



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS

RESEARCH PROJECT:

THE APPLICATION OF DIDACTIC EXERCISES TO DEVELOP LISTENING COMPREHENSION IN THIRD COURSE "C" AT SAN JOSE LA SALLE SCHOOL IN THE SCHOOL YEAR 2013 - 2014.

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DEDICATION

I dedicate this work to my 15 nephews who have been my inspiration, because almost all of them have accomplished their careers at this time. It is dedicated to the people who have abandoned their studies at university for any situation and encourage them to find time to achieve their careers at Universidad Laica Vicente Rocafuerte.

Milna De la Cruz Balon

I dedicate this work with much love to my little boy Diego Andrés Espinoza Jiménez who is my greatest inspiration since he is the light of my life. I also want to thank to my dearest family who were always there for me.

Jimmy Espinosa Loza

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I thank you Lord for having created me beautifully. Psalm 139: 3

From the womb of my mother Andreita Balón de De la Cruz you created me and you chose Segundo Fortunato De la Cruz as my father.

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Abstract.

This study aims to develop Listening Comprehension Skills in Third Course “C” at San José La Salle School in the School Year 2013 – 2014. It is the first time that students take LCS as a subject, since they were used to see it included in language arts throughout all their learning process. Thus, the listening activities and lessons were new for them; this was the reason that carries us to find new ways, strategies and exercises to improve their comprehension. The participants were thirty six students with a varied level of proficiency among them; we saw them finishing the first term. Consequently, this problem motivated us to do our project. We did the project in the second term using some instruments such as questionnaires for students and teachers, observations, didactic exercises, and advice sessions with students. The classes were motivated and didactically performed. This finding confirms the previous literature suggesting the relationship between pronunciation awareness and listening comprehension.

Finally, the importance of this study lies in making students understand that English is very rewarding in our life, because when they finish the scholar year, they are going to take it in any career at university and, as a result of this project we are leaving an effective and useful guide for future generations at San Jose La Salle.

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Keywords

Listening: Is often confused with hearing. While hearing is a biological process that can be scientifically explained, listening is a neurological cognitive regarding the processing of auditory stimuli received by the auditory system.

Comprehension: The action or capacity to understand something. It means the state of being comprehended or the capacity of the mind to perceive and understand.

San Jose la Salle high school: It is a catholic school and also it is a hundred years old in Guayaquil, so is the first that wants to be bilingual school.

Introduction

1.1. Background of the problem

In the first place, listening is a fundamental skill of our way to English proficiency, thus many people focus too much on speaking (English conversation) because they believe that it is the best way to learn English, when we communicate between us. Listening (the ability to listen and understand) is equally important as it should be practiced in a strategic way through didactic exercises.

Didactic exercise is a number of means or instruments that favor the process of teaching and learning. On the other hand, listening is connected to comprehension, it is the action or capacity to understand something, also it means the state of being comprehended or the capacity of the mind to perceive and understand, thus the students can think and understand in the foreign language, therefore, they are not going to translate it in their minds using audio lingual method or direct method through didactic exercises.

When students translate, it brings confusion and loses time improving all skills such as speaking, reading, and writing. Although, the development of listening skills (Listening) is one of critical success factors in the process of acquiring or learning a foreign language. Process is a sequence of interdependent and linked procedures which, at every stage, consume one or more resources (employee time, energy, machines, money, etc.) to convert inputs (data, material, parts, etc.) into outputs.

Generally, Listening is developed through audiovisual exercises and activities that involve the use of instruments such as CD, recorders, and teacher-student or student-student interactions. Student is a learner, or someone who attends an educational institution and teacher is a person who provides education for pupils and students. Additionally, educational management has incorporated new mechanisms to strengthen processes of teaching and learning, especially in teaching foreign languages, the authors of this study have seen that the development of listening skills is one of the communication tools that is most

difficult for foreign language learners, but our search has as main objective to find didactic exercises to increase students' comprehension.

Objective is a specific result that a person or system aims to achieve within a time frame and with available resources. In general, objectives are more specific and easier to measure than goals. They are basic tools that underlie all planning and strategic activities. The didactic exercises are very important to reinforce listening, pronunciation and vocabulary, because acquiring an extensive vocabulary is one of the largest challenges in learning a second language. This goes beyond the traditional methods. It is a programmed procedure that is defined as part of a class and included in any object of that class. For example, didactic exercises obtain students' attention to allow familiarity with a correct writing and pronunciation.

This project seeks to design didactic exercises to improve the level of listening skills in school third course "C" students. Project is the sequence of tasks, planned from beginning to end, bounded by time, resources, and required results. The problem was generated because in the school year, it was the first time that the students had listening as a subject, an area of knowledge which is studied in school, college or university. They were used to have listening within the Language arts subject and therefore listening was something unimportant or superficial. If students were not used to Listening activities and did not engage in the tasks to be developed it was difficult to interpret the messages of the listening exercises. As a consequence, they did not identify some vowels and consonants sounds such as /iy/, /I/, /ey/, /ae/, /a/, /^/, /p/, /b/, /t/, /d/, /z/, /s/.

According to Roach P.(2009) "Languages have different accents; they are pronounced differently by people from different geographical places, from different social classes, of different ages and educational back ground. The word accent is often confused with dialect. We use the world dialect to refer to a variety of a language which is different from others not just in pronunciation, but also in such matters as vocabulary, grammar and word order".

Differences of accent, on the other hand, are pronunciation differences only.

The accent that we concentrate on and use as our model is the one that is most often recommended for foreign learners studying British English. It has for a long time been identified by the name Received Pronunciation “RP”, but this name is old-fashioned and misleading, thus a preferable name is BBC pronunciation.

This should not be taken to mean that the BBC itself imposes an “official” accent. However, the accent described here is typical of broadcasters with an English accent, and there is a useful degree of consistency in the broadcast speech of these speakers.

The pronunciation of English in North America is different from most accents found in Britain. It is an island in the North Atlantic off the north-west coast of continental Europe. It is the largest island of the British Isles, the largest island in Europe and the ninth-largest island in the world. There are exceptions to this, you can find accents in parts of Britain that sound in America, and accents in North America that sound English, but the pronunciation that you are likely to hear from most Americans does sound noticeable different from BBC pronunciation. It is an accent of spoken English. Unlike other UK accents, it is identified not so much with a particular region as with a particular social group, although it has connections with the accent of Southern England. RP is associated with educated speakers and formal speech. It has connotations of prestige and authority, but also of privilege and arrogance.

If you are a learner of English, you are recommended to concentrate on BBC pronunciation initially, though as you work the course and become familiar with this you will probably find it an interesting exercise to listen analytically to other accent of English.

A phoneme is the smallest contrastive unit in the sound system of a language and phonetic is the science concerned with the study of speech processes, including the production, perception, and analysis of speech sounds from both an acoustic and a physiological point of view. This science, though capable of being applied to language studies, technically excludes linguistic considerations.

The School of the language Albacete is connected to the University of Castilla-La Mancha, Spain and has some careers for study. School of the language Albacete says: "Understanding a listening text is an active process that requires great attention to identify elements (words or phrases), is an oral and receptive skill, involves selecting and retain in our memory important information not only about the message that is heard, but also of the situation and the participants in the conversation. The speed of the speaker can be a problem, because some of such information is lost when more data are received quickly without giving time to process them". There were thirty- six students in the class who were not able to manage the auditory part of the class, so it was very difficult that they could identify, select, and develop the information that they got in the environment about comprehension.

On the other hand, students sometimes did not complete book activities during the day, because they did not comprehend the audio book as quickly as others for this reason, we had to put the audio book two or three times during class. As a consequence, is that San Jose La Salle divided their students in different levels in this year. It is a catholic school and also it is a hundred years old in Guayaquil, thus is the first that wants to be bilingual school.

There were six computers in high school, so all the teachers had to share them to show all the subject, and as a result, in some hours in the listening subject, the teacher had to read the script.

Presentation, practice and production had also to be repeated in the activities so it became an issue because some students finished first than others. Second, the 40-minutes and bi-weekly classes were not appropriate time to do all the activities in student book and workbook because they had twelve units with four tasks each, so that the first month we started teaching Language arts and making a little review about English, as a result we had only nine months to work with them.

Making a good presentation, production and practice, for example, in unit 4, listener planner 2, the teacher talked about proteins and minerals that many fruits and vegetables have, the topic could be very extensive to introduce a lot of vocabulary thus, "The cognitive approach plays an important role in this

problem, because it is a process or sequence of learning, the previous class must be linked to the new class” as expressed by Douglas (2010), for instance one task was connected to other in a unit. Task is the smallest identifiable and essential piece of a job that serves as a unit of work, and as a means of differentiating between the various components of a project.

The communication between the teacher and students were vital in this role. For example, students’ misbehavior may damage the group activities, social relationships and cooperativeness in the classroom, if the teachers did not use the appropriate activities for them.

Students had low individual grades, when they were working in a group they did not participate in class, they did not provide the teacher's questions among them, and all these were connected to the partial evaluations, therefore obtaining low grades.

Statement of the problem

This project is to develop listening comprehension abilities through didactic exercises to achieve better grades in the listening subject.

1.2. Objectives: Broad and specific

Broad objective

The broad objective of this paper is to apply didactic exercises to perform listening comprehension in a more accurate and precise way.

Specific Objectives

To diagnose the problems that students have in their academic performance.

To identify didactic exercises through motivation in order to satisfy students’ needs for acquiring listening comprehension skills.

To select appropriate teaching strategies to achieve auditory development.

To predict what student will hear and extract specific information.

To understand different models of intonation and accent usages that provide the meaning and social context.

1.3. Justification of the study

As soon as the students get good Listening comprehension, it will be fundamental in learning English as a foreign language to promote the acquisition of grammatical structures, vocabulary, pronunciation and other essential aspects in this foreign language.

We will design and find several models of didactic exercises for the subject of listening for future generations, since listening is a new subject in this school year in San José La Salle and therefore such models will optimize time to do or perform other extra-curricular activities to develop their comprehension, this is important because San Jose La Salle can be a bilingual school in the future.

Students will be able to develop listening comprehension by playing English songs, listening English songs, watching foreign language videos or movies, reading newspaper or English books, checking web pages and social network through all the skills developed.

Second, in this 21st century, we live in a competitive world; therefore, future graduates must have good command in English to get a job, when they leave high school. As a result, students have to increase their knowledge and to realize the importance of this foreign language to reach a good performance because, in any career that they are going to choose at university, they will have to take English, as a subject. Finally, they can increase their language skills to reach a level in agreement with international and national standards and obtain intermediate and advanced levels.

1.4. Scope and limitations of the study

This project will be applied in the high school third classroom during the time period assigned to listening class.

It is going to be applied all the time this seminar lasts, and it will take at least another month to finish and expose our project; equally, we will do it through

surveys, observations classes and pre and post tests for the students, and use internet to get information about theories and strategies.

Observations class is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Typically conducted by fellow teachers, administrators, or instructional specialists, classroom observations are often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques.

Survey is a data collection tool used to gather information about individuals. Surveys are commonly used in psychology research to collect self-report data from study participants and testing is finding out how well something works. In terms of human beings, testing tells what level of knowledge or skill has been acquired. As a consequence, we will leave an excellent project at San José La Salle high school, through the Application of Didactic Exercises to Develop Listening Comprehension that will be used to improve this skill in such institution.

2. Literature Review

2.1. Introduction

The problem of this study is related to lack of students' attention to listening subject thus, didactic exercises will stimulate comprehension and develop English through motivation and activities for good results in academic field and life in general and, the ability to feel, perceive what other person says by sensorial way. As a consequence, literature review is a text written by someone to consider the critical points of current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic.

2.2.Theoretical Review

According to Rost (2002), "listening is a mental process of constructing meaning from spoken input".

Vandergrift pointed out (2007) that, “while listening comprehension lies at the heart of language learning, it is the least understood and last researched skill. Listening comprehension is not a passive activity. It is a complex active process in which the student must discriminate sounds, understand vocabulary and grammatical structure, interpret stress and intonation and associate it into the context”.

Terrell and Krashen argued (1983), “teachers should not force student to produce utterances in the target language until they have an opportunity for the acquisition process to begin. For this reason, it is important for teachers to find effective strategies for presenting audio input in order to help students develop listening strategies and take the maximum advantage of language learning opportunities. The importance of finding effective strategies for teaching listening was demonstrated in research done by Hasan (2000), Kim (2002) and Graham (2003, cited by Vandergrift (2007), who concluded that language learners perceive listening as the most challenging skill to be developed”. The grade of difficulty in understanding specific listening input in L2 may generate in learners a feeling of frustration and anxiety. (Graham 2003, as cited by Vandergrift, 2007). Listening skill has as much or more importance than oral skills, since one does not work without the other thus listening becomes a key social component for virtually every human being, except perhaps those persons who do not have the sense of hearing.

Improve and develop the quality of listening in learning a foreign language in this case English not only need to learn to teach well, but a correct and comprehensive way, using a dynamic methodology where participatory teaching resources play a very important hearing when used properly and so that there is an active process in the development of oral and listening comprehension paper.

Today auditory teaching resources for the effective development of listening comprehension in learning English should be selected, researched and frequently used in the classroom by the teacher, in an objective manner, taking into account that this skill is needed to develop foreign language learning, for

which you have to consider to what extent the content and activities are related to the language skills to be developed.

According to Daniel (2001) the definition of didactic materials is “when we speak of teaching materials or resources, we mean a number of means or instruments that favor the process of teaching and learning. Within this process, the mediating function of the materials could be represented as Teacher (Teaching) – Materials (Curriculum) – Students (Learning)”.

According to Blázquez (1989), “materials also create conditions for teachers and students to interact as human beings in a climate where men dominate the environment”.

According to Nerici (1973), educational material “is intended to lead student to work, to investigate, to discover and build.”

The project “Didactic Strategies” was developed by Donoso, M. & Urdanigo, E. (2011) at the National High School Rocafuerte, located in the province of Manabí and they expressed that “one of the main ways to use didactic strategies for listening is having them to develop the ability of listening English through the means of education, technical, audio-visual (graphics, illustrations, charts, posters) and lingual audio (listening, repeating, videos, conversations) that are used as important means, and without no doubt they will cooperate and participate in English language teaching, which is very positive and necessary for good results in academic field and life in general.”

According to Ojalvo (2010), a good listener or an attentive listening requires:

“The ability to evaluate and to decide the importance and validity of what it is heard, in a given context and the ability to respond the caller's message. On the other hand, listening has also some advantages, such as: listening reduces tension, listening is learning, listening make friends, listening stimulates the speaker, listening helps you make better decisions, listening can benefit from the other's experience working in the same field, listening to learn working better”.

Posters made by students.

As an example, visual stimuli can convey the meaning of a word or phrase avoiding sometimes complicated explanations, or translation. The images do not only permit to identify isolated meaning, but also serves to convey global meaning and, contextualize a dialogue, role play, a text or practice of a grammatical structure.

Audio materials used in the classroom: Language Lab, CD.

When the teacher does a listening activity, new words may cause confusion in students and make them stop and get unfocused on what they are hearing, even some students want to stop the activity and find words at the dictionary or ask the teacher about the new word. If the activity is very clear, the students understand all the words, and therefore, the presentation has to include some new vocabulary.

There is something you just cannot control, is the speed at which people talk. First, in Listening students have the opportunity to understand the message. They should be able to recognize words and phrases in context quickly which might cause problems in them.

The students remain trying to understand previous words, when students hear a word that they have studied before; they try to remember this word while the activity continues thus, they find themselves totally lost at one moment. Otherwise, sometimes they hear similar sounds and they stop thinking on their meanings. This is very common.

Second, they have to know that they are not alone in class. However, it is the reason why they see English difficult, so motivation in that case is very important, thus teacher has to motivate them doing several activities in class, for example: they have to make flashcards to teach themselves, so they can feel sure about what they want to express in their creation also, they created cartoons made in some papers for transmit their creation for their friends and teacher.

Teaching listening with audio and video is another way to motivate students. At the same time, the teacher can show them a song they like in order to perform it enthusiastically.

Students can contextualize small dialogues and situations trying to get closer to reality, improvise conversations using mobile phone, invent a crime with keys, pistol, jewelry, police hat, sunglasses as a game and show items characteristic of English-speaking culture.

A great number of researchers ensure that the inclusion of songs and/ or sound-music elements in the teaching of foreign languages provides benefits in the learning process. The addition of instrumental music and vocal sessions help both the development of linguistic levels (phonetic, phonological, semantic and lexical), of affective factors (reduced anxiety, increased motivation), and of sociolinguistic competence (exposure to varieties and registers of language).

Trying with real situations to help students feel motivated to get a good entrepreneur for example, to make meals such as fruit salad where you can teach about each of the proteins and minerals that they have thus, the teacher may ask them if they could bring some fruits and then we can make fruit salad in class. Similarly, they can sing songs with their own skills, some students can play a musical instrument and we can create a good environment to teach listening that way.

Motivation has to be the main axis, in order to get the students perform well.

What we mean is, how students can learn something if they are not motivated, thus the teachers give motivation to students, as they are interested to achieve their objectives, in order to understand that everything has an effort. Keller (1988) expressed that “Motivational design refers to the process of arranging resources and procedures to bring about changes in motivation. It can be applied to improving students’ motivation to learn, employees’ motivation to work, the development of specific motivational characteristics in individuals, and to improving peoples’ skills in self-motivation. In that regard, motivational design is based on the scientific literature on human motivation and stands in contrast to “charismatic” motivational speakers and workshops whose aims are

largely in the area of emotional arousal and are grounded in a blending of personal experiences, psychological principles, and intuition(...)", after that, motivation is the action to give or explain the reason or cause of something; also it is a set of elements or factors that determine the individual behavior with respect to an object, a situation or any external stimulus to them. Finally, motivation involves a set of actions before achieving our goal, for example in the process we find inspiration after to get motivation, which is the power or strength to continue with our mission.

Didactic strategies from my point of view are divided into two words, strategies or plans to follow, is where you start and how far you want to go, and didactic is appropriate, pleasing and innovative something as somebody has to do in exercises .

The responsibility lies over the students (academic, reading, comprehension, typesetting, problem solving, etc.) so, students go through processes such as recognizing new knowledge, check their preconceptions about it, organize and restore this previous knowledge, join the new class with the old and the second, all those are raised by the teacher providing aid for the students to facilitate deeper processing of information and, some procedures or resources used by who teaches to promote meaningful learning.

The emphasis is designed for programming, development and implementation of learning content via verbal or written. While, didactic exercises should be designed in such a way to encourage students to observe, analyze, review, formulate hypotheses, find solutions and discover knowledge for themselves and organizing classes like environments for students to learn to learn.

Motivation and didactic strategies are a set of actions, which may develop every human being in everyday life.

According to Lake (2013), "the Audio-Lingual method of teaching a foreign language was also known as the army method. It was originated from the behaviorist's theory of learning languages and was popularized by the need of the US army sending troops around the world during World War 2.

This method relies on repetition drills and as a result it was used to teach large numbers of students at the same time. Perfect for the US army to give its soldiers a basic understanding in a foreign language where they would be posted.

This method was similar to the earlier method known as the direct method. The audio-lingual method teaches the language directly but doesn't use the native language to explain words or grammar. However, unlike the direct method, it doesn't focus on teaching vocabulary; instead the students are drilled in the use of grammar in the target language".

The audio-lingual method is no longer a popular method of teaching English. In the 1950s, many shortfalls of this method were documented by popular linguists such as Noam Chomsky. The behaviorists' psychology to language learning was also questioned by Noam Chomsky and this method was quickly phased out.

Tj Taylor language training, a school of language from Italy, says that some characteristics of this method are:

Drills are used to teach structural patterns

Set phrases are memorized with a focus on intonation

Grammatical explanations are kept to a minimum

Vocabulary is taught in context

Audio-visual aids are used

Focus is on pronunciation

Correct responses are positively reinforced immediately

Sauveur (2002) and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native tongue if meaning was conveyed directly through demonstration and action. The German scholar F. Franke wrote on the psychological principles of direct association between forms and meanings in the target language and provided a theoretical justification for a monolingual approach to teaching. According to Franke (1884), "a language could best be taught by using it actively in the

classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching", teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures.

These natural language learning principles provided the foundation for what came to be known as the Direct Method, which refers to the most widely known of the natural methods. Enthusiastic supporters of the Direct Method introduced it in France and Germany (it was officially approved in both countries at the turn of the century), and it became widely known in the United States through its use by Sauveur and Maximilian Berlitz in successful commercial language schools. (Berlitz, in fact, never used the term; he referred to the method used in his schools as the Berlitz Method). In practice, it stood for the following principles and procedures:

Classroom instruction was conducted exclusively in the target language.

Only everyday vocabulary and sentences were taught.

Oral and listening communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

Grammar was taught inductively.

New teaching points were introduced orally.

Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

Both speech and listening comprehension were taught.

Correct pronunciation and grammar were emphasized.

These principles are seen in the following guidelines for teaching oral language, which are still followed in contemporary Berlitz schools:

Never translate: demonstrate

Never explain: act

Never make a speech: ask questions

Never imitate mistakes: correct

Never speak with single words: use sentences

Never speak too much: make students speak much

Never use the book: use your lesson plan

Never jump around: follow your plan

Never go too fast: keep the pace of the student

Never speak too slowly: speak normally

Never speak too quickly: speak naturally

Never speak too loudly: speak naturally

Never be impatient: take it easy

In conclusion the direct method and audio lingual method are similar so in that case were used to improved students' comprehension.

As a final point, when someone makes vowel sounds, you can practice moving your mouth.

Open your mouth a little bit, open your mouth a little more, open your mouth wide, spread your lips into a smile, make your lips a little round and push your lips forward into a tight circle.

Practice moving your tongue.

Push your tongue forward, pull your tongue back, move your tongue up, put your tongue down and curl the tip of your tongue up and back.

The sound /iy/ is very longer than /I/.

The sound /iy/ is usually spelled with the letter e: Three, see, feel, tea, eat, me, we, be and equal.

The sound /I/ is usually spelled with the letter i: Sit, did, will, interesting, begin and win.

Stressed syllables in words.

A syllable is a part of a word, thus each syllable has a vowel sound.

In English words with more than one syllable, one syllable is stressed, or stronger. The stressed syllable sounds louder and slower.

Some English words with two syllables have stress on the second syllable :re-peat, but most English words, especially nouns, with two syllables have stressed on the first syllable: Piz-za.

Stress in numbers can help you hear the difference between numbers ending in – ten and – ty.

In –teen numbers, the last syllable is usually stressed: Thirteen, fourteen, nineteen and the consonant /t/ in –teen has a clear /t/ sound; whereas, in –ty numbers the first syllable is always stressed: Forty, sixty, seventy and the t in –ty often sound like a quick /d/ sound.

Intonation is the music of language –the way the voice rises (goes up) and falls (goes down) in a phrase or sentence.

It is divided in falling intonation and rising intonation, thus the first one, the voice jumps up on the most important word in the sentence and then falls at the end. Statements and questions with questions (words who, what, where) usually end with falling intonation, not only in rising intonation the voice goes up and the end.

Yes / no questions usually end with rising intonation.

The sound /ey/ is usually spelled with the letter a: late, name, change, April, later and day.

In a sentence, some words are stressed more than others.

Stressed words sound louder and slower, if a stressed word has more than one syllable, only syllable is stressed. The words that are stressed are words that are important for the meaning of the sentence –usually words such as nouns, verbs, adjectives and adverbs. Stress in words does not change, but sentences stress can change with the speaker's meaning.

The sound /æ/ is almost always spelled with the letter a: Hat, man, jacket, grab and sad.

In English, the most important word in the sentences stands out more than other stressed words. As a consequence, the most important word is often at the end of a sentence, especially at the beginning of a conversation.

As a conversation continues, the word that gives new or added information becomes the most important word.

The sound /ʌ/ is usually spelled with the letter u or o: Sun, run, fun, love, money, once and done.

Many short structure words like verb to be (is, are, am, was, and were), the auxiliary do and pronouns have two pronunciations: a strong pronunciation and a weak pronunciation. The strong pronunciation is used at the end of a sentence or when the word gets special emphasis, the strong pronunciation has a long, clear vowel sound. Otherwise, the weak pronunciation is quieter and quicker. The vowel sound is very short.

Negative words like wasn't and don't always have a strong pronunciation.

The sound /ɑ/ is usually spelled with the letter o or a: Stop, job, clock, chocolate, father, want, and wallet.

The sound /oʊ/ is usually spelled with the letter o: Go, open, told, home, boat, know and show.

When one word ends with a vowel sound and the next word begins with a vowel sound, link the two vowels smoothly without a break (go –out).

When the sound /ow/ comes before another vowel sound, use the /w/ sound to link the two vowels together.

The sound /uw/ is usually spelled with the letters oo or u: too, soon, school, choose, student, music, move; other spellings: new, knew, and few.

Pronouns like I, you, we and them are usually unstressed and have a weak pronunciation. Pronouns are stressed when the speaker wants to emphasize them or make a contrast.

In English, people usually use contractions (like it's or couldn't) rather than long forms (like it is or could not) when they speak.

Contractions will not always have a strong pronunciation, even if the main word in the contraction usually has a weak pronunciation.

The sound /ay/ is usually spelled with the letter i or y: Fine, like, time, ice, hi, my, light, tonight and die.

A compound noun is made up of two words: Skydiving, ice skating.

In a compound noun, the main stress is usually on the first word, the second word has a lighter stress.

Making consonant sound, you can use nose, top teeth, top lip, tongue, bottom lip, also open your lips, close your lips, close your lips tight, and make your lips round.

Practice moving your tongue: touch your top teeth, touch your bottom teeth, touch the roof of your mouth with your tongue, touch the front of the roof of your mouth with the front of your tongue and touch the back of the roof of your mouth with the back of your tongue.

Practice using your voice: Put your hand on the front of your neck, when you sing, you can feel your voice, you are using your voice, the sound of your voice is coming through your mouth, and use your voice to make some consonant such as /b/, /z/, /m/ and /l/.

Do not use your voice to make some consonant such as /p/, /s/ and /h/.

The sound /p/ is spelled with the letter p: paper, people, envelope, happy, pepper and dropped, however the letter p is silent in these words: psychology, pneumonia, receipt and cupboard.

In a compound noun, the main stress is usually on the first word.

In an ordinary noun phrase with an adjective + a noun, the main stress is usually on the last word – the noun.

Compound nouns: Cookbook – bookshelf and birthday cake.

Noun phrases: a black box – blue beads and a beautiful bracelet.

The sound /b/ is spelled with the letter b: Birthday, about, job, rubber, and robber and, the letter b is silent in climb, lamb, thumb, comb, bomb, doubt and debt.

In speech, words are linked together without a break. Link a final consonant (a consonant at the end of a word) to the sound at the beginning of the next word.

Final consonant + a vowel: Link the final consonant smoothly to a vowel. Pronounce the consonant as part of the next word: Post office, First Avenue.

Consonant /t/ + a vowel: If final /t/ comes after a vowel and before another vowel, the /t/ is “flapped”, pronounce the /t/ like a quick /d/: A lot of, get off.

Final consonant + the same consonant: Pronounce the two consonants as one long consonant sound. Do not say two separate sounds: a great Thai restaurant, what time is it?

Final consonant + a different consonant: say the final consonant quietly. Go right to the next sound: your best bet just past.

The sound /d/ is spelled with the letter d: door, date, didn't, studies suddenly add.

The – ed ending is added to verbs to show the past tense.

The –ed ending has three different pronunciations: /t/, /d/ and /ed/.

The pronunciation of the –ed ending depends on the sound that comes before it in the verb.

The – ed ending is pronounced as an extra syllable /ed/ after the sound /d/ or /t/

The –ed ending is pronounced /d/ after sounds made using the voice /b/g/z/dz/v/m/n/l/r/.

The –ed ending is pronounced /t/ after sounds made without using the voice /p/k/s/f/.

The sound /s/ is usually written with the letter s or c: Sun, stop, yes, possible, kiss, promise but, the letter s is silent in these words: Island, aisle.

Adding the ending – s to a word creates a consonant cluster: for example, likes /ks/, wants /nts/, it's /ts/.

/s/ + a vowel: If the next word begins with a vowel sound, link the final /s/ clearly to the vowel.

It's expensive – let's eat.

/s/ +/s/:If the next word begins with /s/, say the two /s/ sounds as one long /s/.Do not say two separate /s/sounds.

Let's sit –let's stay –let's sleep.

-s endings are for plural nouns (six bees), third person singular present tense verbs (it smells funny), and possessives (Zoe's house), and contractions (it's amazing).

All these endings follow the same pronunciation rules.

The – s ending has three possible pronunciations: /s/, /z/, and /ez/.

The pronunciation of the – s ending depends on the sound that comes before it in the word.

The sound /z/ is usually spelled with the letter z or s: Zoo, amazing, buzz, things, easy, please, always, these.

The sound /f/ is usually spelled with the letter f: Firsts, funny, before, off, office.

Others spellings: telephone, alphabet, laugh, enough and cough.

The sound /v/ is usually with the letter v: very, visit, river, have, love.

Words ending with the sound /v/ always add the letter e in the spelling. English words do not end in the letter v.

The word 'have' usually has a weak pronunciation when it is used with another verb: How long have you lived here?

Link the weak pronunciation of have to the word before it, have is usually contracted after a pronoun (I've, you've, etc.)

When have is used without another verb, it has a stronger pronunciation.

The sound /m/ is spelled with the letter m: maybe, family, home and yummy.

Others spellings: b is silent, comb, lamb and climb also with the letter n is silent, autumn and column, otherwise the letter n is silent in these words: autumn and column.

The sound /n/ is usually spelled with the letter n: new, name none, funny and dinner.

K is silent: Know, knee, knife, and g too: foreign, sign, and design.

According to Roach (2009), "The words vowel and consonant are very familiar ones, but when we study the sound speech scientifically we find that it is not easy to define exactly what they mean".

The most common view is that vowels are sounds in which there is no obstruction to the flow of air it passes from larynx to the lips. A doctor who wants to look at the back of a patient's mouth often asks them to say "ah 2"; making this vowel sound is the best way of presenting an unobstructed view, but we make a sound like s, d it can be clearly felt that we are making it difficult or impossible for air to pass through the mouth.

Most people would have no doubt that sounds like s, d should be called consonants. However, there are many cases where the decision is not so easy to make. One problem is that some English sound that we think of as consonants, such as the sounds at the beginning of the words “hay and way”, do not really obstruct the flow of air more than some vowels do.

Another problem is that different languages have different ways of dividing their sounds into vowels and consonants; for example, the usual sound produced at the beginning of word “red“ is felt to be a consonant by most English speakers, but in some other language (e.g. Mandarin Chinese) the same sound is treated as one of the vowels .

BBC pronunciation has a large number of diphthongs – sounds which consist of a movement or glide from one vowel to another. A vowel which remains consonant and does not glide is called a pure vowel.

The total number of diphthongs is eight.

The most complex English sounds of the vowel type are the trip thongs, and very difficult to pronounce, and very difficult to recognize. A trip thong is a glide from one vowel to another and then to a third, all produce rapidly and without interruption, the trip thongs can be looked on as being composed of the five closing diphthongs.

We begin the study of English sounds in this project by looking at vowels, and it is necessary to say or hear something about vowels in general before turning to the vowels of English. We need to know in what ways vowels differ from each other, the first matter to consider is the shape and position of the tongue.

Tongue is the fleshy muscular organ in the mouth of a mammal, used for tasting, licking, swallowing, and (in humans) articulating speech.

Lips is the fleshy, movable, muscular organ, attached in most vertebrates to the floor of the mouth, that is the principal organ of taste, an aid in chewing and swallowing, and, in humans, an important organ of speech.

Mouth is the externally visible part of the oral cavity on the face and the system of organs surrounding the opening.

It is usual to simplify the very complex possibilities by describing just two things. First, the vertical distance between the upper surface of the tongue and the palate and, the part of the tongue, between front and back, this is raised highest.

2.3. Conceptual framework

According to Sevil A., 2012“Developing EFL learners listening comprehension skills”, you need to do an investigation with some participants. At the beginning of the study, all groups were administered a pre training test to determine their level of listening comprehension. After the pre-test, the experimental groups received the pronunciation awareness training, while the control groups continued their regular classes. At the end of the 6-week period, all groups were given a post training test to see if they have improved their listening comprehension skills.

This study gives the stakeholders; the administrators, curriculum designers, material developers, and teachers the opportunity to draw on the findings in order to shape curricula, create syllabi, develop materials, and conduct classes accordingly.

Early in the 20th century, the sole purpose of English language learning (ELL) was to understand literary works. Teaching listening was not regarded as an important component of language teaching and English language researchers and teachers focused primarily on reading and grammatical skills (Richards & Rodgers, 2001).

What Lundsteen (2008) emphasizes; that is, listening is the basis for other skills, is true for second language (L2) as well as first language (L1) acquisition. Learners need to listen to language input in order to produce in other skill areas; without input at the right level, no learning will happen. Therefore, the importance of teaching listening can well be seen. For being a complex phenomenon, thus you can teach listening through developing cognitive strategies, developing listening with other skills, listening to authentic material, using technology, listening for academic purposes and listening for fun.

Increasing need of teaching pronunciation in communicative approach has triggered researchers to work on various components of pronunciation. As Celce-Murcia, Brinton, and Goodwin (1996) point out; early research focused mainly on the acquisition of individual vowel or consonant phonemes.

Listening comprehension is a difficult skill to develop for learners of English. In Ecuador, people do not have opportunities for authentic oral input. Neglecting the natural spoken language, teachers often speak clear and comprehensible English, and/or expose learners to modified listening passages in textbooks.

We suggested that the main problem of students, especially the ones visiting foreign countries is that, although they can speak English accurately, they cannot understand it.

One method that is not used in Listening nowadays is Grammar translation because, the classes focused on abstract grammatical rules together with the translation of sentences; mostly literary ones. Listening did not have even slight recognition within these classes following GTM.

In direct method listening was or is one of the most important skills focused in this method since it provided natural input for orally conducted language teaching.

Listening has been defined similarly by different researchers. For instance, defines listening as involving basic auditory discrimination and aural grammar, choosing necessary information, recalling it, and relating it to everything that involves processing or conciliating between sound and composition of meaning. (Similarly, according to Brown, 2001; Carter & Nunan, 2002; Larsen-Freeman, 2000; Richards & Rodgers, 2001).

In Ecuador, there were some teachers that made a project to improve learning in listening comprehension in Manabí, they used didactic strategies to develop the ability of listening English through the means of education, technical, audio-visual (graphics, illustrations, charts, posters) and lingual audio (listening, repeating, videos, conversations).

They made it in a public school, where the resources are not too much; the results were that listening has to be taught inside the Language arts through the didactic exercises to understand this foreign language.

Finally, Listening is one of the most problematic skills for foreign language learners (FLL) since it does not develop easily. In order to develop this skill, many different methods have been applied and various activities have been employed in classrooms. Teachers have sought ways to teach FLLs strategies to adopt. In addition to applying strategies, researchers and teachers have designed and tried to follow different techniques such as using visual aids and particular computer programs. With the help of technology, opportunities for classroom instruction arise and teachers try to take advantage of these opportunities. Nevertheless, listening has remained one of the most difficult skills due to certain reasons. For instance, no matter how different the techniques that the teachers employ in classrooms, the materials lack the strength to cover how the real listening process occurs.

2.4. Research questions

What are the best didactic exercises that we need to apply for the students in order to improve the listening comprehension?

How can we apply new didactic exercises to help students develop listening activities without problem?

How many didactic exercises do we apply in the classroom in order to help students learn and practice in an easy way?

In what way do students feel motivated in all the classes?

2.5. Hypothesis.

2.5.1. Research hypothesis

The mean of the post test is greater than the mean of the pretest, after the educational intervention.

2.5.2. Null Hypothesis

There is not difference between the pretest and the posttest after educational intervention.

2.6 Indicators and variables

Table 1. Shows the variables, the conceptual definition, indicators and the instruments of evaluation used in this project

Variables	Definition	Indicators	Instruments
<u>Independent</u> Didactic Exercises	Didactic Exercises are considered integrated sequences of procedures or activities chosen in order to facilitate the information that you want to transmit.	Students will apply the 70% of the didactic exercises in the guide. The teacher accomplished the objective set by the lesson plan in a hundred percent. The students will work in group of two supervisors-teachers. The prior knowledge will be diagnosed by a test.	Summative test. Rubrics. Student Survey. Class Observation Guide. Check documents and planning. Teaching tools.
<u>Dependent</u> Listening comprehension.	It is a communicative capacity that covers the entire process of interpretation of the speech, from	At the end of unit the students will reach the 70 % of all the content taught. Participation. Concentration.	Students Survey. Classes Observation Guide.

	the mere decoding to the understanding of language of the phonic chain (phonemes, syllables, words, etc.)	Be pro-active. Value the subject Listening.	
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Table 1. Variables-Conceptual Definitions-Indicators-Instruments

2.7. Definition of terms

Didactic strategies: Are training methods that tend to weigh on the educational style to engage the student's mind. Some core learning strategies include the sharing of knowledge with other students through a variety of structures. It also includes student working in groups based on ability level or interest and didactic exercises is a number of means or instruments that favor the process of teaching and learning.

Listening: Is often confused with hearing. While hearing is a biological process that can be scientifically explained, listening is a neurological cognitive regarding the processing of auditory stimuli received by the auditory system.

Comprehension: The action or capacity to understand something. It means the state of being comprehended or the capacity of the mind to perceive and understand.

San Jose la Salle high school: It is a catholic school and also it is a hundred years old in Guayaquil, so is the first that wants to be a bilingual school.

Semantic: Is the study of meaning that is used for understanding human expression through language. Other forms of semantics include the semantics of programming languages, formal logics, semiotics, and sociolinguistic is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and the

effects of language use on society. Sociolinguistics differs from sociology of language in that the focus of sociolinguistics is the effect of the society on the language.

Validity: Is the extent to which a test measures what it claims to measure. It is vital for a test to be valid in order for the results to be accurately applied and interpreted; also it isn't determined by a single statistic, but by a body of research that demonstrates the relationship between the test and the behavior it is intended to measure.

A compound noun: is a noun (person, place, thing, idea) that is made up of more than one word. The parts can be connected with a hyphen, placed side by side without a space, or sometimes with a space.

Observations class: Is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Typically conducted by fellow teachers, administrators, or instructional specialists, classroom observations are often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques.

Objective: A specific result that a person or system aims to achieve within a time frame and with available resources. In general, objectives are more specific and easier to measure than goals. Objectives are basic tools that underlie all planning and strategic activities.

Innovative: is the application of better solutions that meet new requirements, unarticulated needs, or existing market needs. This is accomplished through more effective products, processes, services, technologies, or ideas that are readily available to markets, governments and society.

Educational background: The study of methods of training and teaching and their effectiveness, and of the problems experienced in learning formal material; in particular, the study of how to help people, esp. school children, with learning problems to overcome their difficulties.

Received Pronunciation: Often abbreviated to RP, is an accent of spoken English. Unlike other UK accents, it is identified not so much with a particular region as with a particular social group, although it has connections with the accent of Southern England. RP is associated with educated speakers and formal speech. It has connotations of prestige and authority, but also of privilege and arrogance.

2.8. Summary.

On October 14th2013, we started second term, thus the students gave us some flash cards that we sent them to do in their holidays in order to help them doing a review with the all vocabulary taught in the first term for example words like assignment, thumb, scratch, gestures, handshake, slightly, bury, spill also students did and heard new vocabulary about the last six units that they had to learn in the second term to get used to the new vocabulary.

In the first term, we finished the first six units and also we introduced rules about vowels sounds taken from Pronunciation pairs Cambridge “difference between /iy/ and /I/ sheep –ship, seat, sit, heel –hill, feel –fill and sleep –slip. The sound /I/ is usually spelled with the letter I and the sound /iy/ is usually spelled with the letter e, for this reason, the direction is “open your mouth a little more for /I/ because is a shorter, more relaxed sound than /iy/, push your tongue forward in your mouth. Second, the difference between sound /e/ and /ey/ pen –pain, wet –wait, test –taste, pepper –paper, shed –shade with the purpose that increase their comprehension when teachers start doing the didactic exercise with them. Our first didactic exercise was sing a song “Hold on little girl”, but with real musical instruments that some students played so during the class we were analyzing some vocabulary with their vowels sounds had such as seen /sin/, baby/beibi/,feel/fil/, too/tu/,fate/feIt/, will /wIl/,twist/twIst/,come /k^m/,let/let/.As a result, students enjoyed the activity because some of them had the ability to play music instruments and the opportunity to earn money when they left San Jose La Salle.

From October 20th, 2013 to October 31th in the same year, we were teaching some consonants sound for example /p/ and /f/ pan-fan, pull-full, peel-feel, copy –coffee and cup –cuff. The sound /f / is usually spelled with the letter f.

Add more examples like first, funny, before, off, office, difficult, telephone, alphabet, enough. The sound /p/ is spelled with the letter p .Add more examples paper, people, shopping, happy and the letter p is silent in these words: psychology, pneumonia, receipt. Also, we worked on unit 7 with all the exercises that the students' book and workbook had, such as listen and fill in the blanks, complete the essay, true and false, and during this period we asked the students to create a comic story to develop in only one chapter in groups of five to say and explain who the characters are, principal characteristics about their creation with the purpose to let them know they can create everything they want. Similarly to the activity we developed in the first term, named Fruit salad.

Differences between creation and initiative is that creation is the act of producing or causing to exist; the act of creating, engendering and initiative is the power or ability to begin or to follow through energetically with a plan or task; enterprise and determination.

On November, we were teaching new consonants sound for example /v/ and /b/ ban-van, b-v, best –vest, boat –vote, cabs –calves. We explained the students that the sound /v/ is usually spelled with the letter v, and added more examples like very, visit, have, love, thus careful words ending with the sound /v/ always adding the letter e in the spelling. English words do not end in the letter v alone, examples: believe expensive, five. The sound /b/ is spelled with the letter b. Sound is the sensation stimulated in the organs of hearing by such vibrations in the air or other medium. More examples were added like: birthday, about, table, job, rubber, and robber. A rule students were taught, to be careful in their listening: The letter b is silent in these common expressions with the sounds /b/: climb, lamb, thumb, comb and bomb. Also, we finished unit 8 with all the exercises that the students' book and workbook had such as listen and fill in the blanks, complete the essay, true and false and during this period we did three new didactic exercises to improve listening comprehension, thus they sang the song “It's My Life ”by Bon Jovi and “Accidentally in Love” by Country Crows. Essay is a short literary composition on a particular theme or subject, usually in prose and generally analytic, speculative, or interpretative .As a result, students were singing them

with lyrics and without understanding and comprehending the songs after that, we did a review playing Wii in guitar hero with them. The purpose of those activities was training the listening comprehension of the resources they had at hand and they preferred. Motivation is an inner drive to behave or act in a certain manner. These inner conditions such as wishes, desires and goals, activate to move in a particular direction in behavior.

We observed some students with good voice thus; we told them that there are some colleges that give scholarships to students with good voice for example Universidad Laica Vicente Rocafuerte as a means of motivation.

On December, we were teaching new consonants sound for example /l/ and /r/ long-wrong, light-write, pilot- pirate, glass –grass, cloud–crowd. The sound /l/ is spelled with the letter l. Add more examples late, early, sleep, told, trouble, call, spell, really, excellent. Other rule students were taught to be careful in their listening: the letter l is sometimes silent when it comes before a consonant: Talk, walk ,half, could, should, would, calm, palm. The sound /r/ is usually spelled with the letter r. Added more examples right, repeat, really, sorry, tomorrow, wrong, write, rhythm. Vowel is a speech sound which is produced by comparatively open configuration of the vocal tract, with vibration of the vocal cords but without audible friction, and which is a unit of the sound system of a language that forms the nucleus of a syllable; Contrasted with consonant.

Consonant is a speech sound that's not a vowel; a letter of the alphabet that represents a speech sound produced by a partial or complete obstruction of the air stream by a constriction of the speech organs. Also, we did unit 9 with all the exercises that the students' book and workbook had such as listen and fill in the blanks, complete the essay, true and false and during this period we did two new didactic exercises to improve listening comprehension. In the same way, they watched in two times the movie "Philadelphia" one of them with subtitle and another without subtitle explaining some vowels and consonants sound in the first time and the second time doing exercises listen and choose the correct picture, as listen and fill in the blanks, complete the essay, true and

false, the purpose of these activities was the importance of HIV or AIDS, because nowadays our teenagers live a free life.

Finally on January 2014, we did a reinforcement activity to cover all what was learned about vowel and consonants sound with tongue twister. Tongue-twister is a phrase that is designed to be difficult to articulate properly, and can be used as a type of spoken (or sung) word game. Some tongue-twisters produce results which are humorous (or humorously vulgar) when they are mispronounced, while others simply rely on the confusion and mistakes of the speaker for their amusement value. For example, Chester chokes chestnuts, and cheddar cheese with chewy chives. He chewed them and he chose them. He chose them and he chewed them, those chestnuts, cheddar cheese and chives in cheery, charming chunks and finished unit 10; besides, we asked students for their feedback about the project but we did not finish the student book and work book, because students of 3rd course left first than the other students, as a consequence they had to do two exams the post – test and final exam on January. As a result most of them got 10, so in this year San Jose La Salle decided to take a general English exam with all the skills for the last year students, according to the regulations of the Ministry of Education. For this reason all of them got good grades in these exams too.

3. Research Methodology

3.1. Methods and Techniques

This study uses the quantitative approach and, it is exploratory because we are going to analyze and observe each of the listening classes in all third courses, so like a consequence, Explanatory, we will explain each of the didactic exercises found and analyzed in this problem. This study is also based on primary sources on the firsthand and it is finally descriptive.

The procedure was as followed :(1) Administer the pre – test, (2) Administer the questionnaire to students, (3) administer the questionnaire to teachers, (4) make the class observation, (5) apply the didactic exercises in the classroom, and (6) administer the post – test.

We did the pretest and posttest through standards of ineval, loei, and Pei.

Ineval is the National Institute of Educational Assessment - is an organization autonomous in its financial, administrative and technical aspects, and is responsible for the external and internal evaluation of the National Education System of Ecuador. Also, its work is based on educational quality standards set by the Ministry of Education.

Loei is the Intercultural Education Act, is a law that regulates all educational school, it makes the students' rights are respected and their obligations are complied; if they do not do well their obligations, they have to be punished also regularized by the ministry of education.

Pei is the Institutional education project, it analyzes the principles and purposes of the institution, teachers and learning resources available and needed, the teaching strategy, rules for teachers and students and the management system.

According to the Ineval, "the assessment process is a systematic, scientific, participatory, formative, designed to collect information related to the learning, skills, competence and students' skills for developing values to make a better quality in the educational process".

According to the Loei, "a test is one that offers alternative answers as true or false, identification and multiple choices".

In our tests were clear and did not do for more than one interpretation in our questions or items, we included in our tests multiple choices, true or false, and short answers, thus we used images in the first item to understand better the question according to answer, second relate to the characters and situations about the conversation in which students had to relate, in the third and fourth item, the students had to choose the best option that that were four and finally short answer about the conversation to comprehend how students are about their comprehension.

The questions were interrogative and exclamatory and the last issue was to analyze how students were in understanding and comprehension with vowels and consonants sounds.

We took the pretest on October 15th, 2013 and the post test was taken on January 24th, 2014 with good students' grades.

The teachers and students' questionnaires were taken asking several questions the impulse to our project to have positive results such as what, how who, when, what for, what I do, what I want learn, in order to have a good working environment that we could get good results in our project.

Our observations did through teachers' skills, Comply with Rules and Regulations, aptitude to change in education, emotional development to have control among teachers that we are going to this project and also get a good planning with everything related to the topic and education.

3.2. Research population and sample

The population consists of all high school students in third course attending San José La Salle, which is 180; but we took 36 students of the parallel "C", which constitutes 20% of the population. Population is a numerical set that includes all the numbers within the entire group. We selected those students, because they got bad grades in the term; as there are just four teachers working in third year consequently we will analyze each course with them.

3.3. Research Instruments

The instruments were the following: A pre – test and post – test which contains five items: 1) Listen the question and choose the correct answer, 2) Circle T for true and F for false, 3) and 4) choose the correct answers, and finally 5) fill in the blanks. Didactic exercises will be measured according to student surveys thus, we will see if they are motivated or not to learn English with enthusiasm.

A questionnaire to students which contains ten items to measure the quality of the listening class such as resources, schedule, motivation, develop in class, places, interactive and expectations.

A questionnaire to teacher which contains ten items to measure the importance and method that listening subject has inside the class such as resources, schedule, motivation, develop in class, places, interactive and expectations.

Schedule is a plan for performing work or achieving an objective, specifying the order and allotted time for each part.

The observations check list to measure the quality listening teaching class through plans, coordination area, students' needs, resources, environment, didactic exercises, values, investigations and respect.

Values can be defined as broad preference concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be and respect is a positive feeling of esteem or difference for a person or other entity.

The comprehensive collection of appropriate data and information activities will allow better selection of didactic exercises to be used in the classroom.

We will apply a test of vocabulary knowledge through interaction student to teacher, which would measure the level of students.

3.4. Data analysis methods

In the data analysis conducted was used the paired t-test at a significant level of 0.05.

3.4.1. Results and finding

Hypothesis 1

Hypothesis is a supposition or explanation (theory) that is provisionally accepted in order to interpret certain events or phenomena, and to provide guidance for further investigation. A hypothesis may be proven correct or wrong.

The results of one test input and output are shown in the table below. Furthermore, the number of participants, the lowest rating, the highest rating, the range, mean and standard deviation is indicated.

Table 2. The result of one test input and output

Test	Students	Minimum	Maximum	range	median	Standard Deviation
Pre-Test	34	6	9.3	3.3	8.08	1.13
Post-Test	34	8	10	2	9.64	0.55

In this table only 34 students took exam, because two students missed in the pre – test and post – test; in the pre - test, 6 students got 6 and two students got 7, they were 20% percent, there were thirteen students got nine that they were 60 %, only one student got 9.3, the range between minimum and maximum was 3.3, this average was 8.08 and standard deviation was 1.13.

To be more specific six students got six, two students got seven, thirteen students got nine, eight students got eight, four students got between 8.1 and 8.9 and only one student got 9.3.

In the post test also missed two students with minimum 8 and maximum 10, the maximum grade got more of 50% of students and the range was 2 with a median 9.64, the standard deviation was 0.55.

Finally, twenty three students got 10, ten students got nine and only one student got eight.

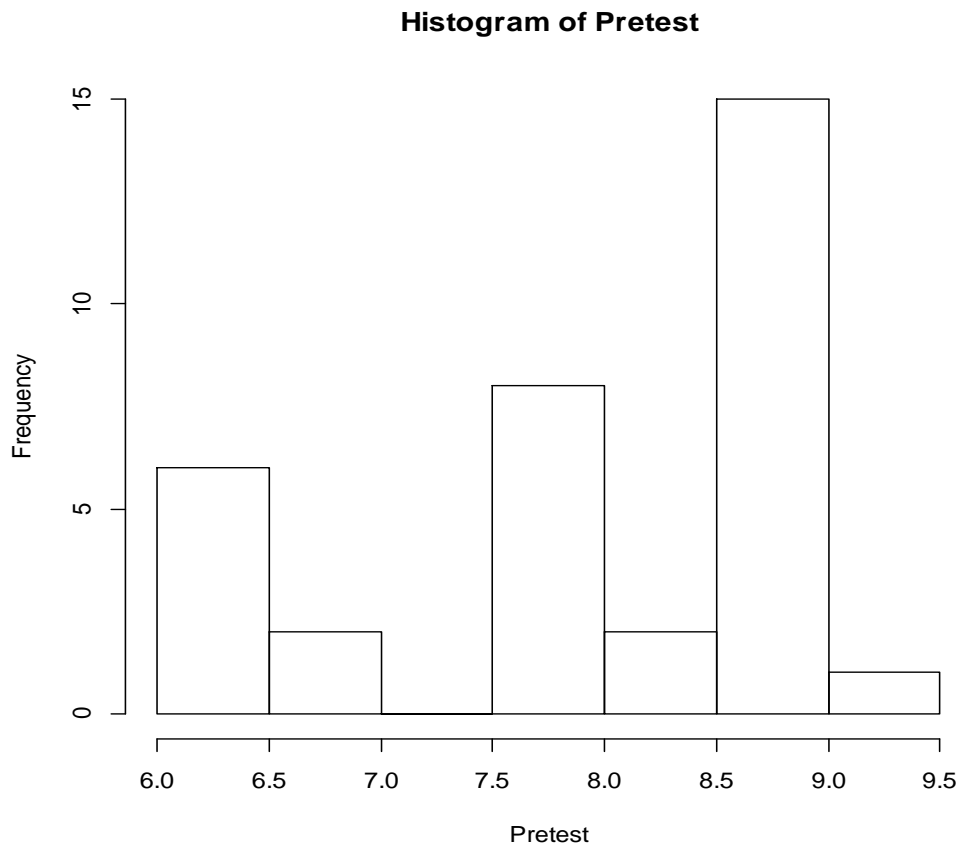
Result is an outcome, consequence, or conclusion of a problem, probe or experiment after a period of time. This conclusion can be one result, multiple results, or no results.

In the next pages, we analyzed the pre – test and post-test in histogram and boxplot.

First, we can see the figures in the pre – test that we made it in San Jose La Salle in the first term, we could get some result that some students got low grades. As a result, we had to improve in the second term their listening

comprehension through our project; the results were very comfortable for us because, some students increased their grades and improved their abilities and comprehension.

In the Figure #1, the Histogram of the Pre-Testis presented,as we can see most of the students' scores are in the range of 6 and 9.3.



According to this table, the students 'scores in the pre – test were:

6 students were six

2 students were seven

13 students were nine

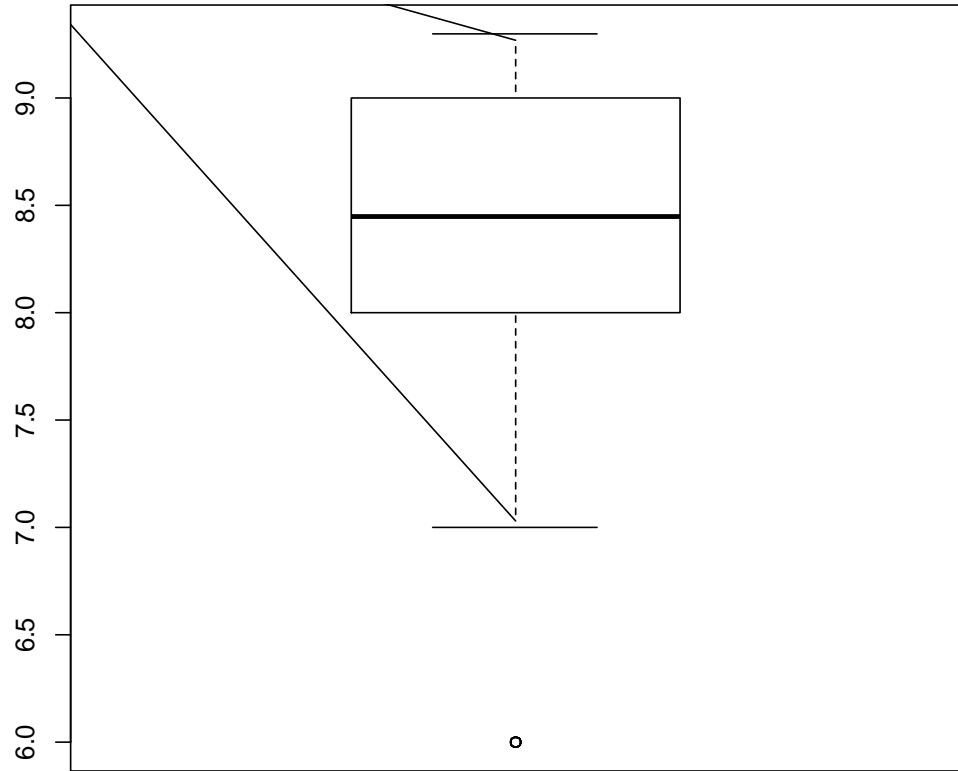
8 students were eight

4 students were between eight point one and eight point nine

1 student was nine point three

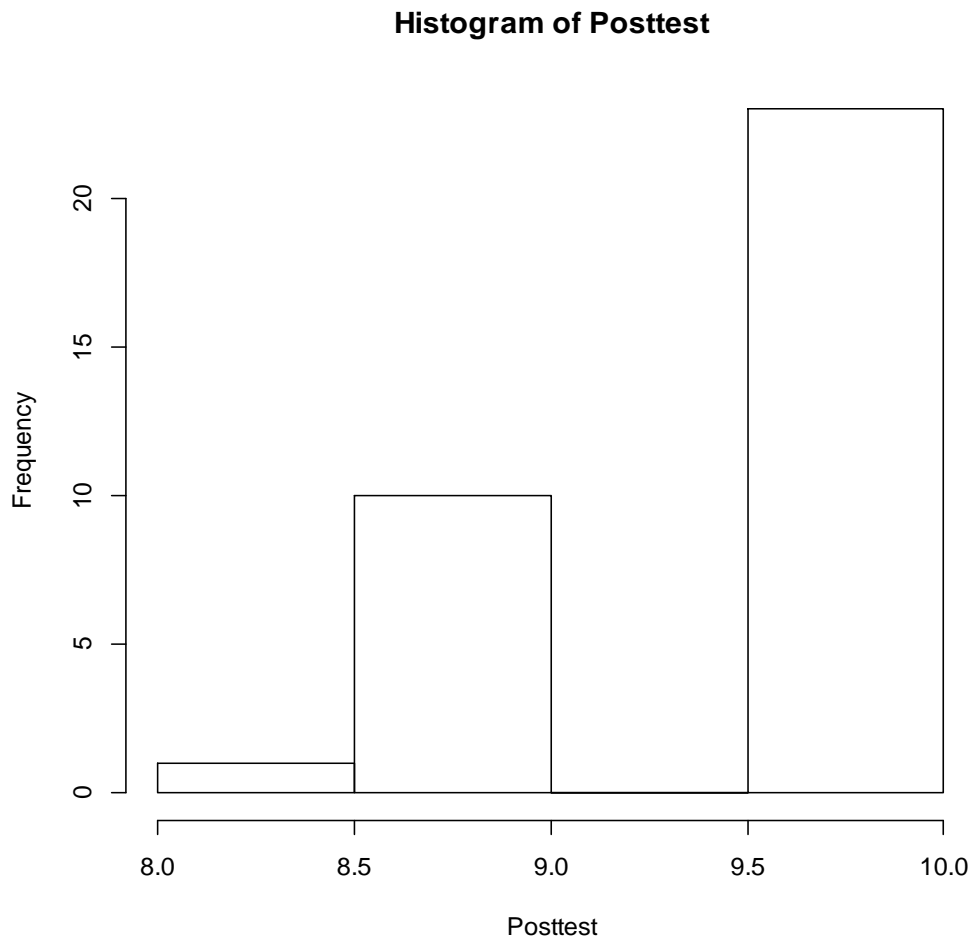
34 students took the pre –test

In Figure #2, the Boxplot of the Pre-Test is presented, as you can see there is one outlier that corresponds to the student who has the lowest grade, which is 6.



In this table, we can see maximum, minimum, median, and one outlier, because six students got 6.

In the Figure #3, the Histogram of the Post-Test is presented, as we can see most of the students' scores are in the range of 9.5 and 10.



According to this table, the students' scores in the post – test were:

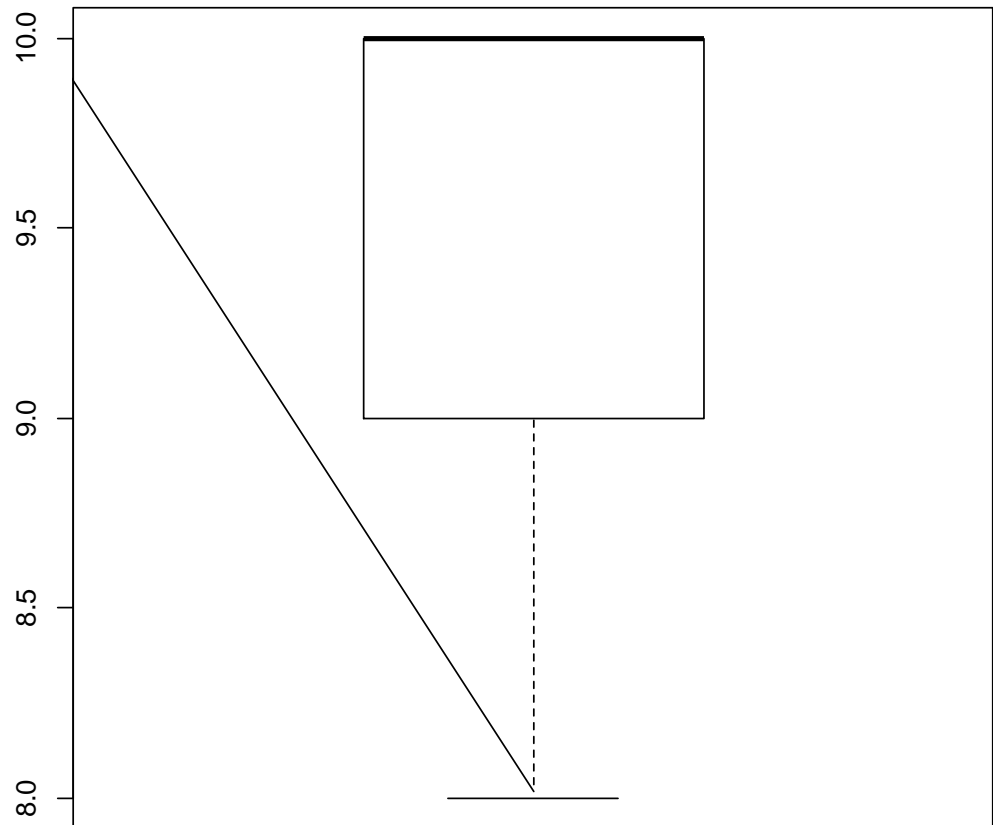
23 students were ten.

10 students were nine.

1 student was eight.

34 students took the pre –test.

In Figure #4 is presented the Boxplot of the Post-Test, as you can see there is not an outlier in the boxplot.

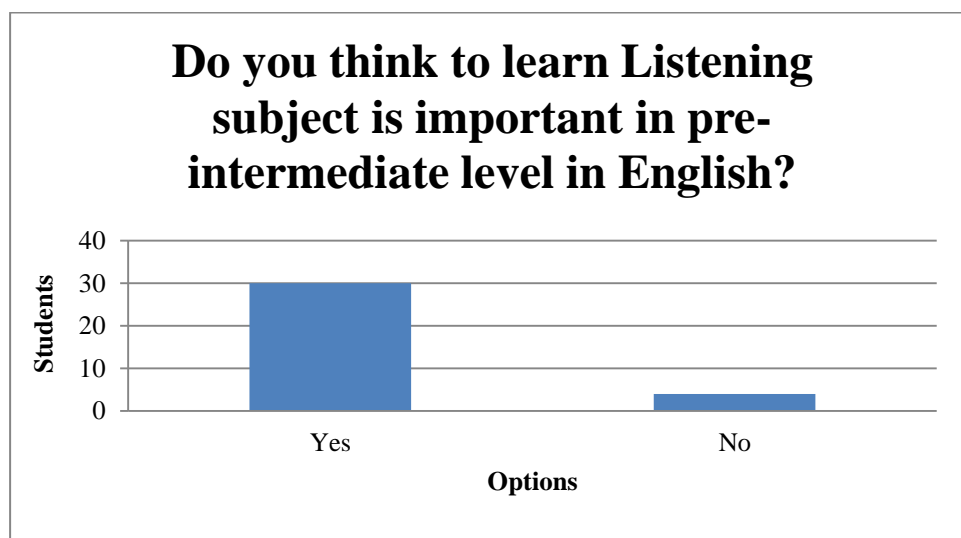


In this picture, we can see maximum, minimum, median and there was not outlier.

Questionnaire to identify the Application of Didactic Exercises to Develop Listening Comprehension in students.

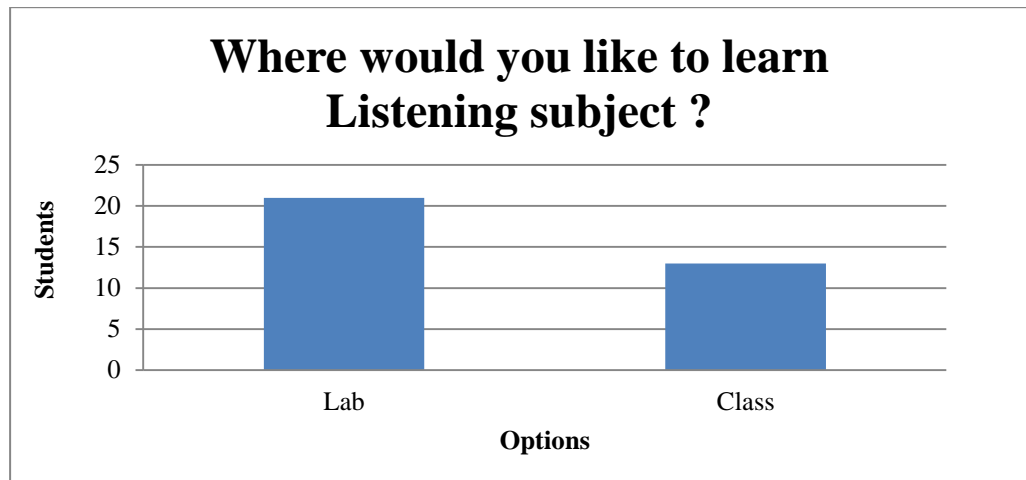
According to the questionnaire the results of the statements were the following:

In figure -, statement 1; 30 students (88.24%) answered yes and four students (11.76%) answered no.



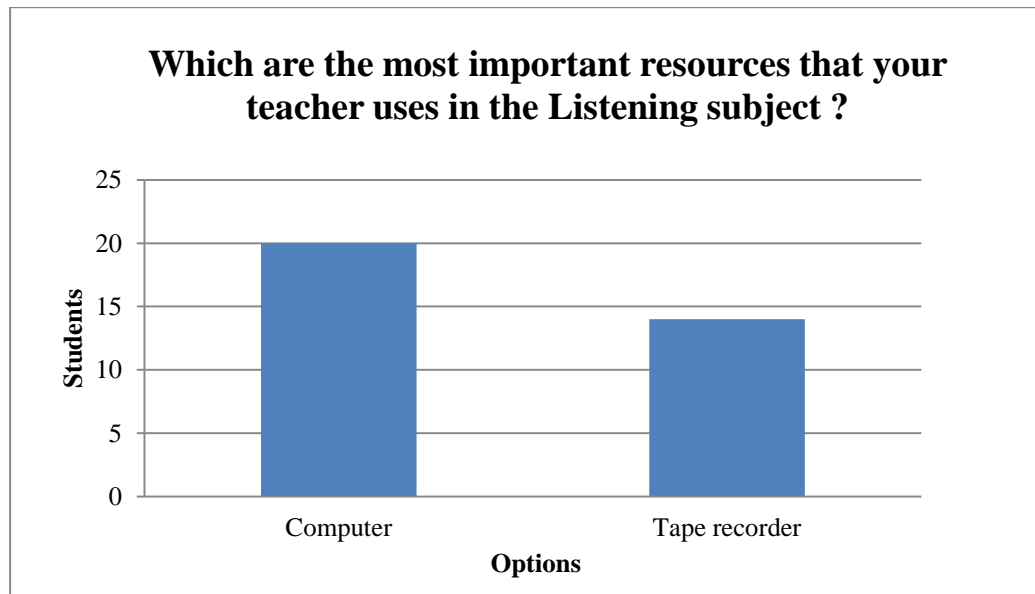
We made this question, since analyzing previous years there were students from different levels taking the same class, which should have been a little uncomfortable for low and high level students in this language, many of them had to enter to English institutions to reach the same level of knowledge of their classmates; consequently, San Jose school decided to give English classes according to the level of the students for period 2013-2014, and also to implement the skills for academic and personal improvement. We made our project for third course "C", they were intermediate level, for which the large percentage answered that it was important to learn listening in order to improve their comprehension, because is the first time that students took listening as subject, also is the first time that students were divided in levels thus, there was a better teaching according to students level. Students 'Level is the knowledge acquired through education or experience that is reflected in their task, lesson and participation in class.

In figure -, statement 2; 21 students (61.75%) answered Lab and 13 students (38.25%) answered class.



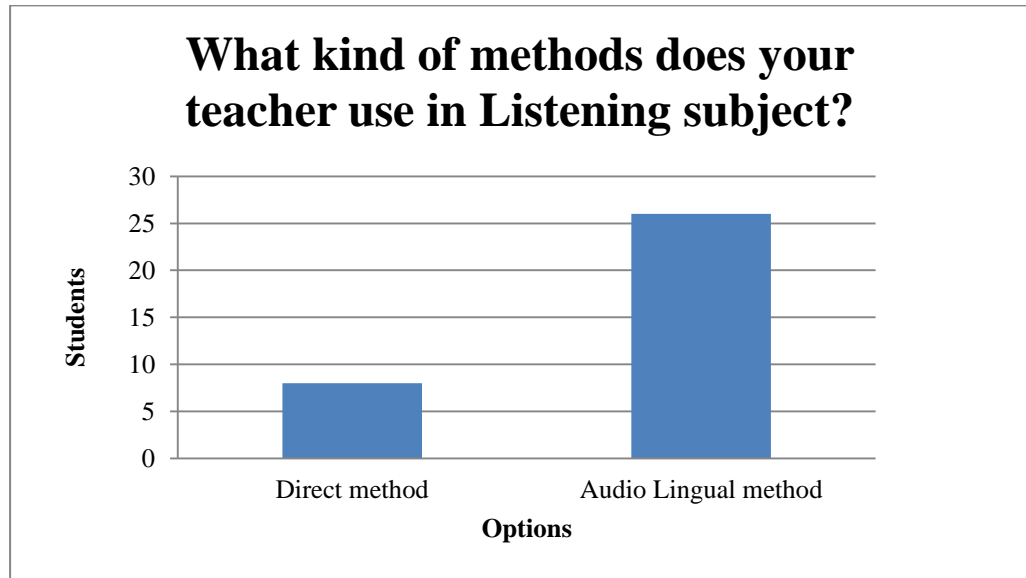
Most of the students said they wanted to study listening in the laboratory as it is a pleasant learning environment, since it has comfortable seats, air conditioning, a projector reflecting a giant screen and a good sound system with excellent audio; on the other hand, other students answered in the class, because some had to stay in their classrooms and to avoid getting late when changing hours from one classroom to another, as some teachers complained if students were late; another option that students had was the audio visual room, is equal to the laboratory, but the difference was it did not have headphones and also it was shared with all other subjects. San Jose high school has several places and resources that help students to learn Listening such as audio visual lab, computers and tape recorders that they can take from one class to another.

In figure -, statement 3; 20 students (58.82%) answered computer, and 14 students (41.18%) answered Tape recorder.



For teaching a foreign language especially listening, a large list of resources is needed, such as markers, computers, tape recorders, board, and a good atmosphere between teacher - students, because if you feel a bad environment this could spoil the class; second, in most schools public as well as private, there is lack of resources to teach listening, for example, we sometimes had to read the script due to the lack of computers or recorders. Resources are fundamental pieces for students to understand the foreign language; the interaction within the class got to be participatory in order not to fall into boredom. It is connected to the second question, because all the resources that the teacher uses in the class are important to get student comprehension.

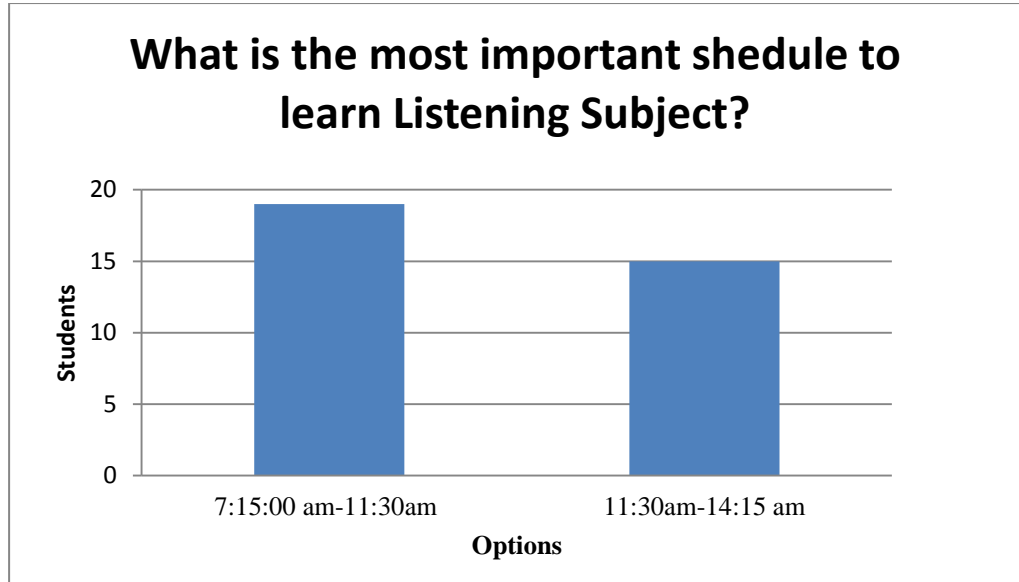
In figure -, statement 4; 26 students (76.47%) answered according to Audio Lingual method, and eight students (23.53%) answered according to Direct method.



These principles are seen in the following guidelines for teaching oral language, which are still followed in contemporary Berlitz schools:

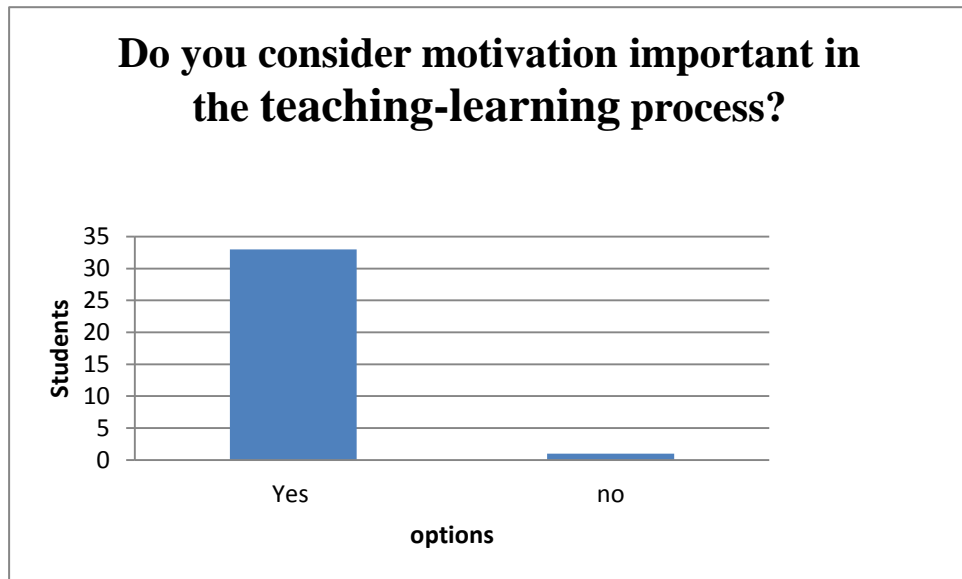
Never translate: demonstrate, never explain: act, never make a speech: ask questions, never imitate mistakes: correct, never speak with single words: use sentences, never speak too much: make students speak much, never use the book: use your lesson plan, never jump around: follow your plan, never go too fast: keep the pace of the student, Never speak too slowly: speak normally, Never speak too quickly: speak naturally, Never speak too loudly: speak naturally, never be impatient: take it easy, Second, Audio lingual method. This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language.

In figure -, statement 5; 19 students (55.88%) answered 7:15:00 am-11:30am and 15 students (54.12%) answered 11:30am-14:15 am.



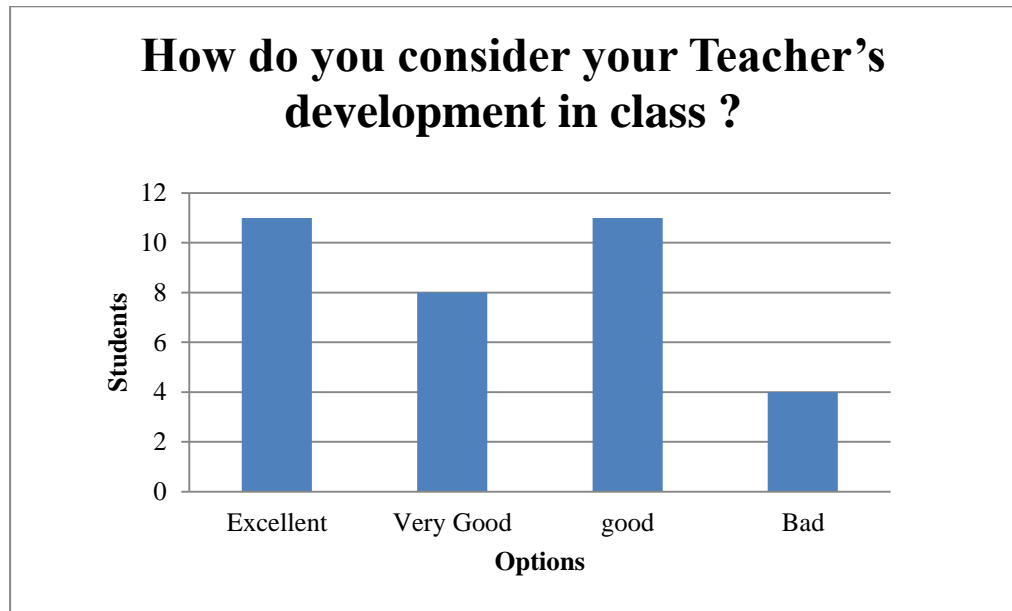
Schedule in San Jose La Salle is of forty-five hours a week with two breaks, for which this question was asked, so in English hours as listening, reading and grammar the students change their courses to get in their levels according to their knowledge of this language, as a result, few minutes were lost when changing courses and therefore could not give a total class. For next school year, the students were requested to go to their English hours after recess, so do not lose much time in parallel changes, there will be specializations until next elective year, thus this way students can be updated in their English levels. In conclusion, the time is very important, they are divided in the English hours, because they are in their specializations in the other hours during the day, it could be uncomfortable to separate them and move one class to another.

In figure -, statement 6; 33 students (98.06%) answered Yes and one student (2.94%) answered no.



Stimulate is produced by various agents on nerves, or a sensory end organ, by which the part connected with the nerve is thrown into a state of activity. As a sequence, motivation is an inner drive to behave or act in a certain manner. These inner conditions such as wishes, desires and goals, activate to move in a particular direction in behavior. Second, is a sequence of interdependent and linked procedures which, at every stage, consume one or more resources (employee time, energy, machines, and money) to convert inputs (data, material, parts, etc.) into outputs. Finally, the motivation between teacher – student is important to achieve the interaction with didactic exercises to facilitate interaction or get good grades.

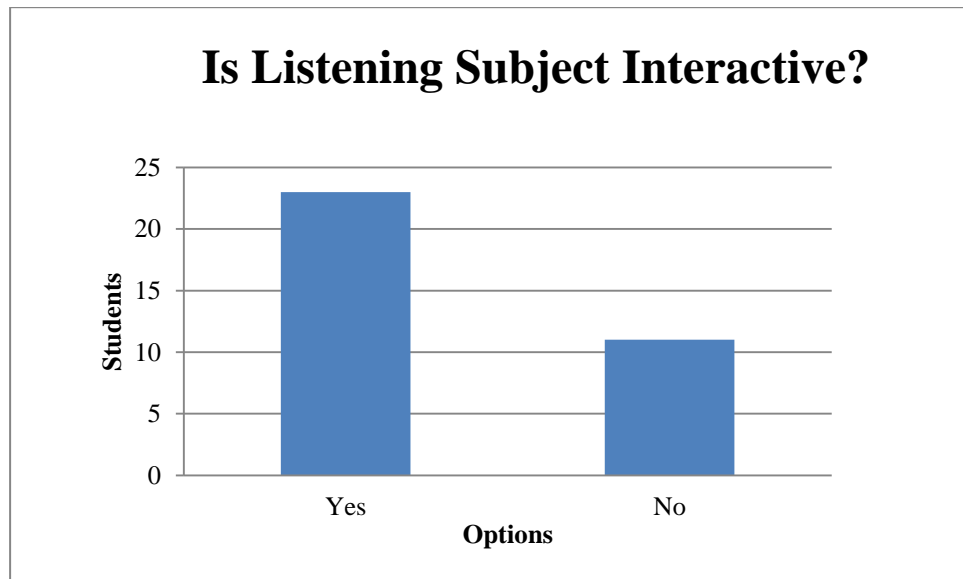
In figure -, statement 7; 11 students (32.35%) answered Excellent, eight students (23.53%) answered Very Good, 11 students (32.35%) answered well and four students (11.77%) answered Bad.



The development of teachers was not satisfactory for pupils in the first term, as they saw listening as subject for the first time, in turn, the activities made by the professor, were not according to their levels, since they had many gaps such as some phonemes in this foreign language and it was very difficult for them to understand this language, so in the middle of the first term and for the whole second term, some consonants and vowel sounds were also taught, with the intention to get a better understanding of this language, accompanied by didactic exercises for interaction between students and teacher.

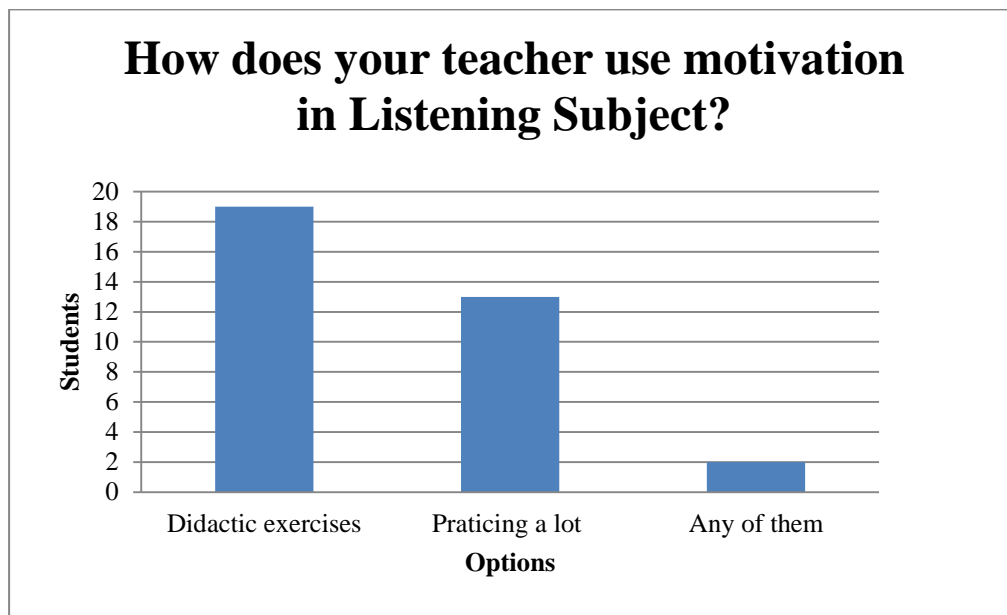
Teacher's development was considered for all the activities done in the nine lesson plans to improve students' comprehension.

In figure -, statement 8; 23 students (67.65%) answered Yes and 11 students (32.35%) answered no.



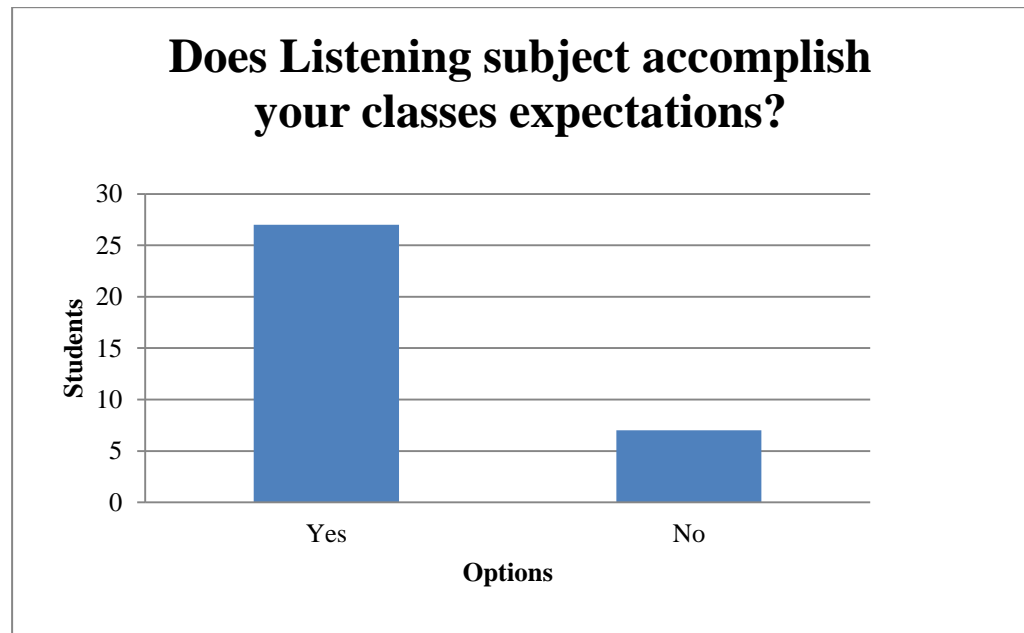
The 60% of the students said yes because the survey was made before starting doing the Project. As a consequence , we had to improve our techniques to achieve students 'comprehension in the second term .The most important resources used inside the class were the didactic exercises that they liked , On the other hand , listening is the action or capacity to understand something. It means the state of being comprehended or the capacity of the mind to perceive and understand. In the second term all students 'grades were good, thus the interaction between teachers – students was good. Finally, Interaction is a kind of action that occurs as two or more objects have an effect upon one another.

In figure -, statement 9; 19 students (55.88%) answered Didactic exercises, 13 students (38.24%) answered Practicing a lot, two students (5.88%) answered Any of them.



The motivation teacher did inwards class was by implementing didactic exercises for the improvement and understanding of this foreign language, such as watching movies, singing songs with and without musical instruments, play Wii (Nintendo) a game called guitar hero, to reinforce learning, also creating novels or chapters with their own characters and characteristics. Finally, we always emphasized the importance of learning English for example, there are universities that give scholarships to students who have a good knowledge of English, and have good abilities, even they can also save time and money as in any university career they are going to choose they will see English as a subject, and they will take a placement test and could obtain a good level of English if they decide to look for a job when they leave school. The name of our project is based on this question, because all the students said that they needed motivation to do well this subject.

In figure -, statement 10; 27 students (79.41%) answered Yes and seven students (20.59%) answered no.



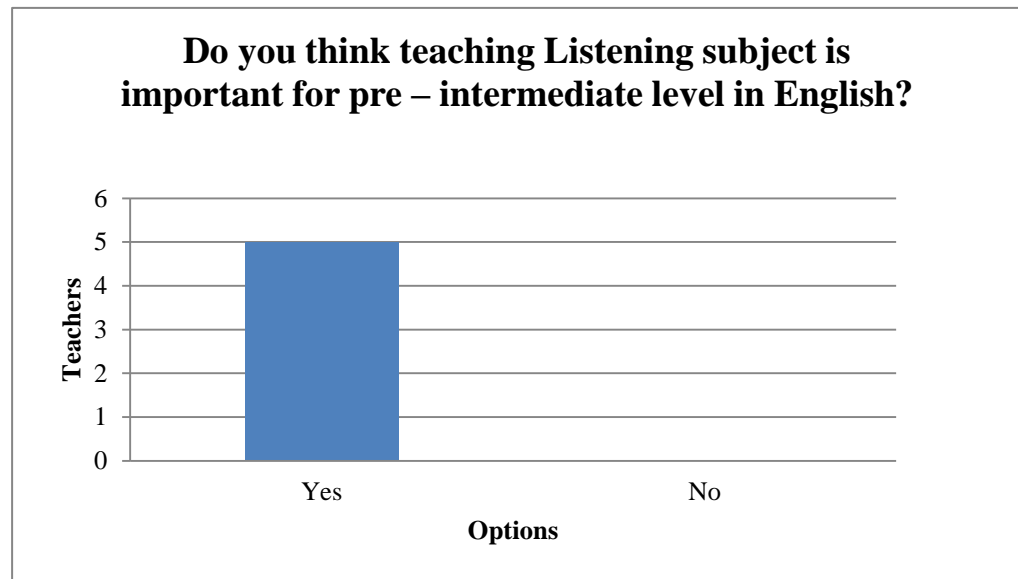
The teacher met expectations of students about something that they like, such as all the aforementioned didactic exercises, this was connected to the motivation to learn the language, the results were at the end of the process, if they were good results as we got through this project, we fulfilled the expectations and goals of the students, therefore in this way we will leave a project for this school, for future generations, so that this subject is best understood. Finally there was no student with bad grades, and the best was that all students approved the course at once.

It was good because, they are going to finish the high school and see the importance of English to take it as subject in any career that they are going to choose at the university.

Questionnaire to identify the Application of Didactic Exercises to Develop Listening Comprehension in teachers.

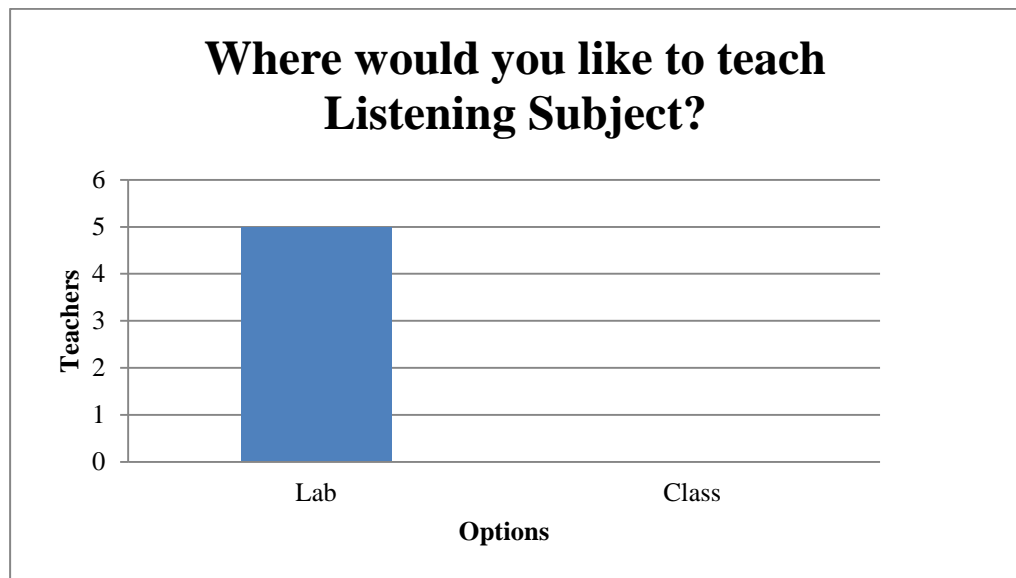
According to the questionnaire the results of the statements were the following:

In figure -, statement 1; Five teachers (100%) answered yes.



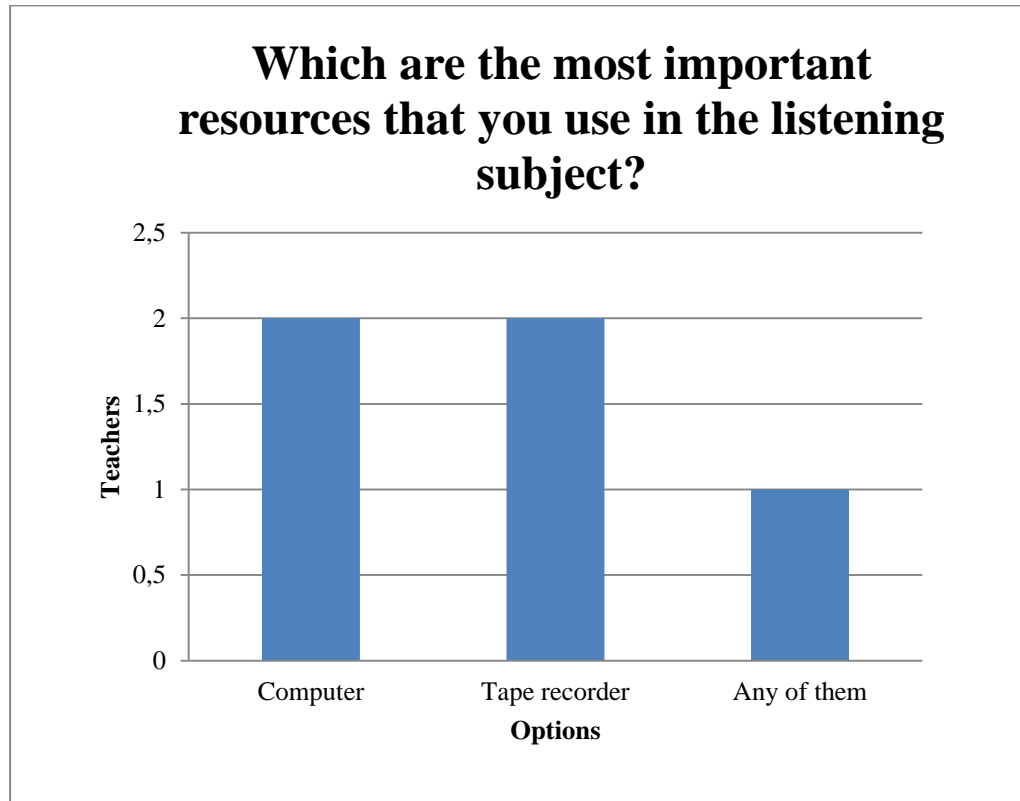
In recent years when teachers taught English, they had to do all the skills as listening, reading, speaking, writing all in one subject, and besides they had all students with different levels in one single classroom, for that reason, they could not make a good presentation, practice and production; also, they had English two hours a week only, this is why for school year 2013 -2014 all skills were implemented as independent subjects with their own time, and this facilitates teaching for the teachers and learning for students. therefore, this question was taken, because it is the first time that students took listening as subject, also it is the first time that students were divided in levels so, there was a better teaching according to students level.

In figure -, statement 2; Five teachers (100%) answered Lab.



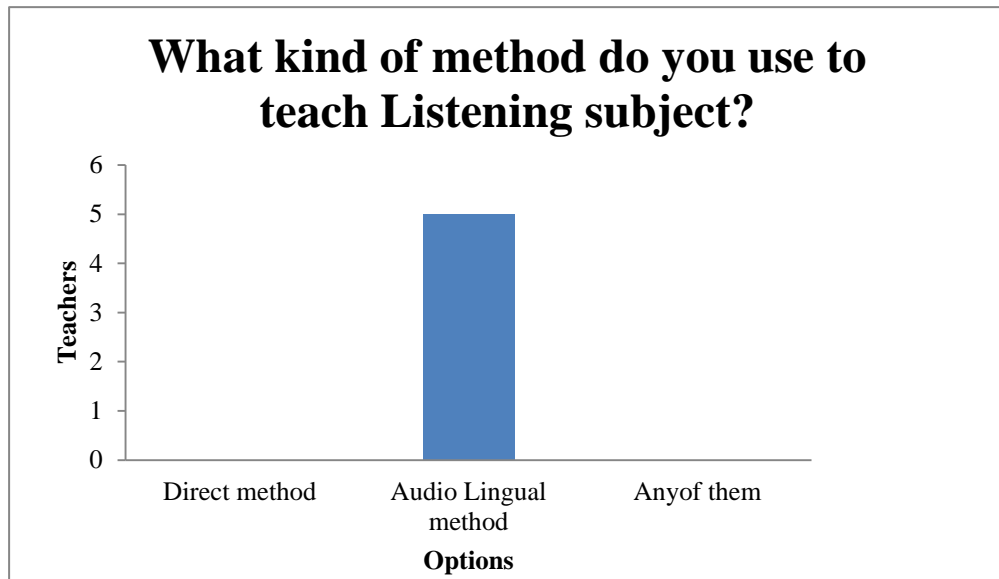
As in this school year abilities were just given as independent subjects, and also the students were in grades according to their levels, there were some courses that were not yet consistent levels, for example higher courses having specializations, they lost too much time while changing from one course to another, for this reason, one of the changes that will be done for next year's class hours is to give English classes after breaks, and asked the authorities about more resources for this foreign language teaching, so that the area of English does not share computers, audios with other areas, and also more English laboratories were asked because there was just one in previous years. All the teachers said Lab, because they asked the principal, if the high school built the new lab to teach better next year.

In figure -, statement 3; Two teachers (40%) answered Computers, Two teachers (40%) answered Tape recorder, one teacher (20%) answered any of them.



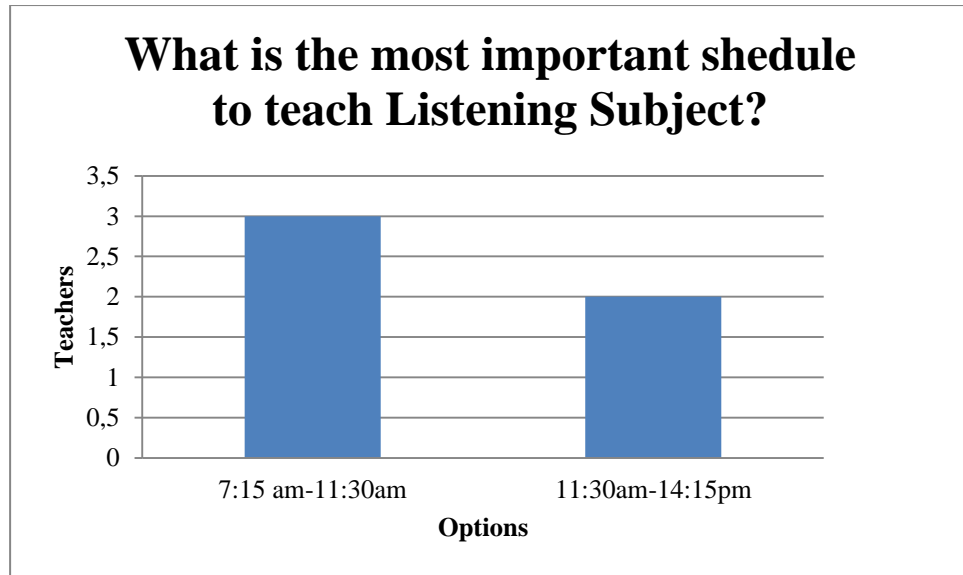
The resources used by the teachers of English are markers, whiteboard, computers, eraser, and the most important a lot of dynamics and positive energy inside and outside the classroom in order to get interaction between student - teacher and thus achieve the objective which is the understanding of this foreign language. At the same time, the computers were used in class with their respective speakers, there was also a laboratory room that was shared with the teachers of all areas, but rarely we could be there. Innovative is the application of better solutions that meet new requirements, unarticulated needs, or existing market needs. This is accomplished through more effective products, processes, services, technologies, or ideas that are readily available to markets, governments and society. Finally, all the resources the teachers used in class to help themselves to teach Listening were important for comprehension.

In figure -, statement 4; Five teachers (100%) answered Audio Lingual Method.



Several methods were used, but we also helped ourselves with value classes such as the commitment that they must have with their parents since they pay their education and nowadays is very difficult to get money, and respect with all people in their environment such as family, school or neighborhood plus all persons who are going to meet in their lives; love, because love is the only language in the world and we all understand if we speak with love, and also god is love. Also, this approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language.

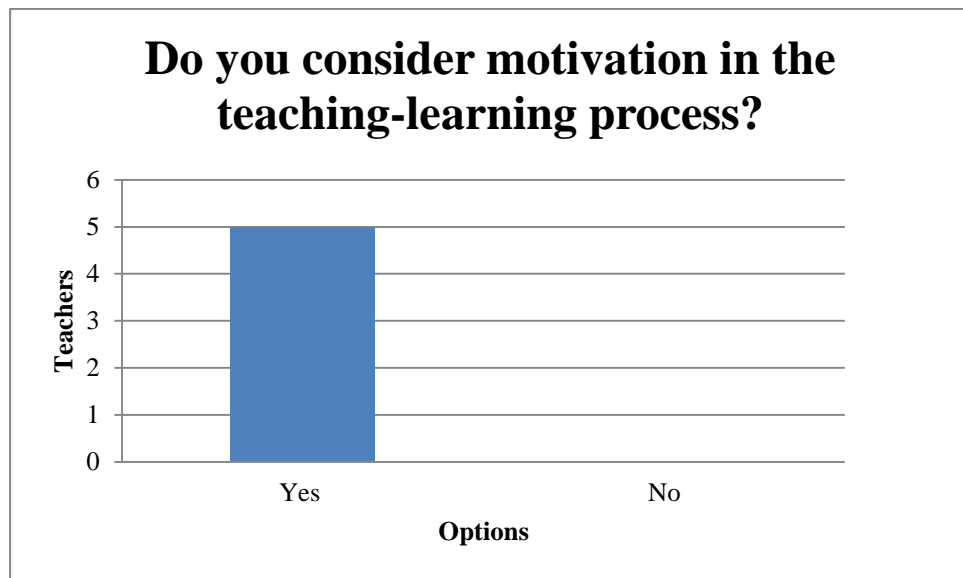
In figure -, statement 5; Three teachers (60%) answered 7:15 am-11:30am, and Two teachers (40%) answered 11:30am-14:15 pm.



Most teachers chose the first hour in order to avoid changing courses by levels, losing time for the listening hour; moreover, it is very necessary that the hours of English are given after recess to avoid the above mentioned, we think that in the last hours should be given classes for English grammar as teachers are most familiar in teaching grammar, in addition we help each other between teachers during the English hours, if one is not complicated in giving classes then we put two groups of students in one class and watched films for analysis.

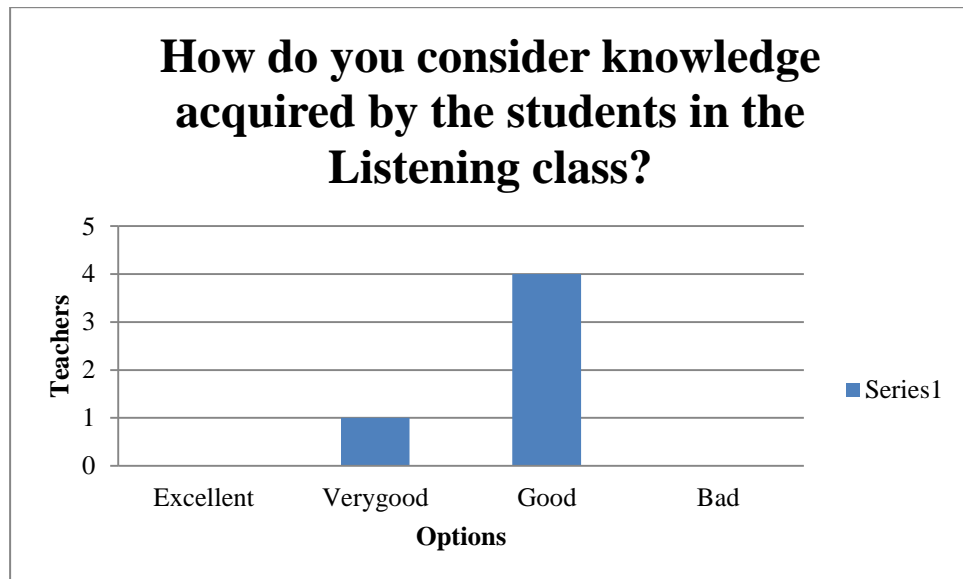
As a result, the teachers accepted to teach listening in a specific schedule because they wanted their students to get comprehension in this subject.

In figure -, statement 6; Five teachers (100%) answered yes.



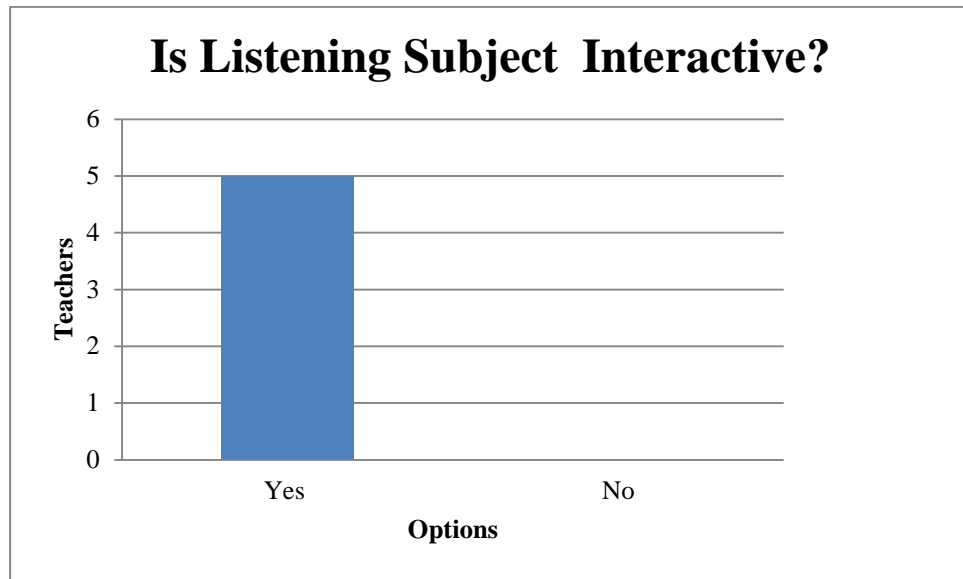
The inner situation of a teacher plays an important role in this learning process so that students feel motivated, as a teacher with inner problems cannot transmit positive energy to the students, and therefore it makes an unpleasant environment among them; everyone has problems, but our commitment to our work has to overcome this even that unemployment in our country is high; on the other hand, the importance and concentration should give a teacher to his students, should derive on motivation, as he planned a good class for them. Similarly, the motivation between teacher – student is important to achieve, using the interaction teacher – student with didactic exercises included in the book. Finally, interaction is a kind of action that occurs as two or more objects have an effect upon one another.

In figure -, statement 7; Four teachers (80%) answered Very Good, one teacher (20%) answered Good.



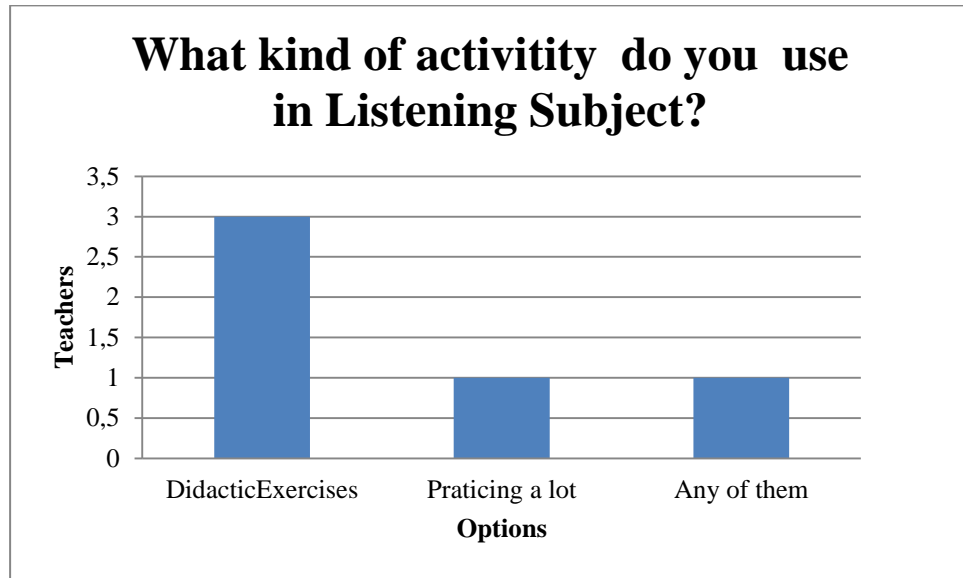
In the first term, we had some problems, such as they did not know some grammar rules and comprehension of this foreign language was very poor, for which we had to do better planning in the second term, to improve their level in grammar and comprehension, this process had very good results for the students' motivation who obtained good grades through good individual work, group work and assessments taken in the second term, which were improving their level and comprehension in this foreign language. As a consequence, it was bad in the first term because they did not know some grammatical rules about phonemes, but it was improved in the second term through a lot of didactic exercises.

In figure -, statement 8; Five teachers (100%) answered yes.



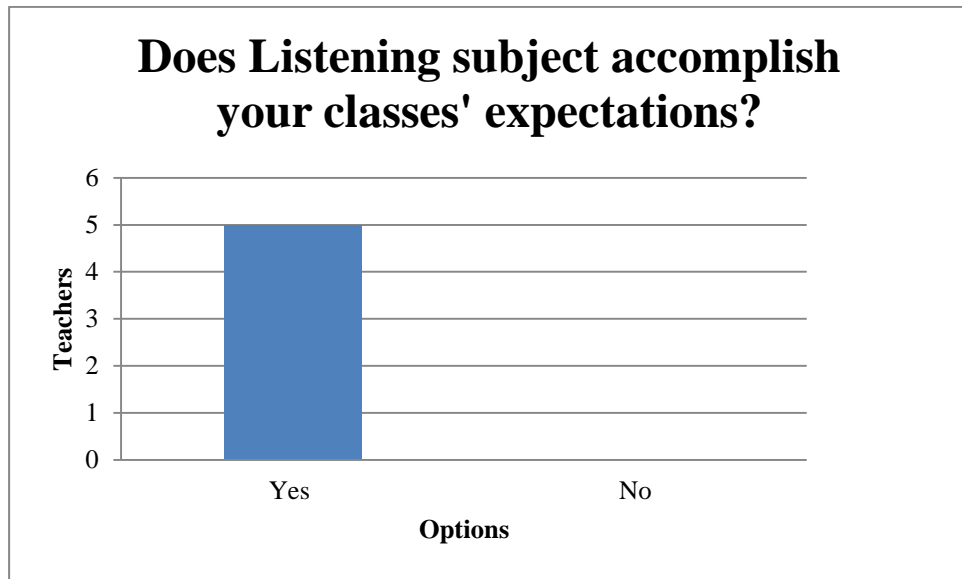
The interaction between teacher and student in the first term was not very good as it was the first time the students saw listening as a subject and did not know how to develop some activities or comprehend this language, which was a problem and had to find a solution which was to seek didactic exercises for which we did a survey and analysis of what would be the best for them to understand and comprehend this foreign language and in this way to convert a class of interaction, participatory class which would benefit as well as teacher and student, because they were within a nice environment and they did not feel as they were studying or teaching, it turned in an atmosphere of good communication .Finally, the students' participation inside the class and also the interaction in all exercises made it interactive thus , expectation is a belief about what might happen in the future, like your expectation to stay close with your best friends your whole life.

In figure -, statement 9; Three teachers (60%) answered Didactic exercises, One teacher (20%) answered Practicing a lot, one teacher (20%) answered any of them.



The activities within classes were analyzed with and asked to the students and we came to a conclusion that we would reach comprehension of this foreign language by analyzing movies through new vocabulary, the same when singing songs with or without musical instruments and then reinforce this by playing Hero Guitar in Nintendo, and also doing any novel chapters they want to analyze and be exposed in the class, all these accompanied with the analysis of the books and the introduction of vowels and consonant sounds. Finally, watching videos, singing songs, playing games through didactic exercises and, activities is an educational process or procedure intended to stimulate learning through actual experience.

In figure -, statement 10; Five teachers (100%) answered yes.



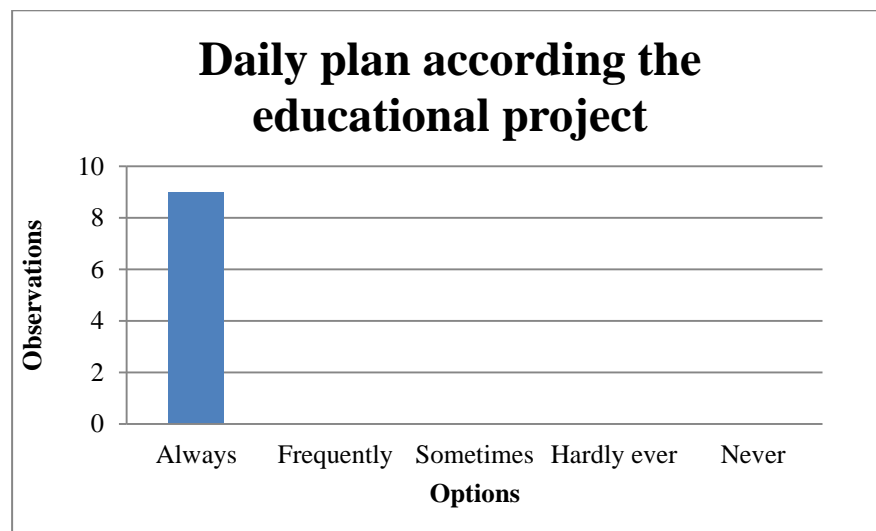
The expectations that teachers seek is that students do all the homework, do their lessons well, they do welcome their group works, and the most important to have participatory classes, and in turn with all the above they obtain good results; on the other hand, a teacher should have his classes planned and never leave anything for improvisation, which may cause many problems in classes. It really does, because students are going to finish the high school to see the importance of English, and to take it as subject in any career that they are going to choose at the university.

Observations to identify the Application of Didactic Exercises to Develop Listening Comprehension in students.

According to the observations, the results of the statements were the following:

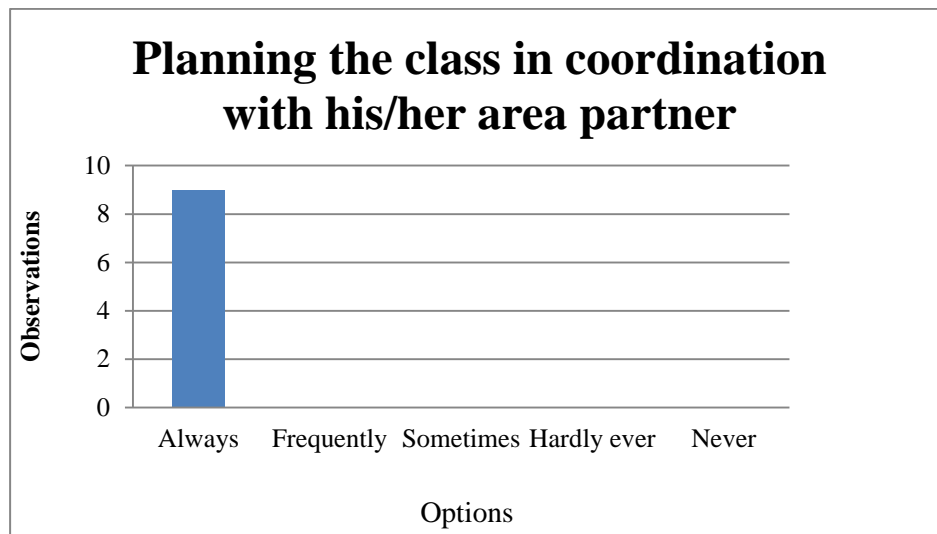
The objective generated the teachers' reflection about professional performance of each teacher in the school, and assessed their abilities and qualities to improve the teaching practice inside the class.

In figure -, statement 1; two teachers were always in nine observations.



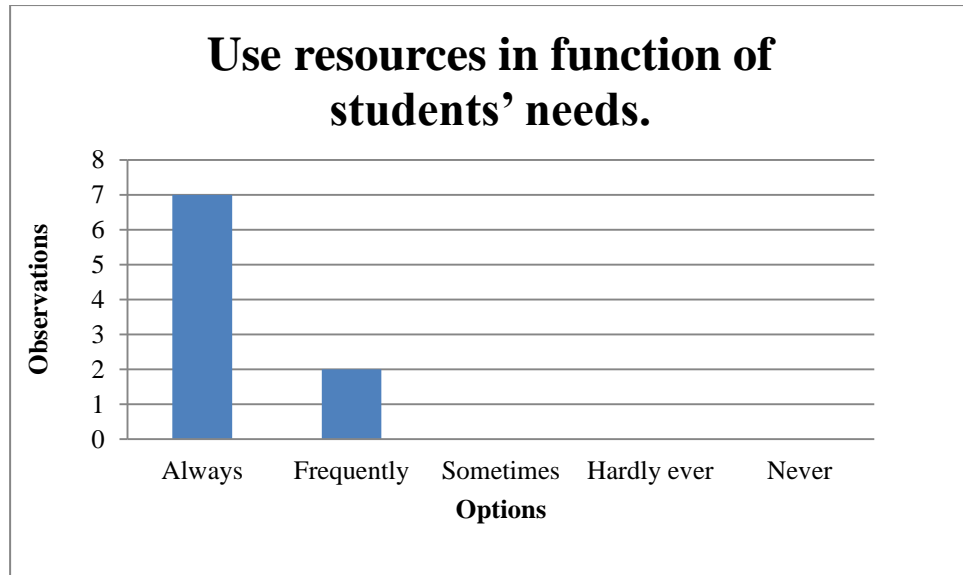
For the education in Ecuador, it is compulsory for primary schools, secondary schools and all educational institutions in general that they have a plan: annual or weekly, in order to carry out a control of what was planned starting from how to teach and ending with how to evaluate, without forgetting the main objective which is to teach and comprehend the subject, in particular the subject of listening. For the first term it was planned to get to unit 5, which contained all units of vocabulary and exercises, for the second one, didactic exercises were implemented to develop comprehension of this foreign language, which was done through nine weekly plans and obtaining hundred percent of effectiveness in the evaluations, individually and in group works. Besides, by increasing these didactic activities in class did not allow carrying out all the twelve units, but with the objective accomplished which was English comprehension.

In figure -, statement 2; two teachers were always in nine observations.



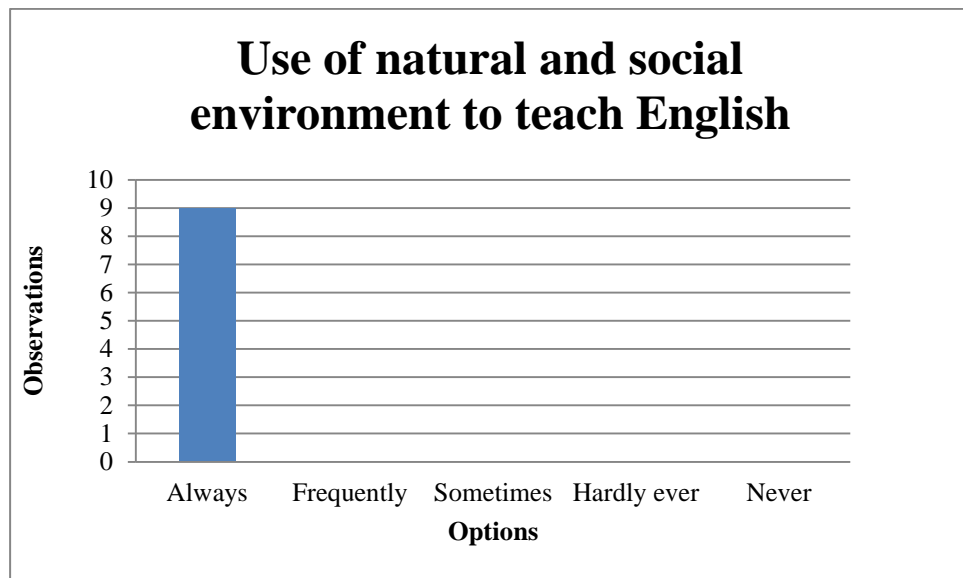
Weekly plans were approved in the second term, as well as in the first term, by the area coordinator and vice-principal, at the same time we shared ideas with partners of the English area in order to improve and facilitate the teaching for the students of San Jose La Salle School. Most of us were using the same objectives, resources and methods in almost all San Jose classes from eighth grade to high school last year students. Every Monday the English area met up to treat students themes such as their level, evaluation and behavior that could affect the teacher's teaching and the students' learning, we presented our objective for improving the language teaching in the listening subject, many of them agreed others did not by saying that this way of teaching was going to cause disorder in class, which did not happen in the results obtained in our project.

In figure -, statement 3; two teachers were always in seven observations and two were frequently.



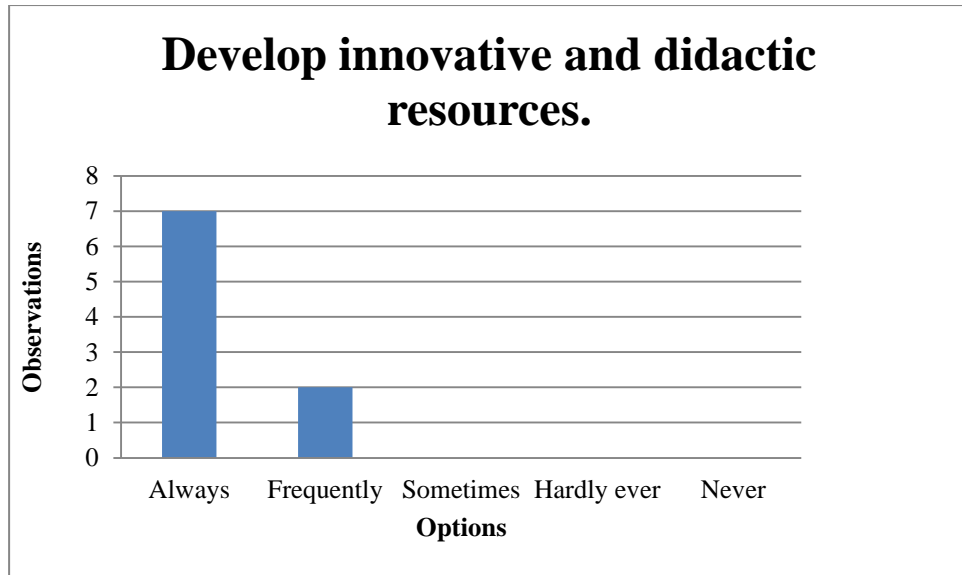
The resources used for a better comprehension in the subject of listening were, blackboard, markers, script, audio room recorder, pronunciation book, study book, workbook, laboratory; regarding didactic activities we used, songs, movies, markers, papers and newspaper and magazine clippings to have an issue of their own creation, video games, and musical instruments, finally a great variety of resources were used which only few times were not used in classes, because the students were also evaluated in order to see their progress in the subject and also we took some hours to talk about different subjects such as politic, social, economy, what they were going to do in the future, all these were done applying the speaking skills in the foreign language. In conclusion the resources were chosen according to student' need to get comprehension.

In figure -, statement 4; two teachers were always in nine observations.



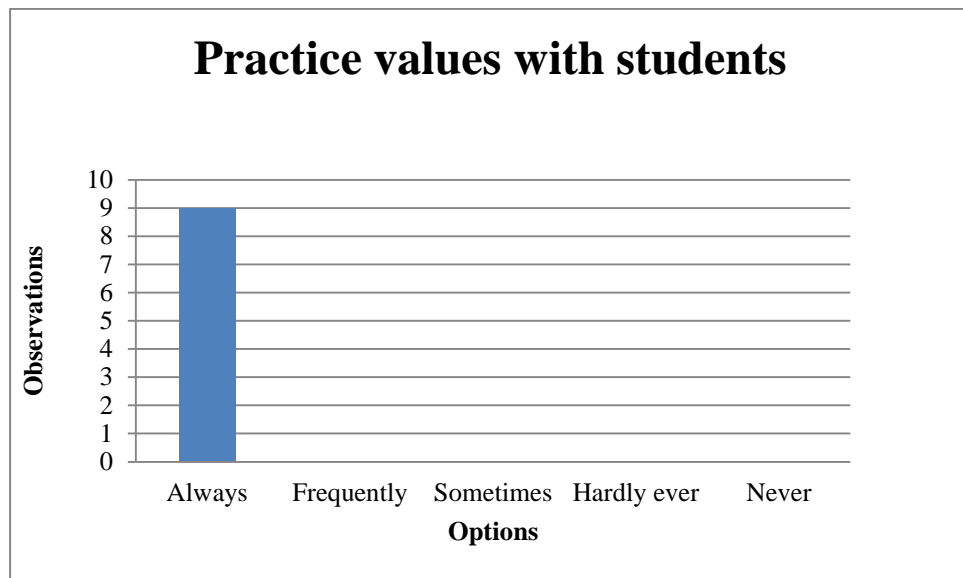
The environment implemented was the interaction developed in the listening classes, as well as for the progress this was evaluated through the notes, and the most important, student's participation and interest of the subject; however, sometimes we went out of school to attend to other schools open house in English, they were sent to listen and afterwards to interpret and do a little paragraph of all the places they went inside this schools; also, we asked permission to the principle to attend when universities or other institutions make these open houses, and we proceeded to make the same exercise as we did when they visited the school open house which was to write a paragraph of the topics that were approached. Finally, the students needed to be in a nice environment to learn English such as music, video, interaction and entertainment games.

In figure -, statement 5; two teachers were always in seven observations and two were frequently.



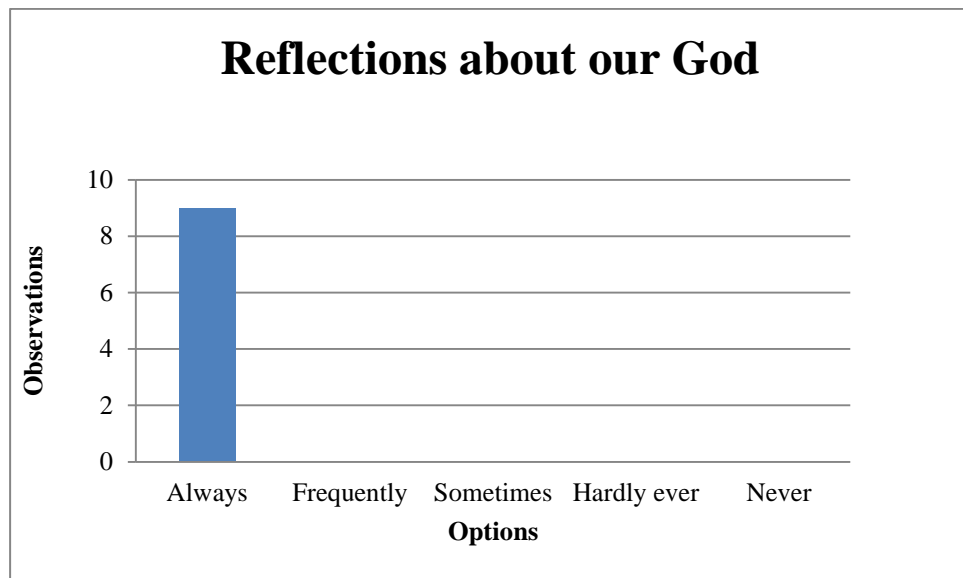
Most of the exercises were taken as surveys for the students, which were done during class in order to get the comprehension and interpretation of this foreign language; sometimes we had problems with some teachers, for example when we sang with video and musical instruments, as they said that we made noise and did not let them work in their class, but in some opportunities we went to laboratory and did not have this inconvenience, few of these activities were taken out from internet, as always using common sense so as what youth likes nowadays, that they tried to express their own ideas and take advantage of their adrenalin, finally we did all these for them and with them. As a result, all the resources used were very well accepted by them to increase their comprehension.

In figure -, statement 6; two teachers were always in nine observations.



Values, those universal concepts that lead persons' acts, are found in every culture, in every society and in every place where human beings interact with each other. The five human values that are present in every culture, in every society and in every religion, are the Truth, Honesty, Love, Peace and No Violence. These are eternal values, eternal essence of life that raise human life to its highest expression, its utmost capacity; also human values multiply while they are applied, used, expressed and implemented. When this occurs, there is a mutual benefit as much as for the transmitter as for the receiver. Finally, the values are essential to learn every day in our high school to speak common well between us.

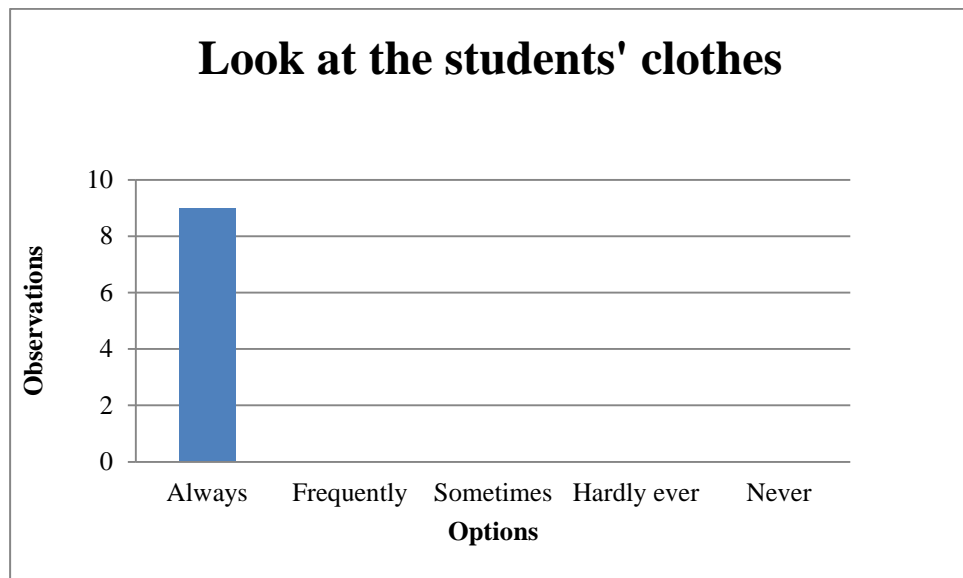
In figure -, statement 7; two teachers were always in nine observations.



San Jose is a catholic school, where they pray Our Father and Hail Mary before starting classes; it is optional for the teachers if they wish to do it, since school authorities respect teachers and students religion beliefs. The principle of God is the name given to a supreme, almighty, and personal being for religions, also he is creator, judge, protector, and for other religions, savior of the universe and humankind.

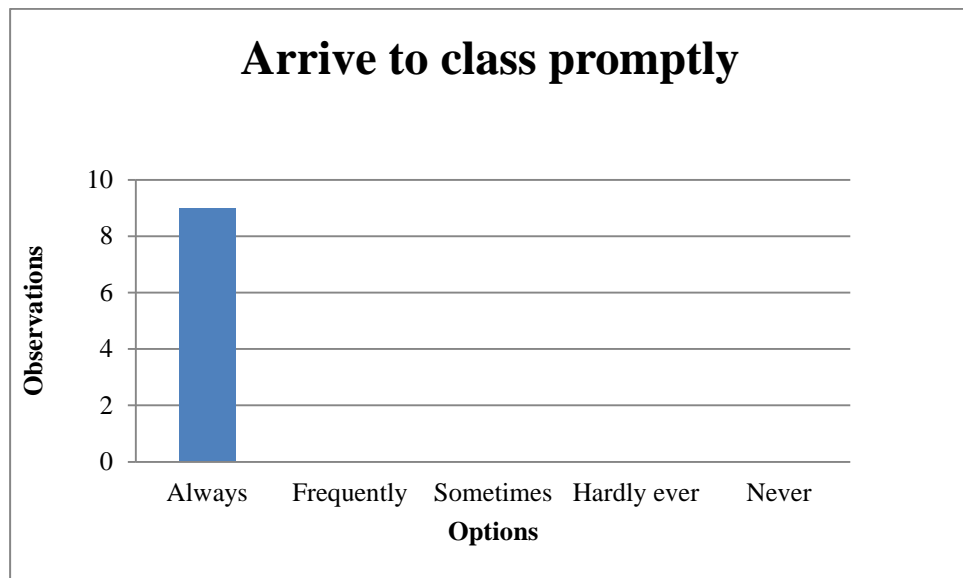
Virgin Mary is respected by Catholics, for being Jesus' mother; Catholics believe in saints also, good men who did good things on earth as was the French Jose de la Salle. In the end, San Jose La Salle is a catholic school, thus before to start teaching the teacher makes a prayer to God.

In figure -, statement 8; two teachers were always in nine observations.



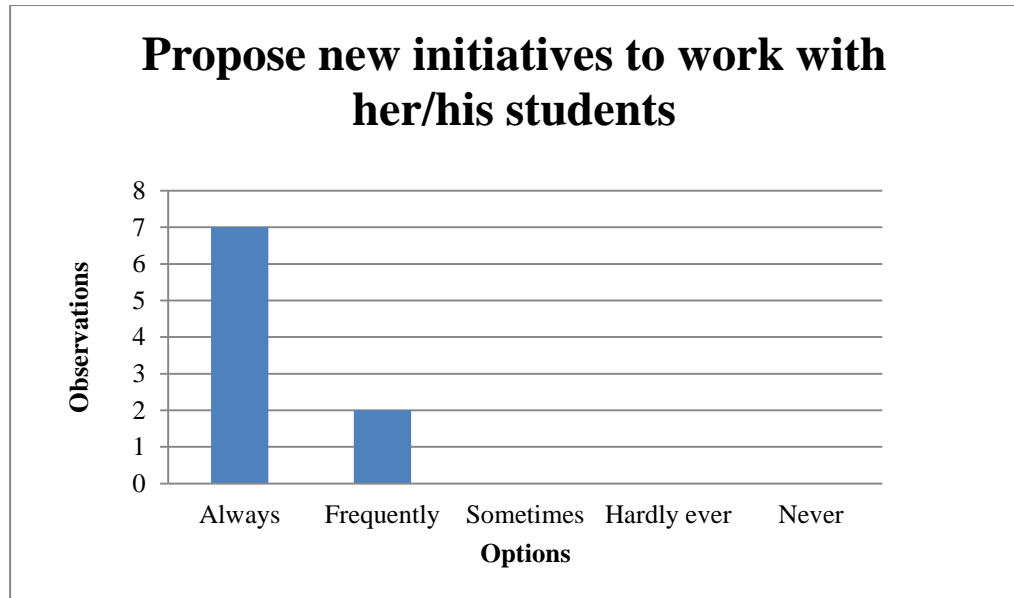
At San Jose school they have an uniform for every occasion, on Mondays students should dress coat, tie and blue pants, for physical education days with track pants and T-shirt without collar, and the normal days had to go with green pants and T-shirt with collar, all these should have been very clean as well as the shoes; for teachers is the same, Mondays should wear gray coat and tie, from Tuesday to Thursday tie and shirt and on Fridays light blue or red T-shirt provided by the school; if students or teachers were not well uniformed could be admonished by the authorities, the suit is observed during class hours and break also. In conclusion, the teacher prays, he or she has to observe the student's attire inside the class.

In figure -, statement 9; two teachers were always in nine observations.



San Jose La Salle has 9 hour classes and two breaks during the day, so for the listening hour it was very important to get on time, and to make a good presentation, practice and production, since we only had two hours a week; at the class entrance there is a book to sign the teacher's entry and exit, and the topics to be cover that day; be on time is a sign of respect for students an authorities, as in Ecuador many say that we usually do not get on time but we believe that this is a thing of the past, because we have seen that for meeting of any kind, Ecuadorians arrive even with minutes ahead of; the class is a sacred temple for students and teachers and should be respected from the start to the end. As a sequence, the teachers have to arrive early to class, because if they are late, they get a fine.

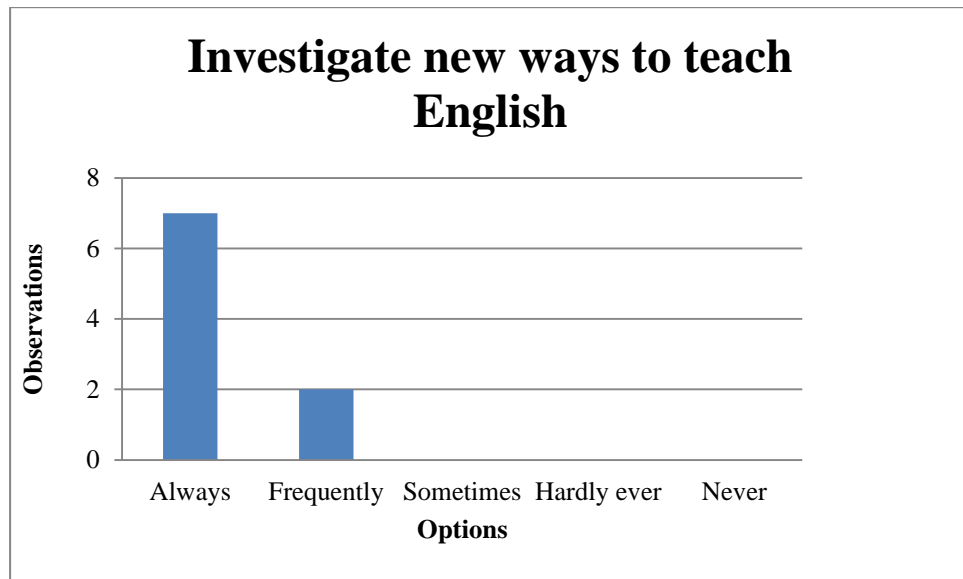
In figure -, statement 10; two teachers were always in seven observations and two in frequently.



To propose is to expose a project or an idea for the acceptance of another person and to decide to get or accomplish a thing by using all means possible.

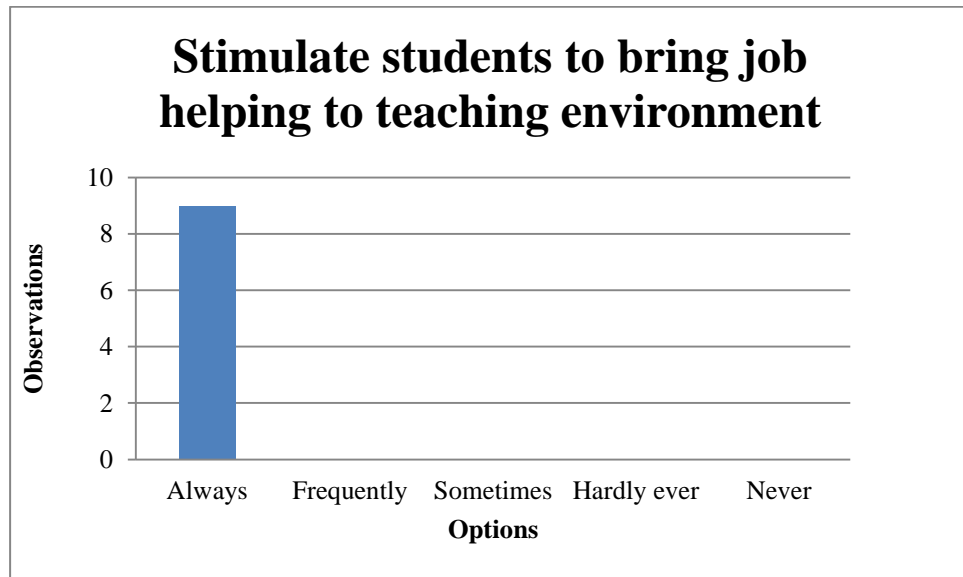
Initiative, we can define with few words: to do what you have to do, well done, with nobody's command and with the gratitude you may receive from the others. To work, it is to make an activity that requires physical or mental effort; all these acts together make didactic exercises, which were well accepted by the students who submitted to the subject and a continued and organized action. Finally, initiative to working groups or individual makes socializing between them.

In figure -, statement 11; two teachers were always in seven observations and two were frequently.



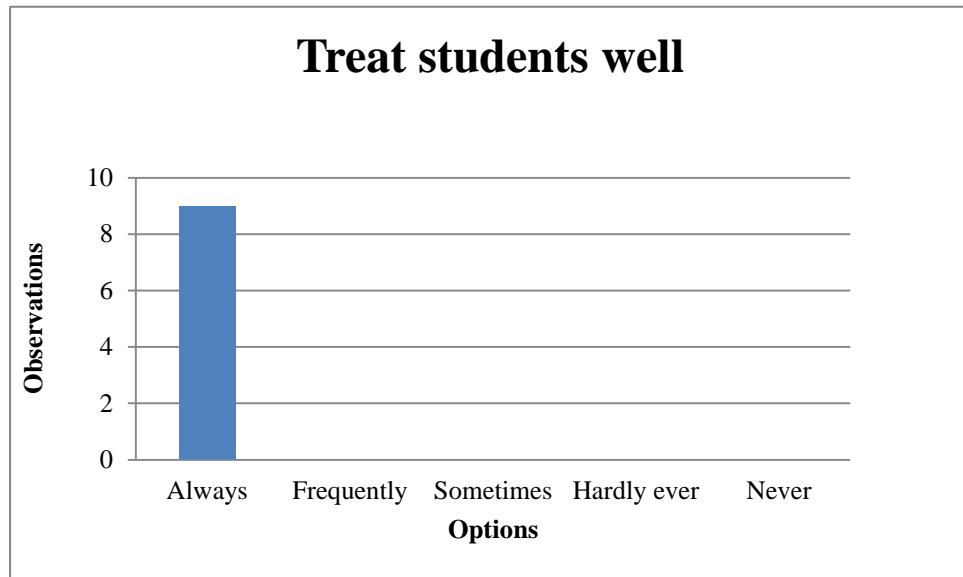
To investigate is to look into something or information having as a single objective to get the best out of wide information. Nowadays we live in a technology era, so teachers must know all about it starting on how to handle a computer up to how to play video games, with the purpose to use them as a tool in order to teach, in the English language; it is recommended the students have their social networks in such language, such as Facebook, twitter, Skype, you tube, with the purpose they get used to them, as teaching is an activity done together, as a group, through the interaction of four elements: one or several teachers, motivators or facilitators, one or several students or pupils, the knowledge objective, and the educational environment or educational world that put in contact teachers and students. Lastly, investigate and create new ways to teach listening was one of them aim tools for this project.

In figure -, statement 12; two teachers were always in nine observations.



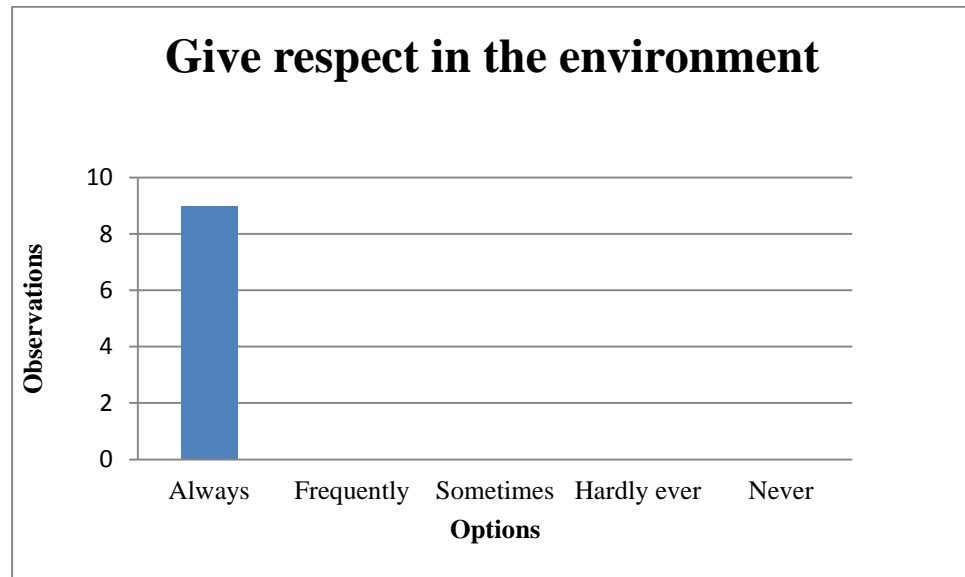
To stimulate, is to accelerate or to do some process or fact faster, considering these meanings we can also define as the action of all living human to get a well development a function from a cognitive ,physical and even social point of view. It is also used to refer to the action of tempting and seducing someone to get something. To help contains a joint of actions such as contribute, collaborate, cooperate, as well as this attribute could be material or not, the sole objective is to get a good harmony between students and teacher while learning and teaching. For example, make Flashcards and fruit salad is one way to encourage students to do many things if they propose to do everything.

In figure -, statement 13; two teachers were always in nine observations.



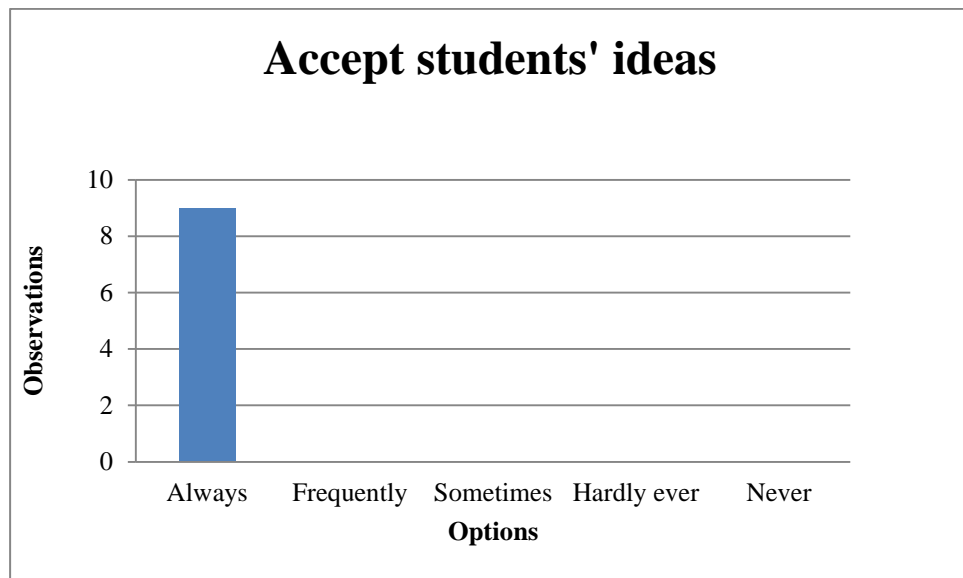
Love is the best treatment that a human being can receive, since love is the unique language, love is the sole religion in the world, in this way we can understand each other, this is connected with the respect for other people, the commitment they should have with their parents, for example, nowadays is very hard to make money and the obligation they have with their parents is to study and have good grades, and in this way to get honesty in life that is the value of being honest and decent so everybody would like to be friend of this kind of person, therefore never saw a shout or bad behavior in class, as we are the adult and must be an example. In conclusion, treat student well make the respect between teachers to student.

In figure -, statement 14; two teachers were always in nine observations.



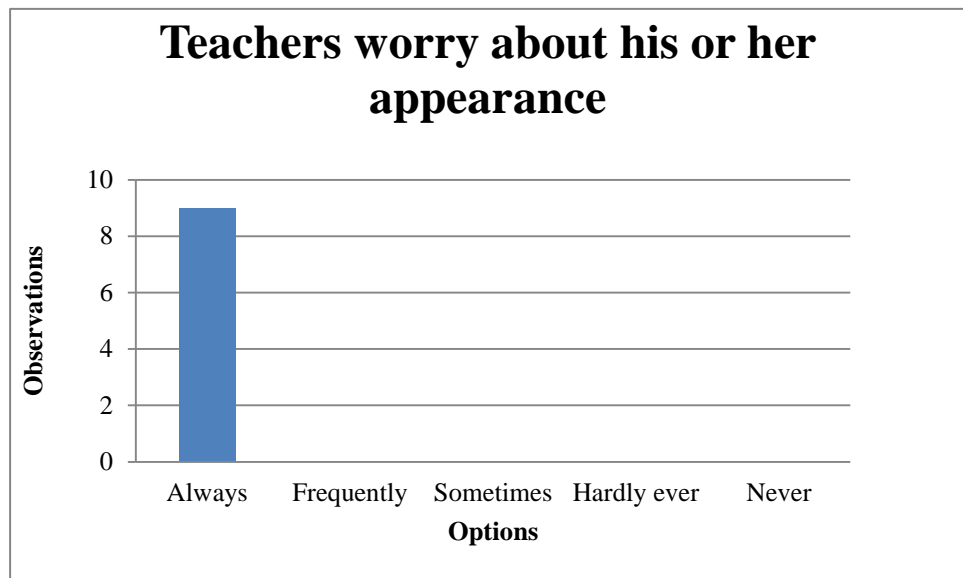
The respect is got by accepting the other person with his virtues and mistakes, also the respect to the other persons around us, at work, neighborhood, and school; inside class showing respect by greeting, then in the presentation teacher-student and student-teacher, when teaching by preparing the topic but not improvising, a topic that could move the student to participate and learn, the respect is given to all persons without distinction of any kind; this is very important because if you practice in the place where you work it would create a good environment, a good living, and get along with others; and finally, the respect is the consideration that someone or even something is worthy by itself and it is produced reciprocity: mutual respect, mutual recognition. The term refers to moral and ethics matters. This question is connected to the previous question.

In figure -, statement 15; two teachers were always in nine observations.



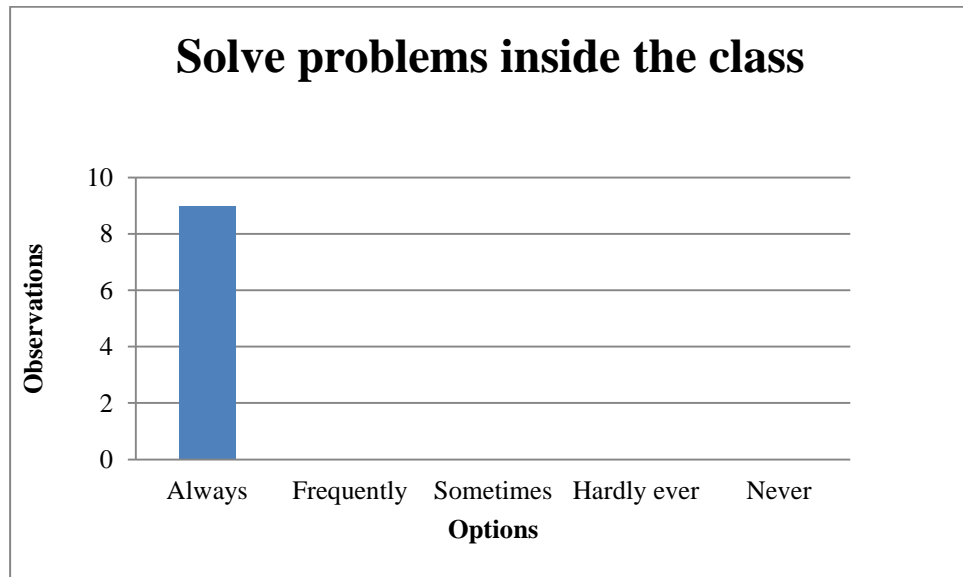
The term idea has been used to cover a range of concepts. Ideas are often constructed as mental representational images to accept the ideas of our students, was one of the main characteristics to solve the problems we had in teaching the listening subject, by asking which song or movie they wanted to see, for a better comprehension of this foreign language, first asked them, as well, to make the stories. An idea is an occurrence which exists or is in the mind, which reacts with an idea according to the occasion. The human capacity to contemplate thoughts is associated with the ability of reasoning, self-reflection, creativity and the ability to acquire and apply intellect. Ideas give rise to concepts, which are the basis of any scientific or philosophical knowledge. However, in a popular sense, an idea can arise even in the absence of reflection, important for example, when talking about the idea of a person or place. In conclusion, brain storming is important in this case. The students' ideas are essential to do didactic exercise inside the class and answer all the students' questions to achieve comprehension.

In figure -, statement 16; two teachers were always in nine observations.



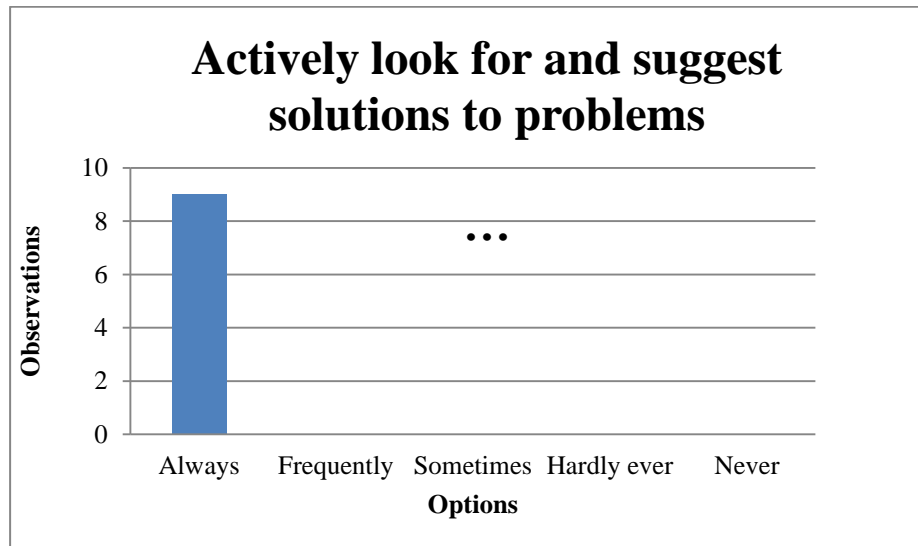
The appearance, from our point of view, is considered from the physical to the student's personality, nowadays physical appearance is closely related to whom we want to be with, that is why surgery is very fashionable. Let's not forget to mention that human personality is the most important, whether if generous, selfish, friendly, sociable, since we all get older and no surgery can hide our age, nevertheless personality and essence of the person always remain, even if we have problems or people that do not change our attitude, we always return to our true essence. San Jose La Salle gives uniform to teachers to wear every day.

In figure -, statement 17; two teachers were always in nine observations.



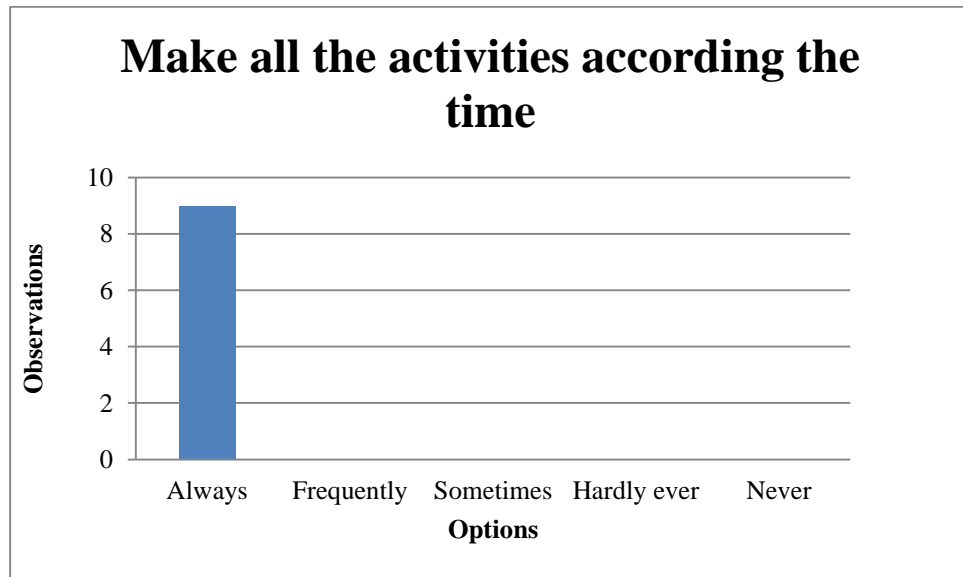
Problem is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcomes and solution is the act of solving a problem, to solve the problems in class, such as some students did not want to work, was to reach an agreement on what they could collaborate or check their skills for the improvement of this foreign language, for example Luis knew how to play the guitar very well, but could not sing, and Laura had a nice voice, in history, Paul knew how to draw very well and Katherine had a great creativity, the thing was to join their skills so that there was no envy or jealousy among their classmates; furthermore, a problem is often a matter of a solution. To expose a problem and make the first proposals to solve it, we should hear the interlocutor for more information and ask questions in order to clarify any doubt, which allowed to come to an agreement and consequently to enjoy learning. Finally, the teacher has to solve problems inside the class such as fights and general behavior.

In figure -, statement 18; two teachers were always in nine observations.



The solution is the answer to a problem, on the one hand, it is the action and effect of solving a difficulty or doubt; a doubt we had was when doing the teaching activities we asked them what would they like to do with the purpose to obtain a good result, which was their understanding of this language, as well as there were no disorder in class and not affect the other teachers, but it was not like that, because their grades improved, and we could give classes in English, without the need of translating anything, we always tried to be active, so in this way to increase their vocabulary, verbs, nouns, and adjectives, not to mention the grammatical rules that helped us the language art teacher. If the students did not fell interesting the class the teacher found another tools to teach them.

In figure -, statement 19; two teachers were always in nine observations.



Class time is 45 minutes per hour and we only had two hours a week to make a good Presentation, Practice and Production, all classes were taught without wasting one second, as we had to make didactic classes in addition to the books, this was one of the reasons we could not finish the twelve units, but the most important was that students understood the foreign language; what we could win by finishing the book, if they did not understand this language, since we had 10 minutes for Presentation, 15 minutes for Practice and 20 for Production in the didactic activities; the difference was that when we had classes using the books we had 8 minutes for presentation, 13 for Practice and 23 for Production. Finally, the class time is 40minutes, thus teacher had to start making exercises or teaching until finishing the hour.

Table 3

3.5. Resources, timeline and budget

1) Transportation

Taxi \$280

Bus \$ 50

2) Equipment

Printer \$210

Computer \$400

Pen drive \$10

3) Materials and Supplies

Paper \$16

Folders \$15

Notebooks \$10

Pen, Pencil, Eraser and liquid paper \$10

4) Other services

Internet \$200

Seminar \$ 2500

Calls \$ 40

Lunch \$ 250

Pre – project \$ 70

Project \$ 200

Total: \$ 4261

4. Final conclusions

4.1. Conclusions

Listening is one of the most important skills to learn English, for this reason all high schools in Guayaquil, Ecuador must have it as a subject in their curriculum. As a consequence, San Jose La Salle started teaching Listening as a subject in the period 2013 – 2014 to become bilingual high school in the future.

Listening is often confused with hearing. While hearing is a biological process that can be scientifically explained, listening is a neurological cognitive regarding the processing of auditory stimuli received by the auditory system.

Listening is the ability to comprehend a foreign language through audiovisual exercises and activities that involve the use of instruments such as CD, recorders, and teacher-student or student-student interactions that were made to improve students' level and reinforce pronunciation and vocabulary with traditional methods. For example, didactic exercises obtain students' attention to allow familiarity with a correct writing and pronunciation to achieve better grades in a more accurate and precise way in the listening subject.

All the actions used in the specific and broad objective were analyzed and developed in our indicators to design and find several models of didactic exercises for the subject of listening for future generations in San José La Salle to optimize time to do or perform other extra-curricular activities to develop their comprehension.

Second, all the actions in our justifications and objectives were connected with our answers in the research questions.

What are the best didactic exercises that we need to apply for the students in order to improve the listening comprehension?

The best didactic exercises that we can apply in order to improve comprehension were taken through their abilities such as singing, create

something in their mind to explain it, the importance in study, work and protect our life. As a result, students will be able to develop listening comprehension by playing English songs, listening English songs, watching foreign language videos or movies, reading newspaper or English books, checking web pages and social network through all the skills developed.

How can we apply new didactic exercises to help students develop listening activities without problem?

We applied new didactic exercises to help students develop listening activities without problem. First, we taught some vowels sounds and new vocabulary using the flash cards in the first term, because while they sang or heard something, if they did not know some rules in this foreign language, consequently, they would not understand them. In the second term, in all the class we started teaching consonants sounds so they could sing with lyrics, watch movies and after that they could produce their comprehension in the activities of student and work book.

How many didactic exercises do we apply in the classroom in order to help students learn and practice in an easy way?

We applied five didactic excises in each month of the second term in order to help students learn and practice in an easy way. These exercises were taken from the students' book, work book and new grammatical rules about Phonemes. On October, we were singing a song "Hold on little girl", but with real musical instruments that some students played so during the class we were analyzing some vocabulary with their vowels sounds. Also, and during this period we asked the students to create a comic story to develop in only one chapter in groups of five to say and explain who the characters were, principal characteristics about their creation with the purpose of letting them know they can create everything they want. After that, they sang the song "It's My Life" by Bon Jovi and "Accidentally in Love" by Country Crows. As a result, students were singing them with lyrics and without them, understanding and comprehending the songs completely. After that, we did a review playing Wii in Guitar Hero with them. The purpose of those activities was training the

listening comprehension of the resources they had at hand and the ones they preferred.

Finally, we watched a movie and analyzed some vocabulary with vowel and consonants sounds.

In what way do students feel motivated in all the classes?

In my opinion, all human beings feel motivated, if we win or save something, for example, in each didactic exercises we explained the importance of English because in any career that they are going to choose at university, they will have to take English as a subject, thus, if they learn English very well in the high school, they take a placing exam and save time and money in the university. Also with all their abilities and skills such as playing instrument or having a good voice, they can win scholarships in any university that they want to choose. Finally, they must have good command in English to get a job, when they leave high school.

In conclusion, the results obtained in the post test and final exam in the second term were good with 50% of students who got 10 in those tests, as a result nobody took supplementary exam.

4.2. Problems and limitations

The first problem appeared when we were teaching language arts in the first three weeks of the first term in Listening subject, because it was the first time that students took listening as a subject, as consequence, it was one of the reason, we could not finish student book and work book, this was connected with listening subject, we had two hours a week, the students book and work book had twelve units with four tasks, furthermore, sometimes we could show a good presentation, practice and production.

San Jose la Salle had few computers to share with all the teachers in different subjects as math, physics, chemistry even in the English area, in many times we had read the script in Listening subject instead of applying electronic devices, also there was a teacher attendant in lab, but he hardly ever lent it to another English teachers and the principal and coordinator knew about it, the

reason that they said is that the teacher had worked thirty years in the school , thus he decided who lends it.

We had any trouble with the authorities in the high school and university to do our project about listening in San Jose La Salle, because other schools do not permit doing projects about the problems that they have.

In the didactic exercises sometimes we had some trouble, because some students felt unmotivated or jealous to do the activities, because they saw other friends with big abilities, thus it was one of the reason, we did some didactic exercises such as playing musical instruments, singing songs, creating chapter, playing console, as a result everybody showed their abilities in all the activities. On the other hand, the methods used to teach sometimes caused problems, because some students had low level and sometimes we had translated some phrases or vocabulary in listening subject. In conclusion, they did not like English, when the teacher did not translate some words or phrases.

There were thirty six students in the third course “C”, thus many times it was difficult to check the students ‘books during the hour, so sometimes we had to take the books to another place to check them.

In the seminars to get our project there were some problems too, for example, the first seminar was taught in Spanish, as a result, we had to translate all the steps or topics learned; in the second seminar, we learned something that did not help us to develop our project, as a consequence, we spent a lot of time to finish our project and I think that the other seminaries that the university provide, it should include a professor assistant to help and answer all concerns student shave.

In the economic, it was risky, because the seminaries cost one thousand two hundred fifty dollars, thus in many times was very difficult to pay them, also the students needed a budget for other things, for example lunch or resources to finish the project.

Finally, we had taken more than ten months to finish our project, for that reason we did not accept other job opportunities, because when we finished the

seminaries that had gone all the weekend during 7 months, after that we had to go tutoring hours to finish the project.

4.3. Recommendations

Firstly, all the activities should be teaching with strategies didactic and exercises too, didactic strategies are training methods that tend to weigh on the educational style to engage the student's mind. Some core learning strategies include the sharing of knowledge with other students through a variety of structures. It also includes student working in groups based on ability level or interest.

Also, we asked students in what way they would like to learn this foreign language in subjects as Language arts, listening, reading, and science including the traditional methods versus new methods in the learning process.

About resources, San Jose La Salle should buy more computers or tape recorders for each area, thus, something that can be used for support or help and the ability to deal with a difficult or troublesome situation effectively when the teachers will teach listening subject, they cannot read script because there is not a computer to use. On the other hand, there is a teacher in charge of the lab, thus this teacher should take more listening subject for next scholar year.

Second, San Jose La Salle has a lot of empty classes, because four years ago, the school moved to the north of our city, for that reason next year, on each class there should be twenty or twenty five students.

Language arts last year had six hours per week, thus in the period 2014 – 2015 the directors should take out Language arts and put one more hour to listening subject to show a good presentation, practice and production, because in this scholar year nobody could finish the work book and student book.

In the annual plans and blocks, it should be included the pretest and posttest in each term to see students 'improving in the all English subject. Lesson plan is a detailed description of the individual lessons that a teacher plans to teach on a given day. A lesson plan is developed by a teacher to guide instruction

throughout the day. It is a method of planning and preparation. As a consequence, the teachers can do extracurricular activities to develop their skills and abilities also, the motivation learning – winning something should be included in those plans.

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High school San Jose La Salle.

Teacher evaluated: Jimmy Espinoza

Principal: Ricardo Orellana.

Partial: First

Educational level: Intermediate

Date: November 15th, 2013

The main objective:

The objective is generated the teachers reflection about professional performance of each teacher in the school and assess their abilities and qualities to improve the teaching practice inside the class.

5	4	3	2	1
Never	Hardly ever	Sometimes	Frequently	Always

	Valuation				
	1	2	3	4	5
1) Teacher skills					
1.1 Make annual, weekly and daily plan according the educational project.	x				
1.2 Planning the class in coordination with his partner areas.	x				
1.3 Use resources in function students' needs.	x				
1.4 Used the natural and social environment to teach English.					x
1.5 Develop innovative and didactic resources.			x		
2) Comply with rules and regulations					
2.1 Practice values with his students					x
2.2 Reflects about our God.	x				
2.3 Look at students clothes	x				
2.4 Arrive promptly to class.	x				
3) Aptitude to change in education .					
3.1 Propose new initiative to work with her students ,	x				
3.2 Investigate new ways to teach English.			x		
3.3 Stimulate students to bring jobs helping to teaching environment.					x
4) Emotional development: He or she.					
4.1 Treat students well.	x				
4.2 Give respect in the environment	x				
4.3 Accept about students ideas	x				
4.4 He worry about his appearance	x				
4.5 Solve problems inside the class.	x				
4.6 Actively looks for and suggests solutions to problems.			x		
4.7 Make all the activities according the time.	x				

Observations relevant: The teacher introduced the class through different between “going to” and “will” for example that one you use in a future plans on intentions , on the other hand , will you use in prediction or quickly decision .

Recommendations: Practice more sentences and questions with questions words.

Average: Good

Evaluador

Milna De la Cruz

High school San Jose La Salle.

Teacher evaluated: Milna de la Cruz

Principal: Ricardo Orellana

Partial: Second

Educational level: Intermediate

Date: November 15th, 2013

The main objective:

The objective is generated the teachers reflection about professional performance of each teacher in the school and assess their abilities and qualities to improve the teaching practice inside the class.

5	4	3	2	1
Never	Hardly ever	Sometimes	Frequently	Always

	Valuation				
	1	2	3	4	5
1) Teacher skills					
1.1 Make annual, weekly and daily plan according the educational project.	x				
1.2 Planning the class in coordination with his partner areas.	x				
1.3 Use resources in function students' needs.	x				
1.4 Used the natural and social environment to teach English.	x				
1.5 Develop innovative and didactic resources.			x		
2) Comply with rules and regulations					
2.1 Practice values with his students	x				
2.2 Reflects about our God.	x				
2.3 Look at students clothes	x				
2.4 Arrive promptly to class.	x				
3) Aptitude to change in education .					
3.1 Propose new initiative to work with her students ,	x				
3.2 Investigate new ways to teach English.					x
3.3 Stimulate students to bring jobs helping to teaching environment.	x				
4) Emotional development: He or she.					
4.1 Treat students well.	X				
4.2 Give respect in the environment	X				
4.3 Accept about students ideas	X				
4.4 He worry about his appearance	X				
4.5 Solve problems inside the class.	X				
4.6 Actively looks for and suggests solutions to problems.			x		
4.7 Make all the activities according the time.	X				

Observations relevant: The teacher explained the importance to know some things when you are in an emergency.

Recommendations: His pronunciation has to improve in some vocabulary.

Average: Good

Evaluador

Jimmy Espinoza L .

Questionnaire to the teachers.

Read carefully all the questions in this questionnaire and answers your performances in this scholar year.

1) Do you think teaching Listening subject is important for pre – intermediate level in English?

a) Yes

b) No

2) Where would you like to teach Listening Subject?

a) Lab

b) Class

3) Which are the most important resources that you use in the listening subject?

a) Computer

b) Tape recorder

c) Any of them.

4) What kind of method do you use to teach in Listening subject?

a) Direct Method

b) Audio lingual Method

c) Any of them.

5) What is the most important schedule to teach Listening Subject?

a) 7:15 am – 11: 30 am

b) 11: 30 am – 14: 15 pm

6) Do you consider motivation in the teaching-learning process?

a) Yes

b) No

7) How do you consider knowledge acquired by the students in the Listening class?

- a) Excellent b) Very Good c) Good d) Bad

8) Is Listening Subject interactive?

a) Yes

b) No

9) What kind of activity do you use in Listening Subject?

a) Didactic strategies

b) Motivation

c) Any of them

10) Does Listening subject accomplish your expectations classes?

a) Yes

b) No

Questionnaire to the students.

Read carefully all the questions in this questionnaire and answers your performances in this scholar year.

1) Do you think to learn Listening subject is important in pre – intermediate level in English?

a) Yes

b) No

2) Where would you like to learn Listening Subject?

a) Lab

b) Class

3) Which are the most important resources that your teacher uses in the listening subject?

a) Computer

b) Tape recorder

4) What kind of method does your teacher use in Listening subject?

a) Direct Method

b) Audio lingual Method

5) What is the most important schedule to learn Listening Subject?

a) 7:15 am – 11: 30 am

b) 11: 30 am – 14: 15 pm

6) Do you consider important motivation in the teaching-learning process?

a) Yes

b) No

7) How do you consider your Teacher's develop in class ?

a) Excellent

c) Good

b) Very Good

d) Bad

8) Is Listening Subject interactive?

a) Yes

b) No

9) How does you teacher use motivation in Listening Subject?

a) Didactic strategies

b) Motivation

c) Any of them

10) Does Listening subject accomplish your expectations classes?

a) Yes

b) No





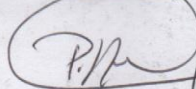


Guayaquil, 26 de septiembre del 2013
VICERECTORADO
Nº VIC-013-1-13

AUTORIZACIÓN

La suscrita vicerrectora de la Unidad Educativa "San José La Salle" de la ciudad de Guayaquil, AUTORIZA: Al Sr. Prof. JIMMY ESPINOZA LOZA y a la Sra. Milna de la Cruz, para realizar su proyecto de investigación en este plantel, previo a la obtención del título de Licenciatura de lengua Inglesa.

Atentamente,



MSc. Patricia Núñez Panta
VICERECTORA



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Unidad Educativa "San José - La Salle"

3rd "C"

Guayaquil - Ecuador

2013 - 2014

Subject: Listening

Name: Angelo Rucoba ³⁰

Date: 24/01/14

La Salle
COLUMBIAN
BROTHERHOOD OF CHRISTIANS

1) Listen and choose the correct answer to the question (1 Mark).



2) Circle T for true and F for false. (2 Marks).

- 1. Max, Alice and Grace are in the cafeteria T F
- 2. Max's mom makes chicken and noodles at home T F
- 3. There is spaghetti with meatballs in the menu today T F
- 4. Alice has a cheeseburger on Monday T F

3) What does Alice order? (1 Mark).

- 1. Grilled chicken
 - 2. A sandwich
 - 3. Fish sticks
 - 4. A cheeseburger
- 4) Max orders _____ with the soup

- 1. salad
- 2. A drink
- 3. carrots
- 4. bread

5) What comes with the turkey sandwich? (1 Mark).



5) Fill in the blanks (5 Marks).

Bryan: Rachel, I'm so hot I could find an egg on my head!

Rachel: Me too, Bryan! Let's ask the teacher to turn on the air conditioner.

Bryan: No, Rachel. Don't you remember our school campaign take care of our world? We're supposed to try to save natural resources.

Rachel: Oh, Right. I almost forget.

Bryan: Mr. Roberts said it will save a lot of energy if we don't use the air conditioner.

Why? Rachel: What did he say that again?

Bryan: The energy it uses to cool down a room creates more heat. Plus, it use up our fossil fuels.

15 / October / 2014

Unidad Educativa "San José - La Salle"

3rd "C"

Guayaquil - Ecuador

2013 - 2014

Subject : Listening

Name : Monica Alatorre Date : 15/10/14

La

Salle

Guayaquil

Escuela Educativa

1) Listen and choose the correct answer to the question (1 Mark).



2) Circle T for true and F for false. (2 Marks).

1. Max, Alice and Grace are in the cafeteria T F

2. Max's mom makes chicken and noodles at home T F

3. There is spaghetti with meatballs in the menu today T F

4. Alice has a cheeseburger on Monday T F

3) What does Alice order? (1 Mark).

1. Grilled chicken 2. A sandwich

3. Fish sticks 4. A cheeseburger

4) Max orders _____ with the soup

1. salad 2. A drink

3. carrots 4. bread

5) What comes with the turkey sandwich? (1 Mark).



5) Fill in the blanks (5 Marks) .

Bryan: Rachel, I'm _____ I could _____ an _____ on _____!

Rachel: I've too, Bryan! Let's _____ to _____ the air conditioner.

Bryan: No, Rachel. Don't you remember _____
_____? . We're supposed to try to _____
_____.

Rachel: Oh, Right. _____.

Bryan: Mr. Roberts said it will _____ a lot of _____
_____ the _____.

Rachel: _____ again?

Bryan: _____ it uses to _____ a _____ Plus, it
_____.



UNIDAD EDUCATIVA SAN JOSÉ LA SALLE

Lesson PLAN # 17

TEACHER: Jimmy Espinoza Loza and Milna De la Cruz
DATE: October 22th 2014
SECTIONS : Bachelor 3tr C
SUBJECT: Listening

TOPICS: Hold on little girl , Consonants sounds

HOURS: 40 minutes

OBJECTIVES	CONTENTS	Warm up	Oral and written Assessment	Other possibilities
<p>Recognize some vowels and consonants sound in the song to fill in the blanks in activities.</p> <p>Analyze the song to develop their comprehension among students.</p>	<p>New vocabulary in the song with vowel and consonants sound</p>	<p>Students have to analyze some grammatical rules about consonants sound f. (7 minutes). Read the song and analyze some vowels sound and consonants sounds. (5 minutes) . Sing the song twice to develop their comprehension (10 minutes). Doing the activities such as fill in the gaps, underline the correct word, and put in order the dialogue about the song. (8 minutes). Sing the song to reinforce the comprehension among students.(5 minutes)</p>	<p>Sing part of the song all the students in order that they were chosen in the class.</p>	<p>Homework.</p>

Teachers: Jimmy Espinoza and Milna De la Cruz

Area Coordinator

TEACHERS: Jimmy Espinoza Loza and Milna De la Cruz

TOPICS: Chapter about their creations .

DATE : November 2th 2013

SECTIONS : Bachelor 3tr C

HOURS: 40 MINUTES

SUBJECT: Listening

OBJECTIVES	CONTENTS	STRATEGIES	Oral and written assessment	ASSESSMENT
<p>Create some character and characteristics about chapter that have to image to show in front of us to improve their comprehension.</p>	<p>Millionaire “s history. Fifty cents. Cell Killer. Love in the lake. Super Lazy man.</p>	<p>Students have to show their creations in six piece of paper and say the characters and characteristics in a chapter .(25 minutes) Take notes about the most Important vocabulary about their chapter and explain some vowels and consonants sounds.(10 minutes)</p>	<p>Write in a Piece of paper some characteristics about their chapters.</p>	<p>Scholarship.</p>

Teachers: Jimmy Espinoza and Milna De la Cruz

Area Coordinator



UNIDAD EDUCATIVA SAN JOSÉ LA SALLE

Lesson PLAN # 19

TEACHERS: Jimmy Espinoza Loza and Milna De la Cruz

TOPICS: Its my life , Consonants sounds

DATE: November 12th 2014

SECTIONS : Bachelor 3tr C

HOURS: 40 minutes

SUBJECT: Listening

OBJECTIVES	CONTENTS	Warm up	Oral and written Assessment	Other possibilities
<p>Recognize some vowels and consonants sound in the song to fill in the blanks in activities.</p> <p>Analyze the song to develop their comprehension among students.</p>	<p>New vocabulary in the song with vowel and consonants sound</p>	<p>Students have to analyze some grammatical rules about consonants sound p. (7 minutes).</p> <p>Read the song and analyze some vowels sound and consonants sounds. (5 minutes).</p> <p>Sing the song twice to develop their comprehension (10 minutes).</p> <p>Doing the activities such as fill in the gaps, underline the correct word, and put in order the dialogue about the song. (8 minutes).</p> <p>Sing the song to reinforce the comprehension among students.(5 minutes)</p>	<p>Sing part of the song all the students in order that they were chosen in the class</p>	<p>Homework.</p>

Teachers: Jimmy Espinoza and Milna De la Cruz

Area Coordinator



UNIDAD EDUCATIVA SAN JOSÉ LA SALLE
Lesson PLAN # 20

TEACHERS: Jimmy Espinoza Loza and Milna De la Cruz
DATE: November 14th 2014
SECTIONS : Bachelor 3tr C
SUBJECT: Listening

TOPICS: Accidentally love , Consonants sounds
HOURS: 40 minutes

OBJECTIVES	CONTENTS	Warm up	Oral and written Assessment	Other possibilities
<p>Recognize some vowels and consonants sound in the song to fill in the blanks in activities.</p> <p>Analyze the song to develop their comprehension among students.</p>	<p>New vocabulary in the song with vowel and consonants sound</p>	<p>Students have to analyze some grammatical rules about consonants sound b. (7 minutes).</p> <p>Read the song and analyze some vowels sound and consonants sounds. (5 minutes)</p> <p>Sing the song twice to develop their comprehension (10 minutes).</p> <p>Doing the activities such as fill in the gaps, underline the correct word, and put in order the dialogue about the song. (8 minutes).</p> <p>Sing the song to reinforce the comprehension among students.(5</p>	<p>Sing part of the song all the students in order that they were chosen in the class.</p>	<p>Homework.</p>

Teachers: Jimmy Espinoza and Milna De la Cruz

Area Coordinator



UNIDAD EDUCATIVA SAN JOSÉ LA SALLE
Lesson PLAN # 22

TEACHERS: Jimmy Espinoza Loza and Miloj De la Cruz
 DATE: November 22th 2014
 SECTIONS : Bachelor 3tr C
 SUBJECT: Listening

TOPICS: Hold on little girl , Its my life and accidentally love

HOURS: 40 minutes

OBJECTIVES	CONTENTS	Warm up	Oral and written Assessment	Other possibilities
<p>Recognize some vowels and consonants sound in the song to fill in the blanks in activities.</p> <p>Analyze the song to develop their comprehension among students.</p>	<p>New vocabulary in the song with vowel and consonants sound</p>	<p>Group a students have to play Nintendo and the other have the lyrics to practice the songs that were analyzed weeks ago to develop their comprehension. (25 minutes)</p> <p>Students have to play others songs in Nintendo to recognize other vocabulary to increase their comprehension (10 minutes)</p>	<p>Sing part of the song all the students in order that they were chosen in the class.</p>	<p>Homework.</p>

Teachers: Jimmy Espinoza and Miloj De la Cruz

Area Coordinator



UNIDAD EDUCATIVA SAN JOSÉ LA SALLE
Lesson PLAN # 23

TEACHERS: Jimmy Espinoza Loza and Milna De la Cruz
 DATE: January 2nd 2014
 SECTIONS : Bachelor 3tr C
 SUBJECT: Listening

TOPICS: Philadelphia
 HOURS: 40 minutes

OBJECTIVES	CONTENTS	Warm up	Oral and written Assessment	Other possibilities
<p>Recognize some vowels and consonants sound in the tongue twister to fill in the blanks in activities.</p> <p>Analyze the song to develop their comprehension among students.</p>	<p>New vocabulary in the song with vowel and consonants sound</p>	<p>Teacher introduce some vocabulary to play tongue twister(10 minutes).Group a students have to play tongue twister and guess what kind of vowel and consonants sous there are in the games . (25 minutes)</p>	<p>Bring a tongue twister to show classmates and say it.</p>	<p>Homework.</p>

Teachers : Jimmy Espinoza and Milna De la Cruz

Area Coordinator