



PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR
SEDE ESMERALDAS

ACADEMIC UNIT:

SCHOOL OF APPLIED LINGUISTICS

CAREER: “APPLIED LINGUISTICS IN ENGLISH TEACHING”

Topic:

**IMPROVING ENGLISH LISTENING SKILLS IN THE TENTH YEAR
STUDENTS OF BASIC EDUCATION AT “ELOY ALFARO” HIGH
SCHOOL IN ESMERALDAS THROUGHOUT
THE 2012-2013 SCHOOL YEAR.**

Thesis previous to the obtainment of the degree of Bachelor in
Applied Linguistics, Mention in English Teaching.

Author: Andrea Cruzatty Montaña

Adviser: Msc. Tony Rodriguez Mafla

Esmeraldas – Ecuador

2013

DECLARATION OF AUTHENTICITY

AND LIABILITY

I, Andrea Cruzatty Montaña, owner of the I.D. number 0801781451, declare that the results obtained in the investigation that I present as the final report, previous the obtainment of the degree of Bachelor in Applied Linguistics Mention in Teaching of English, are absolutely original, authentic and personal.

As such, I declare that the contents, conclusions and the legal and academic effects that emerge from the proposed work of research, and that will emerge after the writing of this document, are and will be my sole and exclusive legal and academic liability.

Andrea Cruzatty Montaña
I.D. 0801781451

**PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR
SEDE ESMERALDAS**

APPROVAL SHEET

Topic:

**IMPROVING ENGLISH LISTENING SKILLS IN THE TENTH YEAR
STUDENTS OF BASIC EDUCATION AT “ELOY ALFARO” HIGH
SCHOOL IN ESMERALDAS THROUGHOUT
THE 2012-2013 SCHOOL YEAR.**

Author: ANDREA CRUZATTY MONTAÑO

THESIS DIRECTOR -----

GRADER -----

GRADER -----

ACADEMIC UNIT DIRECTOR -----

SECRETARY OF PUCESE -----

Esmeraldas – Ecuador
2013

ACKNOWLEDGEMENT

Before I start giving thanks, I must specially mention that this thesis could have never been made without the help of my parents; Carolina and Xavier and my grandmothers Luz and Eldita. Also, I have to give thanks to all the teachers that I had in my life, especially those at the university who value our daily effort and sacrifice to achieve this goal by giving me their knowledge, and to the Pontifical Catholic University of Ecuador in Esmeraldas for having given me the opportunity to become a better person and a qualified professional.

DEDICATION

This work is dedicated to my family who trusted and helped me throughout every moment and to my students who will benefit from this.

Miss. Andrea Cruzatty Montaña

INDEX

-Portrait.....	I
-Declaration of authenticity and liability	II
-Approval Sheet.....	III
-Acknowledgement and Dedication.....	IV
-Index of Contents.....	VI, VII
-Summary.....	VIII
-Abstract.....	IX

INDEX OF CONTENTS:

CHAPTER I

1.1	INTRODUCTION	1
1.2	PROBLEM POSING	4
1.2.1	FORMULATION OF THE PROBLEM	5
1.2.2	DELIMITATION OF THE OBJECT TO STUDY	5
1.2.3	PROBLEM TREE	6
1.2.4	CRITICAL ANALYSIS	7
1.3	JUSTIFICATION	8
1.4	OBJECTIVES	9
1.4.1	GENERAL OBJECTIVES	9
1.4.2	SPECIFIC OBJECTIVES	9

CHAPTER II

2.	THEORETICAL FRAME	10
2.1	HISTORY	10
2.1.1	INFORMATION ABOUT ISTE A	10
2.1.2	MISSION	11
2.1.3	VISION	11
2.1.4	AIM	12
2.1.5	BASIC EDUCATION PROFILE	12
2.1.6	BACHELORSHIP SECTION PROFILE	12
2.2	EDUCATION	13
2.3	THE ENGLISH SKILLS	14
2.3.1	READING SKILLS	14
2.3.2	WRITING SKILLS	14
2.3.3	SPEAKING SKILLS	14
2.3.4	LISTENING SKILLS	14
2.4	THE LISTENING SKILLS	15
2.4.1	DEFINITION & IMPORTANCE	16
2.4.2	KINDS OF LISTENING AND KINDS OF SKILLS	17
2.4.3	TEACHING – THEORETICAL ASSUMPTIONS:	19
2.4.3.1	APPROACHES	20

2.4.3.2	METHODS	24
2.4.3.3	TECHNIQUES	28
2.4.3.4	STRATEGIES	32
2.4.3.5	RESOURCES	38

CHAPTER III

3.	METHODOLOGY	45
3.1	TECHNIQUES OF RESEARCH	45
3.2	METHODS OF RESEARCH	46
3.3	TYPES OF RESEARCH	46
3.4	RESEARCH LINE	47
3.5	POPULATION AND SAMPLE	48
3.6	PROCESSING AND ANALYSIS	50
3.7	ETHICAL STANDARDS	50
3.8	RELATIONSHIP MATRIX	51
3.9	ANALYSIS AND INTERPRETATION OF THE RESULTS	52
3.9.1	RESULTS	52
3.9.1.1	STUDENTS' SURVEY	52
3.9.1.2	TEACHERS' SURVEY	64
3.9.1.3	AUTHORITIES' SURVEY	78
3.9.2	DISCUSSION	84
3.9.3	CONCLUSIONS	85
3.9.4	RECOMMENDATIONS	86

CHAPTER IV

4	ADMINISTRATIVE ASPECTS	87
4.1	CHRONOGRAM OF ACTIVITES	88
4.2	RESOURCES	89
4.3	BUDGET	90
4.4	FINANCING	90
4.5	BIBLIOGRAPHICAL REFERENCES	91
4.6	ANNEXES	93

Summary

Esta investigación presenta información relacionada con el estudio de cómo la destreza de “listening” se puede mejorar y por lo tanto beneficiar a los procesos de enseñanza de inglés. La mencionada investigación se realizó en el año 2012 en el paralelo "A" y "B" del 10º año de educación básica en el colegio “Eloy Alfaro” en la provincia de Esmeraldas. El propósito de esta investigación fue conocer el origen y las causas del lento desarrollo y las pocas las habilidades auditivas de los estudiantes antes mencionados. Para ello, fue necesario obtener información relacionada a cómo los alumnos se sienten y cómo los profesores realizan sus clases, así como también el nivel de conocimientos y dominio de habilidades que tienen. Tanto los estudiantes, docentes y autoridades participaron compartiendo sus experiencias con respecto a las preguntas basadas en el tema de la investigación. Es importante mencionar que toda la población de los estudiantes antes mencionados realizó la encuesta correspondiente la cual sirvió para recoger la información respectiva.

Además, la metodología utilizada se basó en referencias bibliográficas y en la investigación de campo también.

La información obtenida se analizó, en comparación con los supuestos teóricos, y luego conclusiones y recomendaciones fueron establecidas, que por lo general muestran la relación entre el origen y los efectos del problema, teniendo en cuenta los resultados obtenidos, que muestran que el proceso de enseñanza se ve afectado por la existencia de algunas situaciones relacionadas con: el escaso conocimiento metodológico, la falta de materiales didácticos, y el no tan sólido dominio de las habilidades comunicativas. Por lo tanto, es necesario mejorar estos aspectos de modo que el proceso de enseñanza del Inglés pueda llevarse a cabo apropiadamente.

Abstract

This research presents information related to the study of how listening skills can be improved and therefore it can benefit the English teaching processes. It was performed in the year 2012 in classes “A” and ”B” of 10th year of basic education in Eloy Alfaro “High School” in the province of Esmeraldas. The purpose of this research was to find out the origin and causes for the slow and poor development of the listening skills of the aforementioned students. For this, it was necessary to obtain information related to how students feel and how teachers perform in their classes, as well as the level of knowledge and skills mastery that they have. Both students, teachers and authorities participated sharing their experiences regarding the questions based on the topic of research. It is important to mention that all the population of students mentioned above took the correspondent survey which served to collect the respective information.

Also, the methodology used was based on bibliographical references and on field research too.

The information collected was analyzed, compared with the theoretical assumptions, and then conclusions and recommendations were stated, which generally state the relationship between the origin and the effects of the problem taking into account the obtained results which show that the teaching process is being affected by the existence of some issues regarding: poor methodological knowledge, lack of didactic materials, and not solid domain of the communicative skills. Therefore, it is necessary to improve these aspects so the English teaching process can be carried out appropriately.

CHAPTER I

1.1. INTRODUCTION.

For an efficient mastery of the English language, it is necessary to focus on the development of the skills rather than on grammar aspects. The English language, seen as a tool to reduce the gap between countries, both of the first and the third world, is nowadays taking a lot of importance for the current government, which has been seen in the new policy of the Educational Ministry regarding English teachers training and curricular reforms.

After reviewing some existing research in newspapers and on the Internet about the listening skills and the new methods for teaching English as a second language, several theories on how to improve the listening skills in students have been found. All of these theories reach the same conclusion and all indicate that the methodology for learning English needs to be communicative and active in order to raise the linguistic skills. Also, teachers and students in many schools and universities focus more on memorizing grammar structures.

In an interview to the American teacher Stephanie Hanson, expert working as a trainer for English teachers in a Fulbright program called ETA, she pointed out that a big part of the listening slow development in Ecuador is that the English teaching level is very low. Many school teachers prepare students only by emphasizing

grammar and reading, leaving the speaking and listening skills aside. This is what keeps students from having an adequate foreign language learning.

This occurs because in the past it was very common the translation and repetition techniques related to English teaching, such as the Grammar Translation Method; but now the most effective methods are those based on communication and listening, such as the Communicative Language Teaching. These allow students to work in pairs or in small groups to talk and to listen more, always oriented by class objectives or tasks. These are realistic methods because in real life, if a person goes to another country or works in tourism with foreign people, he/she needs to communicate with commonly used expressions. All the skills; reading, writing, speaking, but especially the listening skill can be practiced everyday. Listening to music, watching English movies and listening to conversations are ways in which people can improve their English level while learning commonly used expressions.

The student also needs to write more, but it is much better if the student has an audience to which he can read what he writes (that can be for example other students or Internet friends). This motivates students a lot, because the audience can correct the mistakes and the person can self-correct her/his own mistakes. Also, if the person knows that somebody else is listening to her/him, this person will put more effort into the subject and will try to have a good performance.

In the interview to Stephanie Hanson (RIVAS N. 11 de mayo del 2011, Aportes a la enseñanza del Idioma), she indicated that to improve the English teaching, the curriculum should be restructured so that the students start to learn English from Pre-school and in this way they can receive English language stimulation from their early years. Also, the amount of English hours should be increased, and the teachers should use communicative methods and should implement audio-visual and audio-lingual tools, didactic material, and music to improve the typical English classes and therefore students can raise their English level.

She explained that in order to improve communication the person should develop mainly oral and listening skills and this will raise his/her linguistic skills. It agrees with the teaching of the Spanish language, because it is learnt by talking and listening to sounds in the childhood. Therefore, it is logical that English has to be

learned through conversations, music, sounds, videos, seeing and assimilating things. These are the didactic methods that parents use during their children`s childhood so that they can learn their mother tongue.

Carolyn Chapman is an international educational consultant, author, coach, and teacher who has taught from kindergarten to college classrooms. Her interactive, hands-on professional development training sessions challenge educators to use strategies that ensure success for learners of all ages. Chapman has written many books about differentiated instruction, multiple intelligences, multiple assessments, and the brain-compatible classroom. She is coauthor with Gayle Gregory of the landmark Corwin Press book *Differentiated Instructional Strategies: One Size Doesn't Fit All*.

Carolyn Chapman. (2011) thinks in a similar way as Stephanie Hanson. Chapman also believes that the students gain more knowledge when their teachers teach them using audiovisual materials.

This study to improve the listening skills in the English language is framed on the understanding which is essential for the acquisition of this foreign language, struggling to introduce skills and forgetting the exhaustive oral production.

All the efforts should be focused on searching for balance between production and comprehension strategies. Teachers have to make sure that the students will be able to understand the message of the language and the purpose for their study by increasing their listening comprehension in the English language.

1.2. PROBLEM POSING.

Among the students of tenth year of basic education of “Eloy Alfaro” high school, it has been observed that the majority of the students do not have a good base of English. Also, it has been observed that students find it difficult to learn English because they are not interested in the subject and as a result they do not master the basic things that children should learn from primary school. This is reflected on their poor uptake of the listening comprehension skills and this is possibly due to the methodology that teachers used before and the lack of appropriate use of teaching materials including audiovisual and audio-lingual aids that allow them to improve the uptake of the English language.

Many students consider that learning English is boring. What usually happens is that they find it difficult to understand and pronounce words in English. Also, many teachers still use traditional and monotonous pedagogy to teach their English classes and therefore students see this subject as something unreachable and difficult to understand and they feel discouraged to learn it.

Also, the teaching of English is not obligatory in the primary section of high schools up to the current year and it is not taught in many schools, so students come to the high school with voids of knowledge and weaknesses in their English skills. Recently, with the new curriculum and law reforms, English has been implemented as a regular subject.

Because of all of the problems mentioned above, there is a slow and poor development in the English listening skills among students of the tenth year of basic education of “Eloy Alfaro”. Listening development is something that should be researched and treated with great importance for those who work in the educational field.

1.2.1. FORMULATION OF THE PROBLEM.

Why is there a slow and poor development in the English listening skills of the students of the tenth year of basic education, class “A” and “B”, of “Eloy Alfaro” High School?

1.2.2. DELIMITATION OF THE OBJECT TO STUDY.

1.2.2.1 Field: Educational

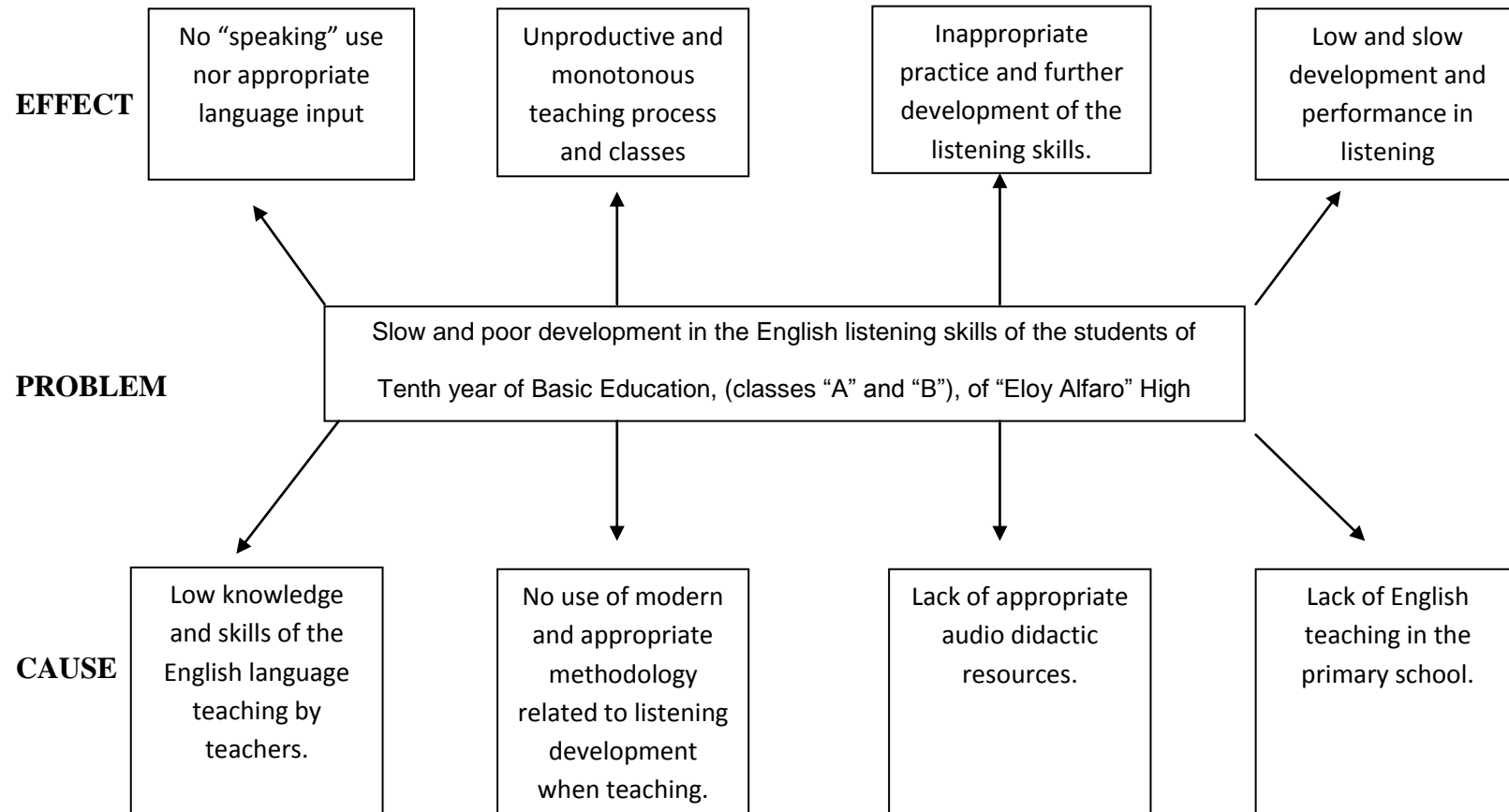
1.2.2.2 Area: Foreign Language Learning

1.2.2.3 Aspect: Teaching

1.2.2.4 Spatial: The project was executed at “Eloy Alfaro” High School, in parish Esmeraldas, located on Olmedo Avenue between Sucre and Muriel streets.

1.2.2.5 Time: From January to October in the year 2012

1.2.3. PROBLEM TREE.



1.2.4. CRITICAL ANALYSIS.

In a general way, it is observed that the absence of a significant amount of hours of English teaching in the school affects mostly the development of the listening skills, and that progress depends on the continuous and auditory stimulation of the brain. Also, it is a fact that some teachers do not have enough knowledge and mastery of the skills nor the most appropriate methodology to teach because the educational system do not carry out improvement plan regarding seminars about English teaching according to world wide standards.

Besides of what was mentioned above, the lack of use of adequate didactic materials leads to an inappropriate practice of the skill, and this happens because of not having good sound players or tape recorders, and even audio resources of an acceptable quality. This avoids students to develop the skills. Also, the lack of supervision and support by the authorities to the teachers causes the methodological process not be in accordance with ministerial politics.

1.3. JUSTIFICATION.

This proposal is important for improving the learning process, because it seeks to improve the listening comprehension, identify and differentiate sounds, and the understanding of how to stimulate the knowledge, especially through intonation and the rhythm. Music makes students learn faster and interact with the English language or any other foreign language, so it must be used when teaching.

Authors, such as Henry Widdowson and Jeremy Harmer (2007), believe that the best way to learn English is by developing the ability of listening comprehension. This way the students will benefit because they will be able to identify and distinguish the sounds made by the teacher in the classroom.

The purpose of this research is to find the reasons why listening skills have not developed properly. The teachers, and especially the students, will benefit from the results of this research through proposals and actions originated from the analysis of what causes the problem, which can be done in a short term to increase the student's English level.

1.4. OBJECTIVES.

1.4.1. GENERAL OBJECTIVE.

To find out the reasons why the students of the tenth year of basic education, (class “A” and “B”), at “Eloy Alfaro” High School have difficulties developing their English listening skills.

1.4.2. SPECIFIC OBJECTIVES.

- To describe a case study in the students of the tenth year of basic education, class “A” and “B”, at “Eloy Alfaro” High School to know how the teaching process is being performed in the English subject.
- To analyze how the English language teaching is being performed in “Eloy Alfaro” high school according to international standards and pedagogical foundations related to the teaching of the English language and several factors that influence the teaching process in the school.
- To propose variables of teaching to reduce deficiencies in the English language learning to achieve better listening skills in the students of “Eloy Alfaro” High School.

CHAPTER II

2. THEORETICAL FRAME.

2.1. HISTORY.

2.1.1. Information about ISTEA.

“Eloy Alfaro“ Technological Institute was founded on May 10th, 1963 through the ministerial resolution No. 990 as “Colegio Nacional de Señoritas Eloy Alfaro “ of Esmeraldas City , to supply the educational demand of hundreds of female students who wished to follow careers such as Business Administration and Commerce , and Female Handicrafts : Clothes design and Needlework. Later, in 1975 it was authorized, through the Ministerial agreement # 1305, the working of the First Bachelor Cycle course, in the Modality of Physics and Mathematics, Biology and Chemistry and Clothing Industry Career. On January 1991, through the Ministerial Resolution # 108, The Ministry of Education authorized the working of short careers post basic cycle, in the specialty of Computing Equipment Management in the evening time and the first course of Bachelorship Cycle in the specialty of Informatics during the afternoon time, specialty that has improved notably. Thus, the Ministry of Education through the ministerial agreement # 4956 on September 22nd, 1993, granted the category of Superior Technological Institute in the following way:

- Basic Cycle: Three years of studies.
- Short Careers: Clothing Industry and Computing Equipment Management
- Bachelors Section: Three years of studies.
 - Bachelorship on Sciences:
 - Specialties: Mathematics and Physics.
 - Chemistry and Biology.
 - Informatics.
 - Technological Bachelorship on Business Administration and Commerce:
 - Specialty: Accounting and Business Administration.
- Post Bachelorship Cycle: Two years of studies.
 - Bank Accounting and Systems Programming.

“ Eloy Alfaro “ Superior Technological Institute of Esmeraldas City on its 42nd consecutive working year has been serving the community giving humanist and technological education and has graduated more than 5,000 students on its 36th promotions .

Through the Agreement #185 on March 1st, 2004, CONESUP (Consejo Nacional de Educacion Superior) raised it to the category of Technological Institute, with the Hardware and Software career. The Tourism Career for the Superior Level was planned in the same way with mentions on Tourism Promoter and Promoter on Ecotourism. On the bachelorship level, the making of the specialty on Sales and Commercialization was also performed.

2.1.2. Mission

“Eloy Alfaro “Technological Institute forms competent bachelors with technological-scientific knowledge , being creative and humanist professionals and with a high conscience of citizenship ; and technicians with a critical thought to generate and implement alternatives of solution to the problems of collectiveness and in that way to promote the socioeconomic development of the country .

2.1.3. Vision

“Eloy Alfaro “Technological Institute will be a regional leader Institute on the formation of bachelors and technicians according to the technological and scientific development, reaching high levels of quality, efficiency, and effectiveness for the creation of a democratic society with ethical principles and values and according to the requirements of the actual society and towards the dignity of the human beings.

2.1.4. Aim

To form bachelors and technicians conscient of their human condition, strengthened to the development of the citizenship, the living together in an ambit of peace, democracy and integration, with a constructivist education in which it is developed the cognitive, psychomotor and attitudinal aspect and also the practice of values, and being able to start collective actions for the structuring and achievement of a life project in a modern and pluralist society.

2.1.5. Basic education profile.

Those who egress from the ITSEA Basic education will have the following skills:

- Listening, reading, speaking and writing correctly in the Spanish language to achieve excellence in their communicative skills.
- Solving mathematical problems in an original, coherent and logical way through algorithmic processes to achieve a symbolic analysis.
- Relating and transferring theoretical knowledge to practical situations in science and life.
- Spatial and temporal location, social interrelations, getting and assimilating information.
- To value their own self-esteem with a basic culture on typing, handicrafts and basic computing.
- To develop the activities, principles and practices of values for making use of the sciences with a transcendent and humanistic sense.

2.1.6. Bachelorship section profile.

The ITSEA graduated will be characterized by the following:

- To have a good command of the mother tongue and another tongue of a worldwide transcendence.
- To be critical, reflexive and able to propose solutions to problems.
- To be competent on the fields of knowing how to know, to be, to do, to share and to comprehend .
- To be prepared on the practical application of human values and of the democracy.
- To use the technical – scientific, practical and general knowledge on the responsibility that she may have.
- To practice the principles of solidarity and equality on the relationships with people.
- To demonstrate perseverance on the achievement of self life projects.

2.2. Education.

Education is the basis of everything; we start to learn from the time we are born and we learn new things everyday. The students of Tenth year of basic education of ITSEA need to improve their English listening skills because it is known that English proficiency is not a strength in the majority of governmental educational institutions . In order to accomplish this, students have to go through a process in order to educate themselves and let the teachers teach English language in a better way.

Education gives us knowledge about the world around us. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. People debate over the subject of whether education is the only thing that gives knowledge. Some say that education is the process of gaining information about the surrounding world, while knowledge is the ideas and experience that people gain. They are right, but then, information cannot be converted into knowledge without the catalyst called education. Education makes us capable of interpreting things rightly, it is not just about lessons in textbooks, it is about the lessons of life.

The words 'cultivate' and 'civilize' are synonymous with 'educate'. Education is important as it teaches us the right behavior and good manners making us civilized, it teaches us how to lead life. Education is the basis of culture and civilization; it is instrumental in the development of our values and virtues, it cultivates us into mature individuals, capable of planning for our future and taking the right decisions in life. Education arms us with an insight into our lives and teaches us to learn from experience. The future of a nation is safe in the hands of educated individuals. Education is important for the economic growth of a nation, it fosters principles of equality and socialism and forms a support system for individuals to excel in life. It is the backbone of society.

2.3. The English Skills.

As we know, English has four skills; reading, speaking, writing, and listening skills. Of course, there are other skills such as pronunciation, grammar, vocabulary, and spelling that all play a role when learning English. I will refer to the four commonly used skills, because those are the most important ones when teaching and learning. This research, aims to improve students' listening skills by giving recommendation about what should be done according to standard teaching methods, but we know that in order to improve the listening skill, we have to use a little bit of each of them.

2.3.1. Reading Skills:

Reading skills are specific abilities which enable a reader to read the written form as meaningful language to read anything written with independence, comprehension and fluency and to mentally interact with the message.

2.3.2. Writing Skills:

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

2.3.3. Speaking Skills:

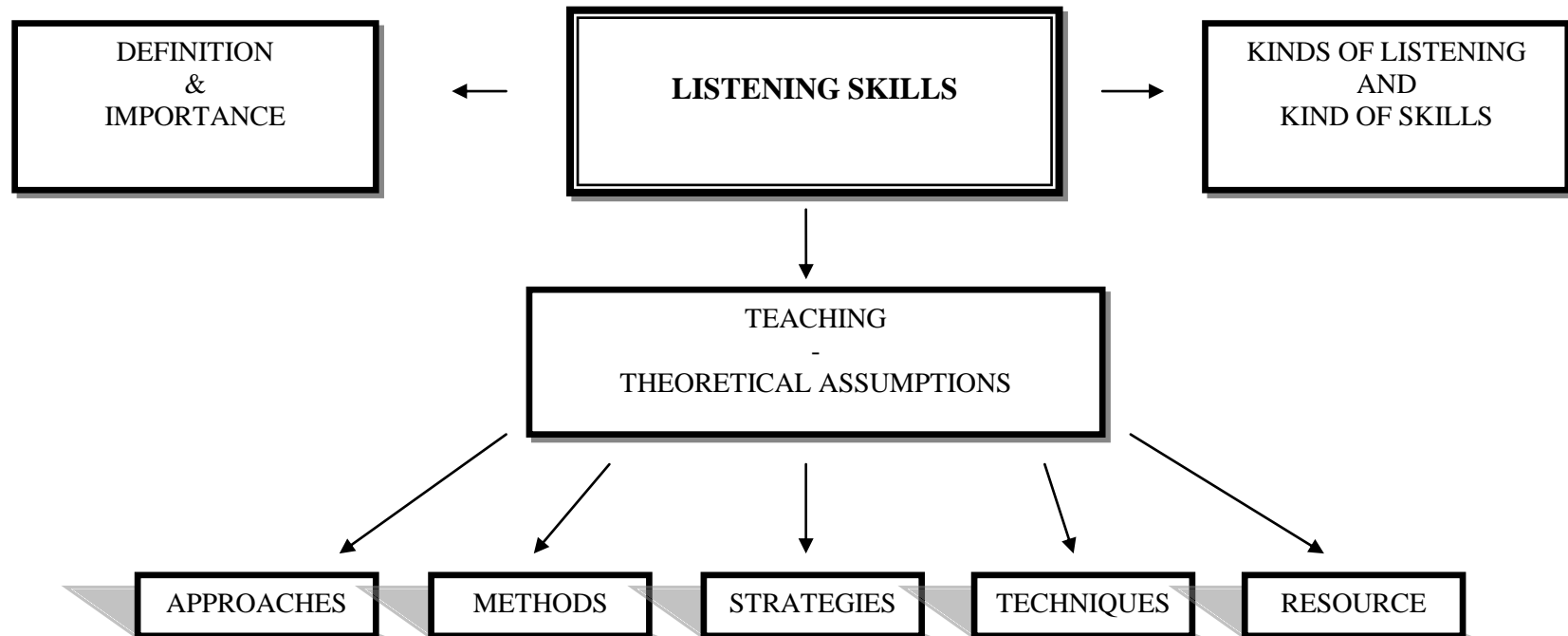
Speaking skill is the art of communications and one of four productive skills, that must mastered in learning foreign language. Good speaking skill is the act of generating words that can be understood by listeners. A good speaker is clear and informative.

2.3.4. Listening Skills:

Listening comprehension is the receptive skill in the oral mode. When we speak of listening, what we really mean is listening and understanding what we hear.

(ADRIAN, 1988), (HARMER, 2007)

2.4. THE LISTENING SKILLS.



2.4.1. Definition & Importance :

- Definition:

It describes a person's ability to listen and understand what she or he is hearing. The main objective of this thesis is to find out the weaknesses in the teaching – learning process, and to give recommendations to improve the listening skills in the students of “Eloy Alfaro” High School. Therefore, in the future the students will be able to understand better what the teacher is teaching, whether she or he is talking to the students, playing a recording, watching a movie, giving instructions, etc. The students will feel confident in English classes, because they will see how they are improving their English understanding. They will also understand what the teacher is saying or doing without feeling confused.

- Importance:

Listening is a critical receptive skill (“input”) that typically precedes the productive ability (“output”). Inside the language classroom, and outside the class, students engage in more listening than speaking. Providing students with comprehensible input is an important element of language teaching. Some of its important features are:

- Access to the world:

Because of globalization and for the necessity of being up to date with knowledge that is originated in first world countries which allows third world countries not to face a barrier in developing, educational and financial aspects.

- Pleasure:

A lot of movies and music watched and heard in many countries are in English, so the listening skills is important for a person to fully comprehend the meaning and context behind them as they are in their original language.

- Travel / tourism:

English is an internationally used and widespread language and it is sometimes called a “lingua franca” because it serves as a tool for international communication.

- Work purposes and academic requirements:

Advances in science and economy are achieved, shared and incorporated in all the continents because of the usage of English as a way to communicate with people of different countries. Also, work opportunities appear for people who are proficient in the English language and who can travel outside their countries.

2.4.2. Kinds of listening and kind of listening skills:

Listening situations:

There are two kinds of listening situations:

- Interactive
- Non – Interactive

Interactive listening situations include face to face conversations and telephone calls, in which people alternate listening and speaking, and in which they have a chance to ask for clarification, repetition, or slower speech from a conversation. Some non – interactive listening situations are listening to the radio, TV, films, lectures, or sermons. In such situations, people usually do not have the opportunity to ask for clarification, slower speech or repetition.

The listening skills are divided in two kinds: Micro-skills and Macro-skills:

- Micro-skills: This is the ability to comprehend meaning in a narrow or concrete scope.

- Sentence level
- Retain chunks of language in short-term memory
- Discriminate among the sounds of English
- Recognize stress and intonation patterns
- Recognize grammatical word classes
- Process at different rates of delivery
- Distinguish word boundaries
- Recognize word order patterns

- Macro-skills: This is the ability to comprehend meaning in a wider scope.

- Discourse level
- Recognize cohesion devices
- Recognize communicative functions
- Distinguish main and supporting ideas, new and understood information
- Distinguish literal and implied meanings
- Understand nonverbal communication signals
- Use listening strategies: guessing from context, asking for help, signaling (lack of) comprehension

Types of classroom listening skills:

From an academic point of view, and in accordance to the activities performed in class, the listening skills are catalogued in this way:

- Reactive (listen and repeat)
- Intensive (listen for specific sounds, discourse markers, intonation patterns, etc.)
- Responsive (listen and respond – briefly)
- Selective (listen for particular items in a longer stretch of discourse)
- Extensive (listen for global comprehension)
- Interactive (authentic communication; listening as part of discussion, conversation, debate, etc.)

2.4.3. Teaching – Theoretical Assumptions:

The Process of English Language Teaching and Learning.

The main purpose of this research is to prove that the best way to learn English is through listening and speaking. Therefore, this work will focus on researching the process of English Language teaching and learning to investigate how to implement these methods to daily teaching. The old ways of learning and teaching are found too rigid and too out of date. It has been urged that the training of the young requires, on the part of teacher, a deep psychological knowledge.

The Teaching – learning process is the heart of education, and the fulfillment of the aims and objectives of education depends on this process. It is the most powerful instrument of education that brings about desired changes in the students. Teaching and learning are related terms.

In the teaching – learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre – determined goals.

Essential aspects of the teaching – learning process:

Diana Laurillard (Laurillard, 1993; Lurillard, 1994) argues that there are four aspects of the teaching – learning process:

- (a) Discussion between the teacher and the learner.
- (b) Interaction between the teacher and learner and some aspect of the world defined by the teacher.
- (c) Adaptation of the world by the teacher and action by the learner.
- (d) Reflection on the learner's performance by both teacher and learner.

She then considers how different educational media and styles can be described in these terms. For example, a text book represents a one – way flow of knowledge from the teacher's conceptual knowledge to the students' conceptual knowledge. A lecture or tutorial may be seen the same way, but there is a possibility of meaningful discussion between teacher and learner.

2.4.3.1. Approaches:

Of the four skills (reading, writing, listening and speaking) that are generally recognized as the keys to ‘knowing’ a language, listening is probably the least understood the least researched and, historically, the least valued.

In the past, foreign languages were learnt mainly by reading and translating rather than listening. In the second half of the twentieth century, increased research into how people learn both first and second languages, as well as developments in linguistics, sociology and anthropology, led to an understanding that listening is probably the key initial skill. After all, people cannot talk without listening first.

Another factor that led to changes in foreign language education was spying. During the Second World War the US Army Specialized Training Program trained a number of soldiers to learn foreign languages. These soldiers spent years studying grammar and vocabulary from books, but when it came to actually speaking the language in order to infiltrate a country or to listen to enemy conversations over the radio waves, their language skills were inadequate. The authorities realized that a new methodology was required, and this is how Audiolingualism came into being.

Audiolingualism, which uses recorded drills (the development of technology, including the widespread use of recording equipment in classrooms, was significant), put listening at the forefront of language teaching pedagogy. The idea was based on a premise from psychology called behaviorism, in which the subject responds to a prompt in order to gain a reward. In the context of language learning, students were to hear passages - mainly dialogues - which contained the target grammatical patterns, and then the students would repeat the pattern, thereby ‘learning’ it. The reward, in this case, consisted of a better understanding of the language. The syllabus would include structures of gradually increasing complexity.

Then, Noam Chomsky famously disputed the idea that people could learn languages through habit-formation. He put forward the idea of generative grammar, arguing that language could not be delimited to a fixed number of sentences, but that people were capable of expressing an infinite number of thoughts, and that pedagogy should reflect this. With the growing popularity of Chomsky’s ideas, Audiolingualism’s

days were numbered, to be replaced in the 1970s by more humanistic methods. The centrality of listening, however, remained, and was reinforced by the work of Stephen Krashen.

Listening was at the forefront of Krashen's input hypothesis. According to Krashen, languages are acquired when people understand messages (he called these messages comprehensible input). The input hypothesis is consistent with what we know about children's L1 acquisition. A parent says to a toddler, 'Pass me the paper, please' or 'Put your hat on'. Although the child may not say anything, he or she is taking in the language during this silent period and the brain is storing it all up, categorizing words, parsing verbs and examining meaning. A few months later the child begins to speak.

Although Krashen produced little empirical evidence, the theory appealed to common sense and became extremely influential in the field of second language acquisition (SLA) studies. The methodology that Krashen designed in order to put this and other theories into practice was called The Natural Approach, which places listening at its centre, with the teacher speaking to the students (telling stories, etc), but not necessitating an oral response from them. The language was to be graded according to the natural order in which people acquire L2 (for example, the present perfect is 'late acquired' and so would not feature on the syllabus until the students were fairly proficient).

The input hypothesis and the silent period also formed the basis for James Asher's methodology called Total Physical Response (TPR). The principles behind it were: learning L1 and learning L2 are similar processes; listening comes before speaking; delaying the need to speak alleviates stress on the learner; children and adults respond well if asked to react physically to speech. In practice, students were to hear instructions given by the teacher and act up on them; for example, the teacher would say 'Stand up' and the student would do so.

There was no pressure on students to speak. Even though the techniques of TPR may seem foreign to beginners, elementary levels and children, the activities can provide a pleasant change of pace in language classes, and are good for the type of learners who enjoy learning by moving around. Another benefit is that TPR activities require

little preparation, besides giving orders, a number of variations can be useful for a sagging class, and the technique has been incorporated into many game-like activities that can serve as a non-threatening way to get, and react to, input.

Input

The idea of input has been central in the elevation of listening to its recent status in language learning. But, what does auditory input consist of? A short answer is: any aspect of the language. A carefully scripted piece of input for the language class will contain target grammar and / or target vocabulary. More natural input will probably also contain discourse markers, examples of pragmatic use of language, features of intonation, etc.

Input gives opportunities for incidental vocabulary learning when students pick up on words/phrases by chance and circumstance rather than by a designed material of a teacher. Incidental vocabulary learning often comes about, because the topic, and the vocabulary learnt may be of personal interest to the listener. Perhaps he or she really needs the words to accomplish a personal goal. This type of vocabulary learning - achieved because of personal interest or necessity rather than, say, the demands of a course book - is often more memorable for students so they are more likely to retain the words in the long term. We can make a distinction between roughly-tuned and finely-tuned input.

Roughly-tuned input is only approximately at the students' level; it permits them to understand the message although there may be many aspects of this message that elude comprehension.

An example of roughly-tuned input might be a teacher telling the students a story.

Finely-tuned input is more carefully controlled. It does not contain complex grammatical constructions or vocabulary far beyond the students' current level, and is designed so as not to distract the students from the target grammar/vocabulary. In some cases, finely-tuned input may contain only structures and vocabulary that the students have already covered on the syllabus.

In practice, students benefit from a combination of roughly-tuned and finely-tuned input, the first form is a natural example of language use, the other is to provide crystal clear examples of target grammar.

Bottom-up and top-down approaches to listening.

Listening, then, is difficult for many reasons. . There are two models to describe the listening process. These are the bottom-up model and the top-down model. The bottom-up model emphasizes the decoding of the smallest units - phonemes and syllables - to lead us towards meaning. The approach is based on simpler units of language in the text.

The top-down model emphasizes the use of background knowledge to predict content. This may refer to world knowledge, knowledge of the speaker or context, or analogy (if the situation is familiar, listeners can guess what they are going to hear next). The top-down model is based, at least in part, on the listener; much of the comprehension relies on what happens in the mind before the listening has even begun, whereas the bottom -up approach depends more on the sounds heard.

(WILSON, 2008)

2.4.3.2. Methods:

Audiovisual methods of teaching.

It is a trend regarding the use of technology such as: videos, television and language laboratories, and with these resources this trend looks forward improving the student's skills.

By audiovisual methods in teaching we mean the devices that can be used in teaching for their appeal to the ear and the eye.

Audiovisual methods in teaching are divided in two categories; simple and advanced visual aids. Blackboard, posters and cartoons are simple visual aids which can help in how to speed the learning. On the other hand, epidia-scope, television and filmstrips are the advanced visual aids used to train students how to speed the learning.

These helpful means provide good support to the students in the start of their learning, because he or she can learn from the situations.

As students become more familiar with technology, audiovisual methods in teaching play a more important role in the classroom. Students learn in different ways and the use of audiovisual components help to improve their learning environment, including audio visual computer, television, tapes, DVDs and audio-visual projector type.

Posters, cartoon strips, costumes, models and field trips are also audio-visual.

Carolyn Chapman,(2.011) an international educational consultant and coach, believes the students gain more English knowledge when they use audiovisual materials.

Students can operate the camera, build posters, charts, graphics and images, and use computer features.

Educational theory and cognitive psychology research shows that visual learning is one of the best methods for teaching students of all ages.. These visual learning techniques help students to understand and interpret information by transforming abstract ideas into concrete ideas. Also, these can provide a structure for writing, reporting, analysis and discussion. Concept mapping, posters and storyboards are some of the techniques used in visual learning.

In everyday life, we often rely on visual tools to help us achieve our goals and tasks, for example, many of us depend on our social calendar to organize charts, graphs, (slide shows) PowerPoint presentations, skits, and other. Visual learners are most receptive, because they learn new information largely through their eyes.

Audiovisual methods in teaching are most effective when the information it contains is systematically organized. Breaking information into smaller chunks and grouping similar pieces together to help students connect and store information more efficiently. Also, consider presenting the most important key points during the first part of a lesson, when their attention is at full capacity.

Like all English as Second Language students (ESOL), Asian students have unique cultural characteristics (regarding language and communicative characteristics such as phonology and syntax) that can make it challenging for them to learn to communicate in English. In order to effectively teach English to Asian students, teachers must first develop an awareness of learning styles and their cultural customs and work to accommodate them in their own teaching approach. In addition to accommodating cultural differences, there are several techniques that can be used to facilitate effective language learning students:

- Exposing students to the media that combines audio and visual to help them contextualize English conversation in a specific way, will make it easier for them to learn the language.
- Displaying a television show with a brief description, for example, allows students to connect them to hear conversations in English with words that they understand and written with visual cues that will help them better understand the workings of the English language in context.
- Developing short writing assignments that ask students to reflect on English language learning activities in which they have participated.
- Writing about the challenges they experience or success they have achieved will encourage them to think deeply about the process of learning English and help them see the relationship between English writing and conversation, both of which will help them to develop an understanding of a durable and balanced conversation how English works

in theory and how to use it in practice.

Audiovisual methods in teaching can serve a variety of purposes. The pace of learning can be increased with the help of these aids taking into account the student's capability.

Communicative Language Teaching (CLT)

The 1970s saw the first stirrings of Communicative Language Teaching (CLT). This has been widely, though not universally, adopted.. It emphasizes the use of English for real communication rather than demonstration (or 'display') of target grammar and vocabulary. Using information-gap activities, role-plays, games and discussion of real issues CLT seeks to engage the student on a personal level through meaningful interaction and personalization. TPR is often seen as a form of CLT, but one difference is that CLT, in its broader use, encourages dialogue from the start. Even with very little English at their disposal, students attempt to develop communicative competence using any means they can - gesture, mime, interlanguage (this is the student's attempts at L2, which may not be grammatically correct but form part of the developmental stage towards proficiency), etc.

CLT brought with it significant developments in terms of listening to L2. It emphasized authenticity of materials, contexts and responses. The passages students listen to in a communicative approach tend to be closer to real-life use of language than was the case in, say, Audiolingualism, which often used contrived dialogues as carriers of the target grammar. CLT uses findings from research into pragmatics, discourse analysis and sociolinguistics in order to show how real communication takes place, instead of an idealized version.

The other main development in listening in CLT stems from the ways in which the passages are used - in other words, what the students do with them. In CLT there is more room for personal, emotional or critical responses to the content, and less emphasis on drilling and repetition. Listening in CLT has a communicative purpose in that students are expected to use the information they hear, just as we do when we listen to it outside the classroom.

Six essentials for planning listening lessons:

- 1.- Check the recording, if you are using one. Do not rely on reading the transcript. Scripts tell us nothing of speed, accent or clarity.
- 2.- Check the machine, if you are using one. If it is a tape recorder, make sure that the tape is cued to the beginning of the correct recording. If the tape recorder has a counter, set it to zero so that you can rewind and know exactly where the recording will start.
- 3.- Calculate how long the whole listening sequence will take.
- 4.- Anticipate 'trouble spots' that will be difficult for students, and consider how you will deal with these.
- 5.- Prepare different tasks for first, second and third listenings, i.e. a sequence of tasks that builds on what students understand. Make this sequence success-oriented so that the majority of students will be able to complete these tasks. If the task is too easy, you run the risk of boring the students. If it is too difficult, students become discouraged.
- 6.- Be ready to abandon your plan at any moment. Abandoned plans allow for reactive, responsive teaching, a sure sign that the teacher is engaged in what is happening here and now in the classroom.

(WILSON, 2008)

2.4.3.3. Techniques:

Types of Listening:

There are several types of listening, starting with basic discrimination of sounds and ending in deep communication which ESL students should learn:

- Discriminative listening:

Discriminative listening is the most basic type of listening, whereby the difference between different sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences.

We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable to distinguish the subtle sounds that are required in that language.

Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing. Listening is a visual as well as auditory act, as we communicate much through body language. We also need to be able to discriminate between movements that signify different meanings.

- Comprehension listening

The next step beyond discriminating between different sound and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax, by which we can understand what others are saying. The same is true, of course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning. In communication, some words are more important and some less, and comprehension often benefits from extraction of key facts and items from a long spiel. Comprehension listening is also known as *content listening*, *informative listening* and *full listening*.

- Critical listening

Critical listening is listening in order to evaluate and judge, forming opinions about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval. This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

- Biased listening

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereotypes and other biases that they have. Such biased listening is often very evaluative in nature.

- Evaluative listening

In evaluative listening, or *critical listening*, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy.

Evaluative listening is particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change our beliefs. Within this, we also discriminate between subtleties of language and comprehend the inner meaning of what is said. Typically we also weigh up the pros and cons of an argument, determining whether it makes logical sense as well as whether it is helpful to us.

Evaluative listening is also called critical, judgmental or interpretive listening.

- Appreciative listening

In appreciative listening, we seek certain information which we will appreciate, for example, that which helps meet our needs and goals. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

- Sympathetic listening

In sympathetic listening we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness for their joys.

- Empathetic listening

When we listen empathetically, we go beyond sympathy to seek a truer understanding of how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling. In order to get others to expose these deep parts of themselves to us, we also need to demonstrate our empathy in our demeanor towards them by asking sensitively and in a way that encourages self-disclosure.

- Therapeutic listening

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also uses this deep connection in order to help the speaker understand, change or develop in some way. This does not only happen when you go to see a therapist, but also in many social situations, where friends and family seek to both diagnose problems from listening, and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

- Dialogic listening

The word 'dialogue' stems from the Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. Thus dialogic listening mean learning through conversation and an engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think. Dialogic listening is sometimes known as 'relational listening'.

Regarding the types of listening that are most used in English teaching, there are:

-Listening for gist

This refers to the occasions when we want to know the general idea of what is being said, as well as who is speaking to whom and why, and how successful they are in communicating their point.

-Listening for specific information

This refers to the occasions when we do not need to understand everything, but only a very specific part. For example, while listening to a list of delayed trains, we are only interested in hearing news about one particular train - the one we want to catch - and so we listen selectively for this specific information. We ignore everything else.

-Listening in detail

This refers to the type of listening we do when, for example, we need to find errors or determine differences between one passage and another. We cannot afford to ignore anything because, unlike listening to a list of delayed trains, we do not know exactly what information will help us to achieve our task.

-Inferential listening

This refers to the type of listening we do when we wish to know how the speaker feels. It may involve inferring.

(www.changingminds.org/techniques/listening)

2.4.3.4. Strategies:

Strategies can be divided into three groups: cognitive strategies, metacognitive strategies and socio-affective strategies. Cognitive strategies are those that we use in order to complete an immediate task. For example, a student may find out about the topic (perhaps using information in L1- the mother tongue) before listening, in order to predict content.

Metacognitive strategies are related to learning in general and often have long-term benefits. For example, students might choose to tune into a BBC recording once a week as a strategy for improving their listening. Socio-affective strategies are concerned with the learners' interaction with other speakers and their attitude towards learning. For example, they may choose to rehearse a telephone conversation in the L2 with another student in order to develop confidence, or reward themselves with a doughnut when they successfully complete some task in the target language.

Good listeners use many strategies simultaneously and in accordance with the task at hand, they may listen regularly to a radio broadcast (metacognitive), take notes on the key points (cognitive) and then meet fellow students in the cafe (for their doughnut) and tell them all about what they just listened to (socio-affective). Here are some ideas for teaching listening strategies:

Strategy	How to teach it	When to teach it / Type of text
Be ready and have a plan to achieve a given task.	Clarify what students will need to do with the information they hear by asking concept questions. These encourage the students to verbalize what they need to do, thus clearing up any ambiguities.	Teach it before the students listen. It can be done with any listening text.
Use world knowledge to predict what will be said	Before listening, discuss the subject and how the speaker might view it. Use KWL charts (Know/Want to Know/Learnt) to pool knowledge of the topic. Give students headlines/titles. They predict additional content before listening to the recording.	Teach it before the students listen. It can be done with factual texts, e.g. news, discussion of a topic, lectures.
Use linguistic knowledge to predict what will be said.	Use gap-fill exercises (students fill the gaps in a transcript). Students complete the exercise before listening. As they listen, they can see how accurate their predictions were.	This can be done either before listening or after a first listening. If the latter, it should be used to show which words naturally follow other words, rather than as a memory test. It can be done with any listening text containing common collocations and idioms ('How are you?' 'Fine, thanks.' 'Thanks.' 'You're welcome.').
Monitor performance while listening.	Pause at regular intervals during the listening to check comprehension (students in pairs, groups or as a whole class). Ask questions such as Who said X? Why? What is the topic? Ask students if their answers are logical.	This is taught during listening. The strategy should be taught only occasionally as the teaching of it interrupts the listening experience and can frustrate students. It can be done with any listening text, especially if the students are listening for gist, but it works better with slightly extended texts.

Strategy	How to teach it	When to teach it / Type of text
Pick out only salient points, listen selectively and ignore irrelevant details.	Give tasks that require listening for detail, e.g. with train timetables and cinema listings information, which consist mainly of information that is extraneous for the individual listener. Use gap-fill exercises.	The strategy can be taught during the setting of the while-listening task, as the teacher explains what the students must listen for. It can be reinforced during feedback after listening. Use announcements and other lists of information.
Take notes, writing down relevant information in shorthand.	As above. People can't remember details such as telephone numbers, so they need to practice writing information quickly. Ask students to identify key words (the stressed words, which they should note) in full sentences. Give students 'Who / Where / What / Why' charts. They take notes in the columns. Explain that note-taking systems only need to make sense to the note-taker (notes are essentially private aids for later recall).	The strategy requires pre-listening advice on what to note down and how to write it. It also requires extended feedback after listening, as students compare their notes. Use factual texts, e.g. news, discussion of a topic, lectures and texts with information such as phone numbers and addresses.
Note an approximation of a difficult word / name. Check later.	As above, but help students to make a guess based on a phonetic approximation. News broadcasts are excellent for this as they often contain names of places and people.	The strategy requires a hint before listening - 'Even if you aren't sure of the answer, write down what you think you heard' - and then post-listening feedback. Use factual texts, e.g. news, discussion of a topic, lectures. The strategy is especially useful as practice for exam situations.

Strategy	How to teach it	When to teach it / Type of text
Listen for key words for topic identification.	Ask students to listen again and pick out words belonging to a lexical set. Check with the script, if available. Songs lend themselves well to this.	Teach this after the first listening, pointing out that the key words clarify the topic. Use factual texts and songs.
Check with other listeners.	Regularly include a stage at which students compare answers. This is also valuable as a way to highlight discrepancies in interpretation.	This strategy can be taught after listening, and is built into many published materials. It can be done with any listening text.
Ask for clarification.	Teach phrases: Could you repeat what you said about...? What did you mean by...? I didn't catch X. Give opportunities for students to use these, e.g. by telling an anecdote slightly above the students' level.	The phrases need to be taught and practiced before listening. The strategy requires face-to-face communication, and works well with stories (fact or fiction) and anecdotes.
Reconstruct orally or in writing.	Do dictogloss activities: tell a story or anecdote at full speed several times. Students work together to reconstruct the story, gradually adding details.	The strategy is explained as the teacher gives the while-listening task. After listening, the students evaluate their success in using the strategy. Use stories (fact or fiction) and anecdotes.
Listen for transition points.	Teach linking expressions / devices: so, on the other hand, furthermore, in conclusion, etc. Pause (a recording) after the expression and ask students what comes next.	The phrases need to be taught and practiced before listening. The text can be paused during a second listening, once students have got the gist. Use actual texts, e.g. news, discussion of a topic, lectures. You can also use stories (fact or fiction) and anecdotes.

WILSON, J..J. (2008). *How to teach listening*

Listening for gist

On their first encounter with a passage in the classroom, students usually listen for gist- the main idea. Before teachers can develop any discussion of themes, analyze language used and examine features of pronunciation the students need to have grasped the overall communicative intention of the speaker. This forms the basis and the context of all other work that we do on the text.

Here are some examples of typical gist questions:

- What problem are they discussing?
- What does the speaker think of the topic?
- Look at the pictures. Who are the speakers talking about?

A simple gist exercise is to ask for basic information under the headings “What?”, “Who?”, “Why?”. This works for most listening passages.

Listening for detail

When teachers ask the students to listen for gist the first time they listen, teachers usually ask them either to listen in detail or to listen for specific information the second time.

Skills and activities to perform during “listening for detail” practice:

The oral/aural equivalent is selective listening. While listening to announcements in an airport, people filter out almost everything they hear because only one flight announcement is relevant to them: their own. The skill of extracting the information they need requires an ability to ignore most of what they hear and focus only on what is relevant.

Inferring

Inferring is a thinking skill in which people make deductions by going beyond what is actually stated. It is all about making analogies to situations that people recognize. Inferring is closely linked to schema theory in that it requires a 'model' in the own head of how the situation might unfold.

Skills and activities to perform during “inferring” practice:

To a certain extent, people cannot help inferring every time they listen.

In every situation that demands an inference something latent remains unsaid or there is a hidden truth below the surface of the situation. In other words, there is a 'gap' which the listener fills in.

The techniques and strategies mentioned above must be used in class by teachers so the students can be into an appropriate class environment to secure their language progress.

(WILSON, 2008)

2.4.3.5. Resource:

In the context of language classes, teachers can divide several factors into two groups: content and delivery.

Content:

-Interest factor:

Perhaps the most vital factor of all is interest. If the text is intrinsically interesting, and particularly if the students have a personal stake in it, they will listen attentively. In order to try to ensure that the listening texts they use in class are intrinsically interesting to their students, some teachers give lists of topics and subtopics to their classes to choose from. They then find listening materials to match their students' needs, a surefire though potentially time-consuming way of raising the interest factor. Of course, what is interesting for one person may be dull for another, but part of the role of pre-listening tasks is to raise interest in the topic.

-Entertainment factor:

Related to the notion of interest and 'having a stake in the text' is entertainment. Funny, enjoyable or gripping texts contain their own built-in interest factor.

-Cultural accessibility

The text needs to be accessible to the listener. Certain concepts simply do not exist in some cultures, so the situations and contexts of some recordings may be incomprehensible, for example, "Halloween". If the aim of the lesson involves learning new cultural information, it is fine, but if the aim was listening practice, then the passage would be unsuitable because the student may not know foreign cultural features.

Teachers need to make sure that the students have the content knowledge to make the text accessible, and this knowledge extends to cultural issues.

-Speech acts:

A further factor to consider when asking what makes a good listening passage is the type of speech act it represents. Speech has a number of different functions, such as suggesting, narrating and criticizing. Some fixed speech acts include airport announcements, formal introductions and most transactions in shops. Narratives and extended discussions tend to be dynamic - they flow, twist and turn. A lecture on quantum theory or a discussion of existentialism is abstract in that it deals with ideas rather than concrete things. As long as they are not too technical, fixed or static speech acts tend to be easier to grasp. Some dynamic texts, especially narratives, may also be quite straightforward in that they sometimes have a fairly predictable structure. Abstract texts tend to be more difficult, asking listeners to hold in mind a number of (often hazy) concepts. A good rule of thumb is that, for lower levels, the more predictable and familiar the speech act is, the more easily it will be understood. Perhaps this is one reason why low-level course books tend to focus on transactional dialogues, such as buying stamps in the post office, checking into a hotel, etc.

-Discourse structures:

There are also certain discourse structures which are easier than others. Discourse structures refer to the organization of a piece of text.

-Density:

Somewhere between these two categories, content and delivery, is the issue of density. Density refers to the amount of information in the text and if the speaker repeats main ideas, backtracks and clarifies points. If he or she continually moves on to the next point, without stopping to clarify, this places a greater burden on the listener. Redundancy - as mentioned in the previous chapter - gives listeners a chance to process the content of the previous utterance. The less redundancy present, the more demanding listening is. News headlines are an example of a typically dense listening passage.

-Language level:

Also related to both content and delivery is language level. A listening text containing many new lexical items and high-level grammatical structures will be difficult. Besides grammar and vocabulary, a further aspect of level is complexity: long sentences full of noun phrases, packed with meaning, are hard for students to process. Degrees of formality also need to be considered. Very informal texts, perhaps containing slang and/or unclear articulation, may cause difficulties, as may very formal texts. Formal English is generally longer and more convoluted in its construction than 'neutral' English, and it tends to use lots of words with Latin origins. For this reason, formal English may be easier for Italian students than Japanese students.

Delivery:

Listening input in the classroom comes primarily in two modes. The first is live talk, which may be student-to-student, teacher-to-student or guest speaker-to-student. One of the benefits of live talk is that the listener may have the opportunity to influence the delivery, for example through body language, facial expression, gesture, interruption or verbal interaction. The second type of input comes in the form of recordings. These may also vary in their mode of delivery: cassette, CD or DVD, etc, but generally speaking, none of these allow the listener to influence the delivery.

The aspects of delivery that people need to take into consideration when they come to choosing good listening texts are:

Length:

A key factor is the length of the recording. Most students can only cope with a limited amount of input. Every time they listen, they need to process language at the same time as receiving more language. Even as they try to understand what has been said, more input is constantly arriving. This is tiring for students, who get overloaded with input. Elementary course books usually average about one minute per listening text. This is a reflection of the difficulties of listening for extended periods of time in a foreign language. Students at slightly higher levels, however, need a balance of intensive and extensive listening. There are many different purposes for listening, and extensive listening is usually marked by factors such as relative ease in terms of

comprehension, and the use of gist questions rather than questions asking for detailed information.

Because of class time constraints, most teachers do little or no extensive listening during the lesson (an exception is teachers who use Suggestopedia, a methodology which involves the teacher reading long texts to relaxed students). Instead, most teachers see extensive listening as something students can do in their free time.

Quality of recordings:

In many classrooms around the world, much of the listening input comes in the form of recorded materials. In such situations, the quality of the recording is an important aspect of delivery. These days, professionally produced material is recorded in a studio and the sound quality is generally high. Teachers attempting to make their own listening material sometimes find, however, that their own recordings, made perhaps on old machines, contain distortion and lack clarity.

Speed and number of speakers:

There are other issues related to the recording itself, such as speed. Rapid speech, such as that heard in BBC news headlines, is more difficult for students than the speech rates of an adult talking to a young child. The number of speakers is a farther issue. The more speakers there are, the more potential there is for confusion, especially when there is no visual backup for the students.

Accent:

There has been much comment in recent years about world 'Englishes'. The English spoken in downtown New York is very different from English in Delhi or Trinidad or London. This raises the question of which type of English students should listen to and take as a model. Some European commentators believe that 'standard British English', such as that heard on the BBC news, is the best model, while countries with more contact with the US, such as Brazil and Japan, tend to learn a variety of American English. Others say that we need to teach international English (which has fewer idioms and colloquial phrases than British English), a variety that can be understood by everyone. What is likely is that local dialects spoken by minorities will pose great problems for foreign learners when it comes to listening. For this

reason, most professionally recorded materials, at least for the European market, tend to favor a southern English standard accent. There is, however, a growing belief that students should be exposed gradually to a variety of accents as they become more proficient. This belief is reflected in recent professionally produced materials.

Another factor to take into account is that, these days, there is perceived to be less need for students to speak like the English, Australians, North Americans or any other native speakers. English in the world is spoken between non-native speakers, and teachers generally don't need to sound like native speakers in order to provide good models for students to listen to.

We have so far looked at certain factors that make a good listening text. This leads us inevitably to the question of whether the text should be authentic or not.

Authentic versus pedagogic resources:

Henry Widdowson (WILSON, 2008) has stated that authenticity has something to do with the purpose of the text and the quality of response it elicits. One way to define authenticity may be to say that if the text exists for a communicative purpose other than teaching language, then it is authentic. Situational dialogues in course books are often criticized for their lack of authenticity. Some dialogues represent nothing like the messiness of real communication in real situations. Below is a list of common differences between authentic and scripted speech.

Authentic	Scripted
<ul style="list-style-type: none"> -Overlaps and interruptions between speakers -Normal rate of speech delivery -Relatively unstructured language -Incomplete sentences, with false starts, hesitation, etc. -Background noise and voices -Natural stops and starts that reflect the speaker's train of thought and the listener's ongoing response. -Loosely packed information, padded out with fillers 	<ul style="list-style-type: none"> -Little overlap between speakers -Slower (maybe monotonous) delivery -Structured language, more like written English -Complete sentences -No background noise -Artificial stops and starts that reflect an idealized version of communication (in which misunderstandings never occur). -Densely packed information

Although there is an abundance of authentic material on the Internet, most of it does not come in a pedagogical framework (preview questions, comprehension questions, discussion points, etc). This means that the teacher may need to spend a considerable amount of time preparing authentic materials for classroom use. Furthermore, there is no guarantee that authentic materials are any more interesting than scripted materials. As many functional - notional course books proved in the 1970s and 1980s, train station announcements and the like may be authentic, but they are not content-rich, and, out of context, may be rather demotivating. Some English Language Teaching (ELT) writers have also argued that, if we are concerned with 'naturalness', what could be more natural than native speakers slowing down their rate of speech and using simplified vocabulary to a foreigner, just as they do to a young child who has not yet mastered the language? What could be less natural than native speakers talking at full speed to a foreigner and not taking into account his/her language level? A solution favored by many material's writers is authentic-based language. This may include some features such as hesitation and false starts, but the dialogue is basically cleaned up of any overly distracting aspects. In other words, it is scripted, but more realistically than in the past. Alternatively, there is the semi-scripted recording, in which actors are given a task to accomplish and may be asked to include various language points. They then improvise the dialogue.

What makes a good recorded text, whether authentic, scripted or semi-scripted?

Feature	Questions to ask
1. Interest 2. Cultural accessibility 3. Speech act/Discourse structure 4. Density 5. Language level 6. Length 7. Quality of recording 8. Speed 9. Number of speakers 10. Accent	-Will this be interesting for the students? -Will the students understand the context and ideas? -Does it discuss abstract concepts or is it based on everyday transactions? -Does the information come thick and fast or are there moments in which the listener can relax? -Is the majority of the vocabulary and grammar appropriate for the students? -Will the teacher need to cut part of the recording because it is too long? -Is the recording clear? Will background noise affect comprehension? -Do the speakers talk too fast for the students? -Are there many voices, potentially causing confusion? -Is the accent familiar? Is it comprehensible?

Realia:

They are real objects, and in English classes, it is especially well suited to listening to anecdotes and stories.

Realia can help students with their listening because objects in general bring with them memories and associations that can spark off students' ideas. Memories and associations are aspects of people's schemata. All students can benefit from the use of realia, though it must be said that younger learners, in particular, love handling real objects.

Guides, maps and brochures can be used as realia, as well as numerous others such as menus, calendars, entertainment sections of magazines, etc, for authentic purposes.

(WILSON, 2008)

CHAPTER III

3. METHODOLOGY.

3.1. TECHNIQUES OF RESEARCH.

For this work the Survey Technique was applied and addressed to 53 students of the tenth year of basic education, classes “A” and ”B”, of “Eloy Alfaro” high school. The survey was also applied to the principal and vice-principal of the institution and to the English teachers who work with the aforementioned students. This survey allowed me to collect information about the way in which the English language is being taught as well as the methods, techniques and resources that are being used.

Also, the Observation Technique was applied after developing an investigation tab that managed to get the information related to the learning process of the students in its various forms. This interactive process was analyzed on how well the students develop.

3.2. METHODS OF RESEARCH.

The method pertaining to this investigation is the Inductive - Deductive Method, this will start from the observation, followed by a detailed analysis, and it will reach to general conclusions for the accomplishment of the established objectives.

3.3. TYPES OF RESEARCH.

BASIC INVESTIGATION.

The topic was intended to find ways to improve the teaching and learning of English and it is believed that these methods will arouse interest in the students as well as the teachers in the future.

APPLIED INVESTIGATION.

The purpose of this topic is to improve the English level in the students and also to innovate the methodologies that the teachers use to teach and thus improve not only the English level of the students of “Eloy Alfaro” High School but also set it as current applied methodology as a long – term goal. For this, a field research was done.

BIBLIOGRAPHIC RESEARCH.

This topic needs support from other existing materials to be able to have a good background and needs to be realistic according to the place where the methods will be applied. The topic will have information from research, analysis, newspaper articles, and important critics made before the field research is performed.

The type of research to be applied is descriptive because it interprets the facts presented in the field of study and analyzes the causes of the problem. Also, it is critical because of the analysis of the information and propositional because it allows to propose ways to solve the problem, in this case some difficulty in teaching the English language.

3.4. RESEARCH LINE.

GRAMMAR.

Students are supposed to properly develop their listening comprehension; this implies phonetics, intonation, pronunciation, etc.

EDUCATION QUALITY.

The purpose of this research is to improve the teaching methods and to use better, effective, and interesting methods so that the students can improve their learning.

3.5. POPULATION AND SAMPLE.

POPULATION.

- Students from “Eloy Alfaro” High School.
- English teachers of “Eloy Alfaro” High School.
- Authorities of “Eloy Alfaro” High School.

SAMPLE.

- 53 Students of “Eloy Alfaro” High School.
- 2 English Teachers of “Eloy Alfaro” High School.
- The Principal and the Vice - Principal of “Eloy Alfaro” High School.

In the research it was considered the students population of two classes, besides teachers and authorities of the tenth year of basic education of “Eloy Alfaro” High School as a reference for further conclusions.

Basic Year	Class	Number of students	Number of teachers	Number of authorities
10 th	A	25	2	2
	B	28		
	2	53	2	2
TOTAL:				57 PEOPLE

The aforementioned sample was chosen because in 10th basic year of education, the progress and development of the English language teaching on students should be seen according to annual plans and curriculum long term goals. At this stage, the

students are about 15 years old and they have 5 periods per week of English classes, and they have had 5 periods since they entered the high school, it is when they were in 8th basic year of education. Also, it is important to mention that “Eloy Alfaro” High School does not have a primary level of studies, so students always come from other schools where the academic development is not a responsibility of the authorities of this institution.

The authorities have been working there for more than 4 years, so they know the reality of their institution regarding academic and administrative aspects.

3.6. PROCESSING AND ANALYSIS.

The data collection will take place from July 19th to July 23rd, 2012.

It will inform the application of assessment tools to both teachers and students in the tenth year of basic school education.

Once the information has been gathered through the respective instruments, the organization, analysis and interpretation of data will be the next steps.

The interpretation of the data will be based on what was worked on in the theoretical frame of the investigation, which will help to formulate conclusions later.

3.7. ETHICAL STANDARDS.

The information obtained in this research will serve exclusively as support for university studies, therefore, it will not be permitted that the information obtained is used by others.

3.8. RELATIONSHIP MATRIX.

Diagnostic Purposes	Variable	Indicators	Techniques	Sources of Information	Items
Determine the methods that are used to practice the listening skills	General methods to teach listening skills.	-Usage of the listening skills. -Process of the development of listening skills in the classroom. -Methods for English teaching. -Appropriate methods to teach English. -Specific methods to teach a specific skill.	Survey	Teachers of "Eloy" Alfaro High School	How often do you make your students practice listening? a) Every class. b) Once per week. c) Not so often. From these methods, which do you know and use for practicing listening? a) Audio – lingual b) TPR c) Audio visual d) Grammar translation e) Communicative Language Teaching f) Natural Approach g) Suggestopedia h) Silent way
Establish the resources used for English teaching.	Resources to teach English	-Didactic materials to use in a classroom. -Technological resource. -Usage of the audio visual and audio lingual materials.	Survey	Students "Eloy" Alfaro High School	The teacher should use more: a) Music b) Movies c) Recordings d) Visual aids e) Didactic materials Does you high school have an English lab? a)Yes b)No
Know the reasons why the listening skills are not developed as expected	Reasons why English is not considered so important for the institute.	-Get to know the reasons why listening skills are not developed properly -Know the reason why the institution does not count with the necessary resources	Survey	Authorities "Eloy" Alfaro High School	Does the institution count with appropriate resources and budget? a)Yes b)No Do you think a single teacher can cover all of the English is taught from the first level? a)Yes b)No

3.9. ANALYSIS AND INTERPRETATION OF THE RESULTS.

3.9.1. Results.

3.9.1.1 STUDENTS` SURVEY.

The survey was applied to 53 students, belonging to both classes “A” and”B” of the 10th Year of basic education.

Questions:

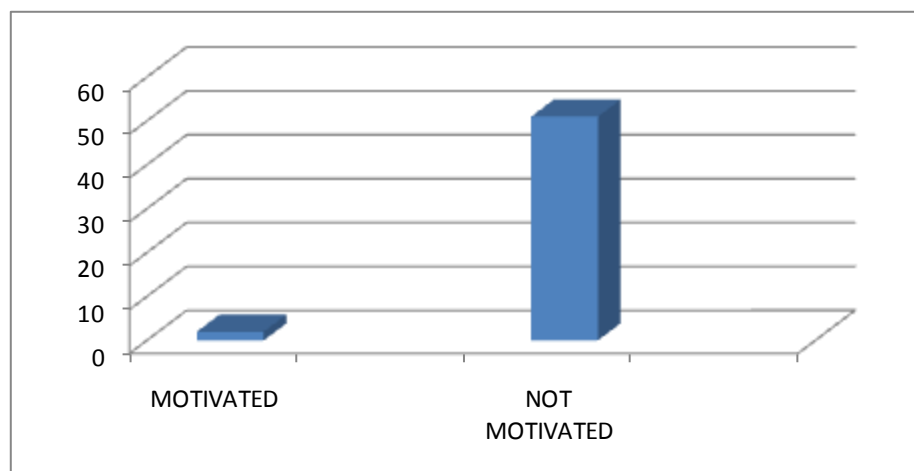
1. How do you feel in the English class generally?

- a) Motivated
- b) Not Motivated

Why.....?

CHART N° 1

ALTERNATIVE	N° OF STUDENTS	%
Motivated	2	3.77
Not Motivated	51	96.23
TOTAL	53	100



Main: Student’s Survey
Made by: Andrea Cruzatty

Analysis:

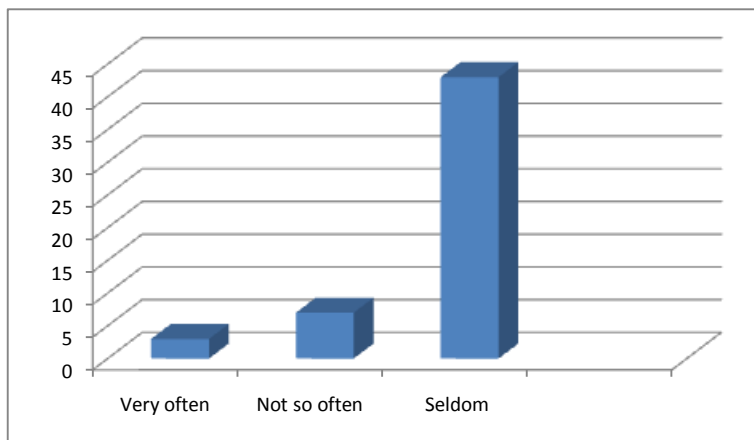
As result of the survey, just 2 students said they felt motivated in English classes, representing 3.77 %, of the total population, it is a majority of them; 51 students, which is the 96.23 %, said they did not feel motivated. Among the reasons given it was the lack of will to learn English and the class environment which doesn’t stimulate the students towards learning.

2. How often do you practice listening in class?

- a) Very often
- b) Not so often
- c) Seldom

CHART N° 2

ALTERNATIVE	N° OF STUDENTS	%
Very often	3	5.6
Not so often	7	13.2
Seldom	43	81.2
TOTAL	53	100



Main: Student's Survey
Made by: Andrea Cruzatty

Analysis:

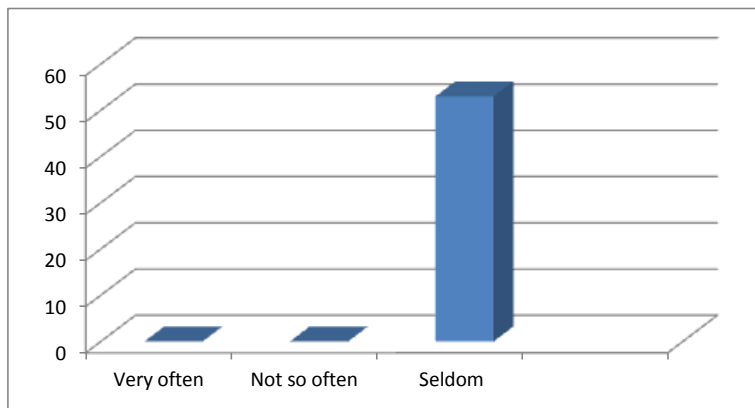
According to the results and what 3 students said, which represents the 5.6 %, it is observed constancy in the listening practice inside the classroom even though 7 students, which represents the 13.2 % of them said they did not practice it so often and 43 students said they seldom practiced it, representing the 81.2 % of them. The result shows that listening is not practiced very often in class.

3. How often does the teacher use any electronic device to practice “listening” in class?

- a) Very often
- b) Not so often
- c) Seldom

CHART N° 3

ALTERNATIVE	N° OF STUDENTS	%
Very often	0	0
Not so often	0	0
Seldom	53	100
TOTAL	53	100



Main: Student’s Survey
Made by: Andrea Cruzatty

Analysis:

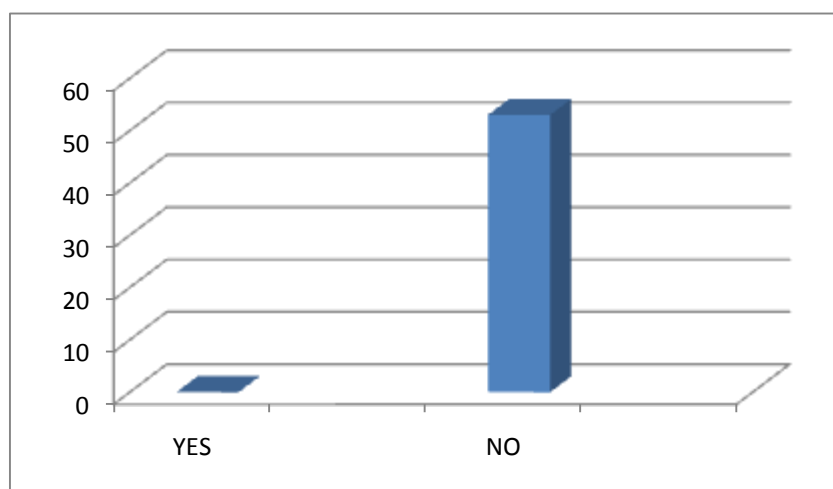
Here, 53 students which represent 100% answered “seldom”. The results show that the teacher does not constantly use electronic devices to practice listening. Even in the observation of the infrastructure it was seen that there was not any electrical installation that worked and enabled the work with electronic devices.

4. Does your High School have an English Laboratory?

- a) Yes
- b) No

CHART N° 4

ALTERNATIVE	N° OF STUDENTS	%
Yes	0	0
No	53	100
TOTAL	53	100



Main: Student's Survey
Made by: Andrea Cruzatty

Analysis:

53 students, that is the 100%, said their high school did not have an English laboratory, so the practice of listening in according to modern and international pedagogical standards is not performed. It shows a big problem for the practice of English according to international pedagogical standards and the resources they recommend.

5. How often do you use the English Laboratory?

- a) Always (at least once per week)
- b) Sometimes (not every week)
- c) Seldom

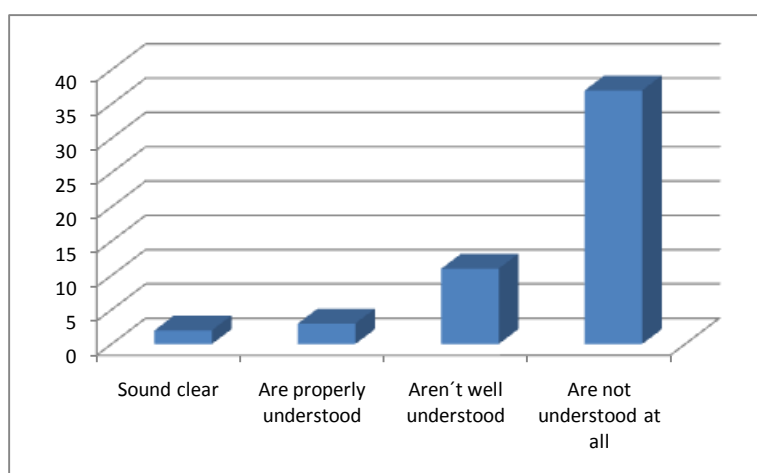
According to the results of the previous question and because of the absence of an English laboratory this question cannot be answered.

6. The instructions of the teacher while practicing listening:

- a) Sound clear
- b) Are properly understood
- c) Aren't well understood
- d) Are not understood at all

CHART N° 6

ALTERNATIVE	N° OF STUDENTS	%
Sound clear	2	3.77
Are properly understood	3	5.66
Aren't well understood	11	20
Are not understood at all	37	69.9
TOTAL	53	100



Main: Student's Survey
Made by: Andrea Cruzatty

Analysis:

In this question, 2 students said that the instructions of the teacher sounded clear, 3 students said the instructions were properly understood; 11 students said that the instructions were not well understood, that is the 20 % of all of them, and 37 students said they were not understood at all, representing the 69.6 %.

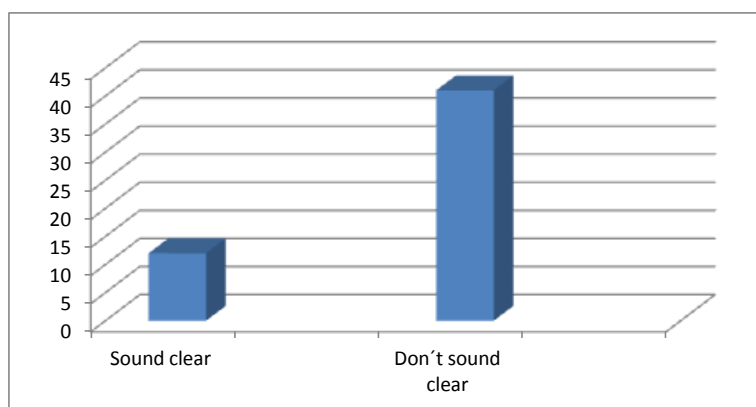
This means that the instructions are not given properly.

7. The recordings from the audio CD and the listening materials.....:

- a) Sound clear
- b) Don't sound clear

CHART N° 7

ALTERNATIVE	N° OF STUDENTS	%
Sound clear	12	22.6
Don't sound clear	41	77.3
TOTAL	53	100



Main: Student's Survey
Made by: Andrea Cruzatty

Analysis:

Here, only 12 students, it is the 22.6 % said that the listening material used was clear and 41 students, it is the 77.3%, thought the opposite.

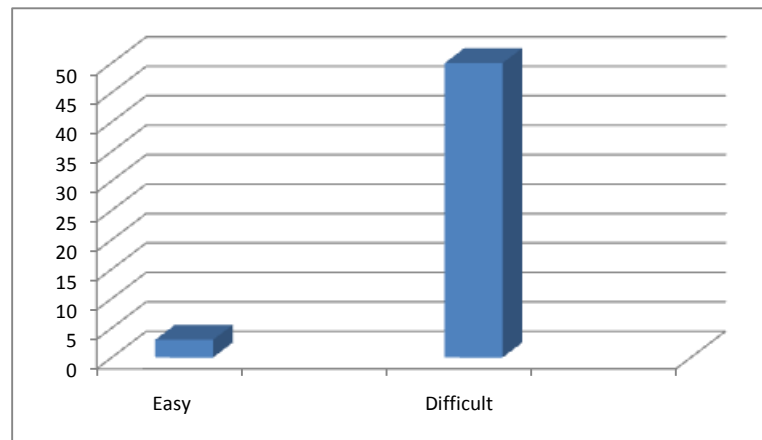
This shows that the audio material used represents a problem for the listening development except for 12 students who have a higher listening comprehension level than the rest of their classmates as the graphic shows.

8. Do you consider the “listening” exercises that the teacher applies in class:

- a) Easy
- b) Difficult

CHART N° 8

ALTERNATIVE	N° OF STUDENTS	%
Easy	3	5.7
Difficult	50	94.3
TOTAL	53	100



Main: Student's Survey
Made by: Andrea Cruzatty

Analysis:

In this question 3 students considered that the exercises were easy, that is a 5.7, and 50 students representing a 94.3 % said the contrary.

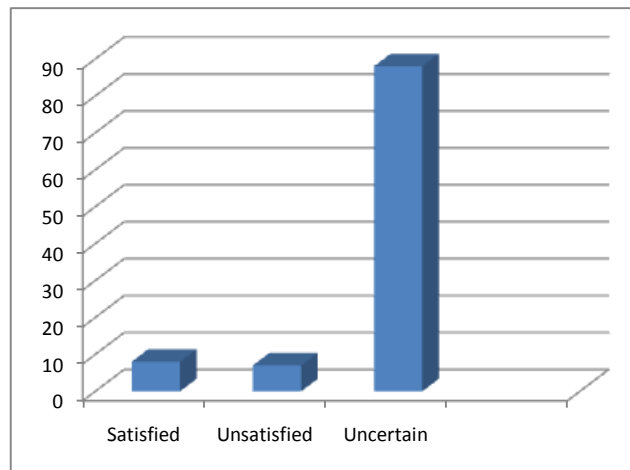
So, those exercises seem to be demanding towards reaching a higher level of listening comprehension. Therefore, it can be seen that students find the exercises performed in class difficult.

9. Regarding learning and knowledge. How do you feel when the English class has finished?

- a) Satisfied
- b) Unsatisfied
- c) Uncertain

CHART N° 9

ALTERNATIVE	N° OF STUDENTS	%
Satisfied	8	15.1
Unsatisfied	7	13.2
Uncertain	38	71.6
TOTAL	53	100



Main: Student's Survey
Made by: Andrea Cruzatty

Analysis:

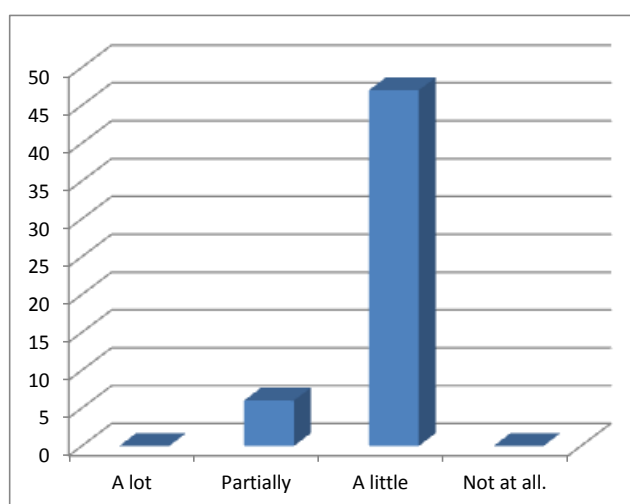
Here, 8 students said they felt satisfied after having finished an English class. Only 7 students said they felt unsatisfied, and 38 students said they felt uncertain regarding learning and the knowledge that they have seen in class, this opinion represents 71.6 % of them. So, a majority of students do not have a good feeling towards English classes.

10. How much do you think your listening skills have improved since you first came to this high school?

- a) A lot
- b) Partially
- c) A little
- d) Not at all.

CHART N° 10

ALTERNATIVE	N° OF STUDENTS	%
A lot	0	0
Partially	6	11.5
A little	47	88.6
Not at all.	0	0
TOTAL	53	100



Main: Student's Survey
 Made by: Andrea Cruzatty

Analysis:

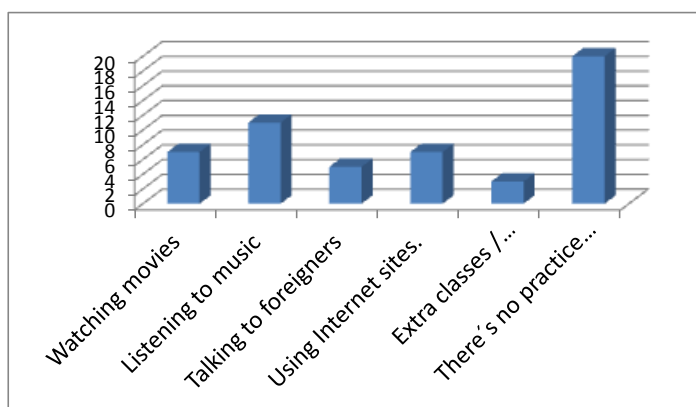
Here, 6 students, that is the 11.5%, said that their skills had improved partially their English skills since they first entered that high school, and 47 students, that is the 88.6%, said that they had improved their English skills only a little. This results show that most of the students have not improved their skills since they entered "Eloy Alfaro" high school.

11. How do you practice your listening skills outside of the classroom?

- a) Watching movies
- b) Listening to music
- c) Talking to foreigners
- d) Using Internet sites.
- e) Extra classes / personal practice
- f) There´s no practice outside the classroom.

CHART N° 11

ALTERNATIVE	N° OF STUDENTS	%
Watching movies	7	13.2
Listening to music	11	20.7
Talking to foreigners	5	9.4
Using Internet sites.	7	13.2
Extra classes / personal practice	3	5.6
There´s no practice outside the classroom.	20	37.7
TOTAL	53	100



Main: Student's Survey
 Made by: Andrea Cruzatty

Analysis:

Here, 7 students said they use to practice listening outside the classroom through movies, that is a 13.2%; 11 of them said they did it by listening to music, that is a 20.7 % of them; 5 said they did it by talking to foreigners which represents 9.4% of all of them; 3 students said it was with extra classes, that is a 5.6% and 7 students said they practiced using websites and other 20 students did not practice listening at all which represents a 37.7% respectively. It means that it is difficult for the teacher to take advantage of these resources outside and inside the classroom to increase the listening practice because a majority of the students do not use them at all and also it affects how daily classes are carried out when practicing listening.

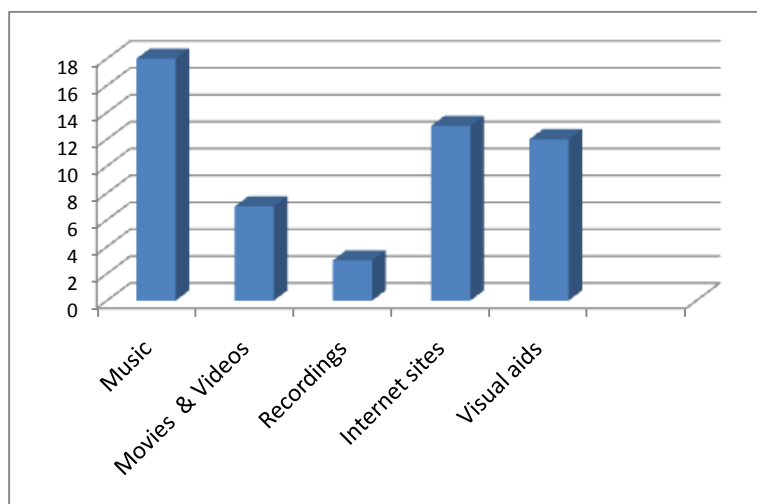
12. What material do you think the teacher should use more while practicing listening?

What do you prefer?

- a) Music
- b) Movies & Videos
- c) Recordings
- d) Internet sites
- e) Visual aids

CHART N° 12

ALTERNATIVE	N° OF STUDENTS	%
Music	18	33.9
Movies & Videos	7	13.2
Recordings	3	5.6
Internet sites	13	24.5
Visual aids	12	22.6
TOTAL	53	100



Main: Student's Survey
Made by: Andrea Cruzatty

Analysis:

Here, 18 students, which is a 33.9%, said they prefer the teacher to use music; a 13.2%, which represents 7 students, said they prefer movies and videos; a 5.6% of students prefer single recordings; 13 students prefer internet sites, that is a 24.5% of them; and 12 students prefer the use of visual aids, that is a 22.6% . It means that students are very interested in using resources that they find daily outside the classroom which can be used for practicing listening.

3.9.1.2 TEACHERS' SURVEY

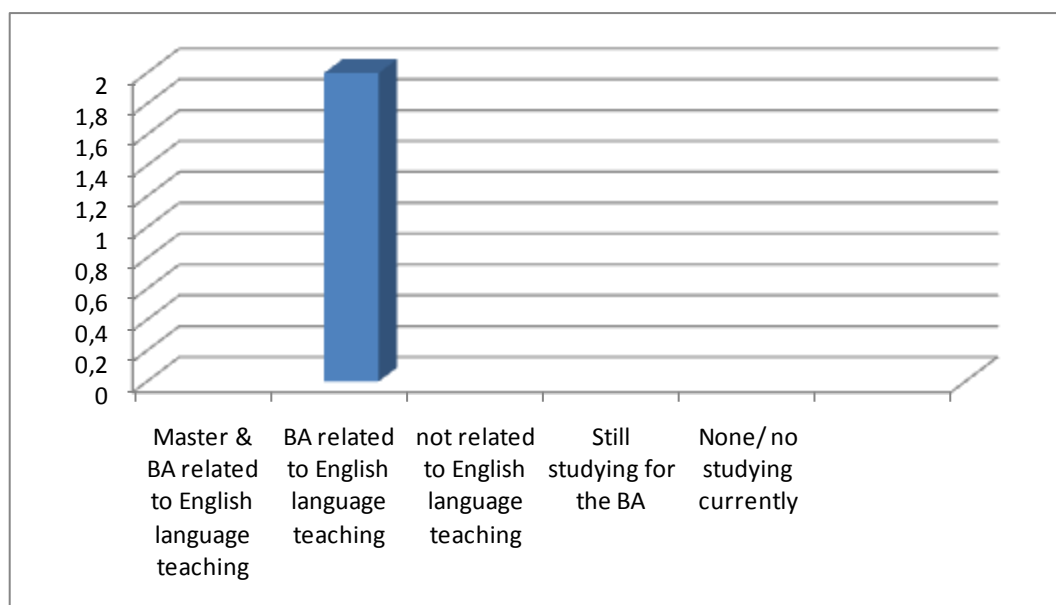
The survey was applied to two teachers, each one of them work with each one of the classes of 10th year of basic education.

Questions:

1. What kind of degree do you have?
 - a) Master & BA related to English language teaching
 - b) BA related to English language teaching
 - c) not related to English language teaching
 - d) Still studying for the BA
 - e) None/ no studying currently

CHART N° 1

ALTERNATIVE	N° OF TEACHERS	%
Master & BA related to English language teaching	0	0
BA related to English language teaching	2	100
not related to English language teaching	0	0
Still studying for the BA	0	0
None/ no studying currently	0	0
TOTAL	2	100



Main: Teacher's Survey
 Made by: Andrea Cruzatty

Analysis:

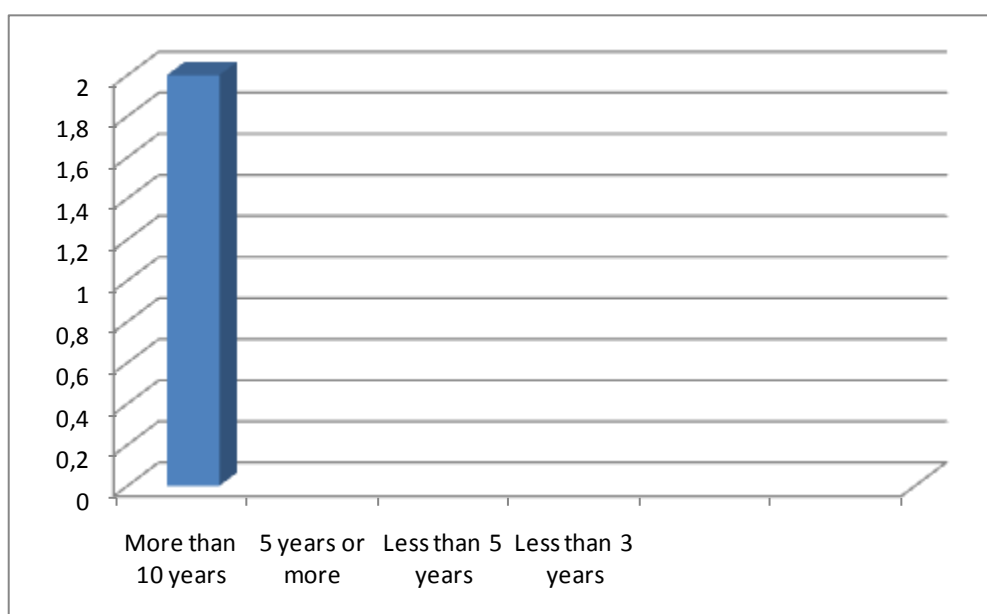
Here, 2 teachers said they had a BA related to teaching English; so, this proves that they have sufficient experience to teach English.

2. How long have you worked as an English teacher?

- a) More than 10 years
- b) 5 years or more
- c) Less than 5 years
- d) Less than 3 years

CHART N° 2

ALTERNATIVE	N° OF TEACHERS	%
More than 10 years	2	100
5 years or more	0	0
Less than 5 years	0	0
Less than 3 years	0	0
TOTAL	2	100



Main: Teacher's Survey
Made by: Andrea Cruzatty

Analysis:

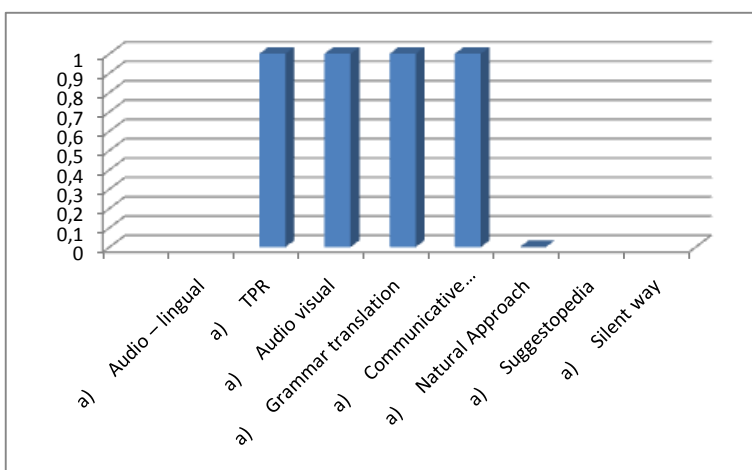
All the teachers said they had at least 10 years of experience teaching English, so this experience guarantees that the students' learning is not performed by novices.

3. Which of the following teaching methods do you know and apply in class?

- a) Audio – lingual
- b) TPR
- c) Audio visual
- d) Grammar translation
- e) Communicative Language Teaching
- f) Natural Approach
- g) Suggestopedia
- h) Silent way

CHART N° 3

ALTERNATIVE	N° OF TEACHERS	%
Audio – lingual	0	0
TPR	1	50
Audio visual	1	50
Grammar translation	1	50
Communicative Language Teaching	1	50
Natural Approach	0	0
Suggestopedia	0	0
Silent way	0	0
TOTAL	2	100



Main: Teacher's Survey
 Made by: Andrea Cruzatty

Analysis:

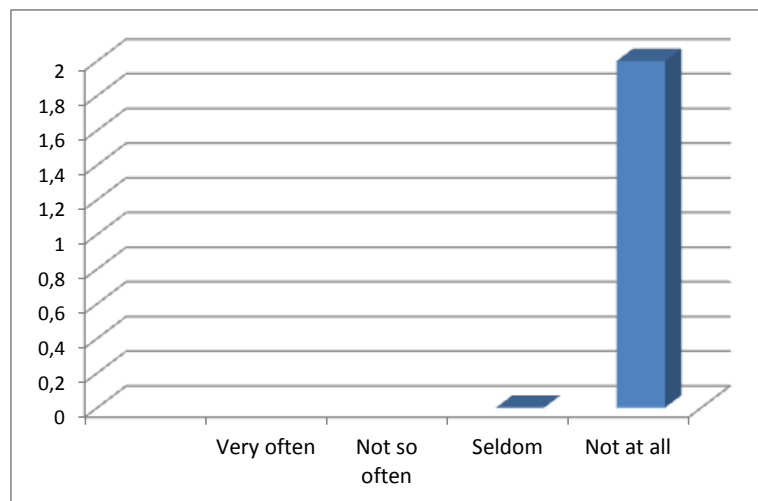
None of the teachers said they knew and used the audio-lingual method which is one of the bases for developing listening in class. Also, the absence of knowledge towards the natural approach is an important factor that affects the students' learning because this method allows students to communicate fluently. Regarding knowledge about the rest of the methods, they are not the main pillar on which listening development is mainly based

4. How often do you apply the audio - lingual method in your classes?

- a) Very often
- b) Not so often
- c) Seldom
- d) Not at all

CHART N° 4

ALTERNATIVE	N° OF TEACHERS	%
Very often	0	0
Not so often	0	0
Seldom	0	0
Not at all	2	100
TOTAL	2	100



Main: Teacher's Survey
Made by: Andrea Cruzatty

Analysis:

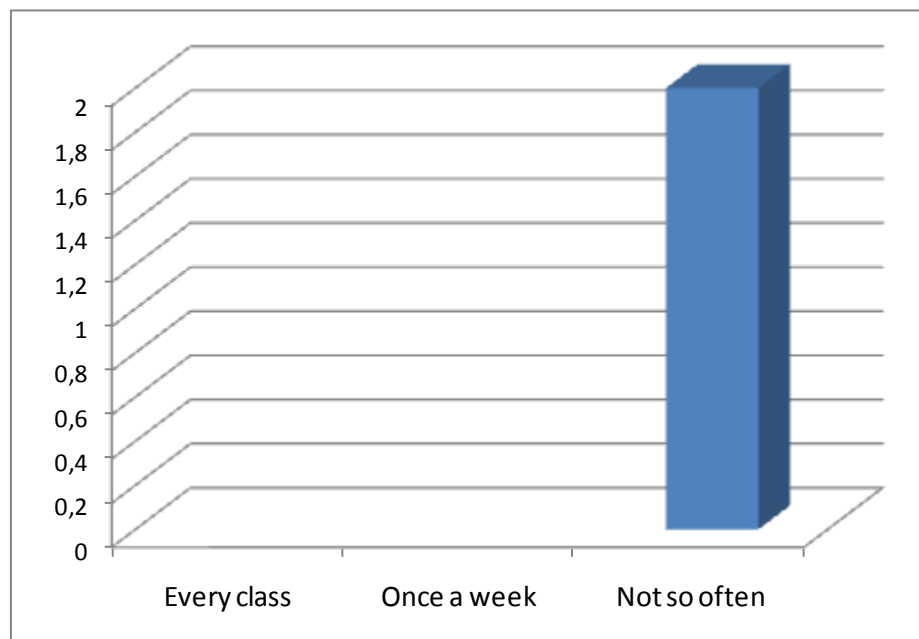
Two teachers said that they do not apply the audio lingual methods in class. The lack of use of the audio-lingual method represents a problem for practicing the listening skills properly.

5. How often do you make your students practice listening in class?

- a. Every class
- b. Once a week
- c. Not so often

CHART N° 5

ALTERNATIVE	N° OF TEACHERS	%
Every class	0	0
Once a week	0	0
Not so often	2	100
TOTAL	2	100



Main: Teacher's Survey
Made by: Andrea Cruzatty

Analysis:

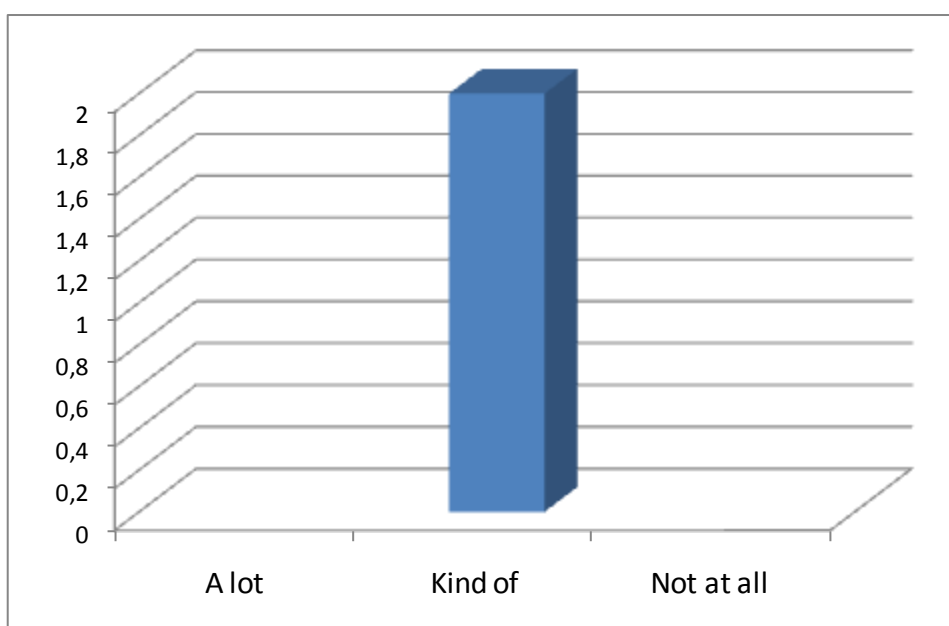
According to both teachers, listening is not practiced very often which directly affects the auditory comprehension and improvement of this skill.

6. How much have the listening skills of the students improved since they started the current school year?

- a) A lot
- b) Kind of
- c) Not at all

CHART N° 6

ALTERNATIVE	N° OF TEACHERS	%
A lot	0	0
Kind of	2	100
Not at all	0	0
TOTAL	2	100



Main: Teacher's Survey
Made by: Andrea Cruzatty

Analysis:

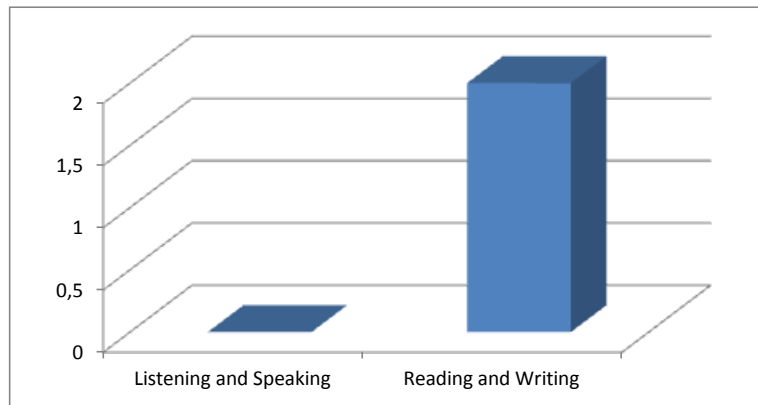
Two teachers said their students' listening skills have not improved a lot, which is related to the lack of resources and listening practice as mentioned above.

7. In what skills do you usually focus your class work on?

- a) Listening and Speaking
- b) Reading and Writing

CHART N° 7

ALTERNATIVE	N° OF TEACHERS	%
Listening and Speaking	0	0
Reading and Writing	2	100
TOTAL	2	100



Main: Teacher's Survey
Made by: Andrea Cruzatty

Analysis:

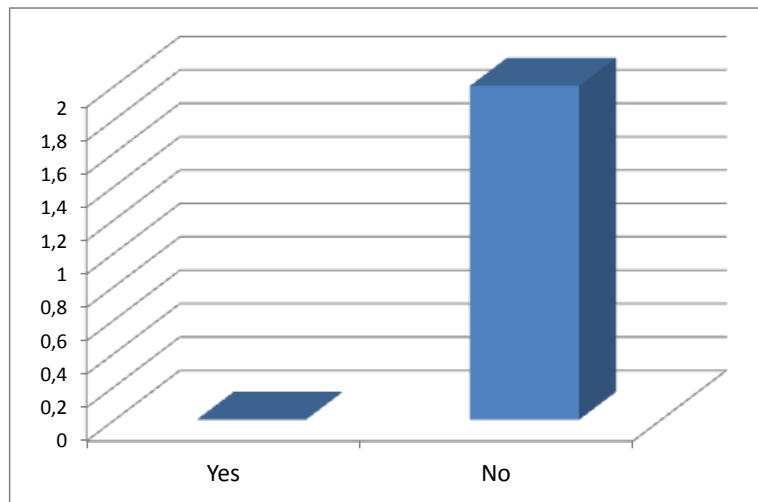
Two teachers focus their classes on reading and writing, so they have these skills as a target for the practice of English, this is a big problem because teachers do not focus on listening which represents to have an auditory input which increases listening comprehension.

8. Is the course book a good resource to enhance the listening skills in the students?

- a) Yes
- b) No

CHART N° 8

ALTERNATIVE	N° OF TEACHERS	%
Yes	0	0
No	2	100
TOTAL	2	100



Main: Teacher's Survey
Made by: Andrea Cruzatty

Analysis:

Both teachers said that the book was not a good resource because the CD that the book brings does not have a clear sound and pronunciation. Also, the listening tasks are not related to the contents so much but to vocabulary out of context.

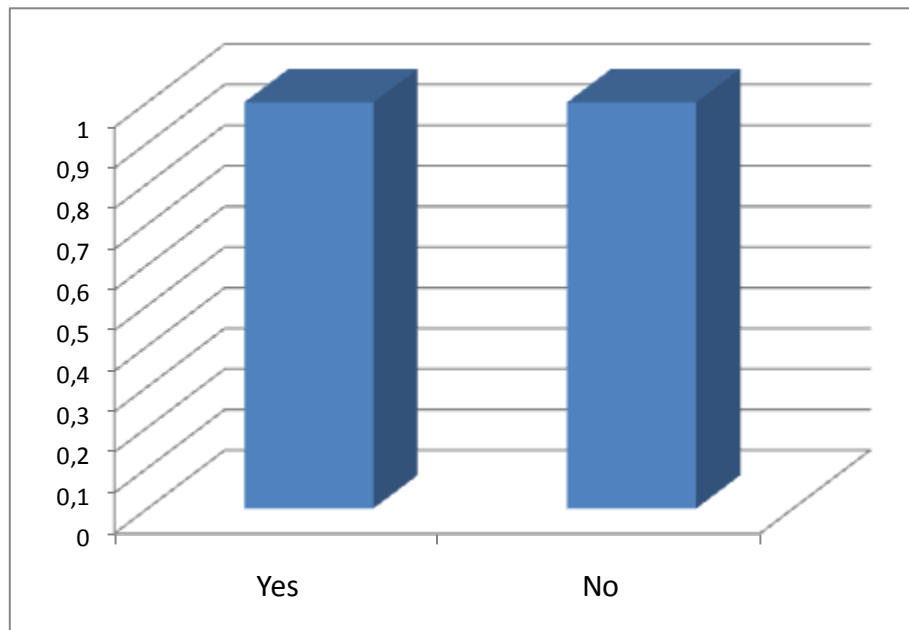
9. Do you strictly follow the methodological steps that the text book has in it?

- a) Yes
- b) No

Why.....?

CHART N° 9

ALTERNATIVE	N° OF TEACHERS	%
Yes	1	50
No	1	50
TOTAL	2	100



Main: Teacher's Survey
Made by: Andrea Cruzatty

Analysis:

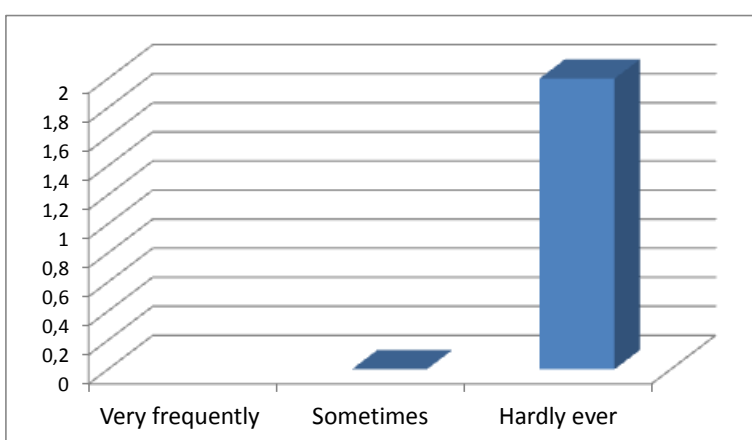
One of the teachers said he strictly followed the methodology of the book, on the other hand, the other teacher said he took the most important parts which can be adapted to the reality of the students and took topics and structures from other books.

10. How often do you use audio-visual, audio-lingual and technological resources with your students in class?

- a) Very frequently
- b) Sometimes
- c) Hardly ever

CHART N° 10

ALTERNATIVE	N° OF TEACHERS	%
Very frequently	0	0
Sometimes	0	0
Hardly ever	2	100
TOTAL	2	100



Main: Teacher's Survey
Made by: Andrea Cruzatty

Analysis:

Here, it is clear that teachers do not use these resources due to the fact that the school does not have enough budget to buy them and therefore it affects the proper stimulation of students for the development of the listening comprehension.

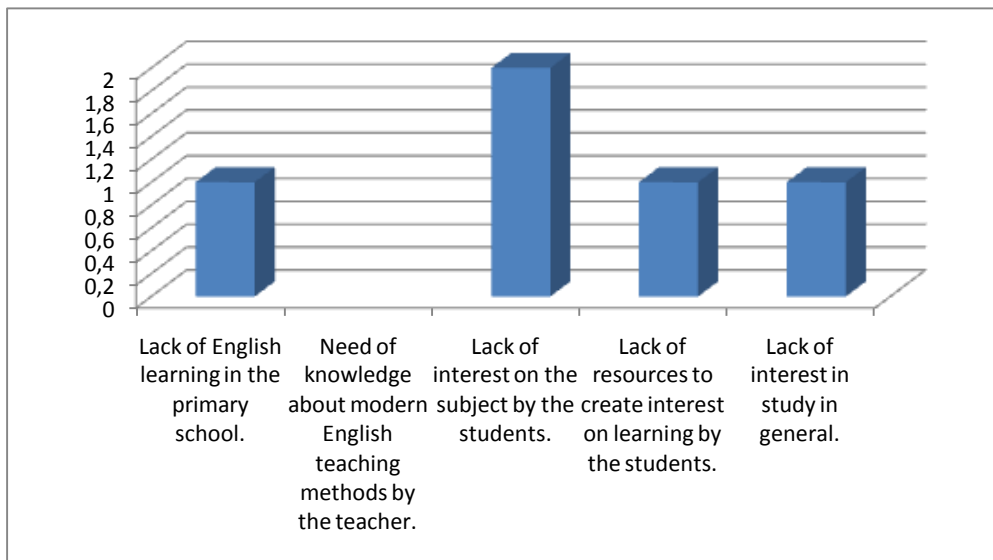
11. Why do you think some students don't perform well in the English subject?

- a) Lack of English learning in the primary school.
- b) Need of knowledge about modern English teaching methods by the teacher.
- c) Lack of interest on the subject by the students.
- d) Lack of resources to create interest on learning by the students.
- e) Lack of interest in study in general.

More than one option can be chosen.

CHART N° 11

ALTERNATIVE	N° OF TEACHERS	%
Lack of English learning	1	50
Need of knowledge about modern English teaching methods	0	0
Lack of interest on the subject	1	50
Lack of resources	1	50
Lack of interest in study in general.	1	50
TOTAL	2	100



Main: Teacher's Survey
 Made by: Andrea Cruzatty

Analysis:

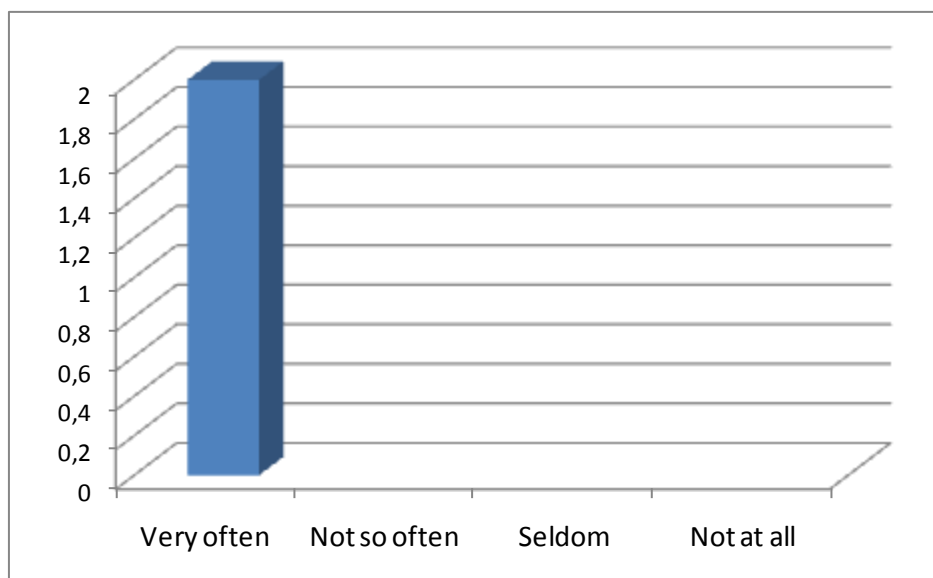
Lack of interest on the subject by the students is the opinion of both teachers regarding the good performance of the students. Also, other causes such as lack of resources, lack of interest in study in general and lack of English learning in the primary school is mentioned. So, more motivation is the main factor that must be taken into account by the teacher in their classes.

12. How often do you apply dynamics and use motivating materials and resources in class to practice listening with the students?

- a) Very often
- b) Not so often
- c) Seldom
- d) Not at all

CHART N° 12

ALTERNATIVE	N° OF TEACHERS	%
Very often	2	100
Not so often	0	0
Seldo	0	0
Not at all	0	0
TOTAL	2	100



Main: Teacher's Survey
Made by: Andrea Cruzatty

Analysis:

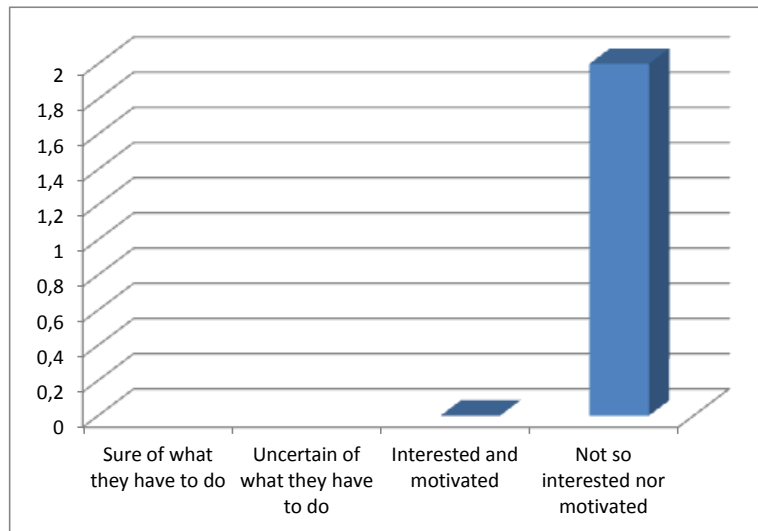
Both teachers agreed on the frequency of application of dynamics and motivating materials; this is related to what students said regarding that they enjoyed the English classes.

13. When you apply methods related to listening development, how do your students react?

- a) Sure of what they have to do
- b) Uncertain of what they have to do
- c) Interested and motivated
- d) Not so interested nor motivated

CHART N° 13

ALTERNATIVE	N° OF TEACHERS	%
Sure of what they have to do	0	0
Uncertain of what they have to do	0	0
Interested and motivated	0	0
Not so interested nor motivated	2	100
TOTAL	2	100



Main: Teacher's Survey
 Made by: Andrea Cruzatty

Analysis:

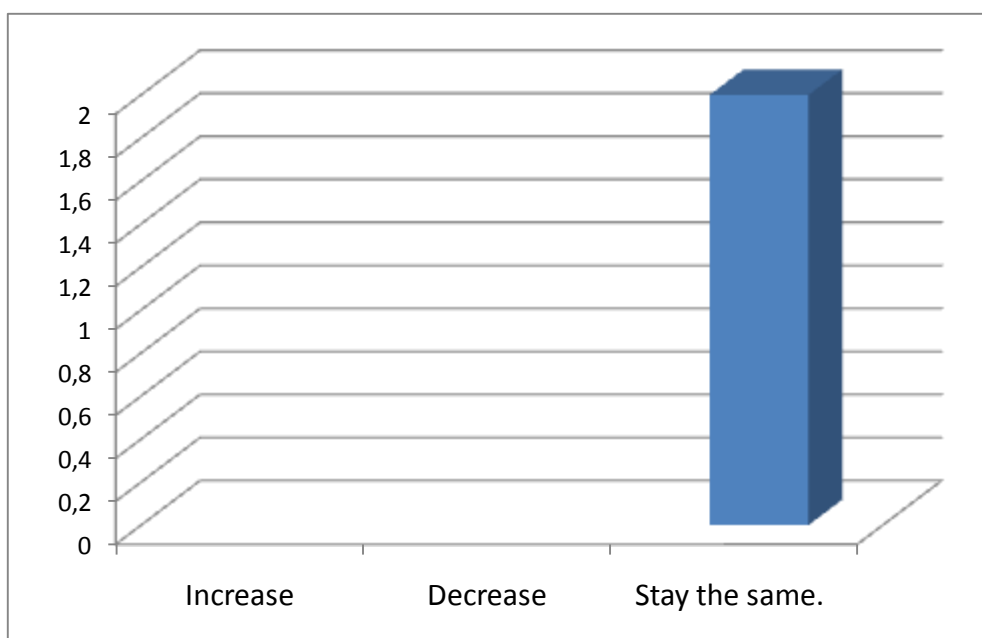
Both teachers said their students do not react with interest or motivation when practicing listening, so it shows that the methods must be applied taking into account students' interests and needs.

14. Do you think the amount of English class hours should...

- a) Increase
- b) Decrease
- c) Stay the same.

CHART N° 14

ALTERNATIVE	N° OF TEACHERS	%
Increase	0	0
Decrease	0	0
Stay the same.	2	100
TOTAL	2	100



Main: Teacher's Survey
Made by: Andrea Cruzatty

Analysis:

Both teachers think the number of English periods must stay the same as they are now. So, it shows that the time is not a factor in causing any inconvenience when practicing listening.

3.9.1.3. AUTHORITIES SURVEY

The survey was applied to the principal and the vice-principal of the institution.

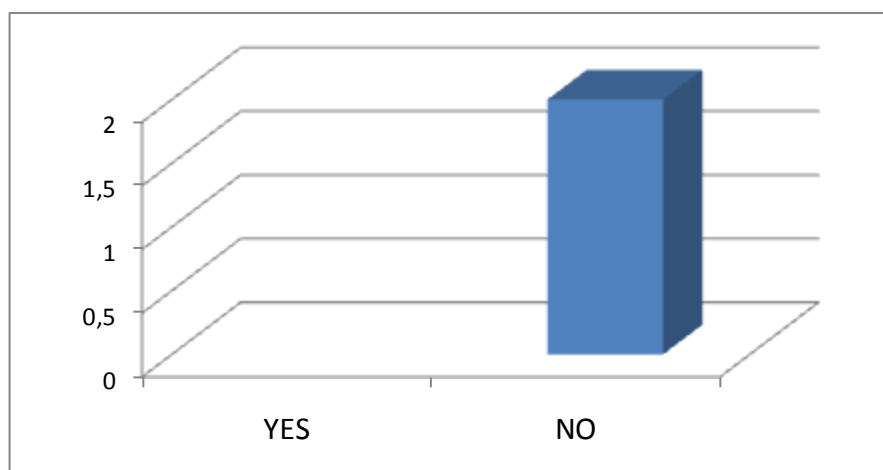
Questions:

1. Does the institution take into account the budget to buy and maintain technological resources and material related to the English teaching?

- a) Yes
- b) No

CHART N° 1

ALTERNATIVE	N° OF AUTHORITIES	%
Yes	0	0
No	2	100
TOTAL	2	100



Main: AuthoritiesSurvey
Made by: Andrea Cruzatty

Analysis:

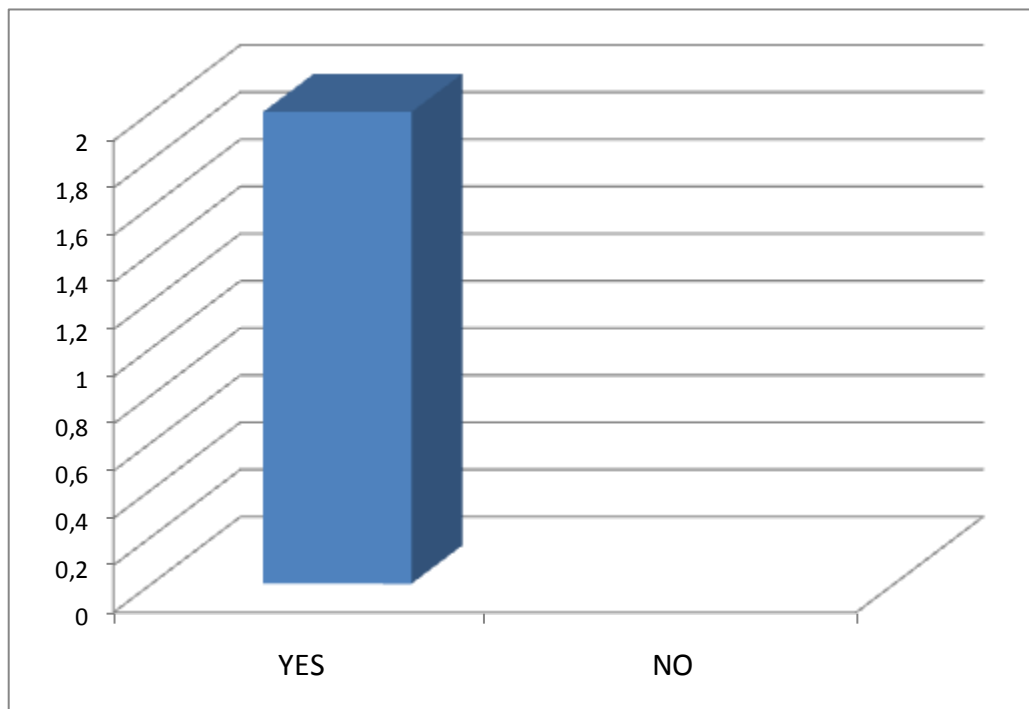
Both authorities expressed that the institution does not take into account a budget for buying and maintaining resources and materials related to English teaching. This is a big problem because English teaching is associated with modern tools of communication and needs specific tools for its improvement.

2. Have the English teachers ever been evaluated according to international standards of English language teaching?

- a) Yes
- b) No

CHART N° 2

ALTERNATIVE	N° OF AUTHORITIES	%
Yes	2	100
No	0	0
TOTAL	2	100



Main: Authorities Survey
Made by: Andrea Cruzatty

Analysis:

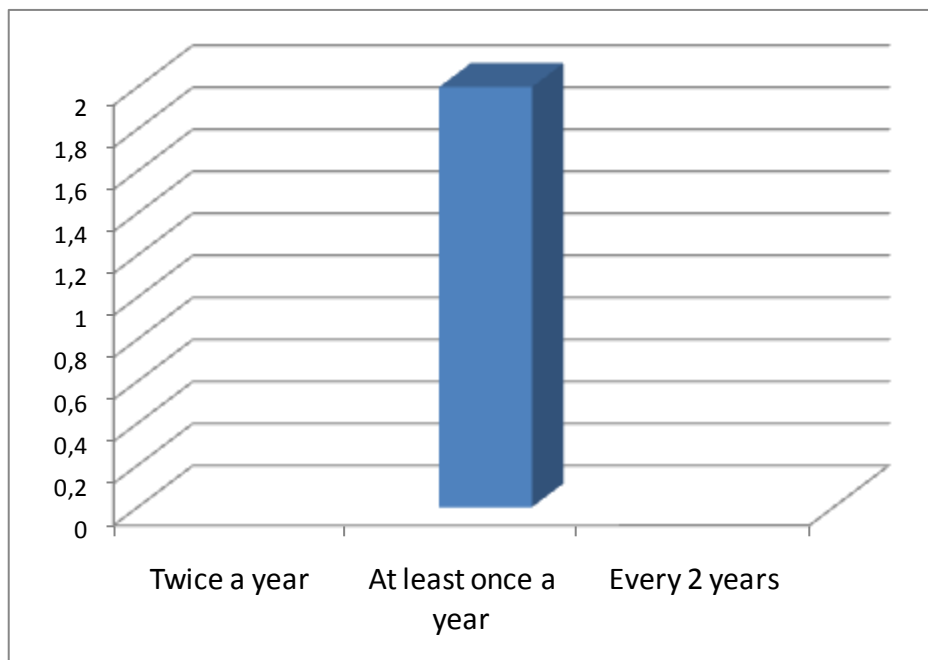
Both authorities said that teachers have been evaluated according to international standards which show that they are competent for teaching.

3. How often the English teachers are evaluated both pedagogically and academically regarding to their performance in class?

- a) Twice a year
- b) At least once a year
- c) Every 2 years

CHART N° 3

ALTERNATIVE	N° OF AUTHORITIES	%
Twice a year	0	0
At least once a year	2	100
Every 2 years	0	0
TOTAL	2	100



Main: Authorities Survey
 Made by: Andrea Cruzatty

Analysis:

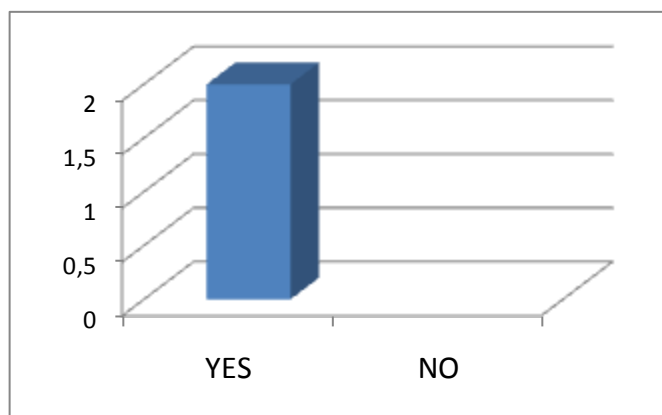
Both authorities said the teachers were evaluated both pedagogically and academically regarding to their performance in class at least once a year. This means that micro learning processes are not evaluated during the school year. This may result in not showing some difficulties that may be present in the English teaching process.

4. Do the English teachers usually use dynamics and modern teaching methodology in their classes?

- a) Yes
- b) No

CHART N° 4

ALTERNATIVE	N° OF AUTHORITIES	%
Yes	2	100
No	0	0
TOTAL	2	100



Main: Authorities Survey
Made by: Andrea Cruzatty

Analysis:

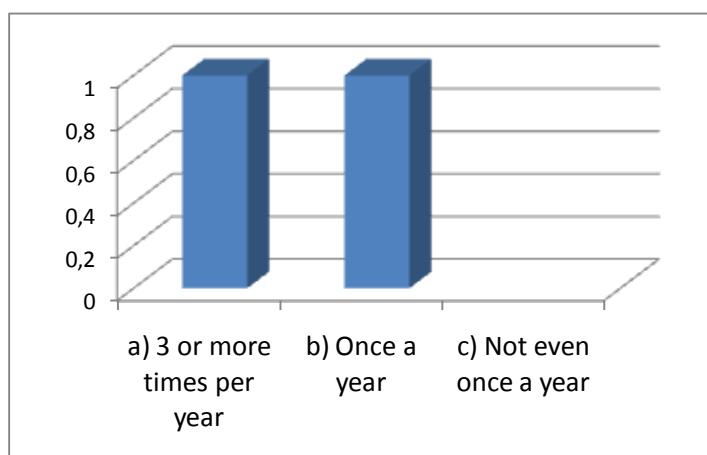
Both authorities said the teachers usually used dynamics and modern teaching methodology in their classes. So, this shows that teachers are capable of using certain methodologies regarding calling the attention and motivating students in class.

5. How often do the teachers attend seminars related to English language teaching?

- a) 3 or more times per year
- b) Once a year
- c) Not even once a year

CHART N° 5

ALTERNATIVE	N° OF AUTHORITIES	%
3 or more times per year	1	50
Once a year	1	50
Not even once a year	0	0
TOTAL	2	100



Main: Authorities Survey
Made by: Andrea Cruzatty

Analysis:

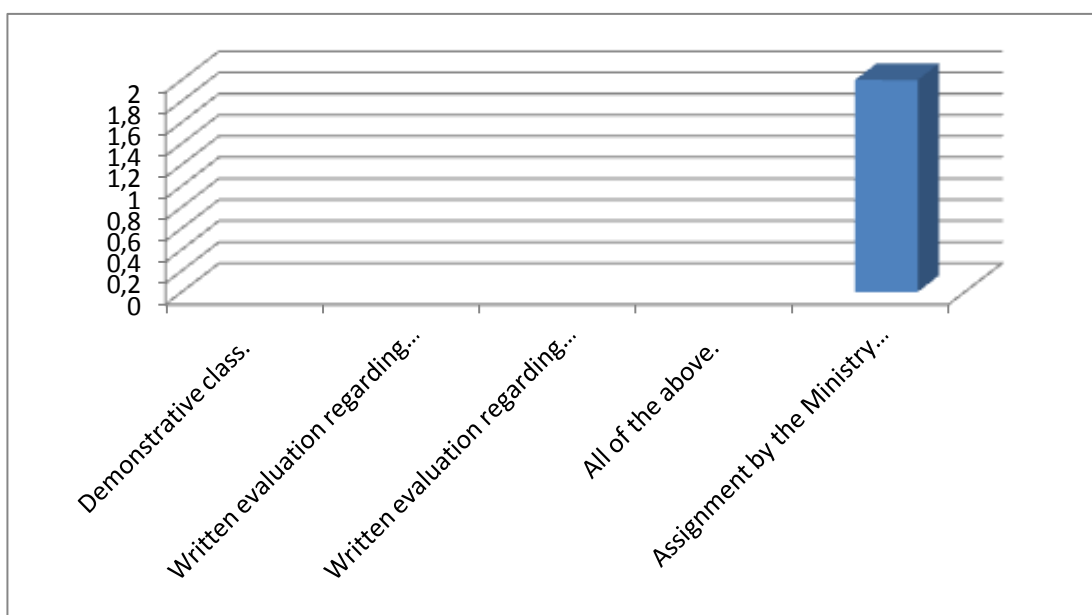
Both authorities differ on their opinion so it is concluded that they don't follow directly this situation or do not have enough communication regarding this. Even so, attending seminars 3 times per year or at least once per year shows that there is some training which will help teachers and students.

6. What is the modality for hiring an English teacher?

- a) Demonstrative class.
- b) Written evaluation regarding to the subject to teach.
- c) Written evaluation regarding to pedagogy.
- d) All of the above.
- e) Assignment by the Ministry of Education

CHART N° 6

ALTERNATIVE	N° OF AUTHORITIES	%
Demonstrative class.	0	0
Written evaluation regarding to the subject to teach.	0	0
Written evaluation regarding to pedagogy.	0	0
All of the above.	0	0
Assignment by the Ministry of Education	2	100
TOTAL	2	100



Main: Authorities Survey
 Made by: Andrea Cruzatty

Analysis:

Both authorities said the Ministry of education designs the teachers who will work at that institution, so the institution does not have an internal way of evaluating the applicants since the first day they start working at the high school.

3.9.2. Discussion:

It was observed, in general terms, that both teachers and students take part in a satisfactory way in the process of teaching and learning, even though the results at the end of a school year are not the most suitable according to international standards of evaluation for the English language.

Because of the results mentioned above, and after having finished the research, we can conclude that the lack of budget to buy and maintain technological resources such as: a projector, specialized software for learning English, a tape recorder, a computer and even an English laboratory, limits the capacity of students to learn and develop their skills according to the use of modern didactic materials and resources as current methodology regarding teaching English recommends worldwide.

Also, because the attendance to seminars where teachers can increase their knowledge and skills regarding the use and application of methods and methodological variables is not a continuous process for the teachers of this institution, the teaching of English in this institution is somewhat far from the paradigms towards teaching English and international standards of evaluation.

The assignment of teachers to an educational institution by the Ministry of education does not represent a warranty of excellent performance in developing skills and knowledge in an English class, because it is widely known that this Ministry has been recently in a restructuring process regarding methodological training to the current teachers that belong to it, the process of evaluating and hiring new teachers and the use of more budget related to the acquisition of modern audio systems and top-notch resources that allow students to practice English and the listening skills in an environment as it is done in the countries of the first world.

3.6.3. Conclusions:

Having finished the research it can be concluded that:

- The teachers are not familiarized with the audio-lingual method and how to use it to improve the listening skills of the students, and only one teacher of the two knows what the Communicative Language Teaching method is; which is a modern way to practice listening in an interactive and conversational way.
- Also, it was said by the teachers that they seldom practiced listening, which affects the continuous and necessary process of receiving the appropriate brain stimulation, which finally leads to a wider comprehension of the English language.
- As a result of the lack of use of appropriate methods to develop listening skills, the students have improved their listening comprehension just a little since the beginning of the school year until the time in which the information was collected and the application of the surveys was done; that is, in the middle of the present school year.
- The teachers sometimes or almost never used audiovisual, audio-linguistic and technological resources on which lies the slow and poor development of the listening skills mainly. Even, the course book does not help because the audio of its CD is not clear in sound and pronunciation.
- Teachers consider that the students' lack of interest on the subject is probably related to the absence of modern materials and resources used, and that is related to the modern features of learning and communication in society such as the information and technological tools, social networks, use of computers and interactive learning through the Internet. So, materials that motivate students must be used.
- The lack of English teaching in the primary school affects the students learning and development of the skills from an early stage in which the biological conditions are the most appropriate for learning any language in a most natural way.

3.6.4. Recommendations:

- To Implement an English laboratory, or at least to get and use a tape recorder very frequently is a prior necessity for a proper teaching of English and practice of the listening skills.

- It is a priority to make a request to the Ministry of Education emphasizing the need of counting with modern technology related to language learning and development of the listening skills.

-Teachers must prepare extra material for listening practice because of the properties of the course book CD already mentioned, and even make a request to the Ministry of Education for making an update about it.

-Teachers must use as resources what students use at home to practice English both directly and indirectly such as music, movies and the internet to reinforce listening comprehension.

- The listening skills must be practiced with the most suitable methods and resources in according to modern methodological standards.

-Teachers must receive training on using the audio-lingual methods which is one of the bases to develop listening comprehension in students.

- It is also important that teachers make students practice speaking in class because it is a real way to interact and practice listening as it is performed in the real world.

4. ADMINISTRATIVE ASPECTS.

4.1. CHRONOGRAM OF ACTIVITIES.

Activities	JANUARY 2012				FEBRUARY 2012				SEPTEMBER 2012				OCTOBER 2012				NOVEMBER 2012				DECEMBER 2012				ENERO 2012				FEBRERO 2013				MARZO 2013				ABRIL 2013			
	^w 1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Writing of the thesis title to be approved	X	X	X																																					
Delivering of the thesis title to be approved					X	X	X																																	
Writing of the thesis project								X	X	X	X	X	X	X																										
Delivering of the thesis project to the mentor and teacher of the subject to be read and corrected														X	X	X	X																							
Delivering of the thesis project to the three readers to be approved																	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
Thesis project defense																																				X				

4.2. RESOURCES.

HUMAN RESOURCES:

- Students of “Eloy Alfaro” High School: 53 students
- Two English teachers of “Eloy Alfaro” High School
- Authorities of “Eloy Alfaro” High School
- Researcher

MATERIAL RESOURCES:

- Prints
- Markers
- Pens
- Ream of paper
- Copies
- Blank CD

TECHNOLOGICAL RESOURCES:

- Desktop Computer
- Projector
- Lap top
- CD
- CD player
- Internet

4.3. BUDGET.

#	Denomination	Amount	Unit Value	Total Value
1	Ream of paper	5	5.00	25
2	Prints	400	0.35	140
3	Copies	52	0.3	15
4	Pens	4	1	1
5	Blank CD	2	1	1
6	Thesis bound Book	2	30	60
7	Spiral book	4	3	12
8	Thesis fees			926.21
9	Mobilization	100	100	100
10	Unexpected events	200	200	200
TOTAL				1489.21

4.4. FINANCING.

The investment that represents the elaboration of the thesis draft and thesis plan was financed by the author of this academic work, obviously with the help of parents and family.

4.5. BIBLIOGRAPHICAL REFERENCES:

- ADRIAN, D. (1988). *Teach English: A training course for teachers*. Cambridge, UK.: Cambridge University Press
- Bruner Jerome. *The process of education- Teaching - learning process*. Found in the World Wide Web in March, 2012
www.es.scribd.com/doc/5769721/teaching-learning-process-
- Changingminds.org. *Types of listening*. Found in the World Wide Web in March, 2012
www.changingminds.org/techniques/listening/types_listening.htm
- Crystal David (2004). *Exploring the teaching and learning of English as a universal auxiliary language through the developmental approach*. Found in the World Wide Web in March, 2012
www.teachingenglish.org.uk/blogs/anil-sarwal/exploring-teaching-learning-english-a-universal-auxiliary-language-through-develop
- Fulbright, (2011). *Teaching Listening & Speaking*. Pre-Departure Orientation For English Teaching Assistants.
- HARMER, J. (2007). *How to teach English*. Cambridge-UK. Pearson Education Limited.
- Huebener Theodore. *Audio visual techniques in teaching foreign languages*
www.questia.com/PM.qst?a=o&d=6127471
- LAURILLARD D (1994) , *Rethinking university teaching*
<http://kn.open.ac.uk>

- RIVAS N. 11 de mayo del 2011, *Aportes a la enseñanza del Idioma Inglés*, Diario El Comercio, Sección Educación, pagina 15.
- Sil.org. *Four basic language skills*. Found in the World Wide Web in March, 2012
<http://www.sil.org/lingualinks/languagelearning/otherresources/gudlnsfrainggandcltrlrnngprgrm/FourBasicLanguageSkills.htm>
- [Wang, Xiufang](#),. (2009) *The Process of English Language Teaching and Learning*. Found in the World Wide Web in March, 2012
www.researchcommons.waikato.ac.nz/handle/10289/3291
- WILSON, J.J. (2008). *How to teach listening*. (pp. 9-10, 15-19, 25-30, 33-37, 81-85). Essex-England: Pearson Education Limited.

ANNEXES

Polls (English)



**Catholic University of Ecuador
In Esmeraldas**



School of Applied Linguistics in English Teaching

STUDENTS` SURVEY

I am Andrea Cruzatty, a Linguistics student from the Catholic University of Esmeraldas, and I am doing research in “Eloy Alfaro“ High School related to the listening skills development and its influence in the teaching - learning process and acquisition of the English language in pursuit of improving the ways in which English language is taught.

For this, I need your help to answer this questionnaire, ensuring the reservation of the case. Thank you.

Questions:

1. How do you feel in the English class generally?

- a) Motivated
- b) Not Motivated

Why.....?

2. How often do you practice listening at class?

- a) Very often
- b) Not so often
- c) Seldom

3. How often does the teacher use any electronic device to practice “listening” at class?

- a) Very often
- b) Not so often
- c) Seldom

4. Does your High School have an English Laboratory?
 - a) Yes
 - b) No

5. How often do you use the English laboratory?
 - a) Always (at least once per week)
 - b) Sometimes (not every week)
 - c) Seldom

6. The instructions of the teacher while practicing listening :
 - a) Sound clear
 - b) Are properly understood
 - c) Aren't well understood
 - d) Are not understood at all

7. The recordings from the audio CD and the listening material:
 - a) Sound clear
 - b) Don't sound clear

8. Do you consider the "listening" exercises that the teacher applies in class :
 - a) Easy
 - b) Difficult

9. Regarding learning and knowledge, how do you feel when the English class has finished?
 - a) Satisfied
 - b) Unsatisfied
 - c) Uncertain

10. How much do you think your listening skills have improved since you first came to this high school ?
 - a) A lot
 - b) Partially
 - c) A little
 - d) Not at all

11. How do you practice your listening skills outside the classroom?

- a) Watching movies
- b) Listening to music
- c) Talking to foreigners
- d) Using internet sites.
- e) Extra clases / personal practice
- f) There´s no practice outside the classroom

12. What material do you think the teacher should use more while practicing listening?

What do you prefer?

- a) Music
- b) Movies & Videos
- c) Recordings
- d) Internet sites
- e) Visual aids



Catholic University of Ecuador

In Esmeraldas



School of Applied Linguistics in English Teaching

TEACHERS' SURVEY

I am Andrea Cruzatty, a Linguistics student from the Catholic University of Esmeraldas, and I am making a research in “Eloy Alfaro“ High School related to the listening development and its influence in the English teaching and learning process in pursuit of improving the ways in which English language is being taught.

For this, I need your help to answer this questionnaire, ensuring the reservation of the case. Thank you.

1. What kind of degree do you have?
 - a) Master & BA related to English language teaching
 - b) BA related to English language teaching
 - c) Not related to English language teaching
 - d) Still studying for the BA
 - e) None/ no studying currently

2. How long have you worked as an English teacher?
 - a) More than 10 years
 - b) 5 years or more
 - c) Less than 5 years
 - d) Less than 3 years

3. Which of the following teaching methods do you know and apply in class?
 - a) Audio – lingual
 - b) TPR
 - a) Audio visual
 - b) Grammar translation
 - c) Communicative Language Teaching
 - d) Natural Approach
 - e) Suggestopedia
 - f) Silent way

4. How often do you apply the audio - lingual method in your classes?
 - a) Very often
 - b) Not so often
 - c) Seldom
 - d) Not at all

5. How often do you make your students practice listening in class?
 - a) Every class
 - b) Once a week
 - c) Not so often

6. How much have the listening skills of the students improved since they started the current school year?
 - a) A lot
 - c) Kind of
 - d) Not at all

7. In what skills do you usually focus your class work on?
 - a) Listening and Speaking
 - b) Reading and Writing

8. Is the course book a good resource to enhance the listening skills in the students?
 - a) Yes
 - b) No

9. Do you strictly follow the methodological steps that the text book has in it ?
 - a) Yes
 - b) NoWhy?

10. How often do you use audio-visual, audio-lingual and technological resources with your students in class?
 - a) Very frequently
 - b) Sometimes
 - c) Hardly ever

11. Why do you consider some students don't have a good performance in the English subject?

- a) Lack of English learning in the primary school.
- b) Need of knowledge about modern English teaching methods by the teacher.
- c) Lack of interest on the subject by the students
- d) Lack of resources to create interest on learning by the students
- e) Lack of interest in study in general.

More than one option can be chosen.

12. How often do you apply dynamics and use motivating materials and resources in class to practice listening with the students?

- a) Very often
- b) Not so often
- c) Seldom
- d) Not at all

13. When you apply methods related to listening development, how do your students react?

- a) Sure of what they have to do
- b) Uncertain of what they have to do
- c) Interested and motivated
- d) Not so interested nor motivated

14. Do you think the amount of English class hours should ...?

- a) Increase
- b) Decrease
- c) Stay the same.



Catholic University of Ecuador

In Esmeraldas



School of Applied Linguistics in English Teaching

AUTHORITIES´ SURVEY

I am Andrea Cruzatty, a Linguistics student from the Catholic University of Esmeraldas, and I am making a research in “Eloy Alfaro“ High School related to the listening development and its influence in the English teaching and learning process in pursuit of improving the ways in which English language is being taught.

For this, I need your help to answer this questionnaire, ensuring the reservation of the case. Thank you.

Questions:

1. Does the institution take into account the budget to buy and maintain technological resources and material related to the English teaching?
 - a) Yes
 - b) No

2. Have the English teachers ever been evaluated according to international standards of English language teaching?
 - a) Yes
 - b) No

3. How often the English teachers are evaluated both pedagogically and academically regarding to their performance in class?
 - a) Twice a year
 - b) At least once a year
 - c) Every 2 years

4. Do the English teachers usually use dynamics and modern teaching methodology in their classes?
 - a) Yes
 - b) No

5. How often do the teachers attend to seminars related to English language teaching?

- a) 3 or more times per year.
- b) Once a year.
- c) Not even once a year.

6. What is the modality for hiring an English teacher?

- a) Demonstrative class.
- b) Written evaluation regarding to the subject to teach.
- c) Written evaluation regarding to pedagogy.
- d) All of the above.
- e) Assignment by the Ministry of Education.



Universidad Católica del Ecuador

Sede - Esmeraldas



Escuela de Lingüística Aplicada a la Enseñanza del Inglés

ENCUESTA PARA LOS ESTUDIANTES

Soy Andrea Cruzatty, estudiante de Lingüística de la Universidad Católica de Esmeraldas, y estoy realizando una investigación en el colegio "Eloy Alfaro" relacionada con el desarrollo de la destreza del "Listening" y su influencia en la adquisición y el proceso de enseñanza - aprendizaje del Inglés en búsqueda de mejorar la manera en que este idioma se enseña.

Para ello, necesito su ayuda para responder a este cuestionario, garantizando la reserva del caso. Gracias.

Preguntas:

1. ¿Cómo te sientes generalmente en clases de Inglés?

- a. Motivado
- b. No Motivado

¿Porque.....

2. ¿Con qué frecuencia practicas "listening" en clase?

- a. Muy a menudo
- b. No tan a menudo
- c. Rara vez

3. ¿Con qué frecuencia el maestro utiliza algún dispositivo electrónico para practicar "listening" en clase?

- a. Muy a menudo
- b. No tan a menudo
- c. Rara vez

4. ¿Tiene su colegio un Laboratorio de Inglés?
- a. Sí
 - b. No
5. ¿Con qué frecuencia se utiliza el laboratorio de Inglés?
- a. Siempre (por lo menos una vez por semana)
 - b. A veces (no cada semana)
 - c. Rara vez
6. Las instrucciones del maestro mientras se practica "listening"..... :
- a. Son claras
 - b. Son entendidas apropiadamente
 - c. No son entendidas de manera adecuada
 - d. No se entienden en absoluto
7. Las grabaciones del CD de audio y el material de escucha.....:
- a. Son claras
 - b. no son claras
8. Los ejercicios de "listening" que el profesor aplica en la clase, los consideras:
- a. Fáciles
 - b. Difíciles
9. En cuanto al aprendizaje y el conocimiento, ¿cómo te sientes cuando la clase de Inglés se ha terminado?
- a. Satisfecho
 - b. Insatisfecho
 - c. Con dudas / Inseguro
10. ¿Cuánto cree que su destreza de "listening" ha mejorado desde que llegaste a esta escuela secundaria?
- a. Bastante
 - b. Parcialmente
 - c. Un poco más
 - d. Para nada, en absoluto.

11. ¿Cómo practicas tu destreza de “listening” fuera del aula?

- a. Mirando películas
- b. Escuchando música
- c. Hablando con extranjeros
- d. Usando sitios de Internet.
- e. Clases extra curriculares / práctica personal
- f. No hay práctica fuera del aula.

12. ¿Qué crees que el profesor debería utilizar más, durante la práctica del “listening”?

¿Qué prefieres?

- a. Música
- b. Películas y Vídeos
- c. Grabaciones
- d. Sitios de Internet
- e. Ayudas visuales



Universidad Católica del Ecuador

Sede - Esmeraldas



Escuela de Lingüística Aplicada a la Enseñanza del Inglés

ENCUESTA PARA LOS DOCENTES

Soy Andrea Cruzatty, estudiante de Lingüística de la Universidad Católica de Esmeraldas, y estoy realizando una investigación en el colegio "Eloy Alfaro" relacionada con el desarrollo de la destreza del "Listening" y su influencia en la adquisición y el proceso de enseñanza - aprendizaje del inglés en búsqueda de mejorar la manera en que este idioma se enseña.

Para ello, necesito su ayuda para responder a este cuestionario, garantizando la reserva del caso. Gracias.

Preguntas:

1. ¿Qué tipo de título posee?
 - a. Maestría y Licenciatura relacionada con la enseñanza del idioma Inglés
 - b. Licenciatura en relación con la enseñanza del idioma Inglés
 - c. no está relacionado con la enseñanza del idioma Inglés
 - d. aun me encuentro estudiando para obtener la licenciatura.
 - e. ninguno / no estudio en la actualidad

2. ¿Cuánto tiempo ha trabajado como profesor de Inglés?
 - a. Más de 10 años
 - b. 5 años o más
 - c. Menos de 5 años
 - d. Menos de 3 años

3. ¿Cuál de los siguientes métodos de enseñanza conocen y aplica en clase?
 - a. Audio – lingual
 - b. TPR
 - c. Audio visual
 - d. Grammar translation
 - e. Communicative Language Teaching
 - f. Natural Approach
 - g. Suggestopedia
 - h. Silent way

4. ¿Con qué frecuencia aplica el método “audio - lingual“ en sus clases?
 - a. Muy a menudo
 - b. No tan a menudo
 - c. Rara vez
 - d. En absoluto

5. ¿Con qué frecuencia hace que sus estudiantes practiquen “listening “ en clase?
 - a) Todas las clases
 - b) Una vez por semana
 - c) No tan a menudo

6. ¿Cuánto ha mejorado la destreza de “listening” de los estudiantes desde que comenzaron el año escolar actual?
 - a. Bastante
 - b. Un poco
 - c. En absoluto

7. ¿En qué destrezas usted enfoca su trabajo en la clase generalmente?
 - a. Escuchar y hablar
 - b. Leer y escribir

8. ¿El libro de texto es un buen recurso para mejorar la destreza de “listening” en los estudiantes?
 - a. Sí
 - b. No

9. ¿Sigue estrictamente los pasos metodológicos que el libro de texto tiene?
- a. Sí
 - b. No
- Porque?
10. ¿Con qué frecuencia se utiliza recursos audiovisuales, audio-lingüísticos y tecnológicos con sus alumnos en clase?
- a. Muy frecuentemente
 - b. A veces
 - c. Casi nunca
11. ¿Por qué considera que algunos estudiantes no tienen un buen desempeño en la asignatura de inglés?
- a. La falta de aprendizaje de inglés en la escuela primaria.
 - b. Necesidad de conocimiento sobre métodos modernos de enseñanza de inglés por parte del profesor.
 - b. Falta de interés en la materia por parte de los estudiantes
 - c. La falta de recursos para crear interés en el aprendizaje en los estudiantes.
 - d. Falta de interés en el estudio en general.
- Más de una opción puede ser elegida.
12. ¿Con qué frecuencia aplica dinámicas y usa en clase materiales y recursos que motiven para practicar “listening” con los estudiantes?
- a. Muy a menudo
 - b. No tan a menudo
 - c. Rara vez
 - d. En absoluto
13. Al aplicar métodos relacionados al desarrollo del “listening”, ¿cómo reaccionan los estudiantes?
- a. Seguros de lo que tienen que hacer.
 - b. Inseguros con respecto a lo que tienen que hacer.
 - c. Interesados y motivados.
 - d. No tan interesados ni motivados.
14. ¿Cree usted que la cantidad de horas de clase en inglés debería ...
- a. Aumentar
 - b. Disminuir
 - c. Seguir como está.



Universidad Católica del Ecuador

Sede - Esmeraldas



Escuela de Lingüística Aplicada a la Enseñanza del Inglés

ENCUESTA PARA LAS AUTORIDADES

Soy Andrea Cruzatty, estudiante de Lingüística de la Universidad Católica de Esmeraldas, y estoy realizando una investigación en el colegio "Eloy Alfaro" relacionada con el desarrollo de la destreza del "Listening" y su influencia en la adquisición y el proceso de enseñanza - aprendizaje del inglés en búsqueda de mejorar la manera en que este idioma se enseña.

Para ello, necesito su ayuda para responder a este cuestionario, garantizando la reserva del caso. Gracias.

Preguntas:

1. ¿La institución tiene en cuenta el presupuesto para comprar y mantener los recursos tecnológicos y materiales relacionados con la enseñanza del inglés?
 - a. Sí
 - b. No

2. ¿Los profesores de inglés alguna vez ha sido evaluados de acuerdo a estándares internacionales de enseñanza del idioma Inglés?
 - a. Sí
 - b. No

3. ¿Cuan a menudo los profesores de inglés son evaluados tanto pedagógica y académicamente con respecto a su desempeño en clase?
 - a. Dos veces al año
 - b. Al menos una vez al año
 - c. Cada 2 años

4. ¿Los profesores de inglés usan dinámicas y metodología de enseñanza moderna en sus clases?
- a. Sí
 - b. No
5. ¿Con qué frecuencia los maestros asisten a seminarios relacionados con la enseñanza del idioma Inglés?
- a. 3 o más veces al año
 - b. Una vez al año
 - c. Ni siquiera una vez al año
6. ¿Cómo es la modalidad de contratación de un profesor de Inglés?
- a. Clase demostrativa
 - b. Evaluación escrita relacionada a la materia a enseñar
 - c. Evaluación escrita relacionada con pedagogía
 - d. Todas las anteriores
 - e. Asignación por parte del Ministerio de Educación

Photographies:

-Rooms of the Institution:



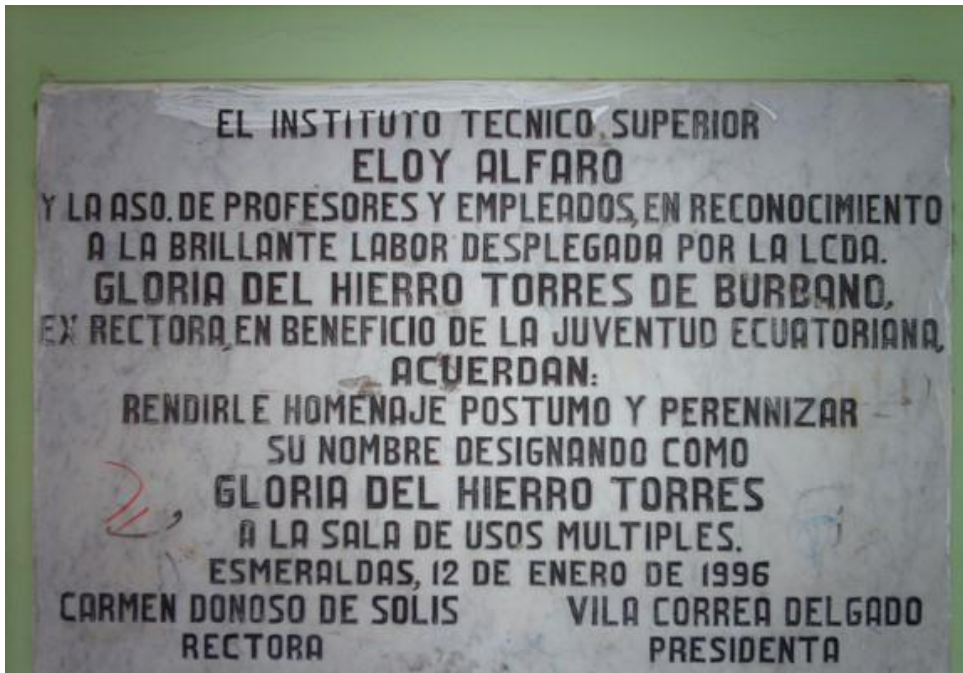
-Ground of the institution:



-Main entrance of the institution:



-Label at the main office:



Students solving the polls:



