survey applied to students	37
7.3	Observation sheet	39
7.4	Scale of the observation sheet	40
7.5	Proposal	41

LIST OF GRAPGH

Title

Figure 1: Use of authentic recording for engaging	25
Figure 2: Use of authentic videos for teaching.....	26
Figure 3: Importance of the use of authentic listening material	27
Figure 4: The listening skill influences students' language comprehension.	28
Figure 5: The listening skill affects students' speaking skill.....	29
Figure 6: The listening practice influences on students' reading skill	30
Figure 7: The listening practice helps students to improve their writing skill.....	31

ABSTRACT

A descriptive quantitative investigation was carried out to describe the influence that the listening skill has upon the English language learning process in the students from the Applied Linguistics School at PUCESE, using the deductive and inductive methods, a bibliographical research about the listening skill and the English language learning process was done, some instruments were applied such as a survey and observation. The population was formed by 43 students and the sample by 40. The results showed that the listening skill is not as full worked as it needs to be, and that the students consider that with its development and practice, they can get better upon the other skills, like reading, writing and speaking, teachers are regularly implementing the listening skill in their lessons, and the students are interesting in using it, also the students agreed that teachers sometimes use listening materials for teaching, improving the English language and engaging them to work actively in the lesson, but they need more practice. In conclusion, the general results of this investigation coincided with the results of previous investigations, related to this topic, both supported the application and use of listening materials for improving students' skills and the English language knowledge. For instance, they had developed some strategies and methodologies, teachers can work with in their lessons. The author of this investigation had also designed a set of exercises, so that teachers can use them in their lessons for engaging students and making them work actively with tasks. Through these exercises learning turned to be very significant and motivation increased for developing all the other skills.

RESUMEN

Se llevó a cabo una investigación descriptiva cuantitativa para describir la influencia que la destreza de escuchar tiene sobre el proceso de aprendizaje del idioma Inglés en los estudiantes de la escuela de Lingüística Aplicada en la PUCESE, usando los métodos inductivos y descriptivos, se realizó una revisión bibliográfica sobre la destreza de escuchar y el proceso de aprendizaje del idioma Inglés, aplicando algunos instrumentos como una encuesta y una observación. La población fue conformada por 43 alumnos y la muestra por 40. Los resultados mostraron que la destreza de escuchar no es tan trabajada como lo necesita ser, y los estudiantes consideran que con su desarrollo y práctica ellos pueden ser mejores en las otras destrezas como leer, escribir y hablar, los profesores implementan regularmente la destreza de escucharen sus clases y los estudiantes estan interesados en usarla, tambien estuvieron de acuerdo con que los profesores algunas veces utilizan materiales de escucha para enseñar, mejorar el idioma Inglés y engancharlos para trabajar de manera activa en clases, pero ellos necesitan más práctica. En conclusión, los resultados generales de esta investigación coincidieron con resultados de previas investigaciones relacionados con el tema, ambos apoyan la aplicación y uso de materiales de escucha para mejorar las destrezas de los estudiantes y el conocimiento del idioma Inglés. Para ello, ellos han desarrollado algunas estrategias y metodologías con las cuales los profesores pueden trabajar en sus clases. El autor de esta investigación tambien ha diseñado un grupo de ejercicios que los profesores pueden utilizar en sus clases para enganchar a los estudiantes y hacer que trabajen activamente con las tareas. A través de estos ejercicios el aprendizaje se desarrolla de manera significativa y la motivación aumentó para el desarrollo de otras destrezas.

Introduction

For many years, listening has been one of the most important skills for teaching a new language. It has a great influence on the speaking, reading, writing skills and on the English language learning process. So, the lack of its development, brings shortcomings for students, problems upon other skills, linguistics components and in the performance of the target language.

Students who have difficulties in the listening skill also have problems in comprehension and writing. It is because they do not have enough listening practice and therefore, do not know what to write or how to do it. Reading problems are also seen, because students do not know the correct pronunciation of words that interfere in their speaking or understanding as well.

The speaking skill is directly affected by the poor practice of the listening skills. When students do not understand what they are listening to, they cannot express themselves in English, in terms of appropriateness of the language, nor to use all the grammatical structures and vocabulary taught.

This is a frequent problem in the students from early levels at the Applied Linguistics School. Despite many efforts made trying to improve the students' development in the English language, it has been noticed that there is lack of knowledge on the teachers' instruction concerning how the listening skill influences the students' language learning process.

Teachers and students can do more about this problem. The analysis and description of how the listening skill influences the English language learning process may help to solve this issue.

That is why the problem of this research is: What is the influence of the listening skill upon the English language learning process in the students from the Applied Linguistics School at PUCESE?

Other important questions related to this problem are: What are some of the theories that state the importance of the listening skill for language learning? What is the real situation that the students from the Applied Linguistics School at PUCESE have in the listening skill and the English language learning process? Which didactic material may be useful for the teaching of the listening skill in the English Language teaching to the students from the Applied Linguistics School at PUCESE?

Objectives of the Study

General objective

- To describe the influence that the listening skill has upon the English language learning process in the students from the Applied Linguistics students at PUCESE.

Specific Objectives

- To carry out a bibliographical investigation concerning theories of the listening skill and the English language learning process.
- To diagnose the real situation that students from the Applied Linguistics School at PUCESE have in the listening skill and in the English language learning process.
- To design some exercises that allow teachers from the Applied Linguistics School at PUCESE practice the listening skill with their students.

1. Theoretical Framework

1.1 The listening skill

According to Nichols and Lewis (2006), the listening skill takes place when the listener links meanings with a particular aural symbol that is perceived at a specific time. Related to the last conception, Morley (1972) noted that listening is an involuntary action that has an important role in the acquisition of the mother tongue and in the teaching of other languages.

Nunan (2001) argued that listening is a six-stage process, consisting of hearing, attending, understanding, remembering, evaluating and responding. These stages occur in sequence.

Hearing is the answer to all the sounds we receive from the environment, it is a process of perception and not necessarily we have to pay attention when we are hearing.

Following this stage there is attending, that refers to the focus that we make in specific sounds when we are listening.

The next step is understanding, which consists of gathering all the sounds and give them a meaning. Understanding is not only focused on words but also on common sounds like a dog barking, the sound of a car, etc. When we are understanding sounds we should associate them with the context we are.

The fourth step is remembering. It is an important process when listening, because it means that additionally of an understood message, it is stored in our brain for future use.

The next stage is evaluating. Here the listener evaluates the message heard, analyzing it and identifying gaps or errors. When a message is evaluated, it is necessary to have it completely said to avoid misunderstandings in the listening process.

Finally, we have responding. In this stage the speaker is going to realize that the message was received and understood correctly through the listener's response, which may be verbal or non- verbal.

In relation to those listening stages, it is important to consider that people may listen for different purposes in real life situations. According to Lindsay and Knight (2006), people have four different purposes for listening: people may listen for details, for general meaning, for information, for pleasure when they want to learn a new language. Because

of this final purpose, this research is taking significance. As Widdowson and Jeremy Harmer (2007) stated “the best way to learn English is by means of the listening skill”.

1.1.2 Listening principles in English as a Foreign Language classroom

The listening skill, as part of the English language teaching and learning process, has different principles that must be followed by teachers if they want to involve their students in active listening activities so that they can develop and practice this skill. Harmer (2007) suggests six basic principles for listening; 1) Encourage students to listen as often and as much as possible, the more students listen the more they get the language; 2) Help students prepare to listen, this is the first step in a listening task, may be to have students look at a picture, predicting the listening task etc.; 3) Once may not be enough, students need to listen to the listening tract more than once to understand and to get the information; 4) Encourage students to respond to the content of a listening text and not only to the language, is teachers are using listening materials students need to work with the materials for developing understanding not only language use; 5) Different listening stages demand different listening tasks, it means, that when teachers are developing listening activities, they have to take in mind the listening tasks (pre-, while, and post-) and what kind of listening material they are going to use with each of them; 6) Good teachers exploit listening texts to the full, it refers to go beyond the listening tasks and use the listening materials for many different activities so that the listening practice can become an important part of lessons.

On the other hand, Mahbub (2012) suggested three listening principles for effective language teaching and learning; 1) Expose students to different types of processing the information: bottom-up vs. top-down, which are based on how the student attempt to understand what they listen to; 2) Expose students to different types of listening, not only recordings from the book but also videos, films, real native conversations, documentaries, etc.; 3) Consider texts, difficulty and authenticity, the speed of the speech, how many people are talking in the conversation, the language style they are using, how much real language it is used.

Concerning this investigation, the author has taken into consideration the following principles that are closely related to it such as the exposure of students to different types of information processing: bottom-up and top-down, those two types of processing the

information are very useful in teaching language, especially when teaching the listening skill, in the way that they help students to get messages and to analyze them in different ways.

With bottom-up students have the opportunity to analyze the message listened to the components parts, the grammar, the structure, the tenses and more, and with top-down students are able to connect what they have listened to before with the new listened message and create a new information, it means, they use the background knowledge, and it is also possible to say that the students are creating a schemata in which the listening skill is the principal instrument for the English language learning.

1.1.3 Types of listening

Harmer (2007) stated that listening can be categorized into two main types, intensive and extensive listening.

Intensive listening is the one that should be developed in the classroom, with the teacher's help. When EFL students are learning English, teachers have to use the listening skill as a tool for them to learn better. Teachers may use CDs to make students listen to their course book dialogues to study the language pronunciation. Also, download recordings of any topic, documentaries with subtitles, or short videos. Intensive listening is always used to work on students' listening skills, and teachers must be there to guide students through any listening difficulty.

Extensive listening, on the other hand, emphasizes on listening for pleasure. It is the kind of listening in which students choose what they want to listen, when they want to do it, and where they want to do it. Teachers are not needed here. The audio material students use in extensive listening consists of materials they can enjoy listening to, because the more they listen to that, the more they are learning the language freely.

In contradiction to Harmer's point of view about listening types, Wolvin and Coakley (2010) said that there are five types of listening: discriminative listening, comprehensive listening, appreciative listening, empathetic listening, and critical listening.

Discriminative listening helps the listener to distinguish between verbal and nonverbal signs in any message. For instance, someone tells you that he/she is feeling good but his/her face or posture tells you the contrary.

Comprehensive listening is to understand the listening message. It means, when the teacher is playing a recording about any book topic, students must be listening for knowledge, they have to understand the content for further assessment.

Appreciative listening is the process by which the listener is enjoying with what the speaker is talking about. Usually, the listener appreciate the message because the speaker is someone nice or a persuasive person, or may be because the message be told is according to the listener interests.

Empathetic listening is when the listener has the ability to feel what the speaker is saying. It means that, when someone is talking about love, the listener can feel something nice too, or when someone is talking about death, the listener is able to have a sense of compassion.

Critical listening is similar to comprehensive listening, here the listener not only listens for understanding but for making evaluations or judgments about the content or the message.

1.1.4 Active listening

Active listening is a skill that students can acquire or develop through practice. However, it can turn difficult for many students to master and also it will take time and patience to develop. In other words, active listening is, as it says, actively listening to someone, and it is not only focused on what is being said but only on how it is being said.

Active listening involves all the types of listening with all senses, such as listening for specific information or listening for general information, obviously, attending to what the speaker says and seeing to be listening to him. There are two ways to see if the listener is listening attentively: verbal and non-verbal signs.

1.1.4.1 Verbal and non-verbal signs of active listening

Non-verbal signs of active listening are smile, eye contact, posture, mirroring and distraction. Smile can help to show that the listener is paying attention to what the speaker is saying, even if he disagree or agree to the message. Small smiles can be combined with nods of the heads to show understanding. Eye contact serves to encourage the speaker, it shows that the message is interesting, however there are many speakers that can feel uncomfortable or intimidate by a hard **eyes** contact. Posture shows a lot from the receiver and the sender of the message. An active listener may always lean slightly forward or have his head on a formal position, instead of taking his head of one hand or putting it on the table. Mirroring, or also called reflection, is any facial expression made by the speaker and repeated by the listener to show active listening, empathy or sympathy. Finally, distraction is the last thing that will affect an active listener, because if someone is listening actively, nothing will distract him from the message.

Verbal signs of active listening are also important in an interpersonal interaction. Some of the verbal signs are: positive reinforcement that is when the listener, after listening attentively to the speaker, says some words such as very good, good job or simply “yes”; remembering is when after the message or discourse, the listener remembers some phrases and share them with the other listeners; questioning can help the speaker to have another point of view about the topic talked, the listener is not always going to question the message with the speaker, sometimes it will question it with the other listeners; reflection or paraphrase shows that the listener was attentive to the message, some reflections could

be combined with the listener's point of view; clarification is when the listener asks some questions to the speaker to clarify some contents that were kind of ambiguous, it also shows attentive listening; summarization is when the listener summarizes the message using his own words.

1.1.5 The listening skill in the English language teaching/learning process in the students from the Applied Linguistics School

Most of the time teachers do not consider the listening skill as a productive skill for developing the language learning process of the students, or they do not know how to implement the listening skill for reaching a good teaching language level. But what is important is that the listening skill is, nowadays, playing a big role in the English language teaching/learning process.

There are many reasons why the listening skill in the English language teaching/learning process in the Applied Linguistics School students is important. First, in the Applied Linguistics School syllabus, the listening skill is taught in the first semester of the career as a basic skill and subject for language learning. Second, during the whole university studies, teachers make use of it, in almost every activity they do, for improving and developing the English language usage. Third, the listening skill growth is really important for the students from the Apply Linguistics School because as being applied linguistics' students they need to have well developed it, thus it will help them to learn and acquire the language properly.

Harmer (2007) argued that the listening skill is important for the English language teaching/learning process for many reasons which will be explained below. First, teaching and learning the listening skill is good for students' pronunciation. If the listening material is authentic, that English will help students to get better how to pronounce some words, understand the spoken language and also to absorb a perfect pitch, intonation and stress of all the sounds. Good listening text pronunciation models are documentaries and conversation. Second, practicing the listening skill in the teaching/learning process of the English language will help students become effective listeners. The students, will not only

listen to because it is a natural process of human beings, they will listen because they need to get, interpret and comprehend information.

In the communicative approach to language teaching and learning, means to model the listening strategies and to provide listening practice in real situations: those that learners may encounter when they use the language in the real life away from the school. Third, the listening skill, in the English language teaching/learning process, provides input that can be useful to EFL learners in general and may also help in the development of the reading and speaking skills. Fourth, the implementation of the listening skill in the English language teaching/learning process will make students better speakers of the language, because they will be exposed to the language, they will listen to it and with the mixture of the speaking skill they will improve their English knowledge.

1.1.5.1 Bottom-up and Top-down strategies in teaching listening

Top-down and Bottom-up are two strategies used in language teaching to help students get and process information, but first it is important to know what each of them means from a general point of view.

Top-down strategies are related to the process of recognition through the use of previous information. For example, if a student is listening to a recording, it is easier to understand what the characters are saying, because he listens to the whole message rather than to few passages of the message.

Gregory's Top-down theory (1970) tells us that "*perception is a constructive process that depends on top-down processing.*" It means that past experiences and new information are related and create a stimulus that helps us process information. According to the previous author, perception is to make predictions or hypothesis about everything we can get from the outside, he also tells us that the majority of information is lost by the time, but when a new information appears, it can recall the past one.

When teaching the listening skill, it happens the same, students connect what they have listened to before they come to school, and the new input teachers are introducing to them, and from that mixture of information they create a schemata based on listened messages

that will help them in language learning. Top-down strategies are listener based, and they include: listening for the main idea, predicting, drawing inferences and summarizing.

In the English as a Foreign Language teaching/learning process, listening strategies are important. Of course, the top-down listening strategies help students to process the content through their background knowledge, but sometimes they are not enough to get all the elements, words or structures in a listening text. Bottom-up listening strategies cover this part. They help students understand linguistic elements in a listening text, it means, vocabulary, structures, and others.

It can be concluded that with combination of Bottom-up and Top-down strategies students from the Applied Linguistics School have enough resources to go on the listening activity; first with the use of bottom-up strategies Applied Linguistics' students learn the linguistic elements and may have more knowledge of the English language, whereas with top-down strategies they can connect what was learned first with the new content, so the learning process is improved.

1.1.6 Listening tasks processes in lesson planning

When teaching English, and more specifically the listening skill for English learning, teachers have to consider many things when they are planning listening activities. For example, they have to choose a suitable listening activity that will be interesting for students' needs and English level. Also, teachers have to be careful when choosing the activities, because they have to be related with the listening skill they want students to develop. One more consideration is that they have to give students a coherent lesson, it means that, teachers have to give students a support in the activities, it means that there is a goal they have to achieve at the end of the activity or lesson.

Rixon (1986) stated that the listening lesson or activity is divided into three stages or task: pre-listening stage, while-listening stage and post-listening stage.

First, the pre- listening stage. As its name says, it is done before starting everything in the lesson. This stage serves as a preparation for students to get all what they need to know before they start to listen to. It also help to know or draw students' straights without introducing the topic or the activity they are going to work on. It helps students to become more successful and confident through the support it gives them with the content.

Rixon also said that with the pre-listening activity, teachers are giving students reasons for listening the material, they are giving them a little of background information.

At this stage students can make some predictions about the content they are going to learn, and there are many different ways of do that, for example: students look at some pictures discussing what the topic will be about; questions and answers; students may think about how the while-listening activity will be. In addition, there are also many ways of starting a pre-listening stage, some examples can be: brainstorming; a game; guiding questions, and so on.

Second, the while-listening stage. It consists of an amount of activities or exercises that students have to carry out while listening to a text, it is simply, the way in which teachers are controlling the listening activity.

The purpose of this stage is to help students to catch the main concepts of the text or topic they are working on, and in that way they will have enough information to interpret, it does not matter if this text is a simple one, the point is that they have at least to understand it. Moreover, what is important in the while-listening stage is that students are going to be exposed to the sound of the English language, the pronunciation, phonology, intonation, so that they can develop their listening comprehension skill, and can have a model for their speech.

Another important point to sign out here, is that the teacher must be careful when choosing the while-listening activities. Underwood (1989) said that a good while-listening activity may help the listeners to go forward the listening text, and to clarify ideas been made in the pre-listening activity. It means, to choose activities that would be interesting and challenging for the listeners and also that can call their attention to the text. For this, the activities have to be neither too long nor too short, with an adequate vocabulary and grammatical structure, the time is another important point. The activities do not have to consume a lot of time, because students can get bored or frustrated. The language that will be used in the while-listening activity must be clear, authentic and according to the students' language level. Teachers must give students immediate feedback for avoiding problems of comprehension and correcting written or spoken errors.

Some examples of good while-listening activities can be: filling the gaps, multiple choice, matching, and others.

Finally, the post-listening stage. It consists of different things to do when the students have get the meaning of the content in the while-listening stage. Here it is supposed that students can go back and reflect on the language structure, and to develop some additional activities with the other skills.

The importance of developing this stage is that the teacher can check if the students have understood the new content, if there are others that have not been successful on developing the activities, and why those students have problems, so that they can find a solution to those problems.

Some good post-listening activities can be: problem solving and decision making, role play, summarizing, written work in which students can be asked to write the end of a story.

1.1.7 Assessing the listening skill

The listening skill, as the other skills, have to be tested for diagnostic purposes. It means, to check what the level of students in listening for any purpose is, that is why to test the listening skill alone is kind of difficult, for teachers to design and for students to develop and to have a good backwash on the skill.

According to Hughes (2012), to test the listening skill, it is necessary to mixt it with the other skills, such as listening-reading, listening- speaking and listening- writing, specifying what the students should be able to do at the end of the course, a goal.

When teachers are designing a goal for testing the listening skill, they must specify and classify it for the test. Giving some examples as: obtain the gist, follow an argument, recognize the speaker's attitude, understand comparisons, recognize the speaker's purpose, classify information and summarize the listening text. Those are for more complex tests, for higher levels, but if teachers want to test lower levels they have to take into account different goals of testing, such as: discriminate between vowel phonemes, discriminate between consonant phonemes, and interpret intonation patterns and others. Moreover, listening tests have to contain enough content validity and they have to provide a positive backwash for teachers and students.

To achieve what was stated before there are different things to consider: the text type, if it is a conversation between many people, if it is an announcement, a discourse speech,

recipe instructions, street directions, etc. Also the text forms, the types of test design, such as, a description, an exposition, an argumentation, a narration or a story tale.

The length is also important, the listening text has to be not too short not too long, and the expected length should be from 30 to 1:30 minutes or from 2 to 3 minutes. And finally the speed of speech, this point has to be according to the students' level in listening, lectures to non-native speakers to low students, and radio monologues or conversations to high students.

On the other hand, there are other factors to have in mind when planning a listening test. Two of the most important factors are: selecting samples of speech (texts) and writing items. The first one, selecting samples of speech refers to the relationship that the text passage has with the test goal. It means, that if a teacher wants to assess how well students can face up to the language of native speakers, he should use a listening text of authentic speech, and some sources of it are radios, television, the internet, films, short videos and also some songs. The second factor, writing items, tells us that when the teacher has chosen the listening text, he has to be aware of how much students can get from it, it means, how much they will understand in the passage, what words or expressions will be a problem for the listening test. So, first teachers have to listen to the recording and write down the words or expressions they consider will be difficult for students to understand or catch at first, then they will give students those words before they start to listen to the tape, in the pre-listening stage. The note-making procedure is not necessary with short passages.

Finally, there are some possible techniques that a teacher can use to test students and to have a good backwash. Some of those techniques are: multiple choice, whose advantage of is that the answer is there and students have only to recognize it, and a disadvantage is that the possible answers could be ambiguous. Another technique is short answers, the advantage of these techniques are that students have the opportunity to write something, and the probability to be wrong is difficult to exist. Gap filling, information transfer, note taking, partial dictation, transcription, and summaries are also good techniques for testing students' listening comprehension.

1.1.8 Influence of the listening skill upon the other skills

According to Harmer (2007) the listening skill is an important skill for language learning and development. It has a great influence upon the other skills when students are acquiring or learning a new language. When students link the listening skill with the other skills in the EFL process they will succeed, they will achieve their goals, they will improve their language knowledge about English or simply they will increase their English level.

1.1.8.1 The listening skill and the speaking skill

The speaking skill is the ability that individuals have to express and perform aural messages. In language learning, the speaking skill can be divided into two categories: speaking for pleasure, in which students can talk about what they like just for developing the speaking skill, and speaking for studying, that is talking about topics that teachers give them for developing certain linguistic elements at a specific time.

Concerning the theme of this investigation, both categories: speaking study and speaking for pleasure can be combined with the listening skill. Teachers may use the listening skill to allow students to speak like the people from the recordings do, what means to use authentic English for speaking. Moreover, they help also to have students concentrated on how words are spelled so that they can pronounce them correctly.

For a better explanation of how the listening skill influences the speaking skill. Berninger (2000) applied an experiment trying to show that students in grades 1 – 6 can improve their spelling abilities significantly through listening practice and aural instructions. His investigation succeeded, the results show how students get aware and improve their spelling in speaking activities.

1.1.8.2 The listening skill and the reading skill

The reading skill is the ability that people have to read and to comprehend written messages, Harmer (2007). It is divided in intensive and extensive, skimming and scanning reading strategies. When the reading skill is worked together with the listening skill, it can be practiced and gotten better because students learn reading better if someone first read the texts to them.

To have a clearer relationship between the listening and the reading skill, Badian & Bergman (1999) studied that listening and reading stories at the same time allow students to improve their reading comprehension performance. Through this research, it is possible to see how much the listening skill is influencing the reading skill, because if teachers do not read the stories to their students, they will never learn, or at least they will never get aware of their pronunciation, so the reading skill will never be improved.

1.1.8.3 The listening skill and the writing skill

About the writing skill, Harmer (2007), says that it is the ability that people have to represent messages through written symbols and signs. The writing ability can be divided into intensive writing, which is writing for studying, in which students develop essays or texts because teachers want to develop their writing ability, and extensive writing in which students write things they like and as much as they want. The writing skill has a big relation with the listening skill, because if learners are not listening very well to what the speaker is saying, they will not write the messages properly or they will omit some linguistic elements. Many different investigations have studied the effect that the listening skill has upon the writing skill, but one the most relevant investigation is Bayar's (2009).

The mentioned author did an experiment with children who did not have auditory problems and children who had them. His study tried to show that listening problems influence both groups' writing ability. But when he applied the survey, he found out something new: the children without auditory problems had more difficulties in writing caused by the listening skill than children with auditory problems.

According to Bayar (2009) children with auditory problems have writing difficulties caused by listening because it is their neural condition, but children without auditory problems have not any born condition to have difficulties. Writing problems are found in those children for their unawareness of the language. So, it is evident that the listening skill is affecting another skill, in this case the writing one, if children do not listen attentively, they will write incorrectly.

1.2 Pedagogical and Psychological foundation

1.2.1 The Socio constructivist Approach

The Social Constructivism stated that learning is a process of knowledge construction. It focuses on the interaction that learners have with others in order to learn better showing how knowledge construction and appropriation are important in the context of social interaction (Vygotsky 1978, Lantolf 2000).

Vygotsky (1978) commented that learners co-construct knowledge together using group work, it means that they learn more when they are interacting with each other sharing their ideas, agreeing or disagreeing. He said that learners collaborate in the development of their knowledge sharing information, sharing and reconstructing their personal experiences, pointing out ideas, this process was called the zone of proximal development.

In relation to the process of sharing ideas in the zone of proximal development, Jonassen (1995) argued something similar; he stated that thoughts and the defense of personal points of view, allows the individual to construct knowledge. This involves the important process of collaborative meaning construction, which states that through it learners externalize and negotiate different perspectives, they can reflect on others' opinions or concepts. This process gives students an opportunity to discuss the information shared, to elaborate arguments and to look for different perspectives, when listening activities are connected out in groups or pairs.

1.2.2 Meaningful Learning

“The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly” (Ausubel, 1968, p.5)”

Ausubel (1963) thinks that when people learn new things, they connect them with what they already know, it means, individuals learn constructing their knowledge through observations and recognition of what they get for the first time and what they had.

Ausubel’s theory of meaningful learning tells us that people learn meaningfully through the relation of background knowledge with new relevant information, it means, to create a “schemata” of the previous and the new information for learning better. It is also important to take in mind that when we talk about meaningful learning, long-term memory is presents too. Why long-term memory is related with meaningful learning? Because as meaningful learning involves linking concepts, forgetting the input can turn more difficult if there is something that remember you what was learnt.

The theory of meaningful learning and the theme of this investigation, the listening skill and the influence upon the other skills, have close relation, because linking previous listening messages with new ones by means of students can learn meaningfully succeeding on the other skills.

1.3 Previous studies

The listening skill and its influence upon the English language learning have been studied for many years because of its importance in the language learning process. There are different investigations which have contributed to this topic.

Morris and Leavey (2006) did a study to develop students’ phonology, with children from the Sure Start Early Listening programme in London. The results obtained show that through the development and practice of the listening skill the students improve phonological awareness.

Closer to this investigation, more studies have found that by practicing the listening skill, intermediate students may improve their reading comprehension (Badian, 1999; Bergman, 1999). In this study (1999) it was revealed that listening and reading stories at the same time allow students to improve their reading comprehension performance. Apart

from the fact that listening skill improves reading comprehension, a study did by Berninger (2000) shows that students in grades 1 – 6 improved their spelling abilities significantly through listening practice and aural instructions. He found out that the listening skill is tested rather than taught in classrooms because educational systems do not have enough familiarity with some methods or techniques useful for teaching listening skill.

In relation to the theme of investigation in Ecuador, two studies have been done about how listening affects the other skills in English language learning. The first study was carried out in Ibarra by Tadeo, N. (2010) in which he studied what kind of strategies teachers used in the Victor Manuel Guzmán high school, to develop the listening skill in the English language learning process. He found out that the level of students was very low because teachers didn't use enough didactic materials for developing the listening skill, and this lack of listening practice had a big influence upon the other skills. In addition to this, Tadeo did some dictation during the collection of the data to see the reality of students, what he saw was that students were not able to write properly because they were not accustomed to that kind of listening exercises.

Linked with this last investigation, Benavides, Y. (2013) explored how the listening skill influences the communicative competence of students in Quito. She applied a survey to the students with 18 questions and an interview for teachers. She saw that the English teachers of that school use audio methods to practice and to improve the listening skill of students, and by means of this practice students were well prepared in writing, reading and speaking. Teachers said in the interview that they used a lot of audiovisual materials such as CDs, recordings, films, videos on many others for developing the listening skill of students, so that they will be better on the other skills of the English language learning process.

Finally, in the Pontifical Catholic University of Ecuador in Esmeraldas, Arroyo, S. (2015), on her master thesis, *El Proceso Metodológico para el Desarrollo de la Destreza de Escuchar en Inglés, en los estudiantes de octavo año de educación básica, en la Unidad Educativa "15 de Marzo", Esmeraldas*, she made a diagnosis about the difficulties that existed in the English teaching-learning process, especially when teachers are working with the listening skill. So, she had created a methodology with a ludic approach for teachers with the specific stages which should be used for developing the listening skill. She made use of songs, films, poems, videos and games. The results of her investigation

showed that, teachers were not using any kind of ludic material and that they neither knew how to work with it. In addition, that students needed that ludic material for being engaged in the English teaching-learning process and for developing its knowledge and use.

1.4 Legal Bases

The Ecuadorian Ministry of Education has a section called Ecuadorian in-service English Teacher Standards that actually is based on five domains that are related with those stated for the general curriculum of the English language teaching and learning.

The domain number 3, that is Curriculum Development has a general standard which is Implementing and Managing Standards-Based English and Content Instruction, and this one is divided into many different specific standards, but the one that is related with this investigation is the standard 3.b.4 that states that teachers must develop students' listening skills for a variety of academic and social purposes.

Concluding, the listening skill in the English language teaching/learning process has a lot to do, starting with the fact that it helps students to get better the language and following with the issue that the Ecuadorian Ministry of Education supports the application of the listening skill in the English language learning.

1.5 Justification

Learning a new language is a complex process, which is based on different components, such as personal and non- personal components. For learning English, students need to be clear on the communicative competence they have to develop, which implies speaking, listening, reading, and writing skills, which are related to each other in the teaching-learning process. Despite the fact that all of them are important, the listening skill is one of the most relevant to language learning, because by means of its development, students performed better the language, moreover, students had less grammatical errors.

Through the development of the listening skill, students were able to comprehend, speak, read, and write, as well as to perform the language appropriately. When the listening skill is not implemented in most of the subjects, only in few activities that are needed for their development, students performed better in these subjects than in those where teachers did not use it as an ability for language learning.

The problem of achievement of the listening skill was a fact present in students from the Applied Linguistics School at PUCESE. The listening skill was not developed in all the subjects in order to improve the language learning. This was why many students presented understanding problems because they had not practiced their listening skill thoroughly, this had led to problems in the abilities of the language such as speaking, they did not write properly or read well, and also they had a bad pronunciation.

Widdowson and Jeremy Harmer (2007) stated that the best way to learn English is by developing the listening skill. In this way the students will perform, understand and read better English.

This project was important because it described the influence of the listening skill in learning English. Besides that, some exercises were provided to teachers to improve the listening ability and the others.

2 Methodology

2.2 Type of investigation

Descriptive: this investigation described the influence of the listening skill upon the English language learning process of the Applied Linguistics students at PUCESE.

2.3 Variables

Dependent: The English language learning process; It is the process by which students develop communicative skills such as understanding, listening, speaking, reading and writing for language learning.

Independent: The Listening skill; It is when the listener links meanings with a particular aural symbol that is perceiving at a specific time.

2.4 Methods of research

Inductive: it provides the investigator the opportunity to make some observations about the real situation of the influence of the listening skill upon English language learning process.

Deductive: it gives the opportunity to go deeply in the bibliography research of the listening skill. Thus, the results of this investigation will be real and shared.

2.5 Sample and population

The students from the Applied Linguistics School were the participants of this research. 43 Applied Linguistics' students from the third and the sixth level, all of them with similar English levels.

2.6 Data processing

Manual data processing: all the information was taken manually, it means that the author tabulated the results of the surveys.

Electronic data processing: the processed data of the surveys was introduced in Excel, so that this program automatically showed the percentage in graphics.

2.7 Human and material resources

Students from the second level of the Applied Linguistics School	0
Tutor	100,00

Subtotal

100,00

Materials

Copies	100,00
Pen	10,00
Computer	100,00
Flash drive	20,00
Camera	50,00
Pencil	5,00
Paper	30,00
Subtotal	315, 00

2.8 Techniques of research.

To carry out this investigation a survey and an observation were applied to Applied Linguistics' students, from the third level.

Observation: during two weeks students of the third level was observed while English lessons were performed. Those observations provided a real sample of students' problems in listening skill activities and teachers' usage of listening materials for language learning.

Survey: the survey had 10 questions, multiple choice and developmental questions that were focused on the influence of the listening skill upon the English language learning.

3 Results

3.1 Results of the observation

The investigator of this research had stated on her research plan two weeks of class observations to identify teachers' use and management of listening materials for the development of the English language and the other three skills, speaking, reading and writing, and how the listening skill is influencing them, and also to see how the students are reacting to listening materials application.

The observations were done from June 1st until June 10th 2016, in some lessons at the Applied Linguistics where the investigator had considered teachers can make use of listening materials during the two class periods.

For identifying teachers' use and management of listening materials during the English classes, the investigator wrote down six indicators and for analyzing the situation better in the classroom, those indicators have a rubric, being the indicator the following:

1. The teacher uses listening materials for teaching the English language (videos, recordings)
2. The teacher uses the listening materials correctly (level, authentic, interest)
3. The teacher follows the proper stages in listening activities (pre-; while- ; post-listening tasks)
4. The students participate actively in classes after listening engagement activities.
5. The students comprehend the listening tasks.
6. The students integrate at least two skill after listening activities.

These indicators were classified into (Check it please) always, sometimes and never, being always the best score and never the worst.

The results of the observations were describe indicator by indicator.

The first indicator, use of listening materials for teaching the language (videos and recordings), reached the score sometimes, this means that teachers are using listening materials in few lessons and in specific subject instead of using them in all the subject and making them be the center of the lesson.

The second indicator, use of listening materials correctly (level, authentic, interest), reached the high score, always, it means that teachers are using the listening materials correctly, they have authentic English language, the materials used are according to the students' levels and needs, moreover they cover students' language interests.

The third indicator, teachers follow the proper stages in listening activities (pre-; while- and post- listening tasks), reached the score sometimes, that means, that teachers are only using or applying two listening tasks of the three they must to use, this could bring to students some problems in their information processing because they may need more to enclose their new information.

The fourth indicator, active participation of the students after any listening engagement activity, reached the highest score, always, which means that the students are always participating actively all the time, speaking, correcting their classmates in any mistakes, asking and answering to any question after the listening engagement activity.

The fifth indicator, students comprehend the listening tasks, reached the score sometimes, that means, that the students are understanding the majority of the instructions given in the listening tasks, having only some general mistakes due by the lack of practice. Also, at the end of the listening tasks, they have regular and good results.

The sixth and the last indicator, integration of at least two skill after the listening activities by the students, reached the highest score, always. Which means that the students after each listening activity are integrating more than one different skill, they used to speak about what they have listened to, or write a summary about the video or the recording, so, this may help them to be better in the English language.

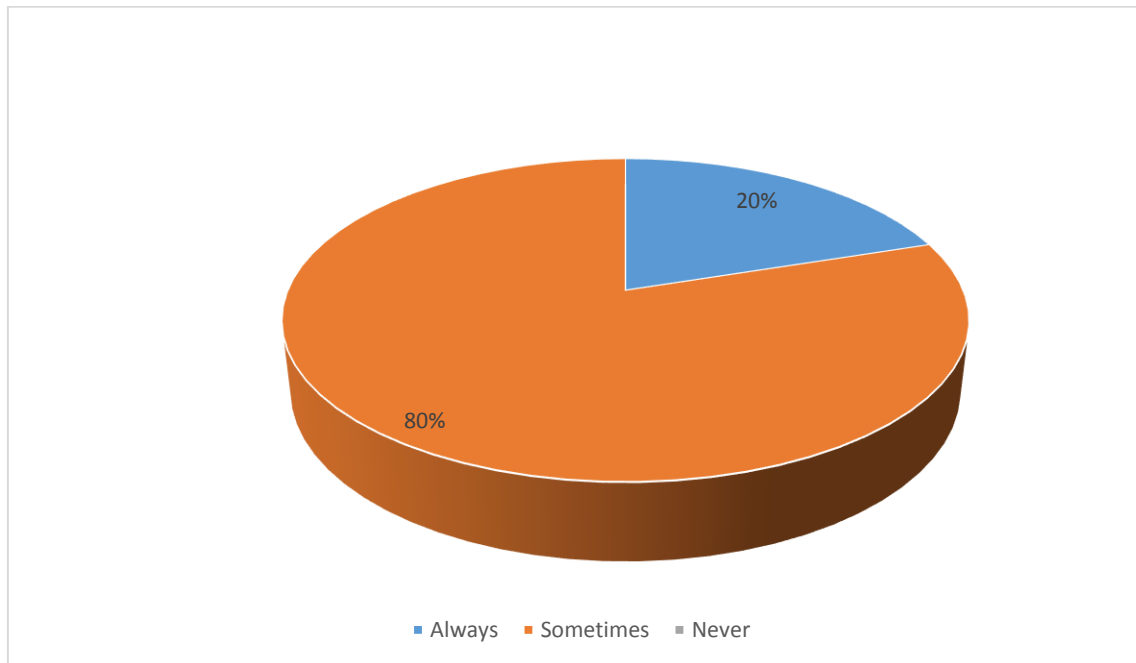
The observation was done twice so those results are a summary of the two observations.

In conclusion, the results of these observations and the results of the survey coincided. Teachers are using (syntax) listening materials in a regular way for improving, developing and engaging students to work and use actively the English language, even the fact that students need more, because according to the survey's result, the students agreed that they need always listening practice because it helps to develop the other skills, writing, reading and speaking.

3.2 Results of the survey

Graphs.

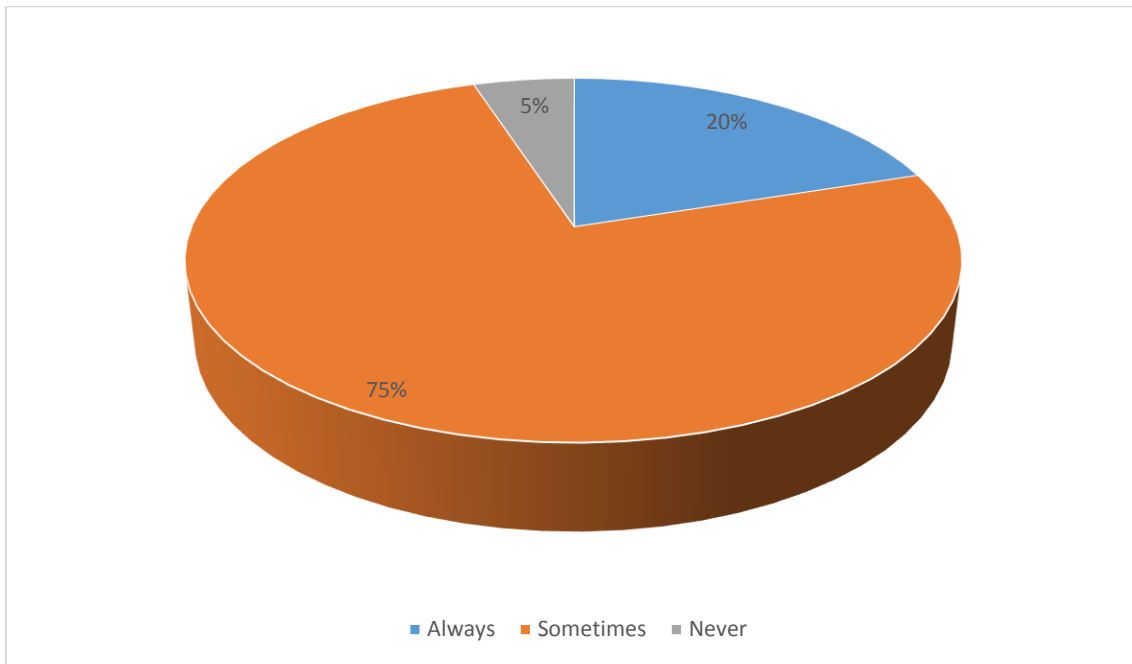
Figure 1 : Do your teachers use authentic recordings for improving your knowledge of English and engaging you to work actively in the classroom?



Analysis.

The graphic shows that the 80% of the students agreed that their teachers sometimes use authentic recordings for improving their knowledge of English and engaging them during the language learning process. The other 20% said that teachers are always using authentic recordings. With this result it can be inferred that the listening skill is not fully taught using authentic recordings for improving students' knowledge.

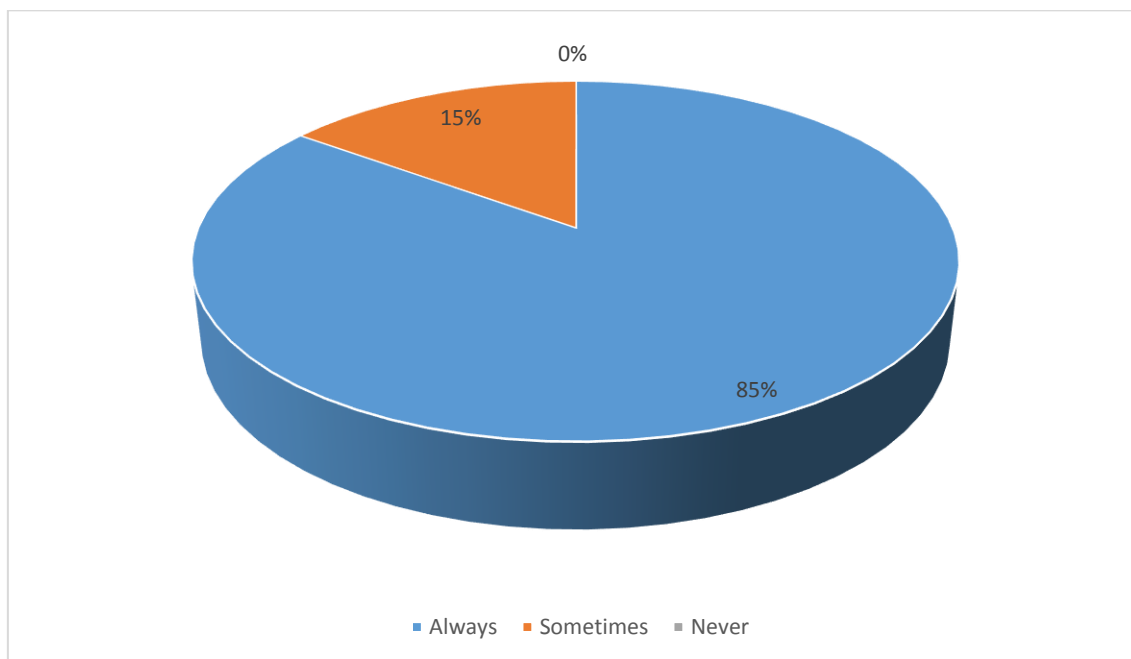
Figure 2 : Do your teachers use authentic videos materials for teaching English and engaging you to work?



Analysis.

The result shows that the 75% of the students said that their teachers sometimes use authentic videos, the other 20% agreed that their teachers are always using authentic videos, and finally the 5% said that teachers never use any authentic videos for teaching them. With the result it can be said that teacher do not make use of enough authentic videos for teaching students the English language and for engaging.

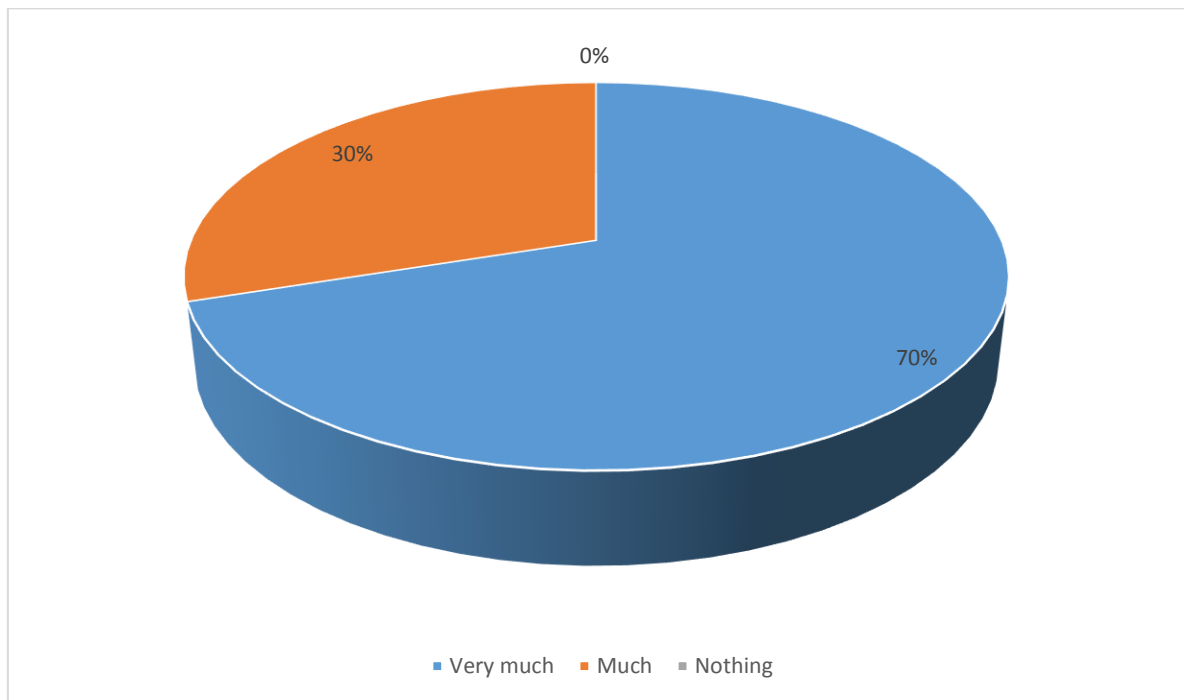
Figure 3: Is it important to use authentic listening material for improving you English language knowledge?



Analysis.

The result shows that the 85% of the students agreed that it is always important to use authentic listening material, and the 15% said that not always the listening material is important. With the result is can be said that the majority of the Applied Linguistics students think that the use of authentic listening material is important for improving their English language knowledge.

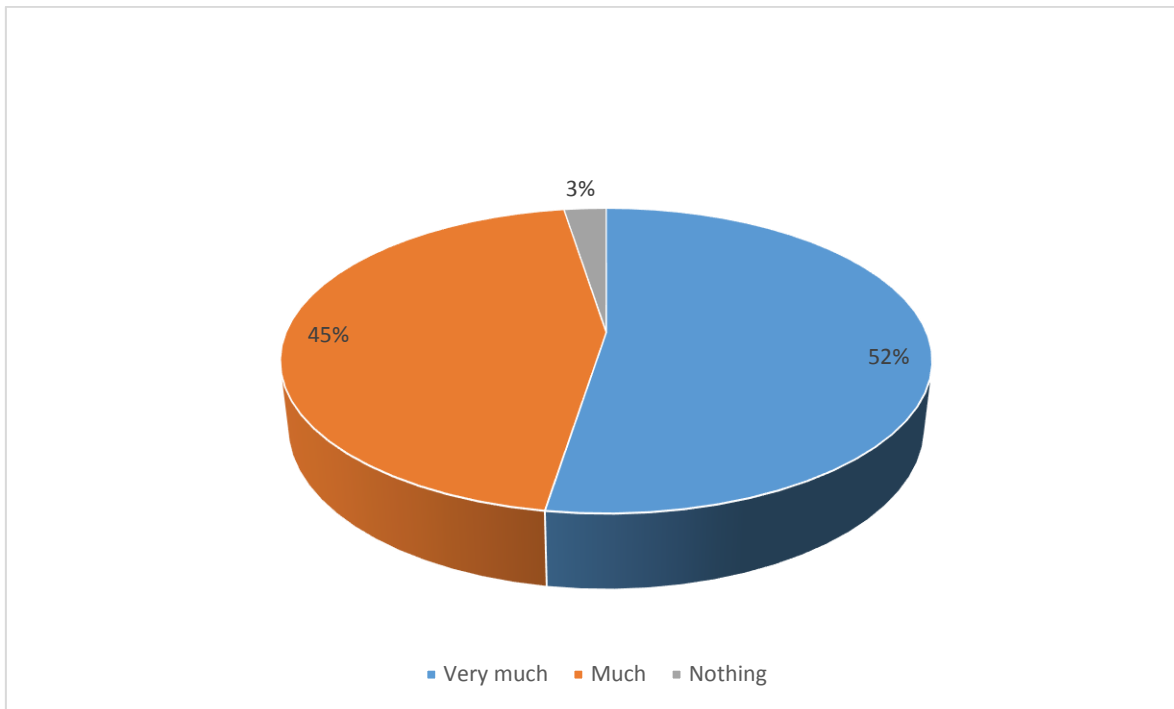
Figure 4: Does the development of the listening skill influence your comprehension of the English language?



Analysis.

The graphic shows that the 70% of the students agreed that the development of the listening skill is influencing very much their comprehension of the English language, the other 30% said that much. With this result it is possible to say that the development of the listening skill in the English language learning is very important because it has a great influence on students' comprehension.

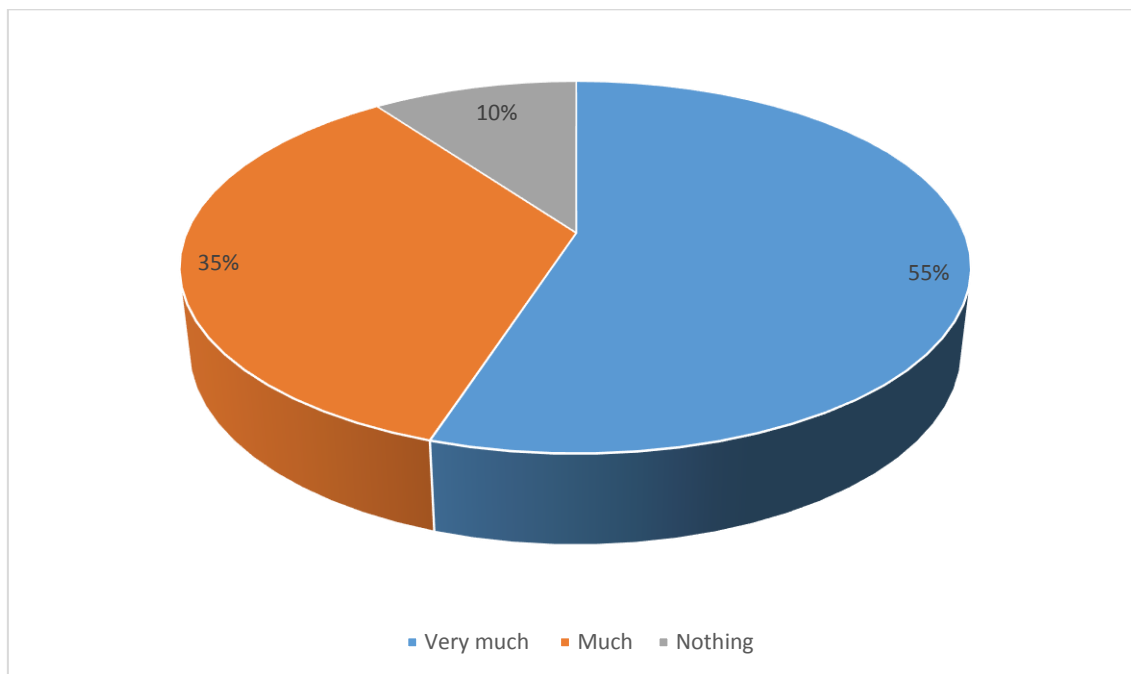
Figure 5: Does the listening skill affect your English performance in the ability of speaking?



Analysis.

The result shows that the 52% of the students said that the listening skill affects very much their English performance in the ability of speaking, the 45% agreed that only much, and finally the 3% said that nothing. With this result it can be inferred that the listening skill affects students' speaking skill.

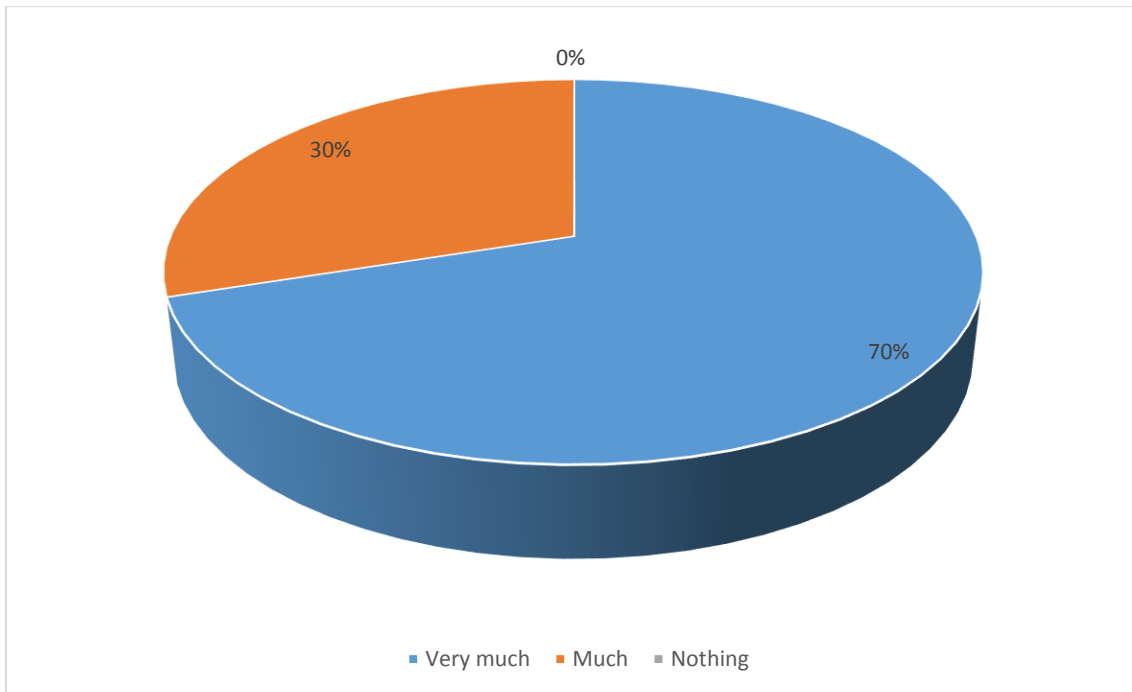
Figure 6: Do you think that the lack of listening practice influence on your English reading skill?



Analysis.

The graphic shows that the 55% of the students agreed that the listening practice influence very much on their English reading skill, the 35% said that only much and finally the 10% said that nothing. With this result it is possible to say that most of the students feel that the listening skill really affects their reading skill.

Figure 7: Will the recurrent listening practice help you to improve your writing skill?



Analysis.

The result shows that the 70% of the students agreed that the recurrent listening practice will improve very much their writing skill, the 30% said that only much of the writing skill will be improved by the recurrent practice of the listening skill. With this results it can be inferred that the majority of the students think that if they practice very much the listening skill they will improve their writing ability.

4 Discussion

The author of this investigation had fulfilled the objectives proposed when she has decided to describe how the listening skill is influencing the English language learning process in the students from the Applied Linguistics students at PUCESE, and to design a set of exercises that teachers can use for improving students' English language knowledge and use.

With the instruments used, the survey to students and the observations to the English classes, an analysis was done to see if teachers are using listening materials for developing the English language and to know if students needed to develop their listening skill to get better upon the other skills. This constituted the second specific objective. The results revealed that teachers are using most of the time listening materials for improving the students' English language; the listening skill is influencing the students' other skills such as speaking, reading and writing; and that students considered that they need to use more listening materials for becoming better in the English language.

After making the analysis of the students' reality with the listening skill and the English language, the third objective was carried out which consisted in designing a set of exercises, based on the listening skill that teachers can use for improving the students' English language knowledge and use. Each exercise has an explanation, step by step, so that the teacher will know what do to and how to do it.

The results obtained coincided with some previous studies done in different schools in Ecuador. Tadeo, N. (2010) and Arroyo, S. (2015) whom found out that teachers were not making enough use of listening materials for improving the students' English language, also they saw that the students did not have a good level in their writing, speaking and reading skills due to the lack listening practice. For instance, they had developed listening exercises and methodologies that can help teachers to work better with the English language.

In conclusion, it is possible to say that the listening skill influences the English language learning and that it is necessary to apply exercises which can helps, not only teachers but also students, for developing and improving the English language.

5. Conclusions and Recommendations

5.1 Conclusions

- The bibliography checked revealed that the majority of the authors agreed that the listening skill is a paramount important in the process of communicative competence of students.

- The investigation revealed that teachers are using listening didactic materials partially, for improving, engaging, developing and making students participate in the English language learning process.

- Different authors showed up that with the application of a set of listening exercises students can improve their communicative competence.

5.2 Recommendations

- Teachers should use enough listening materials which can help students to reach their academic goals at the end of their university studies.

- Teachers should use or adapt the listening exercises designed by the author of this investigation which can help them and their students to fulfill their academic goals.

- The author recommend that there could be more investigations about this topic because of its importance for the development of students' language competence.

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7. Appendix

7.1 Photos of the survey



7.2 Survey applied to students

PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

- To describe the influence that the listening skill has upon the English language learning process from the Applied Linguistics students at PUCESE.

- Read all the questions carefully
 - Answers all the questions
 - Use a pen (blue or black)

1. Do your teachers use authentic recordings for improving your knowledge of English and engaging you to work actively in the classroom?

always

sometimes

never

2. Do your teachers use authentic videos materials for teaching English and engaging you to work?

always

sometimes

never

3. Is it important to use authentic listening material for improving you English language knowledge?

always

sometimes

never

4. Does the development of the listening skill influence your comprehension of the English language?

very much

much

nothing

5. Does the listening skill affect your English performance in the ability of speaking?

very much

much

nothing

6. Do you think that the lack of listening practice influence on your English reading skill?

very much

much

nothing

7. Will the recurrent listening practice help you to improve your writing skill?

very much

much

nothing

7.3 Observation sheet



PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

This observation sheet will be useful for identifying the use of listening materials for the development of the English language and its influence upon the students' communicative competence.

Date: _____

Subject: _____

Week: _____

Indicators	Always	Sometimes	Never
1. - The teacher uses listening materials for teaching the language. (audio-visual, recording)			
2. - The teacher uses the listening materials correctly (authenticity, level of the students).			
3. - The teacher follows the proper stages in listening activities.(pre- , while- and post-tasks)			
4. - The students participate actively in classes after listening engagement activities.			
5. - The students comprehend the listening tasks.			
6. - The students integrate at least two skills after listening activities.			



7.4 Scale of the observation sheet

Indicators	Always	Sometimes	Never
1. - The teacher uses listening materials for teaching the language.	The teacher uses listening materials in all the lessons with all the subjects he/she teaches.	The teacher uses listening materials in few lessons and in specific subjects.	The teacher never uses listening materials.
2. - The teacher uses the listening materials correctly (authenticity, level of the students).	The teacher uses authentic listening materials according to the students' level.	The teacher uses semi-authentic materials with few difficult expressions according to the students' level.	The teacher uses created materials done by him/her and with difficult expressions according to the students' level.
3. - The teacher follows the proper stages in listening activities.	The teacher uses pre-, while- and post listening tasks for teaching English successfully.	The teacher only uses two stages of the three.	The teacher does not follow any stage, he/she uses the listening material at the end of the class as filler or only one stage.
4. - The students participate actively in classes after listening engagement activities.	All the students participate actively all the time. (raise their hands...)	Almost all the students participate.	The students do not participate.
5. - The students comprehend the listening tasks.	The students understand the instructions having good results.	The students understand the majority of the instructions having two or three errors and regular results.	The students do not understand the stages and they do not work properly.
6. - The students integrate at least two skills after listening activities.	After listening activities the students speak or write, by their own, about the topic taught.	The students usually speak or write.	The students do not speak or write, they leave the classroom rapidly.

7.5 PROPOSAL

Listening exercises for teachers to work with Applied Linguistics students

Exercise 1- Procedure Abilities (Listening- Speaking)

Pre- listening activity

Think about: the teacher presents some pictures to students showing people abilities to make students think about the topic.

Vocabulary: Review vocabulary with the students

Predict: Predict from the title what will be said

While-listening activity

Listen for details

- The teacher plays the recording and the students have to listen to it (do not let students do anything, they only have to listen)
- After listening ask if there is any doubt
- The teacher gives to students the task, a multiple choice activity, and he/she plays the recording again so that the students can listen to it while they are answering the questions.
- Listen again to check it.
- Peer correction before the teacher corrects it.
- Correction on the board with the whole class.

Post-listening activity

The teacher organizes the class in groups of 3. Each student in the group has to write at least 3 questions. Then the students in the group have to ask and answer, like an interview, after that they have to report their partners' answers in front of the class.

Link: <http://www.ello.org/Audio/A0051/070-Jamon-Abilities.mp3>

Exercise 1

- Look at the pictures, describe people abilities and share ideas with the class.



- Listen to the dialogue and choose the correct answer.

1. Can Ramon cook?

- a. A lot
- b. Nothing
- c. A little bit
- d. None of the above

2. What does Ramon love to cook?

- a. Chicken
- b. Meat
- c. Spaghetti
- d. Salad

3. Where does he sing?

- a. In the karaoke
- b. In the shower
- c. On his job
- d. All the answers

4. What kind of songs does Ramon sing?

- a. Reaggae
- b. Bachata
- c. Pop music
- d. Rock

5. What is the instrument that Ramon plays?

- a. Guitar
- b. Dijuridu
- c. Piano
- d. None of the above

- Group work. In groups of three each student has to write at least three questions about classmates' abilities. Discuss about that, then report the answers in front of the class. (Use the questions' structure from the listening passage)

Exercise 2 – Procedure

Read

(Listening- Writing)

Pre-listening activity

Think about: the teacher ask some questions about the topic to make students think what will come.

Vocabulary: Review vocabulary with the students

Predict: Predict from the title what will be said

While-listening activity

Listen for details

- The teacher plays the recording and the students have to listen to it (do not let students do anything, they only have to listen)
- After listening ask if there is any doubt: how many people are talking? What are they talking about?
- The teacher gives students the task, a true/false activity, and he/she plays the recording again so that the students can listen to it while they are choosing if it is true or false.
- Listen again to check it.
- Peer correction before the teacher corrects it.
- Correction on the board with the whole class.

Post-listening activity

The teacher tells to students to write a paragraph (80 words) about what kind of books they like the most, why do they like it, if they recommend it to their classmates or if they like to read. Then the students have interchange the piece of paper so that they can correct their partners work.

Link: <http://www.elllo.org/Audio/A0151/167-Mark-Read.mp3>

Exercise 2

- Questions and answers

Do you like to read?

What kind of book have you read?

What is the name of your favorite book?

Who is your favorite writer?

Recommend a book to your classmates

- Listen to the dialogue and answer T (True) or F (False).

1. Mark does not read a lot _____
2. Mark has a television _____
3. Mark reads three books per week _____
4. Mark thinks that television does not give you imagination _____
5. Mark likes to read comedies _____
6. Mark reads on trains _____
7. Mark likes to read on trains because he can meet people _____

- Write a paragraph (80 words) talking about: do you like to read? What kind of books you like the most? Why do you like it? Will you recommend it to your classmates and why. Then change it with your partner.

Exercise 3 – Procedure

(Listening- Reading)

How do I stop students from using their mother tongue?

Pre-listening activity

Think about: the teacher introduces the topic with a question: What do you think about the use of the mother tongue in the classroom?

Vocabulary: Review vocabulary with the students

Predict: Predict from the title what will be said

While-listening activity

Listen comprehension

- The teacher plays the video and the students have to listen to it (do not let students do anything, they only have to listen)
- After listening ask if there is any doubt
- The teacher gives to students the task, some comprehension questions, and he/she plays the video again so that the students can listen to it while they are answering the questions.
- Listen again to check it.
- Peer correction before the teacher corrects it.
- Correction on the board with the whole class.

Post-listening activity

The teacher gives to students a short reading passage about the topic. The students have to read the reading text, then they have to share ideas with their classmates and in pairs they have to do a conceptual map and look for more information and compare them.

Link: https://www.youtube.com/watch?v=R8yH3U_BDKM

Exercise 3

- What do you think about the use of the mother tongue in the classroom? Think about this question and share ideas with your classmates.

- Listen to the video and answer the following questions
 1. What about students' mistakes? Are they good or not? Why?
 2. Is it good to give students time to think and organize ideas? Yes or No, Why?
 3. What can teachers do to have the students get the point?
 4. What are the two strategies that the author mention that can help students increase their use of the English language?

- Pair work. Read the following reading text. First, discuss about it with your partner, then go to the internet and find more information about the topic, finally elaborate a conceptual map where you compare the reading passage and the information found on the web.

How do I stop students from using their mother tongue?

In a recent survey on speaking challenges run by Oxford University Press, teachers were asked to vote on their top speaking challenge. The problem that received the most votes was 'in group or pair speaking activities, my students chat in their mother tongue'.

I am not sure if this is good or bad news, in some ways it is comforting to know that teachers all around the world have similar problems to ones I am facing, but on the other hand I know that speaking is an important part of the learning process and the final exams, so I know my students need as much practice as possible. So how do I get my students to stop using the comfort blanket of their mother tongue and encourage them to speak in English?

Taking away the comfort blanket

My first answer to this question is don't worry about it. This might sound controversial but in my experience the more you nag teenagers, the less likely they are to do what you ask them to do. There's an old expression: *you can lead a horse to water but you can't make it drink*. So our job is to explain why it's a good idea to use English and create the right environment but not to force the students to do it. So I suppose the question could be: how can I create the right environment to encourage my students to stop using the comfort blanket?

If we know what is stopping the students from using English then we might be closer to the answer. I think there are three main reasons why students don't use English in pair work and group work.

1. They are scared to make mistakes

School culture often makes students scared to make mistakes; it might not be what we are doing in our English lessons but what is going on when they are not being taught languages. That means we need to work hard to overcome their resistance to error rather than highlight every error the students make. Often students are scared that if they make mistakes they will be marked down, so let's let them know that mistakes are an essential part of the learning process.

To do this we could have 'quantity not quality' days where we tell the students they will be marked on how much they say not on how they say it. Also we could have a dice or spinning wheel with typical mistakes written on it. For each speaking activity we spin the wheel and whatever it lands on is the mistakes the teacher listens for and corrects. This shows students they can learn from their mistakes. Finally, as a teacher it is really important to respond to the content of what is being said. So if your student says "I went in Rome", initially respond to the fact they were in Rome rather than the fact they have their preposition wrong.

2. They don't have any ideas

An oft heard quote is that students don't have any ideas, but in the feedback to the survey many teachers said the students were on task but just not using English. So can we use this to our advantage? Could we allow the preparation time to be in the students' L1? Allow them time to come up with ideas and then translate them. Would this give them the tools to give more than just one- or two-word answers?

Whatever we do, I think for speaking activities to work, preparation time is a necessity not a luxury. I also think it is important to give students a chance to work in pairs to plan what they are going to say before changing pairs and asking them to do the activity. It is often a nice idea to repeat the activity with a new partner, the students will feel the first

one was a rehearsal and they feel more relaxed second time around, (maybe even stealing some of their previous partner's ideas.) Finally, you could give the students opinions; maybe students are too shy to say what they really feel for fear of being ridiculed, so if we tell them they have to argue against X or in favour of Y then they can hide behind the 'role' they have been given.

3. They don't see the point

I often hear teachers say that students don't see the point. Maybe a reason for this is that if they are in a class of twenty then they realize the teacher can't listen to all of them at the same time, so they only feel they are learning when the teacher is listening. One thing we could try is to ask the students to record themselves using their phones or other recording devices. They could send us their recordings so we can use something from it in the next lesson and they can keep a record for themselves.

A lot of respondents to the survey said their students don't listen to each other. This is a common problem, turning speaking into a series of monologues. One way to combat this is to have an activity within an activity. For example, ask your students to answer as a famous person or as another student in the class, or try to get random words into the speaking activity, or to slip in a lie. Their partner has to listen and guess who they are, or guess what the word was or what the lie was, training them to listen.

So throw away your 'No L1' signs, stop worrying when L1 pops up, and allow students to have their comfort blanket when they need it. But let them know why you want them to speak English, let them know that you actually welcome mistakes not frown on them, they are part of the process of learning, and encourage students to listen to each other by bringing fun to speaking activities and hopefully you'll soon have them leaving their comfort blankets behind by themselves.

Source: <https://oupeltglobalblog.com/2014/01/21/how-do-i-stop-students-from-using-their-mother-tongue/>

Exercise 4 – Procedure

(Listening- Writing- Reading)

The benefits of a bilingual brain

Pre-listening activity

Think about: the teacher introduces the topic with a question: What do you think the benefits of being bilingual are?

Vocabulary: Review vocabulary with the students

Predict: Predict from the title what will be said

While-listening activity

Listen comprehension

- The teacher plays the video and the students have to listen to it (do not let students do anything, they only have to listen)
- After listening ask if there is any doubt: What is the general idea of the video? Do you agree or not? Why?
- The teacher gives to students the task, some True/False statements, and he/she plays the video again so that the students can listen to it while they are answering the questions.
- Listen again to check it.
- Peer correction before the teacher corrects it.
- Correction on the board with the whole class.

Post-listening activity

Project: the teacher will organize the class in groups of three, then she/he will give to each group a topic about the video, the students have to look for more information about that, different points of view, an example about the topic and their opinion about it. They have to collect that information in a word document, with the cover page, the introduction, the topic research, the example, their opinions and the resources. They will write it with Times New Roman (14 for titles and 12 for the rest). The document will contain 5 pages and they have to present it in a folder. It will be presented (for example) in two days.

Link: <https://www.youtube.com/watch?v=MMmOLN5zBLY>

Exercise 4

- What do you think the benefits of being bilingual are? And Why?

- Listen to the video and answer T (true) and F (false)
 1. Knowing two or more languages means that your brain work differently than those of monolingual people. _____
 2. Language ability is typically measured in two active parts, listening and reading, and two passive parts, speaking and writing. _____
 3. Bilinguals can be classified into three general types: compound bilinguals, coordinate bilinguals, subordinate bilinguals. _____
 4. The left hemisphere of the brain dominates emotions and the right the logical process. _____
 5. The critical period says that children learn languages more easily because of their plasticity of their developing brain. _____
 6. A bilingual brain is higher in density of the grey matter and is more active when engaging a second language. _____
 7. A bilingual brain can get easily diseases like Alzheimer and dementia. _____
 8. In 1960 bilingualism was consider a handicap. _____
 9. Bilingualism can make you smarter. _____
 10. Bilingualism makes your brain healthier, complex and active engaged. _____

- Classroom project: in groups of three look information about:
 - What is bilingualism, what are its benefits?
 - What is a compound bilingual? What are its benefits?
 - What is a coordinate bilingual? What are its benefits?
 - What is a subordinate bilingual? What are its benefits?
 - What is lateralization?
 - What is the critical period?

Look for definitions about different authors, examples about the topic or investigations about it, and finally give your opinion about the topic researched.

Report's instructions:

- Letter, Times New Roman, 14 for titles and 12 for the rest.
- It must have, the cover page, the introduction, the development of the topic researched, an example or examples of the topic and as a conclusion your opinion about it.
- Minimum 5 pages
- Present it in a folder.

Exercise 5 – Procedure

(Listening- Writing- Speaking)

How did English evolve?

Pre-listening activity

Think about: the teacher introduces the topic with a question: how do you think English evolved?

Vocabulary: Review vocabulary with the students

Predict: Predict from the title what will be said

While-listening activity

Listen comprehension

- The teacher plays the video and the students have to listen to it (do not let students do anything, they only have to listen)
- After listening ask if there is any doubt: what is the topic of the video? Talk about that for 2 minutes.
- The teacher gives to students the task, some multiple choice questions, and he/she plays the video again so that the students can listen to it while they are answering the questions.
- Listen again to check it.
- Peer correction before the teacher corrects it.
- Correction on the board with the whole class.

Post-listening activity

The teacher divides the class in three groups and assigns to each groups a topic about the video. The students have to look for more information, write a summary and prepare a presentation with slides for the next class.

Link: <https://www.youtube.com/watch?v=kIzFz9T5rhI>

Exercise 5

- How do you think English evolved? Brainstorming ideas.

 - Listen to the video and choose the correct answer
1. The Celts in Britain were ruled by the Romans in:
 - 300 C. E
 - 400 C.E
 - 100 C. E
 - 40 C. E
 2. Did the Romans protect the Celts from the barbarian Saxon tribes?
 - Yes
 - No
 - No information
 3. Who sailed across the water when the Romans withdrew from Britain?
 - Italians, Celts, Saxons
 - Romans, Jutes, British
 - Angles, Saxons, Jutes and Frisians
 - None of the above
 4. The Germanic language, Angle Saxon, become the common language known as:
 - Old English
 - Old Frisian
 - French
 - Middle English
 5. Where did the Vikings invasion begin?
 - 70's
 - 700`s
 - 600's
 - None of the above
 6. Did Old Norse mix with Old English?
 - Yes
 - No

- No information
7. What happened in 1066?
- America was discovered
 - The Norman conquest brought war again to the British isles
 - The Norman conquest brought war again to the Celts
 - All of them
8. The Vikings had abandoned their language and culture in favor of :
- American lifestyle
 - Celts lifestyle
 - French lifestyle
 - Jutes lifestyle
9. For how many centuries French was the language of the British loyalty?
- Three centuries
 - Two centuries
 - Thirteen centuries
 - Five centuries
10. The English language use two languages to seem sophisticated:
- French or Spanish
 - Latin or Jutes
 - French or Latin
 - None of the above
-
- Group work. Three groups. Look information about: The Old English, The Middle English and the Modern English, write a summary (1 page) and prepare a slide presentation for next class. Do not forget to write the sources.