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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA DE LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT
PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC
“AUDIOVISUAL RESOURCES IN THE DEVELOPMENT OF LISTENING COMPREHENSION”

PROPOSAL
DESIGN OF A BOOKLET WITH DIDACTIC ACTIVITIES BASED ON AUDIOVISUAL RESOURCES

RESEARCHERS
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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
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Atentamente,

Msc. LARRY TORRES VIVAR
Consultor Académico
DEDICATION

I address this thesis project to God for giving me a mind that has helped me to keep learning every day, encouraging me when my studies were difficult, and enlightening me when I was tempted to give up.

I am grateful for having been raised by responsible parents who believed in care, support, and infinite love. My parents were fundamental in guiding, encouraging, and helping me to reach my educational goals, bearing in mind that bringing up a child also means considering the emotional, physical, and socioeconomic factors.

My final recognition and commitment of this Project are addressed to my two beloved children, Abel and Kevin. From the very beginning, they knew that having a mother who decided to return to school meant adjustments, sacrifice, and struggles. But they also knew that these acts were going to be temporary, and that in the long run things were going to pay off. Their eternal support was always there, and God knows how much I needed that.

BLANCA ALBÁN SAN MARTIN
DEDICATION

First of all, with all my love my thesis is dedicated to my parents Carlos and Gladys, for giving me all their support, patience, love, values and believe in my ability to reach my goal.

To my beloved grandmother Beatriz Martillo Briones who although is no longer with us, was my main motivation and inspiration to continue studying and never stop until getting my degree.

To my dear friend and confident Xyomara Arichabala for being with me in all the difficult situations I have faced in my life giving me encouragement to keep on working hard.

To my brothers for being in all the moments in my life without expecting anything in return, sharing my sorrows and joys and to all those people who were present in these five years of effort, sacrifice and dedication.

ROONI MÉNDEZ MARTILLO
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I began my thesis project with immense expectation. Now that it is put together, I can see now that the grace of God was always with me. Thank you dear God for protecting and guiding me throughout my studies and for being there in moments of adversities.

Whenever there is a project of this nature, there are key people to acknowledge, and my parents could not be left out. Although my parents are deceased, my feelings tell me that they would surely be proud of me.

The space where I acquired, performed and displayed all my learnings has a name, and it is the State University of Guayaquil. All the teachers, who were involved in my learning process, have shared their valuable knowledge, discipline, patience, and guidance in order for me to meet the world’s challenges successfully.

With great admiration, I personally thank my tutor, Msc. Carlos Torres. His support throughout my thesis was of great wisdom, inspiring and encouraging me to strive for excellence.

My last thank is destined to my classmates, who allowed me to be part of their higher education lives, allotting priceless time inside and outside memorable classrooms. I am convinced that this significant moment in my life will foster forever within my mind and heart. I would like to think that I am not leaving my classroom, I am just stepping out of it.

BLANCA ALBÁN SAN MARTIN
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The first person I would like to thank is my tutor Msc. Larry Torres, without his guidance and knowledge I could not have done this project.

To my parents for giving me the best education in values during all my life, especially to my mother who has accepted me as I am, she has always been by my side making me recognize errors but never giving up to continue or stop trying to reach my goal.

In this special moment that I am sure will last forever in my mind and heart, infinite thanks to all my colleagues, who supported and allowed me to be part of their lives, and for all the shared moments inside and outside the classroom.

RONNY MÉNDEZ MARTILLO
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

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PROPOSAL: DESIGN OF A BOOKLET WITH DIDACTIC ACTIVITIES BASED ON AUDIOVISUAL RESOURCES
RESEARCHES: BLANCA ALBÁN SAN MARTIN, ROONI MÉNDEZ MARTILLO
PROJECT’S ADVISOR: Msc. LARRY TORRES

ABSTRACT

Audio visual resources are natural means for students to understand the world around them. Therefore, it plays an important part not only in their personal lives but also in their academic ones, especially in the teaching learning process of the English language for developing the listening skills. The aim of this project is thus to give a description of the importance of audiovisual resources in the acquisition of a foreign language, also, its classification and benefits for English teaching. In addition, the right timing for the implementation of audio visual resources into the teaching is considered. The authors also describes different ways of using in a correct way these didactic materials in language classrooms. In conclusion, they provide a list of tried and tested exercises and useful activities that will awake the students’ interest for this subject and it also will increase the scholastic yield of them that will see reflected at the end of the school year with good grades.
Los recursos audiovisuales son medios naturales para que los estudiantes comprendan el mundo que les rodea. Por lo tanto, juegan un papel importante no solo en sus vidas personales sino también académicas, especialmente en el proceso de enseñanza - aprendizaje del idioma inglés para desarrollar las habilidades auditivas. El objetivo de este proyecto es, por lo tanto, dar una descripción de la importancia de los recursos audiovisuales. La adquisición de un idioma extranjero, también, su clasificación y beneficios para la enseñanza del inglés. Además, se considera el momento adecuado para la implementación de recursos audiovisuales en la enseñanza. Los autores también describen diferentes formas de utilizar de manera correcta este material didáctico en las clases de idiomas. En conclusión, proporcionan una lista de ejercicios probados y actividades útiles que despertarán el interés de los estudiantes por esta materia y también aumentarán el rendimiento escolar de ellos y que se verá reflejado al final del año escolar con buenas calificaciones.
# FICHA DE REGISTRO DE TESIS

**TOPIC:** “AUDIOVISUAL RESOURCES IN THE DEVELOPMENT OF LISTENING COMPREHENSION”

**PROPOSAL:** DESIGN OF A BOOKLET WITH DIDACTIC ACTIVITIES BASED ON AUDIOVISUAL RESOURCES

**AUTOR/ES:** BLANCA ALBAN SAN MARTIN, ROONI MÉNDEZ MARTILLO

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**RESUMEN:** Los recursos audiovisuales son medios naturales para que los estudiantes comprendan el mundo que les rodea. Por lo tanto, juega un papel importante no solo en sus vidas personales sino también académicas, especialmente en el proceso de enseñanza - aprendizaje del idioma inglés para desarrollar las habilidades auditivas. El objetivo de este proyecto es, por lo tanto, dar una descripción de la importancia de los recursos audiovisuales. La adquisición de un idioma extranjero, también, su clasificación y beneficios para la enseñanza del inglés. Además, se considera el momento adecuado para la implementación de recursos audiovisuales en la enseñanza. Los autores también describen diferentes formas de utilizar de manera correcta este material didáctico en las clases de idiomas. En conclusión, proporcionan una lista de ejercicios probados y actividades útiles que despertarán el interés de los estudiantes por esta materia y también aumentarán el rendimiento escolar de ellos y que se verá reflejado al final del año escolar con buenas calificaciones.

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INTRODUCTION

In these days and age where the personal relationships play an important role through communication all over the world and the best tool to do it is the English language, it is important to contribute with essential information and useful practical activities that will reinforce the teaching learning process. The present project will intend to generate awareness both teachers and students about the importance that this language has in all areas either personal or professional life. For that reason, the authors of this investigation want to foster the correct use of techniques based on audiovisual resources in order to develop the listening skills in students of eighth year of Basic Education at Unidad Educativa “República de Francia.”

This project is divided in four chapters as follows:

Chapter 1, The Problem, conflict situation, scientific fact, general and specific objectives, formulation of the problem, causes, questions of the investigation, and justification.

Chapter 2, Theoretical Frame, backgrounds, theoretical, epistemological, psychological, sociological, pedagogical, and legal foundations.

Chapter 3, Methodology, the methodological design, types of research, population and sample, operationalization of variables, research methods, techniques and research instruments, data analysis, interpretation of results, conclusions, and recommendations.

Chapter 4, The Proposal, importance, justification, feasibility, general and specific objectives, description of the proposal, conclusion, and bibliography.
CHAPTER I
THE PROBLEM

CONFLICT SITUATION

English has become an important subject in educative programs as a helpful tool for this generation and a second language; even though, there has not been any evidence of a meaningful impact in the English Language teaching process yet. Teaching and learning English has faced changes in methodologies as well as in techniques, with the advances of technology.

Besides, it is necessary to introduce audio-visual resources in the classroom, to help students to be able to produce proper structures accurately, refine their understanding of grammar and develop their own vocabulary. Audio-visual aids, support the process for the listener to understand, interpret, and assess what they hear.

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

The students’ interest in different classrooms tools lies at the root of considering the incorporation of audio-visual resources in learning-teaching environments. In addition, communicative approaches opt to expose students to natural language and advocate for the use of authentic language materials, as is the case of audio-visual booklets.

At Unidad Educativa “Republica de Francia” students are not interested in the English language because they consider it is a complicated subject even incomprehensible, in their criteria books are monotonous and readings are really difficult. They cannot listen to real pronunciation to achieve better listening skills. Teachers at this institution
base their methodology on the traditional English Learning Program and it does not include audiovisual resources for teaching techniques.

CAUSES

- Limited of practicing listening comprehension, it is due to the institution lacks of the appropriate didactic materials for developing this skill.

- The institution does not have an English lab where teachers and students can take advantage of the audiovisual resources.

- Using the same didactic resource is not a good idea for awaking the students’ interest for the English language.

SCIENTIFIC FACT

Deficiency in the development of listening comprehension in 8th grade students at Unidad Educativa “Republic of France” during the school year 2017-2018.

FORMULATION OF THE PROBLEM

What is the influence of the audio-visual resources in the development of listening comprehension in students of eighth grade at Unidad Educativa “Republic of France school”?

OBJECTIVES OF THE INVESTIGATION

General

To determine the influence of the audiovisual resources in the development of the listening comprehension through a bibliographic
study, field research, and statistical analysis in order to design a booklet with practical exercises.

**Specifics**

- To consider the correct use of audio-visual resources through a bibliographic study, field research, and statistical analysis.
- To analyze the listening skill through a bibliographic study, field research, and statistical analysis.
- To design a booklet with audiovisual exercises focused in the development of the listening comprehension through the interpretation of the results.

**INTERROGANTS OF THE INVESTIGATION**

- What kind of techniques will be used with the utilization of audiovisual resources to increase the listening skill?
- What strategies will be used to present the new activities?
- What kind of audio will be used for the students?
- What kind of resources will be used during the listening activities?
- What grammar will be highlighted during the performance of the activities?
- What advantages will teachers obtain using these innovative techniques in class?
- What kind of activities will be performed during the realization of the activities with the audiovisual resources?
JUSTIFICATION

Listening comprehension is an important receptive skill and also a useful preparation for listening in real life.

The importance of listening has changed over the past years. Listening used to be defined as the ignored skill. Listening skills were believed to be learnt automatically through the practice of grammar, pronunciation and vocabulary. It was very amazing as listening played a very important life (Hedge 2000).

According to Scott and Ytreberg (1994) the first skill that students achieve is listening, mainly if they have not learnt to read yet. Listening is the activity in which students concentrate and trying to obtain meaning from something they can hear. To listen successfully to spoken language, students should understand what speakers mean when they use some words in particular ways on especial occasions, and not simply to understand the words themselves. The result of language learning depends on the learner's listening skills, it is a receptive communicative skill. It provides the aural input as the basis for development for all remaining language skills. By developing their ability to listen well, learners become more independent, as by hearing accurately they are much more likely to be able to interact in a foreign language effectively.

Improve students’ English level throught to update in regard of methods and techniques for the development and application of an effective teaching of English as Audio-visual resources use in a dynamic and interactive way with a cooperative teaching and learning process is essencial, because academic formation goes hand to hand of social convenience and relevance in a country, opening new possibilities of economic and human growth, task that is due to accomplish in every country, with the use of the English language, knowledge and handling of updated technologies.
Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Educators traditionally use many types of materials and items to help get their classroom message across to a learner that is why audio and visual resources have come to play a central role in education, it helps them to understand and develop diverse contents. Textbooks and teacher ‘s books should provide or at least suggest a framework of activities which are integrated with listening strategies: pre-listening, while-listening and post-listening and audio-visual resources.
CHAPTER II
THEORETICAL FRAME

BACKGROUND

Having done the respective library research and have been checked for files that lie in the office of the school of languages and linguistics of the Faculty of Philosophy, Letters and Sciences of the Education of the University of Guayaquil, we found other similar projects but focused in another point of view for that reason we consider it is original because never has been developed in this way.

THEORETICAL FOUNDATION

AUDIOVISUAL RESOURCES

Use of audio-visual aids in teaching English language skills is becoming popular nowadays among the language educators. It is believed that audio-visuals help them to make the classroom interesting and enjoyable. It is generally said that students like the language class when teachers use different audio-visual resources because it catches more the students´ attention in class and they can put in practice their knowledge in real life (Çakir, 2006, pp.67).

As a result, the use of audio-visual aids seems to be benefited for both teachers and students. This study shows how the audio-visual aids facilitate language teachers and learners, which audio-visuals facilitate which language skills best, how classroom becomes dynamic because of audio-visual aids and so on.
Audio Visual Materials are important to all circle of learning that start from the lowest to the highest, including informal education that starts at home and then primary, secondary, and finally University. So this resources are recognized and accepted as essential means of increasing the effectiveness of teaching, learning and research purpose.

Definition

According to National Center for Education Statistics (2013) Audiovisuals are materials displayed by visual projection or magnification or through sound reproduction, or both, including graphic materials, audio materials, motion pictures, video materials, and special visual materials.

Audiovisual Techniques are different modes of complementing a verbal presentation with a visual image. By audio-visual aids, people usually mean the most modern or the most recently used of these methods (films, filmstrips, radio and television). Visual aids are far older. They correspond to a profound tendency among the immense majority of men: to materialize their thoughts in the form of graphic or sonorous images or to give their thoughts a concrete frame of reference.

AUDIOVISUAL METHODS IN TEACHING ENGLISH

In this approach, the use of authentic materials is highly emphasized. Teachers are encouraged to use different audio-visual aids in a classroom. As the materials are mostly authentic, there are wide ranges of use of the pictures and videos in the classroom to make the class interesting and authentic. Usually, the class activities are based on the activities that are related to real communication. As a result, the learners are shown different visual aids like map for giving direction, picture for describing any place or person and so on (Freeman, 2013, p. 121).
USE OF AUDIOVISUAL AIDS IN THE DIRECT METHOD

The Direct Method is one of the language teaching methods which emphasizes on the complete use of the target language. In this method, teachers do not use any L1 in the classroom. The instruction and other activities are given using the target language. Even though any student cannot understand anything, teachers do not use L1; rather they demonstrate and show something to make them understand. As a result, teachers use different visual aids like picture and posters in the classroom. For example, if teachers want to teach how to give direction to the students, they can use a map to make their work easier. As they cannot use the L1 to explain something, using visual aids is the best option for them. Also, it helps the learners to have clear idea about the subject matter through those visual materials, (Freeman, 2013, págs. 23-28)

THE SILENT WAY METHOD

In the Early 1970s a new language teaching method emerged named ‘The Silent Way’ based on the Cognitive Approach. The Principles of this method was that, learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned, learning is facilitated by accompanying physical objects and problem solving involving the materials to be learned. In this method, there is use of visual aids to facilitate the teaching. Teachers use sound- color chart and color rod to teach the target language. Here every color represents a sound. Teacher points a color in the color chart and the students utter the sound that is represented by the color itself. Thus the visual aids are incorporated with the method in teaching sounds (Richards & Rodgers, 2014, págs. 81-83).
USE OF AUDIO-VISUAL AIDS IN CLASSROOM

Although, the use of audio-visual aids in language teaching has become a common trend of the interactive practitioner, there is not sufficient study on this issue, especially in the Bangladeshi context. However, any study on this subject can be a good source of secondary data for this study. (Mathew & Alidmat, 2013) Mathew & Alidmat (2013) conducted a study on the usefulness of audio-visual aids in an interactive context. According to the authors, “Teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input” (p.88). In their study, they explored how the use of audio visual aids helps the language teacher in a classroom at undergraduate level. They found that the result of their study indicates that using audio-visual aids in language teaching is helpful for both the teachers and the students. Both the parties claimed that it makes the class interesting and effective (pp.89-90).

DIFFERENT APPROACHES THROUGH AUDIOVISUALS

Visuals have been an important component of the language classes over the years. To be exact, the use of visuals aids for presenting, training, and teaching languages has been around since the 1920s – 1930s, consisting mainly of film strips, pictures, slides and pass-around objects. They have been considered a useful tool for teachers in almost every trend of second language teaching. Such was an impact of visual materials that several universities have even created catalogues of visual aids that trace the history of using visual literacy and visual education.

In continuation, it is providing a brief overview on the use of visual aids throughout the history of the language teaching. Probably, the Direct Approach was the first one to give importance to the use of visuals in the language classroom. This teaching method, which became popular at the
20s - 30s of the last century, enhanced the use of the target language. Teachers used direct reference to objects or concepts in order to avoid the mother tongue. The use of tape recordings and picture slides gained special importance in the 1950s - 1960s with the rise of the Audio-lingual method in the USA.

On the other hand, based on Skinner’s behaviorist theory, it claimed to provide students’ with best models to imitate native speakers. The Oral-Situational Approach, dominating in Britain in the middle of the last century, insisted on learning language situationally. Concrete objects, pictures, realia, charts and flashcards were widely used in the classroom to promote real life contexts.

Methods involved on the Humanistic Approach have made a great use of visuals too. For example, The Silent Way Method avoided the use of the mother tongue in the classroom. The teacher made use of several visual aids: colored wooden rods, set of wall charts containing useful vocabulary, color coded phonetic charts, tapes or discs, film drawings and pictures, worksheets and transparencies.

Another method, the Total Physical Response, involved a lot of physical manipulation and action in order to imitate the way L1 is acquired. Teacher’s words followed by actions served as visual aid, as well as large pictures. The Natural Approach developed by Krashen was based on his Monitor theory. Students were not expected to produce output immediately; they should go through a period of understanding first.

Magazine pictures and other visual and kinesthetic aids were used as an elicitation device in the listening comprehension and early production stages.
THE IMPORTANCE OF THE INPUT, DUAL-CODING THEORY AND IMAGE SCHEMA THEORY

The importance of audiovisual materials in the process of language acquisition was researched by scholars belonging to the Cognitive approach. Some of the theories that these scholars have developed are related to the importance of the input, dual-coding theory and image schema theory, which are deeply linked with the audiovisual and experimental relationship of the human being with the world.

Cognitivists allege that second language acquisition can be better understood by focusing on how the human brain processes and learns new information (Mitchell and Myles 2004). It is assumed that the meaning constructed through the language is not independent module of the mind, but it reflects all of the human beings’ experiences (Geeraerts, 2006).

Linguistic meaning is based on usage and experience, and therefore students should be place in an environment that trigger their experiences and let them use the language for real purposes as many times as possible visuals can support the input that the student receives.

In the cognitive approach to second language learning, a lot of prominence is given to the access to the target language input. Gass (1997) asserts that ‘second language acquisition is shaped by the input one receives’ (as cited in Fotos, 2000). Fotos also states that the input the students receive in the classroom can be manipulated in order to make it easier to understand, fitting their needs and level.

This directs the authors’ attention to Krashen’s Input Hypothesis, which claims that people move along the developmental continuum by receiving comprehensible input. Comprehensible input is defined as second language input just beyond the learners’ current second language competence in terms of syntactic complexity’ (Krashen, 1985, p.2).
Thanks to the audiovisuals provided in the classroom, the second language input will be easily understood. They provide conceptual scaffolding, through cultural context or other clues, and it helps with the natural associations of images and words (Nation and Newton 2009).

The dual-coding theory explains part of the way the brain process the new information (the input). As Paivio (1991) wrote, cognition is formed by two subsystems, a verbal one and a non-verbal one. The first is in charge of dealing directly with the language, and the second is specialized in dealing with non-linguistic objects and events. These two systems are assumed to work together in the language acquisition. Therefore ‘combining pictures, mental imagery, and verbal elaboration could be an effective method in promoting understanding and learning from text by students ranging from grade school to university level’ (Paivio, 1991, p.163).

Another point developed by cognitvists, as it has been mentioned before, is the image schema theory. It derives from the claim that knowledge is not static, propositional and sentential, but is grounded in and structure by various patterns of the perceptual interactions, bodily actions and manipulation of objects (Gibbs, 2006).

Following Johnson and Latkoff studies, they suggest that over two dozen different image schemas and several image schema transformations appear regularly in people’s everyday thinking, reasoning and imagination (as cited in Gibbs, 2006). These image schemas are defined as dynamic analogical representations of spatial relations and movements in space and each one of them reflect aspects of the visual, auditory and kinesthetic bodily experience (Gibbs, 2006, p. 240).

Lakoff and Johnson also coined a new term called the Experiential Realism that is based on the assumption that there is a reality out there,
and that the purpose of the perceptual and cognitive mechanisms is to provide a representations of this reality (as cited in Evans and Green, 2006). According to this, if teachers want to set students in a meaningful context, they should be placed in the reality they live in. In order to do it must bring the reality “out there” inside the classroom.

THE IMPORTANCE OF AUDIOVISUALS IN SECOND LANGUAGE ACQUISITION

Most of the language teachers seem to agree that the use of audiovisuals can enhance language teaching. As they help teachers to bring the real world into the classroom, they make learning more meaningful and more exciting (Brinton, 2000).

According to Bamford (2003), it must be take in to account that audiovisual literacy is the key to obtain information, construct knowledge and build successful educational outcomes. This author asserts that this is due to the increase of the number of images in the world (as cited in Harif and Hashim, 2009). It is important to point that students bring to the classroom their own background, that nowadays is associated with images and sounds provided by mass media, videogames etc.

Santas (2009) reflects on how teachers ask students to think without any of this help, what seems to require convincing them to give up what they have experienced in their lives. Audiovisual aids can be a helpful tool in the language classroom as Mannan (2005) points out they ‘help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable to make learning more concrete, effective, interesting, inspirational, meaningful and vivid’ (p.108).
Audiovisual materials or anything use to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message, if the visuals and auditive enhance or supplement the language point, as Canning-Wilson (2000) indicates. These advantages suggest that audiovisuals can help make a task or situation more authentic (Canning-Wilson, 1998).

Researchers as Kemp and Dayton (1985) claim that audiovisuals aid in motivation and maintaining attention by adding variety and making the lesson more interesting (as cited in Bradshaw, 2003).

Watkins and Brobaker have collected in their paper several studies from different researches that conclude that audiovisuals clarify and enhance students learning, and that this information is recognized and remembered for longer durations than verbal information alone.

POWERPOINT AS A VISUAL MATERIAL

In the modern teaching system, another essential aid for the teachers is PowerPoint slides. PowerPoint slides have become popular among the teachers from all the disciplines. This tool has made teaching more dynamic with attractive presentations and audio-visualized equipment. (Ozaslan & Maden, 2013) conducted a relevant study where they found that students learn better if materials are presented through some visual tools. Teachers also believed that PowerPoint makes the content more appealing which draw the attention of the students easily (p.42).

On the other hand, some people think that PowerPoint slides are not always helpful for teaching. It may draw a border between the presenter and the audience as the presenter concentrates more on the slides than the audiences. According to Norvig (2013), “PowerPoint makes it harder to have an open exchange between presenter and audience, to
convey ideas that do not neatly fit into outline format” (Craig & Amernic, 2015, pág. 157). However, Corbeil (2017) in his study found that students like PowerPoint for their brightness, liveliness, clarity and interactivity. It helps the learners to understand better as they can see the visual with examples (p. 645).

**POWERPOINT TO FACILITATE PRESENTATION SKILL**

Presentation skill is one of the important skills in the recent time as the purpose of learning English is to maintain effective communication. However, speaking the target language in front of others is not that much easy. It is always a difficult task for every person to give presentation. But if the speakers have some aids in front of them, it becomes easier for them to deliver the speech. Use of PowerPoint in presentation has become popular in the recent time. Availability of multimedia projectors and computers has made the task easier for the teachers of using PowerPoint slides in their lecture (Mutar, 2009. P.3).

Using PowerPoint slides, the presenter can keep the mail points in bullet point that he/she wants to deliver. It gives the presenter confidence and he/she can recover his/her nervousness. It helps the presenters to organize the speech in better ways and make the presentation lively by using different colorful visuals and examples. It also helps the audience to pay attention in the presentation as they have something visuals in front of them. Moreover, PowerPoint presentation has become popular among the language teachers as well. This has made them organized presenters with a lot of variation and visualization. Teachers can present the teaching materials visually in the class using PowerPoint presentation. Besides, they can give some example with colorful image or video using the PowerPoint slides. As a result, the class becomes interesting to the learners and they are motivated and highly engaged in the class activities (Subathra, 2012. P. 49).
USING VIDEO AS AUDIO-VISUAL AIDS

The use of video in teaching English as a foreign language (EFL) classroom has become a common practice for the ELT practitioners. Nowadays, internet facilities and availability of different technology have made the task of the language teachers easier. Teachers can download different videos appropriate for the learners from internet. As there are thousands of readymade videos designed for language teaching, teachers can easily choose according to their needs (Ozkan, 2002. p. 37). Videos can facilitate language teaching in diverse ways. It makes the classroom interesting removing the monotony of the learners. Moreover, it helps the learners to generate ideas for discussion. It makes the class more interactive and effective. Çakir (2006) reported that use of video in language teaching ensures authentic language input to the learners. Moreover, using content related videos helps the learners to conceptualize the ideas and get in depth thought on that topic. Besides, learners can concentrate on the use of contextual language in the videos along with non-verbal features of language that helps them to have better understanding of the target language use (p. 67).

Cunning (2001) discussed the usefulness of using videos in language teaching stating that video provides stimuli to the learners which facilitates an opportunity to the learners to get a background schemata of the subject. Also the use of videos helps the learners to have an idea of the stress and rhythm pattern of the target language. Moreover, it allows the learners to predict, infer and analyze information of the subject matter (as cited in Koksal, 2004. P. 63). Moreover, watching a video, learners have the opportunities of experiencing dynamics of language communication. As Secules, Herron, & Tomasello (1992) stated, “Video offers language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and feasible option for listening comprehension (as cited in Long & Doughty, 2009).
USING PICTURE IN CLASSROOM

Use of picture in language teaching has become a common phenomenon at present. Pictures are effective additional aids in an EFL classroom. Using different relevant pictures in classrooms makes the class interesting and interactive. It helps the teachers to visualize the content of the classroom. Also, it makes the learners more attentive and engaged in tasks. When pictures are used to introduce any topic to the learners, it becomes more real and contextualized. Learners get an overview of the lesson and can generate ideas better. It improves the learner comprehension ability. Use of audio-visual materials makes the learning more long-lasting than the use of traditional textbooks (Craig & Amernic, 2006. pp. 152-153). The advantages of using pictures are many. First of all, pictures are very available in online. Secondly, almost all types of pictures do exist in Google. Anyone can find any picture suitable for his/her class and learners. A picture can express thousand words which is more effective than giving only verbal lecture.

USING SONGS IN TEACHING LANGUAGE

As different audio-visual aids are used in language teaching in the recent time, songs are also useful to provide language input to the learners. Music helps to create a relaxing environment which is very important to lower the anxiety level of the learners. Since anxiety works as a barrier of learning a new language to ensure the maximum learning condition, this should be lessened. One of the popular language teaching theories Suggestopedia also supports this idea of using music in teaching language. In Suggestopedia, relaxing music is played at the beginning of the class to remove the anxiety of the learners and make them attentive to the class. Freeman (2000) explained the settings of a Suggestopedia classroom stating,
The teacher puts on some music. It is Mozart's Violin Concerto in A. After a couple of minutes in a quiet voice, she begins to read the text. Her reading appears to me molded by the music as she varies her intonation and keeps rhythm with it. The students follow along with the voice of the teacher, who allows them enough time to silently read the translation of the dialogue in their native language. They are encouraged to highlight and take notes during the session. The teacher pauses from time to time to allow the students to listen to the music, and for two or three minutes at a time, the whole group stands and repeats after the teacher, joining their voices to the music (p. 75).

Thus, music is incorporated with the language teaching in Suggestopedia. It is considered that songs are useful for making the learners comfortable in speaking and evoking positive emotions. Moreover, Freeman (2000) pointed out that “music reinforces the linguistic material. It is desirable that students achieve a state of ‘infantilization’ so that they will be more open to learning. If they trust the teacher, they will reach this state more easily” (p. 80).

**AUDIO-VISUAL AIDS IN MAKING THE CLASS DYNAMIC**

Audio-visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual aids in the class, teachers can present a topic both verbally and visually which is very helpful for the learners to pay more attention in the lesson. They can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. There are some abstract things in language which is difficult to explain verbally. The subject matter may not be clear to the learners and they may struggle to catch what the teacher is going to mean. However, by using different visual aids, teachers can make the learners understand better. If the verbal and visual things are
presented together, learners can get the information quickly. Mayer (2001) claimed that, if the instruction is given in the class using both words and visuals, learning become faster (as cited in Dolati, 2011, p. 6).

USE AUDIOVISUAL IN TEACHING LISTENING

Teaching listening is one of the difficult tasks for the language teachers. Moreover, in most of the case, people do not realize the importance of listening. That is why this skill was ignored previously in language teaching. However, with the development of technology, the task of the language teachers has become easier. Nowadays, different audio-visual materials are available for providing the learners with native language exposure.

Language teachers can download listening materials from internet according to the proficiency level of their learners within minutes. As a result, the use of audio-visual materials in teaching listening skill has increased significantly. Even the modern ELT teachers are trained in way so that they can learn how to incorporate audio-visual aids in language teaching (Ozkan, 2002, p. 39).

Audio materials help the learners to have ideas about the correct pronunciation of the target language. If the teachers use videos in class as listening materials, learners can know about the non-linguistics features as well which is very important in learning a new language. With different technology in language teaching, teachers can make learners get used to the native speakers’ accent. Different audios, videos, podcast etc. have made the task easier for the language teachers.

CHALLENGES OF USING AUDIO VISUAL MATERIALS IN CLASS
Although audio-visual materials help the language teachers to facilitate their teaching, it does not mean that there are no disadvantages. Sometimes, it may be useless if the selection of audio-visual materials is not effective. According to Cakir (2006),

The main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for the students (p.68).

So, there are some factors to be considered to use audio visual aids in classroom. If the materials are not selected wisely, the objective cannot be fulfilled. Sometimes, the language level of the audio or video cannot be appropriate for the learners. As a result, the materials are not comprehensible for them which may make the anxiety level of the learners high. Moreover, sometimes, it becomes very difficult to find the audio materials for the learners of elementary level. If the audio-visual aids are not related to the contents, they may mislead and make learners confused. That is why teachers need to be careful while selecting the audio-visual materials for their learners.

LISTENING SKILL

In a basic English level where students do not know how to read and write well, listening is used as the primary channel for language acquisition. Therefore, the development of listening as a skill is important in second language learning.

Definition
For Segura, (2012) “Listening is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives”. (p.10)

Every language needs to be spoken and listened to carefully. If in this process people do neither of them, language will be a dead language. The act of understanding a spoken language is a process where learner or receiver has to interpret messages, which involves a sender (person, television, and radio). This is a key to all effective communication. Without the ability to listen, messages are easily misunderstood. The communication breaks down and the sender of the message can easily become frustrated or irritated. Listening is the processing of sounds to understand the meaning behind it. Listening requires your brain to work out every sound to form words or sentences that you can understand.

IMPORTANCE OF LISTENING SKILL

The listening skill was an activity that teachers usually not do into account; however, today teachers learn that listening requires some components and conditions to understand what discourses mean. For example, when learners develop their listening ability, they become more independent. Additionally, they are much more likely to be able to interact in a foreign language effectively.

According to Lawson, (2007) “Studies show that people spend 80% of waking hours communicating. And according the research, at least 45% of that time is spent by listening. Although listening is a primary activity, most individuals are inefficient listeners”. (p.3)

When learn a language, there are four skills that need for complete communication. When people learn native language, the first skill they usually learn is listening, then speaking, then reading, and finally writing.
Teachers in elementary level should use sounds or music to associate with words because at this level students do not know to read and to write well. English teachers need to think of how listening can be incorporated into their teaching and provide opportunities both inside and outside the classroom for students to be exposed to significant listening input.

Apart from this academic application, the importance of listening extends far beyond academic and professional settings. Understanding how to practice good communication even with people in day to day life, is important for a number of reasons: fostering good self-esteem, maximizing productivity, improving relationships, and even becoming a better speaker.

**LISTENING COMPREHENSION**

Listening is a complex activity which requires substantial mental effort. Listening comprehension has often been seen as a passive activity; however, it is an active process in which the listener must discriminate among sounds, understand words and grammar, interpret intonation, and retain information to interpret it in the context. According to Rost, (as it is cited in Yükselc, 2003) “Listening has been characterized as a complex process that allows to understand spoken language”. (p.11)

According to Morley (as cited in Osada 2014), during the 1980`s listening was included into new instructional frameworks, the functional language and communicative approaches. Vandergrift (2013) claims that despite progress in the field, listening is still difficult to describe.

What researchers have been able to conclude is that in order to understand aural information, listeners must use effective listening strategies. Such strategies are particularly significant in second language
learning; due to the lack of them, students’ listening comprehension becomes problematic, challenging, and ineffective (Mendelsohn, as cited in Hanna, 2013).

As a result, since the 1980’s studies based on strategies used by effective learners have been advising teachers that the main purpose in designing a listening lesson is to “instruct students how to go about listening, i.e. how to handle information that is not 100% comprehensible” (Mendelsohn as cited in Hanna, 2013, p.2). While learning listening comprehension, learners might encounter several difficulties. Underwood (2015) notes: learners might be unable to control the speed of the speaker; they cannot ask for words to be repeated all the time; their limited knowledge of vocabulary makes listening comprehension difficult; they show some difficulties in recognizing discourse markers; they express difficulties in concentrating in a foreign language; they suffer from a desire to understand the meaning of every word; and they lack contextual knowledge.

Similarly, Goh (2015) identifies several real-time factors that influence listening comprehension faced by a group of English as a Second language (ESL). According to Goh (2015) five common listening comprehension problems are identified by students: they quickly forget what they heard; do not recognize words they know; understand words but not the intended message; neglect the next part when thinking about meaning; and are unable to form a mental representation from words heard. Those factors were further divided in to five categories: test, listener, speaker, task, and environment. Under the category of listener, was believed to be one of the factors influencing the learners’ listening comprehension. Under the category of test, the factor most reported was related to insufficient time available for processing. When other tasks, such as the activity of note-taking, were involved in the process of
listening, time available for processing on incoming message might be negatively influenced as a result.

CHARACTERISTICS OF LISTENING COMPREHENSION

During the practice within the classroom, these four basic skills divide in productive: speak and write, and receptive: read and listen. Although, some researchers as James (2000) and Rost (2009) have mentioned that this definition has changed through the years, now it is known the listening skill as an active skill.


In reference to this, in the listening process people produce a mental image based on what they listened, which involves the cognitive aspects of the human being. However, there are people that have not well-developed this ability and they just tend to hear without understanding anything of the content of the sent message.

THE PROCESS OF LISTENING COMPREHENSION

The human being spends the first years of the life listening before starting to produce the language. For this reason, it considers important that to learn a second language, it is necessary to develop the listening comprehension based on different processes.

Dhuha and Hayder (2010) argue that nowadays, the audio is considered as an active process and a good listener is as active as a good speaker. This process requires the recognition of the sounds, the intention of the emitter and the patterns of the words.
The success of this learning happens when both processes work simultaneously. These processes help the learners to develop different sub-skills and consequently, this will benefit them to improve their listening comprehension generally, achieving a good communication by using the English inside and outside the classroom.

**Bottom-up strategy**

This strategy starts by the message and consists of decoding the sounds that students listen, from the easier to the more complex. (Nunan, 2010, p. 45)

In this strategy, the students give sense to the message when joining each phoneme to build up words, phrases, sentences and subsequently a total message. Principally, the activities in this strategy based on recognizing sounds, learn the vocabulary, but not to comprehend the message entirely.

Although, during this strategy the listener is based on the message’s language, it means, the combination of sounds, words and grammar that create a meaning. According to Coto (2002), these include to listen in order to obtain specific information, to recognize cognates, and to identify the patterns of the order of words.

The strategies imply activities that are advantageous to learn a second language. Generally, this strategy implies exercises to the pronunciation, grammar structures and vocabulary, activities which, the students can focus on the language.

In the last years, there has been an emphasis on the development of the activities of bottom-up strategies due to the importance of understanding a dialogue without being familiar with all the vocabulary or
grammatical structures that are employed. However, the students comprehends few words or just have previous knowledge about it, but this is not enough, taking the student to lose the content of the message. The students that have the same low level of learning in the English language will have a basic knowledge of the vocabulary while the students with a high level will achieve to identify a great quantity of mentioned words in the dialogue.

**Top-down strategy**

Taking into account the idea of Morley (2005), the strategy comes from an external source that fosters the receptor of the message to build up actively the meaning of the same one. For this, the knowledge about the language is important. This situation is analyzed: who sends the message, the relation between the emitter and receptor, the moment which the message is sent and any other similar aspects.

During this strategy, the listener has preliminary information that allows to interpret what listens and anticipates what will go on. Mainly, it bases on comprehending the content of the message.

**Listen to the main idea**

When experts refer to language, they imply the necessity of communicating a message from an emitter to the receptor. This message can be structured in several ways, although, one of the elements that prevails is the main idea. The main idea of the message can be understood as the center of the content, the most important, that one which is going to be communicated among people (Martinez, 2008).

**Predict**
To predict a main idea is to expect an early supposition about what is going to happen in an event. The first step is to predict the story without reading the title of it. If there are pictures the students can observe and ask them about what they think the audio deals with. Then, ask teacher to play the audio and listen to the first part and try to make any forecast about it.

Consequently, the students are going to have a better idea about the audio they will listen and it will be easier to understand the topic dealt.

**Infer**

The inference is the action to deduct something, to take a consequence of another thing, drive it to a new result. The inference comes from a mental assessment among different expressions that are related to the abstractions, and it allows creating a logical implication. (Santin, 2003)

The listening comprehension requires that students not only listen to the audio and answer questions posed by the teachers, but also demands the reasoning and inference of the students to they listen. If they are not able to give a summary with their own words explaining what they understand, it will be impossible to create a mental image about the listening. This allows students to give their ideas about the listening.

**TYPES OF LISTENING**

According to Davis (2012) there are four types of listening which include: Appreciative Listening, Emphatic Listening, Comprensive /Active Listening and Critical/Analytical Listening all these are different to practice, students will evaluate and choose with which one they would feel more comfortable to use.
Appreciative Listening

According to Klazema (2014) it is used when the listener search for information through listening material in which is interested, what is differentiate the most from the other types of listening is the gained empathy. Appreciate listening is used to broaden your knowledge of a style of music, auditory experience, poetry and all listening material that the person enjoys.

It is also subjective, because it is focused on the person’s feelings and thoughts.

Empathic Listening

According to Shneider (2015) Empathic listening also called reflective listening is a way of listening and responding to another person that improves mutual understanding and trust. It enables the listener to receive and accurately interpret the speaker’s message and then provide an appropriate response. The response is an integral part of listening process and can be critical to the success. It takes sharing experiences and information that would be understood by the listener. It also encourages to have a connected communication.

Active Listening

According to an article from The University of Adelaide (2014) Active Listening during sessions is an important requirement that students will need to improve at some point. Often when students talk to each other, they are only hearing and not actually listening. Active Liatening is a way of paying attention and responding to others, to get to the stage of mutual understanding.
Critical Listening

According to Medoukali (2015) this type of listening can be difficult to understand if the message is delivered in a abstract or complex way. Some speakers would intentionally make complex messages to improve thinking ability and discern. Critical listening can be learnt through practice and its main goal is to evaluate, judge and form opinions. It demands cognitive effort from the listener to understand the message and at the same time relates the information to previous knowledge.

STAGES OF LISTENING

Pre – Listening

It is important to prepare students before a listening class with a warm-up activity. It grabs the students’ attention. According to Karakas, (as it is cited in Reza, 2011), “pre-listening helps to activate students’ prior knowledge, build up their expectations for the coming information; and to provide the necessary context for the specific listening task”. (p.982)

The pre-listening stage is used for activating previous knowledge and prepares students for the listening process, helping students think (predict or infer) about the activity and motivating them to listen. Examples: brainstorming, discussing, questioning.

During Listening

The second stage is full of strategies; however, they all depend on interest or level of understanding of the listener. There are two different types; extensive and intensive. Extensive listening refers a whole idea of the text and the intensive listening refers to segments of the text.
For the during-listening stage, Field (as it is cited in Yükselc, 2003) "distinguishes between extensive and intensive listening. Extensive listening can be defined as listening to a text without focusing on details and listening for pleasure, with the aim of understanding something worth hearing. In intensive listening, on the other hand, the listener aims to pick up detailed pieces of information". (p.23)

While the students can pick up some details after the first listen, the aim should be to help students focus on the general meaning first, so that they can establish a preliminary framework that will enable them to get more details in the subsequent listens.

Reza, (2011) “During the listening experience students verify and revise their predictions. They make interpretations and judgments based on what they heard” (p.982)

Ultimately, while listening activities focus on students’ comprehension, and occur through extensive and intensive listening which the teacher should use to encourage students to make interpretations about what they have heard.

**Post Listening**

At the end of the listening activity, the listener is ready to be evaluated.

According to Reza, (2011) “post-listening activities provide opportunities for teachers to assess and check students ’comprehension, and clarify their understandings; to extend comprehension beyond the literal level to the interpretive and critical levels”. (p.982)
In this phase, it is useful to do activities where students react to what they have read or listened to. It gives a chance to check learner’s understanding and consolidate what they have been taught. This phase guide students to practice speaking, writing and pronunciation. Additionally, the teacher can use post-listening activities to check comprehension, evaluate development of listening abilities, and recycle and activate vocabulary and structures. A post-listening activity represents a follow up to the prior listening activity and uses the knowledge gained from listening for the development of other skills such as speaking or writing.

**LISTENING AND SPEAK PRODUCTION**

In school and in life, students face a many of circumstances that require language skills.

The second basic skill most important in a second language acquisition process is the speaking skill. Speaking is one of the most difficult skill that language learners have to face. According to Bueno et al. (as it is cited in Segura,2012) “Teachers of English have spent all their classroom time trying to teach our students how to write, to read and listen in a L2 because grammar has long written tradition”. (p.37)

To speak as interaction is perhaps the most difficult skill to teach and to learn. Traditionally, the reading and writing skills are the mostly used by teachers in class; however, students want to learn English, they want to speak and understand it when it is spoken or heard. In consequently, ESL teachers should help practice listening and speaking in the classroom using didactic resources as many textbooks that contain listening cassettes or CDs which give learners the opportunity to hear voices from a variety of speakers. Teachers can also use YouTube videos to develop listening and speaking at the same time. Speaking styles also affect listener’s volume.
PLANNING FOR TEACHING LISTENING

Before teaching listening, the teachers need to have proper plans for the lesson they are going to deliver in the classes. First of all, the necessary materials and equipment need to be ready. Also the materials should be chosen according to the proficiency level of the learners. If the teachers select some interesting listening materials, the learners will be interested in listening and learning actively. Moreover, teachers need to play the role of psychologists and mentors, sometimes even of singers. Besides, teachers should provide clear instructions before starting the listening. If the learners know the reason of listening a text, they will be more attentive and engaged in listening. According to Underwood (1989), “In the pre-listening phase of a lesson it can cause students to switch off and not attempt to do anything, and this in turn distracts those who are trying to perform the task. All the students should understand what they have to do before a teacher starts to play, read or speak the listening text” (as cited in Rosova, 2007, p. 34).

EPISTEMOLOGICAL FOUNDATION

Goldman (1999) cited by Siegel (2004) indicates that “the fundamental aim of education, like that of science, is the promotion of knowledge. Whereas science seeks knowledge that is new for humankind, education seeks knowledge that is new for individual learners” (p. 129). Thus, education goes after knowledge by using three steps that are considered the most important which are related to organize and transmit pre-existing knowledge, create incentives and learning environments, and shaping skills and techniques to facilitate independent learning to seek the truth

In other words, all the characteristics seen before are describing also what epistemology is. However, it is necessary to add some closely
related features that according to Bernal (2010) are involved in this branch of philosophy as logics, syntactic, reasoning and axiology. Thus, logics studies logical problem and seek methodologies to solve them using also a structure based on science by means of general procedures of research. In the same way, sintactic seeks concepts, references, contents and interpretations related to the construction of knowledge in scientific fields.

Finally, reasoning analyze and systemizes scientific knowledge in order to obtain results for contribute to the new knowledge. Finally, axiology that is focused to study moral values that are important at the time to construct knowledge scientifically to support this thesis.

PSYCHOLOGICAL FOUNDATION

Dewey (1910) argued that people need to understand the nature of thought to be able to devise appropriate means and methods to train thought. Along the way, Dewey distinguished abstract from concrete thinking and indicated that many training regimens proceeded from the concrete to the abstract. Piaget (1929) identified a parallel progress in the development of reasoning in students. Dewey cited implications for his theory of thought for instructional planning—namely, he argued that effective training involves a balance of many things, including especially information, observation, imagination, reflection, playfulness, and seriousness.

What brings confident in students is a good class. The process of the lesson should start with the presentation of vocabulary and all trendy techniques teachers can apply in order to help students recall the words for later use. Being that this study proposes the application of an audiovisual guide to target the correct use of simple present and to increase the percentage of students’ talking time such practices are observed to motivate learners’ active involvement in the lesson.
SOCILOGICAL FOUNDATION

Sociology involves the study of society. Educational institutions are miniature society and what happens in a society also happens there. Like parents in a family, teachers take important roles in a school. The factors which are dealt with in a social context may be classified under human, environmental and organizational factors.

The sociology aims to discover the nature of social phenomena’s and laws of its behavior at any time. Making use of the methods of careful observation, logic compotation and systematic generalization which are the fitness scientific characteristics. Durkheim (2001)

Sociology of education

It is the scientific analysis of the social processes and patterns involved in the educational system. Education prepares young people for entry into society and is thus a form of socialization. Sociology of education looks at education as evolving form and altering the social environment.

From a sociological point of view, education is the organized and regulated process by which society transfers knowledge and values to young people for adult social roles. Sociology of education is part of social science largely concerned with the mass educational systems of modern societies. It contains sociological themes such as social bedding, valuable development and culture. Camacho (2006).

Sociology in the classroom

In an environment, in this case a classroom, is required that all students interact and take part of reading practices or some activities following the same purpose. Teachers must take the role of leaders in
order to guide and to serve as a mediator among students and new knowledge.

According Moreno Rubio (2009), effective teachers do not only have a teacher-student relationship in the classroom, but also demonstrate interest in students’ lives beyond the classroom, using a big amount variety of methodologies to interchange with them when they are not in class or high school. This also promotes learners to carry out their best effort in the classroom.

Students really appreciate the teacher who attends social event with them, this increases students’ participation and motivation, which enhance a more favorable leaning environment, and challenge the students to succeed.

As a result, an educator who demonstrates kindness, friendship, confidence, and empathy to the students the results expected either academically or personally will increase satisfactory since in an educational process the good relationships between the persons involved in it, influence a lot for a good performance of the apprentices. This leads to increase the affective filter of them. Moreno Rubio (2009).

In the realization of this project, it intends to adapt the interaction between students, it will serve to encourage them to share information at the moment when they read in order to understand and to comprehend the text. As a goal this activity makes that in a small group every student is given a chance to express themselves as compared to the whole class.

This gives an opportunity to some students who cannot assimilate what they have read and be ashamed when there are many people around them. This helps students to build self-confidence because their point of view can be taken into account by their classmates. It can also
construct a routine of interchanging opinions or creating things together for the good relationships previously explained.

LEGAL FOUNDATION

Constitution of Ecuador 2008

Art. 26.- Education is a right of the people throughout their lives and unavoidable and inexcusable duty of the state. It is a priority area of public policy and government investment, ensuring equality and social inclusion and It is essential to goo living conditions.

Individuals, families and society have the right and responsibility to participate in the educational process.

Art. 27.- Education will focus on the human being and ensure a holistic development, within the framework of respect for human rights, the environment and sustainable democracy will be participatory, compulsory, intercultural, democratic, inclusive and diverse, quality and warmth will promote gender equality, justice, solidarity and peace, stimulate critical sense, art and physical education, individual and community initiative and the development of skill and abilities to create and work. Education is essential for understanding the exercise of the rights and building a sovereign country, and is a priority for national development.

Regulation to develop the design and execution of the educative project was approved in session of the Honorable council on January 19th 1999 and ratified on 15th of February.

Directive Council arranged that the educative projects must be performed until by two under graduates. Among the objectives of the regulation we have:
To design and execute the educative projects, by applying the scientific method to contribute the improvement of the education quality.

To contribute the integral, harmonic and permanent development of the future professionals.

To guarantee the research through technical resources to make an efficient investigation.

According to the Common European Framework (2001) students need to have a large vocabulary including single word forms in order accomplish lexical competence required:

A particular single word form may have several distinct meanings (polysemy), e.g. tank, a liquid container or an armored armed vehicle. Single word forms include members of the open word classes: noun, verb, adjective, adverb, though these may include closed lexical sets (e.g. days of the week, months of the year, weights and measures, etc.). Other lexical sets may also be established for grammatical and semantic purposes (p. 111).
CHAPTER III
THE METHODOLOGY

METHODOLOGICAL DESIGN

This project pretends to give a possible solution to the poor performance in listening skills detected in students of eighth year of Basic Education at Unidad Educativa “República de Francia.”

On the other hand, for the development and execution of this project it has been taken into consideration the application of different instruments of investigations in order to identify what are the real causes of the problem. In the same way, what relationship has teachers and authorities regarding to the lack of listening comprehension in students.

TYPES OF RESEARCH

Applied Research

This project is applied because it aims to solve a practical problem, which is the low performance and poor production in the listening comprehension of the English language, in order to solve the problem and to improve the educational process.

Field Research

It is a data-collection method in which information is collected about a group of individuals in their natural setting, primarily through observation. Sometimes, this kind of research is also called empirical research. Thus, it was applied in Unidad Educativa “República de Francia.”
Action Research

It is a type of research in which teachers have to examine their own practice and evaluate strategies to improve practice and education outcomes. The goal of this research will be to solve a real situation in this institution.

Exploratory research

It is employed when the information acquired it is not enough for making conclusions because the theories planned do not match. The primary point of exploratory research is to give to the researchers pertinent information and help them to form initial hypotheses about the subject. It is exploratory because the authors of this project are trying to solve an academic issue, which is the lack of development of the listening comprehension.

Descriptive research

It is a type of research that has the goal of describing what, how, or why is something happening. This description helps establish and identify the characteristic or conditions of the situation and attempts to describe systematically the reason for the lack of listening comprehension in the English language.

Explanatory Research

It builds on exploratory and descriptive research and goes on to identify the reasons behind the facts. It goal is to explain things in details by discovering the cause and effect relation among the elements. In this project the researchers will provide evidence to support the predictions on lack of listening comprehension.
## OPERATIONALIZATION OF THE VARIABLES

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSION</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENT VARIABLE</td>
<td>DEFINITION</td>
<td>Audiovisuals are materials displayed by visual projection or magnification or through sound reproduction, or both, including graphic materials, audio materials, motion pictures, video materials, and special visual materials.</td>
</tr>
<tr>
<td>Audiovisual Resources</td>
<td>METHODS</td>
<td>Direct Method Silent way Method</td>
</tr>
<tr>
<td></td>
<td>IMPORTANCE</td>
<td>Help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable to make learning more concrete, effective, interesting, inspirational, and meaningful.</td>
</tr>
<tr>
<td>DEPENDENT VARIABLE</td>
<td>DEFINITION</td>
<td>Listening has been characterized as a complex process that allows to understand spoken language</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>CHARACTERISTICS</td>
<td>In reference to this, in the listening process people produce a mental image based on what they listened, which involves the cognitive aspects of the human being.</td>
</tr>
<tr>
<td></td>
<td>STRATEGIES</td>
<td>Bottom up strategy Top down strategy</td>
</tr>
</tbody>
</table>
POPULATION AND SAMPLE

Population

According to the field of research the population is represented for the whole people, animals, or things that belong to a specific place. In this case, the population are the authorities, teachers, and students of Unidad Educativa “Repukica de Francia”

Sample

Sample is a big or small portion of the population that is taken in to account for specific studies. The authors have considered as the sample of this project students of eighth grade, the chairman, and one English teacher.

STRATUM

<table>
<thead>
<tr>
<th>PERSONNEL</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHORITIES</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>369</td>
<td>41</td>
</tr>
<tr>
<td>TOTAL</td>
<td>386</td>
<td>43</td>
</tr>
</tbody>
</table>

METHODS OF RESEARCH

The methods that were taken into consideration for the elaboration of this project, have contributed a lot in the development of the different aspects that needed to be applied. Thus, the authors are going to mention them.
Inductive Method

The inductive method works with all the information obtained in order to get valuable specific information. It starts at the same time when the research is going to carry out.

Deductive Method

The deductive method gives different ideas for possible solutions and works from particular information to general one.

Logical-Historical method

The variables of this research were studied from this method, which proposes analyze one point which will be the first stage. It means, it can find the root of the problem.

Statistical Method

Statistics is the study of any kind of individuals, animals or objects in order to acquire or collect data for different reasons. This project has been developed and executed thank to the different information obtained when applying this methods.

INSTRUMENTS OF THE RESEARCH

Observation

The problem was detected the first day when the authors visited the place where the problem was occurring in the observation class.
Interview

It is a dialogue or conversation between two or more people where one of them make the questions and the others answer them. In this case the interview is going to the chairman and the English teacher.

Survey

It is a group of questions that must have something in common according to any topic. They must be closed questions without option to explain nothing in the answer. The survey of this project is leaded to the students of eighth year at Unidad Educativa República de Francia.
1. How often do you practice listening comprehension with your students constantly?

2. Why do you think this ability is important for your students?

3. Do the students demonstrate confidence for developing listening comprehension?

4. Do you use audio visual resources for improving the listening skill?

5. The introduction of audio visuals as a didactic resource is convenient for you and your students?
<table>
<thead>
<tr>
<th>N°</th>
<th>STATEMENTS</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Audiovisual resources are important for imparting an English class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher gives the English class using audiovisual resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You like improving your English with audiovisual resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Using audiovisual resources you will feel motivated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>You practice listening comprehension constantly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You want to understand what you listen to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher uses innovative methodology for developing listening comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Listening comprehension is important for putting in practice in real live</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The teacher must use different didactic materials in English class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>You need to strengthen your knowledge through a new didactic material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INSTRUCTION: Mark an “X” in the box according to your opinion
ANALYSIS OF RESULTS

Statement 1: Audiovisual resources are important for imparting English class

SAMPLE: 41 Students  

Course: 8th

CHART # 1

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>22</td>
<td>53%</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Reúlica de Francia
Researchers: Blanca Alban and Roony Mendez

Comment

According to the results of this statement it is a good point for researchers that most of the students are sure that using audiovisual resources in the English classes they will gain interest for it.
ANALYSIS OF RESULTS

STATEMENT 2: The teacher gives the English class using audiovisual resources

SAMPLE: 41 Students  
Course: 8th

CHART # 2

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>12%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>32</td>
<td>79%</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Reúmbica de Francia
Researchers: Blanca Alban and Roony Mendez

COMMENT

According to the results in this statement most of the students affirm that the English teacher does not use audiovisual resources, for that reason they do not feel attracted for this subject and it is obvious why they do not pay attention to the new academic content.
ANALYSIS OF RESULTS

STATEMENT 3: You like improving your English with audiovisual resources.

SAMPLE: 41 Students

Course: 8\textsuperscript{th}

CHART # 3

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
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<td>87%</td>
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<tr>
<td>Agree</td>
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<td>12%</td>
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<tr>
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<td>0%</td>
</tr>
<tr>
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<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Reública de Francia
Researchers: Blanca Alban and Roony Mendez

COMMENT

According to the results of this statement students like to learn English in a different way, since they agree that with using audiovisual resources the English classes will be entertained and easy to understand.
ANALYSIS OF RESULTS

STATEMENT 4: Using audiovisual resources you will feel motivated

SAMPLE: 41 Students  
Course: 8th

CHART # 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
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<td>67%</td>
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<tr>
<td>Agree</td>
<td>11</td>
<td>25%</td>
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<tr>
<td>Neutral</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Reública de Francia
Researchers: Blanca Alban and Roony Mendez

COMMENT

According to the results of this statement the majority of the students agree that using audiovisual resources they will feel more motivated for the English class because they will gain interest and responsibility for this subject.
ANALYSIS OF RESULTS

STATEMENT 5: You practice listening comprehension constantly

SAMPLE: 41 Students

Course: 8th

CHART # 5

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
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<td>2%</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>37%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>23</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Reública de Francia
Researchers: Blanca Alban and Roony Mendez

COMMENT

Most of the students in this statement answered that they do not practice listening comprehension constantly, it happens since teacher leave outside this important skill focusing exclusively in grammar structure.
ANALYSIS OF RESULTS

STATEMENT 6: You want to understand what you listen to

SAMPLE: 41 Students  

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>25</td>
<td>60%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>36%</td>
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</table>

Source: Unidad Educativa “Reública de Francia  
Researchers: Blanca Alban and Roony Mendez

COMMENT

According to the results of this statement a big amount of students want to understand what they listen to. It is a good point for the researchers of this investigation since they have to take advantage the students’ desire.
ANALYSIS OF RESULTS

STATEMENT 7: The teacher uses innovative methodology for developing listening comprehension

SAMPLE: 41 Students  
Course: 8th

CHART # 7

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<td>100%</td>
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</table>

Source: Unidad Educativa “Reública de Francia
Researchers: Blanca Alban and Roony Mendez

COMMENT

According to the results of this statement most of the students affirm that the English teacher does not use new methodology for explaining the
English class, it causes the lack of listening skill and feel bored in this subject.

ANALYSIS OF RESULTS

STATEMENT 8: Listening comprehension is important for putting in practice in real live

SAMPLE: 41 Students

Course: 8th

CHART # 8

<table>
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<th>ALTERNATIVES</th>
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</tr>
</tbody>
</table>

Source: Unidad Educativa “Reública de Francia
Researchers: Blanca Alban and Roony Mendez

COMMENT

IN this statement the whole students want to put in practice what they have learned regarding to the listening skill, the authors think that
they would like to understand songs or conversations in films without the necessity to use a dictionary.

ANALYSIS OF RESULTS

STATEMENT 9: The teacher must use different didactic material in English class

SAMPLE: 41 Students  
Course: 8th

CHART # 9

<table>
<thead>
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Source: Unidad Educativa “Reública de Francia
Researchers: Blanca Alban and Roony Mendez

COMMENT

According to the results in this statement the majority of the students answered that the English teacher must use another didactic
resource such as audiovisual ones, since they think it is the best option for increasing their knowledge in this language.

ANALYSIS OF RESULTS

STATEMENT 10: You need to strengthen your knowledge through a new didactic material

SAMPLE: 41 Students

Course: 8th

CHART # 10

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Source: Unidad Educativa “Reública de Francia
Researchers: Blanca Alban and Roony Mendez

COMMENT
In this statement students affirm that they are going to support another didactic resource since the audiovisuals will be very useful for them.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Teachers do not practice listening comprehension through flashcards.
- Teachers do not use the appropriate methodology for improving the listening comprehension.
- Traditional techniques and strategies make students feel disinterested for learning English.
- Teachers do not create new didactic material that awake the students´ interest.
- The application of this new didactic material will reinforce the acquisition of the new knowledge.

RECOMMENDATIONS

- Teachers must apply modern and efficient approach for teaching English.
- Teachers must change their methodology for giving English class.
- Students should practice more listening activities for developing its comprehension.
- Teachers have to choose the most appropriate didactic material according to the necessities of the students especially those referred to the development of the listening comprehension.
CHAPTER IV

THE PROPOSAL

DESIGN OF A BOOKLET WITH DIDACTIC ACTIVITIES. BASED ON AUDIOVISUAL RESOURCES

JUSTIFICATION

The development of this proposal arose from the low quality and performance on listening comprehension. The researchers of this project consider listening skill one of the major skill able to improve for the better comprehension in students of the English language. Listening plays a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information. As for foreign language learning, listening is of paramount important since it provides the language input.

(Rost 1994:141-142). Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved (Cross, 1998). As for that, language learners, especially those who learn English as a foreign language in a non-native setting, find it difficult to acquire good listening skill. This small project is an attempt to identify problems faced by eighth year students at Unidad Educativa “República de Francia.”

That is the reason why the authors of this project want to present a possible solution to this problem and encourage not only students but also teachers to develop listening comprehension through a booklet with useful and entertained activities and exercises that will catch the interest of them and will adapt their hearing to different sounds that the English language present to its listeners.
OBJECTIVES OF THE PROPOSAL

GENERAL

To develop listening comprehension through audiovisual resources.

SPECIFICS

To present the new didactic material in order to create a good atmosphere between students.
To put in practice the different activities that contain the booklet for familiarizing with students.
To engage students to improve listening skill through intensive and extensive strategies.

FEASIBILITY OF THE PROPOSAL

FINANCIAL

The expenses for the elaboration of this project was covered by the authors through their own money.

TECHNICAL

This technique part of this proposal requires audiovisual resources such as projector, speakers, and images which will help for a better acquisition of the English language.

HUMAN

It is feasible according to the researchers because the whole educational community contributed with the elaboration and execution of this project.
DESCRIPTION OF THE PROPOSAL

The booklet that the authors of this project is going to introduce is an extra didactic resource specifically to develop the listening comprehension in order to acquire a new language, learners should be able to understand what they are listening for producing an answer, opinion or comment according to the question. The using of this didactic material is very innovative and practical since students will develop several exercises watching and listening through the projector and speaker at the same time.

On the other hand, the students unconsciously are going to practice listening skill with the goal of developing the comprehension of it. Furthermore, they can gain confidence putting in practice what they have learned outside the classroom in real live, either talking with friends or through social networks. The booklet not only will be helpful but also funny since students and teachers will enjoy the teaching learning process of the English language.

CONCLUSION

The authors of this booklet are sure that applying it in eighth year students at Unidad Educativa “República de Francia”, the learning outcomes will be reflected in a positive way since it is an innovative and interesting way how to teach English.
REFERENCES


Littlejohn, A. (2012). Language teaching materials and the (Very) big


ANNEXE SECTION
ANNEXE ONE DOCUMENTS
Oficio No. 417

Guayaquil, 06 de Diciembre del 2017

MSc.
Larry Torres
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA.
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que una vez revisado y aprobado por segunda ocasión el tema y propuesta de los estudiantes abajo mencionados, ha sido designado Revisor Asesor de Proyectos Educativos.

En esta designación consta el nombre de los estudiantes de la Escuela de Lenguas y Lingüística: ALBÁN SANMARTÍN BLANCA MONSERRATE Y MENDEZ MARTILLO ROONI ALEX

TOPIC: "AUDIOVISUAL RESOURCES IN THE DEVELOPMENT OF LISTENING COMPREHENSION".

PROPOSAL: "DESIGN OF A BOOKLET WITH DIDACTIC ACTIVITIES BASED ON AUDIOVISUAL RESOURCES"

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Ttulación, de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado a la Unidad con el calendario publicado oportunamente.

MSc. Alfonso Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Oficio No. 173
Guayaquil, 11 de Junio del 2018

MSc.
Nery Castillo Bravo
RECTORA DE LA UNIDAD EDUCATIVA "REPÚBLICA DE FRANCIA"
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: ALBÁN SAN MARTIN BLANCA Y MÉNDEZ MARTILLO RONNY, de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la institución que usted acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte.

Le antipo mis reconocimientos.

Atentamente,

MSc. Antonio Sánchez Avila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

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UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN
Guayaquil, 2 de julio del 2018

MSc.
Alfonso Sánchez Ávila
Director de la Carrera de Lenguas y Lingüística
Facultad de Filosofía, Letras y Ciencias de la Educación
Universidad de Guayaquil
Ciudad

De mis consideraciones:

Por medio de la presente tengo a bien informarle que la Unidad Educativa “República de Francia”, acepta con mucho agrado el desarrollo del proyecto de Titulación Educativa por los Sres. Egresados ALBÁN SAN MARTÍN BLANCA MONSERRATE y MÉNDEZ MARTILLO ROONI ALEX; requisito previo a la obtención del Título de Licenciado en Ciencias de la Educación, Mención Lenguas y Lingüística aplicado a los estudiantes de 8vo. Año de Educación Básica.

**TOPIC:** “AUDIOVISUAL RESOURCES IN THE DEVELOPMENT OF LISTENING COMPREHENSION”

**PROPOSAL:** “DESIGN OF A BOOKLET WITH DIDACTIC ACTIVITIES BASED ON AUDIOVISUAL RESOURCES”

De antemano quedo muy agradecida por atención que se sirva dar a la presente.

Muy atentamente,

[Signature]
Dra. Sonia Loor
Rectora (E)
INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

**Tutor:** MSc. Larry Torres
Tipo de trabajo de titulación: Proyecto Educativo
Título del trabajo: RECURSOS AUDIOLINGÜÍSTICOS
Carrera: Lenguas y Lingüística

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URKUND

Urkund Analysis Result

Submitted: 25/05/2019
Submitted By: tionsalabur2010@gmail.com

Sources included in the report:

1. "MYOURKUND.doc" (ID: 005338790)
   PROJECT FOR URKUND CHANGE-EDITOR.doc (ID: 53771538)
   http://miposition.uni.edu/4E7011427.pdf
   http://mehmetin/University/150884/16120.pdf
   https://blinds.com/88844327/09071-nikelsom-1-flash-cards/

Instances where selected sources appear:

88
Habiendo sido nombrado MSc. LARRY TORRES, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por BLANCA MONSERRATE ALBÁN SAN MARTÍN con número de C.I.: 0912051737, y ROONY ALEX MÉNDEZ MARTILLO con número de C.I.: 0915773568 con mi respectiva supervisión como requerimiento parcial para la obtención del título LICENCIADO/A EN CIENCIAS DE LA EDUCACIÓN en la Carrera: LENGUA Y LINGÜÍSTICA.

Se informa que el trabajo de titulación de:

**TOPIC:** “AUDIIVOISUAL RESOURCES IN THE DEVELOPMENT OF LISTENING COMPREHENSION”

**PROPOSAL:** DESIGN OF A BOOKLET WITH DIDACTIC ACTIVITIES BASED ON AUDIOVISUAL RESOURCES

ha sido orientado durante todo el período de ejecución en el programa antiplagio URKUND, quedando el 3%.

MSc. LARRY TORRES VIVAR  
C.C.: 091300434-7  
Consultor Académico
ANNEXE

TWO

PICTURES
THE INSTITUTION

THE DIRECTOR OF THE INSTITUTION
DURING THE SURVEY TO THE STUDENTS

INTERVIEW TO THE ENGLISH TEACHER
TUTORIAL SESSIONS WITH MSc. LARRY TORRES
ANNEXE
THREE
DIDACTIC GUIDE

AUDIOVISUAL RESOURCES FOR TEACHING ENGLISH

AUTHORS: BLANCA ALBAN
ROONY MENDEZ
Activity 1.

Listen to what the woman says:

Peter Nikolo is a very busy man. He is 40 years old and he has eight jobs.

He is a postman, a taxi driver, an accountant, a waiter, a chef, a shopkeeper, a barman, a tour guide and an undertaker.

Also he and his wife, Mary, have a shop and a small hotel.

Listen again and underline the be form and circle the have form.

Complete with the correct form of be and have

Differences between “BE” and “HAVE”

He ___ a Taxi driver

He _____ talent for football

He ____ a Waiter

He and his wife _____ a small hotel

He ___ an Accountant

They ____ a shop
Activity 1a.

Look at the picture and fill in the blanks with the correct verb form. Use **BE** or **HAVE**.

He … a shopkeeper.  
He…..a bicycle.  
He … a taxi driver.

He ………… a rest  
Nikolo ….. A tourist guide  
He …… a Postman

He …………a Barman.  
He .........a Chef.  
They ………..a house
Activity 2.

Actions

Listening the second paragraph and underline the verbs take “s”

Listen again.

Activity 2a.

Listen the following sentences and Tick √ the correct

a) Drink
Mary…… eight glasses of water each day.

b) drinks

a) do
The children ………. their homework

b) does

a) Do
Sophie ………. her homework.

b) does

a) reads
The girl ……..a book.

b) read

a ) drive
Rose …….. A beautiful car.

b) drives
Activity 3.

Listen, and circle Nikolo’s daily routines

Peter Nikolo is a very busy man. He is 40 years old and he has eight jobs. He is a postman, a taxi driver, an accountant, a waiter, a chef, a shopkeeper, a barman, a tour guide and an undertaker.

Also he and his wife, Mary, have a shop and a small hotel.

Peter lives and works in the town of Melnik in the South of Bulgaria.

Only 230 people live in Melnik but a lot of tourists come here every day.

Every weekday Peter gets up at 6 o’clock and makes breakfast for the hotel guests.

At 9:00 he collects the post and delivers it to all the houses in the town.

Then he helps Mary in the restaurant.

In the afternoon he works in the shop and shows the tourists around the town.

He says Mary likes being busy; too. We never have holidays and we don’t like watching television.

In the evening Mary makes supper and I do the accounts.

At 10:00 we have a glass of wine and then we go to bed.

brush teeth, exercise, get dressed, go to school, go to sleep, make lunch, play a game, play soccer, play an instrument, run, study, take a bath, take a shower, take out the trash, talk on the telephone, walk the dog, wash hair, wash hands
Activity 3a.

Daily routines.

The most important activities they do.

Listen again and match in order the right letter to the number.

A  ______  ( 1 ) He helps Mary in the Restaurant.

B  ______  ( 2 ) He works in the shop.

C  ______  ( 3 ) He shows the tourists.

D  ______  ( 4 ) They go to bed.

E  ______  ( 5 ) He gets up at 6:00.

F  ______  ( 6 ) He collects the post and delivers.

G  ______  ( 7 ) He makes the breakfast for the hotel guests.
Activity 4.

Like + mean verb + ing

Use the verb Like with Ing, When you talk about things that enjoy doing.

Example:

Mary likes being busy.

They don´t like watching television.

He likes running in the park.

We like doing exercises.

Rose enjoys teaching English language.

Activity 4a.

Listen and fill in the blanks correctly. Use the verb in (    )

Marc and Sarah often --------- ( go ) to the restaurant because they don´t like ---------------- ( cook )

Marc and Sarah always------------ ( bring ) some wine. They all enjoy--------------- ( eat ) together. Sarah´s Dad doesn´t like wine, he more enjoys, ---------------- ( drink ) beer because

Sarah´s Mum loves ------------ ( cook ), she sometimes -----------------

( invite ) Marc and Sarah for dinner.
ACTIVITY 5.

Prepositions AT and IN

Listen the reading again and color the prepositions at – in.

Peter Nikolo is a very busy man. He is 40 years old and he has eight jobs. He is a postman, a taxi driver, an accountant, a waiter, a chef, a shopkeeper, a barman, a tour guide and an undertaker.

Also he and his wife, Mary, have a shop and a small hotel.

Peter lives and works in the town of Melnik in the South of Bulgaria.

Only 230 people live in Melnik but a lot of tourists come here every day.

Every weekday Peter gets up at 6 o´clock and makes breakfast for the hotel guests.

At 9:00 he collects the post and delivers it to all the houses in the town.

Then he helps Mary in the restaurant.

In the afternoon he works in the shop and shows the tourists around the town.

He says Mary likes being busy; too. We never have holidays and we don´t like watching television.

In the evening Mary makes supper and I do the accounts.

At 10:00 we have a glass of wine and then we go to bed.
Activity 5a.

Listen and complete with the correct preposition *At* or *In*.

1) I want to lose 5 kilogram _____________ (at, in) one month.

2) Could you get me this pants ___________ (at, in) a larger size?

3) She seems to be interested _____________ (at, in) Psychology.

4) I will come to pick you up ___________ (at, in) 2 pm tomorrow.

5) This class will be held _____________ (at, in) six o’clock.

6) He is swimming ________________ (at, in) the river.

7) Juliet goes to school ----------- (at, in) 7 o’clock.

8) There is a spider -------- (at, in) the bath.

9) Please put those apples ------- (at, in) the bowl.

10) Mary studies English -------- (at, in) the afternoon.

11) She leaves from her house ----------- (at, in) 9 o’clock.

12) John is ----------- (at, in) the garden.
I ALWAYS GET UP AT SIX O´CLOCK

Activity 1.

READING

Read and listen to Peter´s typical day.

Peter Typical´s Day.

Peter Nikolo is a very busy man. He is 40 years old and he has eight jobs.

He is a postman, a taxi driver, an accountant, a waiter, a chef, a shopkeeper, a barman, a tour guide and an undertaker.

Also he and his wife, Mary, have a shop and a small hotel.

Peter lives and works in the town of Melnik in the South of Bulgaria.

Only 230 people live in Melnik but a lot of tourists come here every day.

Every weekday Peter gets up at 6 o´clock and goes his first job and makes breakfast for the hotel guests.

At 9:00 first, he collects the post after delivers it to all the houses in the town.

Then, he helps Mary in the restaurant.

In the afternoon he works in the shop and shows the tourists around the town.

He says Mary likes being busy; too. We never have holidays and we don´t like watching television.

In the evening Mary makes supper and I do the accounts.
At 10:00 we have a glass of wine and after, that my wife takes a shower and washes her teeth and I too, finally we go to bed.

**Activity 2.**

**COMPREHENSION**

Match the sentences with the pictures

1. He is a waiter

2. He and his wife have a small hotel.

3. He is a taxi driver.

4. He is an accountant

5. He is a postman.
Activity 3

PRONUNCIATION

The pronunciation of “S” and “ES”

A. Listen and repeat.

/ S /         / Z /       / IZ /

Wake  goes  watches
Works lives brushes

B. Listen and circle the verbs with the / Z / or / IZ / sound.

1. Peter lives and works in the town of Melnik in the South of Bulgaria.

2. Every weekday Peter gets up at 6 o’clock and goes his first work and makes breakfast for the hotel guests.

3. At 9:00 he collects the post and delivers it to all the houses in the town.

Then he helps Mary in the restaurant.

C. Listen again and read.

1. Peter lives and works in the town of Melnik in the South of Bulgaria.

2. Every weekday Peter gets up at 6 o’clock and goes his first work and makes breakfast for the hotel guests.

3. At 9:00 he collects the post and delivers it to all the houses in the town.

Then he helps Mary in the restaurant.
Activity 4.

Daily routines

A. Listen and Number the activities from 1 to 10 according your routine on school days.

____ go to school

____ get up

____ take a shower

____ do homework
_____ eat breakfast

_____ brush my teeth

_____ wake up at 6:00 o’clock

_____ watch TV.

_____ go to bed at 10:00 pm.

_____ get home from school

_____ get dressed

_____ comb my hair
Activity 5.

Sequence words

First, I wake up. Then, he makes breakfast. After that, he collects Post. Next, he deliver it. Finally, he and his wife go to bed.

A. Listen and underline the sequence words.
   Every weekday Peter gets up at 6 o’clock and goes his first job and makes breakfast for the hotel guests.
   At 9:00 first, he collects the post after delivers it to all the houses in the town.
   Then, he helps Mary in the restaurant.
   In the afternoon he works in the shop and shows the tourists around the town.
   He says Mary likes being busy; too. We never have holidays and we don’t like watching television.
   In the evening Mary makes supper and I do the accounts.
   At 10:00 we have a glass of wine and after, that my wife takes a shower and washes her teeth and I too, finally we go to bed.

B. Write the sequence words.

C. What punctuation use after some sequence words, draw it?
Listen and complete the song

WAKE UP! DAILY ROUTINES SONG

Alright, alright. ------- we go.

I wake up. I wake up.
I wake ----- I wake up.

I wash my ------- I wash my face.
I wash my face. I wash ---- face.

This is what I do when I wake up in the morning.
This is ------- I do when I wake up.

I brush my ------- I brush my teeth.
I brush my teeth. I brush my teeth.

I comb my hair. I ------- my hair.
I comb my hair. I comb my hair.

This is what I do when I wake up in the morning.
This is what I do ------- I wake up.

I eat breakfast. I eat breakfast.
I eat breakfast. I eat--------------.
I go to school. I go to school.
I go to school. I----- to school.

This is what I do when I wake up in the morning.
This is what I ------ when I wake up.

I wake up.
I wash my face.
I brush my ------.
I comb my hair.
I eat breakfast.
I go ----- school.

Alright, alright, alright, alright, alright, alright.
Alright, alright, alright, alright.
Activity 1
COMPREHENSION
Match the sentences with the pictures

1.- He is a waiter

2.- He and his wife have a small hotel.

3.- He is a taxi driver

4.- He is an Accountant.
Activity 4
DAILY ROUTINES
A. Listen and Number the activities from 1 to 10 according your routine on school days.

_____ go to school

_____ get up

_____ take a shower

_____ do homework

_____ eat breakfast

_____ brush my teeth

_____ wake up at 6:00 o’clock

_____ watch TV
Activity 4

DAILY ROUTINES

A. Listen and Number the activities from 1 to 10 according your routine on school days.

- go to bed at 10:00 pm.
- get home from school
- get dressed
- comb my hair

Have lunch
play volleyball
I always get up at six o’clock.

Reading

Read and listen to Peter’s typical day

Peter’s typical day

Peter NIKOLO is a very busy man. He is 40 years old and he has eight jobs.

He is a postman, a taxi driver, an accountant, a waiter, a chef, a shopkeeper, a barman, a tour guide, and an undertaker.

Also he and his wife Mary have a shop and a small hotel.

Peter lives and works in the town of Melnik in the south of Bulgaria.

Only 230 people live in Melnik but a lot of tourists come here every day. Every weekday Peter gets up at six o’clock and goes to his first job and make breakfast for the hotel guests.

At 9:00 first, he collects the post after delivers it to all the houses in the town.

Then, he helps Mary in the restaurant.

In the afternoon he works in the shop and shows the tourists around the town.

He says Mary likes being busy, too. We never have holidays and we don’t like watching television.

In the evening Mary makes supper and I do the accounts. At 10:00 we have a glass of wine and after that my wife takes a shower and brushes her teeth and I too. Finally we go to bed.
Sequence is the order in which events happen.

Certain words can be sequence clues.
Time-Order Words

first, next, then, after, finally

primero, siguiente, luego, después, finalmente

Time-Order Expression

in the morning, after that, later that day, two week later

en la mañana, después de que, más tarde, dos semanas más tarde
Other Time Words
Otras Palabras de Tiempo

Yesterday  ayer
Saturday  sábado
April  abril
Winter  invierno

EXERCISES
Sequence Words
Write the order she used to make the sandwich.

Susan made a peanut butter and jelly sandwich .........., she spread peanut butter on one slice of bread .........., she spread jelly on one slice of bread .......... spreading the jelly on, she put the two slices of bread together .........., she ate it. It was delicious!
Simon wants to tell a friend what he does in the morning before going to university.

Put Simon’s morning in order:

First, I get out of bed.

After, I get dressed.

Next, I eat breakfast.

Finally, I brush my teeth.

Then, I get on the bus and go to university.
Regular Verbs

Pronunciation of \(-ES\) endings

\(/s/ \) or \(/z/ \) or \(/iz/\)

**FUENTE: AuthorStream**

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<th>Words that end in (-S) and (-ES) have three different pronunciations: (/s/, /z/ and /iz/)</th>
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</table>
| (a) **seats** = **soat/s/**  
  **ropes** = **rope/s/**  
  **backs** = **back/s/**  
  **Final** \(-s\) is pronounced \(/s/\) after voiceless sounds  
  **Examples of voiceless sounds:**  
  "\(t\), "\(p\), "\(k\)" |
| (a) **seeds** = **seed/z/**  
  **robes** = **robe/z/**  
  **bags** = **bag/z/**  
  **sees** = **see/z/**  
  **Final** \(-s\) is pronounced \(/z/\) after voiced sounds  
  **Examples of voiced sounds:**  
  "\(d\), "\(b\), "\(g\), "\(ee\)" |
| (c) **kisses** = **kiss/z/**  
  **mixes** = **mix/z/**  
  **prizes** = **prize/z/**  
  **dishes** = **dish/z/**  
  **catches** = **catch/z/**  
  **edges** = **edge/z/**  
  **Final** \(-s\) and \(-es\) are pronounced \(/iz/\) after the sounds of:  
  "\(s\), "\(x\), "\(z\), "\(sh\), "\(ch\), "\(ge\) /"\(dge\)"  
  **The \(/iz/\) sound adds a syllable to the word**  
  **All words in (a) and (b) are one syllable and the words in (c) are two syllables** |
Directions: Listen to the pronunciation of each word. After each word is spoken, rewrite the word using /s/, /z/ or /iz/ as its ending to denote the proper pronunciations.

1. cats __cat /s/__
2. feeds __feed /z/__
3. matches __match /iz__
4. hates __________
5. loves __________
6. lids __________
7. sleeps __________
8. robs __________
9. trips __________
10. grabs __________
11. wishes __________
12. guesses __________
13. books __________
14. occurs __________
15. fixes __________
16. songs __________
17. pages __________
18. unlocks __________
19. fills __________
20. asks __________
21. sniffs __________
22. arranges __________
23. sings __________
24. relaxes __________
25. rises __________
26. laughs __________
27. days __________
28. agrees __________
29. asks __________
30. judges __________

Answers
<p>| 1. cats | cat /s/ |
| 2. feeds | feed /z/ |
| 3. matches | match/iz/ |
| 4. hates | hate /s/ |
| 5. loves | love /z/ |
| 6. lids | lid /z/ |
| 7. sleeps | sleep /s/ |
| 8. robs | rob /z/ |
| 9. trips | trip /s/ |
| 10. grabs | grab /z/ |
| 11. wishes | wish /iz/ |
| 12. guesses | guess /iz/ |
| 13. books | book /s/ |
| 14. occurs | occur /z/ |
| 15. fixes | fix /iz/ |
| 16. songs | song /z/ |</p>
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Pages /iz/  
Unlock /s/  
Fill /z/  
Ash /iz/  
Sniff /s/  
Arrange /iz/  
Sing /z/  
Relax /iz/  
Rise /iz/  
Laugh /s/  
Day /z/  
Agree /z/  
Ask /s/  
Judge /iz/