



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE EDUCACIÓN- CARRERA DE CIENCIAS DE LA
EDUCACIÓN MENCIÓN INGLÉS**

RESEARCH PROJECT:

**USING MEANINGFUL LISTENING ACTIVITIES TO INCREASE
EIGHTH GRADE STUDENTS' ORAL PRODUCTION AT "VICTORIA
TORRES DE NEIRA" SCHOOL**

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

AUTHOR: ERAZO HERRERA ANDRES EDUARDO

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AUTHOR: TORRES RUIZ HILLARY MARISSA

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TUTOR

MSc. FRANCISCO VILLAO VILLACRÉS

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Erazo Herrera Andrés Eduardo

CI. 091152444-5



Torres Ruiz Hillary Marissa

CI. 092948412-9

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Our deepest regard to this special occasion,

HILLARY MARISSA

ANDRES EDUARDO

DEDICATION

I dedicate this research project to: God, our Holy Father, whose love and guidance has helped me to successfully complete it.

My beloved parents, Gladys & Armando, whose love and patience have given me the strength to never give up and have always shown me that there is not such a thing that can be called impossible as long as you work hard to make it happen.

To my relatives, Karen, Gabriela, Raiza, Joan & Miguel, who in one way or another have helped and encouraged me in every step of my life.

HILLARY MARISSA

DEDICATION

When you start a journey the best support you can get comes from the people who know you very well and have always been there.

All my effort I dedicate to my loving

Mother & Father,

Whose education, encouragement, love and prays made me able to finish this journey I started many years ago.

Special thanks to people who also supported me in one way or another to go throughout this journey

My two siblings: Jorge & Kellie

My aunts: Anabel & Diana

My Dear Uncle Orlando

And last but not least, the greatest gratitude to one person who has always believed in me since the first day I met her. She has been my inspiration, my support, my rock and my friend, in other words she has been everything to me.

My beloved wife

Andry Erazo

Because without you none of this would have happened, I love you.

ANDRES EDUARDO

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ABSTRACT

The present article aimed at investigating the impact of meaningful listening activities to encourage students to develop oral production by using the Natural approach method in eighth grade students at “Victoria Torres de Neira” School. The main problem has been detected in students who did not receive English classes in elementary school, and there are no resources available in the classroom. A multi-method approach was applied, with a teacher survey administered to 15 teachers, and 80 students; in-depth, semi-structured interviews with 1 authority; field observation; and examination of relevant documents have been applied. The data gathered were put into statistical analysis and reported. On the basis of the results of this research it can be concluded that students do not speak English due to an inefficient methodology applied by the teachers due to old and traditional teaching and learning process, classes turns boring and students do not want to speak because they feel shy or embarrassed to communicate with others. The main objective is to develop students’ learning process through meaningful listening exercises based on the previous knowledge students get in their mother tongue and change traditional methods into a dynamic and funny classroom by developing pedagogical techniques activities as interactive methods to reinforce speaking skill abilities in order to improve the English Language Acquisition and contribute to the quality of life and education regarding to the requirements of national program of Good Living.

Keywords: meaningful listening skill abilities – natural approach – oral production

INTRODUCTION

All over the world, speaking English immediately opens opportunities, because it is recognized as the language of science and the most useful language in many countries. Most of the information found on the internet such as health, science and others is in English and it let you feel the cultures of the world like no other language. On the other hand, due to the impact of the international culture, the Ecuadorian government requires his population to increase the level of English in B1 or B2, according to the Common European Framework Reference.

However, the curriculum in the public system only includes five hours per week in high schools which as we all know, are not enough to enhance English properly. Besides that, it is important to mention that the public area does not include English in elementary schools at all. As a result of that, when they graduate from high school, their knowledge of English is Elementary. In contradistinction to students who graduate from private schools, their English knowledge is at least Upper-Intermediate.

The curriculum presented for public education just shows English as a subject without mention its main skills such as Listening, Speaking, Reading and Writing. These skills are classified in productive and receptive. Being listening a receptive skill, it is going to be used for students learn the target language like they learnt their mother tongue that means applying the Natural approach.

CHAPTER I

1. STUDY APPROACH

1.1. Background of the problem

One of the most spoken language all over the world is English, which is the reason why people feel the necessity to learn this language. An all areas like communication, business, politics and education people need this language to communicate and try to find different ways in order to improve this foreign language. Through the years, in schools teachers have used different methodologies to teach English because there are different kind of learners which have a wide diversity of personalities, abilities and ways to learn.

English is the most important language all over the world pronunciation; as one of the main components of speaking, is one of the hardest skills to acquire in the target language. If speakers have pronunciation problems, the message will not be understood and communication will not take place in an appropriate way. Additionally, mispronunciation causes in the students: frustration, disappointment, and lack of interest in the subject, thus misbehavior may appear in the classroom and at the end of the semester they will have: bad grades, the principal, the teachers and the students' parents will be unhappy. "Apparently, the most harmful situation in communication process in ESL/EFL students is pronunciation, not vocabulary or grammar" according to Hinofotis and Baily (1980), cited in Okita (1999), in spite that learning English Pronunciation is very difficult in many ESL/EFL classrooms, speaking correctly is the key to a good communication.

Even though, Ecuadorian authorities make a big effort in order to help students acquire the English Language that's not enough, because Institutions do not give the importance that pronunciation as a subject deserves, as a result of this, 1-students do not know how to produce vowels and consonants, 2- The excessive number of students in the classroom does not allow the teacher to correct students' pronunciation individually. 3- Teachers do not know how to

teach pronunciation, so when students have a question on how to pronounce phrases and words correctly, they do not receive the appropriate support by their teachers. 4- Another problem that can be observed is the continuous use of L1 in L2 classes, so students are not exposed to the target language the time that is required.

To teach English pronunciation to Spanish learners is a very useful initiative, because students will be able to produce and discriminate the corresponding speech sounds in the foreign language. When we speak English, the articulators in the human vocal track need to be in the correct position in order to get a proper pronunciation. In order to achieve this, we need to devote time and training. Ecuadorian students are not excluded of this trouble. One of the disadvantages is the environment, because in our country we speak Spanish, so we cannot practice our English outside the classroom and we rarely listen to native English speakers.

Although English is not the official language in Ecuador, it is very important students develop their productive and receptive skills. The institution where the research is carried out is Victoria Torres de Neira School, located in a rural area called Enrique Baquerizo Moreno “Los Lojas” in Daule. This is a small place where people have to cross the river by canoe, so it is a little difficult to get there. The institution was founded on November 17th, 1957 with the name of “Enrique Baquerizo Moreno”. In 1968, it changed its name for Centro de Educacion Basica 1 “Victoria Torres de Neira”.

Since 2011 the institution is known as Unidad Educativa Victoria Torres de Neira”, which offers kindergarten, primary and secondary school. Nowadays, it has five hundred thirty seven students and twenty three teachers. In a rural sector like this, parents work in agriculture and cattle raising, a job that does not require another language for their daily life, that makes they do not see English something necessary.

Parents do not see the necessity for their children to learn English and the English curriculum in public schools does not have more than five hours per week without mention the skills, teachers must have the challenge that students have to produce a sentence in English that is why meaningful listening activities are going to be used in order to increase the students' oral production in English language.

1.2. Statement of the problem.

1.2.1. Main Problem.

What are the most appropriate meaningful activities to improve oral production in eight graders at Victoria Torres de Neira High School?

1.2.2. Specific Problem

Why do Second students from eighth grade have problems in listening and speaking skills?

1.3. Objectives

1.3.1. Broad Objective

- To diagnose the effects of the application of meaningful listening activities to enhance oral production in eighth grade students at Unidad Educativa Victoria Torres de Neira

1.3.2. Specific objectives

- To set up objectives through communicative activities based on roleplays and singing in order to improve their proficiency
- To create new strategies in the class choosing right activities according to their ages, topics and things by meaningful learning process activities.

1.4. Significance or justification of the study

In our society, the fact of using English language is increasing, that is why for a high school graduated it is important to have a high level of English. Through this investigation we want to establish that this project is looking for the community to have basic knowledge of English and in the future they could apply it when they want to study or to look for a job.

In terms of the theoretical scope, thanks to these listening meaningful activities, students will not only use the typical method of repetitions, but they will have the chance to practice the target language using the methodology of the Natural Approach that is based in using their previous knowledge.

With this proposal of increasing the students' oral production through listening meaningful activities, they will be capable of perform in English in front of an audience, interact with their classmates and English teacher, identify pictures and vocabulary. Besides developing their oral production they will develop their listening skill as well.

Teachers must find the correct exercises to encourage them to speak. One of the objectives of teaching English to our students is that at the end of the day they be able to produce the language; on this specific case "speaking". In the case of teachers, one of the most important benefits of this project is to find the proper exercises to develop the oral production of the students of 8th grade at UEVTN, since in the public sector the English books are not chosen by teachers, we do not have the chance to know if the text fits the needs of the course we have been assigned.

If the lessons are more dynamic, interesting and meaningful as a result of this study, the learners will be able to communicate in English in a much more efficient way, consequently they will put aside the terrible anxiety they feel when they interact with their peers and teachers in the target language, in addition, the

class atmosphere will be warmer, more relaxed, and the students will feel much more motivated to take part in the daily class activities.

In the case of teachers, with the implementation of innovative techniques and approaches, they will have a motivating sense of achievement because of their students' progress as a result of their active participation in the classroom, and the improvement of their grades in the foreign language. English will not be considered as one of the subjects to fill in the gaps in the class schedule any more.

On the other hand, **parents** will feel proud of their children, and happy to know that their efforts have been productive. They will recommend other parents to register their children in the school with the subsequent satisfaction of the school authorities.

This research project has great significance; since its main goal is to find and apply the most suitable pedagogical strategies in order to improve the students' pronunciation. If we reach the objectives of this study: the immediate beneficiaries will be all of the members of the educational community: students, teachers, parents and school authorities in general.

1.5. Scope and delimitations of the study

- This research Project was conducted at Unidad Educativa Victoria Torres de Neira which is located in Parroquia Rural Enrique Baquerizo Moreno - Los Lojas, km 21 Via a Daule. It belongs to District 09D19 of Education in Guayaquil-Ecuador, during the school year 2017-2018. This research attempts to apply the most suitable didactic strategies to improve the students' listening and speaking skill production in the foreign language.

Institution:Unidad Educativa Victoria Torres de Neira

Province: Guayas

Address: Parroquia Rural Enrique Baquerizo Moreno - Los Lojas, km 21

Via a Daule- Nobol, Santa Lucía

Principal: Lcdo. Moises Falcones, Msc.

Number of students: 537

Section: Morning . Afternoon

1.6. Research questions

- How does listening skill help students to enhance English?
- How many times should students listen each script?
- What is the importance to make meaningful listening activities for students?
- What are the benefits of meaningful listening activities?
- What are the reasons why students cannot produce orally?
- Why can meaningful listening activities make students to produce the target language?
- How can teachers encourage students to produce the target language?
- Explain briefly about the Natural Approach.
- Why do teachers want students to produce orally more than any other skill?
- Why is important for students to develop oral production?

1.7. Variables and Indicators

Variables	Dimensions	Indicators
Using meaningful listening activities	Definitions	Problems and challenges in teaching and learning speaking
		Listening-a macro skill in language learning
	Educational Ambit	The importance of listening in communicative language teaching
		The Challenges of Teaching Listening skills
		Strategies for Effective Listening Skill development
		Factors Influencing English Listening Comprehension.
To encourage oral production	Speaking skill Development	The Importance of Speaking
		Problems and challenges in teaching and learning speaking
	Affective Factors in Speaking skill	Emotion Self-Esteem, Empathy, Anxiety, Attitude and Motivation
		Integrating effective listening and speaking activities into the classroom
		Speaking Components and Activities Approach

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. Literature review

This project refers to the application of new didactic strategies, and incorporates different teaching techniques in the educational system; to encourage students to learn English using their own learning procedures. There are some issues related to this research project named as “using meaningful listening activities as a tool to encourage oral production”, which have been relevant and helpful to this research project.

Gilakjani published an article in 2016 titled “what factors influence the English pronunciation of EFL learners?” This research article helped us to find some methods in order to collect some data information and evaluate the process to acquire the knowledge in students from eighth grade and create some academic resources to improve the pronunciation in English speaking language acquisition.

Other researches such as (Zhang, 2016), explained in their article about The Effectiveness of the Flipped Classroom Mode on the English speaking Course. This study examined the perception of small frequency differences in EFL students who have problems in speaking due to the lack of knowledge of pronunciation in different words or phrases. This research document has some valuable theories which have helped to identify the cause and effect of learning the speaking skill ability and the relationship with the social and educative communicative approach.

Lozada, H. R. (2016, December). In his research Project titled as “English for Specific Purposes (ESP) Didactics: Content Knowledge and Communicative Abilities”. Many theorists have been searching the problem students have to acquire the English language, and find a variety of methods

(strategies) to improve English pronunciation. All these strategies have been addressed to students to acquire a foreign language in order to communicate freely without any problem and develop their speaking skills.

Speaking is one of the main problems for many Ecuadorian students and thus students avoid speaking in English. Schools regularly do not teach English pronunciation as a subject, even our English teachers are not well prepared to teach it. Students need to know how English sounds are introduced in order to gain more confidence and do not get nervous when they have to speak.

Another connected research was made by (Salavarría, L, 2013), at Universidad Pedagógica Nacional called a way to improve listening and speaking skills in third graders at Liceo Francisco Franco school. This project promotes the uses of several activities to improve speaking skills towards practicing phonetics and pronunciation inside an English class. This project was an action research divided in four stages (identifying the problem, gathering of data, analyzing the and finally, creating a plan) to follow to solve the problem. Finally the researcher concluded that ludic strategies are such as quite good pedagogical tools to develop listening and speaking skills implementing the audio visual techniques to enhance student's motivation.

English speaking is one of the four language skills which students have to develop from a basic level, however, the teaching process in many educational institutions does not provide good results in the acquisition of speaking skills due to lack of activities. According to the Ecuadorian Educational Curriculum, all the institutions must be based on the international standards. In consequence, English will have the same importance as other subjects.

This research is based on the development of English speaking skills. The main objective during the English classes is to improve students'

communicative skills through useful activities in order to enhance a new process of English Language acquisition by using didactic strategies such as techniques and pedagogical resources, so students and teachers can get a good environment inside their classrooms.

Primary education is essential for children because it is the basis of their integral development as human beings. On the other hand, teachers must be continuously updated about their academic and pedagogic knowledge in order to obtain an integral education. For that reason, teachers must know all the new pedagogical tendencies, so they will be able to create new methods to diffuse the English language.

2.2. Theoretical foundations

2.2.1. Listening - a macro skill in language learning

Listening has an important place in learning as it is one of the four major skills in language acquisition. Even though the other skills such as reading, speaking and writing are essential to develop language proficiency, listening contributes primarily for language expertise. Listening awakens awareness of the language as it is a receptive skill that first develops in a human being. Learning to listen to the target language improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening.

To understand the nuances in a particular language, one must be able to listen. As we get to understand spoken language by listening it is easier to improve the other skills and gain confidence.

Other than being the primary form of communication, listening helps the language learner to understand the beauty of the language. Especially in terms of

communicative language teaching it is said that the basis for communicative competence is listening as it provides the aural input and enables learners to interact in spoken communication and hence language learning largely depends listening. Thus listening forms the concrete basis for the complete language proficiency.

2.2.2. The importance of listening in communicative language teaching.

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved (Croom Helm Cross, 2011).

Also, every study conducted regarding the language skills acquisition has proved that when we communicate, we gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing. With the highest percentage of involvement in the exchange of information in effective communication, listening has to be considered a language forerunner. Listening, unlike the other language skills, is felt comparatively much difficult by the learners, as it has all its interrelated sub skills such as receiving, understanding, remembering, evaluating, and responding. But with the advent of communicative language-teaching and the focus on proficiency, the learning and teaching of listening started to receive more attention. However, listening is not yet fully integrated into the curriculum and needs to be given more attention in a language learning setting.

2.2.3. The Challenges of Teaching Listening skills

The problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. The problems were believed to cause by the speech rate, vocabulary and pronunciation. As (Flowerdew, J., & Miller, L., 2015), assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. The main reasons why the learners feel listening difficult are:

- i. Lack of effort to understand each and every word while listening. Especially in L2 acquisition they are unable transfer their L1 skill easily to a second language.
- ii. Failure or laziness to build up their vocabulary gradually and this greatly reflects in their listening and keeps them low spirited in acquiring the language skills.
- iii. Listeners problem with different pronunciation, accents as they stick to one particular articulation.
- iv. Listener's concentration power or listening stamina greatly influences their listening skills, which is not so in the case of acquiring the other language skills (reading, speaking and writing) even when they are carried for a longer period of time.
- v. Distraction by the physical setting or the environment in which listening is to be carried out. This becomes an added challenge for an average learner and a main confront even for good listeners.

Listening activities generally induces the anxiety and stress among the learners as it involves the interpersonal and interpretive modes of communication in which he/she has to actively participate. Mainly, unlike other language skills it is not at learner's control and may be done at variable speeds as it is not at the complete control of the listener at all settings.

2.2.4. Strategies for Effective Listening Skill development

Listening strategies are techniques or activities that contribute directly to the recall of listening input. In the recent days, a number of listening strategies have been formulated to match with every different listening situation and because of this, in teaching listening skills, the language learners are facilitated in getting adjusted to their listening behavior to deal with a variety of situations, types of input, and listening purposes.

Listening strategies can be broadly classified as Top-down strategies and Bottom-up strategies. Top-down strategies are listener based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they help the listener to interpret the ideas he has listened. Top-down strategies are for

- Listening for the main idea
- Predicting
- Drawing inference
- Summarizing

On the other hand, Bottom-up strategies are text based where the listeners use linguistic knowledge to understand information. Here the listener relies on the language in the message, that is, the combination of sounds, words, and grammar to arrive at the final message. Bottom-up strategies are to

- Concentrate on specific details while listening
- Recognize word-order patterns.

Although listening comprehension is not constrained either to top-down or bottom-up processing it should be an interactive, interpretive process where listeners apply both their prior knowledge and linguistic knowledge in

understanding messages. Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening. Metacognitive development can be described as conscious development in one's metacognitive abilities, such as the move to greater knowledge, awareness and control of one's learning, selecting strategies, and monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary.

2.2.5. Factors Influencing English Listening Comprehension.

Listening comprehension is a complex process of listeners' understanding language by sense of hearing. It is an interactive process of language knowledge and Psychological activities that involve some aspects, teachers can be a great effort for to manage some difficulties in order to solve these problems.

“Listening is a demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message” (Brown, Gillian, and George Yule, 2008). According to brown these are some factors that we should consider, but in order to develop the process of listening comprehension we want to explain some factors that are important in our high Schools.

The Teacher's Role

The teacher must be focused in how the students will learn to be good listener and how they are going to perform the knowledge. They are learning specifically developing listening comprehension to achieve the success. Teachers

need to set the class management and the students feel they are working in a confidence environment.

- Teachers must be clear giving the instructions or directions in any activity we want the students work.
- Monitoring students in order to provide a guide or some help to any doubt they might have in English language acquisition.
- Encourage or motivate the students to answer questions or give any opinion about information they receive while they are listening.
- Provide the students with the sufficient and useful material to create a good classroom environment and learn English language.
- Recognize student's strength and weakness in order to find some strategies to encourage them to learn this language easily.

The Learner's Role

Learners need to drive the learning, to develop a sense of ownership, purpose, motivation, students to discover concepts and apply skills. Students observe and apply concepts. Students also become teachers themselves by integrating what they've learned. So, they become producers of knowledge, capable of making significant contributions to the world's knowledge.

According to constructivism learning theory, language learners become active constructors of knowledge by recognizing problems, producing hypotheses, confirming hypotheses and solving problems; and the finding new problems. In the process of recycling, learners build up knowledge structures. Students who are active constructors of knowledge through experience and opportunities are more predisposed to discover and find out the answers to their doubts. This implies that

students are co-learners, using available knowledge through interaction with other in socially significant task of collaborative work.

English as a second language requires the learners to be responsible for finding relevant materials and strategies of learning, which help them develop skills in "learning how to learn" and raise their awareness of language learning and the use of the language, itself.

Thus, these experiences in learning provide the necessary input for learner training and allow learners to form their own strategies of learning, which is a considerable step towards becoming autonomous learners. There are seven factors that contribute to the learner's listening comprehension skills.

Vocabulary: Words unknown, learners don't have sufficient vocabulary and have problems with vocabulary recognition.

Rhyming Sounds. Alliteration, onomatopoeia, assonance, etc all of them used in poetry.

Language Rhythms. Rather than pronunciation based on using an incorrect spoken language rhythm.

Grammar in Context. Sometimes Grammar structures are not used by native speaker; learners not understand what they're hearing.

Idioms and Expressions. When learners are unfamiliar, or even ignorant of these elements, listening comprehension can be significantly impacted.

Regional or National Accents. The same sentence can be varied by people of different places. It can cause lack of listening comprehension.

Pronunciation: Everyone speaks differently and uses forms of connected speech in distinctive ways.

The Classroom

To develop listening comprehension in the classroom is no very easy to do this more even if the teacher does not have the reliable material or the necessary equipment to practice this and to achieve the success developing this skill and an approach in learning communication.

The students or learners of a language and the teachers maybe need approach in listening comprehension following this.

1. Students become better listeners.
2. Motivate students to view listening comprehension in positive way.
3. Help students to work and act in totally freedom.

A language and a culture is integrated by two parts that include listening comprehension in multiple choice, listening, register, example formal and informal dialogues, disruptive, narrative announcements, instructions, directions and response with their own words.

It is also important that teachers include or establish clear instructions in listening comprehension to achieve the objectives an engage students in developing listening and speaking skill performance through creating an atmosphere for significant teaching and learning process.

It is so relevant to create others strategies and techniques in order to replace some resources to develop good listening skill, in which some public institution may not have such as CD player, such as newspapers, magazine, internet, radio television, cell phone, or some specific games or activities prepared by the teacher in order to make the class fun and interesting. Teacher has to select authentic and reliable material according to the level of the students and determine the length of the text like single words, phrases, sentences or longer texts.

Is very important to pay attention to the voice and sounds the students hear, sometimes is good to introduce other voices for what the students listen the difference in accent and in sounds of other speakers of a language in this case

English language and is no recommendable that the same teacher do the same all the time. It is a good idea if students have a native speaker friend and invite him/her to the classroom to talk to the student in his /her native language, so students can listen and practice the original English pronunciation, accent and culture.

To teach and gain a clear listening comprehension we must follow some points or suggestions:

- Teaching listening activities in the classroom must be in complete silence in order to concentrate; classroom mustn't have any noisy environment.
- Teachers must specify if the activity will be individual, in pairs or in groups.
- When the students do listening comprehension this can work in pairs with one of the students listening for answers of the same questions and the other listening for answers to the other questions

It is important for the students to develop listening skill in order to understand spoken language whether on watching the news, sports, listening to some music on the radio. Furthermore listening comprehension could provide the students further sources of input and help them to remember several words, phrases, grammar, and specific information.

If teachers want all the students participate in listening comprehension making a recall about they listen, they must encourage them to give or express their opinions and always creative fun activities in order to have students engaged and have their interest for learning this important language.

2.2.6. Problems and challenges in teaching and learning speaking

Nowadays, in spite of the inevitable criticism of available methods, techniques or resources, speaking is generally perceived as the most fundamental skill to acquire. Since the onset of the communicative era it has been treated as the

ultimate goal of language training and its proper development has become the focus of attention of both teachers and learners. However, it is also a commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. Even advanced learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom.

This difficulty results basically from the character and inadequate frequency of speaking opportunities in the classroom in comparison to the abundance of natural varieties and genres of oral communication. In fact, selecting the most appropriate types of spoken discourse for classroom practice in a particular language course is a very hard decision which, unfortunately, hardly ever reflects the natural occurrence and distribution of communicative situation.

Additionally, an elementary language course should create optimal conditions for developing learners' sociocultural knowledge, that is "the culturally embedded rules of social behaviour" (Thornbury, 2015) and their linguistic knowledge, which includes discourse and speech act knowledge, and knowledge of the grammar, vocabulary and phonology of the target language. These knowledge areas must then be appropriately activated in order to be made available for use in regular speaking practice in the classroom and beyond.

Importantly, as far as the stages of mental processing involved in speaking are concerned, there is not much difference between native and target languages. Both combine the processes of conceptualizing, formulating, articulating, self-monitoring and negotiating. Yet, the skill of speaking is not automatically transferable from the speaker's first language into the second (Thornbury 2007). Even extensive knowledge of the target language's grammar and vocabulary often presented by advanced students of foreign language departments does not guarantee success in oral communication when this knowledge is not properly integrated or accessed.

Problems in speaking may be additionally aggravated by excessive use of self-monitoring processes and a tendency to formulate utterances in the native language first. These mental operations create obvious costs in terms of fluency and may lead to producing artificial discourse. Other problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking in particular. They can be defined as follows (Paulsen, 2008):

- Inhibition – fear of making mistakes, losing face, criticism; shyness;
- Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments;
- Low or uneven participation – often caused by the tendency of some learners to dominate in the group;
- Mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

As many teachers' observations indicate, the above situations occur in language classrooms regardless of the level of proficiency or the number of students in the group. Moreover, every learner enters any learning and communicative environment with his or her entire personality additionally shaped by their prior learning and communicative experiences, both positive and negative. This individual dimension is particularly noticeable among older and more advanced learners who often have a good insight into the nature of their individual difficulties, an accurate assessment of the skills they have already developed and, consequently, clearly defined needs.

Developing lesson plans for students is very challenging especially when have to develop skill abilities that is the reason as we as teacher not only have to think about what their weakness and strengths, also we have to think about the school and the requirements of them about the learning needs and abilities of their

students. Finding a balancing point between all of these factors is not easy to do, but there are ways of overcoming the most common problems associated with some schools face in their classroom.

According to these aspects we found three most common problems inside the classroom such as:

- **Curriculum vs. Student Skill Level.** One problem that a lot of teachers face, particularly teachers who have diverse student populations with varying skill levels, is trying to find a way to deliver the required curriculum in a manner that will make it accessible to all of the student skill levels in the classroom. This problem develops when students in a classroom do not all have the same abilities to process information that the teacher is delivering.

This difference in skill level can be caused by teaching a classroom made up of students of different grade levels or teaching a classroom of students that may not all be at grade level in terms of speaking, reading, listening and writing.

The solution to this problem needs to be innovative. Designing educational activities that incorporate elements that can help those with lower skill levels understand and complete their lessons is one option. For example, written words can be paired with graphics that represent the word. Other elements can be included in the main lesson to also provide learning opportunities and challenges for those students that may be more advanced than their peers. For example, teachers can include a challenge question or project for those students that get done early or who have already mastered the basic concepts of the activity.

- **Student Interest Levels.** Keeping students interested in what is being taught is another common problem that we as teachers face inside the classroom. When students lose interest in what the teacher is talking about they engage in disruptive behaviour or they stop paying attention all together. This limits both how much they are learning and how much other students in the class are learning.

To correct this problem we as teachers need to find ways to engage students in what they are teaching. For example, science teachers can develop lesson plans to teach science fair projects. Active learning projects keep students focused and actively engaged while they are learning basic skills and concepts. Another example could be teaching through songs of famous singers and in this way engage our students in the activity.

As a conclusion, we can say that we as teacher have to face with students that have a lot of learning problems inside the classroom, so we have to deal with them in order to find a solution to develop a better performance of our students. In some cases most of the problems are inherent of teaching a diverse group of people, while other are inherent of working within an industry that is governed by people that have no background in education. Fortunately, we as teachers are dedicated to overcoming these problems and finding innovative ways to educate the next generation of leaders.

2.2.7. Affective Factors

Emotions.

As adults, we can face our problems in a different way that our students especially when they are teenagers because they don't have the same reaction to solve them. In some cases they are scared, faced the problems with frustration, despair, worry, sadness, or shame, kids lose access to their own memory, reasoning, and the capacity to make connections especially inside the classroom.

Scared kids perform poorly, and don't learn new information well. Anxiety is the enemy of memory. And, sadly, in many of today's classrooms, we see children whose intellectual energies and capacities are drained by negative emotional states. Emotion is the on / off switch for learning. Sensitive people have been observing this for years, but now objective information from neurology substantiates our hunches.

Self-Esteem

Speaking difficulties often make the individuals who suffer from them feel frustrated, angry and even ashamed of their inability to speak “correctly”. Unfortunately, speaking difficulties can also mark individuals out for cruel which, when combined with the negative emotions the individual is already experiencing, can serve to greatly reduce their self-esteem.

Listening to the speech of others, teaching others about their speech difficulties, dealing with a bully and even joining local support groups can all help take the stigma out of speech difficulties and disorders and help restore individuals’ self esteem

Empathy

Empathy is the ability to connect one's emotions to that of another's and is often contrasted with apathy. Some scholars have proposed that lack of empathy and empathic concern is an important risk factor for conduct disorder.

Empathy is thus a complex process that involves both cognitive and affective abilities such as listening to key ideas and discerning core emotions in emotion stories; being able to recognize the facial display of emotion; identifying emotion in verbal statements, tone of voice and body language; carefully selecting appropriate emotion words when preparing a response; emitting appropriate emotional responses; internally "resonating" with compatible feeling; offering sensitive reflection statements; and generalizing emotional content to new or comparable situations (Martin, 1999; Goldstein and Michaels, 1985)

An important target of the method Learning by teaching (LbT) is to train systematically and, in each lesson, teach empathy. Students have to transmit new content to their classmates, so they have to reflect continuously on the mental processes of the other students in the classroom. This way it is possible to develop step-by-step the students' feeling for group reactions and networking.

Anxiety

Research has confirmed the existence of 'language anxiety' and its effect on second language learning, pointing to a reciprocity between anxiety and proficiency, such that "even in optimum conditions, students can experience destructive forms of anxiety" . However, this effect is complex and difficult to measure, though research (and the experience of teachers) suggests that language learning contexts are especially prone to anxiety arousal estimating that up to half of all language students experience debilitating levels of language anxiety, and Horwitz finding that language anxiety can cause students to postpone language study indefinitely or to change majors. Because of this, language anxiety has been the subject of a good deal of research, on the assumption that an understanding of its causes and investigation into how to reduce language anxiety will improve learner performance and increase learning satisfaction by easing tensions and reducing demands on cognitive processing space provides an early review of anxiety research.

Attitude

Webster's Revised Unabridged Dictionary (1913) defines "attitude" as "a complex mental orientation involving beliefs and feelings and values and dispositions to act in certain ways", while Collins Cobuild Student's Dictionary explains that: "Your attitude to something is the way you think and feel about it". Psychological theories on attitudes refer to an evaluative, emotional reaction (i.e. the degree of like or dislike associated with the attitudinal object)

Such students tend to develop a more active and autonomous attitude that allows them to take charge of their learning. On the other hand, mistaken or uninformed beliefs about language learning may lead to dependence on less effective strategies, resulting in indifference toward learning, poor cognitive performance and a negative attitude to autonomy. Teachers must therefore acknowledge and respect students' attitudes, beliefs, and expectations and help

them overcome any harmful perceptions and blocks, as well as enhancing students' awareness of their personal weaknesses and strengths and of their task- and strategic knowledge, since beliefs differing from those of the teacher can lead to frustration, dissatisfaction with the course, unwillingness to perform communicative activities, and to lack of confidence in the teacher, as well as affecting achievement.

Motivation

Most researchers and educators would agree that motivation "is a very important, if not the most important factor in language learning", without which even 'gifted' individuals cannot accomplish long-term goals, whatever the curricula and whoever the teacher. Thus the concept of language learning motivation has become central to a number of theories of L2 acquisition, and motivation has been widely accepted by teachers and researchers as one of the key factors influencing the rate and success of second/foreign language (L2) learning, often compensating for deficiencies in language aptitude and learning. It could be said that all other factors involved in L2 acquisition presuppose motivation to some extent.

Motivation is often labelled extrinsic or intrinsic "depending on whether the stimulus for the behavior originated outside or inside the individual": Extrinsic motivation is like borrowed money, an investment which may eventually pay off, whereas intrinsic motivation is like money you own. Being very highly motivated is like having a lot of money, and like money, motivation can be wasted or well-spent.

In education, motivation is organismic energy-capital to be spent in the learning market. Some of it we bring with us as a genetic endowment, but we may need to learn how to invest it. Some of it we borrow from adults and peers in the form of extrinsic stimuli and coercion. (Krashen, 2017), claimed that most motivational theories have focused on past and future sources of (extrinsic)

motivation, ignoring the intrinsic motivation which emerges when language skills and challenges are balanced, and the learner experiences or pleasure in the activity itself.

As a conclusion we can say that not only Japanese people face with these problems. We think that in our country most of the time found these disadvantages, so we as teachers have to be prepare to help our students to perform their knowledge of English because is not easy to acquire a second language but we can do it if we have the appropriate help of our teachers.

Lack of Confidence when Using Speaking Skills

Sometimes we as teachers tend to focus on how accurate learners use the language rather than their production of language itself that is the reason why learners lose confidence and motivation toward participating in class, what is more they feel they will be corrected by the teacher if they speak.

On the other hand, it helps us to get them to make correct sentences and not just how to get them talking, We would say that our objectives as teachers is to make sure our learners are n-o-t made fun of even humiliated with their English language, besides, we have to consider that corrections should not be done in public because learners will feel embarrassed and their willingness to learn will be affected, considering these facts learners should be encouraged to speak as they can without corrections on the spot and on the contrary, reinforce what they already know about the language to have an interactive class participation among learners in class.

Poor Listening Skills.

One of the aspects that helps to acquire a language is to listen to it first, so the sounds, intonations, pronunciation of the new language will be assimilated by learners, likewise it will train their listening skills to do a better production of the language because learners need to have a patron to listen and follow as well.

2.2.8. Integrating effective listening and speaking activities into the classroom

When teachers want to choose listening and speaking activities in the class for their elementary level students, it is very important to know the course book they are using, because there are some areas that are not covered in them and because teachers have to compensate weaknesses of these areas, also teachers have to replace and adopt activities which students dislike or maybe they can feel uncomfortable with. There are some areas that some of them are good at and others in which they are weak. Sometimes when you choose interesting activities for students it could make the class more interesting for them. Teachers should build up the students' abilities, in that way they will feel comfortable, safe and they will enjoy learning in a different system, maybe the learners will feel motivated.

The main idea to use listening activities in the classroom is "the learners demonstrate what they understand" (Brown, 2014). In speaking activities in the classroom learners feel comfortable and confident, free to take risk, and have plenty opportunities to speak. It is important to emphasize that teachers have to use all their imagination and creativity when they prepare these kinds of activities. When teachers have to design listening and speaking activities they have to pay attention in the following suggestions:

- Activities should be prepared based on new topics in the classroom
- Activities should be prepared based on the level of the students
- Activities should be prepared in order to reinforce the student's knowledge
- Activities should be prepared to develop their listening skills

Besides that, teachers have to be careful with the learners when they make groups for the activities. Always students are active, and splitting the class into groups or pairs can be difficult specially when boys and girls do not like to work together, in the same group or with a specific student, teachers have to find the way in order they and their students work without any distinction. We called this

cooperative or collaborative learning that “essentially involves students learning from each other in groups” (Larsen, 2011). This is the reason teachers should know their students in order to group them.

Oral production and its importance in language

When we learn a language, there are four skills we need to acquire in order to achieve communication: listening, speaking, reading and writing. All of them are equally important and essential, but speaking, the second skill, is the core of our project, as we consider that the development of this particular ability is really relevant for a successful communication.

Some of the reasons for its significance are that people use oral communication to establish relationships through personal expression, to gather information, and to compare opinions with others, providing a means for sharing experiences and solving problems. However, learning to speak a foreign language is not an easy task. It requires a more complex acquisition: the knowledge of how a native speaker uses the language in daily life interactions. This means that it is not enough to know the grammar and semantic rules.

Among the four skills, speaking is especially difficult one for foreign language learners, because effective oral communication requires the ability to use the language appropriately in social interactions. In fact, many kinds of interactions are involved in speaking; the most relevant is verbal communication, but there are also paralinguistic elements of speech implicated, such as pitch, stress, and intonation. In addition, non-linguistic elements such as gestures and body language/posture, facial expression, and so on, may also be used in speech or for expressing messages directly.

2.2.9. The Importance of Speaking Practice.

Speaking plays an important component in the development of listening, reading and writing skills, as well as student. Learners require a structured and supportive environment in which they are encouraged and challenged to listen for understanding, speak with clarity and engage in purposeful to explore a variety of topics. Teachers can support speaking, for example, by providing students with meaningful content and related vocabulary to talk about, asking open-ended questions, modeling, engaging students in conversational, procedural and other specific types of talk, and providing opportunities for students to speak and listen to each other.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Unfortunately, our country is far away of implementing an appropriate system to improve this important skill in Ecuadorian curriculum.

Learners should make every effort possible to find somebody to speak with. Where, how, and with whom are common question words that students ask themselves. We consider relevant suggest the following situations:

- **At school.** If you go to a language school, you should use the opportunity to speak to your teachers and other students. When you go home, you can still practice listening, reading and writing, but you probably ca not practice speaking. If your teacher asks you a question, take the opportunity to answer. Try to say as much as possible. If your teacher asks you to speak in pairs or groups with other students, try to say as much as possible. Do not worry about your mistakes. Just speak!

To have learners working in groups or in pairs in a speaking task is an opportunity to improve their speaking skills as well as help them understand the

instructions they have to follow to do a good job. However, the large number of students in class in public schools does not allow carrying out this kind of activity, because of it is time consuming, and learners usually receive five periods per week.

Unfortunately, it is not enough to assess each learner's performance and see if they are improving or using the language properly. However, it would not be a problem if we as teachers plan the activities in such way that learner get involved in interesting and up-to-date topics, while manage to have a flexible seat arrangement to stimulate learners to interact and while teachers monitor their performance.

Conversation Clubs: Many cities around the world have conversation clubs where people can exchange one language for another. Look in your local newspaper to find a conversation club near you. They are usually free although some may charge a small entrance fee.

We believe that a club where learners can interact with people from an English speaking country will definitely motivate them to learn the language, because among the facts that will support this is that if they speak in class, they will be able to understand what foreigners will be talking about. Moreover they will be capable of holding conversations and free of barriers to do so. Unfortunately, only secondary schools from a high status offer this extracurricular activity as a way to improve the use of the language of their learners, meanwhile learners from public schools cannot participate from this clubs.

Although a good way to improvise these conversation clubs in class can be to have a "guest" who can be a native speaker or a foreigner whose second language is English. The guest can be invited to the class once per week or per month to increase learners' awareness and motivation for using the language.

Songs and Video. Listen to the words of an English-language song that you like. Then repeat them to yourself and try to sing with the music. Repeat the words as many times as possible until they become automatic. Soon you will be singing the

whole song. Or listen to one of your favorite actors on video and repeat one or two sentences that you like. Do it until it becomes automatic. It is good practice for your memory and for the mouth muscles that you need for English.

What teen doesn't like to sing his / her favorite songs? This activity is one of the top ten in learner' ranking list, as well as for teachers because it elicits natural pronunciation while they are unconsciously repeating every word they hear like if they were native speakers. For instance they enjoy it because they can imitate the singer and know what the song says. However, in Public schools where Cd players is so necessary to carry out listening and speaking activity, they are not available and teachers do not do the activities. As a solution, technology is also an advantage to perform listening activities and teachers must elaborate some pedagogical resources to reinforce listening and downloading music in order to practice and develop speaking skill.

Learners should not be afraid to speak, even if they make mistakes. It is recommendable to think of those mistakes as something positive and useful. Speaking as much as possible may imply to make many mistakes, but it is well known that when you know that you have made a mistake, you know that you have made progress.

2.2.10. Speaking Components and Activities Approach

Speaking Components.

It has been well over three decades since communicative approach to language teaching first appeared in print in the field of second language acquisition (SLA). In various types of language institutions in Ecuador, including universities and colleges, language teachers and curriculum researchers have implemented communication-oriented teaching syllabus to seek for more effective

ways for improving students' communication skills to replace the traditional, grammar-oriented approach of the past.

To some Ecuadorian teachers of English, however, a Communicative Language Teaching approach is challenging to adopt in their classroom, for the current model of communicative competence, as it has been developed on native-speaker norms that are different socio-culturally and educationally from those of the Ecuadorian and that there has been much confusion regarding what Communicative Language Teaching actually requires teachers to do in their communicatively functional syllabus (Tsai, 2016).

There is no doubt, however, that, in learning a target language, it is necessary for students to acquire, in addition to phonological and lexicogrammatical knowledge, ways to communicate with others using such target language. In their article on communicative competence in relation to second language pedagogy, (Canale, M., & Swain, M, 1980) proposed a theoretical framework in which they outline the contents and boundaries of three areas of communicative competence: grammatical, sociolinguistic, and strategic competence.

Grammatical Competence.

It refers to the mastery of target language phonological and grammatical rules and rules of sentence formation; that is, to be able to express and interpret literal meaning of utterances (e.g., acquisition of pronunciation, vocabulary, word and sentence meaning, construction of grammatical sentences, of pronunciation, vocabulary, word and sentence meaning, construction of grammatical sentences. In other words, it refers to the ability to use the rules of the language to understand and produce the language correctly.

We think that this sometimes leads learners toward fear to speak, as they don't know how to organize their ideas, to put the words in order, or to produce accurate sentences and be clear with their speech. Learners won't be confident on their improvement or lack of preparation. Here, the teacher plays a vital role

because the main objective of speaking is not only accuracy or fluency when learners are speaking. It is to induce them to use the language to communicate, and correct them when needed.

Discourse Competence.

Discourse competence is based on the mastery of rules concerning cohesion and coherence of various kinds of discourse in L2 (e.g., use of appropriate pronouns, synonyms, conjunctions, substitution, repetition, marking of congruity and continuity, topic-comment sequence, etc.). A more simple explanation of its meaning is that discourse competence refers to the ability to understand and produce coherent texts (written and oral) within various genres.

As teachers, we can say that mastering all these rules, in order to have an accurate speech, is one of learners' headaches when they have to speak because unfortunately, we have accustomed our learners to be perfect when speaking, we mean not to make mistakes, not even errors. This is because we tend to think that the better our learners perform in a task, the better we are teaching or coaching which is something completely false, because the learning process is 50% half teacher, 50% half learners, a mutual duty.

Sociolinguistic Competence.

Sociolinguistic competence refers to the mastery of socio-cultural rules of appropriate use of L2; that is, how utterances are produced and understood in different sociolinguistic contexts (e.g., understanding of speech act conventions, awareness of norms of stylistic appropriateness, the use of a language to signal social relationships, etc.)

According to our experience, this competence should not be considered as a parameter to measure learners' speaking due to the fact that in the elementary levels we want learners to speak, it does not matter the mistakes they make, we

want them to speak and try to think in English as well. It works better with the intermediate – up level of knowledge learners have.

Strategic competence.

The mastery of verbal and non-verbal communication strategies in L2 used when attempting to compensate for deficiencies in the grammatical and sociolinguistic competence or to enhance the effectiveness of communication (e.g., paraphrasing, how to address others when uncertain of their relative social status, slow speech for rhetorical effect, etc.). This competence can be also described as the ability to efficiently use the skills available to you to get your message across – strategies.

It works better with the intermediate – up level of knowledge learners have because it involves all the things that teachers have already taught and need to be assessed as well to have an idea whether our learners are learning or not..

Speaking Activities Approach.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, teachers can use a balanced activities approach that combines language input, structured output, and communicative output.

Language Input

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

- Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

We consider that this language approach focuses more on the product rather than in the form which is commonly seen in the superior levels where teachers are guidance, who monitor learners' performance.

- Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In our opinion this language approach focuses more on the form rather than in the product, it is suitable for elementary with the only difference from the previous one that here teacher is a provider who, teaches a language patterns, so as to be followed and have learners focus more on the form, so that they can assimilate the patterns to produce the language according to their abilities and management of the language.

When a teacher presents a lesson, he may combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured Output.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan, textbook exercises also often make good structured output practice activities.

Language learners must have opportunities to produce output in order to gain fluency and accuracy. (Yamashita, Taichi, and Takehiro Iizuka. , 2017), state that structured output "is a concept that can be applied to the development of activities that encourage learners to use newly learned vocabulary in a productive manner". In terms of progression, structured output activities should follow structured input activities. Yamashita, Taichi, and Takehiro Iizuka define structured output as "a special type of form-focused activity that is communicative in nature" (2003: 168). They provide two major characteristics of structured output activities:

1. They involve the exchange of previously unknown information.
2. They require learners to access a particular form or structure in order to express meaning.

The guidelines established by Lee and Van Patten for developing structured output activities include:

- Present one thing at a time.
- Keep meaning in focus.
- Move from sentences to connected discourse.
- Use both oral and written output.

- Others must respond to the content of the output.
- The learner must have some knowledge of the form or structure.

Teachers should keep in mind that, as with structured input activities, structured output activities are never disconnected from meaning.

One of the guidelines of structured output activities is for learners to respond to the output. This acknowledges that the output has a purpose and contains a message. Yamashita, Taichi, and Takehiro Iizuka suggest the following responses to the output:

- Comparing with someone else.
- Taking notes, then writing a paragraph about what was said.
- Making a list of follow-up questions and interviewing a partner to get the new information.
- Filling out a grid or chart based on what was said.
- Signing something.
- Indicating agreement or disagreement.
- Determining veracity of the statement.
- Responding using any of several scales.
- Drawing something.
- Answering a question.

Communicative Output.

To be communicative competent, roughly speaking, the speaker should be able to communicate that which you wish to communicate. In communicative output, the learners' main purpose is to complete a task, such as obtaining

information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

The outputs are named after the inputs used to receive them. The major outputs are thus called visual, auditory and tactile, just like the major inputs. In other words, if a gesture is made, the visual output is said to be employed. If a sound is created, the auditory output is said to be employed. If a part of the sender's body, or an object acting as an extension of the sender's body, makes contact with the receiver's body, the tactile output is said to be employed.

Outputs are achieved by means of actions, which create messages, and sometimes also transmit them over a short distance (as in speaking, for example). These actions are performed by various parts of the body, but not by the sense organs which act as inputs. Outputs and inputs involve different parts of the body. That is not to say that there is no connection between them. Input is almost always used to monitor the production of output. One example is listening (input) to the sound of the voice, as well as the words produced, while speaking (output).

The eyes might seem to be an exception to the separation of inputs and outputs. Muscle contractions can change pupil diameter, or move the lids or the eyeballs, to create a visual output – which then becomes the input to the receiver's retina. In a sense, then, eyes can create messages which can be received by eyes. However, the input sense organ (the retina) is quite distinct from the output message creator (the various muscles which control the pupils, lids and eyeballs).

In general terms, auditory output might be created directly by clapping or speaking, less directly by playing a musical instrument, or indirectly by playing a recording through loudspeakers. Tactile output might be created directly by shaking hands, less directly by rocking a cradle, or indirectly by providing

comfortable chairs for visitors. In practice, most communicative output can be assigned to one of these three main categories (though olfactory and gustatory outputs are also possible). As mentioned above, the role of pheromones in human communication is uncertain at the time of writing.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

2.3. Conceptual framework

To get a better idea about the research project, it is important to know the terms that are used in these chapters.

COMMUNICATION: activity of information exchange between two or more participants by listening and speaking.

COMPETENCE: the ability to do something well, the quality or state of being competent

EFL: Abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English.

INTONATION: Manner of utterance; *specifically* : the rise and fall in pitch of the voice in speech

LANGUAGE ACQUISITION: refers to the process by which a person learns a "foreign" language--that is, a language other than his or her mother tongue.

PHONEME: Any of the abstract units of the phonetic system of a language that correspond to a set of similar speech sounds which are perceived to be a single distinctive sound in the language.

SKILLS: an ability to do an activity or job well, especially because you have practiced it. (Cambridge)

STRESS: Intensity of utterance given to a speech sound, syllable, or word producing relative loudness

TEFL: Abbreviation for Teaching English as a Foreign Language; the teaching of English to people who are not native speakers of English, especially in a non-English-speaking country.

2.4. Legal Framework

Based on the Ley Organica de Educacion Integral L.O.E.I. the article that relates with the development of our proposal is the following:

Art. 19.- Objetivos.- El Sistema Nacional de Educación tendrá, además de los objetivos previstos en la Constitución de la República, el cabal cumplimiento de los principios y fines educativos definidos en la presente Ley. El Sistema Nacional de Educación forma parte del Sistema Nacional de Inclusión y Equidad. Sus políticas observarán lo relativo al régimen del Buen Vivir, asegurando el ejercicio, garantía y exigibilidad de los derechos reconocidos en la Constitución de la República; así como el cumplimiento de los objetivos en materia educativa previstos en el Régimen de Desarrollo y en el Sistema Nacional Descentralizado de Planificación Participativa. El Estado en todos sus niveles de gobierno y en ejercicio concurrente de la gestión de la educación, planificará, organizará, proveerá y optimizará los servicios educativos considerando criterios técnicos, pedagógicos, tecnológicos,

culturales, lingüísticos, de compensación de inequidades y territoriales de demanda. Definirá los requisitos de calidad básicos y obligatorios para el inicio de la operación y funcionamiento de las instituciones educativas.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1 Type of Research Description

This investigation will provide quantitative and qualitative terms due to the interpretations and analyzes the data got from empiric and theoretical sources. Therefore, the investigation is of mixed character.

This investigation is objective because it covers both variables; there are other ways to display the objectives depending on the criteria the investigation analyzes them. Such objectives are either of quality or quantitative types. They make the investigation a historical aspect referring to the background, if there is any other background involved, or the previous conclusions that are taken into consideration at other projects and other previous events. It keeps a record of previous investigations on the main topic and gives a complete feedback on the results of other investigations too if any are available to compare.

The investigation is precise because it defines the description of all the methods that are involved and the way the system estimated the measurements of the performance and the learning process in every activity that is done by students whether by pair work (cooperative learning) so students could improve their speaking abilities through the use of listening materials that are also related to the EFL strategies assigned.

This investigation is also verifiable because of the intense process of the investigation in listening activities to improve oral production, allowing students to have the opportunity to present, practice and produce in a learning environment in and out of the classroom.

Concise explanations- The investigation is straight to the matter and gives clear instructions and directions to every exercise addressed, permitting students

to fully understand the subject at hand in order to complete the task and the information could be part of the gist.

The investigation is based on data displays with the exact objectives and purposes that need to be reached in order for the students could be assessed with an overall performance meaningful enough to draw the accurate results and the proper interpretation of the task.

Reasoned and logical- this aspect completely concretes the meaning of the situation that is being investigated as part of the project. It makes the investigation a whole outlook in resolving the tasks or the exercises that students must perform.

3.2 Methods and Techniques

This investigation is based on scientific methods that will back up the research on other previous facts that have already been proven on similar characteristics.

Analysis – Synthesis: this method allows, in one way, to specifically demonstrate the educational phenomenon (teaching-learning about useful listening activities for developing oral communicative skills,) and, in a different way, understand its constitutive parts (focus, methods, and strategies in a teaching process). In addition, the analytical explanation of the investigation allows to synthesize and organize the strategies that will bring out the development of grammar games to foster cognitive and affective abilities in English.

Deductive: This is part of a particular case study that is investigated in a high school, so it could receive all its general knowledge. It keeps a synthetic-analytic process, concepts, definitions, laws or rules, of which particular consequences or conclusions based on general statements are extracted and demonstrated.

The deductive method follows the following steps:

- Application
- Understanding
- Demonstration

Historic-logic: This allows the inquiry about the historic background of the investigation topic. What have been some of the causes, reasons to the present problem; how long has this problem been presented in the English education? What other indicators can also contribute to such historic timeline and what have been the best solutions to solve the problems in communicative skill production.

Systematic-structural-functional: This brings forth the design of a manual with grammar game activities focused on cognitive development and affective abilities. Every activity bases on exercises that consist of engaging students to relate listening activities and exercises to their everyday life or activities in which development takes place in speaking skill development.

3.3 Research Instruments

The interviews gave the investigation the right advantage to distinguish the right questions to be asked to the teacher and to the Director of the school. The right setting for the interview to take place was also a premium need so the right and adequate mood could be set for the interviewee and bring out the most truthful answers from the source that was part of the interview.

This interviews took a strong hold in decision making for the objectives of this investigation, giving the researchers and the process the right amount of questions to be asked in order for the right suggestion and conclusions could be brought about the independent and dependent variables. The interview is a tool that can give data with concise and effective results.

The surveys that were conducted with the students completed their objective in giving the adequate data for the investigation about the struggles and the best possibilities to face the problems found in students from the School. Students answered to the best of their knowledge all the questions from the survey. Even though there was some difficulty for some of the students answering or understanding the questions, the students still managed to give their best answers as the questions were understood by them.

The results of the surveys gave the investigation the right amount of data to see what the best approach to deal with the problem was, and what type of methods could be used on the teaching practice with the students and the techniques that would work best while addressing the cognitive and affective abilities issue in class.

The empirical report gave the right information when it dealt with the rapport among students and teacher. The manner the instructions were given and the amount of effort students put into dealing with the task at hand was also addressed. How effective pair work was with some students and how effective group work was with others gave the data needed to reach the proper conclusions. The way the English period class and the planning were conducted was sufficient enough to cover all the aims and objectives of the class.

The observation about the type of teachers' material was also evaluated and the response of the students also gave the investigation a clear view of how the class was differently conducted with the students.

3.4 Research Population and Samples

Population

It is determined as a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established

by the researcher. The population for this study consists of 1 director, 15 teachers, 57 students and 30 parents from 8th basic education year sections “A & B” at Victoria Torres de Neira High School.

Chart 1. Population

N°	DETAILS	PEOPLE
1	PRINCIPAL OF SCHOOL	1
2	TEACHERS	15
3	PARENTS	30
4	STUDENTS	57
	TOTAL	103

Source: Victoria Torres de Neira High School.

Samples

Sample is the selected elements (people or objects) chosen for participation in a study; people are referred to as subjects or participants. Simple random sampling allows us to use statistical methods to analyze sample results. It is also useful to define a confidence interval around a sample mean.

FORMULA

The confidence level indicates the probability in the results to know if the research is true.

F= Sampling fraction

n= Sample

N= Population

$$F = \frac{n}{N}$$

$$F = \frac{80}{103} = 0.777$$

CHART 2. SAMPLING FRACTION

SAMPLING FRACTION	DETAILS		TOTAL
0,777	1	Principal	0,776699029
0,777	15	Teachers	11,65048544
0,777	30	Parents	23,30097087
0,777	57	Students	44,27184466
TOTAL			80

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Chart 3. Sample

N°	DETAILS	PEOPLE
1	PRINCIPAL OF SCHOOL	1
2	TEACHERS	12
3	PARENTS	23
4	STUDENTS	44
TOTAL		80

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

The surveys were applied in 8th basic education year sections “A & B” with a number of 44 students, 12 teachers, and 23 parents taken from the English Staff. All of them were observed and interviewed during the English Classes in order to investigate and determine the student speaking performance through the use of a variety listening activities applied by the teachers.

3.5. RESEARCH INSTRUMENTS

The research instruments that were used in this project are:

- 🚩 Students, parents, and teachers’ surveys

- ✚ Class observations.
- ✚ Interviews.
- ✚ Bibliographical sources

Through students' surveys we will know the necessities of each student specifically to know how the use of technology will enhance the speaking skill during English classes. We will collect information in which it will help us to get results of our research.

The survey applied for teachers, had as a main goal to know how they feel during their English classes through the use of technological resources, the positives and cons, and the use of the speaking skill during the classes.

The survey applied for the parents, had a specific goal which is to know the satisfaction that each parent has when they notice the academic proficiency in a second language and to know if they agree with the high quality of teaching performance applied by teachers in order to reinforce speaking abilities in their children.

Class observation was taken into consideration, to check the class environment and how the classroom management is, and to perceive the use of a set of methodological resources and the engagement of students in the English learning process.

The principal objective of an interview is to find required data regarded the institution about the failures of some teachers to use traditional methodologies in their classes and offer a set of didactic strategies in order to encourage students to speak in class.

3.6 Results, Findings and Analysis

SURVEY FOR STUDENTS

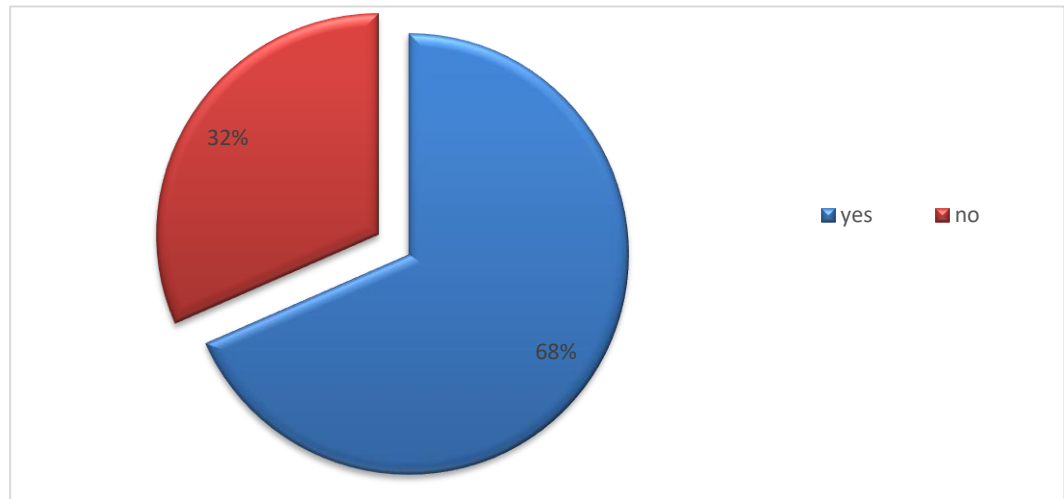
Table 1. English by Playing

1. Do you like to learn English by playing activities in order to have a better oral production in class?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Yes	30	68%
	No	14	32%
	Total	44	100,00%

Source: Victoria Torres de Neira High School.

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Graph 1. English by Playing



Source: Victoria Torres de Neira High School.

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This chart shows if students like to learn English by using ludic strategies to reinforce speaking production; the result was 68% of the students say yes but only 32% say no. Therefore, a majority of students like to learn English in a dynamic way instead of a traditional class.

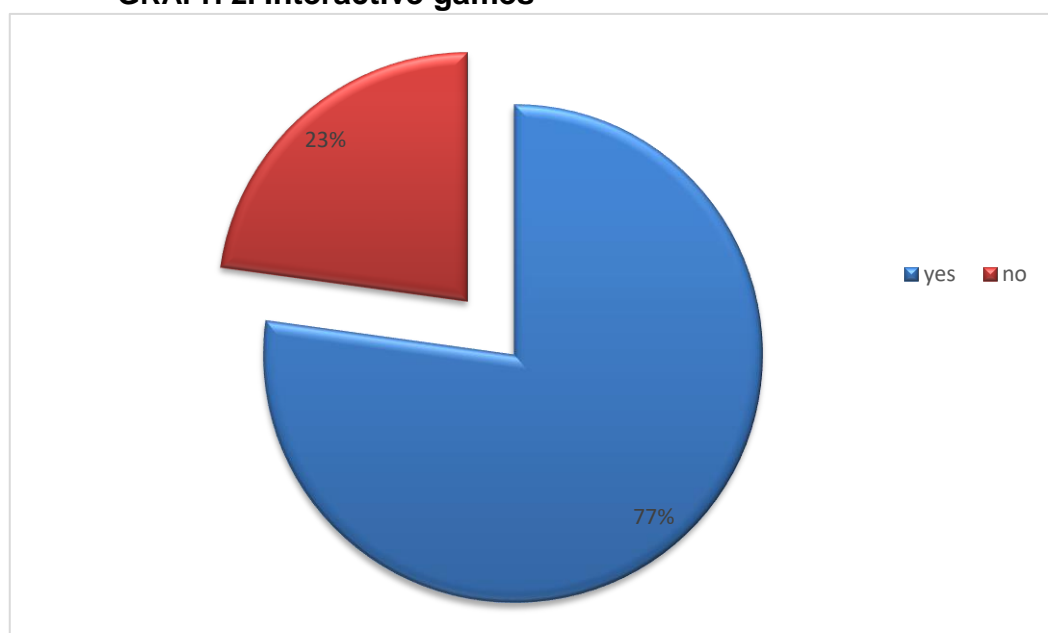
Table 2. Interactive games

2. Would you like to play interactive games to develop speaking skill?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 2	Yes	34	77%
	No	10	23%
	Total	44	100,00%

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

GRAPH 2. Interactive games



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows if students would like to play interactive games in their English class; the result indicated that the 77% of the students say that they would like to have some interactive activities to practice speaking; however the 23% of students says no.

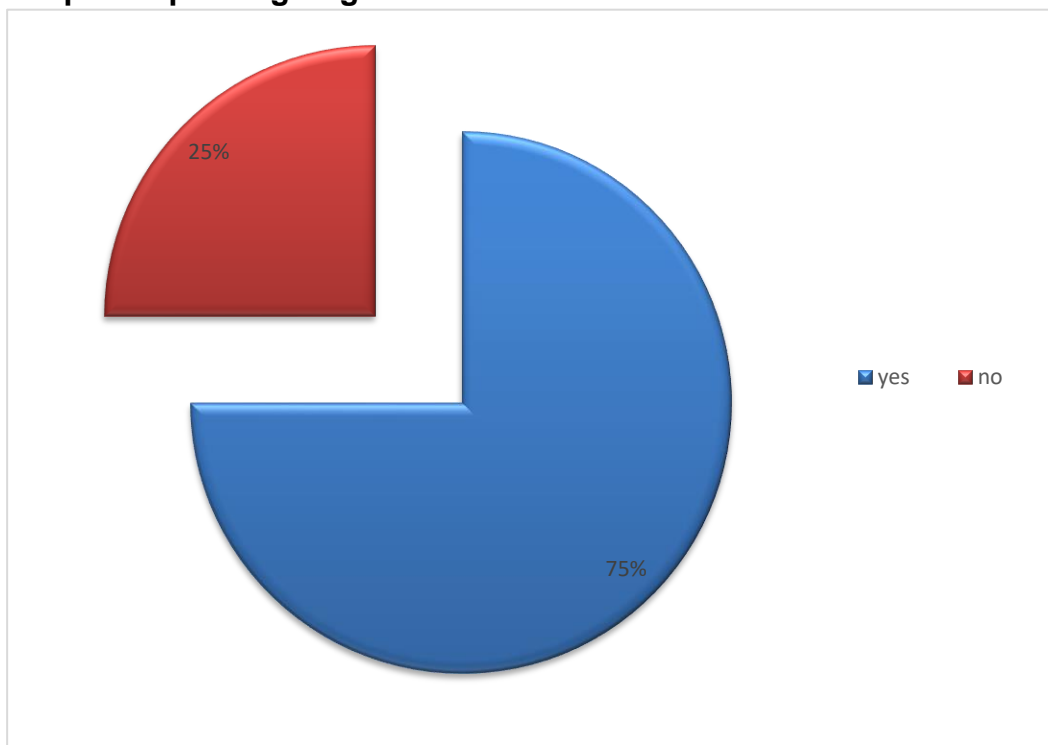
Table 3. Speaking English in Class

3. Do you like to speak English in class?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 3	Yes	36	82%
	No	8	18%
	Total	44	100%

Source: Victoria Torres de Neira High School.

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Graph 3. Speaking English in Class



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

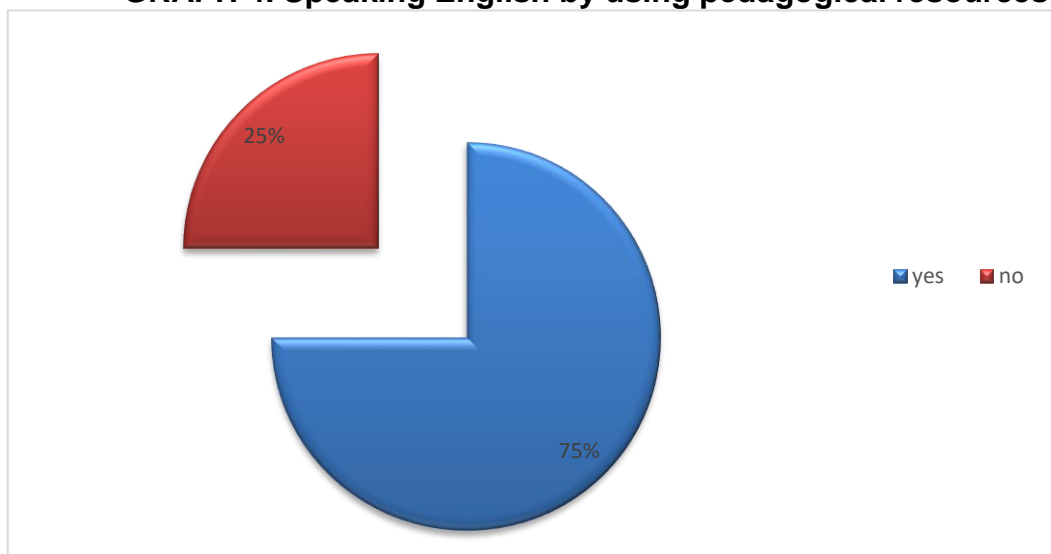
This chart shows if students like to speak English, according to the chart the 82% of the students say yes to question indicating that they like learning English as a foreign language. On the other hand, the 18% of students say no.

Table 4. Speaking English by using pedagogical resources

4. Do you like to speak English by practicing dialogues in the classroom?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 4	Yes	26	59%
	No	18	41%
	Total	44	100%

Source: Victoria Torres de Neira High School.
 By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

GRAPH 4. Speaking English by using pedagogical resources



Source: Victoria Torres de Neira High School.
 By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

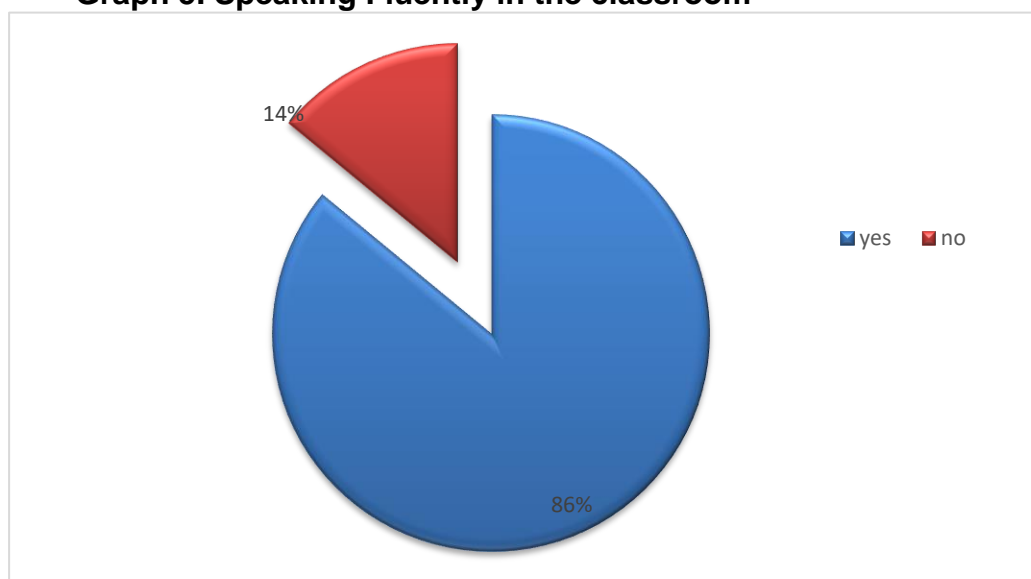
This chart shows the encouragement on students in order to learn English by speaking inside or outside the classroom rather than practicing Grammar. Teachers must provide some pedagogical resources to make the class interesting and students can practice oral communication without any fear or embarrassment.

Table 5. Speaking Fluently in the classroom

5. Would you like to speak English fluently in the classroom?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 5	Yes	38	86%
	No	6	14%
	Total	44	100%

Source: Victoria Torres de Neira High School.
 By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 5. Speaking Fluently in the classroom



Source: Victoria Torres de Neira High School.
 By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows that 86% of students would like to speak English fluency in class. Students would also like teachers implements innovative activities in class to learn English in an easy way through songs and games or other funny activities in replacing old and traditional teaching methods.

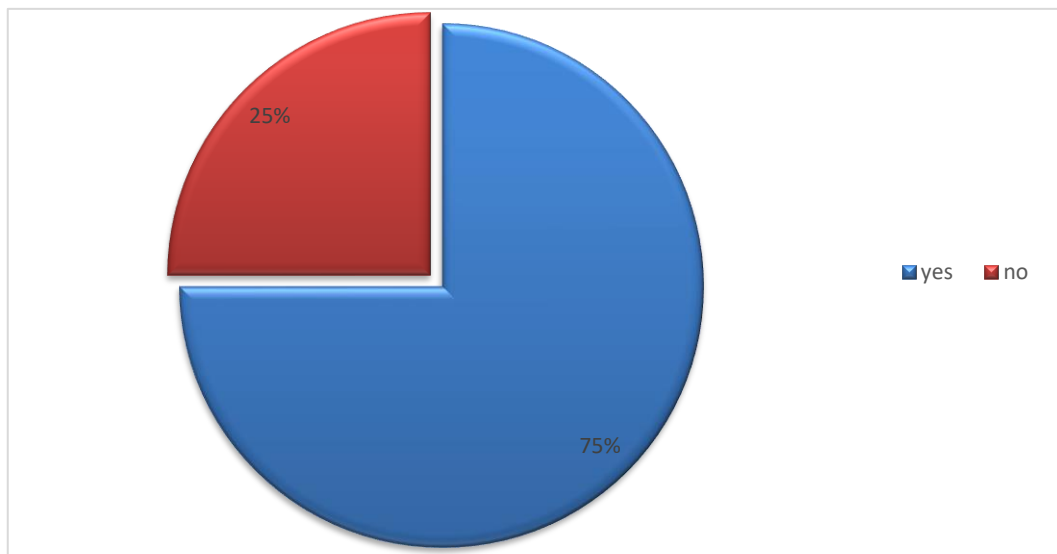
Table 6. The use of didactic resources to improve English speaking language

6. Would you like to use resources such as games, videos, visualization prompts and real materials in your English classes?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 6	Yes	32	73%
	No	12	27%
	Total	44	100%

Source: Victoria Torres de Neira High School.

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Graph 6. The use of didactic resources to improve English speaking language



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

The 73 percent of students affirms that learning English is going to be easier if teachers use an appropriate methodology in order to encourage students to learn English. On the other hand, there are many teachers in this school who are still living in old ages and offer traditional methods becoming the class boring and disinterest for many students.

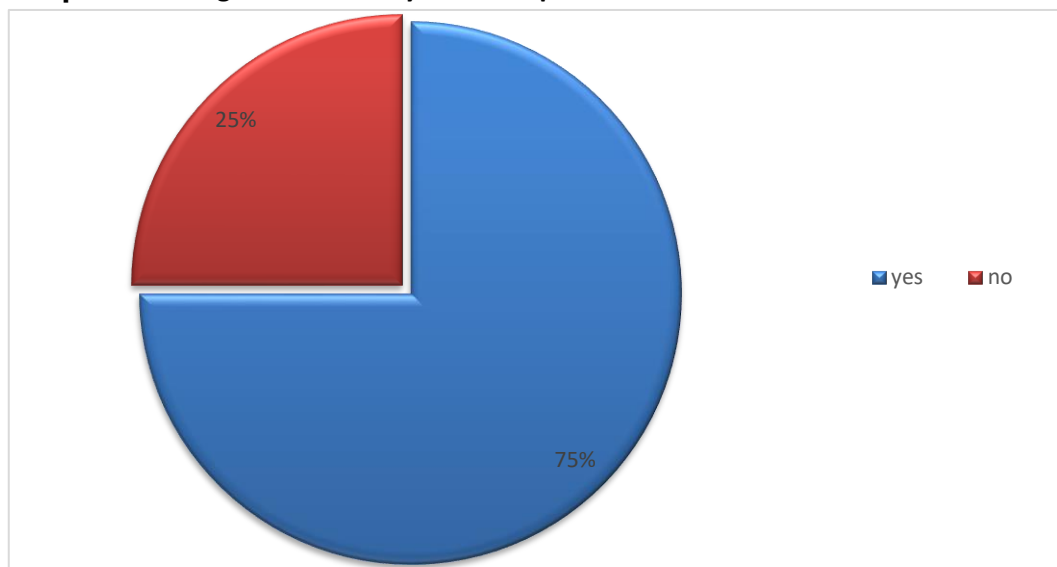
Table 7. Usage of vocabulary to develop oral communication

7. Would you like to use the new vocabulary in class in order to improve your speaking ability?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 7	Yes	33	75%
	No	11	25%
	Total	44	100%

Source: Victoria Torres de Neira High School.

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Graph 7. R usage of vocabulary to develop oral communication



Source: Victoria Torres de Neira High School.

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This chart shows that the 75% of students would like to use the new vocabulary to improve their speaking ability. Showing vocabulary through flashcards, memory cards or any technical and virtual resources will increase the interest for learning the language. Teachers must provide some pedagogical resources to develop teaching learning process as a meaningful strategy.

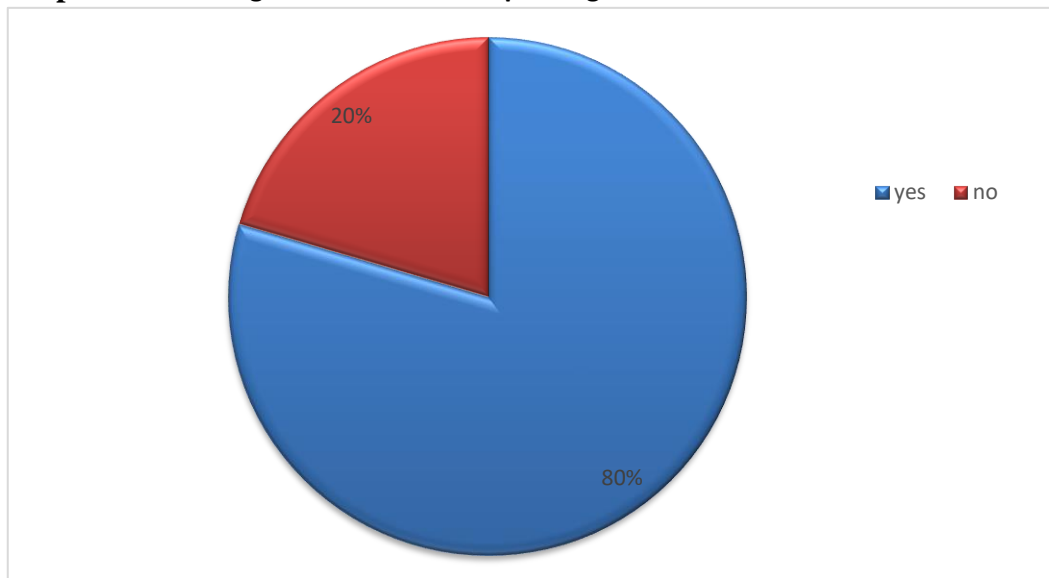
TABLE 8. Innovating activities to teach speaking

8. Do you consider important that teachers use innovated activities to teach speaking?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 8	Yes	35	80%
	No	9	20%
	Total	44	100%

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 8. Innovating activities to teach speaking



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows that the 80% of students consider important that their teacher use innovate activities in class to improve their speaking. Teachers must be currently updated due to the new social tendency where students learn independently at home by surfing on internet. However, there are still many teachers who can't overcome with the technology and tend to produce their classes more traditionally and ambiguous.

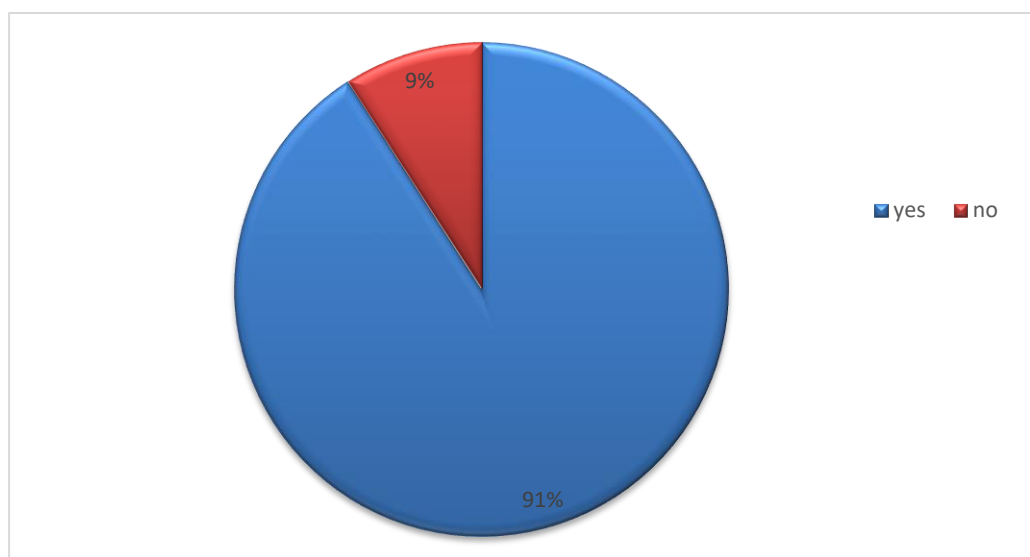
Table 9. The importance of pronunciation in oral communication skills

9. Teaching pronunciation using dictionary is a helpful resource to determine the stress and intonation of many words or phrases used in the content of the units			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 9	Yes	40	91%
	No	4	9%
	Total	44	100%

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 9. The importance of pronunciation in oral communication skills



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows that the 91% of students think that dialogues are helpful resources to develop their speaking. According to this graph, few percentage of students expresses the lack of strategies applied in teachers to develop pronunciation. There are some English teachers who do not have the level of English according to the level of students, so the evidence is reflected in students due to lack of interest and motivation.

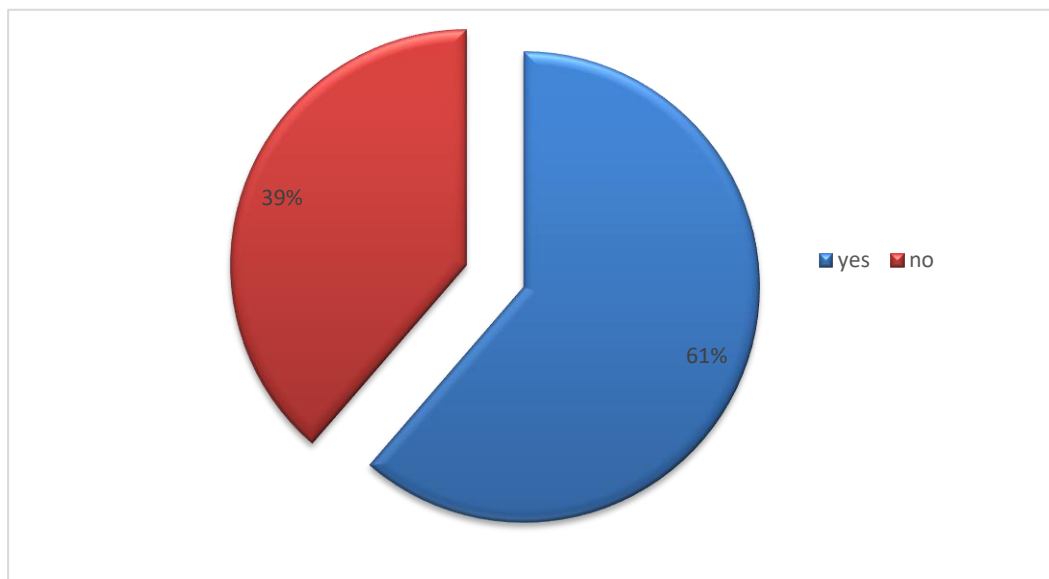
Table 10. Didactic strategies to improve speaking skill development

10. The use of didactic activities are necessary to improve speaking in the classroom			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 10	Yes	27	61%
	No	17	39%
	Total	57	100%

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 10. Didactic strategies to improve speaking skill development



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

The need of implementing some funny teaching techniques to improve speaking and pronunciation is so relevant and seen in this chart which shows the 61% of students surveyed and would like to have a better pronunciation while they speak English in class.

SURVEY FOR TEACHERS

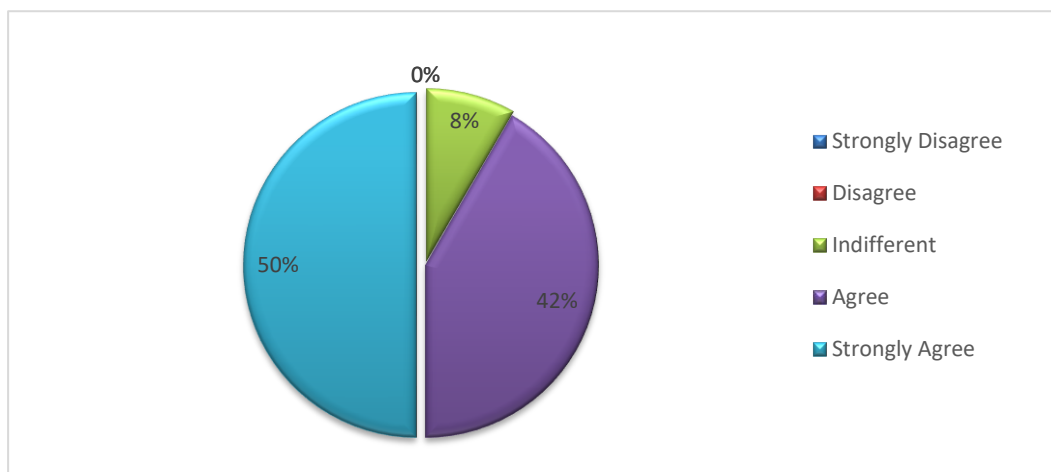
Table 11. Promoting active classes to improve vocabulary and pronunciation

1. Teachers have to promote active classes by using pedagogical techniques in order to encourage student's pronunciation.			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 1	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	1	8%
	Agree	5	42%
	Strongly Agree	6	50%
	Total		12

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 11. Promoting active classes to improve vocabulary and pronunciation



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

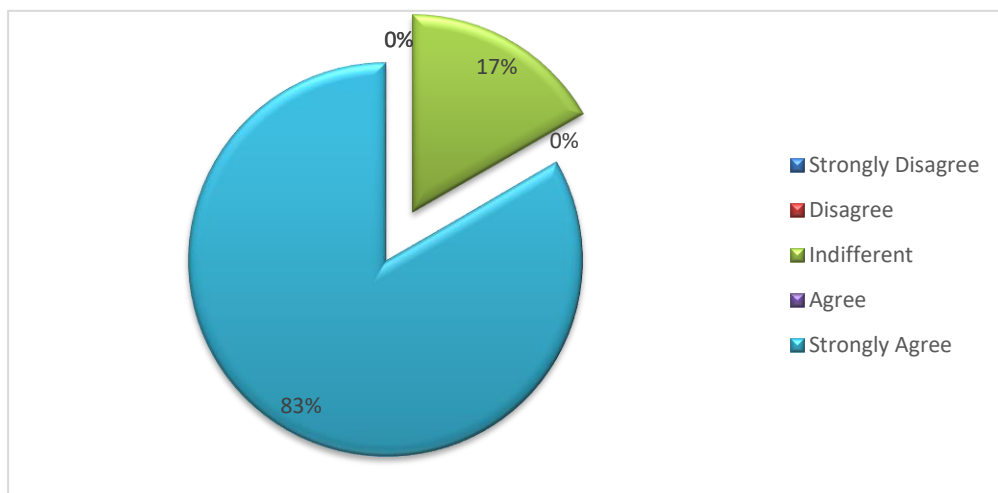
The graph above exhibits how the percentage of teachers who strongly agree in using different methods in order to improve their pedagogical strategies to teach how to make a better pronunciation using vocabulary from the context. According to this graph, the opportunities given to students to have a conversation with the teacher and their classmates have made them reinforce this skill which will help them improve their oral proficiency in the foreign language.

Table 12. motivacional listening activities

2. Teachers must present motivational listening activities to encourage students to speak without shame			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 2	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	2	17%
	Agree	0	0%
	Strongly Agree	10	83%
	Total		12

Source: Victoria Torres de Neira High School.
 By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 12. Motivacional listening activities



Source: Victoria Torres de Neira High School.
 By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

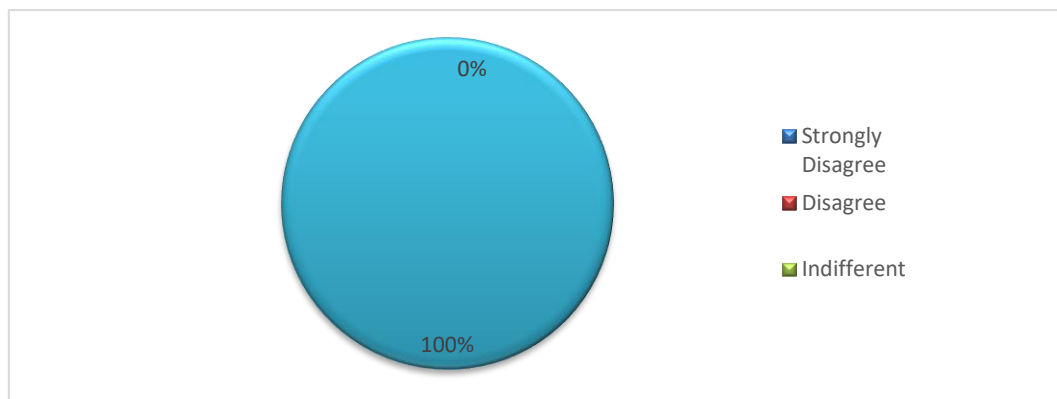
This graph exposes the highest percentage of agreement in considering important to use fun activities to engage students to speak naturally, it is also important to mention that teachers need to do some previous activities to reinforce the vocabulary and to put in practice what they have learnt. Reinforcing the vocabulary might help students to keep the information from short to long term memory.

Table 13. The Use of Technological resources

3. The use of technological resources facilitate the English teaching and learning process			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 3	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	12	100%
	Total		12

Source: Victoria Torres de Neira High School.
 By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 13. The Use of Technological resources



Source: Victoria Torres de Neira High School.
 By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows if teachers consider recommendable the use of technological resources can facilitate the English teaching and learning process, the 100% are strongly agree with it.

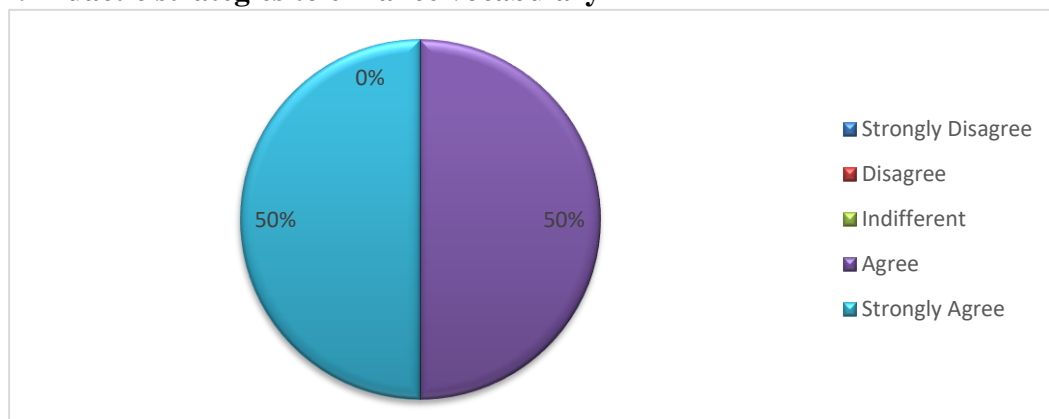
Table 14. Didactic strategies to enhance vocabulary

4. Teachers must give students extra helpful material to reinforce new words from the units using visual figures and exercises.			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 4	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	6	50%
	Strongly Agree	6	50%
	Total		12

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 14. Didactic strategies to enhance vocabulary



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows that most of the teachers strongly agree to reinforce new vocabulary with extra material and visual aids. This gives the author a hint that more reinforcement should be given to vocabulary words inside the class using ludic materials such as memory games, flashcards or other resources to show vocabulary. Sticking many figures in the classroom let students look at them every day and can store the information in their long-term memory.

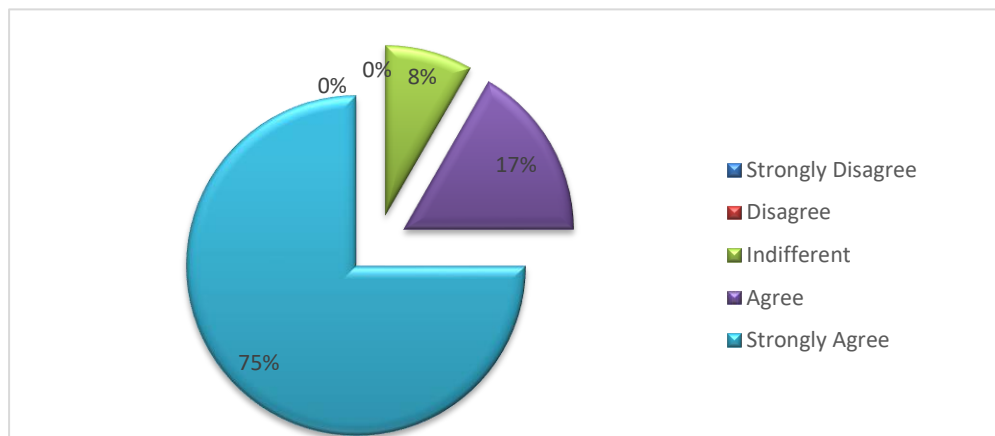
Table 15. Singing songs to improve English pronunciation

5. Listening to songs creates enthusiasm and challenge for learners			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 5	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	1	8%
	Agree	2	17%
	Strongly Agree	9	75%
	Total		12

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 15. Singing songs to improve English pronunciation



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

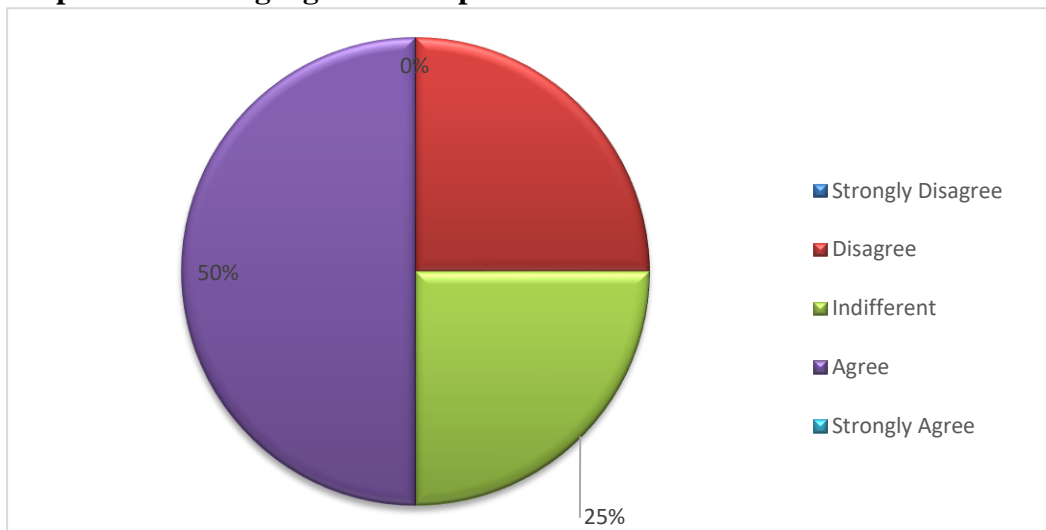
There is a high percentage of agreement by teacher's opinion about the use of songs to develop pronunciation. this percentage can be raised by prompting children use simple phrases or words at the time they are speaking and providing them with opportunities to use them. If the students practice the pronunciation with constantly, they will get through more naturally accent. This speaking prompting and reinforcing can be done using songs and lyrics as well as any other activity to be done inside the classroom.

Table 16. Creating a good atmosphere in the classroom

6. Do you think the use of technological resources could create a good atmosphere in Speaking classes?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 6	Strongly Disagree	0	0%
	Disagree	3	25%
	Indifferent	3	25%
	Agree	6	50%
	Strongly Agree	0	0%
	Total		12

Source: Victoria Torres de Neira High School.
 By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 16. Creating a good atmosphere in the classroom



Source: Victoria Torres de Neira High School.
 By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows if teachers think that the use of technological resources create a good atmosphere during Speaking classes, the 50% of the teachers are agree with it the 25% are indifferent and the other 25% are disagree.

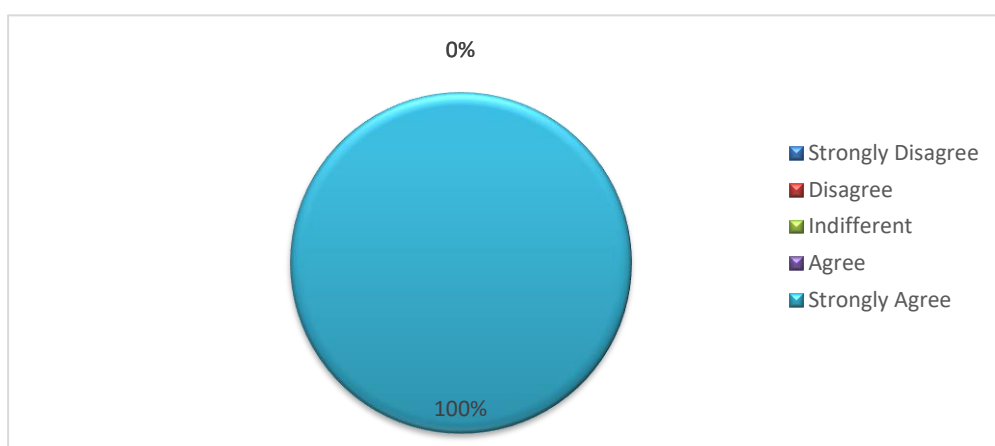
Table 17. Classroom development

5. Teachers should provide feedback to reinforce vocabulary and grammar structures in order to have a good classroom development.			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 7	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	12	100%
	Total		23

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 17. Classroom development



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows teachers consider essential to provide feedback to reinforce vocabulary and grammar structures to have a good development in class, the 100% strongly agree with the idea. From the information given in this pie chart, it is easy to observe the acceptance of criteria to develop and improve classroom management, so teachers must provide pedagogical resources for easy comprehension of the vocabulary and its pronunciation.

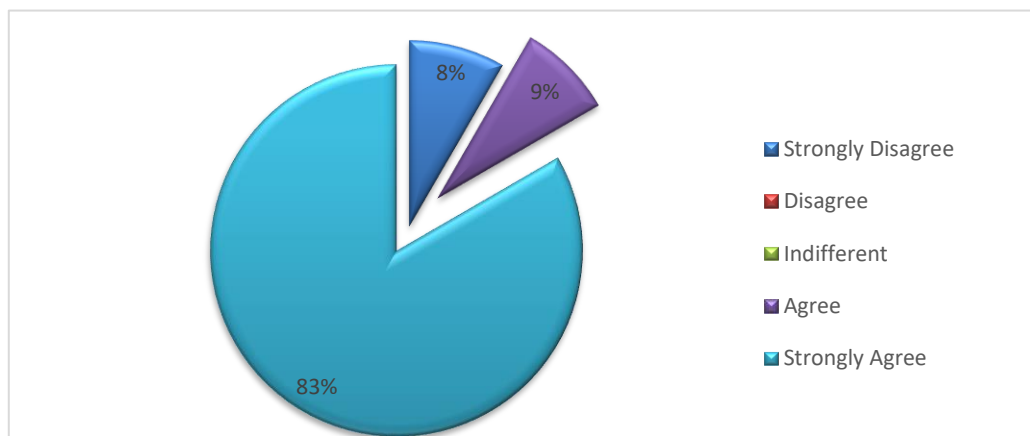
Table 18. The use of didactic activities to elicit English oral performance

8. Didactic activities are essential to make interesting and amusing classes to elicit English oral performance.			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 8	Strongly Disagree	1	8%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	1	9%
	Strongly Agree	10	83%
	Total		12

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 18. The use of didactic activities to elicit English oral performance



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows that 83% of the teachers strongly agree with the implementation of didactic and essential activities that make interesting and amusing classes. According to this graph, the opportunity given to students to have a conversation with the teacher and their classmates have made them reinforce this skill of speaking and practice English pronunciation which will help them improve their oral proficiency in the foreign language.

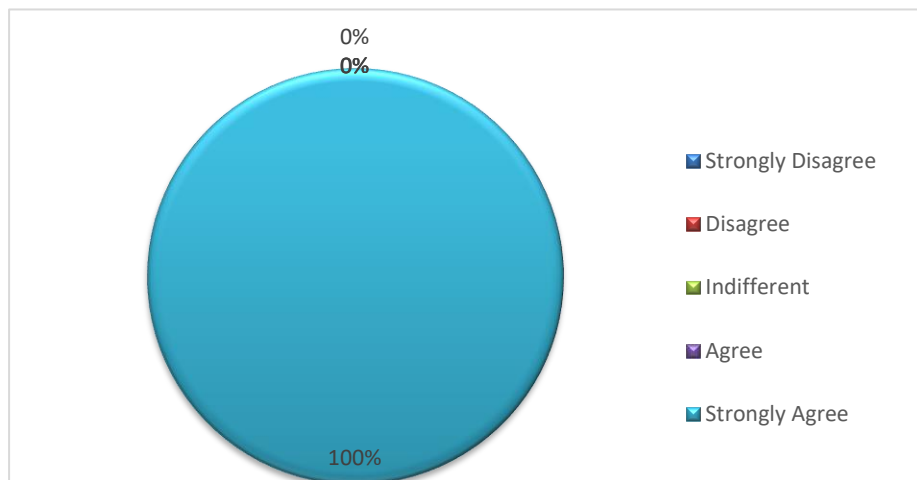
Table 19. Improving oral communicative skills through didactic activities

9. It is easier to learn English and improve speaking skills through didactic listening activities.			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 9	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	12	100%
	Total		12

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 19. Improving oral communicative skills through didactic activities



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows that 100% of teachers agree on improving speaking skills through didactic activities is easier for the students. This chart shows that most of the teachers agree with reinforcing new vocabulary with extra material and visual aids. Using didactic and ludic resources students will be able to understand and remember the words through images, memory games, flashcards, etc.

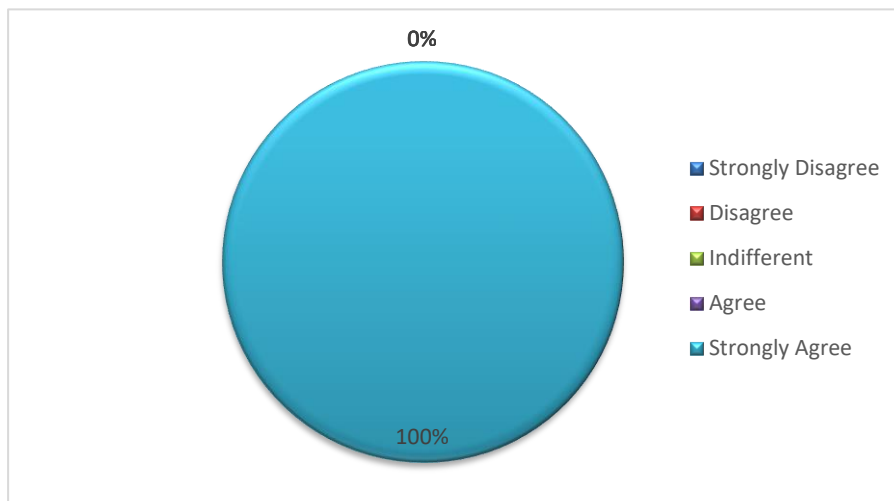
Table 20. Attending to seminars to improve teaching and learning process

10. EFL teachers must attend seminars to improve the style of teaching and apply different strategies in learners			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 10	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	12	100%
	Total		12

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 20. Attending to seminars to improve teaching and learning process



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

The graph above exhibits the 100% of agreement in teachers surveyed. Seminars and workshops allow teachers to perform their abilities of teaching and be part of the new society students nowadays are immersed in. so teachers must be updated according to the new tendency and offered a good quality of teaching as a meaningful learning process in students.

SURVEY TO PARENTS

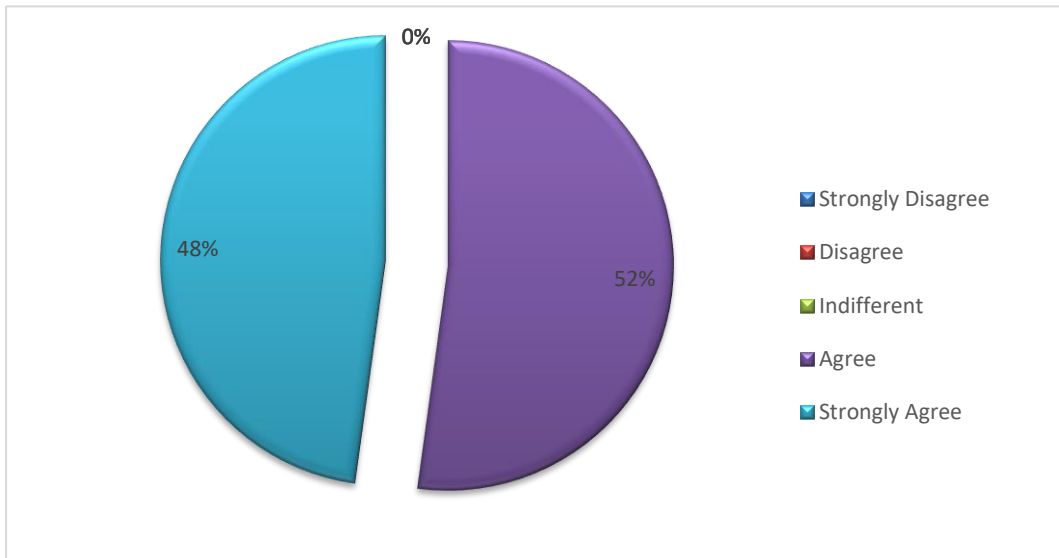
Table 21. Learning quality

1. Do you think that the technological resources would improve the learning quality of your children?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 2	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	12	52%
	Strongly Agree	11	48%
	Total		23

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

GRAPH 21. RESULTS



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows if parents think that the technological resources would improve the learning quality of their children, the 52% of the teachers are agree with it but only the 48% are strongly agree.

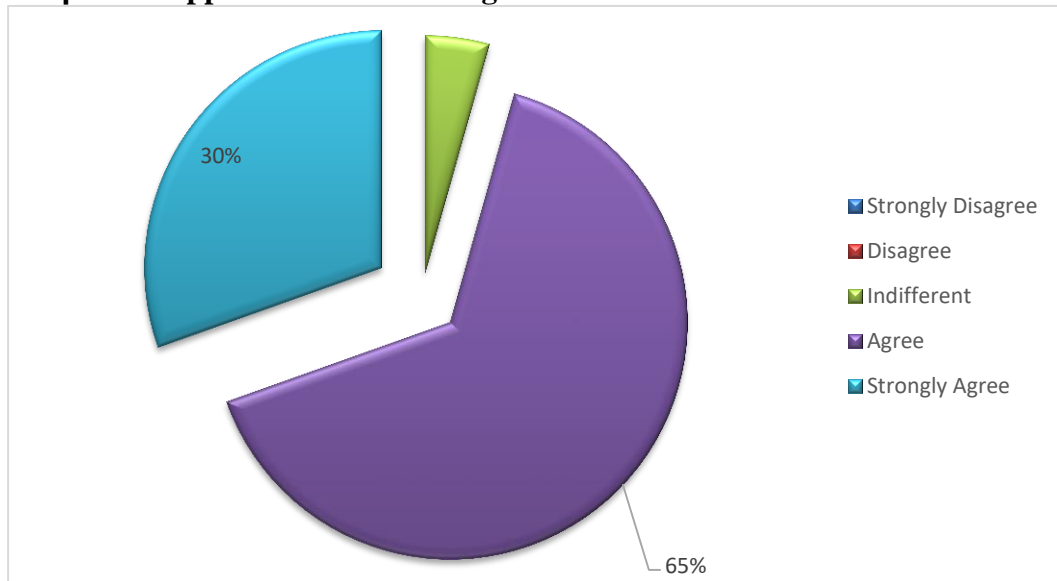
Table 22. Application of technological resources

2. Do you consider that the application of technological resources recommendable to facilitate the English learning in your children?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 3	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	1	5%
	Agree	15	65%
	Strongly Agree	7	30%
	Total		23

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 22. Application of technological resources



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows if parents consider the application of technological resources recommendable to facilitate the English learning in your children, the 65% of the teachers are agree with it, the 30% of the teachers are strongly agree but only the 5% are indifferent.

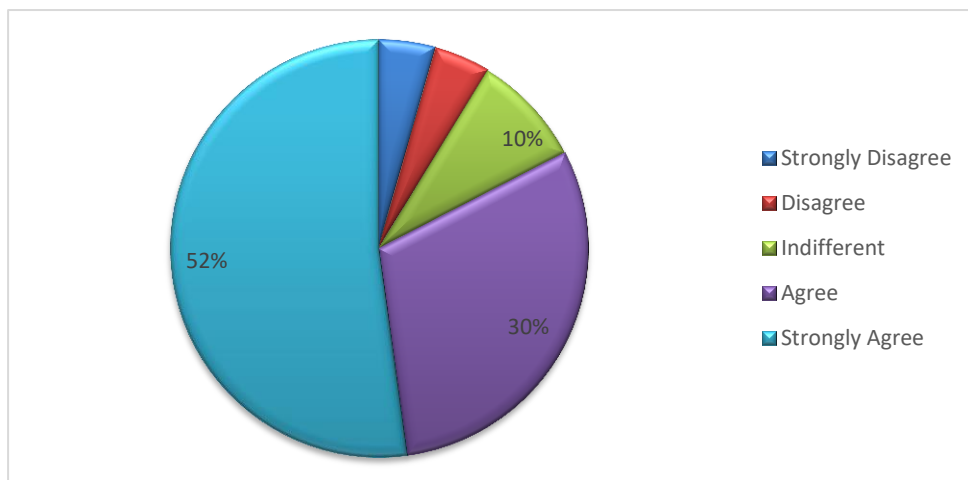
Table 23. Didactic listening activities to enhance speaking skill in English class

3. Applying didactic listening activities may improve speaking skill in the English classes?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 4	Strongly Disagree	1	4%
	Disagree	1	4%
	Indifferent	2	10%
	Agree	7	30%
	Strongly Agree	12	52%
	Total		23

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 23. Didactic listening activities to enhance speaking skill in English class



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows if parents consider that didactic listening activities are appropriate to improve the English speaking skill in class, the 52% of the teachers are strongly agree, the 30% are agree, the 4% are strongly disagree, the 4% disagree, and the 9% are indifferent.

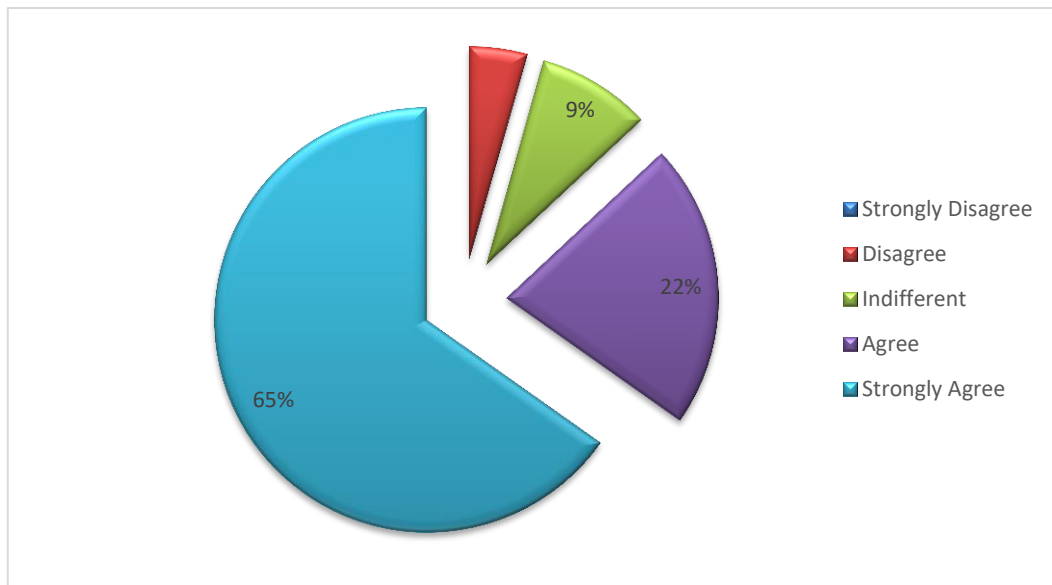
Table 24. Speaking skill Development

4. Would you like that your children enhance the speaking skill through listening activities?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 7	Strongly Disagree	0	0%
	Disagree	1	4%
	Indifferent	2	9%
	Agree	5	22%
	Strongly Agree	15	65%
	Total		23

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 24. Speaking skill Development



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

This chart shows if parents would like that their children enhance the speaking skill through listening activities, the 65% of the teachers are strongly agree with it, the 22% are agree, the 9% are indifferent but the 4% are disagree with that.

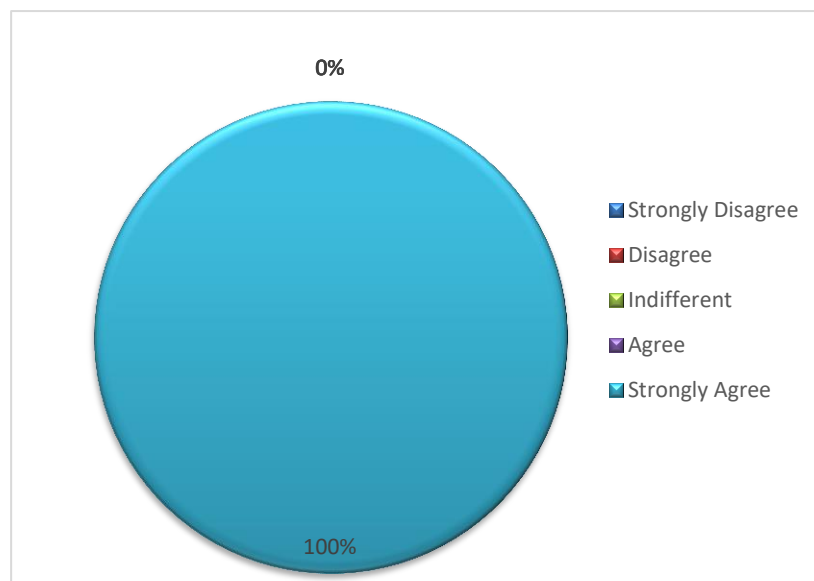
Table 25. Encouraging students to speak English in Class

5. - Do you consider that the teachers must encourage their students to speak English in class?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 9	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	23	100%
	Total		23

Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

Graph 25. Encouraging students to speak English in Class



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

The need of implementing some funny teaching techniques to improve speaking is so relevant and seen in this chart which shows the 100% of students surveyed and would like to have a better oral production.

CLASS OBSERVATIONS (See Appendix E)

Through the class observations performed to teachers, it was possible to reach the following conclusions:

- The teachers observed presented their lesson in an organized and logical way with clearly evidence of having planned the class in advance. They provided examples using what students already know as well as appropriate background information to aid them in the acquisition of new content. Also, they provided definitions and explanations of new concepts and events.
- The teachers helped students and answered students' questions at a specific time. They encourage students' participation and interaction between them.
- The teachers did not mention the content objectives to be reached at the end of the lessons. It could be improved.
- None of the teachers observed described the strategies that were used in the class nor give an example of how and when the strategies can be applied and its benefits.
- Students were generally participative and engaged with the class and worked on assigned tasks. Although they barely asked questions, asked for assistance to teachers or use referential material in the class.

Teachers' preparation in the content and planning was evidently shown throughout the observation. But the point is that they used old fashioned methods to develop the class. Teachers did not explain students what the purpose of the strategy was or promote a discussion among students about the use of strategies.

INTERVIEW TO THE PRINCIPAL

1. Why is teaching English important in basic education?

Because, early years is the stage where students have their senses more developed than in other stages. During these school years, children acquire the foreign language easier than in others.

2. What do you think about the English curriculum in primary?

I completely disagree because how students are going to reach B1 level according to the Common European Framework of References at the end of Bachillerato as Ecuadorian government requires.

3. Do you believe that teachers' methodology is the most appropriate? Why?

Well each teacher knows in what ways students learn better, of course the point is that students speak and use the foreign language in different situations and contexts according to the environment they are involved.

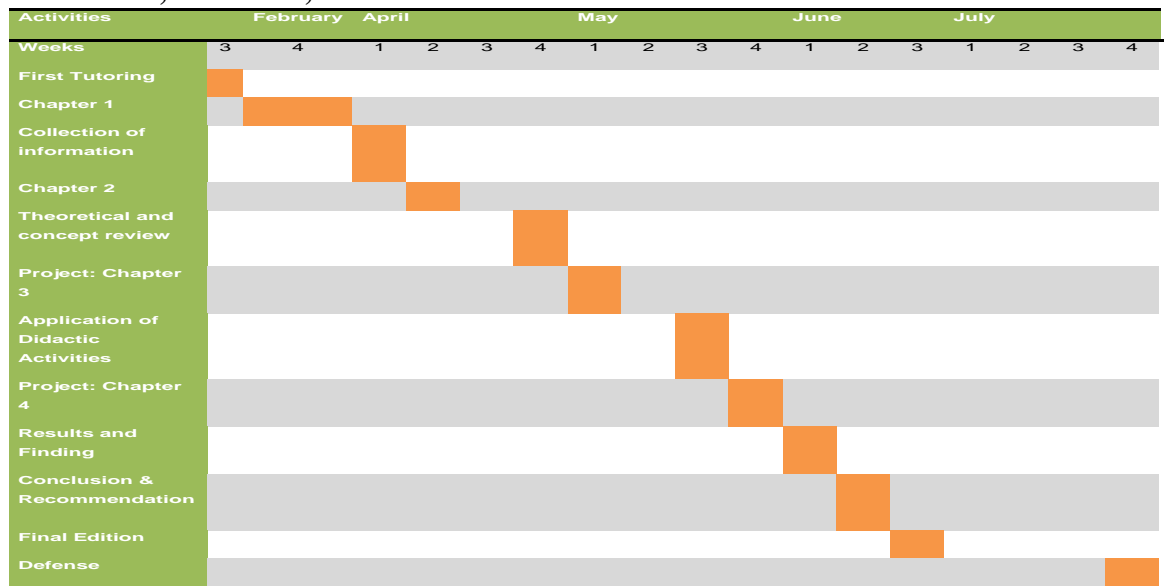
4. According to your opinion what are the factors which students do not feel motivated to learn English?

First of all, I think the main factor is the environment, as they are in a rural area they think English is not necessary. Another important factor is the population, it is not interested in the language. Finally I could mention lack of technology, with videos, audiovisual aids, movies, probably they could feel motivated.

5. Do you agree with the weekly working hours for students? Why?

I absolutely disagree, because three periods of classes in primary and five in high school are not enough to reach the level that the government requires.

3.7. Sources, resources, and timeline



Source: Victoria Torres de Neira High School.

By: Erazo Herrera Andres Eduardo -Torres Ruiz Hillary Marissa

3.8. Budgets

CATEGORY	ACTIVITY	TOTAL
1. Movilization Expenseses		
Bus	Commuting to school	20
Taxi		20
Equipment		
Laptop	To develop the research project	600
Printer	To print the research project, surveys, class observations, and interviews.	300
Materials and Supplies		
Paper	for copies, research project, worksheets, etc	50
Marker	To use in class	10
books	For bibliographical references	50
TOTAL		1,050

3.9. Data analysis methods

The information obtained from students, principals, and teachers 'surveys and the analysis sample taken by the population can be shown in the following spreadsheets, tables, and graph. The surveys' process was done in Microsoft Office 2010, using Excel and Word at the same time for the elaboration of statistical tables and graphs. The useful instruments during the research project were the surveys for students and teachers. Each survey is made of 10 questions. They contained a simple and easy content to facilitate their understanding. It was necessary to explain the questions from the surveys in order to get reliable information.

The range applied in the survey were strongly agree and strongly disagree using agree, indifferent, and disagree as sub ranges. This is the best way to measure attitudes of acceptance or rejection. After collecting the information, it is analyzed and organized to get mathematical results. Using this information is easy to obtain conclusions that support the proposal. Processing and data analysis was made through computer tools, using spreadsheets, formulas, graphs and charts in Microsoft Excel.

The investigation procedure is the following:

- ❖ Physical data collection.
- ❖ Transfer of information in Excel tables
- ❖ Data tab
- ❖ Representation of Data Graphics
- ❖ Quantitative and qualitative interpreting information
- ❖ Analysis of results
- ❖ Formulating conclusions and recommendation

CHAPTER IV

PROPOSED PROJECT PLAN

4.1. Title

USING MEANINGFUL LISTENING ACTIVITIES TO INCREASE EIGHTH GRADED STUDENTS' ORAL PRODUCTION AT "VICTORIA TORRES DE NEIRA" SCHOOL

4.2. Justification

It is necessary to point out some of the conclusions that have been made from the research. Firstly, it has been proven throughout this research that Reading comprehension improves some skills and especially Speaking ability in their academic proficiency and in these three main aspects: academic language, content and strategic competence. This project includes theoretical research about the benefits and also experimental research as a resource to prove the theoretical findings in 8th basic year students at Victoria Torres de Neira High School. Secondly, through a survey, it has been proven that students do not have a repertoire of strategies that can be used to support their own learning process. The lack of knowledge about effectiveness Reading for developing communicative skills has also been discovered through classroom observations and teachers questionnaires.

There is a need in teachers at Victoria Torres de Neira High School to have in hand a set of pedagogical resource in order to reinforce Speaking skills. Teachers are always innovating their instruction and resources. Teachers' instructions include a small set of activities that are repetitive which can cause monotony and likewise demotivation of students. The creation of a guide for

the use of the different types of strategies can help teachers with their innovative process. Teachers then could help improve their instruction by providing new and interesting learning strategies which might not have been learned or applied by students before.

Moreover, students need to have independency while studying. If teachers do not know the appropriate tools to help students, they will not be able to successfully accomplish their goal of being independent learners.

4.3. Objectives (Broad and Specific)

4.3.1. Broad

To design a set of interactive activities in order to reinforce Speaking skills by using online exercises.

4.3.2. Specific

- To identify a suitable set aligned with the English subject.
- To develop a guide for the application of strategies using interactive online listening activities
- To provide students some didactic strategies in order to be oriented through a significant learning process by using a guidance with directions and online Reading activities.
- To facilitate teachers from the English area and the coordinator a copy of the guide for the application of Reading strategies in order to be adapted in classroom programs and lesson plans.

4.4. Content Framework of the Proposal Project Plan

English language has become the universal language around the world and one of the greatest importance in the academic, labor, business and technology field. English language teaching is focused as a foreign language in Ecuador, and it is only learned inside the classroom. Thus, teachers should seek innovative teaching skills in order to teach English as a significant learning process. After investigating, the needs arise at Victoria Torres de Neira High School due to the lack of strategies, teachers apply in students to improve speaking skill abilities and it presents a low level in student's academic report in English subject. It has been seen the necessity to find innovative and interactive strategies to improve English speaking language skill in eighth graders.

Therefore, under such demand, it has sought some strategies according to the students' needs and related to listening and speaking abilities. However, a training teacher workshop before the implementation of any strategy is necessary and due to this requirement the researchers of this project have been designed a guide to provide teachers tools to make their class significantly and can transfer their knowledge techniques, so that this can be applied in their classroom and their daily life. Furthermore, this guide must be appreciated as a valuable resource to implement the cooperative learning approach. It will increase the four skill abilities in students and also the quality of methodological strategies in teachers.

A didactic guide with full fun reading activities will provide techniques to reinforce communicative skill abilities through the use of cooperative learning techniques. That is understanding conversations, sort ideas, discuss, summarize, conceptualizing, argue, solve problems and propose new alternatives.

4.5. The proposed Project Plan

The proposal is designed with a playful approach that will allow teachers to apply recreational activities in order to improve speaking language skills in eighth graders. The role of educators, family and all the school community is very essential to what we want to achieve as speaking comprehensive development. This proposal states funny games to stimulate oral fluency and particularly achieve an integration with the other people around them.

The guide features five possible activities including games, songs, and role-play exercises where the goal, skill level, value, time, resources and performance are found in each activity procedure. The resources used to increase student's knowledge are easy to do. Teachers will be facilitators who give the tools to motivate them to be creative in each part of language acquisition and developing speaking skill ability.

This proposal has some scientific aspects because it researches the problem to find a better way to make English classes funny and interesting. It has a social impact due to the necessity to integrate in the social and educational environment through speaking English. Reading is a multifaceted process that develops only with practice. There are certain aspects of reading, such as fluency and word recognition, which can be learned in a few years. These basics must be mastered but at the same time reading comprehension should be emphasized in the process.

Meaningful Listening Activities
to increase your
Oral Production



LISTENING
WORKSHEETS

ACTIVITY 1

Level: Elementary

Topic: Enrolling on a course

Activity Type: Form Filling

Listening Focus: Listening for specific information

Time: 40 minutes (main activity 15 mins)

Key Language: address, application form, course, date of birth, evening class, interested in, long, nationality, occupation, postcode, school, short, spell, stay, surname; Present tenses, can, will

Preparation: One photocopy for each student; for the Follow up, one copy of the recording script for every two students

Your name, please

Warm up

- Draw a large square on the board and write Application form at the top. Ask students what they might need an application form for (bank account, bus pass, etc.). Then put students into pairs and tell them to make a list of all the headings they might see on an application form. Write First name and Surname at the top of the application form on the board to start them off. When students are ready, tell them to call out their ideas while you write them on the board to complete the application form. Try to cover all the categories covered in the “Student details” section of the photocopyable sheet.
- Check the key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give examples where necessary.

Main Activity

1. Tell students that they are going to listen to a foreign student in the UK as she phones a language school to enroll on an evening class. Tell them to put their pens down and simply listen to the telephone conversation

- between the student and the receptionist. Emphasize that they should not make notes, but just listen. Play the recording.
2. Put students into groups. Tell them to exchange any information they can remember about the conversation.
 3. Give each student a copy of the Student Enrolment Form. Tell students that they are going to listen again. This time they must complete the form as if they are the receptionist who answers the call. First, give them time to study the form and complete any details they can remember.

When students are ready, play the recording. Then tell students to compare their answers. If necessary, play the recording again. Finally check students' answers.

Answer Key

Student details:

A Silva	B Maria	C Mexican	D Spanish
E student			
F 11/10/1983	G 24 Cherry Road	H CB1 5AW	I
742980			

Course details: 139 long course

4. If you wish, play the recording again and have students listen and use their form to guide themselves through the conversation.

Follow up

Put students into pairs and give each pair a copy of the recording script for this activity. Tell them to practice the conversation together. When they finish, tell students to swap roles. Finally, tell students to interview each other using the application form on the board from the Warm up activity as a guide. Explain that this time they must answer with their own personal information. Monitor and provide help where needed.

Cambridge Language College

EVENING CLASSES

Student Enrolment Form

To be completed for all new students

Student details

Surname A

First Name B

Nationality C

Language D

Occupation E

Date of birth F

Address G

.....

Postcode H

Phone no. I

ACTIVITY 2

Level: Elementary

Topic: A language course timetable

Activity Type: Completing notes

Listening Focus: Listening for specific information

Time: 35 minutes (main activity 15 mins)

Key Language: break (noun), class, culture, current affairs, folder, grade, language laboratory, lesson, library, news, presentation skills, pronunciation, review, timetable, tour, vocabulary development, wonderful;
Present simple, future simple

Preparation: One photocopy for each student

Welcome to Language International

Warm up

- Write Learning English on the board and put students into groups. Tell them to discuss their own current experience on learning English. How much do they study? Do they enjoy studying? Why are they learning English? Put them into groups and tell them to compare their experiences.
- Check the key language. Dictate any words you think your students may not know, repeating each word twice as students write the words down. When you finish, tell students to compare their spelling. Then write each word on the board so they can check their spelling. Give students a few minutes to look up any new words in their dictionary.

Main Activity

1. Explain to students that they are going to listen to an introductory talk to a group of students on a language course in the UK. Tell them to listen and write the name and job title of each of the three people they hear. Play the recording, then check students' answers.

Answer key

Mrs Watson - Centre Manager
Miss Jones - Director of studies
Mr Brown - Social Organizer

2. Give each student a copy of the Weekly Timetable and give them time to study it. Explain that they are going to listen again, but this time they must complete the notes as if they are a student listening to the talk. Play the recording.

Then tell students to compare their answers. Play the recording again to review answers, with students shouting “Stop!” when they hear the key information.

Answer key

A 10%	B read	C grammar	D news	E
British culture	F (any) problems	G library	H 8:30	am

3. Ask students a few questions about the timetable, such as When is vocabulary development? (11:00 on Tuesday) or What subject do students have on Friday morning at 9:00 am? (Writing skills). Then put students into pairs and tell them to ask and answer questions about the timetable.

Follow up

Put students into groups and tell them to design the perfect weekly timetable for learning English. Encourage them to include all the lessons and skills they think are most useful, and to add social activities too. When groups have finished, tell them to present their ideas to the class.

Language International – summer programme

a _____ % of final grade listen to the d _____ on the radio

learn about e _____

Weekly Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9.00–9.45	Grammar practice	Presentation skills	Listening skills	Pronunciation	Writing skills	Day trip to Oxford	Day trip to London
9.45–10.30	Language laboratory	Reading skills	Current affairs	Life in Britain	Computer room		
11.00–12.30	Speaking skills	Vocabulary development	Speaking skills	Grammar practice	Weekly review		
lunch							
13.30–15.30	Walking tour of city	Library lesson	Visit to sports centre	Project work	Film Club – 'Spiderman'		
15.30–18.00	Self-study						

teacher will help with f _____

can b _____, watch a video

or practise c _____

in the g _____

leave at h _____

ACTIVITY 3

Level: Elementary

Topic: Complaining about a package holiday

Activity Type: Form filling

Listening Focus: Recognizing context, listening for specific information

Time: 50 minutes (main activity 20 mins)

Key Language: airport, angry, apology, awful, bin, brochure, car park, complaint, form, holiday, hotel, included, problem, receipt, reply, sandwich, tax, terrible, view;
Past simple, future simple

Preparation: One photocopy (cut up) for each student; one copy of the recording script for every three students

But it says here...

Warm up

- Put students into groups of four and tell them to make a list of problems holidaymakers may have on holiday. For example, they may lose their passport, not like the food, etc. When students are ready tell them to write their ideas on the board. Encourage students to share their own experiences. Encourage students to share their own experiences of any holiday difficulties they have faced. Perhaps give an example from your own experience to start them off.
- Check the key language. Dictate any words you think your students may not know, repeating each word twice as students write the words down. When you finish, tell students to compare their spelling. Then choose one student to write their list on the board. Encourage other students to call out any corrections necessary. Give students a few minutes to look up any new words in their dictionary.

Main Activity

1. Tell students they are going to listen to a conversation between three people and they must decide where the conversation takes place, and who the people are. Play the recording.

Answer key

The conversation takes place in a travel agent's. One man is a travel agent, the other two are a married couple who have just returned from holiday.

2. Give each student a copy of the Customer Complaint Form. Tell them they must listen again and complete the form as if they are the travel agent. Give them a few minutes to study the form, then play the recording. After, tell students to compare their answers in pairs.

Answer key

A Mr & Mrs Caldwell B Bermuda C Feb 10th – 24th D
Feb 25th E DW83247 F \$20 G airport tax H sea view
I food J 8932443

3. Put students into groups of three and give each group a copy of the recording script. Play the recording as students listen the pronunciation, stress and rhythm. Then tell students to practice the conversation together. When they finish tell students to swap roles.

Follow up

Keep students in groups of three and tell them to create a conversation. Explain that one student is the travel agent and the other two are customers. They should use the recording script as a model, but change the key information with their own ideas. Give them time to prepare and practice their conversations. Then each group role play their conversation in front of the class.

Far Away Travel Ltd.
Customer Complaint Form

Ref: XGR – 83274/W

Date D

Customer details

Name A Customer Number E
.....

Holiday destination B

Dates C

Nature of complaint

Had to pay F each for G

Hotel room had no H

The I in the hotel was terrible.

Contact details

Tel: Walton J

ACTIVITY 4

Level: Elementary

Topic: Evening classes

Activity Type: Jigsaw listening

Listening Focus: Recognizing context, listening for specific information

Time: 35 minutes (main activity 20 mins)

Key Language: advanced, beginner, change, class, easy, fun, hard (difficult), late, later, lucky, patient, relaxing, woodwork, yoga; Present continuous, present simple, requests

Preparation: One photocopy (cut up) for each student; one copy of the recording script for each pair of students

It's OK, I guess

Warm up

- Put students into groups and tell them to talk about their hobbies. Write these questions on the board to help them: What hobbies do you have? When do you practice your hobbies? Why do you like it? Is it difficult? Monitor and help where necessary.
- Write Evening classes on the board, put students into groups and tell them to make a list of all the things people can study at evening class. You may wish to give a few examples to start them off, such as photography or languages. When they finish tell them to write their ideas on the board. Review pronunciation, then check the key language. Write on the board any words not already covered that you think your students may not know. Ask for volunteers to explain the meaning, adding that they may refer to their dictionaries if necessary.

Main Activity

1. Tell students they are going to listen to two people talk about the evening classes they attend at a local college. Dictate the following questions for students to write in their notebooks:
 - Where does the conversation take place?
 - What are the speakers' names?

Tell students to listen for the answers, and play the recording.

Answer key

- 1 in the café at the college
- 2 James and Lucy

2. Put students into pairs. Give one student a copy of James' survey form, and the other student a copy of Lucy' survey form. Tell them they are going to listen again and they must fill in the required details on the survey form for the person they have. Give them time to study the form, then play the recording.
3. Tell students to swap their survey forms and look at their partner's answers. Explain that they will listen once more and this time they must check their partner's answers. Play the recording. Then check students' answers.

Answer key

- Lucy
A Advanced woodwork B Mr Benson C seven thirty D
OK
E too hard/ can't understand what to do
- James
A Yoga B Mrs Nara C seven pm D Good E
really relaxing

4. Finally, give each pair a copy of the recording script for this activity. Tell students to practice the conversation together. When they finish, tell students to swap the roles.

Follow up

Put students into groups of three and tell them to prepare a similar conversation, but using their own ideas. Explain that they can use the recording script as a guide, but they should change as many details as they can (names, classes, times, etc.). Give them time to prepare their ideas, then have volunteers to role play their conversation in front of the class.

Peterbrooke College

Evening Class Survey

Name: Lucy Smith

Class: A

Teacher: B

Time: C

Opinion: D Good
 OK
 Not so good

Reason: E
.....

Peterbrooke College

Evening Class Survey

Name: James Walker

Class: A

Teacher: B

Time: C

Opinion: D Good
 OK
 Not so good

Reason: E

ACTIVITY 5

Level: Elementary

Topic: Popular free-time activities

Activity Type: Taking notes

Listening Focus: Predicting, Recognizing context, listening for specific information

Time: 30 minutes (main activity 15 mins)

Key Language: bar, countryside, drive, eat out, garden, gardening, graph, karaoke, leisure activity, lottery, lovely, museum, popular, strange, survey, temple, travel, trip, win, zoo; present simple, gerunds, preferences

Preparation: One photocopy for each student

Eye on the world

Warm up

- Write Ways people spend their leisure time on the board, and below add In Saudi Arabia some people watch camel racing. Put students into groups and tell them to choose one or two countries they know, and make a list of ways people there enjoy their free time. When students are ready, tell them to report their ideas to the class.
- Check the key language. Write on the board any words not already covered that you think your students may not know. Divide students into groups and give each group one or two words to look up in their dictionary. Then have students explain the meaning of their words to the class. Help with understanding and give further examples where necessary.

Main Activity

1. Tell students they are going to listen to details of how people in Japan like to spend their free time. Ask students what kind of free time activities they think are popular in Japan, and write their ideas on the board. Then tell them to listen and see if any of their ideas are mentioned. Play the recording.

2. Ask students the following questions:
- Where does the recording take place?
 - Who are the people?
 - What is the name of the programme?
 - What is the name of this section of the programme?
 -

Answer key

1 in a TV studio 2 presenters 3 People Today 4 Eye on
the world

3. Give students a copy of the photocopiable sheet. Explain that they are going to listen again, and they must write each free time activity they hear in the correct place on the table. Review the ten activities by referring to the illustrations. Then play the recording. After, tell students to check their answers. If necessary, play the recording again.

Answer key

1 Eating out 2 Driving 3 Travel within Japan 4
Karaoke
5 Watching DVDs/ videos 6 Listening to music 7 Trips to museums
and zoos 8 Going to bars 9 Gardening 10 Playing the
lottery

Follow up

Tell students to make a list of their own top ten free time activities. When they are ready tell them to mix and tell each other their preferences. If you have students from different countries, put them in groups and have them make a top ten list of free time activities in their own countries.

EYE on the WORLD

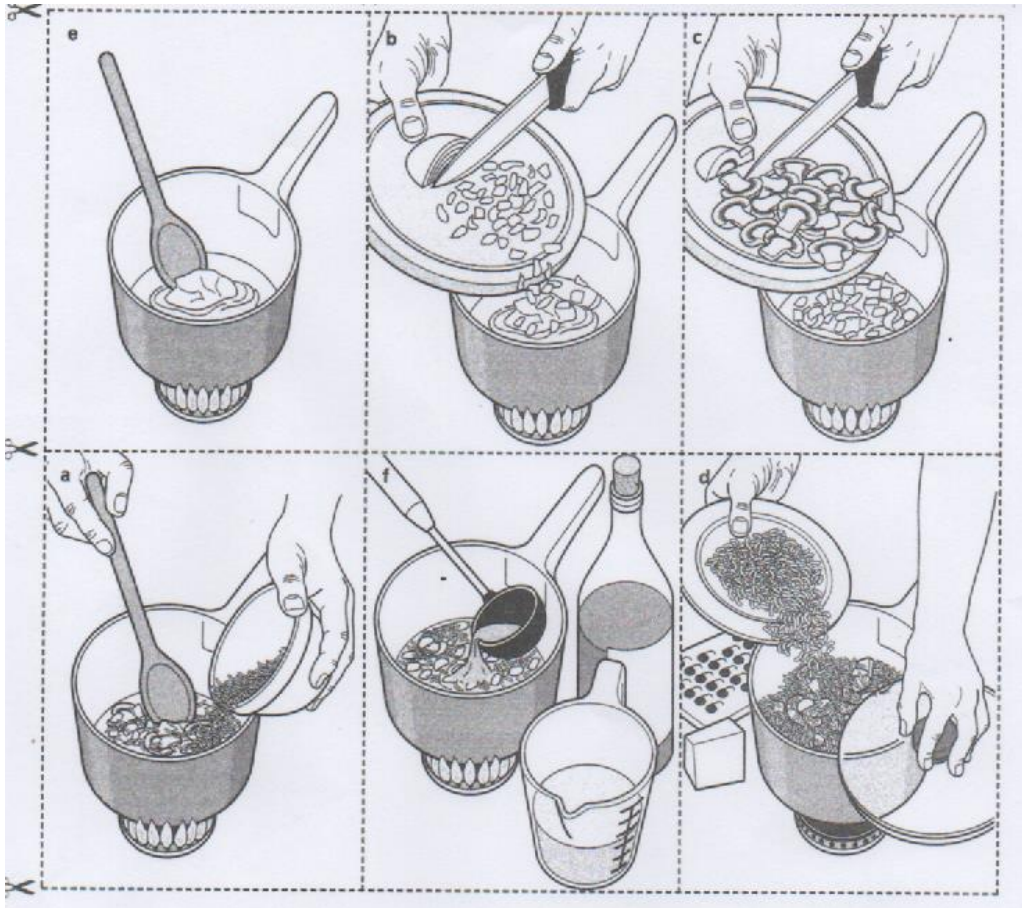
Top 10 free time activities in Japan

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

ACTIVITY 6

<p>LEVEL Elementary</p> <p>TOPIC How to make risotto</p> <p>ACTIVITY TYPE Ordering, completing note</p> <p>LISTENING FOCUS Listening for details, listening for specific information</p> <p>TIME 40 minutes (main activity 25 mins)</p> <p>KEY LANGUAGE <i>Add, butter, cheese, chop, cook, cover, dish, easy, fresh, gradually, grated, great, heat, liquid, meat, mushroom, onion, quick, rice, risotto, saucepan, sliced, smell (verb). Stir, stock, tasty, wine;</i></p> <p><i>Imperatives, Measurements</i></p>	<p>What's cooking?</p> <p>Warm Up</p> <ul style="list-style-type: none"> • Write Cooking on the board, then pretended to chop carrots. Encourage students to call out the verb <i>chop</i> and <i>knife</i> and write these words on the board. Then pretended to stir a sauce in a saucepan. Ask: What am I doing? And encourage students to call out <i>stir</i>, <i>spoon</i> and <i>saucepan</i>. Write these words on the board. Put students into groups to list as many words connected with cooking as they can. When they are ready, tell volunteers to write their words on the board. Review pronunciation, then mime a few of the word they are miming. • Check their Key language. Write on the board any words not already covered that you think your students may not know. Ask for volunteers to explain the meaning, adding that they may refer to their dictionaries if necessary. You might wish to review abbreviations used in recipes, such as g (grams) and ml (milliliters). <p>Main activity</p> <ol style="list-style-type: none"> 1. Give each student a set of six pictures. Give them time to study each picture. Explain that they are going to listen to a TV chef describe how to make mushroom risotto. They must put the six pictures in the correct order showing the stages involved in making the dish. When students are ready, play the recording. Then tell students to compare their answers. Answer key Their correct order is e, b, b, a, f, d. 2. Now give each student a copy of the recipe card. Tell students that they are going to listen again. This time they must complete the recipe with the missing information. Play the recording. Then tell students to check their answers. Answers key <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">a. 25</td> <td style="width: 33%;">b. onion</td> <td style="width: 33%;">c. mushrooms</td> </tr> <tr> <td>d. 350</td> <td></td> <td></td> </tr> <tr> <td>e. 1 liter</td> <td>f. white wine</td> <td>g. 40</td> </tr> <tr> <td>h. cheese</td> <td></td> <td></td> </tr> </table> 3. Finally, put students into pairs and tell them to use the pictures and the completed recipe to describe how 99 	a. 25	b. onion	c. mushrooms	d. 350			e. 1 liter	f. white wine	g. 40	h. cheese		
a. 25	b. onion	c. mushrooms											
d. 350													
e. 1 liter	f. white wine	g. 40											
h. cheese													

<p>PREPARATION One photocopy (cut up) for each student. CD 1 track 23</p>	<p>make mushroom risotto. They should take turns describing each stage.</p> <p>Follow up Put students into groups and tell to think of recipe for a dish they know how to make. They should make list of the ingredients required, and also practice explain how to make the dish. When the students are ready, have each group give the name of their dish, list the ingredients, and briefly explain how to make the dish. You may want to take a show of hands at the end for the tastiest dish. If students wish, tell them to listen once more and write the recipes they like in their notebooks.</p>
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Mushroom Risotto

Ingredients

_____ g of butter
 Half _____ a _____ chopped

 300g sliced _____
 _____ g of Arborio rice
 _____ l of vegetable stock
 150ml of dry _____
 _____ g of _____ grated

Server 4



ACTIVITY 7

Abbey Health Club

<p>LEVEL Elementary</p> <p>TOPIC Joining a gym</p> <p>ACTIVITY TYPE Spot the difference</p> <p>LISTENING FOCUS Recognizing context, listening for specific information</p> <p>TIME 40 minutes (main activity 20 mins)</p> <p>KEY LANGUAGE <i>Aerobics, cleaning cycling, exercise, fee, fitness, gym, join, membership, pool, tour, yoga</i></p> <p>PREPARATION One photocopy (cut up) for each student; for the Follow up, one copy of the recording script for every two</p>	<p>Welcome to Abbey Health Club</p> <p>Warm up</p> <ul style="list-style-type: none"> • Put students into groups and ask to make a list of activities that people can do in a gym or health club (aerobics, swimming, etc.) give a time limit of one minute, then have the group with the most activities call them out and write them on the board. Add any others, then practice pronunciation, then students what you do to keep fit. After, put students into groups and tell them to find who does the most exercise. • Check the key language. Dictate any words not already covered which you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. Then choose one students to write their list on the board. Encourage other students to call out any corrections necessary. Give students a few moments to look up any new words in their dictionary. <p>Main activity</p> <ol style="list-style-type: none"> 1. Tell students they are going to listen to a conversation between two people and they must decide where the conversation takes place, and two the people are. Play the recording. Answer key <i>The conversation takes place in the health club. The woman is an employee and the man is thinking of joining club</i> 2. Give each student a copy of the photocopiable sheet. Give them time to study the information. Tell them that they are going to listen again, and they must listen and spot any differences between the information on the sheet and what they hear on the recording. Play the recording. 3. Have students compare their answers. Tell them there are eight differences in total, then play the recording again. Check answers by through the recording once more and having students call out ‘Stop!’ whenever they hear a difference. Answer key Differences on the recording: <ol style="list-style-type: none"> 1. The pool is closed on <i>Thursday</i> afternoons. 2. ‘Swim for fitness’ classes are Monday, Wednesday and Fridays. 3. All classes are on hour
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<p>students. CD 2 track 8</p>	<ol style="list-style-type: none"> 4. 'Intermediate yoga' is at 11:30 on Tuesdays and Fridays. 5. You have to pay for parking. 6. The health club is open on Saturday and Sunday from 8am to 9pm. 7. There is a joining fee of \$70. 8. Gold membership is \$50 a month. <p>Follow up Put students into pairs and give each pair a copy of the recording script for this activity. Tell them to practice the conversation together. When they finish tell students to swap role. Finally, tell them to turn over their recording scripts and repeat the conversation again from memory. Explain that they should use their photocopiable sheet to help them.</p>
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SWIMMING POOL

(Closed on Tuesday afternoons for cleaning)

CLASSES

Swim for fitness: 2pm Mondays, Wednesday, Thursday

Water aerobics: 10am Tuesday, Thursday

All classes are 45 minutes

FITNESS CLASS TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30 am	Yoga for beginners	Running	Dance for fitness	Yoga for beginners	Aerobics
10:30 am	Dance for fitness	Intermediate	Aerobics	Cycling	Intermediate yoga
11:30 am	Kids club	Weight watchers	Cycling	Kids Club	Running

Opening Times

Monday – Friday

6:00 am to 10:00pm

Saturday, Sunday

8:00 am to 10:00 pm

Membership

Gold: any time, any day

Silver: weekdays only

Bronze: weekdays 9:00 am to 5:00 pm

Additional facilities

Free car parking

Individual showers

Bar

Payment

Joining fee- \$ 50

Gold membership - \$59 per month

Silver membership - \$40 per month


Bronze membership - \$32 per month

ACTIVITY 8

<p>LEVEL Elementary</p> <p>TOPIC Internet dating</p> <p>ACTIVITY TYPE Form filing, identifying pros and cons</p> <p>LISTENING FOCUS Listening for specific information, listening for details.</p> <p>TIME 45 minutes (main activity 25 mins)</p> <p>KEY LANGUAGE <i>Attractive, countryside, e-mail, fashionable, female, friendly, fun, good-looking, hopeless, interesting, joking, kind, leisure interests, lucky, manager, marriage, occupation, pop music, pub, rich, romance, search, serious, shy, tall, travel, ugly, username; Making suggestions, likes and dislikes, adjectives of character</i></p>	<p>He's not really my type</p> <p>Warm up</p> <ul style="list-style-type: none"> • Write <i>internet dating</i> on the board and ask students if they would consider looking for love online. Divide the class into two halves. Tell on half, working in pairs or small groups, to make a list of all the advantages of internet dating, and the other half a list of all the disadvantages. After a few minutes, mix the groups and have them exchange their ideas. • Check the key language. Dictate any words you think your students may not know, repeating each word twice as students write them down. When you finish, tell students to compare their spelling. The write each word on the board so they can check their spelling. Give students time to look up any new words in their dictionary. <p>Main activity</p> <ol style="list-style-type: none"> 1. Give each student a copy of the Personal Profile sheet. Explain this is from an online dating agency. Tell students they are going to listen to young woman complete the form with a friend. They must listen and complete the form with the information they hear, paly Part 1 of the recording. Tell students to compare their answers. If necessary, play Part 1 of the recording again. Then check student's answers. <p style="text-align: center;">Answers key</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">a Black students</td> <td style="width: 25%;">b Judith</td> <td style="width: 25%;">c female</td> <td style="width: 25%;">d</td> </tr> <tr> <td>e No</td> <td>f Lovelylady</td> <td>g</td> <td>h 20- 24</td> </tr> </table> <ol style="list-style-type: none"> 1 Romance The following should have ticks: Pop music, pubs, travel, countryside, kind, fashionable, interesting. 2. Give each student a copy of the Search Results sheet. Explain that they are going to listen as Judith and her friend Sarah discuss two men who are possible matches. Give students time to study the information about both men. Tell students they must listen and, for each man, identify four advantages and two disadvantages they hear the women mention. Play Part 2 of the recording. Tell students to compare their answers if necessary, play Part 2 of the recording again. <p>Answer key</p> <p>James: <i>advantages</i>- good looking, fun, tall, rich <i>Disadvantages</i> – not very serious, Judith doesn't like his hair</p> <p>Simon: <i>advantages</i> –a teacher, loves doges, likes the countryside, looks kind <i>Disadvantages</i> – not very attractive, maybe too serious</p> <ol style="list-style-type: none"> 3. Ask students which of the two men they think Judith should e-mail. Put them into groups to discuss their choices, then take a show of hands. 	a Black students	b Judith	c female	d	e No	f Lovelylady	g	h 20- 24
a Black students	b Judith	c female	d						
e No	f Lovelylady	g	h 20- 24						

<p>PREPARATION One photocopy (cut up) for each student; for the Follow up, one photocopy of the Personal Profile for each students CD 2 track 4 – 5</p>	<p>Follow up Distribute fresh copies of the Present Profile form and tell students to fill it in for themselves. Put them into groups and tell them to talk about themselves, using the form as a guide. If possible they should mingle and try to find a suitable partner.</p>
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Create your Personal Profile

 *Find your perfect match now!*

Surname Occupation Username

A

First name Children

B

e

Sex

C

Yes

No

Male

female

g I am looking a

h I am looking for someone aged

i I am looking for

Man
Woman

16 – 19
20 – 24
25 – 30
31 – 40
40 +

Fun
Friendship
Romance

 *Leisure interests*

Pop music Eating out Nightclubs Pubs

Animals Travel Countryside Classical music

Sports Gardening Reading Watching films

 *I think I*

am

Serious Kind Fashionable Affectionate

Reliable Romantic Interesting Shy

SEARCH RESULTS

You have 131 possible matches

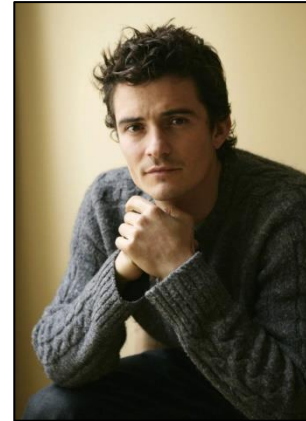


44. James Hill.

Member description

James is an attractive and friendly man who love life. He likes sports, eating out, and going to nightclubs. He is looking for a fun-loving partner who wants to join him on a trip around Europe.

Nationality: British **Height** 1.88m **Weight** 81kg
Manager



Occupation



45. Simon Wright

Member description

Simon describes himself as affectionate and kind. He has two dogs and enjoys walking in the countryside. He is looking for someone special to share his life with. He likes children and hopes to marry someday soon

Nationality: British **Height** 1.75m **Weight** 75kg
Teacher

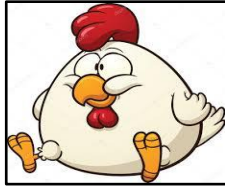


Occupation

ACTIVITY 9

<p>LEVEL Elementary</p> <p>TOPIC A job interview</p> <p>ACTIVITY TYPE Form filing</p> <p>LISTENING FOCUS Listening for specific information.</p> <p>TIME 35 minutes (main activity 20 mins)</p> <p>KEY LANGUAGE <i>Apply for, available, busy, candidate, contact (verb), preference, shift, standards, tips (money), tourist, waiter; Present Simple, past simple, days, dates, time and numbers</i></p> <p>PREPARATION One photocopy for each student;</p>	<p>Welcome To The Happy Chicken!</p> <p>Warm up</p> <ul style="list-style-type: none"> • Tell students about your first part-time job. Invent the story if you wish. Talk about where and when it was. And how you liked it. Afterwards, put student's info groups and have them talk about their first (part-time) job. If any are working at the time, encourage them to talk about the job they currently have. • Write a job interview on the board and tell students to call out all the words they know connected with this topic. Review pronunciation then check the key language. Write on the board any words not already covered that you think your students may not know. Ask for volunteers to explain the meaning, adding that they may refer to their dictionaries if necessary. <p>Main activity</p> <ol style="list-style-type: none"> 1. Tell students that they are going to listen to and interview between a restaurant manager and a student. Tell them to put their pens down, and simply listen to the conversation. Emphasize that they should not make notes but just listen, and then play recording. 2. Put students into groups. Tell them to exchange any information they can remember about the conversation. 3. Give each student a copy of the Employee interview Form. Tell students that they are going to listen again. This time they must complete the form as if they are interviewer who asks the questions. Give them time to study the form and complete any details they can remember. When students are ready, play the recording. <p>Put students into pairs and tell them to compare their answers. If necessary, play the recording again. Finally, check students' answers</p> <p>Answer key a Kevin Bird b Torn Baker c 19 d waiter e any f two g Sat 18th h three months at MacDonald's / waiter in a restaurant over</p>
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<p>for the Follow up, one copy of the recording script for each pair of students.</p> <p>CD 2 track 19</p>	<p>New Year i speak Spanish 5-8 pm j 559304 k</p> <p>4. If you wish, play the recording again and have students listen and use their form to guide themselves through the conversation. Finish by asking students if they think Tom will get the job.</p> <p>Follow up</p> <p>Put students into pairs and give each pair a copy of the recording script for this activity Tell them to practice the conversation together when they finish tell students to swap roles. Finally, tell students to practice the conversation again, but this time to think of a different job to base the interview on.</p>
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HAPPY CHICKEN

RESTAURANT GROUP

Employee Interview Form

Interviewer:	a
.....	
.....	

Name: b

Age: c

Job wanted: d

Shift preferred: e 7am-3pm / 3om-11pm / any

No. of days week wanted: f

Start date: g

Experience:h
.....
.....
.....

Other details:
i.....
.....
.....
.....

Contact phone: j

Best time to contact: k

4.6. Validation of the Proposed Project Plan




UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

Using meaningful listening activities to increase eighth grade students' oral production at "Victoria Torres de Neira" School

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality		✓			
Language	✓				
Comprehension	✓				
Creativity	✓				

Name:	Hsc. Juan Sánchez	 Signature
Occupation:	Docente Universitario	
Phone number	0980091376	

Validation of the Proposed Project Plan



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Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Name:	Dr. Luis Magallanes	LUIS MAGALLANES N. Signature
Occupation:	Docente	
Phone number	0985173279	

Validation of the Proposed Project Plan



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Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Name:	Ms Fabericio Mendoza	Signature
Occupation:	Docente	
Phone number	0991112186	

4.7. Impact / Benefits of the proposed Plan

The elaboration of meaningful listening activities has been designed for benefiting teachers from the English area at Victoria Torres de Neira High School in order to develop speaking skill. The guide itself intends to inform the application of some strategies. Teachers will be benefitted from this guide since their list of strategies and techniques can be increased which would improve their instruction and professionalism. Moreover, the reaction of this guide could have a greater impact if it is applied in class.

The second most important benefactors of this application guide are students since they are the ones who will be receiving the strategies as tools for understanding new information. Immediate results could be seen in student's academic proficiency after the application of the strategies and method. Furthermore, student's sense of independent learning would also be acquire and increased. Throughout the use of the method, students would have developed communicative approach in their metacognitive for the selection of strategies.

In addition to teachers and students, the English area at this institution would be one of the pioneers in the application of this method in Ecuador since the method is relatively new and widely known I the country. The English area could in turn served as a model for other area to apply new methods of instruction different from the traditional ones that have already been applied. In the same way, the institution would be benefitted since its students would be known as learners with a sense of independency whose characteristics could be seen at a higher level of education.

Conclusions

* Teachers applied a few methodological strategies in the process of learning; for that reason, students had a lack of motivation to speak, and they tended to be shy during the class.

* Teachers showed disinterest and used a traditional pedagogy due to lack of technological resources.

* Teachers and the educational community had a lack of training on technological on new technologies as result a deficit in the students' proficiency.

* Students increased their knowledge and their participation in the class by applying the observation guide.

* The students showed interest in using new devices to learn English. Students' desire is to communicate better in English. Useful activities are necessary to get a good students' proficiency through the Smart board due to its effectiveness in the English Language Acquisition.

Problems and Limitations

At the moment to implement the project at school the problems that it presents was the slow interest by the teachers. Since project started was easy to see the lack of students' motivation to speak an English Foreign Language. The bad use of technology makes students get bored with the classes, and they want to avoid the use of technology. And the limitations were not only technological, it was also the school community that had a wrong perspective about the use of technologies in classes.

Recommendations

Based on the finding and conclusions of the study the following recommendations are put forward.

* It is necessary to implement more interactive whiteboards inside the classrooms not only in two classrooms in order to improve the educational system. Smart classroom learning helps to increase the learning abilities.

* The technology is important in the process of learning because there are a variety of web sites in which teachers can attach on the smart board, and they will create a dynamic class especially for kids because they get distracted easily. Websites bring benefits in the process of acquiring English as a foreign language.

* It is necessary that teachers elaborate a funny class where students feel secure and they can speak freely. Learners develop an individual instruction.

* Although students generally work together in small groups, there are times when all class exchange ideas are valuable. Experimentation, summarizing, comparing, observation and interpreting often involves the whole class. Teachers can use both small group and whole class approaches to teaching in a better way.

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APPENDIX

Appendix A – Performing Listening Activities





UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE CIENCIAS DE LA EDUCACION MENCION INGLES

THEME: USING MEANINGFUL LISTENING ACTIVITIES TO INCREASE EIGHTH GRADE STUDENTS’ ORAL PRODUCTION AT “VICTORIA TORRES DE NEIRA” SCHOOL

AUTHORS: ERAZO HERRERA ANDRES EDUARDO – TORRES RUIZ
HILLARY MARISSA

SURVEY FOR STUDENTS

Read the questions and mark the best answer.

	Yes	No
1. Do you like to learn English by playing activities in order to have a better oral production in class?		
2. Would you like to play interactive games to develop speaking skill?		
3. Do you like to speak English in class?		
4. Do you like to speak English by practicing dialogues in the classroom?		
5. Would you like to speak English fluently in the classroom?		
6. Would you like to use resources such as games, videos, visualization prompts and real materials in your English classes?		
7. Would you like to use the new vocabulary in class in order to improve your speaking ability?		
8. Do you consider important that teachers use innovated activities to teach speaking?		
9. Teaching pronunciation using dictionary is a helpful resource to determine the stress and intonation of many words or phrases used in the content of the units		
10. The use of didactic activities are necessary to improve speaking in the classroom.		



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SURVEY FOR TEACHERS

Read the questions and mark the best answer.

	Strongly Disagree	Disagree	Indiferent	Agree	Strongly Agree
1. Teachers have to promote active classes by using pedagogical techniques in order to encourage student’s pronunciation.					
2. Teachers must present motivational listening activities to encourage students to speak without shame.					
3. The use of technological resources facilitate the English teaching and learning process.					
4. Teachers must give students extra helpful material to reinforce new words from the units using visual figures and exercises.					

5. Listening to songs creates enthusiasm and challenge for learners					
6. Do you think the use of technological resources could create a good atmosphere in Speaking classes?					
7. Teachers should provide feedback to reinforce vocabulary and grammar structures in order to have a good classroom development.					
8. Didactic activities are essential to make interesting and amusing classes to elicit English oral performance.					
9. It is easier to learn English and improve speaking skills through didactic listening activities.					
10. EFL teachers must attend seminars to improve the style of teaching and apply different strategies in learners.					



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SURVEY FOR PARENTS

	Strongly Disagree	Disagree	Indiferent	Agree	Strongly Agree
1. Do you think that the technological resources would improve the learning quality of your children?					
2. Do you consider that the application of technological resources recommendable to facilitate the English learning in your children?					
3. Applying didactic listening activities may improve speaking skill in the English classes?					
4. Would you like that your children enhance the speaking skill through listening activities?					
5. - Do you consider that the teachers must encourage their students to speak English in class?					

Appendix E – Class Observation

Teacher Observation Sheet

Adapted from

www.chabotcollege.edu/.../Observation%20of%20Online%20Instructi

The instructor—

Y	N	Activity
		Presented the lesson in an organized, logical manner.
		Stated objectives clearly (language, content, and strategic)
		Related the lesson to what students already know.
		Provided background information to create a basis or a context for understanding the primary concept/ processes/skill/event presented in lesson observed.
		Provided examples, definitions, and explanations, of concepts/processes/skills/events.
		Described/modeled strategies for questioning, predicting, verifying, inferring, interpreting, and/or reasoning.
		Provided a clear explanation on the use and benefits of the strategy used in class.
		Helped students monitor their application of concepts/strategies
		Answered student questions in a timely manner.
		Encouraged student participation, questions, and feedback
		When appropriate, encouraged student-to-student interaction. (Groups, pairs.)
		Helped students apply/use new concepts/processes/skills
Comments		

Students—

		Were generally engaged.
		Performed assigned tasks.
		Participated in discussions.
		Asked questions.
		Used reference material in class (Book, dictionaries, etc.)
		Asked for assistance to teacher or classmates
Other observations		

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA	
FICHA DE REGISTRO DE TESIS	
TÍTULO Y SUBTÍTULO: USING MEANINGFUL LISTENING ACTIVITIES TO INCREASE EIGHTH GRADE STUDENTS' ORAL PRODUCTION AT "VICTORIA TORRES DE NEIRA" SCHOOL	
AUTOR/ES: ERAZO HERRERA ANDRÉS EDUARDO TORRES RUIZ HILLARY MARISSA	TUTOR: MSC. FRANCISCO VILLAO VILLACRÉS
	REVISORES: PHD. MARGARITA LEÓN GARCÍA MSC. LUIS LEÓN VELEZ MSC. JANETH MORA ZAPATER MSC. ROSY MENDOZA COBEÑA
INSTITUCIÓN: UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL	FACULTAD: EDUCACIÓN – LENGUAS INGLÉS
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ÁREAS TEMÁTICAS: Educación METODOLOGIA EN ENSEÑANZA DE IDIOMAS EXTRANJEROS	
PALABRAS CLAVE: MEANINGFUL LISTENING SKILL ABILITIES – NATURAL APPROACH – ORAL PRODUCTION	
RESUMEN: The present article aimed at using meaningful listening activities to encourage students to develop oral production by using the Natural approach method in eighth grade students at "Victoria Torres de Neira" School. The main problem has been detected in students who did not receive English classes in elementary school, and there are no resources available in the classroom. A multi-method approach was applied, with surveys administered to teachers, students and parents; an interviews to the principal; field observation; and examination of relevant documents have been applied. The main objective is to develop students' learning process through meaningful listening exercises based on the previous knowledge students get in their mother tongue and change traditional methods into a dynamic and funny classroom by developing pedagogical techniques activities as interactive methods to reinforce speaking skill abilities in order to improve the English Language Acquisition and contribute to the quality of life and education regarding to the requirements of national program of Good Living.	

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CONTACTO EN LA INSTITUCIÓN:		Nombre: Ab. Michelle Vargas Aguilar	
		Teléfono: 2596500 ext. 221	
		E-mail: mvargasa@ulvr.edu.ec	

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