



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN  
ESCUELA DE LENGUAS – INGLÉS**

**RESEARCH PROJECT**

**TOPIC:**

**THE IMPLEMENTATION OF LISTENING STRATEGIES TO FACILITATE THE  
LANGUAGE LEARNING PROCESS IN THE STUDENTS OF THE FIRST COURSE  
AT THE SCHOOL OF LANGUAGES AT UNIVERSIDAD LAICA VICENTE  
ROCAFUERTE IN GUAYAQUIL**

**PREVIO A LA OBTENCIÓN DEL TÍTULO:**

**LICENCIADO EN LENGUA INGLESA  
ESPECIALIZACION LINGÜÍSTICA Y LITERATURA**

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## **ABSTRACT**

This project is oriented to give a solution to the listening struggle that emerges from the necessity to understand a language by developing the listening skill. It also has the intention to discover how the listening skill is developed in the students of the first year in the School of Languages at Universidad Laica Vicente Rocafuerte, the techniques teachers apply, and the weakness; so they can be modified and improved.

In the past, the coursework requirements the school had was designed in a way that there were different subjects and each one of them developed one different skill and a particular one that was called English which reinforced all of them together. So, it created an acceptable balance in the development of every skill without letting one of them neglected or behind the others.

At the moment, the new coursework requirements do not have the mentioned balance because there is only one subject in charge of the development of the four skills which is English I. Although in the first year there are other three subjects that should complement the development of the listening skill; however, there is not enough time to do that due to the amount of material teachers have to cover during the school year.

These circumstances lead the class to the neglecting of the listening skill development. This problem carries students of first year to face learning problems that make them begin to feel unmotivated, irritated and even frustrated.

To achieve the desired objective which is to help students to have a better understanding of the language, it was necessary to collect information from teachers' surveys, students' surveys, the students' grades, and the academic coursework requirements.

All of the data gathered from the studies mentioned above showed a clear idea that it is really necessary to implement new teaching strategies to facilitate the development of the listening skill in a meaningful way.

This research contains all the relevant information that teaching and developing listening involves. In addition, it contains which methods, techniques and approaches contribute to a better listening acquisition, and the analysis of the different surveys applied.

Finally, this project suggests some attractive activities to be developed during the first minutes of a class; all of the above was done with the intention to improve the students' performance in class.

**Abstract**

**Index**

**Title** **Page**

**CHAPTER I**

<b>1. Introduction.....</b>	<b>1</b>
<b>1.1 Theme.....</b>	<b>1</b>
<b>1.2 Diagnosis.....</b>	<b>1</b>
<b>1.3 Statement of the problem.....</b>	<b>11</b>
<b>1.4 Rationale for the problem.....</b>	<b>12</b>
<b>1.5 Objectives</b>	
<b>1.5.1 General Objective.....</b>	<b>14</b>
<b>1.5.2 Specific Objectives.....</b>	<b>14</b>
<b>1.6 Research Purpose.....</b>	<b>15</b>

**CHAPTER II**

<b>2. LITERATURE REVIEW.....</b>	<b>16</b>
<b>2.1 What is a method?.....</b>	<b>17</b>
<b>2.2. What is an approach?.....</b>	<b>17</b>
<b>2.3 English Teaching Methods</b>	
<b>2.3.1 Grammar-Translation Method.....</b>	<b>18</b>
<b>2.3.2 The Direct Method.....</b>	<b>18</b>
<b>2.3.3 The Audio-lingual Teaching Method.....</b>	<b>19</b>
<b>2.3.4 Total Physical Response (TPR).....</b>	<b>20</b>
<b>2.3.5 The Silent Way.....</b>	<b>22</b>
<b>2.3.6 Suggestopedia.....</b>	<b>22</b>
<b>2.3.7 Multiple Intelligence Theory.....</b>	<b>22</b>
<b>2.3.8 The Natural Approach.....</b>	<b>25</b>
<b>2.3.9 The Communicative Approach.....</b>	<b>27</b>
<b>2.3.10 Whole Language Approach.....</b>	<b>28</b>
<b>2.4 Definitions of Listening Skills.....</b>	<b>30</b>

<b>2.4.1 Definition of Strategy.....</b>	<b>32</b>
<b>2.4.2 Strategies for teaching listening.....</b>	<b>32</b>
<b>2.5 Listening Stages.....</b>	<b>34</b>
<b>2.6 Intensive and Extensive Listening.....</b>	<b>35</b>
<b>2.7 Hypothesis.....</b>	<b>38</b>
<b>2.8 Variables and Indicators of the Research.....</b>	<b>38</b>

### **CHAPTER III**

<b>3. Methodology.....</b>	<b>39</b>
<b>3.1 Sample Universe.....</b>	<b>39</b>
<b>3.2 Methods, Techniques, Instruments.....</b>	<b>40</b>
<b>3.3 Data Processing.....</b>	<b>40</b>
<b>3.4 Resources.....</b>	<b>94</b>
<b>3.4.1 Budget.....</b>	<b>94</b>
<b>3.4.2 Time Line.....</b>	<b>95</b>

### **CHAPTER 4**

<b>4. Final Technical Report.....</b>	<b>96</b>
<b>4.1 Conclusions.....</b>	<b>96</b>
<b>4.2 General Recommendations.....</b>	<b>97</b>
<b>4.3 Recommendation for classroom activities.....</b>	<b>99</b>

### **5. Bibliography**

### **6. Annexes**

## **CHAPTER I**

### **1. INTRODUCTION**

The matter of this research follows one of the lines of investigation corresponding to the School of Languages which refers to the analysis of procedures and the setting of possible didactic strategies based on the communicative competence to assure meaningful knowledge. The target issue is to find out the level of proficiency that is being applied in the development of the listening skills of the students in the first course at the School of Languages at Universidad Laica Vicente Rocafuerte.

#### **1.1 THEME**

After doing an analysis of the students' records concerning academic outcomes in listening and the methodology used in the teaching-learning process, this research focuses on the implementation of listening strategies to facilitate the language learning process of the students in the first course at the School of Languages at Universidad Laica Vicente Rocafuerte in Guayaquil.

#### **1.2 DIAGNOSIS**

The School of Languages at Universidad Laica Vicente Rocafuerte is an institution whose major concern is to train teachers. Unlike other English institutions in town, this school does not only teach English as a tool to establish communication, but it also involves the teaching-learning of the language with the purpose to train future teachers.

Teaching how to teach involves the use of a variety of practical and useful methods and strategies that will help the students to become teachers. Dynamism and motivation play



important roles in this process because it is necessary to inject the students with energy and enthusiasm, so they can find the joy of teaching.

The teachers at the School of Languages do not only teach English, but they also teach about American and English literature and culture together with the important aspects an English teacher must know in order to share all that information with others.

It is very important that the students learn about the importance of the language, its features and background information, about the places where the English language is spoken and the customs and traditions observed at those places.

Once again, the purpose of the School of Languages, besides providing the students the knowledge of specific structures in English, is to provide the students with the necessary tools and strategies that will make them competitive in the language teaching area.

The graduates from the School of Languages will have the chance to work in a rather broad teaching field. They are prepared not only to teach children, but they can also work with teenagers and adults, as well. Alternatively, they can work as administrators in academic units. They also have an adequate training in the use of the latest trends in methodology and technology.

During the 2011 – 2012 academic year, there were two hundred and thirty-six students attending the School of Languages. Every student has to study a four year program in order to obtain an academic degree. After fulfilling all the requirements, the students get the degree of Bachelor in the English Language with a major in Teaching and Management of educational institutions in TEFL.

**CHART 1**  
**SCHOOL OF LANGUAGES**  
**COURSEWORK REQUIREMENTS**

<b>OLD COURSEWORK REQUIREMENTS</b>	<b>NEW COURSEWORK REQUIREMENTS</b>
<b>FIRST YEAR</b>	<b>FIRST YEAR</b>
English I	English I
Reading I	Reading I
Writing I	Basic Composition
Pronunciation I	Pronunciation
Lab and Video I	

<b>SECOND COURSE</b>	<b>SECOND COURSE</b>
English II	English II
Reading II	Reading II
Composition II	Phonology
Pronunciation II	Intermediate Composition
Lab and Video II	Spanish Grammar

<b>THIRD COURSE</b>	<b>THIRD COURSE</b>
English III	English III
Conversation	Academic Writing
Phonology	Insights to Linguistics
Methodology	Methodology in Teaching Young Learners
Introduction to Linguistics	Child and Adolescent Development
Spanish Grammar	English Language Teaching
Introduction to Literature	

<b>FOURTH COURSE</b>	<b>FOURTH COURSE</b>
Methodology	Contrastive Grammar Of English And Spanish
Contrastive Grammar of English and Spanish	Computer Assisted Language Learning (Call)
American Literature	TEFL Methodology
Child and Adolescent Development	Testing in EFL
Practice Teaching	Practice Teaching
Testing	Insights Into Literature
Educational Law	

<b>FIFTH COURSE</b>
Course Design
English Literature
Writing A Research Paper
Management in EFL
Error Analysis
Educational Psychology

The School of Languages is at present adopting new coursework requirements, which, unlike the previous one, does not contain the subject of Lab and Video, which focused mainly on the development of the listening skills.

Although it is impossible to teach English without integrating the four basic skills of listening, speaking, reading and writing in the teaching-learning process, the target purpose of the class was mainly devoted to the mastery of listening skills without setting the development of the other three skills aside.

While in the Lab and Video classes, the students had the chance to learn through the use of different listening activities for forty-five minutes twice a week. The purpose of the subject was to provide the students with new vocabulary to be applied in real life, understand and follow any instructions, ask or answer questions correctly.

The Lab and Video class encouraged students to begin and maintain a conversation without hesitating. Most importantly, it motivated the students to participate in productive and creative activities such as role play.

The variety of textbooks used to teach this class offered a wide range of exercises focused on the development of the listening skill through meaningful and challenging activities.

Two of the last series of texts used in the Lab and Video classes, and that were revised as part of this research, were the following:

- a. The Grapevine Series published by Oxford University Press; and,
- b. The Look Ahead Series published by Longman.

Both series come in sets of three different graded levels, each containing an audiovisual tape, a teacher's book and a student's activity book.

The contents of both the Grapevine and Look Ahead Series included activities to implement before, while, and after viewing the videos. The textbooks presented audiovisual activities that challenged students to focus on their listening in order to complete a sequence of activities such as putting in order a conversation or pictures, filling in the blanks, listening for details or new expressions and words, correcting mistakes and so on.

These kinds of exercises demanded a great deal of concentration from the students. Beginner students found it difficult to adjust their ear to the sounds of the new language. It is easy to get lost and it could be really hard to get back on the right track and complete any single task. The focused exercises presented in the textbooks offered the students a challenge. This kind of focused listening exercises is known as intensive listening.

The textbooks included audio which allowed students to listen to different native speakers from English speaking countries who talked about diverse real topics.

The sense of hearing was developed little by little and in accordance with the different levels of knowledge the students had. The textbooks were also related to those students used in their regular English classes, so it is possible to say that the process of language acquisition carried on in the ten hours of regular English classes was reinforced by the Lab and Video subject. This helped the students build their knowledge in a rather well organized and step by step process.

Needless to say, the Lab and Video class was a very useful subject for the students in the first and second year. It developed and reinforced listening skills, providing students with the basic elements to understand the language and preparing them for the coming years in their educational process.

Unfortunately, since the 2009-2010 academic year, the Lab and Video class has no longer been part of the School of Languages' academic program due to changes that have shortened the degree program from five to four years and the introduction of more updated subjects such as Computer Assisted Language Learning and others.

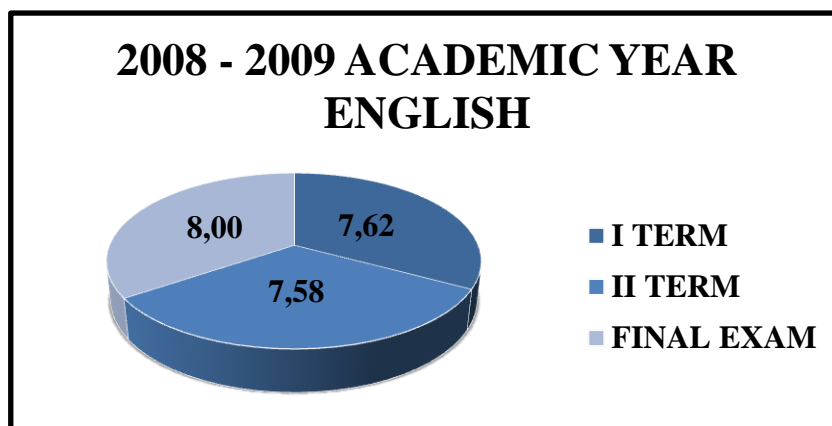
The abolishment of the Lab and Video class has affected the new students in a sensible way because Listening as a skill is being developed as an integrated part of a whole; but it is no longer taught as the target skill in a specific subject.

Although the students of the first and the second year take the English subject for two hours from Monday to Friday, they do not have an adequate specific period of time to develop and improve listening skills during the English classes.

The teacher has to cover structure, vocabulary, and he also has to make the students practice the other skills that learning English involves (reading, writing, and speaking).

The results of the following research were collected, analyzed and interpreted taking into consideration the average grades the students of the first year obtained in the English and Lab and Video classes in the old coursework requirements (2008 - 2009) and the average grades in the English subject that the students from the School of Languages got in their first year of studies during the periods (2009 - 2010), (2010 - 2011), (2011 - 2012).

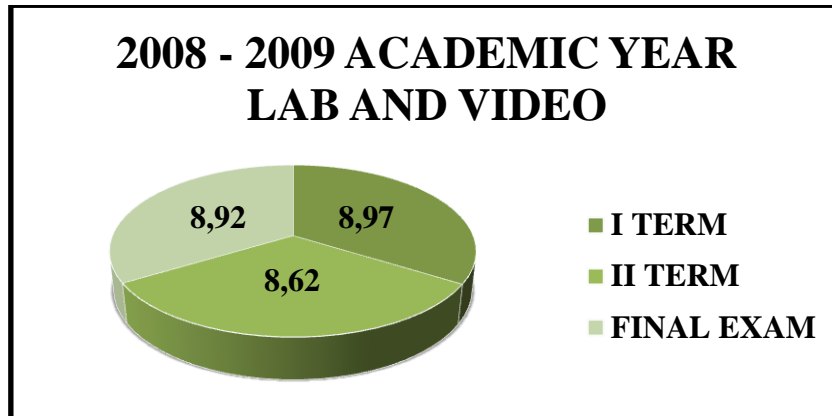
**CHART 2**



The following graph shows an acceptable academic average in the English subject. The first year is the starting point of the career and according to this graph; it seems that the students have been able to achieve a fairly good performance in the acquisition of the language.

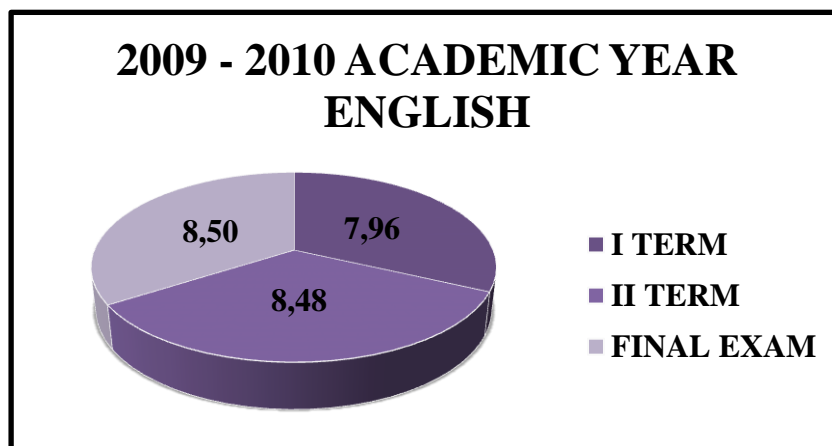
During the 2008 – 2009 academic year, the Lab and Video subject was still a part of the curriculum and the following are the average grades in that subject.

**CHART 3**



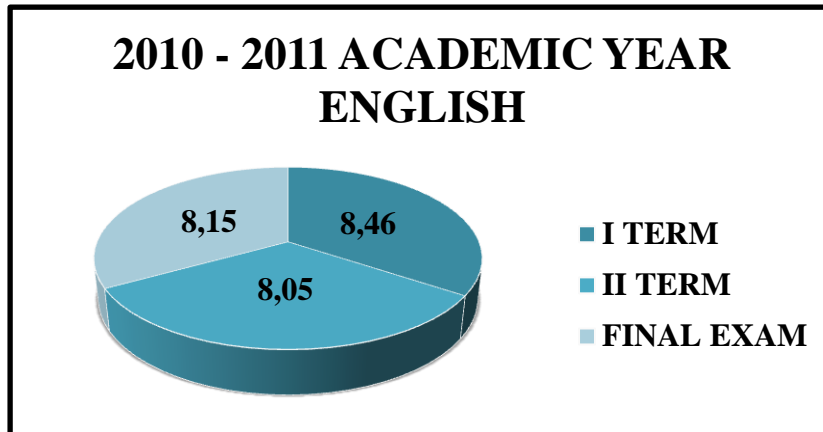
In this graph the performance of the students is better than that in the English subject; the students have been able to obtain a higher score in a subject that is mainly focused in the development of the listening skill.

**CHART 4**



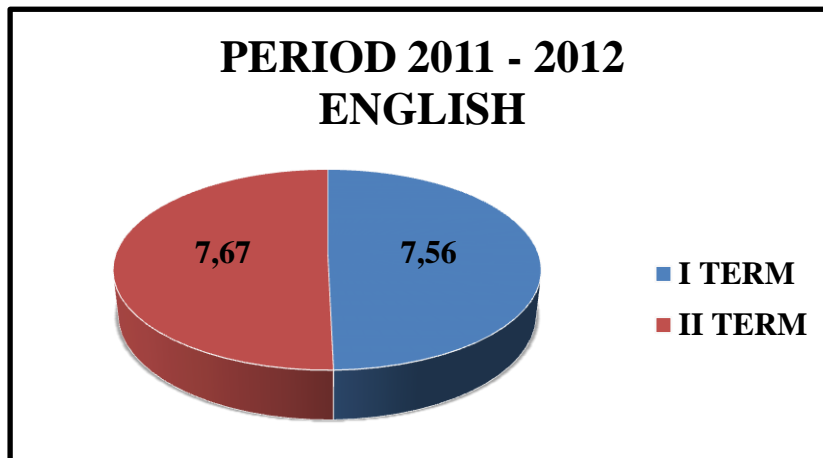
In this graph the average grade is 8.50. The improvement in relation to the previous school year does not mark a big difference. The abolition of the Lab and Video subject takes place during this school year, and listening is practiced as an integrated skill in the English subject.

**CHART 5**



In this school year the grade point average in English has gone a little lower; it may seem that students in some way have a problem in some area of the language acquisition process.

**CHART 6**



The students' performance during the 2011 – 2012 academic year is even lower than in the previous year. This situation may be caused by the lack of use of any of the four basic skills, the subject planning, or the way the subject is being taught or even a lack of motivation on the students' side.

As a way to find the possible reasons that have affected the students' performance, several students have been interviewed, and they have said that it is hard for them to express themselves orally and it is because they are not able to understand what the teacher said.



This may be because they are not familiar with the sounds of the new language or maybe they have not received a specific training in listening and understanding the language.

Consequently, it becomes necessary to implement listening strategies to facilitate the language learning process of students in the first course at the School of Languages at Universidad Laica Vicente Rocafuerte in Guayaquil.

### **1.3 STATEMENT OF THE PROBLEM**

After following a series of interviews, surveys and a few class observations, the question to be answered at the end, and as the result, of this research is:

How will the development of listening strategies facilitate the language learning process of students in first course at the School of Languages at Universidad Laica Vicente Rocafuerte in Guayaquil?

### **1.4 RATIONALE FOR THE PROBLEM**

The Mission at Universidad Laica Vicente Rocafuerte in Guayaquil prays that it is a higher education institution that trains quality professionals, generates scientific and technological knowledge departing from the national development needs, it spreads ancestral culture and it projects itself to the community with an up-dated pedagogical model, with high competitive teachers, laboratories equipped with the latest technology to satisfy the Ecuadorian and worldwide society requirements.

Universidad Laica Vicente Rocafuerte is a private, autonomous higher education institution inspired in the laicism principles and devoted to the education of the working class people in terms of quality, belonging, equity, pluralism and social responsibility with a

reflexive spirit and ethical principles that promote the development of the region, the country within a frame of peace and good-living.

It is at this Institution that was founded in 1966, where the people who work during the daytime can study and get a professional degree. Classes are given from 18h15 to 22h20 pm. One of the academic units at Universidad Laica Vicente Rocafuerte is the School of Languages.

The School of Languages trains students to become professionals in the English Language Teaching field. This academic unit opened its doors to the public in April 1979 after several months of careful planning. The purpose of the School of Languages is not only to provide the students with the knowledge of specific structures in English, but also to provide the students with the elementary tools, up-dated methodology and the appropriate strategies that will make them competitive in the language teaching area.

The graduates from the School of Languages have the chance to work in a rather broad teaching field. Their training offers them the possibility to work not only with children, but they can also work with teenagers and adults as well. They also get training about how to plan, manage and direct academic areas or educational institutions. This school has a population of two hundred and thirty six students who have to study four years in order to obtain a bachelor degree in English Language with a Major in Teaching and Managing Educational Systems in EFL.

The students who register at the School of Languages have different levels of knowledge in the target language. Some of the students already speak English but they have to register because the Ministry of Education requires them to have an academic degree to continue working at the different educational institutions in the country.

On the other hand, most of the students can be considered false beginners because they have very little or none knowledge of the new language at all, this commonly happens because in some secondary institutions English is not a compulsory subject; and the students do not receive enough English in high school.

It is not strange that some false beginner students face a series of troubles during their first year of studies. It can be extremely hard for them to identify, recognize and produce the different sounds that the new language involves. Perhaps, these students do not receive an appropriate training period of time to develop the sense of hearing during the first weeks of class.

The process to learn a foreign language follows more or less the same pattern as when a child starts learning to speak his native language. First, the child listens to what the people around him say, and then he identifies the sounds through listening.

Learning to listen is the key activity to acquire a new language. For this reason, listening is the skill that needs to be developed first when learning a Foreign Language. That is why it is necessary to start teaching the different sounds that the new language involves from the very beginning.

The listening skill development is a step by step process and it needs to be increased through progressive and constant exercises. When a person receives information from the outside, the sense of hearing decodes that information to make it clear and understandable in order to produce a response. Therefore, the student must reach a level of understanding that will allow him to communicate and exchange ideas, beliefs and thoughts.

For all that has been stated above, this research focuses on the listening needs that the students of the School of Languages need to fulfill to be successful in the degree program. If their listening skills are not well developed, it is quite sure that they will face learning

problems, feel unmotivated and frustrated and some may fail the course or if they passed, it would be with very low grades.

## **1.5 OBJECTIVES**

### **1.5.1 GENERAL OBJECTIVE**

To develop a strategic plan to reinforce listening skills to facilitate the language learning process of students in first course at the School of Languages at Universidad Laica Vicente Rocafuerte in Guayaquil.

### **1.5.2 SPECIFIC OBJECTIVES**

- Identify the levels of listening comprehension that each student has.
- Design different listening strategies to reinforce the students' needs in listening skills.

## **1.6 RESEARCH PURPOSE**

Even though there are several factors that are very important to have in mind when a student starts his training in a foreign language, to teach them how to listen is a must. The concern in this research project is, therefore, to find out whether or not the development of listening skills are being well directed and assessed at the School of Languages.

## CHAPTER II

### 2. LITERATURE REVIEW

The main focus of this project is the implementation of listening strategies to facilitate the language acquisition process by developing the listening skills in the learners.

It is known that in several traditional language classes, listening is neglected. Teachers put more stress on memorizing grammar rules; reading for getting main ideas, putting together the ideas in order to write a paragraph, and when the class is communicative, speech is also emphasized. However, for some strange reason, listening is rarely reinforced.

Undoubtedly, listening is a vital part of learning a new language, not just because listening develops the speaking ability little by little but also, because students have to rebuild their brain for acquiring a new language.

In the language teaching field many methods have been applied throughout the years in order to assure a successful acquisition of a foreign language. It is necessary to mention that some of the English methods define that the listening skill will develop automatically through exposure to the language. That is why it is necessary to generate a better understanding of the usage of listening in the classroom to produce a strong base upon which the learning will be generated.

Taking into consideration all of the above mentioned, it would be essential to mention the characteristics of those methods that facilitate the development of listening in the classroom as they have been proposed by authors.

Before explaining the features of some of the methods it is necessary to clarify the concept of method and approach.

## **2.1 What is a method?**

According to the Oxford English Dictionary, method is an established, habitual, logical, or prescribed practice or systematic process of achieving certain ends with accuracy and efficiency, usually in an ordered sequence of fixed steps.

Method, then, is a process or a path we must follow to reach an objective. But it is full of different posts that must be reached before following onto the next one.

## **2.2. What is an approach?**

Lingualinks Library says that an approach consists of the techniques and activities a teacher decides to use to ease a language acquisition process, based on

- his beliefs about language and how it is learned
- his teaching style preferences
- the restrictions of the learning situation

Then, an approach is a set of beliefs a teacher applies when imparting a class according to the ideas and assumptions he has about the language learning and teaching. Those assumptions will give the teacher a clearer idea of how to deal with a problem or situation in the language learning process.

## **2.3 ENGLISH TEACHING METHODS**

### **2.3.1 Grammar-Translation Method**

This method does not focus on the development of the listening skill because its main objective is the analysis of grammar rules and the translation of sentences and texts into the target language. Therefore, this method although widely used in the 1800s. It is not useful for the development of this work. Nevertheless, it is mentioned here because it was the first method that was ever used in the teaching of a foreign language.

### **2.3.2 The Direct Method**

It takes its name from the fact that meaning needs to be conveyed directly in the target language through the use of demonstration and visual aids, without making use of the native language of the student. This method emphasizes the direct and spontaneous use of the foreign language in the classroom rather than using analytical procedures that focus on the explanation of grammar rules.

Jack Richards and Theodore Rogers in the book “Approaches and Methods in Language Teaching, 2001:12”, present the following principles and procedures of this method:

- Translation is completely banished from any classroom activity. Classroom activities are carried out only in the target language.
- Oral teaching comes before any other kind of reading and writing activities.
- Use of realia to teach concrete vocabulary. Abstract vocabulary is taught through association of ideas.
- The teacher should demonstrate, not explain or translate.
- The student should make a direct association between the target language and meaning.
- Both speech and listening comprehension are taught.
- The purpose of language learning is communication.

### **a. Aims of the Direct Method:**

The Direct Method aims at:

1. Making the student think in English
2. Making the student express his thoughts and feelings using the target language with the intervention of his mother tongue.
3. Making the student acquire fluency in English speech.
4. Providing the students with opportunities to listen to spoken English.

This method develops a great deal of the listening skill because the student is exposed to the English language in every class. The teacher gives instructions and exercises in the target language and all of these must be received and done using the target language. In that way, to accomplish the class requirements and objectives the student must listen carefully and apply prior knowledge that has been interiorized to perform a task.

### **2.3.3 The Audio-lingual Teaching Method**

Based on Skinner's Behaviorism Theory, it assumes that a human being can be trained using a system of reinforcement. Correct behavior receives positive feedback, while errors receive negative feedback. This approach to learning is similar to the Direct Method, in that, the lesson takes place entirely in the target language.

The Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. These patterns are elicited, repeated, and tested until the responses given by the student in the foreign language are automatic.

The target of this method is the ability to respond quickly and accurately in speech situations and to demonstrate the knowledge of adequate vocabulary to use with grammar



structures. Particular stress is given on mastering the building blocks of language and acquiring the rules for combining them.

This method also uses the ability to listen as an important tool, especially in what relates to the use of language in dialogs.

#### **2.3.4 Total Physical Response (TPR)**

According to James Asher a professor of Psychology, the Total Physical Response Method is based on the premise that the human brain has a biological program for acquiring any natural language on earth, including the sign language of the deaf.

The process is visible when we observe how infants internalize their first language. It deals with the way that children learn their native language. Communication between parents and their children combines both verbal and physical aspects. The child responds physically to the speech of the parent.

The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. It is during this period that the internalization and code breaking occurs. After this stage, the child is able to reproduce the language spontaneously.

In the classroom, with the use of TPR, the language teacher tries to mimic this process. So, learners have the primary role of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are also expected to recognize and respond to new combinations of previously taught items.

Imperative drills are the major classroom activity. They are typically used to elicit physical action and activity in the part of learners; the activity may be a simple game such as Simon Says or may involve more complex grammar and more detailed scenarios such as to play a sport, perform a job function, prepare food, or do an everyday activity.

Listening plays an important role in this method because learners follow what the teacher says or does and these set of actions are received by the learners entirely by listening. Later on, they can practice many of these activities in different real-life situations.

Although TPR is a second or foreign language teaching method that deals with the coordination of speech and action, it also tries to teach the new language through physical activities.

If giving orders is the key of the process, these orders or commands are presented orally, thus, demanding focused listening from the student's part. Developing the listening skill is a very important factor in the achievements of those teachers who apply the TPR method through many different activities.

### **2.3.5 The Silent Way**

According to Dr. Caleb Gattegno, the foundation of this method is that the teacher should be in silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible.

As the main role of the learner is to discover the language rather than repeating or remember what the teacher has taught before, it is clear that the Silent Way method does not help to improve the listening skill at all.

### 2.3.6 Suggestopedia

This method was developed by Dr. GeorgiLuzanov, the target of this method is the memorization in learning by suggestopedic methods such as decoration, music, and arrangement of the classroom. This method has a negative connotation in the use of listening skills due to the use of memory more than trying to understand or create solutions to problems.

### 2.3.7 Multiple Intelligence Theory

The Multiple Intelligence Theory was developed in 1983 by Dr. Howard Gardner, Professor of Education at Harvard University. According to Gardner (1991), he documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways.

According to this theory, everyone is able to learn about the world through different aspects, such as the use of language, the logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of oneself. All these types of intelligences are described by Gardner as follows:

❖ **Linguistic Intelligence** involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use the language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having a high linguistic intelligence.

- ❖ **Logical-Mathematical Intelligence** consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.
  
- ❖ **Musical intelligence** involves skills in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.
  
- ❖ **Bodily-kinesthetic intelligence** entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.
  
- ❖ **Spatial intelligence** involves the potential to recognize and use the patterns of wide space and more confined areas.
  
- ❖ **Interpersonal intelligence** is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.
  
- ❖ **Intrapersonal intelligence** entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view, it involves having an effective working model of ourselves, and to be able to use such information to regulate our own lives.

In an Asian EFL journal called *The Role of Multiple Intelligences (MI) in Listening Proficiency: A Comparison of TOEFL and IELTS Listening Tests from an MI Perspective* written by PhD. BabakMahdavy published how the multiple intelligences are related to listening development.

He stated the following: “With the development of multidimensional theories of intelligence which were intended to more efficiently account for individual differences, it could be argued that several aspects of listening proficiency could be influenced by different intelligences. In the process of listening comprehension, it seems that several aspects interact with Gardner’s eight intelligences.

Sensitivity to tone, intonation and stress can have strong links with the musical intelligence and imagination of facial expression, gesture, posture, and head movements used in communication can be related to bodily-kinesthetic intelligence. Abilities such as inferring, using analogies, and reasoning in the process of listening can be influenced by logical-mathematical intelligence and spatial intelligence may enhance sensitivity to attitudes about personal space and help listeners spatially organize the incoming information.

Furthermore, linguistic intelligence seems to be required at all stages of processing from sound perception to syntactic construction and semantic analysis. Since communication does not happen in a vacuum, interpersonal intelligence for understanding the speakers’ intentions, feelings and their social and cultural background might also play an essential role. Intrapersonal intelligence could also contribute to effective use of metacognitive strategies and to the amount of anxiety, self-esteem, and affective factors in listening. And finally, recognition of patterns in speech could also be facilitated by naturalist intelligence.”

The information in this journal gives a clear idea of how each intelligence is involved with the development of the listening skill. The Multiple Intelligence Theory helps teachers to know to how to exploit the students’ individual differences in terms of intelligence because the listening comprehension performance also differs from one student to the other.

### **2.3.8The Natural Approach**

The natural approach is one of the, "language teaching methods based on observation and interpretation of how learners acquire both first and second languages in non-formal settings." (Richards & Rodgers 2001: 190) Krashen and Terrell saw the approach as a "traditional approach to language teaching because it is based on the use of language in communicative situations without recourse to the native language." (Richards & Rodgers 2001: 178)

Its intention is to acquire the language in a natural way, emphasizing communication as a principal goal when students feel enough confidence to do so. This method involves the use of TPR activities at the early levels of acquisition to help students understand better what the teacher is saying. The use of the native language is not allowed.

The natural approach gives less importance to grammar study and explicit correction of student errors. The learning process is developed in an as stress-free as possible environment.

This approach shares many features with the direct method. Both the natural approach and the direct method are based on the idea of facilitating real life language acquisition in the language classroom; the natural approach focuses on input, comprehension, and meaningful communication and puts less emphasis on grammar, teacher monologues, direct repetition and accuracy.

This approach has the following principles:

1. Comprehension precedes production. That is, listening and reading skills will be acquired before speaking and writing skills.

2. Language production emerges from nonverbal responses, single words, combinations of two or three words, to phrases, sentences, and ultimately to complex discourse.
3. The syllabus and course content is organized around topics with communicative goals rather than linguistic structures.
4. The learning environment must be conducive to language learning.

The natural approach puts a lot of emphasis on comprehensible input, meaningful communication and a relaxed classroom atmosphere. "To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and questions." (Richards & Rodgers 2001: 185) There is a slow progress from "Yes/No" questions, to more complex and open questions.

Listening comprehension is involved in this method at the very beginning, when the teacher uses TPR activities. Later on, the simplest instructions turn up into meaningful tasks that help developing comprehension and communication. To achieve this, the teacher can use brochures or maps, visual aids and games that facilitate acquisition and encourage comprehension and real communication.

In other words, for acquiring a second language in a natural way, learners need to listen first after producing any type of communication.

### **2.3.9The Communicative Approach**

The communicative approach is based on the idea that a new language can be acquired effectively through practicing real-life communication. When learners are involved in real situations, they learn how to use the language and they apply natural strategies for language acquisition.

This method is best considered as an approach rather than a method. It stresses the significance of language functions rather than focusing on grammar and vocabulary.

The communicative approach has the following principles:

- Learners learn a language by using it to communicate
- Authentic and meaningful communication should be the goal of classroom activities
- Fluency is an important dimension of communication
- Communication involves the integration of different language skills
- Learning is a process of creative construction and involves trial and error

The teacher's role in this approach is to get their students to communicate using real language giving less importance to the accuracy of the language. An effective communicative task is achieved successfully by providing the students with instructions, practice, and all opportunities to produce English in activities that encourage acquisition and fluency.

For accomplishing a real interaction in the target language; listening skills play a basic role in order to get the idea of what the conversation is about; this means presenting listening strategies and providing listening practice in realistic situations.

### **2.3.10 Whole Language Approach**

The whole-language approach was created in the 1980's by a group of American educators who believed that a second language must be taught as the first language is. According to these educators when starting to learn the first language, reading and writing are the basic skills to be developed and mastered because that is the active process in the educational worldwide system.



Moreover, this approach is based on the recognition that language is derived from experience and that the language skills of listening, speaking, reading, and writing are interrelated and should be taught in an integrated way to create the necessary learning environment. This method mainly focuses on the learner's experiences, needs, interests and aspirations.

The whole language approach definitely involves the mastery of the four skills because in order to learn how to read and write learners develop the listening and speaking skills unconsciously, so this unconscious acquisition process enables learners to express their ideas and feelings either in a written or spoken way.

Among the different techniques that the whole language approach encourages to use include brainstorming and the use of learning centers, and materials that include literature and printed material from everyday life such as newspapers, magazines, advertisements, brochures, etc.

Some features about this approach mentioned in Bergeron (1990) articles are the following:

- The use of literature
- The use of process writing
- Encouragement of cooperative learning among students
- Concern for students' attitude

The whole language is considered an approach because it sees the language as a whole entity, in which the teacher is free to implement this approach according to students' needs and the kinds of classes the teacher is teaching.

After mentioning and analyzing the features and characteristics of different methods and approaches that are used in the teaching a foreign language process, it is easy to realize how important it is to develop the listening skill as a means to develop language proficiency.

The Direct Method, the Audio-Lingual Method call for a focus in listening. The Total Physical response is totally based in listening activities to be able to perform the language. Gardner's Multiple Intelligence Theory also enhances the necessity of the listening skill.

The Natural Approach and the Communicative approach as well as the Whole Language approach are also based on listening activities.

The School of Languages at ULVR, an institution that trains pre-service teachers follows the university learning principles which are based on the Constructivism Theory, that is students are provided with the necessary tools to help them build their own knowledge, departing from a previous one.

Constructivism proposes a dynamic way of learning. It is not attached to one specific method but it rather takes the important features of those methods and adapts them to the learning process. The student builds his own way of learning.

After reviewing the different methods that emphasized the importance of listening in language learning and teaching as a way to help students become effective listeners, it is proper and necessary to define what it is meant by listening skills.

## 2.4 DEFINITIONS OF LISTENING SKILLS

In order to establish a definition of listening skills, it is necessary to go back in time to understand what linguists have stated about listening.

The first studies appeared in the year 1974. Researchers such as Howatt and Dakin stated the following concept: “Listening is the ability to identify and understand what another person says. This is a process which involves the speaker’s pronunciation, grammar, vocabulary and comprehension of meaning. An able listener is capable of doing these four things at the same time because when somebody listens he decodes these aspects altogether.”

About ten years later, in 1985, a definition given by Ronald and Roskelly said “Listening is an active process requiring the same skills as predicting, hypothesizing, checking, revising and generalizing that writing and reading demand.”

Ten years after in 1997, Larry Vandergrift in an Oxford journal published expressed that “Listening comprehension is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what has been gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance. Co-ordinating all of this involves a great deal of mental activity on the part of the listener. Listening is hard work, and deserves more analysis and support.”

It can be stated that a foundation of a language is the listening skill. It is the base and pillars of language. Listening is an opinion exchange activity and interpretative process that requires organization of content, interpretation of meaning, response accordingly, and prior knowledge usage.

In addition, a listening skill requires comprehending pronunciation, grammar and vocabulary, discriminating sounds, interpreting stress and intonation in order to gather and process information from context that allows the listener to maintain any type of communication.

In conclusion, a listening skill is defined as the ability to understand and identify what someone is talking about. It is essential to keep conversations because it is not a passive activity. On the other hand, listening is a complex, active process that demands a great deal of mental activity. To develop this ability can be a long process in which a series of motivating strategies play an essential role.

When talking about language acquisition and the methods that can be applied in the classroom, it is necessary to determine or establish the different strategies that a teacher can incorporate in the course. But first of all it would be necessary to explain what a strategy is.

#### **2.4.1 Definition of Strategy**

A general concept of strategy found in most books and dictionaries would be that a strategy is “a plan that is intended to achieve a particular purpose.”

A strategy in language teaching can be defined as the technique that a teacher applies to allow learners to access the information given in an easier and better way.

A strategy is a procedure and actions from which the teacher draws a pedagogical path with several steps in sequence that guide the students to build their own knowledge according to the demands of the society.

## 2.4.2 Strategies for teaching listening

To have a better language acquisition the teacher must find techniques that let learners to use the information given in an easier and better way.

That is why listening skills can be divided into two classifications:

- Bottom up skills (or processing)
- Top down skills (or processing)

In a document called Teaching Skills for Listening and Speaking, provided by Tokai University / ABAX Ltd., stated that “bottom up processing refers to the decoding process, the direct decoding of language into meaningful units, from sound waves to meaning.

Top down processing refers to the attribution of meaning, drawn from one’s own world knowledge, to language input. In short bottom up is what the page brings to the learner and top down is what the learner brings to the page.

To illustrate this, listed below are a few of the sub-skills divided into bottom up and top down roughly sequenced from beginning level skills to the more advanced skills (adapted from Brown 2001 and Peterson 1991)”

### **Bottom Up Skills**

- Discriminating between intonation contours
- Discriminating between phonemes
- Hearing morphological endings
- Selecting details
- Recognizing fast speech forms
- Finding stressed syllables

- Recognizing reduced forms
- Recognizing words as they link together in connected streams
- Recognizing prominent details
- Recognizing sentence level features in lecture text
- Recognizing organization clues

### **Top Down Skills**

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

## **2.5 LISTENING STAGES**

There are three different stages in any activity applied for the development of the listening skill that a teacher must have in mind when organizing the different strategies he will apply in the classroom.

These stages are the following:

### **a. The pre-listening stage**

In this stage the teacher initiates the student in the listening activity by using strategies like brainstorming, predicting, giving opinions related to the main topic to be covered in the class. During the stage it is important to decrease the student anxiety or fear of participation.

## **b. While-listening stage**

This stage is linked in significant way to the pre-listening work. While the students listen, they are encouraged to pay attention for specific information. The purpose of this stage is to confirm students' expectations and to help them acquire and reinforce the target topic.

The activities in this phase vary according to the level of understanding learners have. For example, at the beginner level, one of the activities could be numbering in order the pictures according to an oral description, ticking a list of things they hear, and so on. It is necessary to try to reduce the nervousness that arises from trying to perform activities in an accurate way while listening. In more advanced learners, more complex activities are suggested.

## **c. Post-listening stage**

This is the stage in which comprehension is actually evaluated. It encloses follow-up exercises and activities that can be also practiced outside of the classroom.

Also, in this stage the teacher has to decide if the strategies used were accurate for the purpose of the task; if not, strategies should be modified.

In addition, in order to facilitate a better development of the listening skill, there are two useful approaches that a teacher can incorporate in class. These approaches are known as Intensive and Extensive listening.

## **2.6 Intensive and Extensive Listening**

Intensive listening involves more attention to particular items of language such as sounds, words, phrases, intonation, pauses, and so on. Students must try to understand entirely what they hear, which means listening for specific purpose or information that involves finding the answers to specific questions.

In addition, intensive listening enables students to say sentences precisely because of the amount of repetitions needed to finish a task. A disadvantage of this is that it takes a lot of time just to learn a few statements. Students can get bored easily.

Extensive listening, on the other hand, confronts students with real language in general. With this approach, the students do not have to understand the entire content of what they hear. Students only need to try to understand more than they did at the first time. If that happens, it means they have succeeded. Students sometimes feel unmotivated if they do not understand the whole content, but this kind of listening is very valuable.

Extensive listening is a very interesting approach even more than the intensive listening because it gives the students the chance to be in contact with different voices and styles. It also helps students to be in touch with the natural speed English speaking people have. Since there is hardly any correction in extensive listening, the student might have the tendency to make a lot of mistakes.

In conclusion, after reviewing these two kinds of listening it would be necessary to have in mind the positive and the negative aspects of the two of them. That is why students must be trained for both intensive listening and extensive listening.

The following chart taken from a journal 2004 Ring the Bell—It's Time for EL! by Tina Ferrato (Tokai University) and Mathew White (Nanzan University) gives a better idea of how these two types of listening help the students in the development of language acquisition.



Chart 1

**CONTRASTING INTENSIVE AND EXTENSIVE LISTENING**

<b>Type of Listening</b>	<b>Intensive</b>	<b>Extensive</b>
<b>Goal</b>	<b>Accuracy</b>	<b>Fluency</b>
<b>Purpose</b>	<b>Listen for details/specific information; Mimic text; Improve and develop listening strategies</b>	Get general information; Enjoy; Build word recognition ability, chunking language into meaningful units of sound
<b>Focus</b>	<b>Sounds, words, and pronunciation- Linking, connected speech; Notice new language features</b>	Meaning; Global comprehension
<b>Material</b>	<b>Often difficult; Shorter passages; Teacher chooses</b>	Easy; Longer passages Learner chooses
<b>Amount</b>	<b>Not much</b>	A lot
<b>Speed</b>	<b>Slower</b>	Faster
<b>Method</b>	<b>Must finish; Time constraints</b>	Stop if don't like; Rewind and Repeat—Listen again and again

## 2.7 Hypothesis

The everyday reinforcement of the listening skill for the first ten minutes of a class will improve the academic performance in the language acquisition process of the students attending the first year at the School of Languages at Universidad Laica Vicente Rocafuerte in Guayaquil.

## 2.8 Variables and Indicators of the Research

VARIABLES	DOMAINS	INDICATORS
Didactic strategies for the English language learning	Teaching and learning strategies applied to the English language	<ul style="list-style-type: none"> <li>➤ Teaching methods</li> <li>➤ Yearly planning</li> <li>➤ Didactic resources</li> <li>➤ Technological resources</li> </ul>
Development of the listening skill	Oral comprehension in English Students' performance in English language	<ul style="list-style-type: none"> <li>➤ Level of understanding</li> <li>➤ Students' responses</li> <li>➤ Dialogues</li> <li>➤ Oral and written work</li> </ul>
Set of practical exercises to develop, reinforce, and evaluate the English teaching learning process	Methodological Pedagogical Didactic Curricular	<ul style="list-style-type: none"> <li>➤ Pedagogical pattern</li> <li>➤ Didactic strategies</li> <li>➤ Choice of content</li> <li>➤ Application of didactic resources</li> <li>➤ Evaluation strategies</li> </ul>

## **CHAPTER III**

### **3. METHODOLOGY**

#### **3.1 SAMPLE UNIVERSE**

In order to discover how the students at the School of Languages are affected by the lack of exercises and/or activities that would help them in the development of listening skills, it was necessary to gather, analyze, and process information that was obtained through three interviews and three surveys.

The causes that have slowed down an ideal level of learning have been established through this diagnostic. It has also provided the researchers with a reason why the learning process has not occurred as expected.

This research is based on the students attending the first course at the School of Languages at Universidad Laica Vicente Rocafuerte in Guayaquil. The population of this investigation is finite. A number of thirty-five students were surveyed.

It is essential to mention the huge participation and collaboration of the students in the application of the surveys and the facilities provided by the director of the academic department for the purpose of examining the students' performance in listening.

#### **3.2 METHODS, TECHNIQUES, INSTRUMENTS**

For the development of this research three interviews were applied, one Phonology teacher, and two English teachers were selected to be interviewed. Three surveys were conducted, one related to the teaching-learning process, another one related to the teacher performance, and a third one related to the effectiveness of oral comprehension activities in the classroom.

The results were fulfilled; all of the data was gathered, analyzed, synthesized, and interpreted. The interpretations of the answers in the survey were represented in graphics for a better understanding of the different responses.

From the analysis and observations of the data collected, a hypothesis was set with the purpose of designing assessment instruments which can be administered to the students from the teacher's side within the class framework.

### **3.3 DATA PROCESSING**

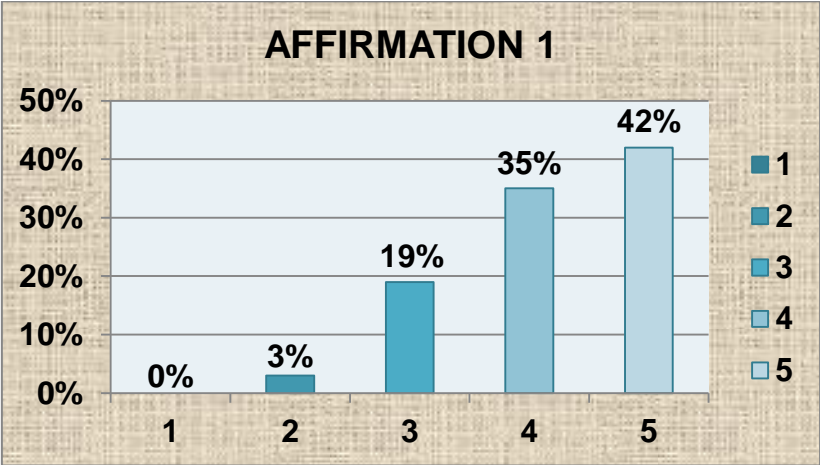
After analyzing carefully each one of the questions from the different surveys, the outcomes are shown through graphics with an interpretation to convey to a better understanding.

**ANALYSIS OF THE SURVEY 1  
EVALUATION OF TEACHER'S  
PERFORMANCE IN THE  
CLASSROOM**

**Affirmation 1:** The teacher explains at the beginning of the term the syllabus and the policies of the course.

**TABLE 1**

	1	2	3	4	5	
<b>AFFIRMATION 1</b>	0	1	6	11	13	31
<b>%</b>	0%	3%	19%	35%	42%	100%



The 42% of the students totally agree that the teacher uses time explaining the syllabus and the policies of the course at the beginning of the term.

An additional 35% of the students partially agree with this affirmation.

19% of the students neither agree nor disagree with the affirmation.

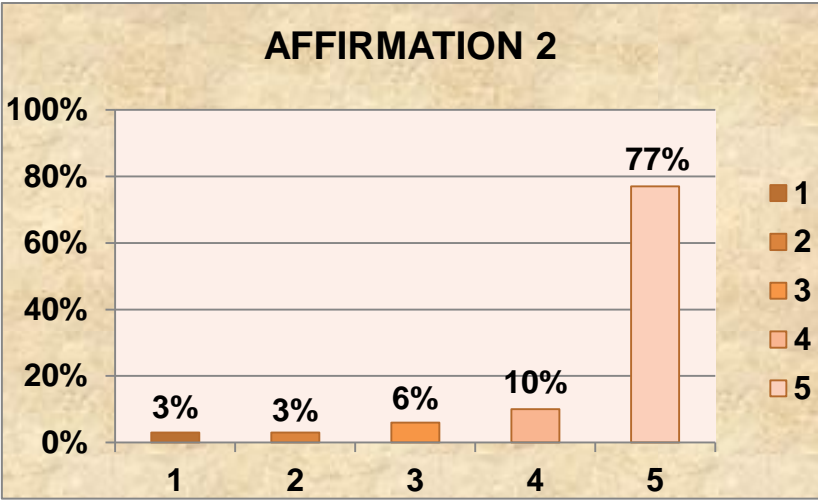
Finally, 3% of them partially disagree. The students in this group probably did not attend classes the first day of the term.

In conclusion, it can be said that 77% of the students affirm that the teacher explains at the beginning of the term the contents of the class and the policies of the course.

**Affirmation 2** The teacher fulfills with responsibility the hours established in the schedule.

**TABLE 2**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>AFFIRMATION 2</b>	1	1	2	3	24	31
<b>%</b>	3%	3%	6%	10%	77%	100%



The 77% of the students which is almost the entire class totally agree that the teacher fulfills with responsibility the hours established in the schedule.

The 10% of the students partially agree. This group of students show little interest whether or not the teacher works with responsibility while giving classes.

The 6% of the students neither agree nor disagree. They seem to care less if the teacher fulfills or not the established schedule with responsibility.

A remaining 3% of the students partially disagree, and totally disagree with the statement.

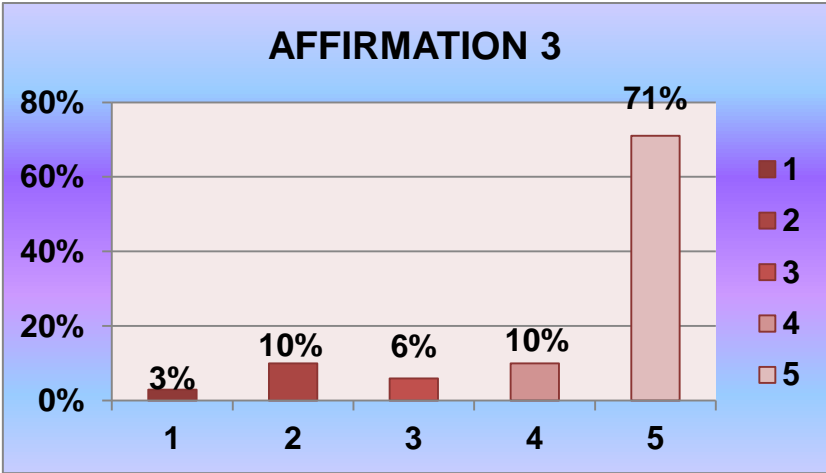
According to this result, it can be stated that about an 87% of the students confirm that the teacher fulfills with responsibility the hours established in the schedule.



**Affirmation 3** The teacher shows preparation and mastery of the subject.

**TABLE 3**

	1	2	3	4	5	
<b>AFFIRMATION 3</b>	1	0	2	3	22	31
<b>%</b>	3%	10%	6%	10%	71%	100%



The 71% of the students which is nearly the whole class indicates that the teacher shows preparation and mastery of the subject.

Another 10% of the students partially agree on the matter.

6% of them neither agree nor disagree.

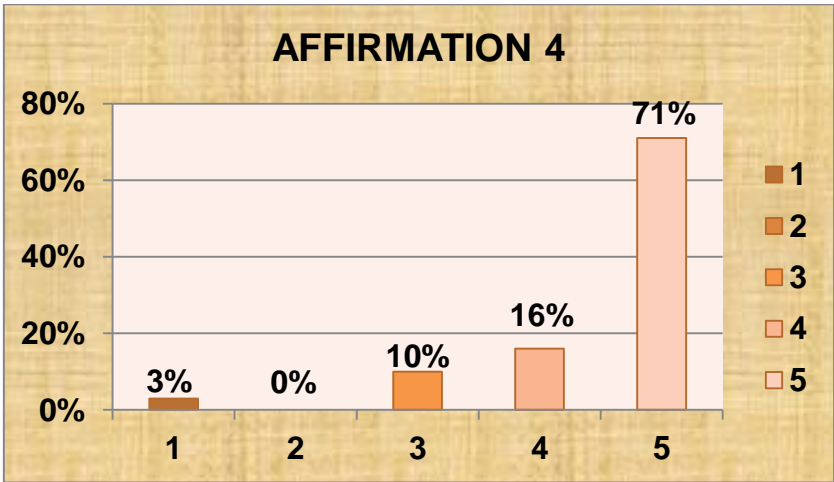
A remaining 3% of the students totally disagree. This small percentage compared with the 81% recognizes the preparation and mastery of the subject on the teacher’s side does not influence negatively on the results related to this particular statement.

In conclusion, it can be said that around 81% of the students established that the teacher shows preparation and mastery of the subject.

**Affirmation 4** The teacher uses an appropriate way to answer the questions related to the teaching learning-process.

**TABLE 4**

	1	2	3	4	5	
<b>AFFIRMATION 4</b>	2	1	2	5	21	31
<b>%</b>	3%	0	10%	16%	71%	100%



The 71% of the students totally agree saying that the teacher uses an appropriate way to answer the questions related to the teaching-learning process.

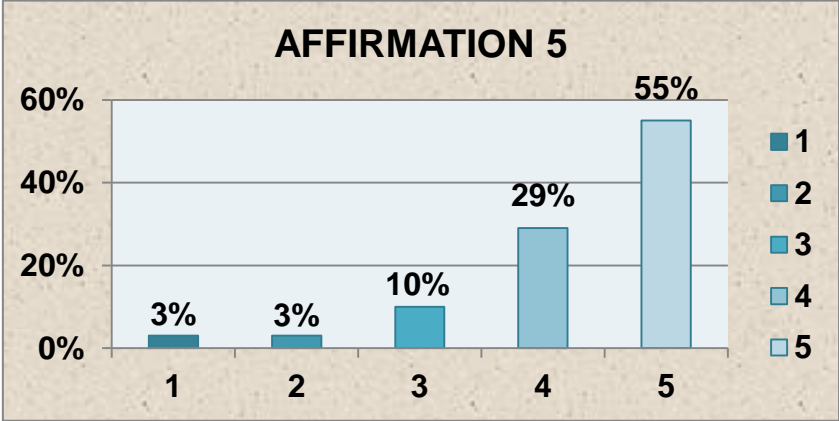
A 16% of them partially agree. And 10% of the students neither agree nor disagree on the matter.

A remaining 3% has a negative reaction to the statement in contrast with the 86% positive responses accepting that the teacher has been able to establish the correct means of communication to improve the language teaching-learning process.

**Affirmation 5** The teacher emphasizes the importance of developing listening skills.

**TABLE 5**

	1	2	3	4	5	
<b>AFFIRMATION 5</b>	1	1	3	9	17	31
<b>%</b>	3%	3%	10%	29%	55%	100%



The 55% of the students totally agree stating that the teacher emphasizes the importance of developing listening skills.

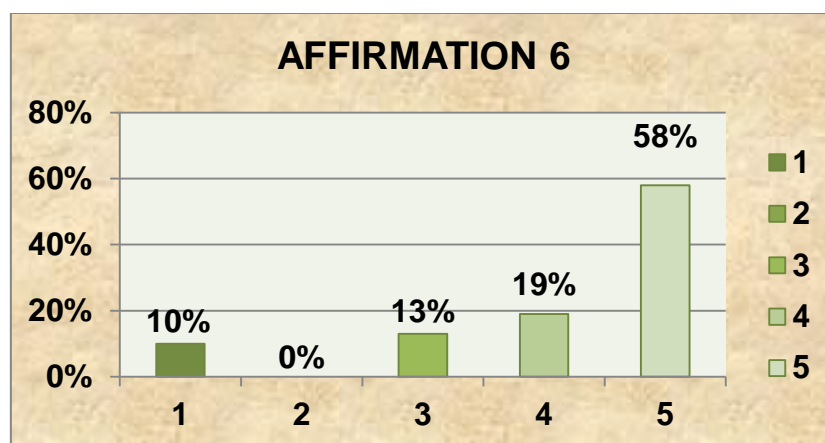
A 29% of them partially agree. Another 10% of the students neither agree nor disagree on this issue.

Even though teaching listening skills is a rather neglected activity in the classroom, it can be concluded that more than 84% of the students give credit to the teacher when assuring that he has emphasized the importance of the developing listening skills in and out of the classrooms.

**Affirmation 6** The teacher encourages students' active participation.

**TABLE 6**

	1	2	3	4	5	
<b>AFFIRMATION 6</b>	3	0	4	6	18	31
<b>%</b>	10%	0%	13%	19%	58%	100%



58% of the students totally agree saying that the teacher encourages them to participate actively.

A 19% of them partially agree. It may be said that this group does not feel plenty of confidence to participate dynamically in the classroom; although they may want to do so, they are still anxious about making mistakes.

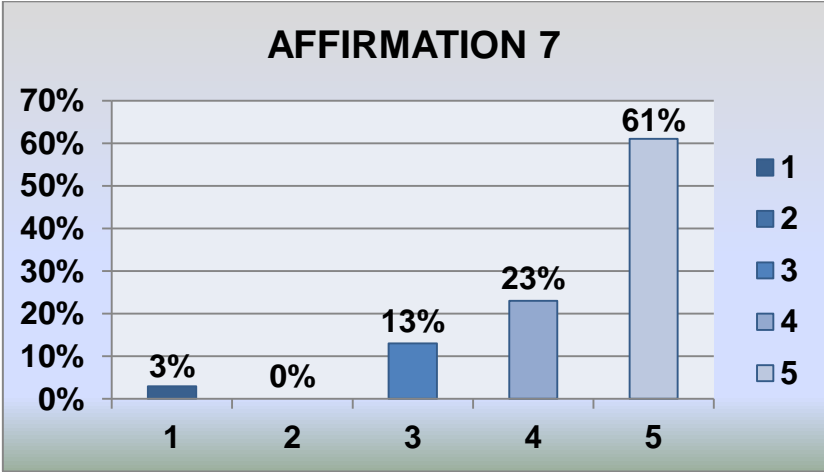
Another 13% of the students neither agree nor disagree, and a remaining 10% of them totally disagree.

In conclusion, more than 87% of the students corroborate that the teacher encourages them to an active participation.

**Affirmation 7** The teacher includes practical exercises that are related to the activity of listening in the contents of the class.

**TABLE 7**

	1	2	3	4	5	
<b>AFFIRMATION 7</b>	1	0	4	7	19	31
<b>%</b>	3%	0%	13%	23%	61%	100%



Approximately 84% of the students seem to show satisfaction with the amount of practical exercises related to the activity of listening in the contents of the class that the teacher has incorporated in the classroom.

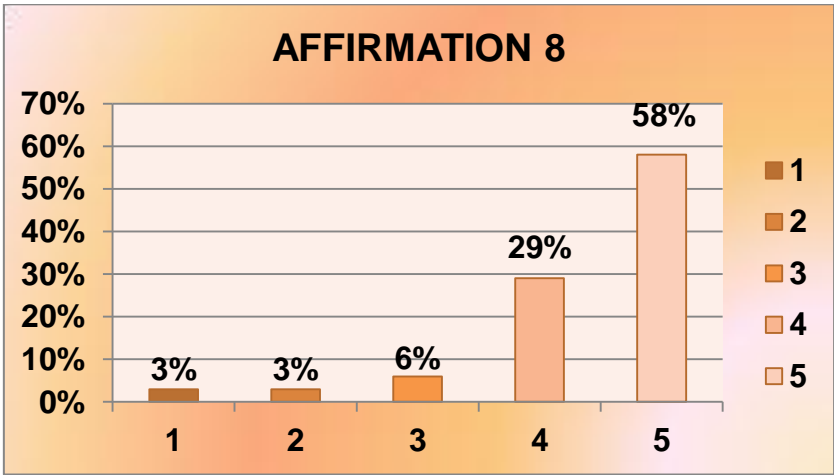
Another 13% of the students neither agree nor disagree. And a 3% of them totally disagree.

In conclusion, there is a high percentage of students who seem to enjoy the diversity of exercises related to the development of the activity of listening presented by the teacher.

**Affirmation 8** The teacher recommends autonomous activities to encourage oral comprehension exercises.

**TABLE 8**

	1	2	3	4	5	
<b>AFFIRMATION 8</b>	1	1	2	9	18	31
<b>%</b>	3%	3%	6%	29%	58%	100%



The 58% of the students totally agree. They indicate that the teacher recommends autonomous activities to encourage oral comprehension exercises.

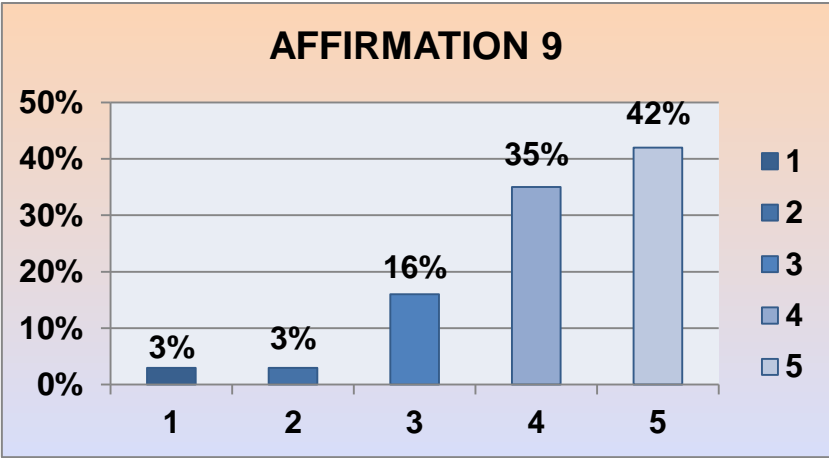
A 29% of them partially agree. They may probably have different expectations but they do not totally discard the fact that the teacher encourages them to practice outside the classroom limits.

Another 6% of the students neither agree nor disagree. Finally, 6% of them partially and totally disagree.

**Affirmation 9** The teacher includes listening exercises in assessments and evaluations.

**TABLE 9**

	1	2	3	4	5	
<b>AFFIRMATION 9</b>	1	1	5	11	13	31
<b>%</b>	3%	3%	16%	35%	42%	100%



42% of the students totally agree saying that the teacher includes listening exercises in assessments and evaluations.

A 35% of them partially disagree. Another 16% of the students neither agree nor disagree. This group seems to show little importance about the type of activities the teacher does in every class.

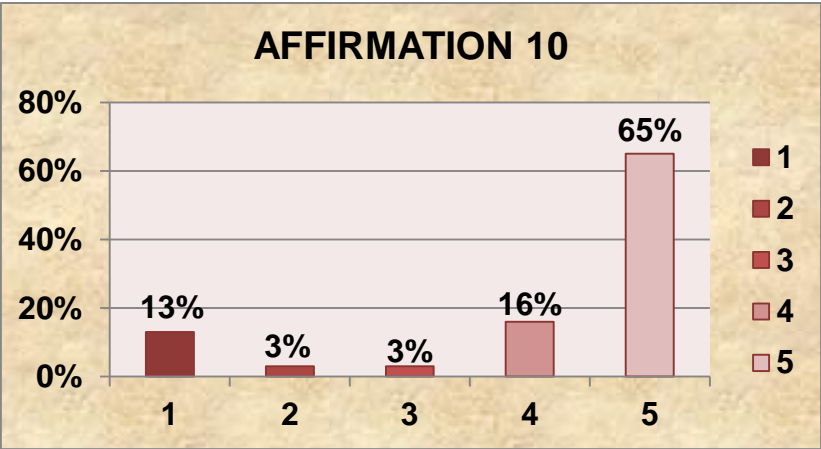
And a remaining 3% of the students partially and totally disagree.

In conclusion, 77% of the students affirm that listening exercises are included by the teacher in assessments and evaluations.

**Affirmation 10** The teacher grades the items in the test fairly and adequately.

**TABLE 10**

	1	2	3	4	5	
<b>AFFIRMATION 10</b>	4	1	1	5	20	31
<b>%</b>	13%	3%	3%	16%	65%	100%



Around 81% of the students seem to be satisfied with the way the teacher grades the items he/she presents in the test.

A 3% of the students neither agree nor disagree. They seem to care less about how the teacher assesses them. And 13% of the students totally disagrees the positive response given by the majority of the students that were interviewed.

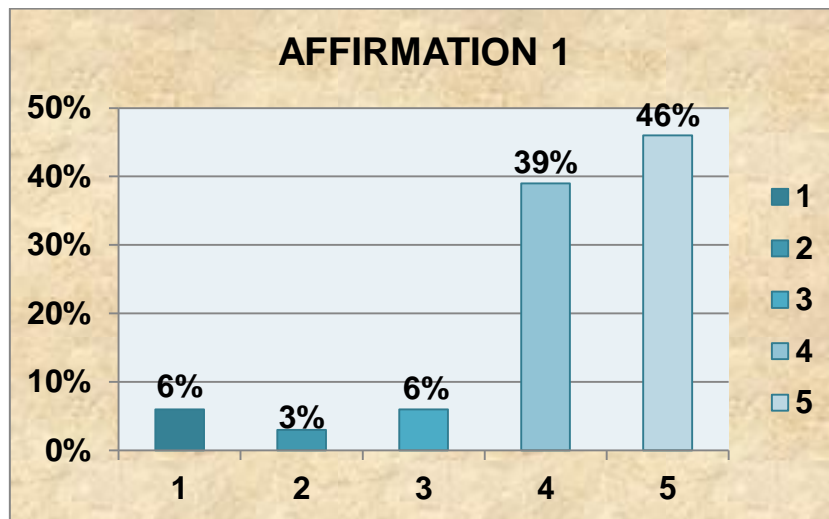


**ANALYSIS OF SURVEY 2  
EVALUATION OF  
TEACHING-LEARNING  
PROCESS**

**Affirmation 1** The teacher presents the contents of the subject in a gradual and clear way.

**TABLE 1**

	1	2	3	4	5	
<b>AFFIRMATION 1</b>	2	1	2	12	14	31
<b>%</b>	6%	3%	6%	39%	46%	100%



46% of the students totally agree that the teacher presents the contents of the subject in a gradual and clear way.

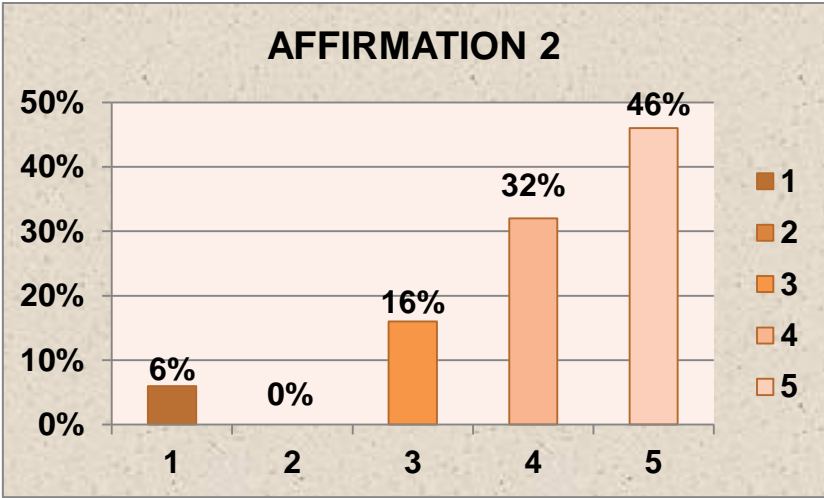
An additional 39% of the students partially agree with the statement. 6% of the students neither agree nor disagree.

A remaining 9% of them give a negative feedback in contrast with the 84% affirmative responses accepting that the teacher does present the contents of the subject in a gradual and clear way.

**Affirmation 2** The teacher introduces the contents of the subject in an appealing way.

**TABLE 2**

	1	2	3	4	5	
<b>AFFIRMATION 2</b>	2	0	5	10	14	31
<b>%</b>	6%	0%	16%	32%	46%	100%



The 46% of the students totally agree that the teacher engages the students positively with the presentation of the contents of the subject.

Additionally, a 32% of the students partially agree. 16% of the students neither agree nor disagree with the statement.

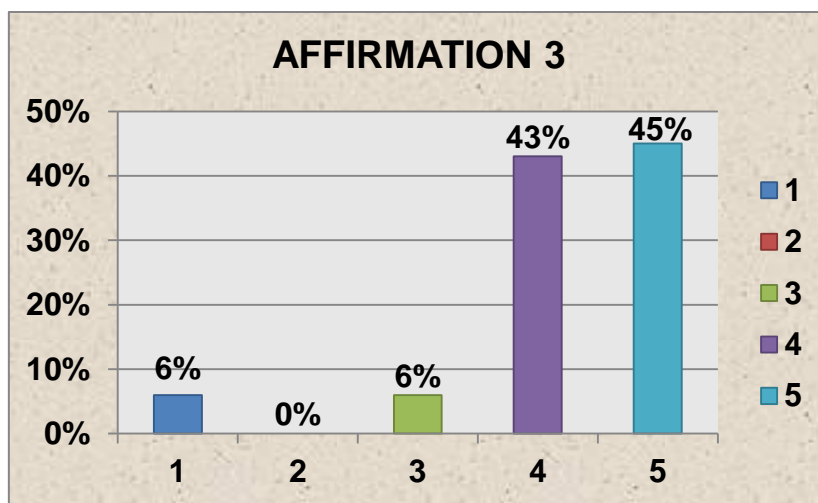
And a 6% of the students totally disagree with the affirmation.

To finish, 78% of the students corroborates that the teacher introduces the contents of the subject in an appealing way.

**Affirmation 3** The teacher uses appropriate teaching material for the subject.

**TABLE 3**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>AFFIRMATION 3</b>	2	0	2	13	14	31
<b>%</b>	6%	0%	6%	43%	45%	100%



Nearly 88% of the students say that the teacher uses appropriate teaching materials for the subject.

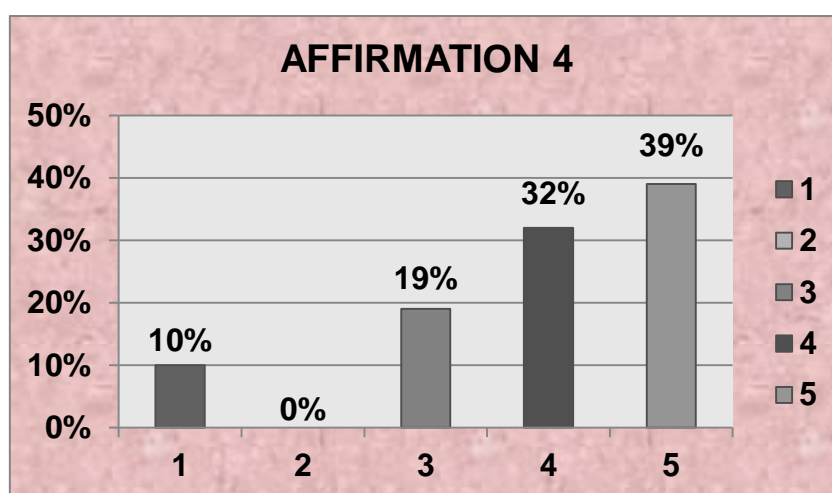
A 6% of the students neither agree nor disagree with this statement.

Another 6% of them totally disagree. This group presents a negative reaction although the 84% of the students state that the teacher uses suitable teaching materials to introduce the subject.

**Affirmation 4** The teacher uses audiovisual resources as support material in class.

**TABLE 4**

	1	2	3	4	5	
<b>AFFIRMATION 4</b>	3	0	6	10	12	31
%	10%	0%	19%	32%	39%	100%



Only 39% of the students which is less than the half of the class totally agree saying that the teacher uses audiovisual resources as support material in class. Moreover, a 32% of the students partially agree with the affirmation.

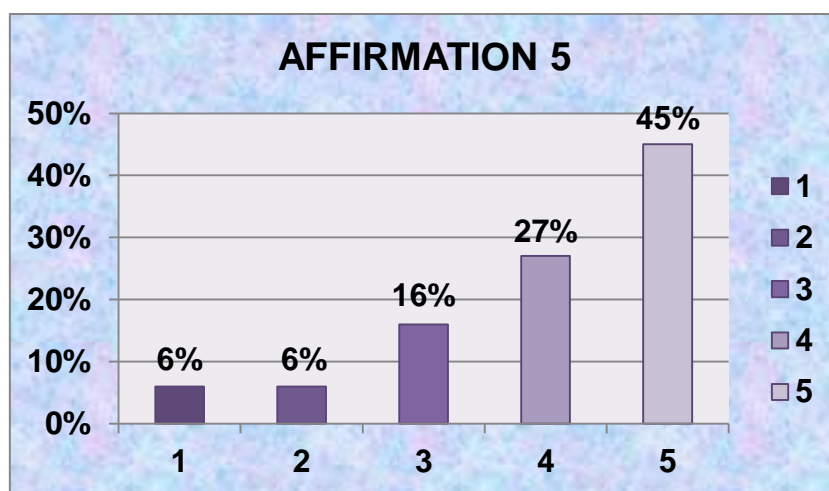
A 19% of the students neither agree nor disagree. They seem to care less if the teacher includes audiovisual resources which are considered important in the process of teaching a foreign language.

And finally, a 10% of them totally disagree. This small amount of students presents a negative response compared with the 71% that confirm that the teacher uses audiovisual resources as support material in class.

**Affirmation 5** The teacher is creative when presenting a new topic.

**TABLE 5**

	1	2	3	4	5	
<b>AFFIRMATION 5</b>	2	2	5	8	14	31
<b>%</b>	6%	6%	16%	27%	45%	100%



45% of the students which is a little less than half of the class totally agree saying that the teacher uses his creativity when presenting a new topic.

Besides, 27% of them partially agree. This group is probably expecting more creativity from the teacher when he introduces the class

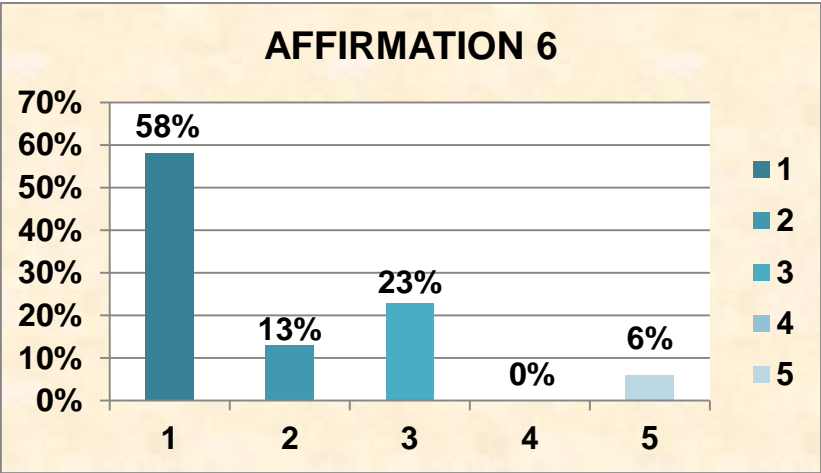
16% of the students neither agree nor disagree. And 6% of them partially and totally disagree with the affirmation.

According to this analysis it can be said that 74% of the students corroborates that the teacher is creative when introducing a new topic.

**Affirmation 6** The teacher introduces adequate exercises to develop listening comprehension.

**TABLE 6**

	1	2	3	4	5	
<b>AFFIRMATION 6</b>	18	4	7	0	2	31
<b>%</b>	58%	13%	23%	0%	6%	100%



If we add the percentages of the first and the second group of answers, it is possible to say that an approximate of 71% of the students affirms that the teacher does not introduce adequate exercises to help them develop listening comprehension.

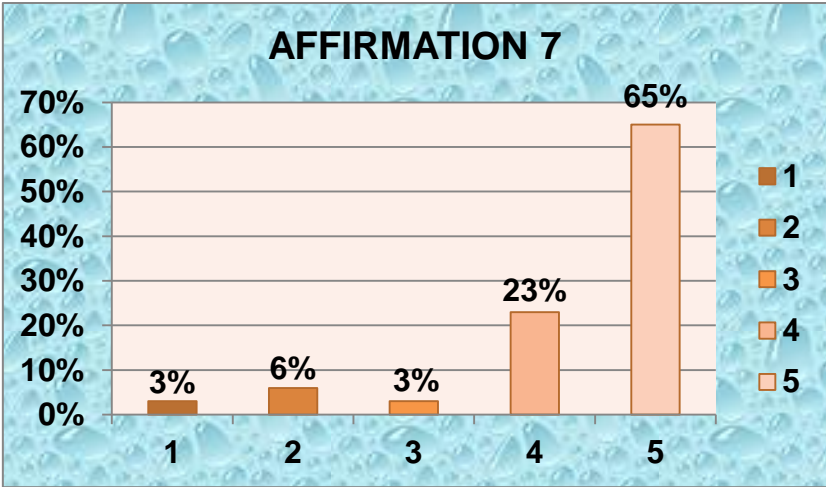
Additionally, 23% of the students neither agree nor disagree with the matter.

And 6% of the students totally agree. This small group presents an optimistic reaction compared with the 71% of the students that corroborate that the teacher does not present suitable exercises to improve and reinforce the listening ability.

**Affirmation 7** The teacher gives feedback about the contents of the class.

**TABLE 7**

	1	2	3	4	5	
<b>AFFIRMATION 7</b>	1	2	1	7	20	31
<b>%</b>	3%	6%	3%	23%	65%	100%



65% of the students totally agree. Additionally, 23% of the students partially agree with the affirmation.

Another 3% of the students neither agree nor disagree.

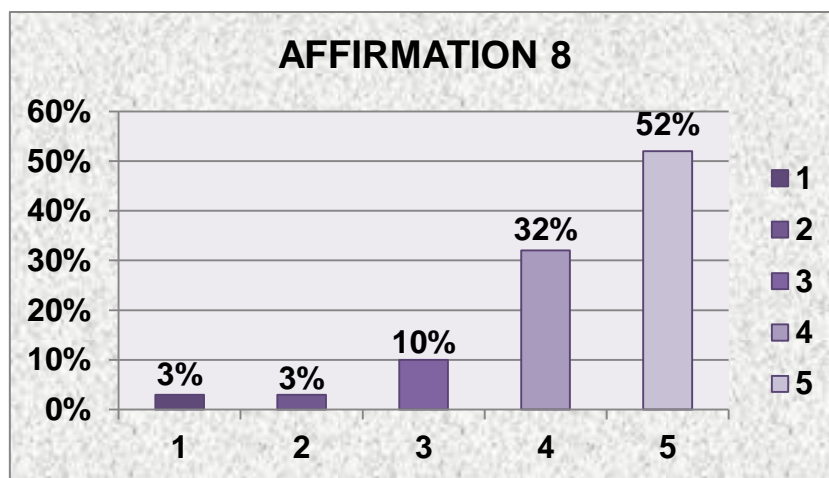
Although 88% of the students say that the teacher gives them feedback about the contents of the class, a 9% of the students partially and totally disagree, thus showing a negative reaction about this statement.



**Affirmation 8** The teacher evaluates the students constantly.

**TABLE 8**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>AFFIRMATION 8</b>	1	1	3	10	16	31
<b>%</b>	3%	3%	10%	32%	52%	100%



Considering that evaluation is an on-going process that goes along hand in hand with the process of teaching and learning, it is important to find out whether or not the teacher evaluates the students constantly. 84% of the students believe they are being evaluated constantly.

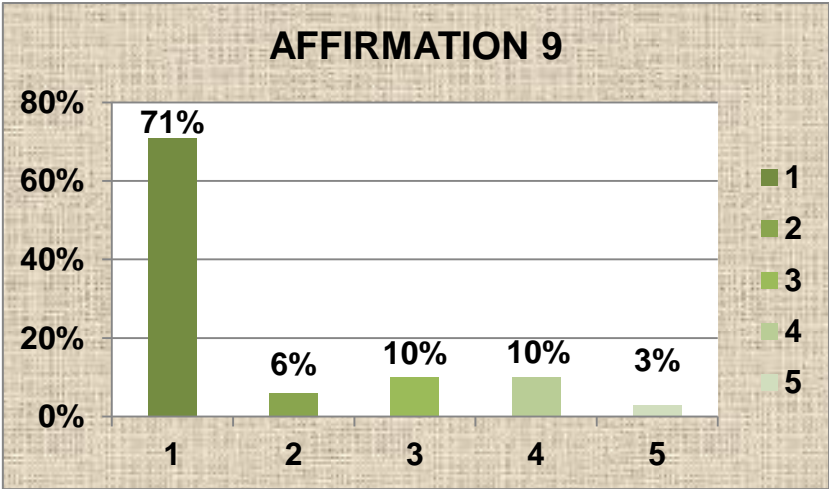
10% of the students neither agree nor disagree.

A final 3% of them partially and totally disagree.

**Affirmation 9** The teacher assigns listening exercises online.

**TABLE 9**

	1	2	3	4	5	
<b>AFFIRMATION 9</b>	22	2	3	3	1	31
<b>%</b>	71%	6%	10%	10%	3%	100%



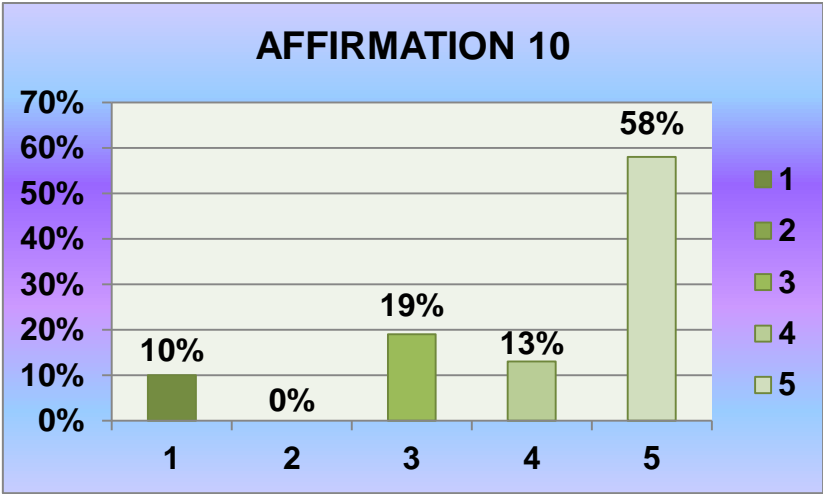
77% of the students assure that the teacher does not assign exercises online to help them improve the listening skill.

A 10% of the students neither agree nor disagree with this concern. A 13% of the students partially and totally agree. These groups have a positive reaction about this matter. Even though, there is a high percentage of students that feel this is not true.

**Affirmation 10** The teacher shows organization of a lesson plan.

**TABLE 10**

	1	2	3	4	5	
<b>AFFIRMATION 10</b>	3	0	6	4	18	31
<b>%</b>	10%	0%	19%	13%	58%	100%



The 58% of the students totally agree that the teacher demonstrates organization in his class.

Additionally, 13% of the students partially agree with this issue.

Another 19% of the students neither agree nor disagree. They seem not to be aware about what the organization of a lesson plan may be.

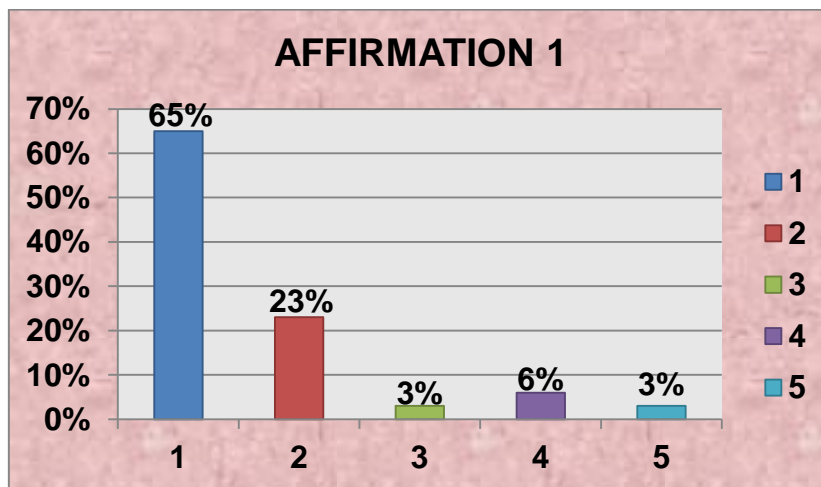
And 10% of the students totally disagree. This group shows a negative perception of the teacher’s organization compared to the 71% of students who support the fact that the teacher shows organization in the preparation of his lesson plans.

**ANALYSIS OF SURVEY 3**  
**EVALUATION OF THE LEVEL**  
**IN WHICH**  
**ORAL COMPREHENSION**  
**ACTIVITIES ARE DEVELOPED**

**Affirmation 1** Students develop an acceptable amount of listening exercises in class.

**TABLE 1**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>AFFIRMATION 1</b>	20	7	1	2	1	31
<b>%</b>	65%	23%	3%	6%	3%	100%



Approximately, an 88% of the students confirm that they do not develop an acceptable amount of listening exercises in class.

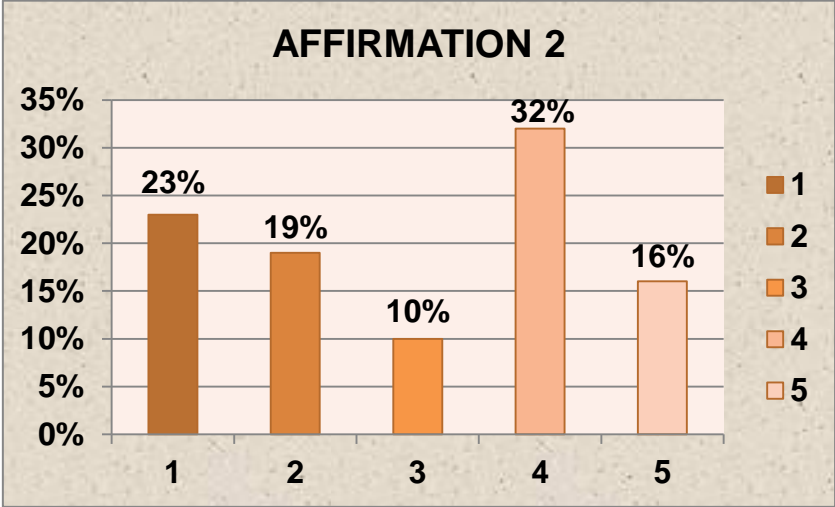
A 3% of the students neither agree nor disagree.

Another 9% of the students have a positive reaction compared with the 88% that feel displeased with this matter.

**Affirmation 2** The listening exercises applied in class are clear and understandable.

**TABLE 2**

	1	2	3	4	5	
<b>AFFIRMATION 2</b>	7	6	3	10	5	31
<b>%</b>	23%	19%	10%	32%	16%	100%



The listening exercises applied in class are clear and comprehensible; almost 48% of the students affirm this matter.

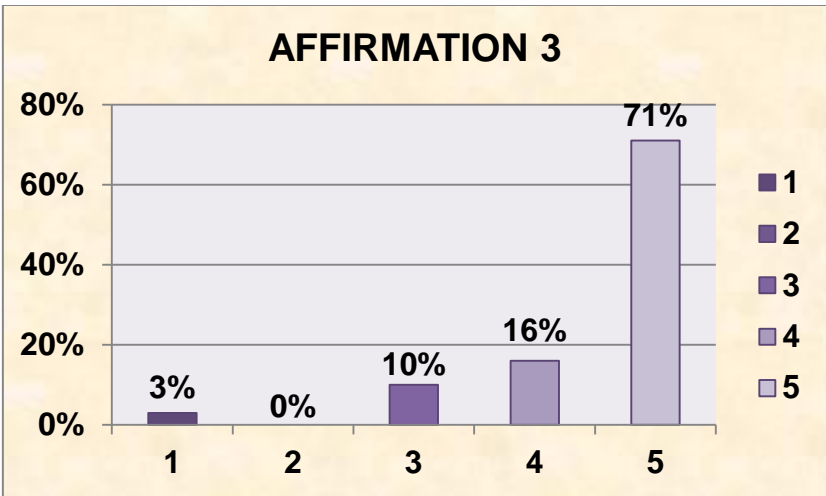
A 10% of the students neither agree nor disagree with this statement.

Another 42% of the students feel the exercises are not clear and understandable.

**Affirmation 3** The students have problems following instructions when doing a listening activity.

**TABLE 3**

	1	2	3	4	5	
<b>AFFIRMATION 3</b>	1	0	3	5	22	31
%	3%	0%	10%	16%	71%	100%



Approximately 87% of the students, which is almost the entire class, feel they have problems understanding instructions

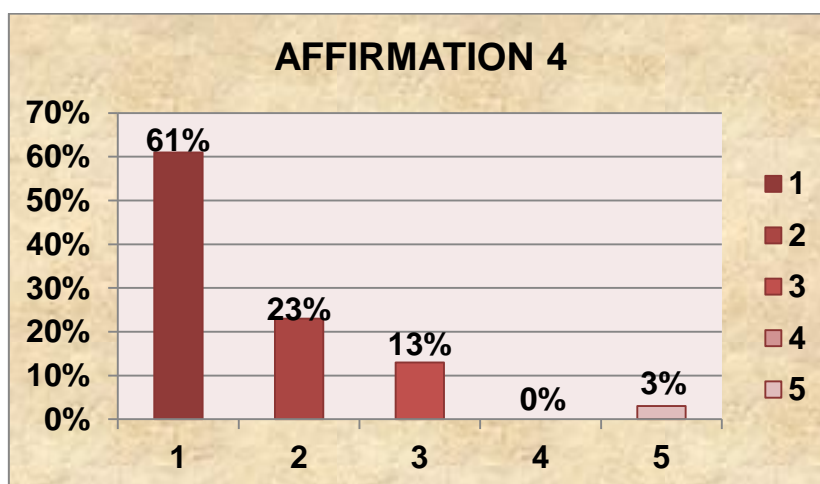
10% of the students neither agree nor disagree with the affirmation on the survey.

Only 3% of the students support the fact that they do not have problems following instructions when doing a listening exercise compared to the 87% that say they do.

**Affirmation 4** Students feel motivated with the listening exercises applied in class.

**TABLE 4**

	1	2	3	4	5	
<b>AFFIRMATION 4</b>	19	7	4	0	1	31
<b>%</b>	61%	23%	13%	0%	3%	100%



84% of the students present a degree of discontent because they do not feel motivated with the listening activities applied in class; although, motivation is one requirement in order to have a successful learning.

A 13% of the students neither agree nor disagree with this statement.

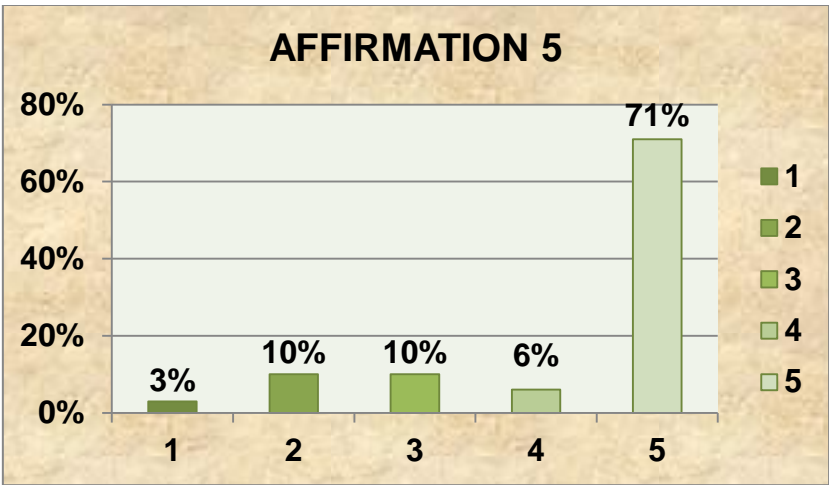
Another 3% of the students give credit to the fact that they do feel motivated with the listening exercises applied in class, even though 84% say the opposite.



**Affirmation 5** Oral instructions given in class cause a degree of apprehension in students due to lack of understanding.

**TABLE 5**

	1	2	3	4	5	
<b>AFFIRMATION 5</b>	1	3	3	2	22	31
<b>%</b>	3%	10%	10%	6%	71%	100%



71 % of the students admit that they have a certain degree of apprehension when they have to follow oral instructions. This may be due to the lack of constant listening reinforcement.

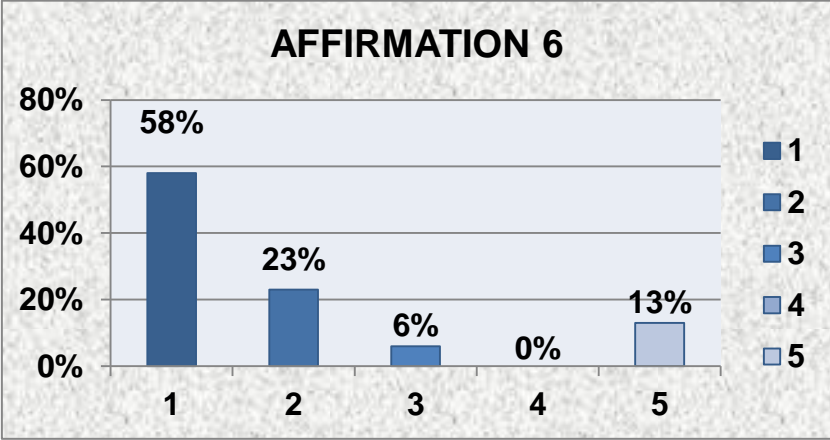
A 10 % of the students neither agree nor disagree with this statement.

And a final 13% of the students do not have problems when following oral instructions. There are always a percentage of students in the classrooms that already speak the language and this fact brings the possibility to be able to follow instructions without any kind of apprehension.

**Affirmation 6** The number of repetitions of each listening exercise is the appropriate.

**TABLE 6**

	1	2	3	4	5	
<b>AFFIRMATION 6</b>	18	7	2	0	4	31
<b>%</b>	58%	23%	6%	0%	13%	100%



81% of the students do not give credit to this affirmation.

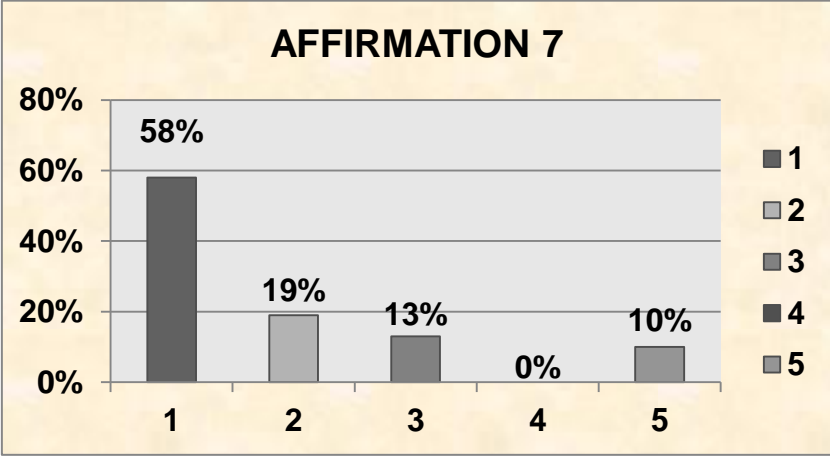
A 6% of the students neither agree nor disagree with this matter.

And only a 13% of the students which is a rather small group say that the number of repetitions of each listening exercise is the appropriate.

**Affirmation 7** The listening skill is practiced in the same percentage as the other skills are.

**TABLE 7**

	1	2	3	4	5	
<b>AFFIRMATION 7</b>	18	6	4	0	3	31
<b>%</b>	58%	19%	13%	0%	10%	100%



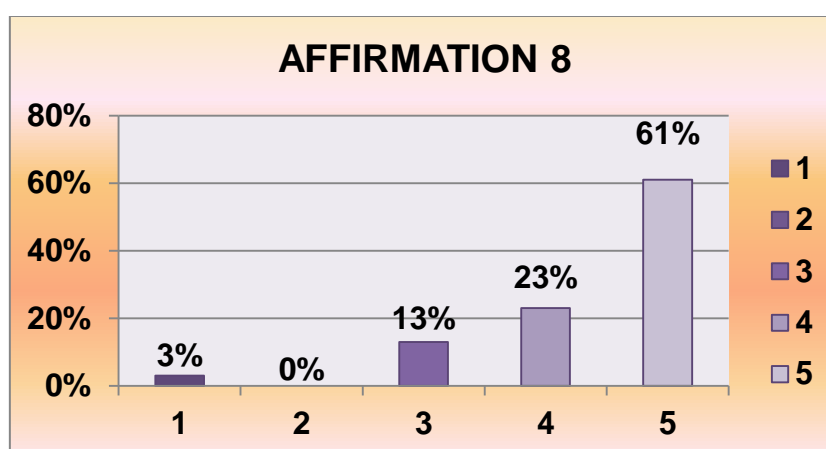
76% of the students show apprehension about this asseveration; they state that the listening skill is not practiced in the same percentage as the other skills are.

A 13% of the students neither agree nor disagree with this issue. Another 10% of the students totally agree saying that the listening skill is practiced in the same percentage as the other skills are.

**Affirmation 8** The listening activities provide the students important knowledge to succeed in the course.

**TABLE 8**

	1	2	3	4	5	
<b>AFFIRMATION 8</b>	1	0	4	7	19	31
<b>%</b>	3%	0%	13%	23%	61%	100%



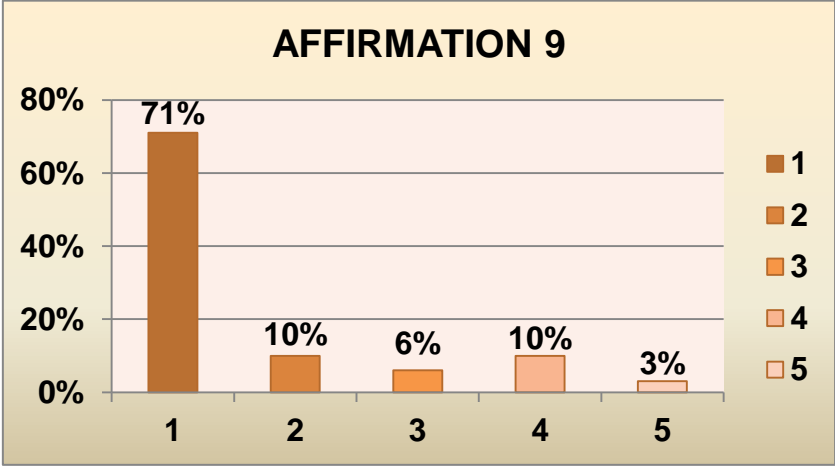
Listening is the skill that must be developed in class since all the instructions, explanations, and different activities are given in English. If this skill is not well reinforced, the students might face problems to succeed in the course because they cannot follow a simple order. Nearly 84% of the students say that the listening activities provide the students important knowledge to succeed in the course.

A 13% of the students neither agree nor disagree with the affirmation. Another 3% of the students totally disagree with this matter.

**Affirmation 9** Students feel motivated to practice listening skill exercises whenever possible.

**TABLE 9**

	1	2	3	4	5	
<b>AFFIRMATION 9</b>	22	3	2	3	1	31
<b>%</b>	71%	10%	6%	10%	3%	100%



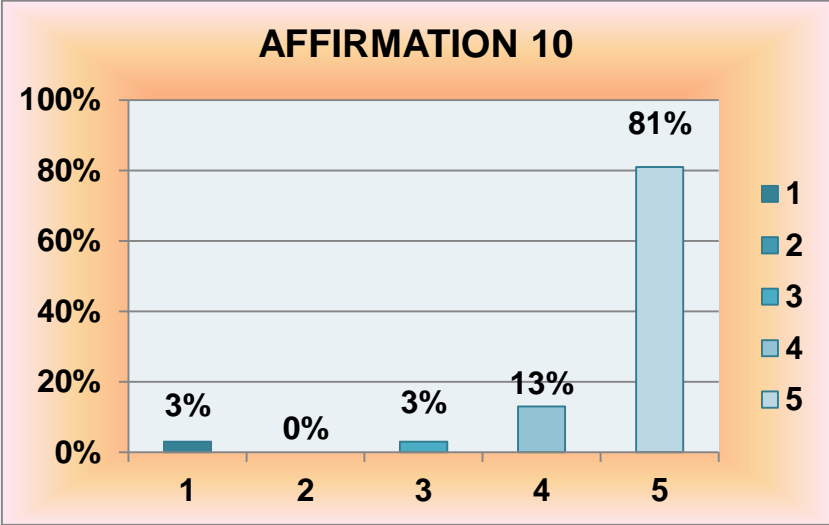
81% of the students have a negative reaction stating that they do not feel motivated to practice listening skill exercises whenever possible. As it has been mentioned before motivation plays an important role in the teaching field.

A 6% of the students neither agree nor disagree with this matter. Another 10% of the students partially agree. And a 3% of the students give the credit to this statement.

**Affirmation 10** Students feel they should practice more listening activities.

**TABLE 10**

	1	2	3	4	5	
<b>AFFIRMATION 10</b>	1	4	1	0	25	31
<b>%</b>	3%	0%	3%	13%	81%	100%



Almost 94% of the students feel they should practice more listening activities. It is easy to realize that the students are concerned about improving their listening skill.

A 3% of them neither agree nor disagree with this statement.

And a 3% of the students totally disagree with this issue. But, putting this on a balance the conclusion is that 94% of the students want more listening activities in order to get a better understating and succeed in class.

**INTERPRETATION TO  
INTERVIEWS  
APPLIED TO  
THREE TEACHERS**

## **TEACHER 1**

Dear teacher,

The following interview is part of the project “The implementation of listening strategies to facilitate the language learning process of the students in the first course at the School of Languages at Universidad Laica Vicente Rocafuerte in Guayaquil”. This will be an important tool to have a better idea about the kind of activities the teacher prepares and performs in order to help students develop the listening skill. Please answer the questions below in an honest way. It will be deeply appreciated.

**1. What subject do you teach?**

English I

**2. How long have you been teaching this subject?**

I have been teaching English I since 2002.

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

It is correct.

**4. Are the students at the same level of knowledge at the beginning of the school year?**

No, they have gotten a higher level.

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

The four of them

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

Speaking

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



Yes. They are aware of it, but most of them do not practice it.

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

I send them to practice on sites on the web.

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

Listen to real conversations, listen to music, and watch movies in English.

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

Internet

After analyzing all of the ten answers very carefully, it can be concluded that although the teacher states that he practices the four integrated skills that are part of the teaching-learning process, the listening skill is somehow less attended. The teacher has mentioned that he assigns exercises on the web but he does not specify what activities the students are expected to practice. Apparently, there is a lack of knowledge on the teacher's side about what resources are available on the web that would facilitate the students' improvement in the listening area. It is a big disadvantage for the students not to have an orientation as to where to turn to at the moment of doing exercises on their own.

## **TEACHER 2**

Dear teacher,

The following interview is part of the project “The implementation of listening strategies to facilitate the language learning process of the students in the first course at the School of Languages at Universidad Laica Vicente Rocafuerte in Guayaquil”. This will be an important tool to have a better idea about the kind of activities the teacher prepares and performs in order to help students develop the listening skill. Please answer the questions below in an honest way. It will be deeply appreciated.

**1. What subject do you teach?**

English I

**2. How long have you been teaching this subject?**

This year

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

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

**4. Are the students at the same level of knowledge at the beginning of the school year?**

No

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

I really like to train their listening skill

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

Reading

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

Yes, I do

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

Exposure to different listening material according to what they are learning.

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

Watch movies with subtitles in English

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

Cd-player, videos

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

### **TEACHER 3**

Dear teacher,

The following interview is part of the project “The implementation of listening strategies to facilitate the language learning process of the students in the first course at the School of Languages at Universidad Laica Vicente Rocafuerte in Guayaquil”. This will be an important tool to have a better idea about the kind of activities the teacher prepares and performs in order to help students develop the listening skill. Please answer the questions below in an honest way. It will be deeply appreciated.

**1. What subject do you teach?**

Pronunciation

**2. How long have you been teaching this subject?**

For one year

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

It is ok.

**4. Are the students at the same level of knowledge at the beginning of the school year?**

No, not really.

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

Sound discrimination skills basically.

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

They feel more confident in Reading.

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

Yes, I think so.

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

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

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

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

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

The CD player

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

### 3.4 RESOURCES

<b>ELEMENTS</b>	<b>REQUIREMENTS</b>	<b>CHARACTERISTICS</b>
<b>Computer</b>	Using for editing the Project and surveys	Toshiba NB505 Intel Atom 1.67 GHz 2.00 GB
<b>Copies</b>	Using for surveys and interviews	Sheets of paper

#### 3.4.1 BUDGET

<b>RECURSOS</b>	<b>CANTIDAD</b>	<b>COSTO</b>	<b>TOTAL</b>
Fotocopias	186	\$ 0.02	\$ 3.72
Booklets	5	\$ 2.60	\$ 13.00

### 3.4.2 TIME LINE

**Gantt Diagram**

<b>ACTIVITIES</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>May</b>	<b>Jun.</b>	<b>Aug.</b>	<b>Sept.</b>
<b>BIBLIOGRAPHY</b>	X							
<b>SURVEY ELABORATION</b>		X						
<b>APPLICATION OF THE SURVEYS</b>			X					
<b>LITERATURE REVIEW ELABORATION</b>				X				
<b>DATA PROCESSING</b>					X			
<b>SUGGESTED LISTENING STRATEGIES</b>						X		
<b>CONCLUSIONS</b>							X	
<b>PROJECT PRESENTATION</b>								X

## **CHAPTER IV**

### **4. FINAL TECHNICAL REPORT**

#### **4.1 CONCLUSIONS**

Learning to listen efficiently in a foreign language is a process which, as any other, has important elements that need to be developed. In the process mentioned, the most important aspect to be developed is confidence, and the best way to develop this is by practicing and achieving success from an early stage using adequate and appealing methods and approaches.

The teacher plays an important role not just because he is the one in charge of giving as much positive practice as possible such as talking to the students in English all the time, or exposing them to a wide variety of listening materials in the classroom, but he can also motivate the students to use the resources available at any educational institution or in the community.

All these aspects are important to take into consideration, having in mind that the teacher should make students aware of what listening involves, and the goals that can be achieved when developing this skill effectively.

On the other hand, talking about the role of the teacher, the results obtained from the surveys applied to three of them show a negative connotation when mentioning:

- The usage of resources,
- The motivation provided to students,
- The application of listening techniques and strategies administered in the classroom,



- The listening exercises covered in class; and,
- The encouragement towards an autonomous listening learning like providing a list of websites to practice listening in a different and interactive way.

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

The survey, applied to the students attending the first year, shows that definitely this group of students need to reinforce the listening skill to succeed in the career, although they stated that the teacher has a good performance in class, they feel that they need to review and develop an extra amount of listening activities apart from the ones covered in the textbook, not just for practicing but also for understanding and following instructions in class, and minimize in that way the apprehension caused by the lack of understanding.

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

## **4.2 GENERAL RECOMMENDATIONS**

As the specific subject, Lab and Video, that developed the listening skill was removed from the coursework requirements, there is the necessity to implement strategies for

developing and reinforce one of the most important skills that should be mastered when learning a new language.

It is strongly recommended to make students practice listening exercises the first ten minutes of every English class, or at least, twice or three times a week. The teacher must incorporate some motivating listening activities to help learners to get familiar with the different sounds, intonations, tones of voice, and everyday speech. If he provides these kinds of activities, he will get better results because the students will acquire confidence and they will show eagerness to learn.

The following are a few, of the vary many, websites that a teacher can recommend his students to visit every time they want to practice listening on their own:

- <http://www.elllo.org/>
- <http://www.thebobandrobshow.com/website/index.php>
- <http://www.esl-lab.com>
- <http://www.bbc.co.uk/worldservice/learningenglish/general>

RECOMMENDATIONS  
FOR  
CLASSROOM  
ACTIVITIES

## **1. Title**

The implementation of teaching strategies to facilitate the language learning process in the students of the first course at the School of Languages at Universidad Laica Vicente Rocafuerte

## **2. Responsible Parties**

People in charge of performing this mini project are the Director, the Teachers and the Students.

## **3. Location**

The first course at the School of Languages at Universidad Laica Vicente Rocafuerte of Guayaquil

## **4. Rationale**

To acquire a new language, the student needs to follow the same pattern as when he starts learning to speak his native language. At first, he needs to focus on listening so he can identify the sounds the new language has. Then, he can start producing language. For this reason, it is necessary to start teaching the students the different sounds that the new language involves from the very beginning.

Learning to listen is the key activity to acquire a new language. Developing the ability to listen is a step by step process and it needs to be increased through progressive and constant exercises.

That is why this investigation focuses on the listening needs that the students of the School of Languages require to fulfill to be successful in the studying of the career. If their listening skill is not well developed, it is quite sure that they will face learning problems, feel unmotivated and frustrated and some may even fail the course. If they passed it, the students would probably obtain very low grades.

## **5. Objectives**

### **5.1 General Objective**

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

### **5.2 Specific Objectives**

- Suggest interactive listening activities.
- Build up confidence in students by applying activities that are easy to follow.
- Encourage students to develop autonomous learning.

## **6. Purpose of Search**

Throughout the years, there have been a lot of methods and approaches that try to develop the practice of the listening skills. These methods and approaches are constantly applied by the teachers to help the students acquire a second language in a better and easier way.

A method is usually defined as a procedure, technique, or way of doing something, especially in accordance with a set plan; on the other hand, an approach to language learning

consists on the techniques and activities the teacher decides to use to learn a language, based on beliefs about language and how it is learned, the learning style preferences, and the constraints of the learning situation.

Teachers must also apply certain strategies to achieve a meaningful learning. A strategy in language teaching can be defined as the technique that a teacher applies to allow learners to learn. The strategies need to be motivational because the teachers want their students to show eagerness in the learning process to assure a good performance.

Assessment is another important issue in language acquisition. The student needs to have feed-back in the production of the language. The student needs to have the feeling that language is being acquired in a proper way.

A useful method or approach, motivational strategies, a carefully prepared lesson plan and a constant assessment in the learning process help develop a better language acquisition.

## **7. Results to achieve**

- Improve the English production
- Help students to train their ear to catch and understand the English sounds
- Work exclusively on listening exercises

## **8. Activities**

To achieve a better acquisition of English, the teacher must apply a variety of exercises to make students practice and improve the listening skill. These activities should be appealing, motivational and enjoyable for students.

Listening cannot be denied to be practiced in class. It is recommended that at least the first 10 minutes of an English class must be devoted to the development or the reinforcement of this skill; even though, the teacher can decide which time is the best for practicing.

The listening exercises definitely help improve the communication skills. They can also allow the students to express themselves in a more articulated way.

Being part of a globalized world, in which the advances in technology, the new communication devices, music, TV series, news, scientific reports and even the use of the social networks, facilitates the exposure of the students to real language situations providing them with a wide variety of experiences that if used properly can be very beneficial to the process of acquiring a second or a foreign language.

The following activities can be performed at home, at school or in any real situation. They are ranked from easy to more challenging.

# SUGGESTED STRATEGIES FOR IMPROVING LISTENING SKILLS





## Strategy One

<b>Name:</b> Word Chain
<b>Resources:</b> Flashcards
<b>Estimated Time:</b> 10 minutes
<b>Aim:</b> Practice vocabulary words and develop memorization
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. The teacher says a sentence, and one of the students repeats the teacher's sentence and adds a new vocabulary word at the end of it.</li><li>2. Then, the next student does the same process and adds a new vocabulary word.</li><li>3. The following students continue with the same pattern.</li><li>4. The activity ends when one of the students does not mention correctly either the sentence or one of the previous words. Then, the chain begins again.</li></ol>
<b>Assessment:</b> The teacher will assess: <ul style="list-style-type: none"><li>• Number of new vocabulary words the students use</li><li>• Accuracy in repeating the root sentence</li></ul>

Example:

**Teacher**



**Student 1**



**Student 2 Student 3**



**Teacher says:** At a supermarket, I can buy apples...

**Student 1:** At a supermarket, I can buy apples, vegetables...

**Student 2:** At a supermarket I can buy apples, vegetables, clothes...

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

## Strategy Two

<b>Name:</b> Listening Game
<b>Resources:</b> textbook, magazine
<b>Estimated Time:</b> 10 minutes
<b>Aim:</b> word recognition
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. The teacher selects a group of words he wants to practice from a dialogue or short story from the lesson for example: verbs, adjectives, articles, adverbs, etc.</li><li>2. Then, the teacher tells the students that every time they hear a word belonging to the selected group they have to show some kind of sign such as: standing up, clapping once, raising one hand (left or right), touching their head, etc.</li><li>3. Then, students listen carefully to a text and while they listen they have to focus their attention on the key words and show the sign.</li></ol>
<b>Assessment:</b> The teacher will assess: <ul style="list-style-type: none"><li>• Identification of different kinds of words</li></ul>

Examples:



**Note:** As an alternative exercise the teacher can speed up the way to read according to the proficiency level of the students

### Strategy Three

<b>Name:</b> Describe and draw
<b>Resources:</b> printed pictures
<b>Estimated Time:</b> 10 minutes
<b>Aim:</b> Describe pictures using there is / there are
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. The teacher divides the class into pairs A and B.</li><li>2. Then, the teacher gives photocopies of a drawing to student A and B, and says that both cannot show the picture to each other.</li><li>3. After, he asks students to start working in pairs. Student A begins the description and student B listens carefully and tries to draw the picture that student A is describing in a separate piece of paper. When B finishes drawing, students switch roles.</li><li>4. Once they both have finished drawing, they show the picture to each other and check if there has been a mistake.</li></ol>
<b>Assessment:</b> The teacher will assess: <ul style="list-style-type: none"><li>• Use of vocabulary words to describe the picture</li><li>• Correct use of there is / there are</li><li>• Drawing</li></ul>

**Student A**



**Student B**



## Strategy Four

<b>Name:</b> Getting to know people
<b>Resources:</b> textbook, cd-player, CD, sheet of paper
<b>Estimated Time:</b> 10 minutes
<b>Aim:</b> Listen for specific details
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. The teacher chooses a previous listening exercise from the textbook which is focused on people descriptions.</li><li>2. Then, the teacher makes students draw an informational chart on a separate piece of paper changing the information to be obtained. That is, if the previous activity asked for people's occupation, age, lives in..., comes from..., hobbies. The new one has to request new categories for example: name, mood, marital status, likes and dislikes.</li><li>3. Next, the teacher plays the CD with the information and students have to complete the spaces with the information they hear. The CD is repeated three times: The first time, the students listen carefully to the information. In the second time, the students listen again and complete the information. And, in the third one, the students check their answers and correct any mistake.</li><li>4. Then, the teacher checks the answers with the students.</li></ol>
<b>Assessment:</b> The teacher will assess: <ul style="list-style-type: none"><li>• Accuracy of the information</li><li>• Spelling of the words</li></ul>

Example:

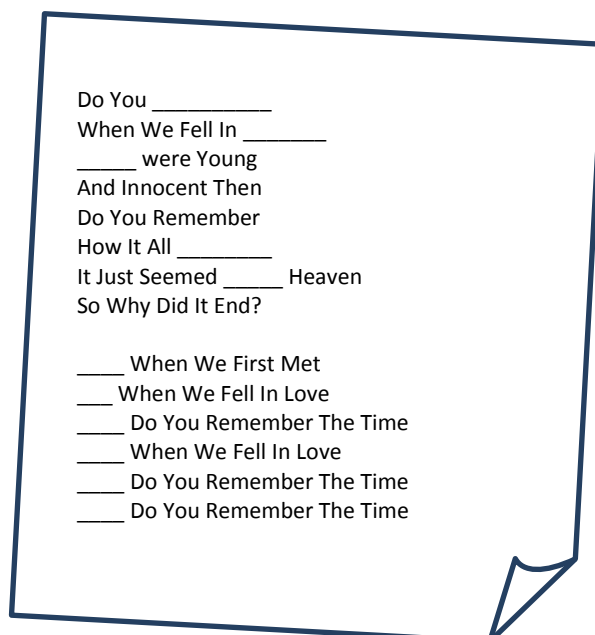
Informational Chart

	Name	Mood	Marital Status	Likes	Dislikes
Ms. Hirano					
Mr. Paz					
Dr. Petrizzi					

## Strategy Five

<b>Name:</b> Let's sing
<b>Resources:</b> CD, cd- player, worksheets
<b>Estimated Time:</b> 10 minutes
<b>Aim:</b> Listen carefully for details
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. The teacher gives a piece of paper to each student with the first part of the song but with some missing words, so the students have to fill in the blanks with the corresponding word they listen from the song.</li><li>2. After students finished the first part of the exercise, the teacher explains the second part of it. The sentences in the chorus of the song are scrambled, so the students put them in the correct order according to the song.</li><li>3. The song is going to be played three times. In the first time, the students have to listen to the song. During the second time the students fill the blanks, and put the sentences of the chorus in order, and in the third one, the students check their answers and then, they compare with a classmate.</li><li>4. Finally, the students sing the song aloud.</li></ol>
<b>Assessment:</b> The teacher will assess: <ul style="list-style-type: none"><li>• Correct spelling of the missing words</li><li>• Correct pronunciation of words when singing</li></ul>

Examples:



## Strategy Six

<b>Name:</b> Traveling Abroad
<b>Resources:</b> Copies of travel advertisements
<b>Estimated Time:</b> 10 minutes
<b>Aim:</b> Listen carefully for details
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. The teacher prepares some pictures of different places and makes copies for each student.</li><li>2. Then, the teacher explains the new vocabulary and gives the instruction about the exercise.</li><li>3. Finally, he starts describing each picture and the student who is sure about which place the teacher is talking about must raise his hand and say his answer. If this is correct, the student gets credit for it, otherwise another student gets the chance to answer.</li></ol>
<b>Assessment:</b> The teacher will assess: <ul style="list-style-type: none"><li>• How much information a student can catch</li></ul>

Example:



**Note:** The teacher can change the topic of the exercise.

## Strategy Seven

<b>Name:</b> Describing occupations
<b>Resources:</b> copies, flashcards
<b>Estimated Time:</b> 10 minutes
<b>Aim:</b> Listen carefully for details
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. The teacher gives the students a copy with four pictures in it. Each picture shows a person doing something very different from the others.</li><li>2. Then, the teacher says a name and then describes one of the people in the pictures using adjectives and the students have to write the name of the person in the corresponding picture.</li><li>3. At the end, the teacher chooses four students to describe the four people in the pictures.</li><li>4. Finally, the teacher shows the four pictures with the names on it, so students check their answers.</li></ol>
<b>Assessment:</b> The teacher will assess: <ul style="list-style-type: none"><li>• Understanding of the description</li></ul>

Example:



**Note:** The teacher can describe other types of nouns.

## Strategy Eight

<b>Name:</b> Bingo
<b>Resources:</b> sheet of paper
<b>Estimated Time:</b> 10 minutes
<b>Aim:</b> Practice vocabulary words
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. The teacher tells the students to draw a big square with nine divisions.</li><li>2. Then, he tells them to choose nine words from the vocabulary they are studying, and then, write each of them in each square.</li><li>3. Next, the teacher starts saying the words.</li><li>4. The student who completes the first bingo chart must say the word “Bingo” out loud.</li><li>5. Then, to check if the student has filled the chart correctly, he has to read the words he has in his chart in front of the class. If the words and the pronunciation are correct he wins.</li></ol>
<b>Assessment:</b> The teacher will assess: <ul style="list-style-type: none"><li>• The pronunciation of each word.</li><li>• The words listened.</li></ul>

Example:

scanner	necklace	rug
small	vase	expensive
bowl	heavy	mp3 player

**Note:** The teacher has to suggest which words he wants to review: things to wear, adjectives, etc.



## Strategy Nine

<b>Name:</b> Plural forms
<b>Resources:</b> sheet of paper with a three division chart
<b>Estimated Time:</b> 10 minutes
<b>Aim:</b> Identify the plural endings
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. The teacher has the students write the phonetic representation of the plural form of nouns: /s/ /z/ iz/.</li><li>2. The teacher tells the students to listen carefully to some words in the plural that he is going to read.</li><li>3. The students have to classify each one of them according to the final sound</li><li>4. Next, the students compare answers with a partner.</li><li>5. Then, the teacher checks the answers with the students.</li><li>6. Finally, he makes students read the words again.</li></ol>
<b>Assessment:</b> The teacher will assess: <ul style="list-style-type: none"><li>• Correct sound classification of the plural form of nouns.</li></ul>

Example:



## Strategy Ten

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

Example:



## **9. Resources**

To achieve the suggested objectives in an easier way, teachers are welcome to use the technology available at the educational institutions, such as cd- players, dvd-players, videos, internet, and a computer lab. If not any, realia, printed papers, magazine cut outs, flashcards and the teacher's own voice will do.

## **10. Assessment and Control**

The primary assessment can be measured by the dynamic participation of the students, their responses give the teacher the chance to find out how focused the students are in the activity. It is also a way to decide what activity should be used the next day or if it is worthwhile repeating the same activity but always introducing a small change to adapt it to the lesson of the day or the material that needs to be reinforced.

The teacher must select suitable post-listening tasks. Then, he can develop a checklist or rubric that will allow him to evaluate each student's comprehension of specific parts of the activity.

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# **ANNEXES**

## UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

This survey tool is specifically designed to evaluate the teacher's performance in the classroom. The survey is part of a research on improving students' achievements on listening comprehension exercises.

This survey is strictly confidential. Your survey responses should be objective. Mark with an X the corresponding box using the following code:

- |   |   |
|---|---|
| <p><b>1</b>    Totally disagree</p> <p><b>2</b>    Partially disagree</p> <p><b>3</b>    Neither agree nor disagree</p> | <p><b>4</b>    Partially agree</p> <p><b>5</b>    Totally agree</p> |
|---|---|

### EVALUATION ON TEACHER'S PERFORMANCE IN THE CLASSROOM

AFFIRMATIONS	ANSWERS				
	1	2	3	4	5
<b>1.</b> The teacher explains at the beginning of the term the syllabus and the policies of the course	0	1	6	11	13
<b>2.</b> The teacher fulfills with responsibility the hours established in the schedule	1	1	2	3	24
<b>3.</b> The teacher shows preparation and mastery of the subject	1	0	2	3	22
<b>4.</b> the teacher uses an appropriate way to answer the questions related to the teaching-learning process	2	1	2	5	21
<b>5.</b> The teacher emphasizes the importance of developing listening skills	1	1	3	9	17
<b>6.</b> The teacher encourages students' active participation	3	0	4	6	18
<b>7.</b> The teacher includes practical exercises that are related to the activity of listening in the contents of the class	1	0	4	7	19
<b>8.</b> The teacher recommends autonomous activities to encourage oral comprehension exercises	1	1	2	9	18
<b>9.</b> The teacher includes listening exercises in assessments and evaluations	1	1	5	11	13
<b>10.</b> The teacher grades as fair and adequate the items in tests	4	1	1	5	20

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|--|---|

### EVALUATION ON TEACHER'S PERFORMANCE IN THE CLASSROOM

<b>AFFIRMATIONS</b>	<b>ANSWERS</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1.</b> The teacher explains at the beginning of the term the syllabus and the policies of the course	0%	3%	19%	35%	42%
<b>2.</b> The teacher fulfills with responsibility the hours established in the schedule	3%	3%	6%	10%	77%
<b>3.</b> The teacher shows preparation and mastery of the subject	3%	10%	6%	10%	71%
<b>4.</b> the teacher uses an appropriate way to answer the questions related to the teaching-learning process	3%	0	10%	16%	71%
<b>5.</b> The teacher emphasizes the importance of developing listening skills	3%	3%	10%	29%	55%
<b>6.</b> The teacher encourages students' active participation	10%	0%	13%	19%	58%
<b>7.</b> The teacher includes practical exercises that are related to the activity of listening in the contents of the class	3%	0%	13%	23%	61%
<b>8.</b> The teacher recommends autonomous activities to encourage oral comprehension exercises	3%	3%	6%	29%	58%
<b>9.</b> The teacher includes listening exercises in assessments and evaluations	3%	3%	16%	35%	42%
<b>10.</b> The teacher grades as fair and adequate the items in tests	13%	3%	3%	16%	65%



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|---|---|

### EVALUATION ON THE TEACHING-LEARNING PROCESS

AFFIRMATIONS	ANSWERS				
	1	2	3	4	5
<b>1.</b> The teacher presents the contents of the subject in a gradual and clear way	2	1	2	12	14
<b>2.</b> The teacher introduces the contents of the subject in an appealing way	2	0	5	10	14
<b>3.</b> The teacher uses appropriate teaching materials for the subject	2	0	2	13	14
<b>4.</b> The teacher uses audiovisual resources as support material in class	3	0	6	10	12
<b>5.</b> The teacher is creative when presenting a new topic	2	2	5	8	14
<b>6.</b> The teacher introduces adequate exercises to develop listening comprehension	18	4	7	0	2
<b>7.</b> The teacher gives feedback about the contents of the class	1	2	1	7	20
<b>8.</b> The teacher evaluates the students constantly	1	1	3	10	16
<b>9.</b> The teacher assigns listening exercises online	22	2	3	3	1
<b>10.</b> The teacher shows organization of a lesson plan	3	0	6	4	18

## UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

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|---|---|

### EVALUATION ON THE TEACHING-LEARNING PROCESS

<b>AFFIRMATIONS</b>	<b>ANSWERS</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1.</b> The teacher presents the contents of the subject in a gradual and clear way	6%	3%	6%	39%	46%
<b>2.</b> The teacher introduces the contents of the subject in an appealing way	6%	0%	16%	32%	46%
<b>3.</b> The teacher uses appropriate teaching materials for the subject	6%	0%	6%	43%	45%
<b>4.</b> The teacher uses audiovisual resources as support material in class	10%	0%	19%	32%	39%
<b>5.</b> The teacher is creative when presenting a new topic	6%	6%	16%	27%	45%
<b>6.</b> The teacher introduces adequate exercises to develop listening comprehension	58%	13%	23%	0%	6%
<b>7.</b> The teacher gives feedback about the contents of the class	3%	6%	3%	23%	65%
<b>8.</b> The teacher evaluates the students constantly	3%	3%	10%	32%	52%
<b>9.</b> The teacher assigns listening exercises online	71%	6%	10%	10%	3%
<b>10.</b> The teacher shows organization of a lesson plan	10%	0%	19%	13%	58%

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|---|---|

### EVALUATION ON THE EFFECTIVENESS OF ORAL COMPREHENSION ACTIVITIES IN THE CLASSROOM

AFFIRMATIONS	ANSWERS				
	1	2	3	4	5
<b>1.</b> Students develop an acceptable amount of listening exercises in class	20	7	1	2	1
<b>2.</b> The listening exercises applied in class are clear and understandable	7	6	3	10	5
<b>3.</b> The students have problems following instructions when doing a listening activity	1	0	3	5	22
<b>4.</b> Students feel motivated with the listening exercises applied in class	19	7	4	0	1
<b>5.</b> Oral instructions given in class cause a degree of apprehension in students due to lack of understanding.	1	3	3	2	22
<b>6.</b> The number of repetitions of each listening exercise is the appropriate.	18	7	2	0	4
<b>7.</b> The listening skill is practiced in the same percentage as the other skills are.	18	6	4	0	3
<b>8.</b> The listening activities provide the students important knowledge to succeed in the course.	1	0	4	7	19
<b>9.</b> Students feel motivated to practice listening skill exercises whenever possible.	22	3	2	3	1
<b>10.</b> Students feel they should practice more listening activities.	1	4	1	0	25

## UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

This survey tool is specifically designed to evaluate the teacher's performance in the classroom. The survey is part of a research on improving students' achievements on listening comprehension exercises.

This survey is strictly confidential. Your survey responses should be objective. Mark with an X the corresponding box using the following code:

- |   |   |
|---|---|
| <p><b>1</b>    Totally disagree</p> <p><b>2</b>    Partially disagree</p> <p><b>3</b>    Neither agree nor disagree</p> | <p><b>4</b>    Partially agree</p> <p><b>5</b>    Totally agree</p> |
|---|---|

### EVALUATION ON THE EFFECTIVENESS OF ORAL COMPREHENSION ACTIVITIES IN THE CLASSROOM

<b>AFFIRMATIONS</b>	<b>ANSWERS</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1.</b> Students develop an acceptable amount of listening exercises in class	65%	23%	3%	6%	3%
<b>2.</b> The listening exercises applied in class are clear and understandable	23%	19%	10%	32%	16%
<b>3.</b> The students have problems following instructions when doing a listening activity	3%	0%	10%	16%	71%
<b>4.</b> Students feel motivated with the listening exercises applied in class	61%	23%	13%	0%	3%
<b>5.</b> Oral instructions given in class cause a degree of apprehension in students due to lack of understanding.	3%	10%	10%	6%	71%
<b>6.</b> The number of repetitions of each listening exercise is the appropriate.	58%	23%	6%	0%	13%
<b>7.</b> The listening skill is practiced in the same percentage as the other skills are.	58%	19%	13%	0%	10%
<b>8.</b> The listening activities provide the students important knowledge to succeed in the course.	3%	0%	13%	23%	61%
<b>9.</b> Students feel motivated to practice listening skill exercises whenever possible.	71%	10%	6%	10%	3%
<b>10.</b> Students feel they should practice more listening activities.	3%	0%	3%	13%	81%

