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DE GUAYAQUIL**

**FACULTAD DE EDUCACIÓN
CARRERA DE EDUCACIÓN MENCION INGLÉS**

**PROYECTO DE INVESTIGACIÓN
PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN LENGUA
INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE
SISTEMAS EDUCATIVOS EN T.E.F.L**

TITLE

**LISTENING STRATEGIES AND THEIR IMPORTANCE WITHIN THE
ENGLISH LANGUAGE LEARNING PROCESS WITH STUDENTS OF FIRST
COURSE AT THE A.L.C ENGLISH ACADEMY, MILAGRO, 2019.**

TUTOR

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RESUMEN: El propósito del proyecto es mencionar la importancia de desarrollar estrategias para mejorar el aprendizaje del idioma inglés y fortalecer la habilidad de escuchar a través de una variedad de estrategias dirigidas a estudiantes de primer curso en el American	

Language Center, una academia de inglés ubicada mediante el uso de técnicas de enseñanza apropiadas que estimulan y aumentar su capacidad de escuchar y comprender el idioma inglés. Esta institución está ubicada en la ciudad de Milagro, provincia de Guayas, con una población de aproximadamente 300 estudiantes. La importancia de las estrategias de escucha permitirá al estudiante fortalecer su proceso de aprendizaje y habilidad de escucha que influyen en el desarrollo de la habilidad de hablar. La metodología de investigación fue cualitativa y cuantitativa basada en las razones subyacentes, opiniones, motivaciones y la generación de datos numéricos. La modalidad presentada en esta investigación es descriptiva porque vamos a utilizar la observación en el aula, la investigación explicativa porque busca la explicación de por qué ocurren los eventos para construir una teoría, y la investigación de campo busca monitorear, comunicar y comprender individuos mientras se encuentran en un entorno natural haciendo una encuesta a los estudiantes, observando en clase y entrevistando a los maestros. Con esta propuesta, los directores, maestros y estudiantes aprovecharán, ya que se ha desarrollado según las necesidades de los maestros, lo que los guiará a desarrollar adecuadamente la capacidad de escucha de los estudiantes y generar compromiso en los estudiantes para mejorar el aprendizaje del idioma inglés.

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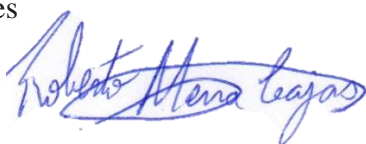
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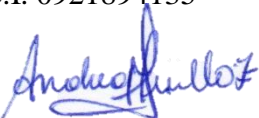
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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: **“LISTENING STRATEGIES AND THEIR IMPORTANCE WITHIN THE ENGLISH LANGUAGE LEARNING PROCESS WITH STUDENTS OF FIRST COURSE AT THE A.L.C ENGLISH ACADEMY, MILAGRO, 2019.”**, presentado por los estudiantes **EDINSON ROBERTO MENA CAJAS** y **KAREN ANDREA MURILLO ZAMBRANO** como requisito previo, para optar al Título **LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN T.E.F.L.**, encontrándose apto para su sustentación.

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We dedicate this project to our parents for being our support every time we needed motivation. All their love and patience have given us the strength to continue striving on our undergraduate major.

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INTRODUCTION

According to the purpose of this project, the new students of American Language Center (A.L.C.) show the lack of English comprehension with the listening skill, this led the authors to apply some strategies to stimulate the comprehension and develop their motivation with strategic activities in order to get good results and at the same time work the sensorial area.

During this process, some students present different reactions while learning a foreign language. The teachers consider to help them in the acquisition of a new language; in this case, English to provide the students meaningful knowledge.

Even though teachers in American Language Center apply different types of strategies in order to make their students learn English in a better and easy way, they develop the four skills that are listening, speaking, reading, and writing. Listening comprehension is one of the most important skills because while the students are learning a foreign language they are able to understand and communicate in an effective way of interacting with the other students.

In consideration, listening is an important capability of social interaction because most of the time we are decoding spoken messages. For example, we use the listening skill when we listen to the radio every morning in order to know what is happening in our country or the world. Sometimes we listen to two or more songs according to our mood. Therefore, as a daily basis, teachers should increase their performance and be more creative with their techniques because they are a role model for the students.

To cover all the information of the project, each chapter will be detailed as follows:

Chapter I refers to the low level of listening skill that students have, some of them are confused with the audios and feel frustrated when the teacher speaks into the classroom because they do not understand and cannot get the idea of what they have to do in class, encouraging in the students the lack of motivation to learn the new language. This situation generates an interest to elaborate the research work to obtain the necessary information about what the causes of this problem are.

While in chapter II the authors promote different kinds of strategies which can be applied to improve their knowledge in the listening skill in many ways to enhance the learning, such as to perform specific tasks, to solve some problems, and to make learning easier with motivation. The study gives the students the opportunity to have a better comprehension in the instruction of any activity given by the teacher in the classroom. Most of the students learn by visualizing so teachers adapt the idea to show the object at the same time they listen to the name and repeat it.

Therefore, in chapter III the type of research is presented. The researchers express that it was descriptive, and explanatory, providing definitions to clarify the information. This study collected information and identified the possible reasons why the students demonstrate problems in listening comprehension expressed in detail by the authors. The general purpose is to give suggestions that can be considered in the research. This chapter provided field, bibliographic, and experimental research as well.

Finally, chapter IV indicates the principal idea of this research work based basically in a plan that promoted a solution to the problem. The objective is to explain the activities that are showed and included in the proposal.

Each chapter demonstrates the strategies that the authors applied in this research project focused on listening comprehension. Nevertheless, some teachers use the strategies in an inappropriately way without considering learning preferences, styles or intelligences of their students.

CHAPTER I

1. Study Approach

Background of the Problem

The problem concerned with the difficulties that students of first course at “American Language Center English Academy” presented in listening comprehension activities in English classes, influenced when the teachers practiced dictation or a simple conversation. The students could not understand because they did not decode the sounds of the foreign language.

American Language Center is an English academy located in Milagros’s downtown on Juan Montalvo Avenue and Eloy Alfaro Street. The population of this academy is approximately two hundred students. The academy schedule varies depending the days; from Mondays to Fridays the courses are in the afternoon and evening and on Saturdays in the morning. The number of teachers who work there are six.

The main objective of this English Academy is that students learn the language properly. The best way to acquire it would be by developing the listening skill. According to (Howatt & Dakin, 1974) listening is “the ability to identify and understand what another person says. This is a process which involves the speaker’s pronunciation, grammar, vocabulary and comprehension of meaning. A capable listener can do these four things at the same time because when somebody listens he decodes these aspects altogether.”

In the process of learning at the “American Language Center” researchers realized that some students have struggles to manage the listening skill. The students are confused by not being able to comprehend the audios played in classes or what the teachers said. Sometimes, they prefer to listen to the explanation in Spanish rather than in English. Most of the times that led the students to feel bored, frustrated and unmotivated. They claimed that English was really hard to interpret even if the teacher speaks slowly leading the teachers to speak Spanish.

It was noticed that the students of the academy had a serious problem in the development of English listening skill. The cause of this problem is the lack of methodologies and techniques. Teachers try to make students understand, but without the training, it is harder to achieve it.

After collecting information, the authors consider the idea of developing a strategic plan to reinforce the first course student's needs in listening skills to facilitate the language learning process at American Language Center.

Statement of the Problem

What is the importance of listening strategies within the English language learning, with students of first course at the A.L.C English Academy, Milagro, 2019?

Systematization of the Problem

- What are the principal listening strategies for the English language learning?
- What could be considered in the process of student learning?
- What kind of exercises does The English learning process develop, reinforce, and evaluate?
- How does listening skill help students to enhance English?
- What is the importance to make meaningful listening activities for students?
- What are the benefits of meaningful listening activities?
- Why can meaningful listening activities make students to produce the target language?

Objectives: Broad and Specific

Broad Objectives

To demonstrate the importance of listening strategies within the English language learning to develop listening skill with students of the first course at the A.L.C English Academy, Milagro, 2019.

Specific Objectives

- To design different listening strategies to reinforce the students' needs in listening skills.
- To identify the level of listening comprehension that each student has.
- To apply some methods that encourage them to improve their listening comprehension

Significance or Justification of the Study

To teach students how to listen is essential, although there are some important aspects when students begin their study in the English language. The interest of this project is to find out either or not the improvement of listening skills is being well conducted and evaluated at the English Academy.

Taking into consideration that in Ecuador students do not use English at a hundred percent in their daily life, this project raises a possible solution to guide the teachers to help their students when they show problems in listening comprehension, through the implementation in the classroom of teaching strategies that will generate the interest of the students to participate and get motivated during the English classes.

The teacher has the responsibility to motivate students, by implementing innovative strategies that facilitate the learning progress of the students and making them feel anxious to interact with others and at the same time produce active participation in

the classroom. Students will be able to increase their oral production and communicate in English in an efficient way through listening activities.

This research project has great significance and benefits in all the members of the educational community which are the students who have the opportunity to find different ways to understand the listening area, the parents who will be able to enjoy with their children at home with some activities that they already know, the teachers who would have some strategies to improve the listening comprehension in their students the moment they work in the classroom, and the Educational institution which have the responsibility to train the teachers in order to enhance and motivate the students in the classes.

It is important to mention that the main goal is to expand their knowledge and language skills. Finally, the main purpose is to apply some strategies that help and enhance to contribute to the learning of listening comprehension in students of first course at the A.L.C. English Academy.

Scope and Delimitations of the Study

Responsible unit:	A.L.C English Academy, Milagro.
Responsible researchers:	Edinson Roberto Mena Cajas Karen Andrea Murillo Zambrano
Field:	Education
Area:	Teaching English as a Foreign Language
Population:	Students of the first course at the American Language Center English Academy
Period of execution:	2019

Idea to Defend

Listening Strategies are important within the English language learning process with students of first course at the A.L.C English Academy, Milagro, 2019.

Line of Research

Chart 1 Faculty Line Research

Universidad Laica Vicente Rocafuerte Institutional Line	Educational Faculty Line	Faculty Sub-lines
✓ Following the demands of Educational Ministry.	✓ Teacher's performance and professionalization	✓ Communicative competences in teachers and students.

Source: Universidad Laica Vicente Rocafuerte

CHAPTER II

2. Referential Theoretical Framework

Introduction

According to (Ronald & Roskelly, 1985) “listening is an active process requiring the same skills as predicting, hypothesizing, checking, revising and generalization that writing and reading demand.”

The main focus of this project is listening because it is the least skill practiced among the others (reading, speaking, and writing) at the moment of teaching English.

Most of the time the teachers ask themselves why their students have problems to listen well but sometimes this problem appears because the instructions are not accurate, that is why teachers cannot find good listeners in the classroom.

As the project was being developed we asked ourselves what is a listener? And we found out that a listener is the person who listens to sounds, but what makes a good listener? We can say that by the teacher applying strategies in the classroom can guide the students to follow the instructions step by step in order to develop themselves as good listeners.

(Floriasti , 2012) states that “Listening and speaking influence each other as the more students get input from listening, the richer the knowledge they acquire; then, the more fluent they become”. This means that according to what students listen, they will start to improve their oral expression, they will acquire more vocabulary words, and they may be more aware of grammar structures.

In a study done by (Pavlenko, 2010) it was shown that a more productive speech was developed in students who were in an integrated listening and speaking classroom, and that this development of oral/aural skills can be done through the communicative language approach.

If we can apply this communicative approach in young learners, we could help them to become fluent speakers and good listeners. But how is this? Well, as students will be used to face real life situation, they will understand what they hear and will be able to give appropriate answers to what they listen.

As Gary Buck, president of Lidget Green, mentions, listening is a difficult thing for language learners to develop and become effective language users. The development or improvement of this skill has an impact or consequences (good ones) in other areas.

(Astorga, 2015) mentions that special attention on listening produces an improvement of other skills, and as (Brown, 2012) mentioned, it is crucial for a child to develop listening skills in order to cope with the academic demands of school and to learn adequate literacy skills. If students have their listening skills developed, it is more likely that they do good at school, and they will develop their other skills like speaking, reading and writing little by little.

When the students have not learned to listen, they tend to have writing problems. That dilemma is related in some way to the lack of activities of listening comprehension in English, which is very understandable as new students who see for the first time the English language tend to get confused easily, and this causes the difficulties presented in listening comprehension. For this reason, the project that is being carried out will have as a purpose to design and describe different teaching strategies through which the students will be encouraged to develop listening comprehension habits doing it in a natural way, using English as close as their mother tongue.

Theoretical Review

2.1.1. The English Language Learning Process

In the field of second language learning, (Mitchell, Myles, & Marsden, 2013), mention that language is an elaborated communication system that has several levels of analysis which are phonology, syntax, morphology, lexis, semantics, pragmatics, and discourse.

Over the years, numerous researchers have given their view of how these fields are interconnected. For example, (Skinner, 2014) believed that learning is the result of habits that are formed through repeated trial, error and reward.

Through the years, research in second language acquisition has yielded that language learning is not just rote memorization, but it involves learning to express communicative needs (Gass, 2013). According to (VanPatten & Williams, 2015) viewpoint, input is necessary for acquiring a second language. They also explain that various aspects of language enter learners' minds when they are focused on communicative interaction.

Additionally, second language acquisition requires meaningful interaction in the target language; the teaching space may function as an informal environment for getting input as well as a formal linguistic atmosphere where language acquisition takes place.

Basic principles and procedures for teaching a second or foreign language, are theoretically connected and include a method with a collection of strategies and learning activities designed to obtain certain goals and achieve specific learning outcomes of the teaching and learning processes.

2.1.2. The Importance of Listening in the Language Learning Process

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

Listening is the most important part of communication because it is essential to provide a meaningful and substantial response. Listening plays a vital role, particularly in learning a language for communicative purposes, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax, and the understanding of transmitted messages can be based solely on the tone of voice, pitch, and accent ; and it is possible only when we listen. Studies conducted with respect to the acquisition of language skills has also shown that when we communicate, we gain 45 percent of language skills from listening, 30 percent from speaking, 15 percent from reading and 10 percent from writing and (Croom Helm Croos, 1998) says that without proper understanding of input, learning simply cannot be improved. Furthermore, no communication can be achieved without listening skills.

(Nunan, 2010), mentions that listening gives the students a model they can follow when they have the opportunity to speak. When we teach listening to children, it is key to give students as many visual aids as possible, through facial expressions, through movement, mime and pictures, and by having them to carry out commands. It is essential to highlight that young learners can hardly understand anything at all, unless the speaker is talking about things the learner is observing.

2.1.3. Language Learning Strategies

The learners use learning strategies to help one obtain, insert, and use the information to make learning fast, easy, and more efficient that can be passed on to new situations. A learner would like to learn English to communicate fluently and accurately in English. In a restaurant, he wants English in company, asking directions, etc.

In such cases, the use of learning techniques will not encourage him to use the language. In a reasonable amount of time, the use of different learning strategies will allow the learner to use the language successfully. Linguists term it a 'strategy chain,' a collection of strategies that are interconnected and cooperative. Using learning strategies, language autonomy can be acquired.

It is a must for freedom to control one's own learning process. It is also possible to improve self-efficacy by training strategies.

According to (Nuan, 1999) there are six major learning strategies: cognitive, mnemonic, metacognitive, compensatory, affective and social.

Cognitive strategy helps students interact with previous and new knowledge or information. Examples of cognitive strategies are the analysis, guessing, inductive and deductive reasoning, rearranging the information and taking regular notes of the information.

Mnemonic strategy helps learners connect newly learned knowledge with what they have learned and already know. These are useful for the systematic recollection of knowledge in various ways. Examples are sounds like in rhyming, body movement as learners obey the guidance of teachers, particular point in a black board or section.

Metacognitive approach should help students concentrate their needs and the best style of learning on their area of interest. Each approach to learning style helps in learning a language. Learners can choose the style of learning that best suits them.

Metacognitive approach is used to help a learner select the right tool and set a language learning target. The learning process will be disrupted if the goals are not clear. Metacognitive approach also lets the learner cope with specific language tasks. This metacognitive approach also involves choosing resources to solve these specific tasks.

Compensatory or communicative methods are used to help students speak and write. Use synonym and gesturing is a technique that will fill the gaps in information when writing to speak and use synonym.

With affective approaches a learner can recognize his feelings such as frustration, unhappiness, and anxiety, and she / he can be conscious of such circumstances that cause these feelings. Positive attitudes and beliefs such as these can increase the enthusiasm of the learner and enhance his language learning process.

Social techniques are an integral part of language learning in communication. Social approaches help students learn about the culture of people speaking the target language. Learners can learn to discuss issues with others using this technique, etc.

(Rubin, 1975) believes that the following properties will make a good learner if he / she is a willing and precise guesser, has a strong drive to communicate, is willing to make mistakes, practice, monitors his / her own and the speech of others, and pays attention to meaning.

A learner can be taught with different learning strategies. The result depends on cultural back ground and contents of the teacher's material.

Therefore English language or any approaches and strategies to language learning have their origins and routes on the concepts of language learning such as behaviorism, cognitivism, structuralism, transformationalism and semanticism.

Grammar-Translation Method

Therefore English language or any approaches and strategies to language learning have their origins and routes on the concepts of language learning such as behaviourism, cognitivism, structuralism, transformationism and semantism.

(Howatt, 1984) states that the method used by individual students to read and understand a book in a foreign language using dictionaries, grammar texts, etc. was used in schools to teach a foreign language or languages. Literary classics were the source textbooks in the grammar-translation methods for teaching foreign languages, as they were the models of good grammar writing.

According to (Stern 1983) the learner studies the grammar of the L2 in detail. This grammar knowledge will be used in the second stage to translate from the mother tongue into the L2. Later he can convert from L2 to L1 using the same tool. In the acquisition of the second language, the first language is maintained as the reference system.

The GT method makes the translation of sentences and sections of lessons more relevant. Teachers provide students with sentences and sections of lessons to translate from L1 to L2 and from L2 to L1. The learner is assumed to be able to accurately translate and learn L2. Bilingual collections of words, dictionaries are very helpful in teaching vocabulary. Apprentices also memorize L2 words and their context in L1. The flaw of GT method is, it gives least importance to speaking and listening skills.

Structural-Oral-Situational Approach

Structural-oral-situational approach or S-O-S approach is the proposal and practice of English grammatical structures that are diligently taken in successful, relevant situations. It is practiced formally through speech. Language is considered to send meaningful messages as structural elements. Teaching lessons are selected by qualified teachers or linguists and are classified. Classification will decide which should come in the beginning and which should follow the first and which should follow the third, etc. (Mackey, 1965) mentions that it is difficult to do anything at any stage, if it is adaptable and suitable many places. In order to classify structural elements, teaching experts take special note of the following points.

- Frequency of structural elements in the language of the user
- Are the classified structures beneficial to acquiring Language?
- The feasibility of the teaching and learning in the classrooms.
- Which structural elements can be taken together for the purpose of meeting the students' needs?

Additionally, vocabulary of the L2 also are chosen and classified. 2000- 3000 words which are frequently used by the native speakers and written texts and which are necessary for teaching English are diligently chosen to prepare the vocabulary list.

Direct Method

Linguists wanted English language learners to learn as they learned their first language or, in other words, as a child learns a language. Direct suggests that without translation, grammar or dictionary, this method intends to teach. In the appropriate circumstances, every human being has the ability to communicate. Most proper and successful way to acquire language is by conversation drills. (Dakowska, 2005) deems the basic principles of direct method as learning language in a situational context by connecting new words to related contexts for getting suitable meanings.

Direct method gives importance to correct pronunciation. In a Direct Method class, new teaching units were introduced orally. Words were selected based on its usefulness in the given situations. Meaning was taught using objects, pictures, gestures etc. Grammar is learned inductively.

2.1.4. The Challenges of Developing the Listening Skills

The listening skill is a challenging task to develop because it does not have rules like in grammar. Therefore, some teachers employ different kind of strategies in order to help their students improve and succeed in listening skills.

According to (Yagang, 1994) the listening problems were accompanied by four factors: the message, the speaker, the listener, and the physical setting. It was believed that speech rate, vocabulary and pronunciation caused the problems. As (Flowerdew & Miller, 1996) 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:

- 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.

- 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.
- Listeners problem with different pronunciation, accents as they stick to one particular articulation.
- 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.
- 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 induce anxiety and stress among learners as it involves the interpersonal and interpretive communication modes in which he / she has to participate actively. Mainly, unlike other language skills, it is not controlled by the learner and can be done at variable speeds as it is not controlled by the listener in all settings.

2.1.5. The Importance of Listening Strategies

The strategy's concept established in books or dictionaries is a plan intended to reach a specific purpose. In the case of education, it is the technique or process that educators use to allow the students get the information in the easiest way possible. As well, the strategy guides the students to build their own understanding or knowledge.

According to (Cohen, 2014), he mentions that language-learning strategies are actions and thoughts that help student develop different tasks. He also make clear that language-learning strategies are developed to enhance learning, to perform specific tasks, to solve specific problems, and to make learning easier, faster, and more enjoyable.

A definition given by (Bozan, 2015), he says that the strategies are techniques or activities that contribute straightforwardly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Accordingly, teachers should also use many listening activities in which students have to move about. For example, teachers can use listening activities to get children to follow instructions in a game, in miming a song or rhyme and in acting out a role-play (Wright, 2001).

For this reason, the teacher is a very significant source of listening material, consequently teachers should speak in animated, energetic and interesting manner so that children have interest in the lesson (Pinter, 2017). It is essential to recall that most of the students have insufficient or no opportunity to practice English out of the classroom, so the need of lots of practice in class is essential.

The listening activities should be achievable and stimulating for them to feel satisfied with their work that is why they should take a large proportion of time. Additionally, they explain that the kind of listening activities that work better with children involve giving instructions for games, action songs, and total physical response.

It is important to mention that the teaching strategies that we apply in the classroom will help the students develop their critical thinking, thus making the class more effective because the students will become active learners or the main character of the class. The teachers should be aware that the teaching strategies are tools that should not be missing from the classroom. So we can compare it with the students and the teaching strategies because the students will always need the help of their teachers as a guide as their main source of knowledge, but to make this possible teachers should have a variety of strategies for each student.

It was necessary to investigate the topic in different web pages for the development of this project. Although many listening comprehension procedures have been implemented, not all of them have had the expected results, as there are many students with hearing comprehension difficulties nowadays. Therefore, it is believed that

the design of teaching strategies for listening comprehension offers a different type of teaching for learning skills, becoming a great help for students and teachers in their daily classes.

According to the researched information, (Medina, 2007) proposes guided teaching strategies for listening comprehension to attract the attention of the students in this type of procedures that are:

- a. The language must be spoken at normal speed using a logical pausing.
- b. Before you ask the students to provide specific information about what they are listening to, it is necessary to establish the place in which the communication is developed.
- c. Tell the students, before listening to the document, the activity that is expected to be carried out. For example, select a drawing, order a series of statements, answer questions, get the general idea of what you hear, remove specific information.
- d. Have the students listen to at least three times the prepared material.

2.1.6. Listening Strategies

Teaching listening is a difficult task because this skill does not have rules as in grammar. For this reason, many teachers create and implement different kind of activities and strategies in order to help their students improve and succeed in listening skills.

(Brown, 2001) emphasized that teaching effective listening strategies improves students ' chances of becoming good learners and presented eight strategies as follows: looking for key words, looking for nonverbal cues to meaning, predicting a speakers' purpose by the context of the spoken discourse, associating information with one's existing cognitive structure (activating, background information) guessing meanings, seeking clarification, listening for the general gist, and various test-taking strategies for listening comprehension.

(Nuan, Second Language Acquisition, 2001) Urges teachers to make learners aware of what they are doing and the learning process that the following eight strategies are introduced:

- Listening for gist
- listening for purpose
- Listening for main idea
- listening for inference
- Listening for specific information
- Listening for phonetic distinctions
- Listening for tone/pitch to identify speaker's attitude
- Listening for stress.

Teachers should analyze every listening activity they're going to present in the classroom because they don't all have the same purpose and the students should know what's expected in each listening activity.

According to (Higgins, 2013), there are two main listening strategies; they are the top-down strategies and bottom strategies. The author mentioned that the top-down strategies taps into background knowledge of the topic, the situation or context. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

In the bottom-up strategies the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom- up strategies include listening for specific details recognizing cognates recognizing word-order patterns (Higgins, 2013).

To illustrate this, listed below are a few of the sub-strategies divided into bottom and top down roughly sequenced from beginning level skills to the more advanced skills

Top-down Strategies

- Discriminating between emotions
- Getting the gist
- Recognizing the topic
- Using discourse structure to enhance listening strategies
- Identifying the speaker
- Evaluating themes
- Finding the main idea
- Finding supporting details
- Making inferences

Bottom-up strategies

- Discriminating between intonation contours
- Discriminating between phonemes
- Hearing morphological endings
- Selecting details
- Recognizing fast speech forms
- Finding stressed syllables
- Recognizing reduced forms
- Recognizing words as they link together in connected streams
- Recognizing prominent details
- Recognizing sentence level features in lecture text
- Recognizing organization clues

2.1.7. Listening Stages

According to (Auria Jiménez & Miranda Barahona, 2013) the teachers should follow the three stages in any activity applied for the development of the listening skill when teaching listening comprehension activities. The stages are:

Pre - Listening Stage

In this stage the teacher guides the students while they are in the listening comprehension activities and the teacher has the opportunity to apply the strategies like giving opinions about the listening activities. Teacher has to encourage them to participate and avoid the fear of answering questions related to the activities.

While Listening Stage

This stage is associated with the pre-listening stage that means the students are motivated and engaged to pay attention while they listen a specific information that the teachers require. At this stage the students confirm their expectations which help them to develop acquire or reinforce the activity in the target language.

Post – Listening Stage

At this stage the students are evaluated by the teachers in the listening comprehension applying their knowledge what they realized in the past stages. Also the students has the opportunity to put in practice what they have learned even outside the classroom. During this stage the teachers can reflect and analyze if the strategies used were accurate or not for their students and for their own purposes.

2.1.8. Intensive Listening

According to (Austin, 2012) Intensive listening involves specific segments of the text that should only come after the students have developed a global understanding of it. Intensive listening can target various goals such as getting a more detailed understanding of certain segments of the text, transcribing certain segments in the text, guessing the meaning of a word or phrase from context, examining certain grammatical structures in the text to see how they can help understanding, etc.

Intensive Listening (IL) activities focus the students' attention on language form. The aim of IL activities is to raise the learners' awareness of how differences in sound, structure, and lexical choice can affect meaning (Gilakjani & Ahmadi, 2011).

Intensive listening requires attention to specific contrasts of form — grammatical, lexical, or phonological — the teacher can easily adapt the activities to more proficient students by increasing the complexity of the language forms (Rost, 2015).

Apart from learning to perceive sounds clearly, listening intensively is a vital aspect of language acquisition in order to appreciate the language form of messages. To listen effectively and learn the language, learners must recognize critical grammatical distinctions when listening "in real time" (Kacani, 2015).

According to (Pearl, 2010), Students are required to listen to a text several times in intensive listening instructions, or teachers can divide the text into paragraphs and phrases to focus on each. Alternatively, students will not be asked to understand every sentence and word in extensive listening instruction. On the contrary, students are encouraged to grasp the message's general picture.

The purpose of intensive listening instruction is to form the habit of understanding the content as a priority. Intensive listening is therefore intended to build basic learning skills and extensive listening is intended to make the overall listening ability functional (Pearl, 2010)

Based on this context, the author implies that by applying intensive listening activities, the student will receive some benefits. Some of them are going to be the attention of specific words, phrases, grammatical units. In addition, the student will recognize and practice paraphrasing the differences between similar words and phrases.

2.1.9. Extensive Listening

Extensive listening (EL) is a way to improve the fluency of listening. There are two fundamental things to consider when someone learns a language: first, grammar, vocabulary, and second, how grammar and vocabulary go hand in hand to make communicative messages.

According to (Lotfi & Shabani, 2014), extensive listening begins when the teacher encourages students to choose from themselves what they listen. It helps students to improve their listening skills and pronunciation.

In addition, (Renandya, 2011) states that extensive listening is strong because it helps students improve their word recognition skills, vocabulary, comprehension, fluency and general language proficiency.

(Nation & Newton, 2011) Claim that extensive listening provides many benefits to the language learning process. One of the most important is that it provides learners with a cognitive map, a network of linguistic information from which learners can build up the necessary knowledge for using the language and it can be defined and described by adapting five broad principles, which are quantity, comprehensibility, learner-centeredness, meaning- orientation and accountability.

According to (Holden, 2013), Extensive Listening is an individual activity, for this reason certain characteristics of conversational listening can be replicated during extensive listening by the careful selection of material. Factors like interest, attention, environment, lexical familiarity, syntactic simplicity should be taken into consideration when developing and selecting listening material.

Extensive listening facilitates foreign language learning in many ways. In fact, it is the primary source of language. In EL, learners receive lots of meaningful messages or comprehensible input, and this helps them improve their language skills (Kramer, 2013).

In addition, (Vo, 2013) explained that people can listen in a relaxing manner and direct their attention to comprehending speech as well as have opportunities to acquire

vocabulary and learn about other features of the language such as stress, pronunciation, and intonation through listening. Thus, extensive listening can promote a sense of success, which in turn fosters motivation to continue learning.

Extensive Listening can improve grammar and vocabulary. In this regard, (Kacani, 2015) claims that to understand a word, learners must know not only what it refers to, but also when the words of a related meaning is a synonymy, hyponymy, antonym, part-whole relations. The way to understand the meaning of a word could get by listening it. In addition, the learner will develop vocabulary and speaking.

On the other hand, to use a word correctly, it is necessary to know what part of speech it is and what grammatical patterns it can fit into. This is essential especially in English where the same word form can be used as a different part of speech (Kacani, 2015). The author also mentions that extensive listening involves listening to massive amounts of text, the text which learners can understand reasonably.

Foreign language teachers can enrich their classes with effective input carrying out extensive listening through a well-chosen and appropriate tapes in different levels, genres and topics. Creative teachers can recommend certain tapes and ask students to talk about the ones they have enjoyed the most (Cross, 2012).

Furthermore, the focus of extensive listening is on longer activities. Because extensive listening focuses on general understanding, extensive listening helps students in real-world contexts to understand spoken language. This is especially important for intermediate and advanced students in transition from academic language comprehension to full fluency (Kreisa, 2016).

Activities such as listening to audiobooks are excellent for extensive listening practices because there is no doubt that instead of individual words, learners need to focus on overall meaning. It is also useful to watch authentic media for listening extensively. If students find it hard to find the media's authentic language.

According to (Waring, 2003), the advantages of using extensive listening in ELF are the following, speed recognition is built, learners are helped to chunk, text is more likely to be enjoyed, and focus is on the understand and comprehension of the text.

There are several kinds of listening extensively. The first is related to listening only, here students focus more on pronunciation. The disadvantage of this activity is that students cannot easily go back and listen again (Waring, 2003).

Another type of extensive listening is listening while reading, students can hear how words are pronounced in this activity, and through reading they can build vocabulary of listening recognition. It may be difficult to catch up depending on the speed of the tape if the learners lose their place. Due to time constraints, dual processing can sometimes create confusions that are difficult to notice new language.

Finally, there is another type of extensive listening in the entire listening class, where the teacher can help with the same things to all students. Teachers can find out what the class has general problems. The teacher also checks understanding, goes at his own pace, selects the material and learns from the classroom. Not everyone is going to benefit equally. Not all text limited to class time may be interesting. The teacher doesn't know what problems the teacher has cannot always make sure everyone understands that their reading is difficult to evaluate.

Conceptual framework

Listening – Comprehension

It is a communicative capacity that covers the entire process of interpretation of the speech, from the mere decoding to the understanding of language of the phonic chain: phonemes, syllables, words, etc. (Cross, 2012)

Teaching Strategies

They are steps or procedures to be followed by the teachers and applied by students with the purpose of solving problems. (Brown, 2001)

Listening

You listen when you hear and pay attention to what someone says. (Cambridge Dictionary, 2019).

Skill

An ability to do something well, especially because you have practiced it. (Cambridge Dictionary, 2019).

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. (Nuan, Second Language Teaching & Learning, 1999)

English Language Learning Process

A language is an elaborated communication system that has several levels of analysis which are phonology, syntax, morphology, lexis, semantics, pragmatics, and discourse. The second language acquisition requires meaningful interaction in the target language, learning to express communicative needs. (Brown, 2001)

Bottom-Up Strategies

This process begins with the perception of the stimulus itself. It suggests that people perceive elements starting with the smaller part of that element and building up until they have a solid representation of that element. (Higgins, 2013)

Top-Down Strategies

It's the pattern recognition development. People focus their attention on the larger concept or idea in this process, and then search for finer details of the concept or idea. (Higgins, 2013)

Meaningful Listening Activities

Different kind of activities that help improve and succeed in listening skills. (Higgins, 2013)

Legal framework

Based on the Ley Orgánica de Educación Intercultural 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.

Art. 6.- Determina que entre las obligaciones del Estado se encuentran la de: “m) Propiciar la investigación científica, tecnológica y la innovación, la creación artística, la práctica del deporte, la protección y conservación de patrimonio cultural, natural y del medio ambiente y la diversidad cultural y lingüística.”; y, “x) garantizar que los planes y programas de educación inicial, básica y el bachillerato, expresados en el currículo fomentan el desarrollo de competencias y capacidades para crear conocimientos y fomentar la incorporación de los ciudadanos al mundo del trabajo.”

Current Ecuadorian constitution recognizes the right of Education as an alienated right to its citizens especially to children who have not only the right to education but the right to equal opportunity. There should not be discrimination and immune from any other deficiencies. Thus, the constitution guarantees quality as well as the best type of welfare. The government supports these regulations to the utmost respect of the law and all its responsibilities upon such, consequently guaranteeing the right to pursuit equality and complete sovereign.

The intercultural organically education law defines the common education as an instrument of society’s transformation recognizing particularly children and teenagers as the center of the teaching-learning process. The Ministry of Education personnel has developed several documents open to the community through their website. These official instruments require that students by the end of Third B.G.U need to gain a B.1.2 level according to the Common European Framework of Reference (CEFR) standards which is intended to give the same basis for language education in areas like curriculum design, methodology and assessment as described by (Thornbury, 2006, p. 45).

CHAPTER III

3. Research Methodology

This project has been worked with a combination of methods and techniques to permit a better development of the process.

With the analysis and synthesis, the researchers are able to analyze through implementation the possible deficits in language use in students of the first course at "A.L.C English Academy" have. In addition, they show difficulties to identify different phonemes through the listening comprehension activities. The authors analyzed what teaching strategies help the students.

The inductive method is a scientific method that allows reaching general conclusions from particular premises or hypotheses. This method includes the observation and experimentation to reach a resolution or general conclusions. Rodríguez (2005) affirms that the inductive method is a process in which, from the study of particular cases, conclusions or universal laws explain or relate the phenomena that is studied. The inductive method is generally associated with qualitative research. In the present study, this method is applied because it aims to identify the problem students of ninth grade have in writing.

In this context, the inductive method can be applied in the listening comprehension exercises because it allows decoding sounds through cognitive skill. According to the results of the survey, the authors obtain which teaching strategies are adequate to improve listening comprehension in students of the first course. The observation can allow the researchers to observe the problem and collect the most important information that gives the final analysis. We could use the observation method because it can help us to identify the causes and what are the possible proposing in order to be able to solve the problem.

Type of Research

(Martínez, 2019) States in his book that a descriptive research is basically a procedure used by the science in order to describe the features of a phenomenon, subject or population to study. The author affirms that this procedure is limited to observing what

happens, without seeking any explanation. Given the above concept, the present research work is descriptive, since it points to describe the relationship between the variables under study, which is, pre-writing graph organizers and the written production, and characterizes the problematic situation through the research instruments. Additionally, this research is descriptive because it does its best to elaborate the reasons, causes and objectives why ninth grade students have problems with writing.

The modality presented in this research is descriptive because the technique to use will be classroom observation whose purpose is to collect and identify general information about the problem of the project, and at the same time to give suggestions that can be considered in future research. One of the goals of this typology is to learn about the situation and prevailing attitudes through the exact description of activities and processes. Apart from describing the problem, it also tries to find the possible causes and additionally identifies the reasons why students presented these difficulties in developing listening comprehension activities.

The descriptive research is a study that defines a situation, subject, behavior, or phenomenon by looking for an answer on who, what, when, where, and how related with a particular inquiry or problem. Thus, this study is really correlational or observational, and not truly experimental, it is conclusive in nature, rather than exploratory. When studies are often looking to answer “what is” they are described as a descriptive research. By observing and describing a research subject or problem without influencing or manipulating the variables, it obtains quantifiable information which analyzes a target audience or a particular subject. The researchers in order to comprehend the problem better decided to apply the qualitative research instruments by doing a depth interview to the teachers who are well informed about the subject that had been studied.

In addition, the researchers decided to apply the field research. A field research is the collection of information in external environments, that is, it favors the collection of data in uncontrolled environments (Martínez, 2019). The field research is described as a qualitative information gathering technique that seeks to monitor, communicate and comprehend individuals while they are in a natural environment. It conduct surveys or watch individuals from a range to know how they act in a social environment and how they respond to circumstances around them.

It typically starts in a particular environment although the study's final goal is to monitor and evaluate a subject's particular conduct in that environment. It includes a variety of social study techniques including direct observation, restricted involvement, document and other data analysis, casual interviews, surveys which the authors use on this research. For this reason, the present study is considered a field study, mainly because the information obtained comes from a real institution.

Research Approach

The Qualitative Research seeks to tell the story of a particular group's experiences in their own words and is therefore focused on narrative. The logic of qualitative research can be challenging for researchers more accustomed (as most of us are) to the traditional deductive approach. As such, qualitative research tends to be more exploratory in nature, seeking to provide insight into how individuals (or organizations, groups, etc.) understand aspects of their worlds (McLeod, 2019).

This study has a qualitative approach because the observation and interview techniques are applied to gather non-numerical data, giving results that can compare and sustain the other qualities of the investigation like students' performance, proficiency level, initiative and other qualities as well that are mentioned in the research work.

This research is qualitative because it is used to gain an understanding of the underlying reasons, opinions, and motivations. It provides insights into the problem or helps develop ideas or hypotheses for potential quantitative research. In other words, qualitative research is also used to reveal trends in thinking and opinions and to dive deeper into a specific topic.

For that reason, methods of collecting qualitative information differ with unstructured or semi-structured techniques. Some common approaches include focus groups (group discussions), individual interviews, and involvement / observations. Typically, the sample size is small and respondents are chosen to meet a quota.

(McLeod, 2019), explains that quantitative researchers aim to establish general laws of behavior and phenomenon across different settings/contexts. The author says that research is used to test a theory and ultimately support or reject it.

This research study is qualitative because the authors applied some strategies such as class observation cards and interviews to teachers, and quantitative because the authors used surveys with students that permitted to obtain statistical, mathematical, or numerical data in order to collect information that can be showed at the final results. This will make it easier to gather how many students present a better understanding and the number that have difficulties and flaws in listening comprehension.

Quantitative Research is used by generating numerical data or data that can be transformed into usable statistics to quantify the problem. It is used to quantify attitudes, views, activities and other specified factors—and generalize outcomes from a bigger population of samples. Quantitative Research uses measurable data in research to formulate facts and discover patterns. Methods for collecting quantitative data are much more structured than methods for collecting quality data. Methods for collecting quantitative data include different forms of surveys.

Research Techniques and Instruments

Some techniques were applied to obtain valuable information such as:

1. - The survey consists on looking for the information by means of written questions with the purpose to obtain data from the source and generates information about the problem that was raised. The survey to students is applied and its purpose is to collect information from the students in an anonymous way to know the different flaws they have. It also allows the researchers to collect information through a questionnaire that was given to the students of the educational establishment that was previously elaborated to recognize the student's assessment using 10 questions that cover their respective items formulated meticulously with clear and simple language.

At the same time it will show us a general appreciation of what are the difficulties about listening comprehension during the English classes.

2. - The class observation allows the authors to collect the necessary information through an observation sheet and it will show us the development of teachers during the English classes to discover their strengths and weaknesses. The purpose of using observation guidance as a research instrument was to detect the teachers' flaws, which is where the problem lies and the shortcomings of the pedagogical recovery classes which had no effect

3. - The main purpose of the interview to the teachers, with a questionnaire, is to obtain information about how the teachers at A.L.C English Academy develop in the classroom and what teaching strategies they use in their class. The final data will guide the researchers to know which strategies on listening comprehension are effective and what is the level of each student in this first course.

Research Population

As mentioned by (Ramos, 2018), "The population is detailed as the generality of the phenomenon to be studied where the population units they preserve a common singularity which is analyzed and established research data" (p.256). The research project was developed to through an experimental process that linked to the next group. For the elaboration of the present, only the determination of the population linked to learning and selection of the sample, which enables the selection of information and data required for the analysis and interpretation of results.

A population is a set of subjects, individuals, elements or events with certain characteristics. A sample of said population is often obtained, that is, a representative subset. After performing a statistical analysis on the sample, the results extrapolate to the rest of the population (statistical inference).

It is determined as a complete set of elements (persons or objects) with some common feature defined by the researcher's sampling criteria. The population at the A.L.C. English Academy for this study consists of 2 teachers and 60 first level students.

Table 1. *Research Population*

N°	DETAILS	PEOPLE
2	Teachers	6
3	Students	60
	TOTAL	62

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)

Research Sample

(Sampieri, 2016) Indicates that: "It is a subset of the population from which the data is collected and should be particular of this" (p. 103). Since the population is not representative large, the calculation of the base sample with formula is not established some, you must work with everyone involved.

Sample is the selected elements (people or objects) selected for study participation; 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 an interval of confidence around a sample meaning.

Table 2. *Research Sample*

N°	DETAILS	PEOPLE
2	Teachers	2
3	Students	30
	TOTAL	31

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)

Research Analysis and Results

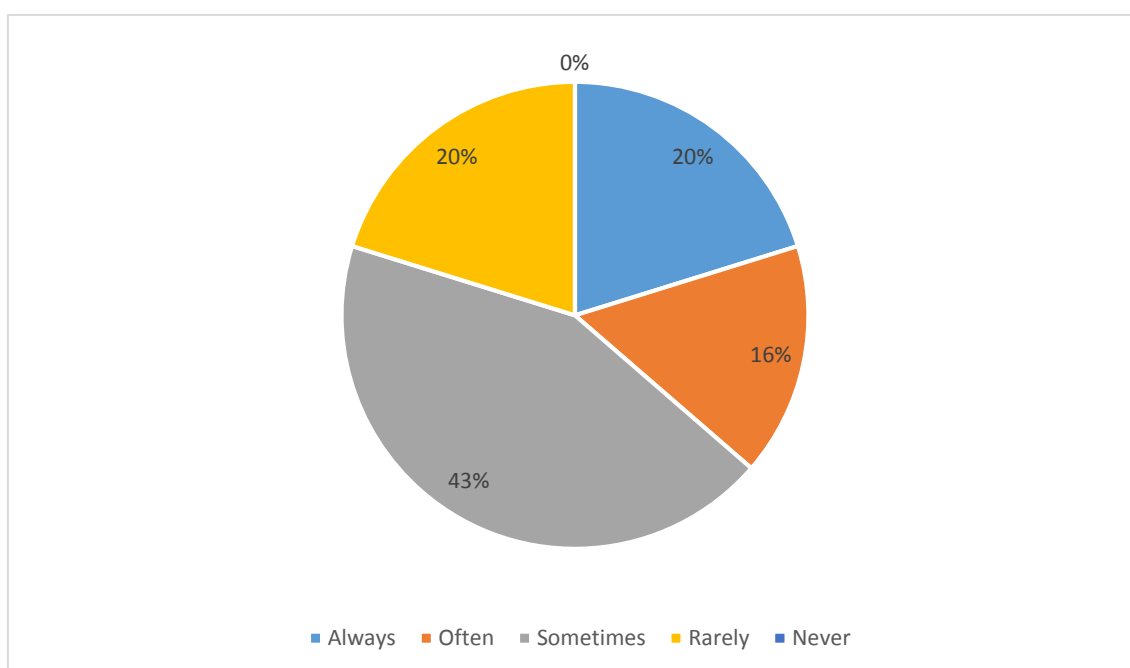
3.1.1. Students Survey

Table 3. English learning

How often do you practice listening in class?			
CATEGORY	FREQUENCY	PERCENTAGE	
Always	6	20%	
Often	5	16%	
Sometimes	13	43%	
Rarely	6	20%	
Never	0	0%	
TOTAL	30	100%	

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)



Graph 1. English learning.

Source: ALC English Academy

Elaborated by: Elaborated by: Mena, E. & Murillo, K. (2019)

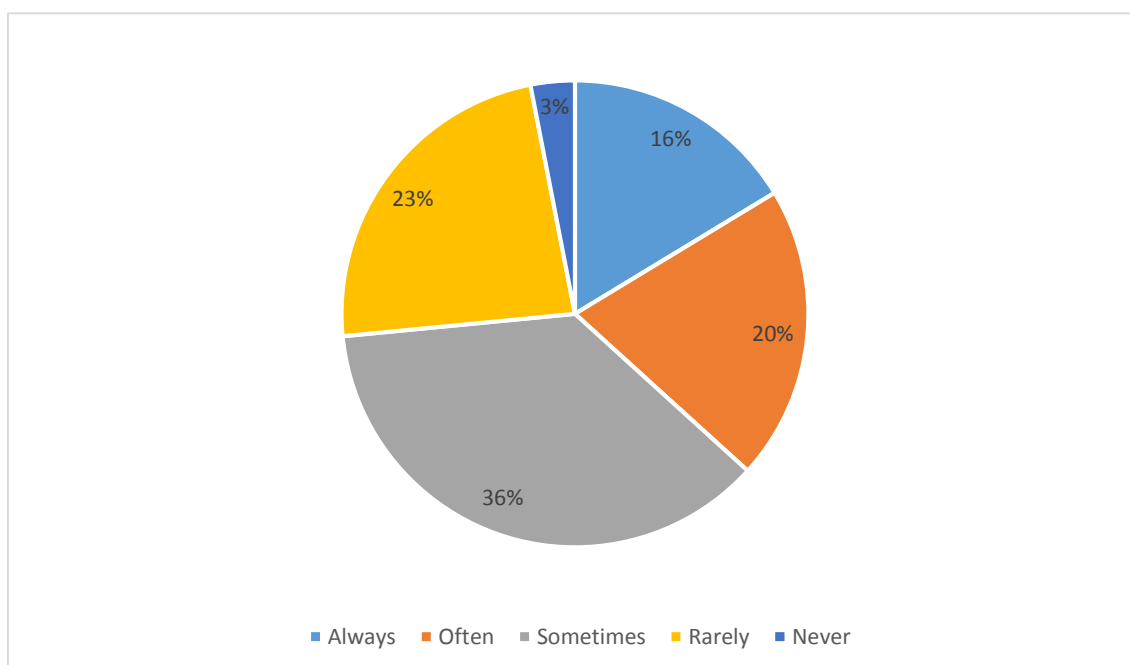
The table shows 43 percent of students who affirm that sometimes teachers makes them practice listening activities; on the other hand, 20 percent states that rarely; when students finish all the listening activities, not all of them have that expression of happiness when the feedback of their classwork is given; as a result, they present problems in the coordination of the ideas. Teachers must practice with frequently and provide tools to enhance their listening skill.

Table 4. English listening exercises in free time

How often do you practice listening in your free time?		
CATEGORY	FREQUENCY	PERCENTAGE
Always	5	16%
Often	6	20%
Sometimes	11	36%
Rarely	7	23%
Never	1	3%
TOTAL	30	100%

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)



Graph 2. English listening exercises in free time

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)

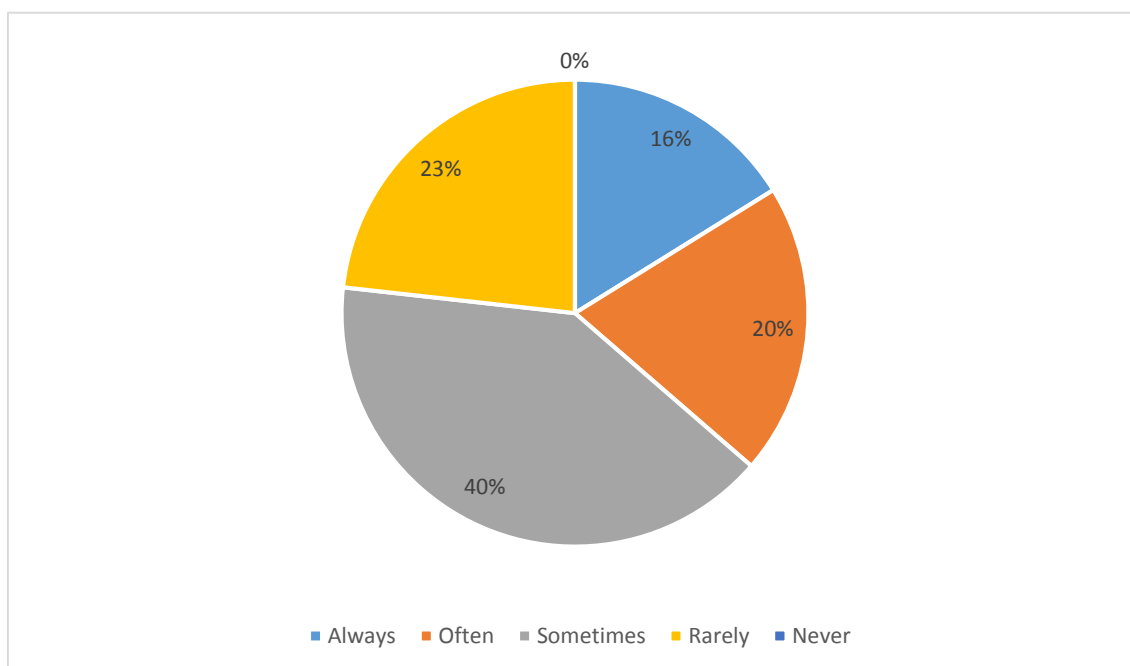
Results affirm that students do not habitually practice listening in their homes for the development of the teaching-learning process, being one the most important skill ability which teachers take less importance due to the long time to check and evaluate it.

Table 5. Using a variety of resources to improve listening skill.

How often does the teacher use different resources such as videos, games, songs, and didactic activities to improve the listening process in students?			
CATEGORY	FREQUENCY	PERCENTAGE	
Always	5	16%	
Often	6	20%	
Sometimes	12	40%	
Rarely	7	23%	
Never	0	0%	
TOTAL	30	100%	

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)



Graph 3. Using a variety of resources to improve listening skill.

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)

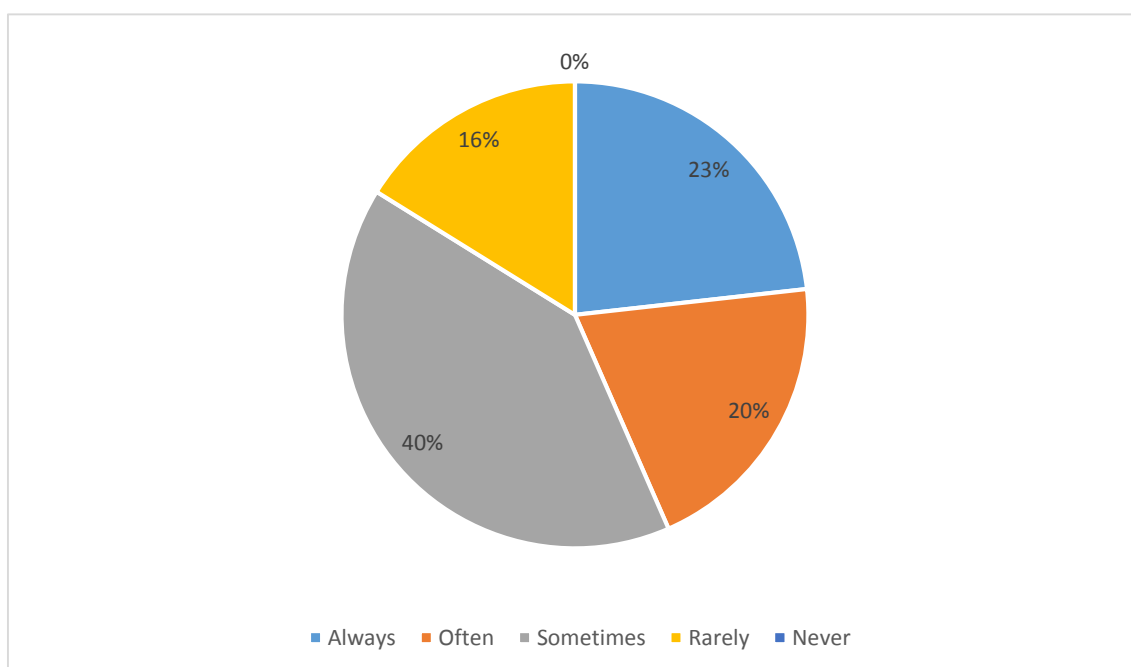
There is a highly percentage of students (40%) who state that teacher do not use different resources such as videos, games, songs, and didactic activities to improve listening skill. This result shows that nowadays' students prefer classes that are didactical and not traditional because they develop their skills by being engaged and they do not get bored of the typical activities that a traditional class has.

Table 6. Listening activities result difficult for some students

How often do listening activities result difficult for you in the classroom?		
CATEGORY	FREQUENCY	PERCENTAGE
Always	7	23%
Often	6	20%
Sometimes	12	40%
Rarely	5	16%
Never	0	0%
TOTAL	30	100%

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)



Graph 4. Listening activities result difficult for some students

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)

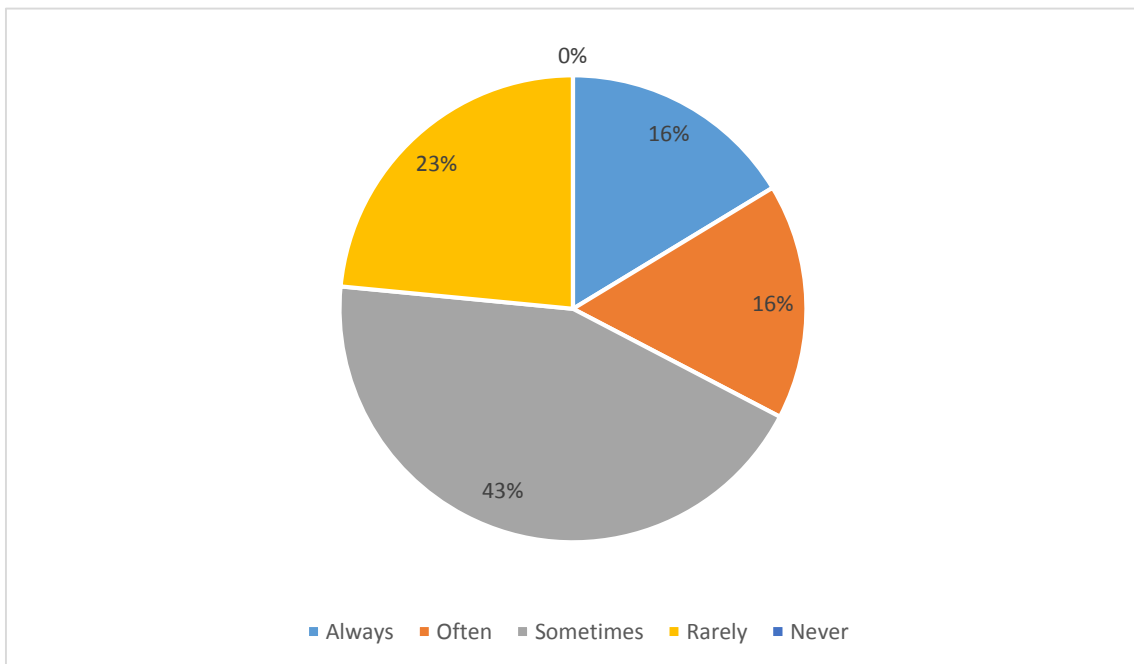
Most of the students (40%) sometimes have difficulties on doing listening activities, probably because they have not practiced enough or the level of the audios are for a higher level course. On the other hand the 16 percent rarely have difficulties showing that have some dominance on the language.

Table 7. Giving a feedback after a listening activity.

Do students receive good feedback after a listening activity from your teacher?			
CATEGORY	FREQUENCY	PERCENTAGE	
Always	5	16%	
Often	5	16%	
Sometimes	13	43%	
Rarely	7	23%	
Never	0	0%	
TOTAL	30	100%	

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)



Graph 5. Giving a feedback after a listening activity.

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)

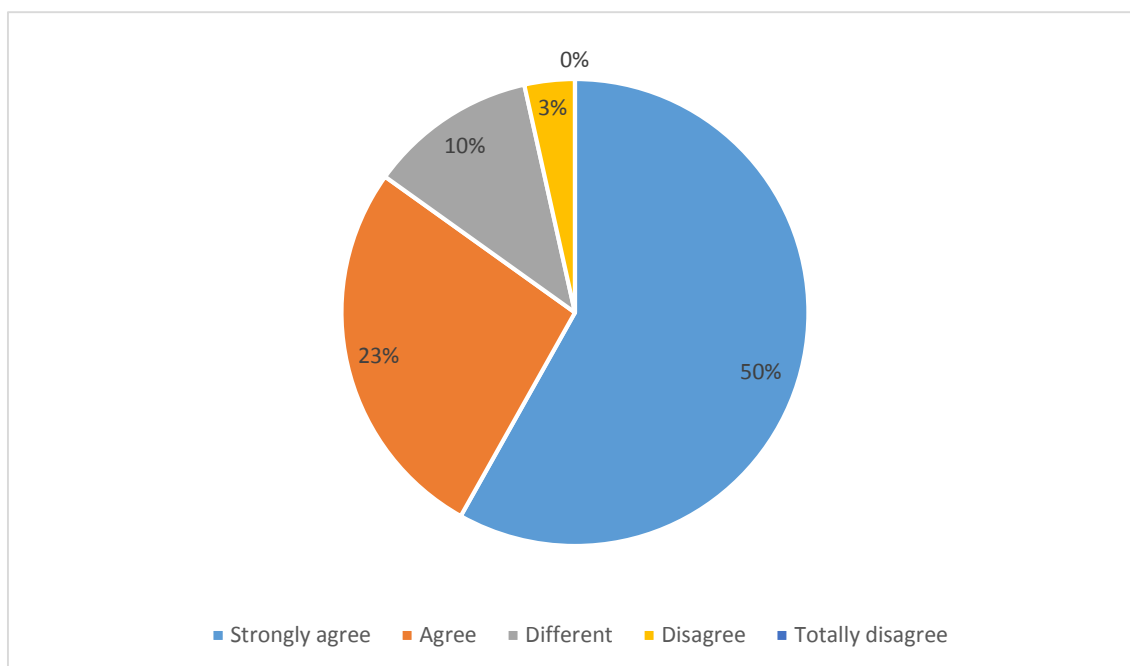
There is a highly percentage of students (43%) that feel that sometimes receive a good feedback after a listening activity from their teacher because they have fairly reinforce the acquired knowledge while the 16 percent always does. This result states that is necessary considering that is fundamental to fortify the learned subject.

Table 8. Listening exercises for an easy and fast comprehension.

Do teachers have to apply a variety of listening exercises to contribute to an easy and fast listening comprehension?		
CATEGORY	FREQUENCY	PERCENTAGE
Stongly agree	15	50%
Agree	7	23%
Different	3	10%
Disagree	1	3%
Totally disagree	0	0%
TOTAL	30	100%

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)



Graph 6. Listening exercises for an easy and fast comprehension.

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)

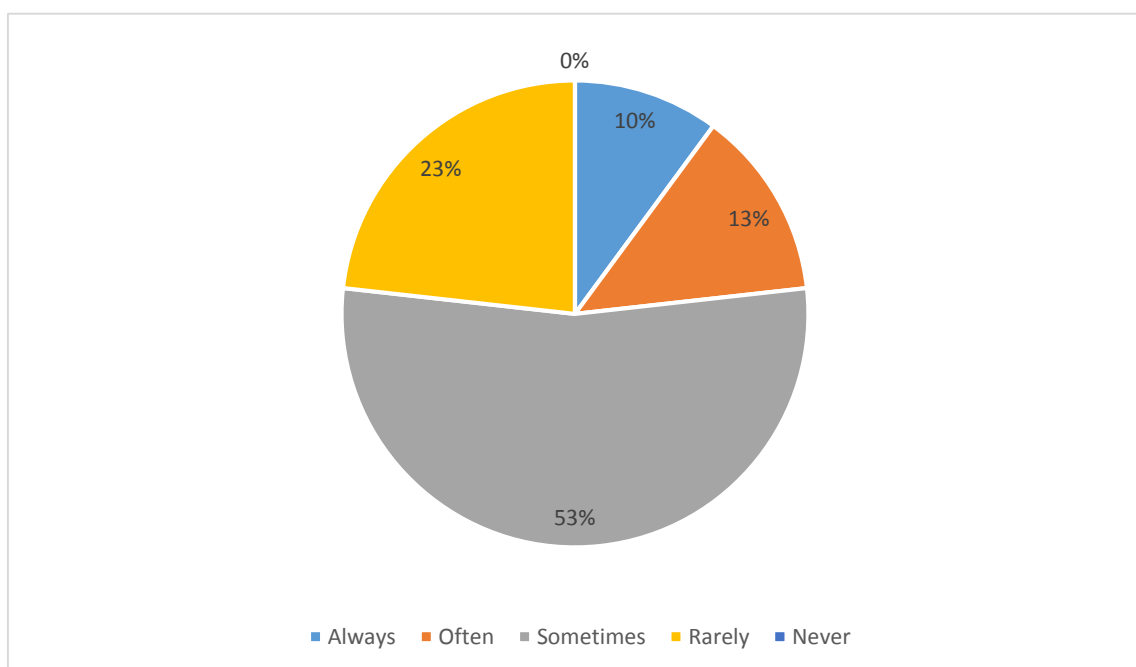
Most of the students totally agree that teachers must apply a variety of listening exercises comprehension because they would be able to learn easier and faster, and their listening skill could improve better. Since it is one of the most difficult skills students struggle every day. Undoubtedly, listening is one of the most useful means of communication because through it people receive messages and understand ideas.

Table 9. Listening activity without the teacher's help

Do you understand most of the listening activity without the teacher's help?		
CATEGORY	FREQUENCY	PERCENTAGE
Always	3	10%
Often	4	13%
Sometimes	16	53%
Rarely	7	23%
Never	0	0%
TOTAL	30	100%

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)



Graph 7. Listening activity without the teacher's help

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)

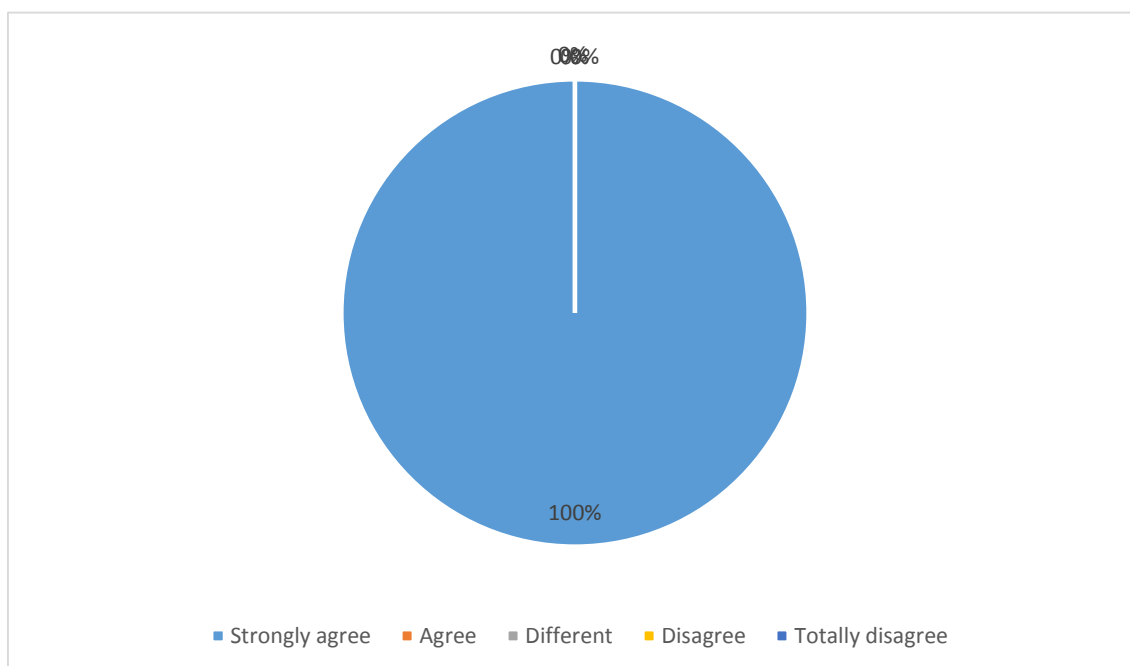
The 53 Percent of the surveyed students have problems on comprehending the listening activities, needing the teacher's help in order to solve them. This shows that they need to practice more easy listening activities and expand their vocabulary until students are able to do the activities without any help.

Table 10. Improve listening ability using new vocabulary.

Do you consider necessary the usage of new vocabulary in class can improve your listening ability?			
CATEGORY	FREQUENCY	PERCENTAGE	
Strongly agree	30	100%	
Agree	0	0%	
Different	0	0%	
Disagree	0	0%	
Totally disagree	0	0%	
TOTAL	30	100%	

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)



Graph 8. Improve listening ability using new vocabulary.

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)

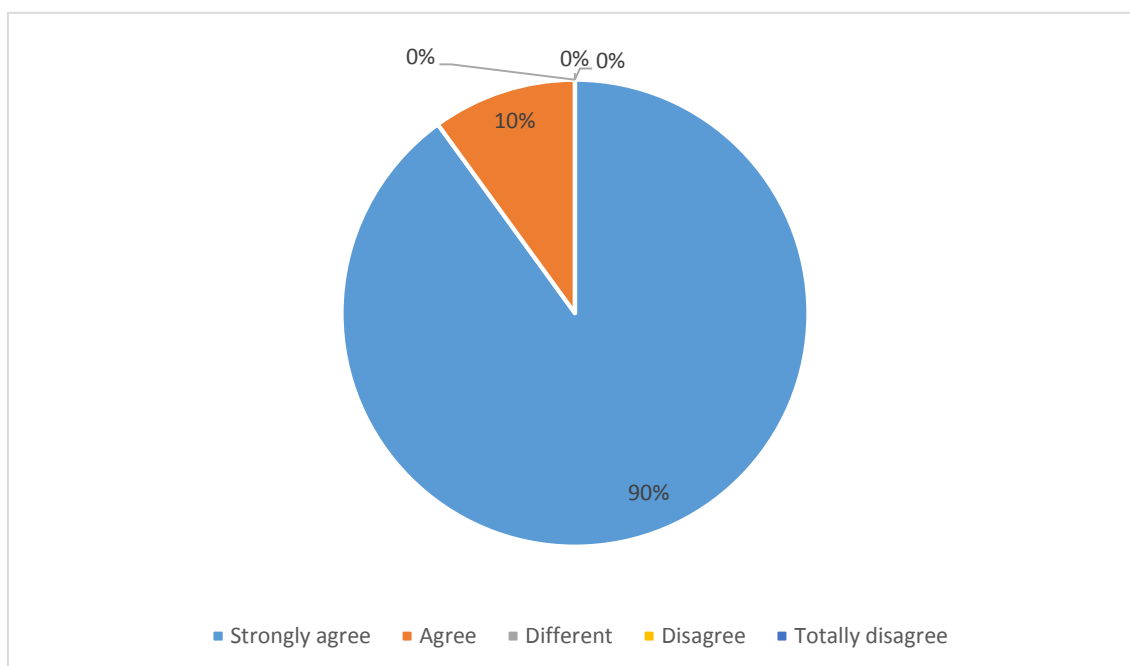
The total amount of students surveyed agrees that the usage of new vocabulary in class can improve their listening ability because they gather more knowledge and are able to understand the words and comprehend the audios of the listening activities better, and at the same time they develop listening skill. It is necessary to apply various activities that includes learning new vocabulary with the students.

Table 11. Listening activities

Must teachers be trained in order to provide teaching techniques as to enhance listening skill in the classrooms?		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	27	90%
Agree	3	10%
Different	0	0%
Disagree	0	0%
Totally disagree	0	0%
TOTAL	30	100%

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)



Graph 9. Listening activities

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)

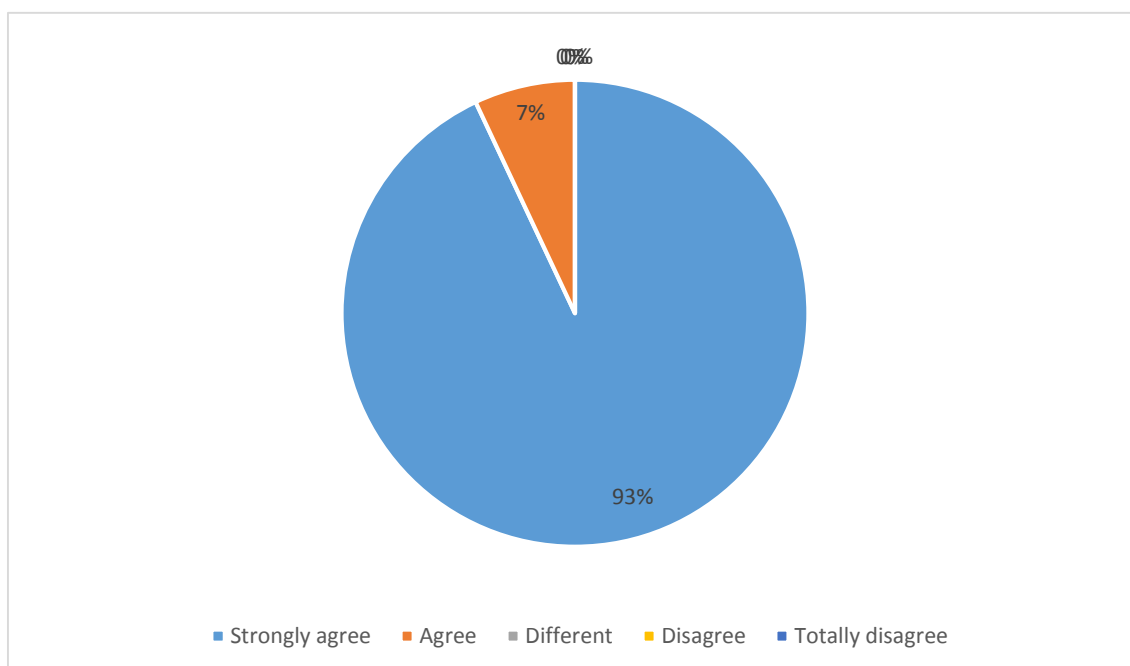
Most of the students (90%) state that it is important that the teachers are highly trained to attend to all the learning problems reflected in the students and especially in listening. It is essential that educators know the different techniques for a better teaching-learning process so that they can attend students in an equitable way and develop pre listening skill.

Table 12. Active participation in class.

Do you agree that teachers have to encourage the students to have an active participation in listening class?			
CATEGORY	FREQUENCY	PERCENTAGE	
Strongly agree	28	93%	
Agree	2	7%	
Different	0	0%	
Disagree	0	0%	
Totally disagree	0	0%	
TOTAL	30	100%	

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)



Graph 10. Active participation in class.

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)

Most of the surveyed students with 93% believe that teachers must encourage the students to have an active participation in class, they believe that is better to interact with others in order to develop their skills, letting them to dominate the language. All the activities must be planned and structured for the good teaching-learning process.

Observation Class 1

Put a check in the corresponding option

	Always	Never	Sometimes
1. Teacher motivates the students at the moment they are developing listening activities in the classroom.			✓
2. Teacher uses technological resources such as videos, games, and didactic activities to improve the listening process in students.	✓		
3. Teacher gives a good feedback after a listening activity to students			✓
4. Teacher applies a variety of listening exercises to contribute to an easy and fast listening comprehension	✓		
5. Teacher uses new vocabulary in class to improve students' listening ability			✓
6. Teacher encourages the students to have an active participation in class	✓		

Observation Class 2

Put a check in the corresponding option

	Always	Never	Sometimes
1. Teacher motivates the students at the moment they are developing listening activities in the classroom.	✓		
2. Teacher uses technological resources such as videos, games, and didactic activities to improve the listening process in students.		✓	
3. Teacher gives a good feedback after a listening activity to students	✓		
4. Teacher applies a variety of listening exercises to contribute to an easy and fast listening comprehension			✓
5. Teacher uses new vocabulary in class to improve students' listening ability	✓		
6. Teacher encourages the students to have an active participation in class			✓

Observation Class 3

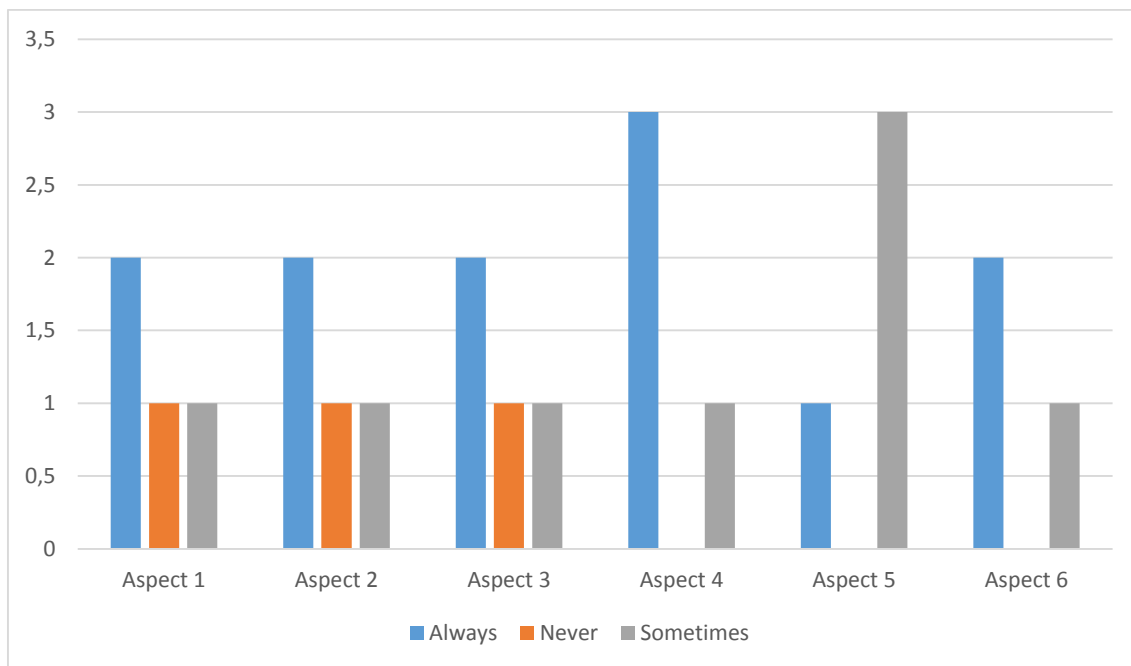
Put a check in the corresponding option

	Always	Never	Sometimes
1. Teacher motivates the students at the moment they are developing listening activities in the classroom.		✓	
2. Teacher uses technological resources such as videos, games, and didactic activities to improve the listening process in students.			✓
3. Teacher gives a good feedback after a listening activity to students		✓	
4. Teacher applies a variety of listening exercises to contribute to an easy and fast listening comprehension	✓		
5. Teacher uses new vocabulary in class to improve students' listening ability			✓
6. Teacher encourages the students to have an active participation in class	✓		

Observation Class 4

Put a check in the corresponding option

	Always	Never	Sometimes
1. Teacher motivates the students at the moment they are developing listening activities in the classroom.	✓		
2. Teacher uses technological resources such as videos, games, and didactic activities to improve the listening process in students.	✓		
3. Teacher gives a good feedback after a listening activity to students	✓		
4. Teacher applies a variety of listening exercises to contribute to an easy and fast listening comprehension	✓		
5. Teacher uses new vocabulary in class to improve students' listening ability			✓
6. Teacher encourages the students to have an active participation in class			✓



Graph 11. Observation class.

Source: ALC English Academy

Elaborated by: Mena, E. & Murillo, K. (2019)

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

The teacher sometimes motivates the students at the moment they are developing listening activities in the classroom, so the participation of the students was in handy. The teacher fairly uses technological resources such as videos, games, and didactic activities to improve the listening process in students.

The teacher rarely gives a good feedback after a listening activity to students, leaving students without a proper review of what they did. The teacher seldom applies a variety of listening exercises to contribute to an easy and fast listening comprehension. But, the only exercises that the teacher used were the ones provided by the book.

The teacher usually uses new vocabulary in class to improve students' listening ability. With new vocabulary the students were able to understand some parts of the listening activities. The teacher sometimes encourages the students to have an active

participation in class. It was observed that through this active participation the students felt motivated

Observation Class Analysis

The observed teacher shows that has knowledge of the subject and his listening class are properly taught, but at the same time he needs to motivate the students in order to engage them. The teacher needs to use more technological and didactic resources to help students learn easier and in a better way. Without being engaged makes the learning harder.

We can analyze that the students of these modern times demand that the teaching be didactic, entertaining and interesting, that they are not like the typical classes that used to be taught many years ago. With so many existing resources, teachers should look for the best strategy to teach and allow their students to be attracted to it.

Teacher's interview 1

1. What course do you teach?

First course

2. How long have you been teaching this course?

One year

3. What do you think about the syllabus of the course that you teach?

It is demanding for students, but it is in accordance for our society's need.

4. Are the students at the same level of knowledge at the beginning of the course?

No

5. Which skills do you help developing in the course you teach?

I really like to train their listening skill

- 6. In which of the four basic skills do the students feel more confident?**
Reading
- 7. Do you believe the students are aware of the importance of the listening skill?**
Yes, I do
- 8. Which strategies do you apply to help students develop the listening skill?**
Exposure to different listening material according to what they are learning.
- 9. Which specific activities do you suggest students to improve their listening skill?**
Watch movies with subtitles in English
- 10. Which technological resources do you use to help students develop the listening skill?**
Cd-player, videos

Teacher's Interview Analysis

After reading each one of the answers to the questions in this interview and analyzing the contents, the deduction is that this teacher has to find a way to motivate his students towards developing, practicing, and improving their listening skill. He is probably recommending the use of some audiovisual tools but he is not using or advising the students about the use of a more advance technology.

Teacher's interview 2

- 1. What course do you teach?**
First course
- 2. How long have you been teaching this course?**
3 years

3. What do you think about the syllabus of the course that you teach?

It is ok.

4. Are the students at the same level of knowledge at the beginning of the course?

No, not really.

5. Which skills do you help developing in the course you teach?

Sound discrimination skills basically.

6. In which of the four basic skills do the students feel more confident?

They feel more confident in Reading.

7. Do you believe the students are aware of the importance of the listening skill?

Yes, I think so.

8. Which strategies do you apply to help students develop the listening skill?

They learn how each phoneme is produced; their phonetic qualities, and then they practice oral exercises.

9. Which specific activities do you suggest students to improve their listening skill?

To learn which are the articulations involved in the production of phonemes. Their qualities and then practice sound discrimination exercises as much as possible.

10. Which technological resources do you use to help students develop the listening skill?

The CD player

Teacher's Interview 2 Analysis

As a conclusion, it can be said that the teacher must use another useful resource enhance listening skill such as the computer lab where each student can listen individually the sounds that English has, minimal pair exercise could be great to practice listening, in this way they are preparing the ear little by little until they catch immediately the word that the speaker in pronouncing. Additionally, the exercise is not going to be interrupted just in case somebody asks to repeat certain phoneme or word. On the other hand, there are lots of exercises on the web, in which the students can listen and discriminate similar sounds, listen to different intonation, stress in words, etc. this would help the students a lot in order to acquire better listening skills.

Preliminary Conclusions

The instruments put out the proper results for all the data needed in order to reach concrete conclusions in the preliminary stage. These results determine that the researchers used the proper and adequate techniques, instruments, and material to encourage the listening skill necessary enough to help students learn and gradually acquire listening comprehension.

CHAPTER IV

4.1. Title of the proposal

“Suggested strategies for improving listening skills”

4.2. Broad objective

To improve the English production by the use of strategies that contribute to a better development of the listening skills.

4.3. Specific objectives

- To design different listening strategies to reinforce the students' needs in listening skills.
- To apply some methods that encourage them to improve their listening comprehension

4.4. Justification of the proposal

To teach students how to listen is essential, although there are some important aspects when students begin their study in the English language. The interest of this project is to find out either or not the improvement of listening skills is being well conducted and evaluated at the English Academy.

Taking into consideration that in Ecuador students do not use English at a hundred percent in their daily life, this project raises a possible solution to guide the teachers to help their students when they show problems in listening comprehension, through the implementation in the classroom of teaching strategies that will generate the interest of the students to participate and get motivated during the English classes.

The teacher has the responsibility to motivate students, by implementing innovative strategies that facilitate the learning progress of the students and making them feel anxious to interact with others and at the same time produce active participation in the classroom. Students will be able to increase their oral production and communicate in English in an efficient way through listening activities.

This research project has great significance and benefits in all the members of the educational community which are the students, the parents, the teachers, and the Educational institution.

It is important to mention that the main goal is to expand their knowledge and language skills. Finally, the main purpose is to apply some strategies that help and enhance to contribute to the learning of listening comprehension in students of first course at the A.L.C. English Academy.

4.5. Development of the proposal

- 1. Strategy one.** Word Chain
- 2. Strategy two.** Listen and draw
- 3. Strategy three.** What about you?
- 4. Strategy four.** Listen and sing
- 5. Strategy five.** Listening Game
- 6. Strategy six.** Pros and cons
- 7. Strategy seven.** Complete the dialog
- 8. Strategy eight.** Know about me!
- 9. Strategy nine.** Dictation words
- 10. Strategy ten.** Mix-Up



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL
EDUCATION FACULTY
EDUCATION CAREER ENGLISH MENTION**

SUGGESTED STRATEGIES FOR IMPROVING LISTENING SKILLS



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GUAYAQUIL, 2020

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Strategy one. Word Chain

Name: Word Chain
Resources: Pictures
Estimated Time: 15 minutes
Aim: Memorize and practice the vocabulary words
Procedure: <ol style="list-style-type: none">1. The teacher gives three pictures to each student.2. The teacher tells to one student a sentence using a word of the picture.3. Then the next students have to continue the sentence adding the new vocabulary word4. The following students continue with the same pattern.5. The exercise ends when the third students have finished the process but if one of them does not mention correctly the chain begins again.
Assessment: The teacher will assess: <ol style="list-style-type: none">1. Number of new vocabulary words the students use2. Accuracy in repeating the root sentence

Example:



Source: (Google Images, 2020)

Teacher says: At the mall, I can buy shoes...

Student 1: At the mall, I can buy shoes, handbag ...

Student 2: At the mall, I can buy shoes, handbag, clothes...

Student 2: At the mall, I can buy shoes, handbag, clothes, books...

Note: The sentences may vary according to the students' level.

Strategy two. Listen and Draw

Name: Listen and draw
Resources: Sheets of papers, printed pictures, pencils.
Estimated Time: 10 minutes
Aim: Use there is and there are to describe the pictures
Procedure: <ol style="list-style-type: none">1. The class is divided in pairs A and B by the teacher.2. Teacher gives copies of a drawing to students A and B, and says that both cannot show the picture to each other.3. Students start working in pairs. Student A begins to describe the picture and write in a separate of piece of paper and B listen carefully and tries to draw according to the description. If B finishes drawing, students have to switch the roles.4. Once they both have finishes drawing, they show to each other and check if there has been a mistake.
Assessment: The teacher will assess: <ol style="list-style-type: none">1. The correct use of there is/ there are2. Drawing3. Use the vocabulary words to describe the pictures.

Example:

Student A



Source: (DisneyBrilliant, 2017)

Student B



Source: (Wikihow, 2018)

Strategy three. What about you?

Name: What about you?
Resources: Textbooks, sheets of paper
Estimated Time: 20 minutes
Aim: Listen careful the description of each people
Procedure: <ol style="list-style-type: none">1. The teacher makes students to draw an informational chart that have to be completed with the description that is given by the teacher.2. Then the students have to listen to the teacher two times and complete the spaces with the information they hear.3. Finally, they check the answers and correct any mistakes.
Assessment: The teacher will assess: <ol style="list-style-type: none">1. Accuracy of the information2. Spelling of the words

Example:

Informational Chart

Name	Age	Likes	Dislikes	Country
Mr. Sánchez	32	tennis	soccer	USA
Ms. Morales				
Psc. López				

Source: Timezones1

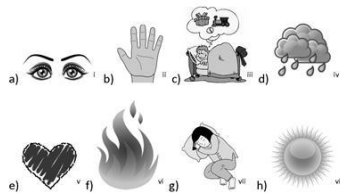
Strategy four. Listen and Sing

Name: Listen and sing
Resources: Worksheets, pen drive, laptop
Estimated Time: 15 minutes
Aim: Listen and complete the song
Procedure: <ol style="list-style-type: none"> 1. The teacher plays the music the students only have to listen carefully the song. 2. Then, the teacher gives to the students sheets of paper with a letter of the song but some words are missing, so the students have to fill in the blanks with the words that they hear. 3. After the students finish to complete the song, they checked answers with the teacher. 4. Finally, the students sing the son
Assessment: The teacher will assess: <ol style="list-style-type: none"> 1. Correct spelling of the missing words 2. Correct pronunciation of words when singing

Example:

THE BANGLES - ETERNAL FLAME

1) Match the words to the pictures.



- ___ SUN
- ___ SLEEPING
- ___ DREAMING
- ___ HEART
- ___ EYES
- ___ RAIN
- ___ HAND
- ___ FLAME

2) Listen to the song, choose the correct word to complete it.

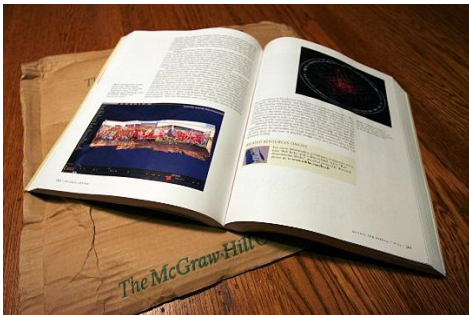
- | | |
|--|-------------------------|
| 1) _____ your eyes, give me your hand, darling | Open / Close |
| Do you feel my heart beating | |
| Do you 2) _____? | remember / understand |
| Do you feel the same, 3) _____ only dreaming? | am I / are you |
| 4) _____ burning an eternal flame? | Is this / Is that |
| I believe it's meant 5) _____, darling | to be / not to be |
| I watch you when 6) _____ sleeping. | I am / you are |
| You belong with me | |
| Do you feel the same, 7) _____ only dreaming? | am I / are you |
| 8) _____ burning an eternal flame? | Is this / Is that |
| Say 9) _____, sun shines through the rain | my name / your name |
| A whole life so lonely | |
| and then you 10) _____ and ease the pain | go / come |
| I 11) _____ to lose this feeling, oh... | don't like / don't want |

Source: (islcollective, 2014)

Strategy five. Listening Game

Name: Listening Game
Resources: textbook, newspaper, magazine
Estimated Time: 12 minutes
Aim: word recognition
Procedure: <ol style="list-style-type: none">1. The teacher select some words from a textbook for example: articles, adverbs, adjective, verbs, etc. it is for students to practice a dialogue or short story. The teacher selects a group of words he wants to practice from a dialogue or short story from the lesson for example: verbs, adjectives, articles, adverbs, etc.2. Then, the teacher tells the students that every time they hear a word belonging to the selected group they have to show some kind of sign such as: standing up, clapping once, raising one hand (left or right), touching their head, etc.3. Then, students listen carefully to a text and while they listen they have to focus their attention on the key words and show the sign.
Assessment: The teacher will assess: <input type="checkbox"/> Identification of different kinds of words

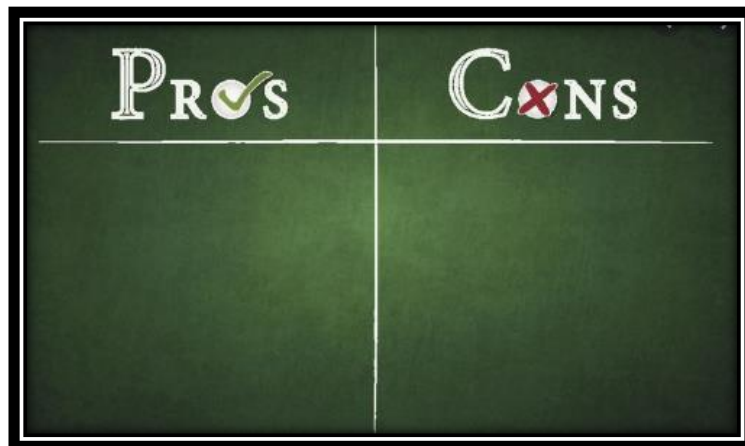
Example:



Source: (Google Images, 2019)

Strategy six. Pros and Cons

Name: Pros and cons
Resources: article, notebooks.
Estimated Time: 30 minutes
Aim: listen and create your own ideas
Procedure: <ol style="list-style-type: none">1. The teacher reads to the students an article about the "Importance to have a cell phone nowadays" and write it on the board.2. After that the teacher ask to the class who are agree with the article and who are not, the people that are agree have to make a pros group and the other people are the cons group.3. They have to talk and share the different point of view that have each person.4. The teacher select one student to each group to make the debate with the pros and cons ideas.5. In that moment the students explain all their ideas why they are agree or not, and one students make a chart and write the opinion of their partners.
Assessment: The teacher will assess: <input type="checkbox"/> The understanding and the creation of their own thoughts



Source: (verywellmind, 2019)

Strategy seven. Complete the Dialog

Name: Complete the dialog
Resources: Pen- drive, laptop, worksheets
Estimated Time: 10 minutes
Aim: listen and complete the dialog between two people
Procedure: <ol style="list-style-type: none">1. The teacher tells to the students the instructions, they have to listen the conversation between Sopheap and Visal and complete it in the worksheet.2. Teacher gives to each student the worksheets and they have to listen and complete3. After that the teacher check with the students the correct words in order.
Assessment: The teacher will assess: <input type="checkbox"/> The listening comprehension and the identification of the words.

Example:



Complete the conversations between Sopheap and Visal.

Conversation 1: Fill in the correct 'be' verb.

S: Hi Visal, how _____ you today?

V: I _____ all right. How _____ you?

S: I _____ very busy with school.

V: _____ you studying a lot?

S: Yes, I study two hours every night, because my teacher _____ difficult. She _____ famous for giving her students a lot of homework!

Source: (islcollective, 2013)

Strategy eight. Know about me!

Name: Know about me!
Resources: book and notebook.
Estimated Time: 12 minutes
Aim: listen the biography about a famous people.
Procedure: <ol style="list-style-type: none">1. The teacher tells to the students the biography about the Martin Luther King, they have to listen careful and take notes the most important things.2. After that the teacher check with the students the notes that they considered important.
Assessment: The teacher will assess: <input type="checkbox"/> The attention and retentive what the teacher said and recognize the most important details.

Example:



Source: (keystoliteracy, 2015)

Strategy nine. Dictation Words

Name: Dictation words
Resources: notebook, marker, board
Estimated Time: 10 minutes
Aim: listen and complete the dialog between two people
Procedure: 1. The teacher dictates 15 words and they have to listen careful and write on the notebook 2. After that the teacher check the correct words on the board.
Assessment: The teacher will assess: <input type="checkbox"/> The listening comprehension and the recognition of the words.

Example:

cot
mat
sit
kem
wan
pol
lit
ham
sof
fit

Source: (BusyTeacher, 2019)

Strategy ten. Mix-Up

Name: Mix-Up
Resources: textbook
Estimated Time: 10 minutes
Aim: Listen for specific details
Procedure: <ol style="list-style-type: none">1. The teacher chooses ten sentences from the textbook (structure may vary according to the studied content)2. Then, the teacher explains that he is going to say several words that would form a sentence at random, and tells the students they have to place them in the correct order.3. After that, the teacher has the students listen to the words and then they have to form the sentences.4. The student who knows the order of the sentence raises his hand and says the answer.5. The teacher must decide which prize he wants to give to the participants.
Assessment: The teacher will assess: <ul style="list-style-type: none"><input type="checkbox"/> Listening<input type="checkbox"/> Grammar structure



Source: (GettyImages, 2019)

4.6. Impact of the proposal

The purpose on the elaboration of meaningful listening activities is to aid the English teachers at the A.L.C English Academy in order to develop student's listening skill. This guide informs how some strategies can be applied in classes and at the same time teachers will benefit from it by increasing their knowledge and improving their professionalism. Furthermore, there could be a big impact if this guide is applied in class.

In addition, the mainly benefactors of this guide are the students, because they are the ones who will get the strategies as tools to gain new information. The students' academic proficiency could have immediate results after the strategies and method being applied. During this method, students would have improved their listening skill.

4.7. Conclusion

This research study proved that the educational intervention using the teaching strategies in order to enhance listening comprehension in students at first course at the American Language Center was effective because the achievement of the students improved. The strategies used were focused to improve the students' listening skill. The students felt comfortable doing the listening activities through the activities and strategies used in classes.

Learning to listen effectively in a foreign language is a method that, like any other, has important elements that need to be created. Confidence is the most important aspect to be developed in the process described, and the best way to develop this is by using appropriate and appealing strategies and techniques to practice and achieve success from an early stage.

The teacher plays an important role not only because he is responsible for giving as much constructive learning as possible, such as speaking to the students in English all the time, and introducing them to a wide variety of classroom listening tools, but he can also inspire the students to use the resources available in any educational institution and culture.

Perhaps these teachers know the way of making the students practice and how to reinforce in an effective way the listening skill. However, the problem emerges when he finds there is not too much time left to add some new activities that specifically develops one skill in particular, if they have to cover a lot of contents during the course. This appears to be the main reason why listening practice is sometimes neglected in class.

The survey, applied to the students attending the first course, shows that definitely this group of students need to reinforce the listening skill to succeed in the English language learning, although they stated that the teacher has a good performance in class, they feel that they need to review and develop an extra amount of listening activities apart from the ones covered in the textbook, not just for practicing but also for understanding

and following instructions in class, and minimize in that way the apprehension caused by the lack of understanding.

The students' necessity mentioned above indicates that the students are not satisfied with the way the listening skill is being reinforced, and this happens because there is not a specific subject that can deal with this issue as there was in the set of coursework requirements. The adequate tools given to the students can ease the road to a meaningful learning acquisition process that can make them feel confident and independent.

All these aspects should be taken into account, bearing in mind that the teacher should make the students aware of what listening entails and the goals that can be achieved when effectively developing this skill.

To have good communicative skills is important, and that is why listening has an important role. All the activities done in class that implement this skill, it will help students in their communicative skill. The teachers must decide which the best activities for students to work with are.

4.8. Recommendations

As it is an institution which teaches people to learn the English language, there is the necessity to implement strategies for developing and reinforce one of the most important skills that should be mastered when learning a new language.

Having students perform listening exercises is strongly recommended for the first ten minutes of each English class, or at least two or three times a week. The instructor should integrate some motivational listening activities to help learners get acquainted with different sounds, intonations, tones of voice, and daily language.

When he conducts these kinds of activities, better results will be achieved because the students will gain confidence and they will be eager to learn.

Teaching speaking is a very important part of foreign language learning in this trend, learner's success depends greatly on developing their ability to communicate clearly and effectively using the target language. Therefore, it is essential that teachers can help to the students, by developing students` listening abilities, they are expected to produce more accurately, refine their understanding and develop their own vocabulary.

Teacher should encourage students to practice speaking on their own even though there is no response or feedback, simply speaking gives the opportunity to try different ways of saying things, this fact can help them to increase confidence, this is particularly useful when those learners try to gain the ability to speak at length on a topic, this latter which is difficult for them to acquire and needs practice. Teacher should encourage students to practice speaking on their own even though there is no response or feedback, simply speaking gives the opportunity to try different ways of saying things, this fact can help them to increase confidence, this is particularly useful when those learners try to gain the ability to speak at length on a topic, this latter which is difficult for them to acquire and needs practice.

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ANNEXES

ANNEX 1



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL**

SURVEY TO STUDENTS FROM A.L.C ACADEMY

This survey was designed to collect information and to know the students trouble in listening comprehension activities in class. This research project can help to look for the students' achievement on listening comprehension.

Read carefully and mark with an X the best answer you consider.

QUESTIONS	ANSWERS	
	YES	NO
1. Do you like learning English?		
2. Do you like to do English listening exercises in class?		
3. Do teachers have to use different resources such as videos, games, songs, and didactic activities to improve the listening process in students?		
4. Do you think listening activities result difficult for you in the classroom?		
5. Do students have to receive a good feedback after a listening activity from your teacher?		
6. Do teachers have to apply a variety of listening exercises to contribute to an easy and fast listening comprehension?		
7. Do you understand most of the listening activity without the teacher's help?		
8. Do you think the usage of new vocabulary in class can improve your listening ability?		
9. Would you like to do more listening activities in your English classes?		
10. Do teachers have to encourage the students to have an active participation in class?		

ANNEX 2

Class observation

Put a check in the corresponding option

	Yes	No	Sometimes
Teacher motivates the students at the moment they are developing listening activities in the classroom.			
Teacher uses technological resources such as videos, games, and didactic activities to improve the listening process in students.			
Teacher gives a good feedback after a listening activity to students			
Teacher applies a variety of listening exercises to contribute to an easy and fast listening comprehension			
Teacher uses new vocabulary in class to improve students' listening ability			
Teacher encourages the students to have an active participation in class			

ANNEX 3



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL

Validation of the proposed Project Plan

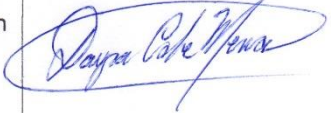
Listening Strategies and their Importance within the
English Language Learning Process with Students of
First Course at the A.L.C English Academy, Milagro, 2019.

Rating Scale

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

Comments

According to the proposal of this research, it shows that the design of the teaching guide will be very helpful for the students. Practicing in class as much as they can will help them to overcome their fears when they speak among others.

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Comments

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Language	x				
Comprehension	x				
Creativity	x				

Comments

According to the proposal of this research, it shows that the design of the teaching guide will be very helpful for the students. Practicing in class as much as they can will help them to overcome their fears when they speak among others.

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