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COMPREHENSIBLE INPUT FOR BOOSTING LISTENING SKILLS AMONG SEVENTH GRADE ENGLISH LANGUAGE LEARNERS

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as a Foreign Language**

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INNOVATIVE PEDAGOGIES

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DEDICATION

This research is dedicated to the Divine Being whose eternal blessings have consistently illuminated the path to accomplishing my life's aspirations.

I wish to extend my profound gratitude to my beloved husband, Gustavo, and my cherished son, Nicolás, whose unwavering support and encouragement have been instrumental in guiding me through the entirety of this rigorous undertaking. Your presence and devotion have been a constant source of inspiration.

To my parents, whose enduring guidance and unwavering commitment to my personal and professional development have shaped me into a virtuous individual and a distinguished professional, I express my deepest appreciation. Your love has been an enduring foundation upon which I have built my journey

RESUMEN

El idioma inglés es un idioma universal muy utilizado para comunicarse de manera efectiva en el mundo en el que vivimos, y de acuerdo a lo vivido durante esta pandemia, es un hecho que una gran cantidad de estudiantes se encuentran desmotivados por aprenderlo debido a diferentes aspectos. Por ejemplo, falta de confianza y desconocimiento para expresar ideas adecuadamente.

En respuesta a estos desafíos, es fundamental proporcionar oportunidades para mejorar las habilidades de comprensión auditiva de los estudiantes de séptimo grado en la Unidad Educativa Luis Felipe Borja. Este estudio de investigación tiene como objetivo principal aplicar el concepto de "comprensible input" con el propósito de fortalecer las destrezas de comprensión auditiva de los estudiantes. Esto se logró a través de diversas actividades como el uso de canciones, videos, juegos y utilización de objetos reales. La meta es que los estudiantes adquieran confianza y entusiasmo que les permita comunicarse con precisión y efectividad en el idioma inglés.

El enfoque de investigación utilizado es preexperimental, con un enfoque cuantitativo. La metodología es descriptiva, correlacional y socioeducativa. El instrumento de medición consiste en un examen administrado al inicio y al final del estudio. Después del examen inicial, se llevó a cabo la intervención planificada y, al final, se realizó otro examen con resultados favorables.

Al concluir la investigación, los estudiantes alcanzaron niveles superiores de competencia en comprensión auditiva y se sienten más seguros al utilizar el idioma inglés como medio de comunicación. Este aumento en las habilidades les permitirá expresar sus ideas de manera precisa y efectiva.

Palabras clave: aprendizaje, aula, comprensión auditiva, inglés, input, motivación.

ABSTRACT

English is a universal language that is widely used to communicate effectively in today's globalized world, and, according to what has been experienced during this pandemic, it is a fact that a great number of students are unmotivated to learn it due to different aspects, for instance, lack of confidence and inappropriate knowledge to share and understand ideas accurately. In response to these challenges, it is necessary to provide opportunities to enhance listening comprehension skills among seventh-grade English language learners at Luis Felipe Borja High School. This research aims to apply "comprehensible input" to strengthen students' listening comprehension skills. This will be achieved through various comprehensible activities, including the use of songs, videos, games, and realia. The objective is for students to gain confidence and enthusiasm in obtaining information in English, enabling them to communicate accurately and effectively. The research approach employed is pre-experimental, with a quantitative focus, as it addresses a specific problem and implements a planned intervention. The research methodology is descriptive and correlational, utilizing the socio-educational modality. The evaluation instrument consists of a pre- and post-test. Followed by a planned intervention with favorable outcomes. Upon concluding the research, students have attained higher levels of listening comprehension competency and feel more confident in using the English language as a means of communication. This improvement in skills enables them to express their ideas precisely and effectively.

Keywords: classroom, environment, input, learning, listening skills, motivation.

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INTRODUCTION

Learning a second language can become a formidable challenge if not imparted in an effective manner. The pedagogical approach adopted by instructors within the classroom setting assumes great importance in achieving success in language acquisition. It is, therefore, imperative to underscore the significant role played by comprehensible input in facilitating the learning process, akin to how we acquire our native language fluency.

Consequently, the primary focus of this investigation is to formulate an innovative and practical proposal that encompasses an array of input-based activities, meticulously designed to improve students' linguistic proficiency and empower them to proficiently apply their acquired knowledge in scholastic settings. This research is of notable significance as it assumes a descriptive nature, offering insights into the challenges encountered by seventh-grade language learners in their educational context. Furthermore, it presents a methodological approach centered on comprehensible input activities, with the ultimate goal of enhancing listening skills and fostering linguistic competence.

Moreover, this investigation will assess the English language learning environment of seventh-grade students at Luis Felipe Borja High School, with a specific focus on their listening comprehension proficiency. The objective of this research is not for teachers to completely replace current methodological tools in the classroom, but rather to consider this recommendation as a complement to classroom activities and an opportunity to contemplate the relevance of comprehensible input in teaching.

Research Problem

How can comprehensible input help seventh-grade English language learners improve their listening skills?

Scientific Problem

It is widely acknowledged that listening plays an essential role in the acquisition of the English language, as it serves as a primary source of language input. Ecuador ranks 82nd out of 112 countries according to the 2022 ranking of the world's largest countries and regions in terms of English proficiency, (EF Education First, 2022). Based on the information, it is concluded that English language instruction, encompassing all its skills, including listening, is not being delivered as effectively as it should be. This challenging situation may arise from various factors, including lack of interest and motivation, among other potential causes.

A similar situation is observed among students in the city of Ambato. Inadequate exposure to listening activities, a dearth of comprehensible input, and limited English-speaking practice environments for practice have resulted in a low level of listening comprehension. Likewise, at Luis Felipe Borja High School, English language learners grapple with comparable challenges. Insufficient listening techniques and a lack of awareness about contemporary teaching approaches hinder the achievement of the institution's educational goals. These factors collectively give rise to the following research problem.

How can we enhance listening skills in seventh-grade students?

Hypothesis

Comprehensible input activities enhance seventh-grade English Language learners' listening skills.

General Objective

To apply comprehensible input for boosting listening skills among seventh-grade English language learners.

Specific Objectives:

1. To consider Krashen's Input Hypothesis for a better understanding of language acquisition.

2. To identify the level of listening comprehensive among seventh-grade English language learners.
3. To design a booklet with comprehensible input activities for the development of listening skills among seventh grade students.
4. To organize workshops aimed at educating the community about the benefits of incorporating abundant comprehensible input in classrooms to enhance listening skills.

Methodology

The current research work employed a pre-experimental research design, focusing exclusively on a single group of English language learners. The research methodology adopted a quantitative approach, utilizing both pre-test and post-test assessments to systematically evaluate the enhancement of listening skills among seventh-grade students following the intervention.

Justification

The focus of this investigation is to use comprehensible input for boosting listening skills among seventh-grade English language learners. The idea behind comprehensible input is that language acquisition occurs most effectively when learners are exposed to language that is just beyond their current level but still comprehensible enough to grasp the overall meaning. This approach encourages natural language acquisition, similar to how children acquire their first language by listening to and understanding the language spoken around them.

Comprehensible input plays a primordial role and needs to be incorporated into the educational environment, facilitating interaction among students and institutions, thereby eliminating barriers. Additionally, this research is valuable because listening skills is a fundamental stimulus in the process of learning a second language seeing that it enriches the teachers' role in promoting learning using comprehensible input activities and contributing to the progress of learning the English language for communicative purposes.

It is quite clear that this research will have a great impact on both the school and students as it will have manageable data for improving listening skills. From a very early age, students are immersed in learning a second language which is necessary to take advantage of it and promote the use of comprehensible input for doing so. The project is possible to be developed because it has the support of the school, teachers, and students to improve their current situation. Likewise, the information and data obtained will be used to improve the services offered to the student community in terms of learning English.

Finally, it is an original research whose main objective is to use comprehensible input to make students improve their listening skills and increase their interest in learning English so that their knowledge serves as a support in a globalized world that uses its language for communication and business purposes. Nowadays, different changes are taking place regarding education and that is where research provides advantages to offer better services to the community.

CHAPTER I. STATUS OF ART AND PRACTICE

The process of acquiring proficiency in a second language can, at times, present challenges that may appear impossible for certain individuals. For a better understanding of this complex procedure, it is crucial to be familiar with some theories and concepts related to it.

1.1. Language - Acquisition Process

Language acquisition, the process by which individuals learn and develop proficiency in a language, is a complex and multifaceted phenomenon. It is a dynamic process that continues throughout life, but it is most rapid and successful in early childhood. To start, it is then necessary to recognize the difference between learning and acquisition. Learning is a conscious operation that draws students' attention to the scheme or structure of language (Dorsch, 2011). Unlike learning, acquisition is similar to how we acquire our mother tongue. In fact, it is a subconscious activity in which people internalize a new language and emphasize the given information that is the meaning.

The language acquisition process is probably one of the most remarkable achievements people get in their childhood. It is considered as necessary as breathing or blinking. Children learn a language by listening, speaking, reading, and writing; they acquire it quickly, and before they are five, they can speak using proper grammar and understand what others are saying communicating effectively. It is stated that younger people can learn a language easily; as time draws out it becomes more difficult, and for older people become even more challenging and demanding (Ellis, 2010).

Furthermore, it is vital to mention that proficiency in a second language from learners requires considerable practice and receiving much information through the input (Ellis, 2005). The reference to receiving much information through input is essential. Input in the form of exposure to native speakers, reading books, watching movies, or

engaging in conversations is vital for language acquisition. It allows learners to absorb the language's patterns, vocabulary, and cultural nuances.

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Young people have greater flexibility to learn updated things as their minds are receptive to new ideas and concepts. They can also retain current information for long periods and recall it easily. Moreover, younger people may have more motivation to learn a language due to peer pressure or the need to fit in with a specific group or culture. Additionally, the younger generation is exposed to more digital and online resources that help to make language learning more accessible and enjoyable.

Young people possess a great capacity for acquiring new knowledge and concepts due to their receptive minds and adaptability. They also demonstrate an impressive ability to retain recently acquired information over extended periods and readily recall it. Furthermore, the younger demographic often exhibits greater motivation to acquire a new language because of peer influence or the desire to assimilate into a particular social group or culture. Moreover, the younger generation benefits from extensive exposure to digital and online resources, which in turn significantly enhance the accessibility and enjoyment of language learning.

1.2. Input

Input refers to the language that learners are exposed to or receive from various sources. It is a crucial component of language learning as it provides learners with the necessary linguistic data and examples to develop their language skills. Also, input is the language used for communicative purposes and exposed to learners where it needs

to be meaningful. It can be given orally or in writing. Oral input is all the information you receive when a person talks, from listening activities, songs, and others. Written input, on the other hand, is what people receive from textbooks, written materials, and readings. Both forms of input are significant for learning and understanding new concepts (Ellis, 2014).

Input manifests in diverse forms, encompassing activities like actively engaging in conversations, immersing oneself in literature, or consuming visual content such as videos and television shows. For learners, it is necessary to be actively engaged with the input to comprehend its significance, facilitating its assimilation and application. To fully understand and use this information, learners must actively engage with it. By doing so, learners can improve their understanding of the language they are studying, including grammar, pronunciation, and vocabulary. Additionally, by paying close attention to the context of the information, learners can develop the skills needed for effective communication in the target language.

Input can be used to help learners develop the skills to use language for a variety of purposes, including engaging in conversations, providing instructions, or expressing opinions. It is essential for learners to direct their attention towards the communicative facets of the input. This involves discerning how speakers employ diverse words and phrases across various contexts and observing the dynamics of interpersonal interactions. Through this immersive approach to input, learners gain insights into the versatile use of language to achieve different communicative objectives, thereby advancing their proficiency and success in language acquisition.

People's attention is naturally drawn to language input, and the most effective way to engage them is by making it compelling. The sixth principle of second language acquisition proposed by Ellis (2005) underscores the significance of 'extensive L2 input' (p. 217). Language learners do not acquire a new language primarily through output or constant error correction. Instead, the key lies in receiving a substantial amount of comprehensible input. The more input learners are exposed to, the more words they can assimilate into their mental lexicon for future use in communication. For this input

to be effective, it must be not only comprehensible but also enjoyable and rich in linguistic content.

Numerous researchers, including Krashen (1994), have demonstrated a direct correlation between language proficiency and exposure to the target language. Effective communication requires a substantial influx of input, characterized by its comprehensibility and linguistic richness. Without exposure to the target language, learners cannot acquire it. Furthermore, the quantity of input received directly influences the speed at which learners acquire the language

A useful analogy for understanding the role of input in language acquisition is comparing it with the gasoline a car requires for motion. Just as cars won't budge without gasoline, language acquisition depends on input—the engine that propels the process forward. Without this crucial input, language acquisition remains at a standstill. Among the various sources of input available to learners, the teacher stands out as the most vital and accessible. In the classroom, when teachers speak, they provide students with invaluable opportunities to enhance their comprehension skills. To make the most of these opportunities, teachers should carefully consider factors such as the appropriate level of complexity, delivery speed, clarity, and the variety of voice and style employed in their teaching.

The input must be comprehensible, as learners should be capable of discerning the message and forming connections in their minds. Furthermore, it should make sense and contain information that captures the learners' attention. The primary purpose of meaningful input is to convey information effectively to the listener. If the input is incomprehensible or lacks meaning, the necessary neural connections do not form, hindering the learning process (Lee & VanPatten, 2003).

Moreover, in the language acquisition process, the input provided to students plays an essential role in enhancing their understanding of the language. As a result, teachers must keep in mind the importance of pacing and reinforcement. It is essential for educators to adapt their language complexity to the students' proficiency levels, providing simplified instructions and repeating them as needed. Speaking slowly with

well-placed pauses and encouraging active student participation, including speaking and producing the language, are key strategies. Additionally, the use of body language can significantly aid in conveying instructions and ensuring a better understanding.

Furthermore, the incorporation of visual aids, including pictures, icons, and diagrams, can greatly enhance students' understanding of the content being presented. Diversifying instructional strategies through the use of various activities and resources can not only make the subject matter more engaging but also stimulate students' interest. Additionally, providing constructive feedback is an integral aspect of the learning process, as it enables students to recognize and rectify their errors effectively. Ultimately, students achieve a deeper comprehension when they actively participate and execute the tasks assigned to them.

Effective classes should adopt a student-centered approach rather than a teacher-centered one. The teacher's role is not to dominate the conversation with extensive speaking but to guide and facilitate language production among the students. It is advisable to avoid excessive translation or overemphasis on grammatical structures since the primary focus should be on meaning rather than rigid language forms. Occasionally, students tend to mindlessly fill out worksheets or follow predetermined patterns that lack context, which fails to capture learners' attention effectively.

Educators should set a nurturing environment in which students feel encouraged to ask questions, articulate their viewpoints, and actively participate in the learning process. Achieving this entails designing activities and assignments that captivate students' interest and hold genuine significance. Additionally, teachers should offer unambiguous instructions and deliver constructive feedback, which not only aids comprehension of the subject matter but also promotes self-awareness and growth. Cultivating patience and providing support are equally essential, allowing students the necessary time and space for responses.

Meaningful input in language learning serves a primarily communicative function, aiming to deliver valuable information to the listener. If the input provided is either incomprehensible or devoid of meaning, the vital connections between form and

meaning cannot achieve their intended purpose (Shrum & Glisan, 2016). Knowledge of grammatical rules does not equate to genuine language learning. Often, learners find it challenging to apply these rules in real-time conversations, where there is limited time to contemplate and apply them effectively

Grammar can be a complex aspect of language, often challenging to learn, employ, or put into practice. Providing learners with opportunities to acquire language in real-life situations proves more beneficial, as it allows them to grasp the mechanics of grammar organically and apply it effectively in context. Grammar, at its core, serves the practical purpose of conveying information in a meaningful manner. Therefore, the emphasis in language acquisition should be placed on appropriate input, which plays an important role in language learning. Additionally, offering learners meaningful practice activities aids in the internalization of language structures.

Since input is so important for learning a second language, it makes sense to explain its value in a language learning setting. In other words, it is the language material learners receive from their environment and use to learn a language. Some characteristics need to be considered to enhance this process are higher teacher encouragement, motivated and self-confident students, low anxiety levels, and favorable classroom activities for making the classroom an excellent environment for students to enjoy and have time at learning.

The importance of input in the acquisition of a second language is essential to emphasize its value within the context of language learning. In essence, input represents the linguistic content that learners absorb from their surroundings and employ in the language acquisition process. To enhance this process, certain key factors should be considered. These include fostering a culture of higher teacher encouragement, nurturing students who are motivated and self-confident, maintaining low levels of anxiety, and applying classroom activities that create an ideal environment for students to enjoy their learning experience.

Input characteristics

Some characteristics should be considered for the input to be easy to understand and these are:

Comprehensible

It refers to the ability of learners to understand, stay motivated, actively participate, and engage in interactions. Motivating learners can be achieved by creating an engaging and enjoyable learning environment, incorporating various activities, games, and stories to foster excitement during the learning process. While it is true that students may not comprehend everything at all times, the clearer the message, the more effectively students receive, process, and retain it in their memory. Additionally, the use of feedback and rewards can further enhance motivation among learners.

Compelling

It refers to when the input is interesting and enjoyable to allow learners to feel confident in class and even forget that they are learning another language. Therefore, it is crucial for teachers to provide learners with opportunities to select topics that genuinely interest them. This approach can significantly benefit the language acquisition process, as compelling input ignites a conscious desire to learn and improve.

Rich and abundant

Learners should be exposed to a diverse range of activities and be provided with multiple opportunities to practice and apply their language skills. The language presented to learners should be meaningful to the learner and presented in a clear and comprehensible manner, facilitating the understanding and acquisition of new language features. Real-life conversations often do not afford learners the time for this level of engagement. While grammar is indeed a crucial component of language learning, it is just one part of the equation. To achieve proficiency in a language, learners must also have the opportunity to use the language authentically in communication.

Input with children

The way we communicate with children differs significantly from how we talk to adults or native speakers. When addressing children, it's important to employ a simplified language, similar to what they receive from parents, caregivers, or other family members when acquiring their first language. This often involves using exaggerated gestures, employing straightforward vocabulary, repetition, and even occasional grammatical errors. Furthermore, intonation, rhythm, articulation have noticeable variations when communicating with children, particularly in the early stages of language development (Lee & VanPatten, 2003).

It's valuable to reflect on the way we all acquire our first language. We begin by making simple sounds, a stage known as babbling, then progress to uttering basic words, followed by stringing words together to form simple phrases. This process continues as we develop the ability to construct more complex sentences, eventually becoming proficient communicators. This process serves as a reminder that language acquisition is a dynamic process, requiring extensive practice and acknowledging that making mistakes is an integral part of the learning journey.

It emphasizes that language learning is not as straightforward as memorizing grammar rules or filling out worksheets; rather, it involves providing infants with opportunities for real-life practice and ensuring that learning is an enjoyable and engaging experience. Asking questions and encouraging children to answer is also essential to get them to learn and immerse themselves in the language. Additionally, patience and understanding are the main components when teaching and talking to children. Another effective strategy to keep in mind while learning a language is immersion. This entails actively engaging with the language by listening to audio recordings, watching movies or TV shows, and reading books in that language. This immersive approach not only provides a deeper sense of the language but also facilitates the acquisition of new words and phrases.

Experts suggest to start the acquisition of a second language before reaching puberty is advantageous. However, the optimal age for language learning is often considered to be around 1 to 7 years old, as it aligns with the heightened activity and enhanced

learning capacity of a developing brain. This phenomenon explains why children tend to grasp new concepts more rapidly than adults. Due to physiological changes that occur with age, language acquisition becomes more demanding for older individuals. (Farwell et al., 1979).

Furthermore, as children continue to grow, it's highly beneficial to seek out opportunities to practice with native speakers. This not only aids in improving pronunciation but also enhances various language skills. It provides an avenue for asking questions and engaging in spontaneous interactions. Lastly, it's essential to keep the learning experience enjoyable and rewarding. Language acquisition should be a source of fun and satisfaction. Making mistakes or encountering misunderstandings is a natural part of this remarkable journey, but the key is to keep practicing

Input with second language learners

When providing input to second language learners, it's essential to tailor the vocabulary to suit beginners by simplifying or adjusting it according to their proficiency level. In addition, employing a more pronounced intonation and pitch can enhance comprehension. It is recommended to avoid using contractions, idiomatic expressions, or slang, particularly in the initial stages, to prevent students from feeling overwhelmed. Motivation plays a pivotal role in the success of second language classes. When students are motivated, the teaching-learning process becomes more enjoyable and efficient, allowing them to have fun while learning. Conversely, if students experience anxiety, it can hinder their learning as their cognitive processes may become blocked, impeding language acquisition. (Liu, 2013).

Experts recommend employing a variety of methods and classroom techniques to facilitate children's second language acquisition. These approaches include incorporating elements like songs, games, storytelling, role plays, and projects into the learning process. Equally crucial is the establishment of a positive learning environment that allows ample time for practice and the application of newly acquired language skills. Additionally, it's essential to exercise patience, attend to individual students'

learning needs, and remain sensitive to the cultural contexts associated with the learned language

Additionally, it is relevant to find creative ways to engage students in the language-learning process using technology whenever possible to enhance learners. Various technologies are helpful to assist second-language learners, such as online language-learning tools, software programs, virtual reality, and interactive websites. These technologies offer students immersive learning experiences and aid in enhancing their language skills, preparing them to success in the globalized world we inhabit.

Additionally, it is important to remember that not all children learn in the same way; instead, they all have different strengths, passions, and learning preferences. Various types of intelligence, including linguistic, spatial, musical, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal intelligence, have been identified. Educators can use multiple intelligences theory to help create lesson plans and activities that accommodate all types of learners; that can help to create an environment where all children can learn and thrive. (Armstrong, 2009)

Intake

There is also a term related to input called intake which is considered a filtered version of the input; it is the processed information in the learner's memory. However, this process is not as simple as hearing once and automatically saving it in the internal memory or acquiring it since the acquisition process is not instantaneous. It is a process consisting of receiving the same information several times and in a comprehensible for it to become successful. The learner needs to process and store the information, so it is easier for them to remember and use it for future reference.

When data is incorporated, it is taken and stored in the learner's memory. During the process of intake, the learner evaluates the information and makes decisions about what to remember and what to discard. This process involves the learner's attention and helps to build a mental model of the material. Intake is broken down into three types; intake as incorporated data, intake as a process, and intake as a filtered subset of input before incorporation. Intake is essential for effective learning and helps learners

to remember and make sense of the material. It is a meaningful part of the learning process and can help learners to understand better and retain the material they are studying (Pütz & Sicola, 2010).

Input in the classroom

The language used in the classroom should be simple and comprehensible; there should be lots of valuable resources such as drawings, pictures, visual aids, and gestures, among others for a better understanding of the learners. Moreover, it is a good idea to focus on topics or situations that the learners are familiar with or know something about because they will help them discern better, anticipate vocabulary and have a clearer idea of what has been explained to avoid struggle.

Presenting real-world information helps input become meaning-bearing; talking to learners requires a low pause and intonation to help keep the conversation flowing and maintain learners engaged and interested. Besides, make sure you speak clearly and at a comfortable speed using appropriate language and vocabulary according to the learners' level to allow them to process the received input (Lee & VanPatten, 2003).

Some presumptions show beginners are not able to understand anything, talking about second language acquisition and that is false; research has shown that beginning language learners can understand more than most people think. They can recognize the basic structure of language and pick up the meaning of many words in context; they can interpret the meaning and start forming sentences, even if they make mistakes. The key is to provide language learners with adequate, simplified, and comprehensible input, offering them enough opportunities to practice and understand language.

With the right approach and support, beginners can understand much more than what is thought at the beginning. If instructors provide comprehensible and understandable input and allow plenty of opportunities to practice, beginning language learners can quickly gain a basic understanding of the language and begin to communicate

successfully. Furthermore, plenty of encouragement and praise to help students is necessary to keep students motivated and confident.

Input and vocabulary

There are different ways some authors mention as effective for learning vocabulary; some of them are: using bilingual lists, memorizing words, using flashcards, and other visual aids; vocabulary should be introduced in context. Making binding means linking meaning to a form which indicates associating a word with its meaning and not with a translation; visual aids help a lot to present vocabulary. Moreover, reading is one of the best habits all people should do not only to acquire lexicon but to be better at grammar and understanding.

Input processing

Language learners' initial handling and processing of linguistic material they hear or read (input) and what they comprehend is known as input processing.; learners may run into initial issues adjusting to the characteristics and qualities of the new language during input processing. While this procedure occurs, working memory plays a crucial role to process the language. Making sense of the language and understanding its structure and meaning are all parts of input processing; it is a crucial stage in the language learning proceeding.

To understand the language they hear or read, learners must first recognize and decode it, understand the language's grammar and syntax and learn to recognize words and phrases are all possible steps in this process. Language in context processing, or interpreting the language in its social and cultural context, is another aspect of input processing; recognizing discourse markers, comprehending cultural allusions, and learning the cultural norms and standards of the language are all part of this. While learners understand the language, input processing is a crucial first step in language acquisition.

Structured input

Structured input refers to tasks that students complete in conjunction with the material they acquire and process. When creating structured input activities, certain principles should be kept in mind, such as: concentrating on meaning rather than establishing technical and traditional grammatical teaching, presenting one item at a time, and speaking slowly, use oral and written input allowing learners to hear and see input, ask learners to do something with that input not just be passing recipients of the language for them to process strategies in mind.

Comprehensible input strategies

Learning strategies are the ways in which a person organizes and uses specific skills in and out of school to learn content or perform other tasks more effectively and to facilitate the active learning process by teaching students how to learn and apply what they have learned to solve problems and succeed. According to Krashen there are some comprehensible input strategies that can be used in different ways to help students learn in a variety of educational settings and these are:

Direct instruction

Teachers can use this strategy with beginners and learners who do not understand the language. It consists of instructing the students on what they should do. Teachers are the ones who model or perform a task, students watch the teacher and try by themselves and independently. The teacher can use verbal instructions, gestures, and other visual cues to help the student understand better as well as provide language support during the activity. This strategy can be used to teach a variety of skills, such as basic language skills, math, science, and social studies. It is an effective way to teach students new skills in a way that is engaging and allows them to practice independently.

Joint construction

Joint Construction is a strategy used with students who already have some basic language skills or with learners who can follow directions independently but still require some instructor assistance. The main component of it is collaborative learning, in which

the teacher and the students collaborate to develop new linguistic structures or to use already existing linguistic structures in new ways. After receiving the language structure from the teacher, learners create new sentences using their own words and thoughts.

Along the way, the teacher gives feedback to students, correcting any mistakes or helping them in learning the new language structure. This strategy encourages learners to consider their language use critically and use a lot of imagination. Additionally, it promotes group study and gives students the confidence to use the language and speak it.

Coached construction

This strategy is applied with intermediate students who can work independently; teachers apply different strategies to motivate students in their learning and make suggestions when necessary. They also provide feedback and encourage them to think independently and creatively to increase student comprehension and encourage deeper thought about the subject matter. Learners on the other hand can ask questions and get answers while the teacher guides them, which can aid in the growth of their knowledge and abilities.

Monitoring

Monitoring comprehensible input strategy is appropriate for advanced students due to the fact they require a minimum guidance to develop the activities. Teachers are the ones in charge of offering comprehensible input by providing explanations and appropriate visual aids, facilitate learners' engagement in meaningful conversations and provide opportunities for them to interact with the target language. Additionally, the teacher should provide scaffolding for the students to understand the context and use appropriate language. Finally, the teacher should provide timely feedback and support to students to comprehend the input. (Krashen et al., 2018)

Let's now explore a bit more over the linguistic features you may change when teaching.

Adapted speech

Limit the use of idioms and slang, use straightforward language whenever possible, and steer clear of run-on sentences. Ask questions to make sure pupils have comprehended what you stated, and speak clearly, slowly, and with pauses between phrases and words. This will assist all of the class members understand you better. Students won't pay attention and won't learn anything if teachers speak quickly.

Visual and graphic supports

Use visual and graphic support most time possible; you can bring to the class photos, video clips, realia, or graphic organizers among other things whenever possible to increase students' comprehension; if students listen just to the teacher all the time the information they get will not cognitively demanding and even become bored. Visual support increases attention, comprehension, fun, and overall learning.

Visuals can help students better understand and remember content, as they can offer a concrete representation of the material in a more easily digestible format. Additionally, students can use visuals to construct their mental models of the content, helping them to make connections between different pieces of information. Visuals also serve as a main point, allowing teachers and students to refer back to the same image to review and remind themselves of the content.

Objective-driven and chunked instruction

Before the lesson, establish a subject and learning aim, and make frequent use of it while teaching. Giving students time increases their capacity to comprehend the language and information. You may enhance the learning process by breaking down your "direct instruction" or "lecturing" time into no more than 10 minutes for older students and 5 minutes for younger children. By doing so, the students may take regular breaks to assimilate the material and apply it to the subject and learning purpose. This breaks up the monotony of a standard lecture. This approach provides learners to activate participate in the lesson.

Types of activities for structure input

Referential and affective activities are both types of structure input activities. Referential activities entail choosing a correct or incorrect response while paying attention to the grammatical structure to understand the meaning, whereas structured input activities should begin using two or three referential activities. Effective exercises, on the other hand, encourage students to express an opinion, a belief, or some other kind of response in response to knowledge about the real world. Along with these exercises, the sorts of responses that students make to input may also be categorized using the following.

- Binary options
- Matching
- Supplying info
- Selecting alternatives
- Surveys

Comprehensible input activities

There is a great variety of input activities teachers should use in class to motivate and be successful in the learning process. Some of them are:

- Use different sources of input
- Tell stories
- Use drawings, images, doodles or objects.
- Sing songs
- Play games
- Reading activities
- Watch news or movies
- Correction of mistakes

- Listen and draw

1.3. Listening

One of the passive or receptive skills in learning the English language is listening and it develops a crucial role in communication since it is used in everyday interactions and regarded as a significant agent for learning a language faster and more efficiently as how is considered that masters more quickly than other English skills. Even though listening is complicated, it is vital because people cannot communicate successfully without it. The clue for mastering listening is teaching it in real contexts whose main objective will be to succeed in communication purposes and be able to comprehend the speaker's intended message.

Study after study has shown that listening is one of the most frequently used skills in daily interactions and is a crucial component in learning a second language quickly and effectively. Listening is an important part of language learning because it is essential to communication and learning. It can help students understand the context of a conversation and the speakers' tone. Lastly, listening can help students develop better pronunciation, vocabulary, and grammar structures (Kamaeva et al., 2022).

Listening is a very demanding skill; every non-native English speaker faced a situation when they were talking with a native speaker person but was not able to answer because they could not comprehend what they were saying or encountered a circumstance where being unable to follow English announcements at a foreign airport or railway station. For this reason, it is necessary to clarify all aspects concerning listening skills.

Listening as a psycholinguistic process

Listening is a complex process that includes understanding, analyzing, interpreting, evaluating, and responding to spoken messages; therefore, is considered an active process that requires the listener mentally be engaged to understand and respond appropriately. Listening involves cognitive and affective processes that need listeners to think and feel to comprehend and respond to the message. The listening's active

nature is evident in the fact that listeners are not passive recipients of the information. Rather, they apply their knowledge, experience, values, and beliefs to interpret spoken messages.

Listening also involves the manipulation of strategies for understanding, such as predicting, summarizing, questioning, and connecting; for listeners to be effective, they need to be able to recognize the key aspects of the spoken word and make deductions from it. Consequently, listening for psycholinguistics is not a passive but an active process that involves active participation, and cognitive and affective processes. For the listener to be successful, she must be engaged and actively process the spoken message to understand the message clearly (Lee & VanPatten, 2003).

According to (Wolvin & Coakley, 1985), there are three distinct sets of processes that make up the act of listening to these are:

Perceiving aural stimuli

Perceiving aural stimuli involves gathering data from the auditory environment and simply hearing sounds, as the first action is entirely automatic and does not involve any explicit cognitive processing. This data is then taken and interpreted by the brain through a complex process of selecting, organizing, and integrating the sensory information. The brain processes sound waves as they enter the ear and travel through the auditory canal. Once the brain has processed the sound, it may then take further action, such as responding to the sound or remembering it. The brain can also be trained to interpret and recognize complex sounds, such as music or speech.

Attending to aural stimuli

Attending to aural stimuli occurs when someone consciously directs their attention to a determined sound and chooses to concentrate on it; they are handling the aural stimulus. This step needs to be completed to proceed to the next, and it is elective. This involves listening to the sound, analyzing it, and possibly interpreting it in some way. Depending on the situation, this may include identifying the source of the sound,

assigning meaning to it, or creating a response to it. Processing the stimulus is essential for responding appropriately to aural stimuli.

Assigning meaning to aural stimuli

Assigning meaning to aural stimuli is the final step in the process of listening; and refers to how the sound is interpreted; this entails the listener connecting in their mind the sound with the numerous meanings that the sound may have to understand it. This process can be affected by several factors such as the listener's background, culture, and experience. As an example, a listener's interpretation of a particular sound may be different if they are from a different culture than the sound's origin. In addition, the listener's past experiences and memories can influence how they perceive the sound. Furthermore, the listener's expectations can also shape the way they interpret a sound. (Lee & VanPatten, 2003).

There is no guarantee that listeners will always assign the same interpretations to utterances they hear in conversations, despite the possibility that they share a similar culture and language that lead them to do so. For instance: what one person interprets as a compliment may be perceived by another as a sarcastic remark due to differences in personal and individual psychological backgrounds; what one person interprets as only a suggestion or opinion, another person may understand as a mandate depends on a lot on cultural and linguistic contexts.

Listening and language development

According to our biology, people use their brains to hear. Hearing information is only sent to the brain through the ears.; since people are in the uterus, they start receiving some listening stimuli from the external environment. In the beginning, children prefer their mother's speech when they are born because it was their earliest incentive before coming to this world; the biggest stimulus occurs in the first 3 to 5 years of life due to the acoustic stimulation and moderation of the central auditory system of the brain must occur early at birth seeing that brain responds uniquely to speech (Cole & Flexer, 2020).

Initially, babies can recognize speech sounds or phonemes until their brains become efficient, and they can discriminate words, phrases, and short sentences; the process continues development until they can understand a fluent conversation. Listening skills children experienced in their early years are critical for adequate language development; thus, the sooner a child learns a language better, the more delayed the age of acquisition will be more difficult.

Humans are faster at hearing than in seeing, tasting, smelling, or feeling. Additionally, the cultural and linguistic backgrounds of the learners, including their mother tongue proficiency, have been suggested as possible contributors to their difficulties in listening comprehension; some other factors such as age, gender, working memory, phonological awareness, and prior knowledge are suggested to have an impact on learners listening comprehension abilities. Moreover, the features of the target language, such as the presence of tones and unfamiliar phonemes, are also thought to contribute to learners' difficulties in listening comprehension.

To improve listening skills, learners need to be familiar with the language and its elements. They should learn about pronunciation, intonation, and different language accents. It is also primordial for them to understand the grammar and vocabulary of the language and be aware of the common phrases and expressions used in everyday conversations. In addition, learners need to practice active listening. They should pay attention to the speaker and try to understand the speech's main points. They should ask questions if they do not understand something and make connections between what is being listened to and what they already know.

Furthermore, learners should practice summarizing the speakers' words, using similar words and phrases, and using correct body language to show that they are paying attention. It is also an excellent idea for learners to get exposed to as many authentic conversations as possible for helping to develop a better understanding of the language and how is used in real-life contexts. As they become more familiar with the language, they can start developing their own speaking and writing skills (Kamaeva et al., 2022).

Listening as communication

The purpose of listening is to understand and interpret the meaning of what is said; communication requires more than just spoken words. When listening to someone it is necessary to pay attention to nonverbal indicators like body language, facial expressions, and vocal intonation because they can all be used to convey meaning. Being a two-way communication technique, listening also requires the speaker to decipher the listener's answers and reactions and express their meaning.

Effective communication requires both speaking and listening; strong listeners are better prepared to comprehend and interpret what is said to respond appropriately. To ensure that the meaning is understood, people must be able to listen actively and attentively. Being a good listener can also lead to improved relationships because it shows that one is interested in and participating in the conversation.

Listening situations

Collaborative and non-collaborative listening situations are the two main categories. Collaborative are situations in which the speaker and the audience collaborate to negotiate the meaning. The discourse is actively constructed with the help of the listener. The listener can actively influence what the other speaker says and how she says it by nodding, scowling, asking questions, adding to what was said, commenting on it, or simply saying "Yeah, yeah" or "Huh!".

Non-collaborative situations occur when the listener is only an observer and does not participate in speech development. The only individual who controls the discourse's nature is the speaker. Non-collaborative listening includes activities like listening to music. Non-collaborative situations may also occur when the person does not feel comfortable taking part in a dialogue, either due to a lack of knowledge or a feeling of intimidation (Lee & VanPatten, 2003).

Listener enrichment of input

For listeners to be successful in the listening process, visual signals such as using body language and articulatory movements from the speaker play a primordial factor in real-life conversations. Investigations have revealed that children learn to perceive speech in their first language by heavily relying on caregivers' visual cues. There are several

misunderstandings where the visual and auditory cues do not match. Language comprehension needs the reception of input and activation of knowledge. However, it has been argued that attention is important for L2 acquisition and that learners do not use all the input they are exposed to.

Misunderstandings or mistakes are a typical occurrence in the communication process; some of them are never noticed or corrected because they do not progress to the point where communication becomes ineffective. When misunderstandings do happen, good listeners should know the best way to solve them without embarrassing other people; listeners must avoid placing blame and instead concentrate on the necessary correction. As listeners, we can monitor our comprehension and make decisions on how to adjust our attention for improvement.

Listening in the second language classroom

Classrooms typically have limited resources and space that limit the range of activities for learners to practice their listening skills. This can make it challenging for students to experience a wide range of listening skills in the real world. Moreover, listening exercises used in the classroom could not prepare students with the tools they need to process and comprehend spoken language in authentic contexts. Consequently, it is a good idea to use a range of activities in their classes to address this, including role-plays, simulations of typical discussions, and audio and video recordings of real-world conversations.

Furthermore, teachers can provide learners with opportunities to see or listen to real-life interactions outside the classroom, such as at home or while traveling; this can be beneficial. In the classroom, listening is frequently done for evaluative purposes; teachers keep the attention of who is having difficulties and who is not to give feedback or determine who is paying attention and later assign a grade. Thereupon, the classroom might not be the best environment for developing listening skills but it is the setting where these abilities can start to emerge. They can take measures to make the most of class time for listening skills development.

To doing the classroom a nicer environment there should be active participation in listening-enhancing activities; teachers can present chances for students to participate in debates and other activities that help them strengthen their listening skills. They can also offer suggestions and advice to assist students to become better listeners; moreover, teachers can give students access to materials like books, articles, and online tools to assist them in better appreciating the value of active listening. By following these guidelines, teachers can assist students in improving their listening comprehension and strategic response skills. A few suggestions needed to be taken into account to improve listening in the classroom:

- Let students suggest or choose the topics they feel more likely to engage in active significantly participatory listening.
- Participate in conversations as a listener. When students try to communicate, you should react as a listener rather than a teacher.
- Use summarizing and paraphrasing techniques to check for understanding and demonstrate active listening
- Apply basic listening behaviors such as paying attention, maintaining eye contact, and responding with non-verbal cues such as nods and facial expressions.
- Give learners some useful listening drills. In addition to merely offering more opportunities for collaborative listening, instructors should provide students with basic listening strategies for communicating knowledge, confirmation, and other things.

Thus, listening activities aim at helping students become aware of what they should pay attention to and what they should ignore. They also give students the vocabulary and ideas they need to understand what they will hear. Identifying the challenges students observe while listening can help us better understand the demands of teaching listening. The fact that words are spoken very differently from how they appear in print is one clear barrier.

Students learning English as a second language may find this particularly challenging because they may not be familiar with how to pronounce explicit terms. Likewise, if they

do not have enough prior knowledge about the subject being discussed, learners may find it difficult to distinguish between words that sound similar or to understand the meaning of the words they hear. Last but not least, because discussion needs sustained focus and attention, it can be challenging for learners to concentrate for lengthy periods.

Two key elements may be used to better understand the listening process: bottom-up and top-down processing, and schema theory.

Bottom-up processing is the use of incoming data as a source of knowledge about a message's meaning. According to this view, the understanding process starts with the message received and progresses through successive levels of organization sounds, words, phrases, and sentences until the intended meaning is determined. Hence, understanding is a process of decoding. In this method, the message is first interpreted by the listeners based on their pre-existing knowledge and expectations.

Top-down processing refers to the message understood in the context of the previously acquired knowledge before being connected to the new information: it is common practice to understand ambiguous or insufficient messages using this type of processing. Besides, it is used to complete information gaps and add to already-known knowledge. (Koichi, n.d.)

Teacher's role in teaching listening

As with any other skill, teachers play a very important role in the classroom environment and teaching listening is no exception. Teachers should find the best way to present material in a lively and interesting way as well as use a great variety of innovative strategies for engaging learners. Furthermore, the teacher's role should help the students develop a schema for the material they will listen to before class and support them during the whole process in order to improve their listening abilities. This involves interacting with learners in the target language, identifying their listening preferences and strategies, providing a variety of materials, communication methods, and listening scenarios.

Listening Strategies

Listening strategies are the methods by which learners in second languages control in-context interactions to accomplish comprehension. Cognitive, metacognitive, emotional, and social listening procedures fall under four broad categories. The understanding of mental faculties and processes, such as language use, information inference, prediction, and recall, summarization, translation, repetition, and picture-drawing, are all included in cognitive listening methods. Cognitive strategies are crucial for improving listening comprehension since they enable learners to control mental processes, identify comprehension issues, and establish links between what is heard and knowledge of the outside world.

Metacognitive strategies are focused on the learners' thought processes and their capacity to comprehend their strategies for learning and the assimilation of knowledge. These abilities are crucial for regulating and supervising learners' abilities, planning, monitoring, assessing mental processes, and managing listening issues. Furthermore, it is beneficial to specify the work objectives, offer potential solutions, and draw students' attention to certain language input elements. These strategies are related to learning in general and often have long-term benefits. (Lee & VanPatten, 2003)

Emotive strategies are responsible for controlling emotions, which can be either positive or negative. Positive emotions like contentment, satisfaction, and a sense of community can boost concentration and peer cooperation, but negative emotions like concern can upset students and decrease their ability to listen. Social strategies, which include things like asking for help and getting confirmation, refer to learning via interaction with others. Combining these listening strategies can improve comprehension and make students feel more relaxed when they are listening (Gu, 2018).

Improving listening skills

Listening is not easy to develop but is one of the most important skills needed to become successful in the communication process. For this reason, some tips should be considered for improving it and some of them are; accept the fact that you are not

going to understand everything, stay relaxed and motivated especially when there is something difficult to get. Furthermore, try not to understand word by word but the main idea of a listening activity, do not translate into your native language, make a habit to listen to a song, podcast or another listening activity as much as possible. For improving listening skills there are some stages taken into consideration they are the following.

Pre-listening activities

It helps learners to be activated making predictions about what they are going to hear as well as activating their previous vocabulary and their previous knowledge about the topic that will be presented whose main purpose is to facilitate comprehension.

While-listening

These activities are a set of tasks that a learner does while listening to show their understanding of what was heard. In the while-listening stage, some tasks are commonly developed and these are listening for gist and listening for details.

Listening for gist

It refers to finding out the main idea, the general idea, or the purpose of an activity and it often starts by asking some questions at the beginning. For being successful at this activity; learners can start by picking up keywords or paying attention to the intonation and other clues that help to guess the meaning. Finding the gist can be simple in certain cases since it is generally at the beginning of the paragraph, but in other cases, you must listen to the entire dialogue to get its overall meaning.

Here are some examples of questions used for listening for a gist: What is the passage's topic? What issues are they debating? What viewpoint does the speaker have on the matter? What is the speaker referencing? What is the purpose of the passage? What is the main idea of the passage? During the listening for Gist activities,

teachers may show learners a picture related to the topic and ask what they think about it. Take some words or ideas from the listening passage and ask learners to tell you what they think the listening is about.

Listening for detail

It focuses on specific information concentrating and being focused on relevant information and ignoring anything that is not relevant. This kind of listening aim of this kind of listening is to assist learners in obtaining particular information in a comprehensive, relevant, and essential manner. The objective is to assist students in obtaining the specific details they might want, such as hours, dates, and names.

Post-listening activities

They include several exercises that help learners reflect on their listening experience while also broadening the topic or language of the listening content. Well-designed post-listening activities enable students to connect the material to their emotions and life experiences, fostering critical listening and reflective thinking. Additionally, post-listening activities provide teachers the chance to assess students' comprehension and deepen understanding as well as test or check students' knowledge (Lee & VanPatten, 2003).

Types of listening

The six types of listening discussed are: It would be a good idea to first include an introductory paragraph and then develop the types of listening.

Intensive listening

It refers to when learners pay attention to specific words, sounds, or grammatical patterns for later giving feedback to the teacher about their understanding. Its main purpose is to focus more on form than meaning paying attention to pronunciation, grammar, and vocabulary. Intensive listening is used more frequently in English language classes. The benefits of intensive listening are that it helps learners become aware of the features of a language and develop the ability to recognize and produce

them accurately. It also helps learners develop their listening skills, as they are listening for specific features. Additionally, it motivates students to actively participate in their education.

Selective listening

It is when learners focus on predetermined tasks with predetermined goals. They can focus on key ideas or try to extract information for certain details. In other words, when they listen selectively, they search for information. In selective listening exercises the teacher's responsibility is to offer feedback on task completion. Furthermore, it is often used in language learning, where learners are presented with an audio input and asked to identify key words or phrases. It can also be used in other contexts, such as listening to a lecture or a news broadcast, where the listener is asked to focus on particular topics or ideas.

Interactive listening

Interactive listening is an active process that involves more than just passively hearing what the other person has to say. It requires the listener to take turns, ask for clarification, and check their understanding and involves giving feedback, asking questions, and repeating information to make sure the understanding is correct. It also involves being aware of nonverbal cues, such as facial expressions and body language. It is a skill that needs to be practiced and developed, in order to be successful.

Extensive listening

It consists of a variety of listening exercises whose goal is to provide enjoyable input. Also, it refers to listening for a significant amount of time at least a few minutes continuously with long-term objectives that go beyond language learning, such as for academic content, for fun, or other language usage purposes. The teacher can teach students how to maximize benefits and minimize issues throughout the listening process as well as offer general feedback.

Extensive listening activities can include listening to podcasts, watching TV, or movie clips with subtitles, listening to music, audiobooks, and even having conversations with

native speakers. It can also involve playing language games or doing other activities that involve listening to and understanding the language. The main purpose of extensive listening is to provide students with a wide range of language input that is interesting and engaging. It also allows students to gain exposure to the language, increase their understanding of the language, and become familiar with the language in a more natural context.

Responsive listening

The goal of a responsive listening activity is not comprehension. Instead, it concentrates on how other people react to the listening input. In this way, it demonstrates a better level of listening comprehension. It also focused on allowing others to speak and even asking questions (Gu, 2018).

CHAPTER II. METHODOLOGY

2.1. Type of research and research approach

The methodological procedures used to create the inquiry are described in this chapter. The current research work made use pre-experimental research due to the fact that only one group of English language learners was considered. The research approach was quantitative. According to Oflazoglu (2017), quantitative is a deductive and objective research which uses numbers for the data analysis. It uses structured questionnaires and statistical calculations with exact numerical results. Consequently, this investigation used quantitative research due to the fact that a pre and post test was applied for making the analysis about how seventh grade learners' listening skills are being processed for later making the analysis using numbers.

At the start of the process, the pre-test was used. The KET listening tests from Cambridge were used to create this test. As said, there were four parts to the test.

Part 1: Answer five multiple-choice questions about short listening conversations.

Part 2: Matching exercises with six questions while listening to people keeping a conversation.

Part 3: Answer three multiple-choice questions while listening to short dialogues.

Part 4: Fill in some information while listening to a conversation

As previously mentioned, each segment included a separate set of questions, totaling 20 questions with a total of 20 potential points, or one point for each question. The pre-test was answered by the twenty-one students from seventh grade to measure their listening comprehension skills and the results gotten are the following:

Table 1.

Pre-test results

NUMBER OR STUDENTS	GRADE FOR THE PRE-LISTENING TESTOVER 20 POINTS	PART 1 5 POINTS	PART 2 6 POINTS	PART 3 3 POINTS	PART 4 6 POINTS
1	3	1	1	1	0
2	3	1	1	0	1
3	5	2	0	0	3
4	3	1	0	1	1
5	6	2	1	1	2
6	5	1	0	2	2
7	7	3	1	1	0
8	12	1	3	3	5
9	5	2	0	2	1
10	8	2	2	1	3
11	6	3	1	0	2
12	7	3	1	1	2
13	7	1	3	1	2
14	8	3	2	1	2
15	4	3	0	1	0
16	10	1	4	2	3
17	4	2	0	0	2
18	8	1	3	2	2
19	4	1	1	1	1
20	7	1	3	0	3
21	7	2	1	0	3

Source: Pre-test, by Benavides L. (2023)

Table 2.

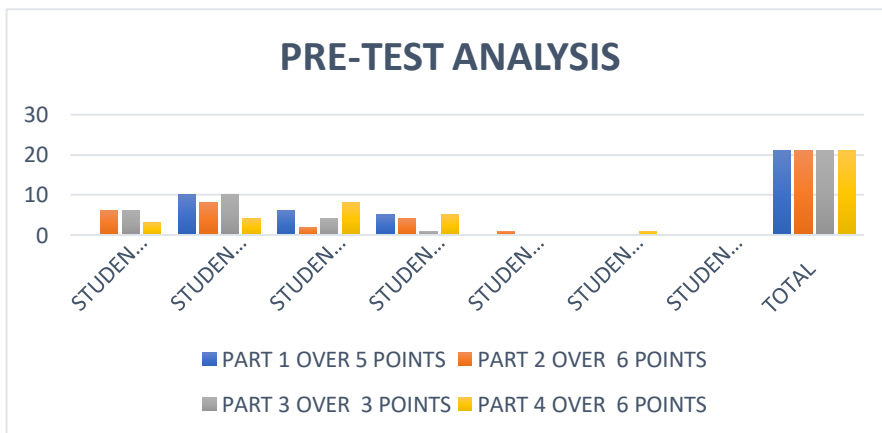
Pre-test results in each part

TOTAL OF POINTS IN THE PRE-LISTENING TEST				
STUDENTS AND POINTS	PART 1	PART 2	PART 3	PART 4
	OVER 5 POINTS	OVER 6 POINTS	OVER 3 POINTS	OVER 6 POINTS
STUDENTS WITH 0 POINTS	0	6	6	3
STUDENTS WITH 1 POINT	10	8	10	4
STUDENTS WITH 2 POINTS	6	2	4	8
STUDENTS WITH 3 POINTS	5	4	1	5
STUDENTS WITH 4 POINTS	0	1	0	0
STUDENTS WITH 5 POINTS	0	0	0	1
STUDENTS WITH 5 POINTS	0	0	0	0
TOTAL	21 students	21 students	21 students	21 students

Source: Pre-test, by Benavides L. (2023)

Graphic 1.

General statistics: Pre-test results in each part



Source: Pre-test, by Benavides L. (2023)

Table 3.

General statistics: pre-test

Descriptives	
	PRE-TEST
N	21
Missing	0
Mean	6.14
Median	6.00
Standard deviation	2.35
Minimum	3.00
Maximum	12.00

Source: Pre-test, by Benavides L. (2023)

The results were evaluated to measure the level of development of listening skills among the participants. The grades from the pre-test as expected were low the maximum grade was **12** and the minimum was **3** over 20 points as detailed in the previous charts. The pre-test results showed that students got a general average of 6.00, as it was shown in the tables above. The median was 6.14, in addition. These findings demonstrated that students have very little control over hearing comprehension in the English language, even when the test's difficulty level was considered. The current investigation is therefore well justified for this reason.

Additionally, the research scope of this investigation was descriptive due to quantitative data was collected to make the analysis and write conclusions about how listening skills show improvement with the use of comprehensible input in seventh-grade language learners; otherwise, it is correlational because the instrument was a listening test and there was a relationship between the two variables.

Descriptive Research

This work used descriptive research because it interprets the facts presented in the field of study and analyzes the causes of the problem. The topic was intended to find ways to improve listening skills and it is believed that comprehensible input will rise interest in the learners as well as teachers in the future. As T. Koh (2012) stated that

descriptive research is used in behavioral science and education to study status. It is predicated on issues that observation, analysis, and description may help to resolve or improve. In this investigation, a problem was found and it tends to improve to intervention

In this research, students were exposed to lots of comprehensible input activities such as interactive activities, listening exercises, games, and realia activities among other exercises whose main focus aimed to enhance the understanding of students of the target language, in this instance English, by listening., and the way of doing it was with the application of a pre-test following by an intervention and a post-test showing the probable improvement.

Correlational Research

Instead of attempting to establish cause and effect linkages, correlational research seeks to characterize the relationship between variables (Polit, 2004). Because of this, this study tested just two variables and evaluated their statistical association without making much of an attempt to control unrelated factors. After the supplied intervention, the two variables continued to exhibit a significant association with a positive correlation.

Desk Research

This investigation was supported by other existing materials to be able to have a better background and needed to be realistic according to the place where the methods were applied. As Nishkala (2021) mentions, desk research is conducted to research study conduct to gather available information on a specific topic. The information was taken from different databases for instance; Eric, Scopus, Scielo, thesis, and Google Academic, among others. In addition, the keywords that were used to search for information came from a workflow outline that was a great help for developing the State of art and practice chapter.

2.2. Population and Sample

The population of this study research was the twenty-one seventh-grade English Language learners at Unidad Educativa Luis Felipe Borja located in Pishilata in Ambato city. The students of this level are from eleven to thirteen years old. The participants were selected under non-probability procedures and the sampling method was convenience and opportunity sampling because it was easy to access the participants regularly.

2.3. Methodological Proposal

Introduction

Listening is one of the most meaningful and demanding skills while learning a language since it develops a crucial role in communication and is employed in everyday interactions. From the moment people are in their mother's uterus, they start receiving some listening stimuli from the external environment. The hugest stimulus occurs in people's first years of life. Listening skills children faced in their early years are critical for adequate language development. Prior studies have demonstrated that listening is one of the most common abilities used in everyday interactions as an essential factor in learning a language more quickly and efficiently for communicating successfully.

After doing a deep analysis of the available information taken from different databases such as Eric, Scopus, Scielo, thesis, and Google Academic: mainly focused on Listening and Listening comprehension as well as input and comprehensible input. Many studies agree that the sooner a child learns a language the better, the more delayed the age of acquisition will be more difficult. For this reason, it is vital to give people significant listening stimuli to understand the language and communicate effectively.

Based on previous investigation and analysis it is said comprehensible input is the clue for improving Listening comprehension since it allows students to learn a language the same way as learning the mother tongue. Comprehensible input is the clue to becoming successful in language learning. The more input students receive, the faster they acquire the language. Input is like the provided data we offer learners for the learning process to get concluded. This input has to be accompanied by motivation, self-

esteemed, and favorable classroom activities for making the classroom an excellent environment for students to enjoy, have fun at learning, and improve their listening skills.

By implementing comprehensible input activities, students will have the opportunity to improve not only their listening skills but all the skills needed to learn another language successfully. This Guide contains some lessons with practical exercises that promote learning English dynamically and comprehensibly using a series of exercises based on the English pedagogical modules of the Ministry. The use of comprehensible material helps to build vocabulary from the national context and Ecuadorian culture while also improving listening comprehension. The set is made of eight structured input activities developed in lesson plans taken and adapted from the context of modules from the seventh course of Basic General Education (EGB) whose main objective is to improve students' understanding.

The comprehensible input activities of this proposal were coming out considering the reality of the institution students are immersed in and the topics addressed in the modules. Additionally, some topics were adapted or changed taking into consideration that the main focus of this investigation was improving listening skills. According to the teacher's lesson plans, the context is useful and pertinent for students to practice listening. These do not require that the learner instantly create the correct grammatical form when instructed since they are structured input exercises.

Beneficiaries

Students from the seventh grade at Unidad Educativa Luis Felipe Borja.

Time in weeks

The proposal will take 4 weeks.

General Objective

To develop listening comprehension via comprehensible input activities.

Specific objectives

To describe the benefits of using comprehensible input activities in class.

To create some lesson plans including comprehensible input activities during a given period of time.

Justification

This guide's design is justified since it aims to enhance seventh-grade students' auditory understanding by providing other materials to make the courses given by the Ministry of Education more effective to improve their listening process through comprehensible input activities. This manual offers real-world activities that help students develop their thinking and communicative skills. Furthermore, this guide presents some lesson plans with comprehensible input activities to contribute to the improvement of listening skills and language learning.

The manual also seeks to enable English teachers in using the resources in their courses and to enhance students' experiences studying English. The key benefit is that comprehensible input provides a variety of chances to design exercises that meet the needs of all students, inspiring them to keep learning and exposing them to the process of learning English in its natural setting. In the end, the main beneficiaries will be the students of the institution as well as the teachers because they will have the opportunity to improve the teaching-learning process while using this material.

Proposal Scientific

The correct way of learning a second language should be similar to the way all people learned their mother tongue by receiving lots of input, taking into account that language acquisition never stops; it starts when we are babies and never ends. Furthermore, it is vital to mention that to get proficiency in a second language requires lots of practice and receiving essential information through the input (Ellis, 2005)

Comprehensible input plays a primordial role in the acquisition-Learning process since it refers to a natural or implicit form of learning such as conversations, books, media, and movies, and developing an intuitive understanding of the language. This involves

associations and not memorization. It involves giving learners as much information as possible but in an understandable way.

The first cognitive ability required to learn a language is listening. According to studies, when we communicate, we learn a language by hearing (45%), speaking (30%), reading (15%), and writing (10%). It allows students to comprehend the language and enjoy its beauty. Furthermore, it helps to organize thoughts and ideas while staying alert and focused on the context. Listening also helps learners to improve their comprehension, critical analysis, and effective communication skills both verbally and in writing. (Van Yuzuncu Yil University et al., 2021)

In a classroom environment, listening is crucial. Listening helps learners to stay engaged in a lesson by focusing on what is being said. It also allows them to understand instructions more clearly and learn from the material presented. Listening gives students, the opportunity to process information, ask questions, and acquire new knowledge. This contributes to better comprehension and retention. Listening also promotes respectful communication and collaboration in the classroom by teaching students to listen to others and be mindful of their words.

Proposal development

**UNIDAD EDUCATIVA LUIS FELIPE BORJA
TEACHER'S GUIDE**

GROUP: Seventh grade	
AIMS: To develop listening competence through the use of comprehensible input.	
Topics	Steps
CULTURE	<p>Warm-up Listening input activity (video https://www.youtube.com/watch?v=kjwkMmdqmH4)</p> <p>Introduction Direct Instruction strategy (culture)</p> <p>Practice Monitoring strategy (culture poster)</p> <p>Production (culture oral presentation)</p>
AROUND THE WORLD	<p>Warm-up Selective alternatives</p> <p>Introduction Visual and Graphic Supports (famous places photos)</p> <p>Practice Selective listening (radio interview)</p> <p>Production (multiple-choice questions)</p>
SPORTS	<p>Warm-up Adapted Speech (acting out about sports)</p> <p>Introduction Visual and Graphic Supports (power point presentation)</p> <p>Practice Matching Structure input activity (listening)</p>

	<p>Production Selective listening (matching exercise)</p>
DAILY ROUTINES	<p>Warm-up Adapted Speech (brainstorm)</p> <p>Introduction Visual and Graphic Supports (vocabulary flashcards)</p> <p>Practice Matching Structure input activity (game)</p> <p>Production Selective listening (listening interview)</p>
FOOD	<p>Warm-up (food guessing game)</p> <p>Introduction Adapted Speech (vocabulary by using some food flashcards)</p> <p>Practice Visual and Graphic Supports (questions and answers)</p> <p>Production Listening for details (listening a dialogue)</p>
SEASONS AND CLOTHING	<p>Warm-up Realia (basket full of different clothes)</p> <p>Introduction Visual and Graphic Supports (flashcards about seasons)</p> <p>Practice Adapted Speech (Speak slow and clear)</p> <p>Production Listen and draw (Listen a conversation and draw)</p>
GIVING DIRECTIONS	<p>Warm-up Adapted Speech (Speak slow and clear)</p> <p>Introduction Visual and Graphic Supports (Vocabulary presentation)</p>

	<p>Practice Matching Structure input activity (Listening giving directions)</p> <p>Production Listen for details</p>
OCCUPATIONS	<p>Warm-up (brainstorming map about occupations) Brainstorm</p> <p>Introduction (vocabulary about occupations) Visual and Graphic Supports</p> <p>Practice Matching exercise (occupations)</p> <p>Production Listen to a song (jobs song)</p>

Source: Created by Benavides L. (2023)

UNIDAD EDUCATIVA LUIS FELIPE BORJA
LESSON PLAN

CLASS: Seventh grade		TOPIC: Culture
TEACHER'S NAME: Lorena Benavides		TIME: 40 minutes
GENERAL OBJECTIVE: To develop listening competence through the use of comprehensible input.		LESSON OBJECTIVE: Students will understand the basic components of culture.
METHODOLOGY USED: COMPREHENSIBLE INPUT		FOCUS ON VALUES: Cooperation, respect of each other's opinions, teamwork.
MATERIALS: Hello song lyrics by Global Wonders, a computer, speakers, colored cards, cardboard A3, a worksheet about your culture, and pencils.		
STAGES	Procedure	TIME
Warm-up Listening input activity	<ul style="list-style-type: none"> -Before the lesson, ask students to bring big cardboards, colors, rules, and pictures about their city, family, their favorite clothes, food, celebration, music, and art. - Show the class the Hello Song! Global Wonders video, available at https://www.youtube.com/watch?v=kjwkMmdqmH4 - Describe the video in detail while posing inquiries like; Can you tell me how to say hello in other languages? What other languages do you know? 	5 min.
Introduction Direct Instruction strategy	<ul style="list-style-type: none"> - Ask students to pass to the front and write a word or idea that comes to their minds when hearing the word CULTURE. - Read what they wrote on the board and emphasize that everyone is unique and special because of their uniqueness. Also, emphasize that a person's culture affects how they talk, dress, celebrate, and go about their daily lives. 	10 min.
Practice	<ul style="list-style-type: none"> - On the board, draw the cultural worksheet. (Activity 1) 	

Monitoring strategy	<ul style="list-style-type: none"> - Tell the students that they will be creating their own cultural posters. - Read the instructions in each box and instruct the students to write their ideas and draw or put an image in each one. For instance, draw a little bowl of your preferred meals or dish and type fish in the "What I eat" box. - Teacher writes the example of her culture poster to model to students what they have to do and always monitor what students are doing 	15 min.
Production	<ul style="list-style-type: none"> -Ask some students to come to the front and present their culture posters to the whole class - Inform the students that despite all of our differences, we can still benefit from one another. - Remind them that the world is unique and exciting because of its diversity. 	10 min.

Source: Created by Benavides L. (2023)

Activity 1

Culture worksheet

How I dress

Where I live

What I eat

My Language

_____ 's
Culture

What I play

My family

Celebrations

Art & Music

Source: Created by Benavides L. (2023)

UNIDAD EDUCATIVA LUIS FELIPE BORJA
LESSON PLAN

CLASS: Seventh grade		TOPIC: Around the World
TEACHER'S NAME: Lorena Benavides		TIME: 40 minutes
GENERAL OBJECTIVE: To develop listening competence through the use of comprehensible input.		LESSON OBJECTIVE: Students will understand the basic components of tourism around the world.
METHODOLOGY USED: COMPREHENSIBLE INPUT		FOCUS ON VALUES: Cooperation, respect of each other's opinions, teamwork.
MATERIALS: flashcards, listening, board, markers, listening recording		
STAGES	Procedure	TIME
Warm-up Selective alternatives	-Ask students: "What do you like to do when you travel?" Give them some options for example. Visit museums, travel to new locations, meet new people, engage in sports like swimming and kayaking, and more. Visit parks, churches and historic structures. Take a nature walk	10 min.
Introduction Visual and Graphic Supports	-Work in pairs. Examine the images of the important places below (Activity 1). Do you have any experience with X? Do you want to go to X? If not, why not? Give each pair a sheet of paper with the places. -Introduce also some vocabulary words related to the topic (Activity 2)	10 min.
Practice Selective listening	- Listen to a radio conversation with Bryan, a travel enthusiast who adores having adventures. Mark each of the following statements as True (T) or False (F). a. Bryan has only visited his own country. _____ b. According to Bryan, only one precise definition of adventure tourism. _____	10 min.

	<p>c. The majority of adventure travelers are young. _____</p> <p>d. Adventure tourism involves visiting conventional tourist destinations. _____</p> <p>e. Adventure tourism doesn't prioritize physical fitness or wellbeing. _____</p> <p>f. Canoeing, scuba diving, and skydiving are a few of the popular adventure tourist activities.</p>	
Production	<p>-In pairs practice these questions</p> <p>Which place is your favorite to travel? Why?</p> <p>a. A beach</p> <p>b. A mountain</p> <p>c. A city</p> <p>Which extreme sports are you interested in trying?</p> <p>a. Scuba diving</p> <p>b. Kayaking</p> <p>c. Mountain Hiking</p> <p>What city would you like to visit?</p> <p>a. New York</p> <p>b. Paris</p> <p>c. Cuenca</p>	10 min.

Source: Created by Benavides L. (2023)

Activity 1

Pair- work worksheet

 <p>A</p>	 <p>B</p>	 <p>C</p>	 <p>D</p>	 <p>E</p>
<p>Beach at Bahía, Ecuador</p>	<p>Amazon jungle, Ecuador</p>	<p>Cotopaxi volcano, Ecuador</p>	<p>Machu Picchu, Peru</p>	<p>Notre Dame church, France</p>
 <p>F</p>	 <p>G</p>	 <p>H</p>	 <p>I</p>	 <p>J</p>
<p>The Great Wall, China</p>	<p>The Pyramids, Egypt</p>	<p>New York, USA</p>	<p>Iguazu Falls, Brazil/Argentina</p>	<p>Historic Center, Quito, Ecuador</p>

Source: Created by Benavides L. (2023)

Activity 2

Vocabulary

1. Below each image, write the vocabulary word in the space provided.

- skydiving
- scuba diving
- canoeing
- hill climbing



1. _____



2. _____



3. _____



4. _____

Source: Created by Benavides L. (2023)

CLASS: Seventh grade		TOPIC: Sports
TEACHER'S NAME: Lorena Benavides		TIME: 40 minutes
GENERAL OBJECTIVE: To develop listening competence through the use of comprehensible input.		LESSON OBJECTIVE: Students will learn about different sports and identify in which sport they are good at.
METHODOLOGY USED: COMPREHENSIBLE INPUT		FOCUS ON VALUES: Cooperation, respect of each other's opinions, teamwork.
MATERIALS: Ppp sports, projector , computer. Video, listening recording		
STAGES	Procedure	TIME
Warm-up Adapted Speech	- To stimulate students' prior knowledge, the teacher mimes a few sports and asks the class to determine which one she is.	5 min.
Introduction Visual and Graphic Supports	-Introduce vocabulary through a PowerPoint presentation and practice the pronunciation of the words. - Click here to see the video: https://www.youtube.com/watch?v=mHwf5wMG2pU before revealing the image, have students predict which sport is featured. Ask students if they are good at that sport when you stop watching the video after each round.	10 min.
Practice	- Work in pairs. Here are some well-known Ecuadorians who succeed in their respective sports. Can you match the images to the activity? Question: "What does Jefferson Perez do?" (Activity1)	10 min.
Production	- As you count the photographs, listen. Exercise and sports are topics of conversation.	10 min.

Selective listening	Sports and exercise listening activities may be found at https://english-practice.net/listening-exercises-a1-sports-and-exercise/ (Activity 2) - Provide kids with a worksheet so they may go around the room and ask their peers what sports they are good in and where they need improvement. (Activity 3)	
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Source: Created by Benavides L. (2023)

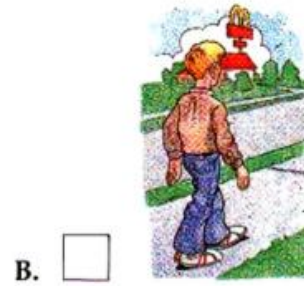
Activity 1

 <p>1. Jefferson Perez</p>	<input type="radio"/>	 <p>a. Soccer</p>
 <p>2. Nicolas Lapenti</p>	<input type="radio"/>	 <p>b. March</p>
 <p>3. Antonio Valencia</p>	<input type="radio"/>	 <p>c. Weight lifting</p>
 <p>4. Alexandra Escobar</p>	<input type="radio"/>	 <p>d. Tennis</p>
 <p>5. Andrea Castillo</p>	<input type="radio"/>	 <p>e. Basketball</p>
 <p>6. Luis Guzman</p>	<input type="radio"/>	 <p>f. Mountain climbing</p>

Source: Created by Benavides L. (2023)

Activity 2**Listening**

People are talking about sports and exercise. Listen and number the pictures.



Source: Created by Benavides L. (2023)

Activity 3

SURVEY WORKSHEET

NAME _____

DATE _____

What Are You Good At?

COMPLETE THE TABLE



Walk around the class and talk with your classmates. Ask your classmates what sports they are good at.

Example: "Are you good at soccer?" - "Yes, I am. / No, I'm not."

Sport	Name	good at / not good at
soccer		
tennis		
baseball		
swimming		
basketball		
running		
golf		

Source: Created by Benavides L. (2023)

CHAPTER III. ANALYSIS OF THE RESULTS

3.1. Data analysis

Data was gathered, collated, and the findings were then examined. The post-test findings and a comparison of the pre- and post-tests are included in this chapter's part. Following that, the T-student test is combined with the post-test findings for discussion and confirmation of the hypothesis. The Cambridge standardized test (KET) was used to develop the tests that evaluated listening abilities both before and after the application of the intervention with comprehensible material. Each listening test has four sections.

After taking the pre-listening test, an intervention was applied to the twenty-one seventh-grade English language learners at Unidad Educativa Luis Felipe using comprehensible input activities. To do so, 6 lesson plans in 4 weeks were applied in class with a great variety of activities such as games, warm-ups, listening activities, and vocabulary activities among others whose main objective was to improve students' comprehensible listening skills expecting that the post-listening grade will be better at the end. The following are the outcomes of the post-listening test.

3.2. Post test results

Table 4.

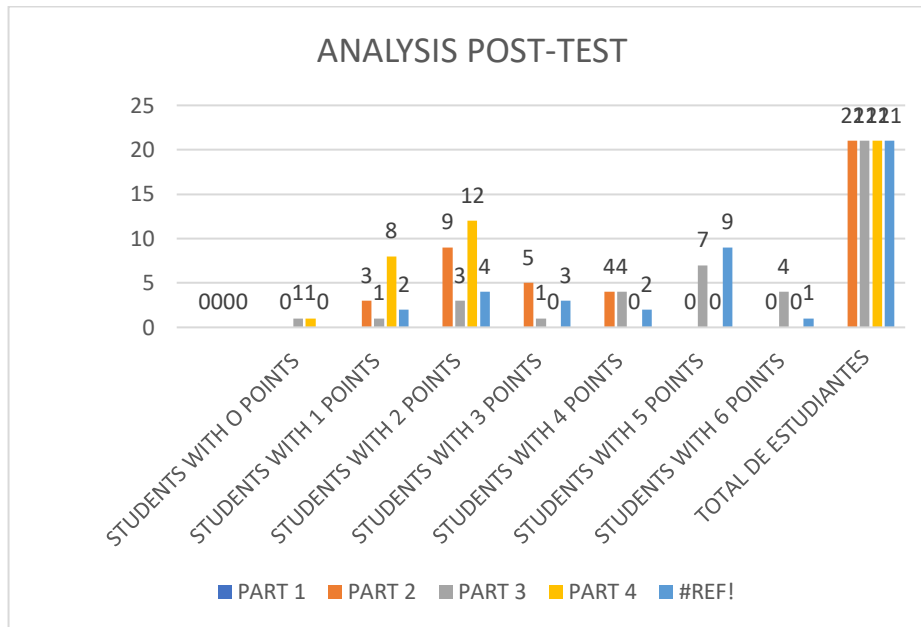
Post-test results

ANALYSIS DEL POST-TEST						
NUMBER OF STUDENTS	GRADE FOR THE POST-LISTENING TEST	PART 1	PART 2	PART 3	PART 4	
1	8	2	2	2	2	2
2	13	3	4	1	5	5
3	10	3	4	2	1	1
4	11	2	4	2	3	3
5	15	3	5	2	5	5
6	12	2	5	1	5	5
7	14	2	6	1	5	5
8	16	4	5	2	5	5
9	5	1	1	2	1	1
10	8	2	2	2	2	2
11	16	4	6	2	4	4
12	13	1	6	1	5	5
13	11	4	2	0	5	5
14	14	2	5	2	5	5
15	14	3	4	2	5	5
16	6	3	0	1	2	2
17	11	2	5	1	3	3
18	11	2	5	1	3	3
19	17	4	6	1	6	6
20	13	2	5	2	4	4
21	13	1	3	2	2	2

Source: Pre-test, by Benavides L. (2023)

Graphic 2.

General statistics: Post-test results in each part



Source: Post-test, by Benavides L. (2023)

3.3. General statistics: Pre-test and post-test results.

Table 5.

General statistics: Pre-test and post-test results.

Paired Samples T-Test

			statistic	df	p	Mean difference	SE difference
PRE-TEST	POST-TEST	Student's t	-6.84	20.00	< .001	-5.81	0.85

Note. $H_a \mu_{\text{Measure 1}} - \mu_{\text{Measure 2}} < 0$

Source: The jamovi project (2022). jamovi. (Version 2.3) [Computer Software]. Retrieved from <https://www.jamovi.org>.

Once the results table had been examined the p-value is **p=< .001** which is less than 0.05 which means that the difference between the two variables is significant, so the comprehensible input improves the students listening comprehension levels.

Table 6.

General statistics: Pre-test and post-test results.

Normality Test (Shapiro-Wilk)

			W	p
PRE-TEST	-	POST-TEST	0.95	0.393

Note. A low p-value suggests a violation of the assumption of normality

Source: The jamovi project (2022). jamovi. (Version 2.3) [Computer Software]. Retrieved from <https://www.jamovi.org>.

The conclusion reached after analyzing the normality's results is $p=0.393$ this value must be >0.5 which means that the assumption for the test is validated.

Table 7.

General statistics: Pre-test and post-test results.

Descriptives

	PRE-TEST	POST-TEST
N	21	21
Missing	0	0
Mean	6.14	11.95
Median	6	13
Standard deviation	2.35	3.22
Variance	5.53	10.35
IQR	3.00	3.00
Range	9	12
Minimum	3	5
Maximum	12	17

Source: The jamovi project (2022). jamovi. (Version 2.3) [Computer Software]. Retrieved from <https://www.jamovi.org>.

The Paired Sample T-test findings show that there is a significant change in the performance of the students between the pre- and post-tests: pre-test ($M=6.14$,

SD=2.35) and post-test (M=11.950, SD=3.22) after the intervention, $t=21 = -6.84$, $p=.001$. According to the results, comprehensible input significantly improves students listening comprehension.

CONCLUSIONS

After completing this study, the following conclusions were drawn:

- The use of comprehensible input on the improvement of listening skills among seventh-grade language learners from the Luis Felipe Borja school was analyzed. A set of two tests based on the Cambridge standardized test (KET) were used in an experimental study for this reason. A quantitative analysis of the pre-and post-test findings revealed that students' listening abilities improved following the intervention.
- As educators, we have to be updated all the time and take as much information as possible considering some important authors' ideas like Krashen, Ellis, and many others who have lots of experience and knowledge related to educational aspects and take them as reference for applying their theories with the learners whose main objective is to improve students' skills to learn a second language.
- The pre-test applied to students from seventh grade show a low listening comprehension level among students. Because of this, using comprehensible input exercises can help children develop the listening skills needed for effective communication. Therefore, confirming the necessity for teachers to understand how a language is acquired and the importance of introducing comprehensible input activities in their classes for students to have fun and learned English similarly to the way all people learned their first language.
- A methodological guide containing eight lessons was generated in four weeks utilizing lots of comprehensible input intended to improve listening abilities in the English language. This manual served as a teaching aid for seventh-year students to help them perceive English as an opportunity to learn new skills and perform better in future learning environments.

- A workshop was conducted for letting the educational community know about the advantages of using lots of comprehensible input in classrooms for boosting listening skills. Additionally, let them know that in addition to the current thesis dissertation, the methodological proposal will be made available to all instructors who are interested in acquiring it.

RECOMMENDATIONS

- It is advised to carry out additional research, not only in other years or levels of the Luis Felipe Borja High School but also in other schools, in light of the encouraging findings from this study regarding the significant influence of comprehensible input for the development of listening skills. This will help to improve education in Ecuador. This kind of study might be conducted over an extended period to confirm the findings and learn more about students' perspectives.
- To evaluate more closely the aspect of the presence of comprehensible input an interview or class observation could be needed, it is also recommended to find new studies that increase the theoretical bases, organize training workshops with other teachers, and socialize the advantages of using comprehensible input in classes.
- To find new studies that increase the theoretical bases, organize training workshops with other teachers, and announce the benefits of using comprehensible input in classes. Interviews or class observations may be required to evaluate the presence of comprehensible input in more detail.
- Finally, it is highly recommended that educators produce new methodological recommendations that involve the use of comprehensible input for improving listening skills to contribute to the improvement of classroom environments. This would help students and teachers stop acting like passive objects and start acting like active, engaged members of society.

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ANNEXES

Annex 1. Institution approval

Ambato, 3 de abril de 2023

Lic. Margarita Bonilla
RECTORA (E)
Unidad Educativa Luis Felipe Borja
Presente,

De mi consideración,

Por medio de la presente me permito saludarle y desearle éxitos en las funciones que muy acertadamente desempeña.


Y a la vez solicito de la manera más oportuna se me conceda el permiso correspondiente para la aplicación de mi propuesta metodológica y/o tecnológica avanzada con los estudiantes de Séptimo Año de la Unidad Educativa Luis Felipe Borja requisito necesario para culminar mi proceso para la obtención del Título de Master en Pedagogía del idioma Inglés como Lengua Extranjera

Esperando tener una respuesta favorable a este pedido. Me suscribo

Atentamente,



Carmen Lorena Benavides Vargas
Docente de Inglés UE. Luis Felipe Borja
C.I 1804362687
Teléfono:098411902

Recibido

03-04-2023





Ministerio
de Educación

UNIDAD EDUCATIVA "LUIS FELIPE BORJA"



Ambato, 5 de abril de 2023

Oficio Nro. MINEDUC-CZ3-18D02-2023-LFB-098 de fecha 3 de abril de 2023

Asunto: Permiso de aplicación de mi propuesta metodológica y/o tecnológica avanzada

De mi consideración:

En respuesta a oficio s/n de fecha 3 de abril de 2023, suscrito por Lic. Carmen Lorena Benavides Vargas con C.C: 1804362687, que en su parte pertinente manifiesta: "(...) me conceda el permiso correspondiente para la aplicación de mi propuesta metodológica y/o tecnológica avanzada con los estudiantes de Séptimo Año de la Unidad Educativa Luis Felipe Borja requisito necesario para culminar mi proceso para la obtención del Título de Master en Pedagogía del idioma Inglés como Lengua Extranjera" Se le comunica que su solicitud, es aceptada con fecha 5 de abril de 2023, a la vez se le concedo todas las facilidades para que pueda aplicar su propuesta con los estudiantes de nuestra institución

Atentamente:

Elsa Margarita Bonilla Sánchez

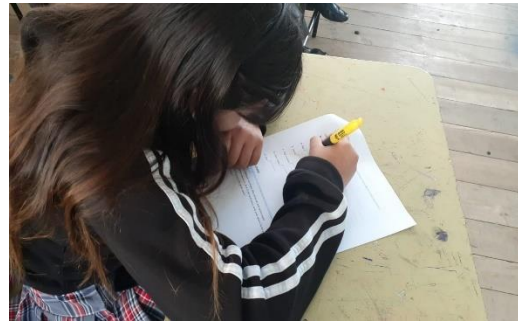
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Annex 2. Photos (test- application)



Annex 3. Lesson Plans

UNIDAD EDUCATIVA LUIS FELIPE BORJA
LESSON PLAN

CLASS: Seventh grade		TOPIC: Daily routines
TEACHER'S NAME: Lorena Benavides		TIME: 40 minutes
GENERAL OBJECTIVE: To develop listening competence through the use of comprehensible input.		LESSON OBJECTIVE: Students will talk about things they do regularly
METHODOLOGY USED: COMPREHENSIBLE INPUT		FOCUS ON VALUES: Cooperation, respect of each other's opinions, teamwork.
MATERIALS: Board, flashcards, video, posters, school supplies		
STAGES	Procedure	TIME
Warm-up Adapted Speech	- Consider the activities that kids engaged in before to arriving at school. Get them to say that they "woke up" as their first action. Ask the children what they did after you write this on the board.	5 min.
Introduction Visual and Graphic Supports	-Introduce vocabulary using flashcards from this website https://games4esl.com/wp-content/uploads/Daily-Routine-Flashcard.pdf and practice pronunciation. - Introduce a few key expressions. For example, What time do you get up? I get up at 6 o'clock.	15 min.

<p>Practice Matching Structure input activity</p>	<p>- Play a fun guessing game to exercise common phrases. https://www.youtube.com/watch?v=-M9ztaZH1k 10 images of typical everyday activities are hidden by colorful shapes. Students must make reasonable assumptions about the picture's everyday routine as the shapes gradually disappear. When students are prepared to guess, they must provide a complete response.</p>	<p>10 min.</p>
<p>Production Selective listening</p>	<p>Select the appropriate response after listening to an interview with a swimmer. (Activity 1) https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Daily_routines/Daily_Routine_(listening)_ug161266gq</p>	<p>10 min</p>

Source: Created by Benavides L. (2023)

Activity 1

Do this exercise while you listen. Circle *True* or *False* for these sentences.

- | | | | |
|----|---|-------------------------------|--------------------------------|
| 1. | Dan gets up early. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2. | He has a small breakfast. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3. | He's a student. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4. | Dan has lunch at home. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 5. | He goes swimming after classes. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 6. | Dan watches TV and goes on the internet before bed. | <input type="checkbox"/> True | <input type="checkbox"/> False |

Source: Taken from <https://www.liveworksheets.com/w/en/english-second-language-esl/93567>

UNIDAD EDUCATIVA LUIS FELIPE BORJA
LESSON PLAN

CLASS: Seventh grade		TOPIC: Food
TEACHER'S NAME: Lorena Benavides		TIME: 40 minutes
GENERAL OBJECTIVE: To develop listening competence through the use of comprehensible input.		LESSON OBJECTIVE: Students will learn how to discuss about foods they like and dislike.
METHODOLOGY USED: COMPREHENSIBLE INPUT		FOCUS ON VALUES: Cooperation, respect of each other's opinions, teamwork.
MATERIALS: • Board, flashcards, video		
STAGES	Procedure	TIME
Warm-up	- Play a fun food guessing game to start class. Students try to identify the foods by making educated assumptions after the teacher displays several flashcards with food language. This activity's goals are to engage students' previous food knowledge and pleasantly present the subject.	5 min.
Introduction Adapted Speech	- Ask students to write any additional foods they are familiar with in English. Ask the entire class if they enjoy the items you've listed as examples once you've got a few of them on the board.	15 min.
Practice Visual and Graphic Supports	-Introduce more vocabulary by using some food flashcards. You can use this link https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-food-set-1.pdf	

	- Introduce a few questions and expressions while applying the vocabulary, such as: Do you like (rice)? Yes, I do; No, I don't. I like/dislike/do not like (chicken).	10 min.
Production Listening for details	- Listen to the dialogue and complete the blank spaces (Annex 1) https://learnenglishfunway.com/lesson-85-food/	10 min.

Source: Created by Benavides L. (2023)

Activity 1

FOOD

LISTEN AND COMPLETE THE BLANK SPACES

What kinds of food do you like to eat?

I am lucky, because in Canada there are many foods to choose from.

I like to eat hot dogs, **1**....., and steak.

These are all meat products.

I also like **2**....., ice cream and yogurt.

These are all dairy products.

I like vegetables.

My favorite vegetables are broccoli, cabbage, carrots and peas.

I eat a lot of **3**.....,

I eat whichever fruit is in season.

In strawberry season, I eat a lot of **4**......

In peach season, I eat many peaches.

Sometimes, my mother will make a peach pie.

Many different crops grow in Canada.

We have many orchards and farms.

VEGETABLES

PIZZA

FRUIT

FOODS

STRAWBERRIES

HAMBURGERS

CHEESE

CANDIES

Fresh fruit and **5**..... ,are plentiful in Canada.

Meat and fish are also plentiful here.

In Canada, we have a lot of different foods to choose from.

In my city, there are a lot of Italian restaurants.

My favorite food at the Italian restaurant is **6**..... ,

My parents would rather have spaghetti or lasagne.

There are Greek restaurants, Mexican restaurants and Chinese restaurants; in fact, there are restaurants from most cultures.

I can go around from restaurant to restaurant and pretend that I am traveling the world and trying all the different **7**..... , from around the world.

Sometimes I eat things that aren't good for me.

I eat potato chips and **8**..... ,

These foods aren't part of a nutritious diet, but they are fun to eat.

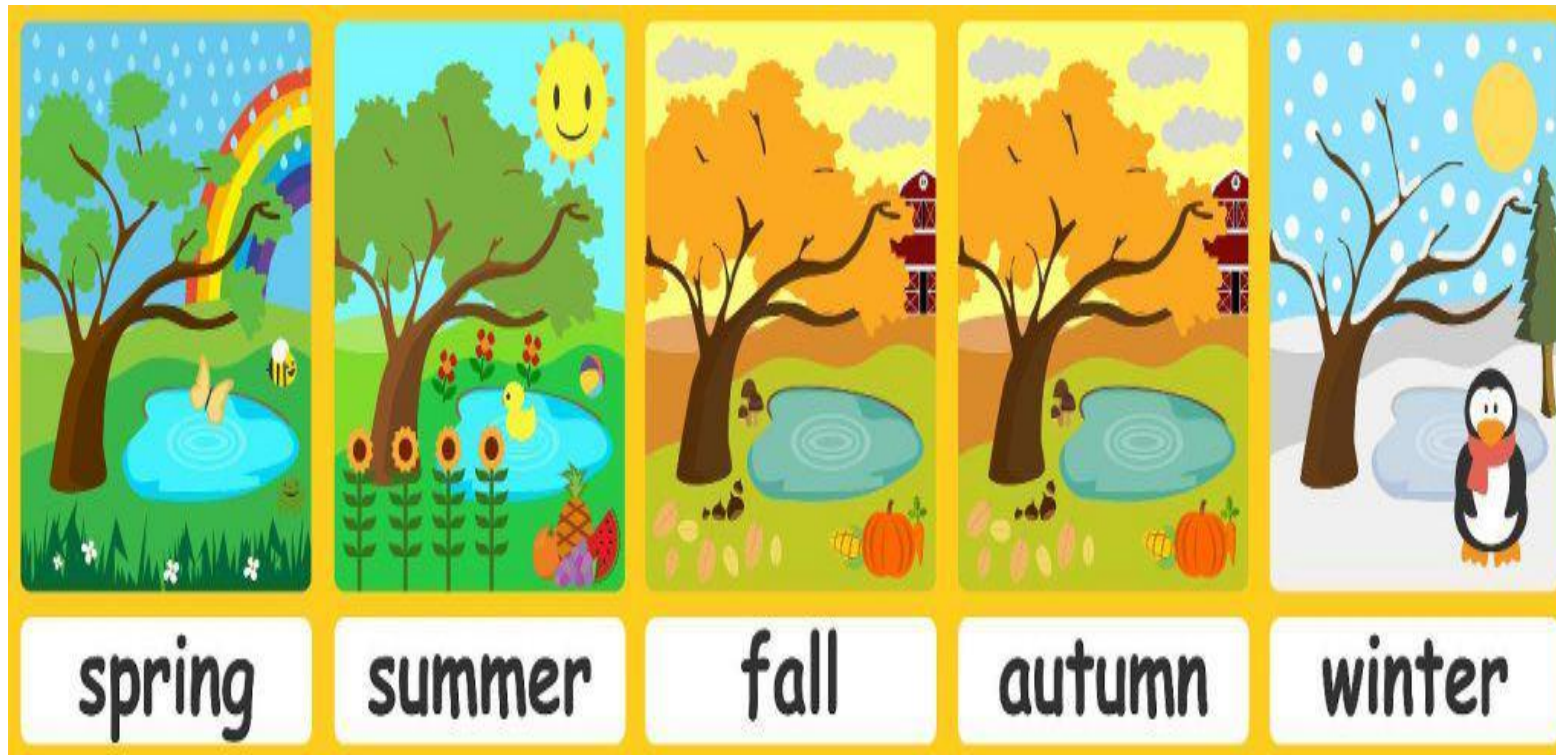
Source: Taken from <https://learnenglishfunway.com/lesson-85-food/>

UNIDAD EDUCATIVA LUIS FELIPE BORJA
LESSON PLAN

CLASS: Seventh grade		TOPIC: Seasons and clothing
TEACHER'S NAME: Lorena Benavides		TIME: 40 minutes
GENERAL OBJECTIVE: To develop listening competence through the use of comprehensible input.		LESSON OBJECTIVE: Students will be able to identify seasons and clothing and explain what to wear in each season.
METHODOLOGY USED: COMPREHENSIBLE INPUT		FOCUS ON VALUES: Cooperation, respect of each other's opinions, teamwork.
MATERIALS: • Board, flashcards, video		
STAGES	Procedure	TIME
Warm-up Realia	- The teacher brings a basket full of different clothes and starts asking students if they know what clothing is. -Ss' guess and say orally what is the name of those clothes.	5 min.
Introduction Visual and Graphic Supports	- Make a circle and show students flashcards with seasons (Activity 1) and start asking some questions for example: o Do you know what are the four seasons? o What is your favorite season? Why? o Does Ecuador have the four seasons?	15 min.

<p>Practice Adapted Speech</p>	<ul style="list-style-type: none"> - Teach the name and pronunciation of the clothes from the basket. Ask students to repeat the words aloud. Putting emphasis on syllable count and word stress. - Give each kid one item and ask them to remember the colors as well as the clothing they received. For example, "I have a yellow t-shirt." - Display the season-related flashcards and go over the four seasons once more. Ask the children to hold up their item if they would wear that particular piece of clothing during each season. The kids carrying the t-shirt and shorts, for instance, would hold theirs up if the teacher said, "Summer." 	<p>10 min.</p>
<p>Production Listen and draw</p>	<ul style="list-style-type: none"> - Listen to Juan and Mia and draw what clothes they are wearing. https://www.youtube.com/watch?v=dzhyJ6UsonE 	<p>10 min.</p>

Source: Created by Benavides L. (2023)

Activity 1. Seasons

Source: Taken from <https://www.flashcardsforkindergarten.com/season-flashcards/>

UNIDAD EDUCATIVA LUIS FELIPE BORJA
LESSON PLAN

CLASS: Seventh grade		TOPIC: Giving directions
TEACHER'S NAME: Lorena Benavides		TIME: 40 minutes
GENERAL OBJECTIVE: To develop listening competence through the use of comprehensible input.		LESSON OBJECTIVE: Students will be able to ask and give directions to go to different places
METHODOLOGY USED: COMPREHENSIBLE INPUT		FOCUS ON VALUES: Cooperation, respect of each other's opinions, teamwork.
MATERIALS: • Board, flashcards, listening, worksheets, flashcards, speaker, markers		
STAGES	Procedure	TIME
Warm-up Realia	- The teacher shows students 5 pictures about different places. (Activity 1) -Ss' have to guess what the word is with the first and last letter.	5 min.
Introducti on Adapted Speech	- Make a circle and start by saying some vocabulary phrases, like: Go directly ahead, turn around, turn left or right, Go ahead, Cross ...go left or right and take the first or second road. On the left or right, Go ahead, The intersection has a traffic signal.	15 min.
Practice Matching exercise	- Teacher give students a worksheet for them to match the word with the correct direction. (Activity 2)	10 min.
Productio n Listen for details	Observe the location on the map, pay attention, and note where the speaker provides guidance. (Activity 3) https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/giving-directions?page=1	10 min.

Activity 1

1st Picture

S					L
---	--	--	--	--	---

2nd Picture

C					H
---	--	--	--	--	---

3rd Picture

P					K
---	--	--	--	--	---

4th Picture

H								L
---	--	--	--	--	--	--	--	---

5th Picture

B					H
---	--	--	--	--	---

Source: Taken from <https://www.flashcardsforkindergarten.com/season-flashcards/>

Activity 2. Worksheet

Match the directions with the pictures

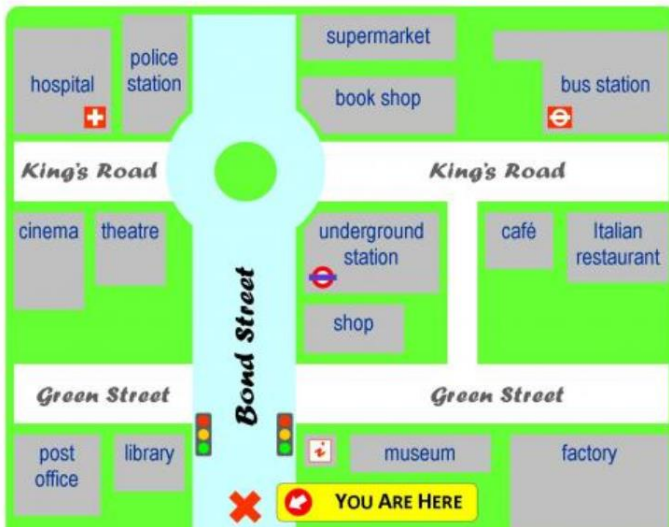
opposite traffic lights go straight on turn right turn left roundabout take the second left go past
take the second right next to

Source: Taken from <https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/giving-directions?page=1>

Activity 3. Listening Activity

Giving directions

Take a look at the map, pay attention, and make a note of the location that the speaker is giving instructions to.



- A: The speaker gives directions to the _____
- B: The speaker gives directions to the _____
- C: The speaker gives directions to the _____
- D: The speaker gives directions to the _____

Source: Taken from <https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/giving-directions?page=1>

UNIDAD EDUCATIVA LUIS FELIPE BORJA
LESSON PLAN

CLASS: Seventh grade		TOPIC: Occupations
TEACHER'S NAME: Lorena Benavides		TIME: 40 minutes
GENERAL OBJECTIVE: To develop listening competence through the use of comprehensible input.		LESSON OBJECTIVE: Students will be able to identify different occupations
METHODOLOGY USED: COMPREHENSIBLE INPUT		FOCUS ON VALUES: Cooperation, respect of each other's opinions, teamwork.
MATERIALS: • Board, flashcards, listening, worksheets, flashcards, speaker, markers, lyrics, song		
STAGES	Procedure	TIME
Warm-up Brainstorm	- The instructor tells students to come forward and list as many occupations as they can recall on the board. -Ss' make a brainstorming map and copy on the notebook	5 min.
Introducti on Visual and Graphic Supports	- Teacher presents some vocabulary about occupations to reinforce the mind map made previously https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-jobs-set-1.pdf	15 min.
Practice Matching exercise	- Teacher give students a sheet of paper for practicing the vocabulary (Activity 1)	10 min.
Productio n Listen to a song	- Teacher ask students to listen to a song about occupations and write on a sheet of paper all the occupations they heard.	10 min.

	Then, teacher gives students the lyric of the song for student to listen, sing and practice the pronunciation (Activity 2) https://www.youtube.com/watch?v=2nesqKP9-5c&t=57s	
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Source: Created by Benavides L. (2023)

Activity 1 Worksheet

Match the word with the correct picture

mechanic

driver

artisan

hairdresser

electrician

farmer

gardener

salesperson



Source: Taken from <https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-jobs-set-1.pdf>

Activity 2

Lyrics: Jobs Song

Who do you see?
Who so you see?

look, look, look
~~look~~, look, look
~~look~~, look, look

I see a doctor.
a doctor, a doctor

look, look, look

I see a teacher.
a teacher, a teacher

(chorus)

I see a pilot.
a pilot, a pilot

look, look, look

I see a firefighter.
a firefighter, a firefighter

(chorus)

I see a pirate.
a pirate, a pirate?

run, run, run
stop! safe! Great job!

Source: Taken from <https://www.youtube.com/watch?v=2nesqKP9-5c&t=57s>

Annex 4. Pre -test

KET ENGLISH TEST

PRE-TEST Listening

Time Approximately 15 to 20 minutes

INSTRUCTIONS

Write your name and level.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

Use a pencil or pen

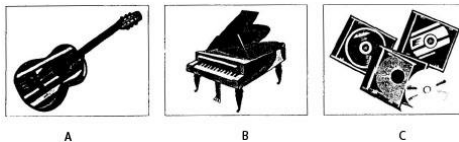
SCORE

Name:.....

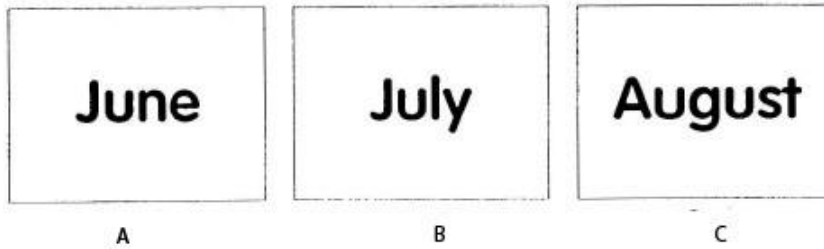
Level:.....

Link for the listening: <https://www.youtube.com/watch?v=qcSyq0AGxeE>**PART 1 (5points)***Example: How many people were at the meeting?*

3	13	30
A	B	C

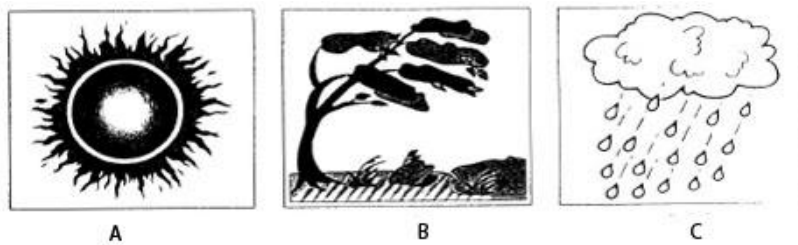
Your answer (A, B or C): C**1 - What music will they have at the party? (1point)**Your answer (A, B or C):

2 - When will the man go on holiday? (1point)



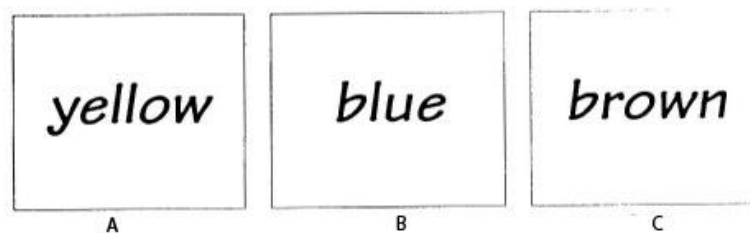
Your answer (A, B or C):

3 - What will the weather be like tomorrow? (1point)



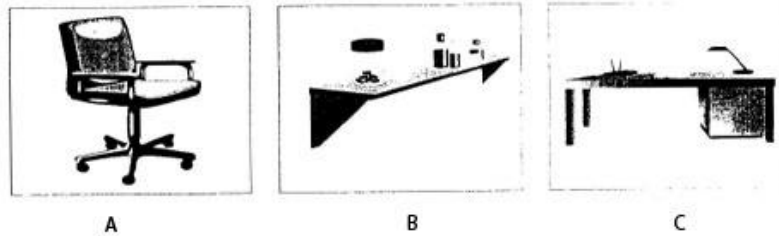
Your answer (A, B or C):

4 - What colour is Mary's coat? (1point)



Your answer (A, B or C):

5 - What did the woman repair? (1point)



Your answer (A, B or C):

PART 2 (6 points)

Link <https://www.youtube.com/watch?v=TT2wQssyj8c>

Listen to Sarah and Mathew talking about the people they met at a party.

What do they say about each person?

For each person write the correct answer in the box

1 - Jenny:

• A) blonde

2 - John:

• B) famous

3 - Mary:

• C) friendly

4 - Bob:

• D) interesting

5 - David:

• E) quiet

6 - Sally:

• F) short

• G) tall

• H) young

Part 3 (3points)

Listen to Diane talking to a friend about a trip to London.

Choose the best answer (A, B or C) for each space, write your answer in the answer box.

1 - Diane went to London yesterday

Your answer: .

- A)
- B)
- C)

2 - Diane went to London by

Your answer: .

- A)
- B)
- C)

3 - Diane and her friends ate

Your answer: .

- A)
- B)
- C)

Part 4 (6 points)

Link <https://englishexam24.ru/en/ket-listening-part-4-exam-5-cambridge-key-english-test-practice-tests-exercise.html>

You will hear a telephone conversation.

A girl wants to speak to Martin, but he is not there.

Listen and complete the questions given.

PHONE MESSAGE

To: (1)

From: (2)

Party at: (3)

Time: (4)

Please bring: (5)

Her phone number: (6)

Annex 5. Post-test

KET ENGLISH TEST
Post-Listening Test

Time Approximately 15 to 20 minutes

INSTRUCTIONS

Write your name and level.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

Use a pencil or pen

SCORE

Name:.....

Level:.....

Link for the listening: <https://englishexam24.ru/en/ket-listening-part-1-exam-3-cambridge-key-english-test-exercise.html>

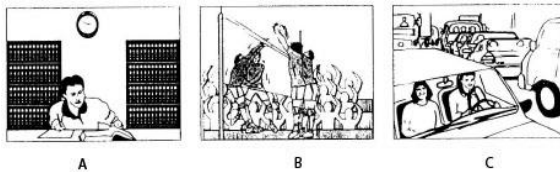
PART 1 (5points)

Example: How many people were at the meeting?

3	13	30
A	B	C

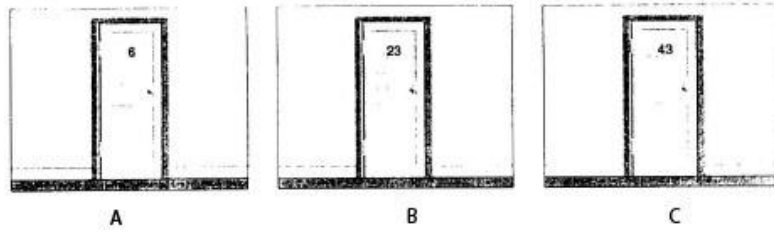
Your answer (A, B or C): C

1 - What's George doing now? (1point)



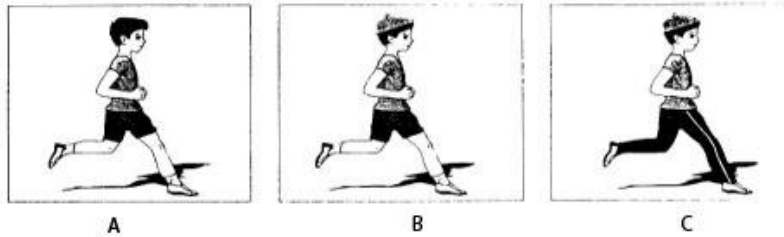
Your answer (A, B or C):

2 - Which room will the woman stay in? (1point)



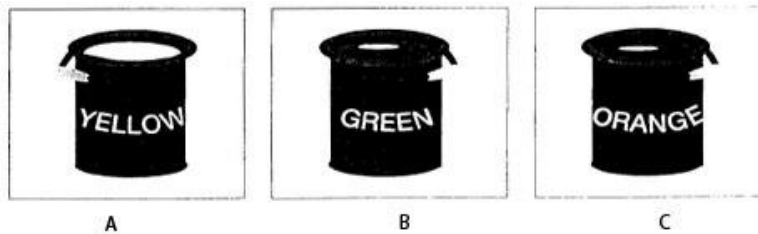
Your answer (A, B or C):

3 - What will the boy wear in the race? (1point)



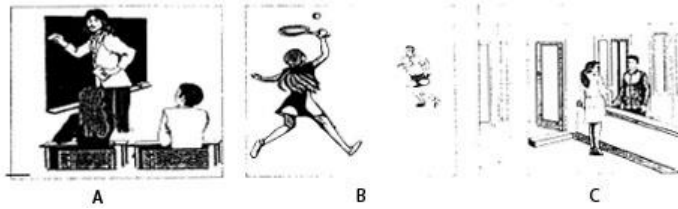
Your answer (A, B or C):

4 - What colour will the room be? (1point)



Your answer (A, B or C):

5 - Where did Minnie and Richard meet? (1point)



Your answer (A, B or C):

PART 2 (6 points)

Link <https://englishexam24.ru/en/ket-listening-part-2-exam-5-cambridge-key-english-test-practice-tests-exercise.html>

Listen to Paul talking to a friend about his family.

What does each person do?

For each person write the correct answer in the box

1 - Sally: .

2 - Bill: .

3 - David: .

4 - Paul's mother: .

5 - Paul's father: .

6 - Paul: .

JOBS

A)

B)

C)

D)

E)

F)

G)

H)

Part 3 (3points)

Link: <https://englishexam24.ru/en/ket-listening-part-3-exam-1-cambridge-key-english-test-practice-tests-exercise.html>

Listen to Sue talking to her friend, Jim, about the new sports centre

Choose the best answer (A, B or C) for each space, write your answer in the answer box.

1 - Which bus goes to the sports centre?

Your answer: .

- A) 15
- B) 18
- C) 25

2 - From Monday to Saturday, the sports centre is open from

Your answer: .

- A) 6 a.m.
- B) 7 a.m.
- C) 9 a.m.

3 - At the sports centre, you can buy

Your answer: .

- A) sandwiches
- B) fruit
- C) drinks

Part 4 (6 points)

Link <https://englishexam24.ru/en/ket-listening-part-4-exam-2-cambridge-key-english-test-exercise.html>

You will hear a telephone conversation about a journey to New York.

Listen and complete the questions given.

JOHN LOCKE TRAVEL

- Travelling to: (1)
- Name: (2)
- Will leave on: (3)
- Will return on: (4)
- Price: (5) pounds.
- Travel to airport by: (6)