UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION
SCHOOL OF LANGUAGES Y LINGUISTICS

EDUCATIONAL PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR OBTAINING THE
ENGLISH LANGUAGE AND LINGUISTICS DEGREE

TOPIC:
The Influence of Pre-listening Activities in the Listening
Comprehension.

PROPOSAL:
Design of a System of Pre-listening Exercises

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Tengo a bien informar lo siguiente:

Que la señorita SALAZAR MORAN EVELYN LISSETTE con C.I 095362535 diseñó el proyecto educativo.

Con el tema: THE INFLUENCE OF PRE-LISTENING ACTIVITIES IN THE LISTENING COMPREHENSION.

Propuesta: DESIGN OF A SYSTEM OF PRE-LISTENING EXERCISES.

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

La participante satisfactoriamente ha ejecutado las diferentes etapas constitutivas del proyecto, por lo que procedo a la APROBACIÓN del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondientes.

Atentamente,

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EDUCATIONAL PROJECT

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PROPOSAL: DESIGN OF A SYSTEM OF PRE-LISTENING EXERCISES.

APPROVAL

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EQUIVALENTE A: _________________

TRIBUNAL

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DEDICATION

I dedicate this project to my family, especially to my mother who has always supported me with my studies and gave me her unconditional love and help in every moment of my life. This is also dedicated to all my friends who told me to do this work and to my favorite singers.

Evelyn Lissette Salazar Moran
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First of all, I want to thank God for making me a strong woman in this process since I started the university despite all adversities I have gone through to study this career.

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Evelyn Lissette Salazar Moran
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Influencia de las actividades de pre-escucha en la comprensión auditiva. 
Diseño de un sistema de ejercicios de pre-escucha.

Investigador: Salazar Moran Evelyn Lissette 
Tutora: MSc. Sara Anaguano Pérez

RESUMEN

El presente proyecto educativo se basa en resolver el problema que se evidenció en los alumnos de décimo año, paralelo "B" de Educación General Básica de la Unidad Educativa "Francisco Huerta Rendón" en el periodo lectivo 2019 - 2020, en el que se observó una insuficiencia en la habilidad de la escucha. Este proyecto tuvo el propósito de determinar la influencia de las actividades previas a la escucha en el desarrollo de la comprensión auditiva en la clase de inglés. Para ello, se realizó un estudio donde se encontraron las variables del problema que fueron analizadas y desarrolladas teóricamente a través de los antecedentes históricos, los fundamentos teóricos y legales, y también el contexto de la investigación. Además de los diferentes métodos y técnicas, también se utilizaron los instrumentos que fueron: la entrevista al profesor y la encuesta a los alumnos que revelaron la condición real de los estudiantes en dicha habilidad. Con el análisis de los resultados, se consideró que la creación de un sistema de ejercicios de pre-escucha ayudaría a mejorar la compresión auditiva, ya que permite activar el conocimiento de los estudiantes para que sean más efectivos al realizar un ejercicio de escucha.

Palabras claves: comprensión auditiva, habilidad, pre-escucha, sistema de ejercicios
The influence of pre-listening activities in the listening comprehension. Design of a system of pre-listening exercises.

Researcher: Salazar Moran Evelyn Lissette
Advisor: MSc. Sara Anaguano Pérez

ABSTRACT

The present educational project is based on solving the problem that was evidenced in the students of tenth year, room “B” of General Basic Education from Educational Unit “Francisco Huerta Rendón” in 2019 - 2020 academic year, in which it was noticed an insufficiency in the listening skill. This project had the purpose to determine the influence of pre-listening activities in the development of listening comprehension in the English class. For that, it was made a study where it was found the variables of the problem that were analyzed and developed theoretically through the historical background, the theoretical and legal foundations, and also the context of the research. Besides the different methods and techniques, it was also used the instruments that were: the interview to the teacher and the survey to students, which revealed the real condition of students in this skill. With the analysis of the results, it was considered that the creation of a system of pre-listening exercises would help to improve the listening because it allows to activate student’s knowledge for make them more effective when doing a listening task.

Keywords: listening comprehension, skill, pre-listening, system of exercises
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## ABSTRACT (150-250 WORDS)

The present educational project is based on solving the problem that was evidenced in the students of tenth year, room “B” of General Basic Education from Educational Unit “Francisco Huerta Rendón” in 2019 - 2020 academic year, in which it was noticed an insufficiency in the listening skill. This project had the purpose to determine the influence of pre-listening activities in the development of listening comprehension in the English class. For that, it was made a study where it was found the variables of the problem that were analyzed and developed theoretically through the historical background, the theoretical and legal foundations, and also the context of the research. Besides the different methods and techniques, it was also used the instruments that were: the interview to the teacher and the survey to students, which revealed the real condition of students in this skill. With the analysis of the results, it was considered that the creation of a system of pre-listening exercises would help to improve the listening because it allows to activate student's knowledge for make them more effective when doing a listening task.

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INTRODUCTION

In today’s world, it is important to learn the English language because it is able to open doors and give opportunities in a near future, since it is one of the most spoken languages around the world. For this reason, students of our country should have the level stipulated in the National Curriculum in order to communicate and understand it. However, when learning a language, there will always be flaws in this process. Therefore, this research project was carried out with the students of tenth year “B” from Educational Unit “Francisco Huerta Rendón” that present a low level in one of skills, the listening comprehension. One of the main causes found in this research was the lack of implementation of the stages of listening activities, especially the most important for the activation of student’s knowledge, the pre-listening. For that, this investigation seeks to improve this skill through a solution proposed by the author of this thesis.

This project is divided in four chapters, which are detailed as follows:

Chapter I: The problem: it describes the research problem, formulation of the problem, General and specific objectives, research questions and the justification.

Chapter II: Theoretical Framework: it contains the background of the study, theoretical and legal foundations, and the contextual framework.
**Chapter III:** The Methodology: it includes the methodological design, types of the research, the operationalization of the variable matrix, population and sample, research methods, techniques, instruments and the analysis and interpretations of the results of the survey to students and the interview to the teacher.

**Chapter IV:** The proposal: it contains the title, justification, general and specific objectives, theoretical aspects, feasibility, the description, proposal: Design of a system of pre-listening exercises, conclusions and recommendations.
CHAPTER I

THE PROBLEM

1.1 CONTEXT OF THE RESEARCH

This research project is focused on the students of tenth year, room “B” from Educational Unit “Francisco Huerta Rendón” in 2019 – 2020 academic year that is located in the province of Guayas, in the north of Guayaquil canton, Tarqui neighborhood, specifically in Raúl Gómez, Las Aguas and Juan Tanca Marengo avenues.

This high school belongs to the University of Guayaquil and it was created as a part of a project of the Faculty of philosophy, Letters and Science of Education. It was founded on may, 1997 with a population of 89 people between teachers, students and the authorities. Over the years, since the creation of this institution, it has changed in many aspects either in its infrastructure and the quality of its education. Now, it has 1.900 students approximately, distributed in two shifts: morning and afternoon.

1.2 RESEARCH PROBLEM

It was made an initial observation phase in order to identify the problem that affects the students in one of the skill of the English language subject. Therefore, based on a diagnosis to determine the level of listening comprehension according to the standards established and proposed by the Ministry of Education operated by the Common European Framework of Reference, level A2.1, the existence of insufficient listening comprehension was evidenced since students presented difficulties in the understanding of phrases and frequent expressions, as well as the interpretation of main ideas, and clear and brief
messages. For that reason, listening strategies must be integrated to help students to have a better performance in this skill. Thus, the conflict situation is the listening comprehension.

The scientific fact is established as follows: Insufficient listening comprehension of the English language in the students of tenth year, room “B” of basic general education from Educational Unit “Francisco Huerta Rendón” in 2019 - 2020 academic year.

Among the main causes observed; on one hand, it was found the inadequate didactic orientation and lack of use of the stages in a listening activity. On the other hand, it was diagnosed little use of warm-up activities before listening exercises, which it is consider one of the most important and essential processes for the activation of knowledge in order to achieve meaningful learning. As a result, the independent variable is pre-listening activities.

1.3 FORMULATION OF THE PROBLEM

How do pre-listening activities influence in the listening comprehension of the students of tenth, room “B” year of general basic education from Educational Unit “Francisco Huerta Rendón” in 2019 – 2020 academic year?

1.4 OBJECTIVES OF THE RESEARCH

1.4.1 GENERAL OBJECTIVE

To determine the influence of pre-listening activities in the development of listening comprehension through bibliographical, field and statistical research in order to develop a system of pre-listening exercises.
1.4.2 SPECIFIC OBJECTIVES

1. To value pre-listening activities through bibliographical, field and statistical research.
2. To analyze listening comprehension through bibliographical, field and statistical research.
3. To design a system of pre-listening exercises through the interpretation of theoretical and empirical data obtained.

1.5 RESEARCH QUESTIONS

1. What is the situation of the students of the tenth year, room “B” general basic education from Educational Unit “Francisco Huerta Rendón” in the development of the listening comprehension?
2. Do pre-listening activities influence the development of listening comprehension?
3. Will a System of pre-listening exercises improve listening comprehension?

1.6 JUSTIFICATION

Nowadays, speaking of the English language is to refer to a universal language, a requirement of a professional nature, it is basically a tool that allows communication within the globalized world in which we live. It has a vital and essential importance when taking a position in a growing and futuristic society. For that, it is important to learn this language; nevertheless, it is not easy, since learners will always have difficulties in any of the four skills that constitute the Curriculum.
According to the Common European Framework of Reference (CEFR), taking as a reference the basic level A2, users must be able to understand phrases and vocabulary on topics of personal interest, as well as to capture the main idea of brief, clear and simple messages. However, this goal is not always achieved, that is why listening strategies must be applied in order to help to develop it.

As stated in the results of the students of tenth year, room “B” of General Basic Education from Educational Unit “Francisco Huerta Rendón” in 2019 - 2020 academic year, the insufficiency in the listening skill has been noted, due to the little use of warm-up activities before working the listening comprehension that are the adequate ones to prepare the students, helping them to activate the knowledge and generate interest in order to be listeners more effective in the different real life situations.

The National Curriculum Guidelines indicate that the level proposed to be reached during this cycle is A2.1 (BASIC USER), in which the student is able to fulfill a series of abilities and skills. However, the results of this study demonstrate the opposite, not complying with the stipulated requirements. For that reason, this investigation will favor and help both teachers and students, being the direct beneficiaries, through the creation of a system of pre-listening exercises that will not only aid the development of the listening comprehension, but also seek the implementation of the stages of a listening activity, achieving an improvement of teaching of this skill.
CHAPTER II
THEORETICAL FRAMEWORK

2.1. BACKGROUND OF THE STUDY

For years, listening comprehension was not considered an important skill when teaching a language, it was completely ignored because for teachers it was more important just to teach the vocabulary. However, little by little it has been changing through the implementation of different strategies and stages of the listening process in order to help develop it.

The researcher Joseph A. Wipf (1984) presents listening as a complex part of learning a foreign language. He mentions that this ability is even more difficult to master than speaking, since to understand what the learner is listening he must sharpen his hearing and decode the information.

Stephen Krashen (1996), conducted an investigation focused on listening, in which he proposes narrow listening as a new strategy so that students of a foreign language can develop this ability more easily. The important factor of this research is that it emphasizes the previous information that the students know, so that they can establish a connection with the dialogues that they hear for the first time and reach a greater level of understanding.

According to Nunan (1998), listening began to have a more significant role in the 1990s, where diverse researches showed that this skill has great importance in learning a foreign language. It can be said that this is the birth of listening as a macro skill, since from this decade, language teachers began to look for appropriate strategies for its correct development.
The researcher Michael Rost (2002), states that for students who are surrounded by a teaching-learning context where the use of the foreign language predominates as a communication link, it is essential that they learn to understand what they are listening to. Teachers should be aware that they have the task of giving proper guidance on how to listen, so that their students can acquire information effectively, so that they can adjust their hearing to the new language.

For Córdoba, Coto and Ramírez (2005), most listening materials have their own characteristics and have their established linguistic objectives. To comply with these objectives, it is pertinent to apply listening strategies, which will allow students to receive specific details of the audio they heard.

Literacy GAINS (2008), mentions that for a better understanding of listening it is necessary to activate students' prior knowledge, so that while they are listening they can make relationships with words they have learned previously. Although this strategy does not help to understand one hundred percent of what they hear, it is sure that it greatly increases the capacity for understanding that they will have.

Later, researchers Nation and Newton (2009), indicated that listening is like a bridge for learning a new language. Students who are able to hear and understand a conversation in a different language can say that they have mastered one of the most difficult skills. However, if a student does not understand what he hears, it is difficult for him to give a point of view on the subject. That is why this research highlights the relevance that listening has in the communication process.
The researcher Králové (2012), suggests that listening should be taught taking into account its stages of development. The researcher emphasizes the pre-listening stage, which is the basis of the others, if it is not developed properly, the students will not be able to perform effectively in the remaining two stages (while listening and post-listening). The research also mentions that the vast majority of teachers use keyword teaching, short conversations about the topic and predictions using figures as effective pre-listening strategies. In the same year, two researchers in Edinburgh, Lynch and Anderson (2012), present listening as a skill that must be actively worked on, making a difference from the past, where it was considered a passive skill.

An article from the University of Kazan focused on the teaching of listening, suggests that this skill has inadequacies in its development, and represents a communication problem for students of foreign languages. It also mentions the importance of the use of methodologies, what they call language pedagogy. (Khuziakhmetov & Porchesku, 2016)

Molavi and Kuhi (2018), affirm that there is no single a type of effective pre-listening strategies. There are factors, such as the age of the apprentices and the level of proficiency in the foreign language they possess, that allow the teacher determine the appropriate strategies that will be used with a certain group of students. For these researchers, it is important that teachers dedicate time to research, so that they can make right decisions when choosing strategies to apply for their students.

Taking into account the previous studies of the variables, it is essential to highlight the importance of a correct development of listening, since in this way
students will be able to reach the output profile with which they must finish at their different levels in which they find themselves.

Having reviewed the state of the variables, it can be said that the research is ready to present its next phase.

2.2 THEORETICAL FOUNDATIONS

2.2.1 Philosophical Foundation

Philosophy as part of education is a tool that allows analyzing the various phenomena that occur in the minds of students during the teaching-learning process and how they influence its positive or negative development.

In recent years, the educational philosophy is the primary instrument that must be taken into account for a correct teaching. Lozano (2012), affirms that there is an intimate relationship between philosophy and education. The growing need to develop philosophical thinking in the educational process has been the basis of different studies in this field, in order to update the forms of education that have become obsolete over time.

Within the educational philosophy is the educational axiology, as a tool to promote values in teaching. When learning a different language all students must comply with certain human values, such as moral values and social values. It is important that the teacher promotes values such as respect, companionship, solidarity, honesty, patriotism, among others. The objective of the educational philosophy is that all students reach a critical and reflective thinking of what they learn, and by themselves evaluate as good or bad the arguments they can find throughout the learning process.
In listening it is important to know how to listen, that is to show respect for who is in the front. If a student does not respect their teacher and does not listen to the explanation, it is very likely that they will fail their lessons. The action of listening involves paying due attention to the speaker, listening to each word in order to respond if necessary. That is why it is important to know that in these small tasks the role of educational axiology is present.

Listening is part of our daily life, that is, a part of the reality of the human being. That is why, from the philosophical perspective, it is a natural part that must be developed in conjunction with other beings. In the case of the learning of a new language, this skill needs to be present as a tool for liaison with other people and their form of communication.

Teaching a foreign language means teaching an aspect of a different society, the axiology within education aims to inculcate the values that the world has been losing over the years. The fact of learning a foreign language is more than just learning to express yourself and communicate. Teachers should know that language can create a society of values, respect for others. (Zerkina, Lomakina, & Kostina, 2015)

What the human being learns is what he should practice, and if the education he receives is positive, the philosophy will have fulfilled its role in the formation of entirely ethical and moral citizens.

Formerly, passive agents were considered those who only listened, but with the investigation of the mental and philosophical processes it has been shown that listening is a complete skill that has its own characteristics to develop.
Students of foreign languages are the ones who most discover the philosophy of listening or also called the art of listening. Fairfield (2018)

Listening has the same importance as speaking, both skills are linked and you can not underestimate any of them, since together they form a whole that allows communication between two or more people. The attention at the moment of listening is the key to formulate a reflective thinking about what others are talking about. Listening is not limited to passivity, it is a complex activity and needs an active mind to capture the information. In a few words, it can be said that listening is learning.

Within the philosophy is metaphysics, which deals with the study of the human being at the level of thought, principles and all intangible things that have to do with the process of the mind of a being. As an aid to the teaching and learning process, the ontology of language is born, which focuses on the processes of interpretation of human beings as linguistic beings. The interpretation is basic to the listener, it is not simply understanding the literal meaning of what someone says, but focusing the mind towards a new perspective based on the information that is obtained from listening.

After an analysis of the educational philosophy, it can be stated that philosophical thought is present in the process of learning the foreign language, as a way to complement human action by the art of knowing.

2.2.2 Psychological foundation

Psychology focuses on the study of mental processes, perceptions and the way of behaving of the human being. Its sub discipline, the educational
psychology is not so different, since its field of study as its name says is located in the educational context. The goal of educational psychology is to improve the way it is taught, taking into account the way in which students learn.

From its beginnings, educational psychology was devoted to observe the development of students in the classroom. The Psychologist Edward Thorndike was the first to write deeply on educational psychology. In its early years, educational psychology focused on learning behaviors, and seeing how such behaviors favored or not the teaching-learning process. In the year 1970, the study of psychology shows a deeper approach, it is not limited to the study of observable behaviors in the students, but it presents the cognitive development, creating a close relationship of the levels of consciousness and the way of learning. Woolfolk (2010)

Currently, educational psychology is still part of the teaching curriculum, seeking to strengthen the strategies and methodologies that are applied in students. A part of educational psychology is to prepare students to solve problems, develop a part of the mind that leads them to think about the most appropriate options in decision making. It is important to mention that the student’s psychology is not the only one at play, within the classroom the psychological part of the teacher is also running. To learn to listen in a foreign language, you must first prepare the mind for what is going to be heard, that is, activate the part of the brain that focuses on listening and analyzing the information. This whole process may seem simple, but it is a complex task if the student does not prepare psychologically.
Within the psychology of learning it is also necessary to mention Gardner’s multiple intelligences. This psychologist lists seven intelligences that people possess, and each person develops a certain type of intelligence or sometimes two. Gardner (2010) mentions interpersonal intelligence, which stands out for the ability to understand or relate to others.

In listening, it is necessary to work on this intelligence, since it helps students of a foreign language to interpret not only the behavior of others but their way of expressing themselves and communicating, it helps to extract specific information to be able to maintain the main idea of the topic. Although not everyone develops this type of intelligence, the human being who is in contact with other beings of his species, learns to relate and understand one way or another. In theory indicates that this intelligence can be developed in the classroom, so that the student can better understand the way of expressing their classmates and teachers when they express their ideas or opinions.

The stages of Piaget's cognitive development are one of the most important theories to be mentioned as part of the psychological foundation. As Valdes (2014) points out in his study, of the four stages or stages, during the first stage known as sensory-motor, the child learns only by hearing and seeing. Starting from this theory, the importance of listening can be proven.

Developing the ear in a foreign language is equivalent to this first stage. If a student begins to understand what he hears, it will be easier for him to even develop the counterpart of listening, such as speaking. Furthermore, analyzing Piaget’s theory, it can be said that the logical part begins to develop even before the child acquires full command of language.
Alvarez, Iborra, Cordoba y Gomez (2016), talk about the psychology of language, which focuses on the study of compression and the development of human language, also called psycholinguistics. From the perspective of the psychology of language, students must assimilate the knowledge they possess to be able to create hypotheses or expose clear ideas on a given topic.

Psychology is present in every field of education that leads the student to interpret information. It should be mentioned that hearing and listening are two different things, hearing does not imply paying real attention to the speaker, because a person can hear something unintentionally, while listening involves a process of intentional preparation to capture specific ideas. That is why from the psychological point of view, a student must coordinate his mind and hearing to listen, otherwise he cannot perform as he should.

2.2.3 Pedagogical-Didactic Foundation

The strategies and methodologies in the educational field are the tools that allow to fulfill the proposed educational objectives. For each subject there are different methodologies and strategies that have been designed effectively, but that does not mean that they are effective over the years, which is why it is important to innovate or create new ways of teaching.

The teaching of listening also consists of strategies and methodologies that have been designed according to its specific characteristics that need to be worked on. The ability to listen is essential for the students’ learning, something that they have to develop even in their mother tongue, that way when they learn a foreign language, they will have bases on how to listen.
In order for students to know how to listen, the teacher must have at hand adequate strategies and methodologies to work on that skill, and sometimes it is not enough just to have them but also how to apply them. The incorrect use of the same could generate obstacles in the learning of the students, since this influences the pedagogy of the teacher, who must be methodologically trained to be able to fulfill his role as teacher and make the student achieve the skill as he should be.

According to Wallace, Stariha and Walberg (2004), with appropriate strategies students learn to be selective with the information they hear, to discard elements that are not significant and focus on relevant details that will give them an idea of what is really heard in the audio.

Mato (2011) also affirms that the correct didactic pedagogical practice helps that the teaching and learning process of a foreign language be more effective, because it gives students methods, strategies and new possibilities to achieve language proficiency.

It is not correct for teachers to qualify as obsolete a strategy if it does not work with a certain group of students because is necessary to know that there are methodologies and strategies designed not only to the needs of the students but also to their ages, for this reason teachers must know how to select from a range of strategies, which is the most effective for their students. There are also strategies according to the level of complexity in which students develop, this means that strategies that work for students who start studying a foreign language may not be effective for students who have already advanced some levels of learning.
From a pedagogical didactic perspective, the teaching of English requires strategies that transcend those that are normally known. According to the study of Hernandez (2014), to learn a foreign language, students need practical approaches that allow students to develop their receptive abilities. The listening is characterized by the reception of information, which means that to teach this skill, the teacher must know the processes that must be done before and after the students hear a dialogue in the foreign language.

Cossio (2014) affirms that the quality of education is measured by the level of pedagogy that teachers handle. The innovation of education must create teachers capable of creating strategies and methodologies using contemporary tools, such as technology, which allows a direct approach to a foreign language. Teachers must understand that they cannot use the same strategies that were used in previous decades.

Houston (2016) shows how to teach the three stages of listening, the first is known as pre-listening, the second as while listening and the last post listening. The pedagogy and the didactics help the teachers to create strategies to work each stage correctly. During the first stage, the strategies must be focused on activating the student's knowledge, on creating a firm base on which the next stage will be based. The application of these strategies cannot be taken lightly, because if the first stage is not developed as it should be, the next two stages will not be valid and the students will not achieve the objectives set for this skill.

Among the pre-listening activities, it is mentioned that the teacher must generate an interest in students to listen because a student interested in listening
is more efficient than the one who only listens by obligation, but for that, there are different types of pre-listening activities that are for:

**Activating Prior Knowledge:** It allows to activate the students’ knowledge of what they already know, and it also prepares students for the next topic they will listen. Currently, these types of activities have become more frequent due to their effectiveness, since student’s feedback what they have learned and link it with new content.

**Acquiring Knowledge:** It allows to provide knowledge to students about the topic in order to deal with listening in an easy way. The development of this type of activities gives a previous content and establishes the specific guidelines for what students are about to hear.

**Activating Vocabulary:** It allows to activate topic knowledge in order to be prepared in the listening exercise. Each listening theme has a specific vocabulary, which is according to the level of the students. It is necessary to activate the vocabulary already known so that the subject to be heard is easier to understand. In addition to activating the vocabulary, it gives students confidence when they listen, since they have a certain notion of what the topic will be about.

**Generating Interest:** It allows to motivate students in order to generate interest, engage them into the topic and make them more willing to listen. If there is no interest of the students to listen, it is hard to perform a good practice of the skill. The activities of this type are focused on the motivation of the students and much of the effectiveness of this strategy has to do with the teacher, since he
must choose specific activities that encourage students to be attentive to the audios.

**Predicting Content:** It allows the student to be able to predict information of what they are going to listen. If a student hears a phrase or word of importance, he can make predictions of what he will hear after it. These types of activities are designed for students to create hypotheses of the possible points to be treated in the development of the listening activity.

**Pre-Learning Vocabulary:** It allows to know the meaning of unknown words or new vocabulary of the listening. Pre-learning vocabulary activities are essential when the topic to be heard is new and brings words that students do not know, so they can more easily understand the statements that will be mentioned in the listening exercise.

Teacher training plays an important role when teaching a foreign language, a teacher who only knows the language is not qualified to develop the language skills because he does not know the methodologies that are necessary in the process of teaching learning. According to Castro (2016), an English teacher must be prepared directly to teach the subject, in this way he will be able to face the complexities that are presented in each of the skills of the English language.

Paranapiti (2018) points out the importance of strategies to work the pre-listening stage, so that students are ready to listen for specific details. It also mentions the use of metacognitive strategies, since listening involves cognitive processes, so strategies that take into account these processes and work them in the best way are needed.
A good pedagogy accompanied by a good command of the didactic can make a complex task such as listening becomes easier for students, who are subjects in which the various methods, techniques and strategies that are developed are applied over the years, in order that the teaching-learning process be positive for them.

2.2.4 Sociological Foundation

In a general way, sociology has as object of study the society, its behaviors and customs that are developed over the years. It also seeks solutions to problems that arise within society and once identified can propose appropriate solutions for the welfare of all individuals.

The sociology of education is a branch of sociology that aims to study social phenomena in the educational context. The problems that are generated within the classrooms can cause the students to fail in the achievement of their study objectives. That is why the educational sociology looks for specific solutions that can be applied in the educational context by creating an environment in which students feel comfortable during the teaching-learning process.

Pereda y Neto (2014), suggest that education itself is part of a social process that must be treated adequately. The education that students receive in the classroom is essential for development as independent individuals within the social context in which they live.

Nowadays, English is an important part in the development of the individuals that make up the different societies of the world. The study of English
as a foreign language has become part of education in most countries worldwide because for all governments it is seen as an opportunity for the social development of a nation.

According to Reddy (2016), every time there are more people who start studying English as a foreign language because they see it as an opportunity for economic growth. Mastering the language gives them the opportunity to communicate with more people and do business on a larger scale than usual.

Within the social sphere, individuals need to communicate in order to understand each other, so that listening and speaking are the primary skills they must handle. The information cannot be acquired if the listener does not understand what the speaker expresses. The ability to listen as well as to speak is very important for an individual. If a person does not understand what he hears, he cannot cope with this situation, there is no communication without listening.

Yavuz (2017) suggests that listening ability is necessary for language learning and for the holistic development of the student. It is essential to know that within society people learn by listening, one thing is for sure that while they are not talking they are listening. This ability does not stop working in the classroom, students who study foreign languages know this more than anyone else. They start looking for content directly in the foreign language they need to master, in this case English. This from the sociological point of view is a mixture of cultures, since the language is part of a culture, that is to say the students are involved in a different culture in which they have grown up.

In the classroom where a foreign language is the medium of communication, the context becomes different and students must learn to listen.
The members of this small society inside the classroom, are the students and the teachers. Sociology becomes important in the study of the variables of the present project, since it allows to know the impact that the teaching of listening has on the individuals who will use this foreign language to communicate.

### 2.2.5 Linguistic Foundation

Linguistics is the study of language from its basic form, aims to explain its origin and evolution over the years. Through this it is possible to know the characteristics of a language to study them in a more detailed way. Within the linguistics there are different branches that focus on the study of an aspect of the language.

In the development of this project it is necessary to mention two of the branches of linguistics, phonetics and phonology, which are destined for the study of sounds. The first one is responsible for the production of sounds, their transmission and reception, while the second one tries to distinguish the differences or similarities of the phonemes that make up a language.

To master listening skill it is necessary to know the types of listening. Thaker (2008) mentions six types of listening, among them is the discriminative listening, which focuses on distinguishing the different sounds, according to this researcher people cannot understand what they hear if they cannot distinguish the difference of sounds. The evaluative listening is also mentioned, which is focused on getting students to be critical of what they hear, but to be critical they must first understand what they are listening to. Students cannot emit statements of something they did not understand. This is why for this kind of listening, a previous exercise is needed, and it means that is necessary to work pre-listening
activities, so that students have guidelines on how to accumulate information necessary to give an opinion. It is also important to mention a last type known as relationship listening, which is based on making comments with words that the students already know. In this type of listening, the need for a review of the vocabulary before listening to an audio is key so that students have something to relate to what they hear.

According to Saber and Maleki (2015), problems can arise in listening when students cannot distinguish one sound from another, therefore they can pick up the wrong message. For this it is necessary for teachers to teach students that each language has words that resemble others, and begin to distinguish them by means of their sounds.

Starting from the analysis of the types of listening, phonetics and phonology, it can be said that linguistics is an essential part that must be taken into account in order to reach the natural domain of a foreign language.

Pre-listening activities are also designed to make these differences from the practice of vocabulary before listening, this way students can predict what the topic is about, and when they listen to a word that has the same sound as another one they can discard it, since maybe it has nothing to do with the topic that is being developed.

After an analysis of linguistics it can be affirmed, like Anderson (2017), that linguistics is the science of a language. It forms a fundamental part for the complete learning, since the linguistic helps to understand the diverse factors that form the language.
2.3. CONTEXTUAL FRAMEWORK

The Educational Unit "Francisco Huerta Rendón", attached to the Faculty of Philosophy, Letters and Education Sciences of the University of Guayaquil, was founded on May 18, 1971 and in 1978 it became the Teaching Practice Laboratory. Today is an educational center of Regular Education and Fiscal Sustainability, with Hispanic jurisdiction. It offers a very broad academic offer in Systems Administration, Foreign Trade and Accounting and Administration, Unified General Baccalaureate, in addition to Basic General Education and has around 1800 students.

This Educational Unit is located in Guayaquil Canton, Parish Tarqui, Av. Las Aguas and Juan Tanca Marengo Ave., consists of 2 buildings which are made up of 27 classrooms; an English auditorium, a music auditorium, a computer auditorium, a library and an orientation and student welfare department (DOBE). The total of teachers is 68 which are divided between in the morning and evening. The academic training of teaching staff corresponds to third and fourth degree in teaching.

The mission of the Educational Unit "Francisco Huerta Rendón" is aimed at the scientific-technological training of students at the levels of basic education, media, higher education and the conduction of teaching practice through an educational task, based on a framework of principles and values that contribute to the formation of students with personal, regional and national identity; directed to cover the superior level, the labor demands of the productive sector with capacities to contribute to the socio-economic welfare of the country.
The vision of the Educational Unit "Francisco Huerta Rendón" in the span of five years is projected as a high-level educational entity, which involves innovative methodology based on the theory of multiple intelligences in the development of the thinking of the education of adolescents, the scientific-methodological orientation of teaching practice and the training of highly trained technicians and technicians, with a sense of social responsibility with a universal, critical, supportive and democratic per section committed to socio-economic development at the local regional level and national.

The educational model applied by the Educational Unit "Francisco Huerta Rendón", is based on the constructivist model that seeks the active participation of students in the development of learning, so that prepares them to be creators of their own knowledge along with the guide adequate by teachers.

In this educational context work focused on the understanding of listening has been done, but with a different variable, in the present work pre-listening activities are used as a means to strengthen the development of this skill.

2.4 LEGAL FRAMEWORK

For all Ecuadorians education is a right protected by the constitution of the republic. The present project has its legal basis in the articles of the ORGANIC LAW OF HIGHER EDUCATION (2015)

Article 4 says of the right to education:

"Education is a fundamental human right guaranteed in the Constitution of the Republic and a necessary condition for the realization of other human rights."
Article 2, literal bb

"Multilingualism. - The right of all persons, communes, communities, peoples and nationalities to be recognized in their own language and in the official languages of intercultural relations is recognized; as well as in others related to the international community;"

Article 347 of the Constitution of the Republic establishes in literal 9 that it will be the responsibility of the State:

"Guarantee the bilingual intercultural education system, in which the respective nationality and Spanish as a language of intercultural relationship will be used as the main language of education, under the rector of public policies of the State and with total respect for the rights of the communities, peoples and nationalities."
CHAPTER III

METHODOLOGY

3.1 METHODOLOGICAL DESIGN

In this chapter, it is specified the design of the research, modality, types, methods, techniques, instruments, population data and sample with the respective analysis and interpretation of the results.

3.2 MODALITY OF THE RESEARCH

The methodological design used in this project is a mix method approach, in other words, it is qualitative and quantitative at the same time because there is no a separation between qualitative and quantitative aspects, since an interpretative process of theoretical and empirical data obtained from the research is carried out. It is processed and tabulated quantitatively the results of the instruments applied, such as the survey and the interview in order to know and analyze the influence of pre-listening activities in the listening comprehension of the students of tenth year “B” from Educational Unit “Francisco Huerta Rendón” in 2019 – 2020 academic year.

3.3 TYPES OF RESEARCH

This research project is developed under the type of research:

**According to its purpose**, it uses an applied research, its objective is the solution of practical problems by extracting information data attending the place of study through the use of collection techniques such as interviews or surveys, in order to respond to the problem previously raised. This research project was carried out in Educational Unit “Francisco Huerta Rendón”.


According to its gnoseological objective, the research is of a
descriptive research, since it allowed to investigate and reveal the current
situation of tenth year “B” students of general basic education in the listening
comprehension through the use of empirical methods.

Also, it is of an explicative research because it is studied how pre-listening
activities influence in the listening comprehension and it is of a purposeful
research because it is based on the solution for the problem, in this case, in the
design of a system of pre-listening exercises in order to improve the development
of the listening comprehension.

According to the control of the variables, this project research is non-
experimental, since the application of the proposal was not carried out.
### 3.4 OPERATIONALIZATION OF THE VARIABLES

Table 1: Operationalization of the Variables Matrix

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>CONCEPTUAL DEFINITION</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEPENDENT VARIABLE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRE-LISTENING ACTIVITIES</strong></td>
<td>Preparatory stage in which students activate their knowledge through different activities before listening.</td>
<td>Types of pre-listening activities</td>
<td>Activating prior knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Acquiring knowledge</td>
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<td></td>
<td></td>
<td></td>
<td>Activating Vocabulary</td>
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<td></td>
<td></td>
<td></td>
<td>Generating interest</td>
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<td></td>
<td></td>
<td></td>
<td>Predicting content</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-learning vocabulary</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Factors of pre-listening activities</td>
<td>Time</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Material</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Capacity of the class</td>
</tr>
<tr>
<td><strong>DEPENDENT VARIABLE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LISTENING COMPREHENSION</strong></td>
<td>Linguistic skill and communicative ability that encompasses the entire process of oral speech interpretation.</td>
<td>Types of listening</td>
<td>Discriminative listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Critical listening</td>
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<td></td>
<td></td>
<td></td>
<td>Relationship listening</td>
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<tr>
<td></td>
<td></td>
<td>Stages of listening activities</td>
<td>Pre-listening</td>
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<td></td>
<td></td>
<td></td>
<td>While listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Post listening</td>
</tr>
</tbody>
</table>

Source: Students of 10th year “B” from Educational Unit “Francisco Huerta Rendón”

Author: Salazar Moran Evelyn
3.5 POPULATION AND SAMPLE

The population which is aimed for this educational project are the students of tenth year, room “B” of General Basic Education from Educational Unit “Francisco Huerta Rendón” in 2019 – 2020 academic year with a total of 37 students and also the English teacher in charge.

Due to the study population in this research is not above hundred people, it was unnecessary to apply the statistical formula. For that, the sample is equal to the population.

Table 2: Population & Sample

<table>
<thead>
<tr>
<th>№</th>
<th>DETAIL</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>Teacher</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>38</td>
<td>38</td>
</tr>
</tbody>
</table>

Source: Students of 10th year “B” from Educational Unit “Francisco Huerta Rendón”
Author: Salazar Moran Evelyn

3.6 RESEARCH METHODS

The theoretical methods that have been used in this educational project were the following: historical-logic, analysis-synthesis, inductive deductive and, systemic-structural-functional and Statistical.

Analytical – Synthesis: It is analytical because it allows to decompose to know in detail each of the parts of this project in order to measure its effect on the problem. It is synthetic because it integrates the components in order to study them in their entirety. It means they permitted to study the problem individually and collectively. Thus, this method is used because a study was made in order
to know what are the causes that affected the development of listening comprehension in the students of tenth year “B” year of general basic education from Educational Unit “Francisco Huerta Rendón”.

**Inductive – Deductive:** This method was used because the inductive allows to the researcher to investigate the problem much deeper, analyzing the information using particular premises to reach a general conclusion and the deductive because it connects the premises with the conclusions using general principles to reach a specific conclusion.

**Logical – Historical:** It is based on the study of the real trajectory of the phenomena that have passed through years and makes possible to know the reality of the students of tenth year “B” from Educational Unit “Francisco Huerta Rendón”, since if it is known the historical background, it can be understood the evolution of it and defined the points that deepen the problem of this research, that is the phenomena that affects the listening comprehension.

**Systemic – Structural – Functional:** This method was applied because it is carried out the development of a proposal previously raised that is the design of a system of pre-listening exercises.

**Statistical Method:** According to the statistical method, the descriptive method is applied because it allows to gather data and analyze them qualitatively and quantitatively through the use of graphics, tables and diagrams as a technique. In this project, it is used the pie chart in order to interpret the research techniques.
3.7 TECHNIQUES OF THE RESEARCH

In this research project that is carried out at Educational Unit “Francisco Huerta Rendón” in the students of tenth year, room “B” of General Basic Education, the following empirical techniques are used: the observation, the survey and the interview.

**Class observation:** It allows to examine a fact or phenomenon when it is happening. It also concerns the fact of appreciating, observing and analyzing an object, subject or situation in order to gather data from a specific field. This is the first step to follow in a research.

**Survey:** It is a research technique that allows to gather useful data through questions that are formulated to the people. It is used to investigate facts or phenomena in order to know the opinion of a certain population.

**Interview:** It is a technique that allows to obtain information, but it consists in a dialog between two people: the researcher and the interviewee.

3.8 INSTRUMENTS OF THE RESEARCH

In the present research, the applied instruments in this project are: the observation guide, the survey questionnaire and the interview guide.

**Observation guide:** It contains ten statements that are divided into two groups, for observing the teacher and students in order to obtain more valuable data and determine what are the aspects that affect the English teaching-learning process in this Educational Unit.

The statements of this observation guide are focused on the methodology used by the teacher and how he works with the listening comprehension in class.
On the other hand, there are two spaces to mark yes or no according what the researcher see.

**Survey questionnaire to the students:** It has fifteen statements based on the variables and the proposal. It has been applied to 37 to the students of tenth year “B” from Educational Unit “Francisco Huerta Rendón”. In addition, it was used the Likert scale with five options, ranging from: 1) totally disagree, 2) disagree, 3) indifferent, 4) agree, 5) totally agree.

This survey was applied in order to obtain data that are useful for the argumentation of the research and to know exactly the problematic, proving the low use of pre-listening activities in the development of the listening comprehension.

**The interview guide:** It is composed by six question in which the answers obtained were transcribed in order to determinate the factors that influence the insufficiency in the listening comprehension.

### 3.9 ANALYSIS AND INTERPRETATION OF RESULTS

#### 3.9.1 ANALYSIS OF RESULTS OF THE CLASS OBSERVATION

With the outcome of the class observation, it was possible to show the low level of the students in the listening comprehension, since during the class they could not understand what the audio said because they did not have previous ideas of what the listening was about. Also, it was evidenced the lack of use of one the most important stage in a listening activity that is the pre-listening, which prepare and help students to tune in to the context or topic of the listening exercise.
3.9.2 ANALYSIS AND INTERPRETATION OF RESULTS OF THE SURVEY TO THE STUDENTS

Item 1: I have the opportunity to practice listening in class.

Sample: 37 students
Room: 10th “B” GBE

Table 3: I have the opportunity to practice listening in class.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TOTALLY AGREE</td>
<td>3</td>
<td>8.1%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>6</td>
<td>16.2%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>7</td>
<td>18.9%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>10</td>
<td>27.0%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>11</td>
<td>29.7%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Educational Unit “Francisco Huerta Rendón”
Author: Salazar Moran Evelyn

Comment: According to the analysis, the majority of students agree that they do not have the opportunity to practice the listening comprehension in class. It can be inferred that there is insufficiency in their listening.
Item 2: I think listening is very hard.

Sample: 37 students  
Room: 10th “B” GBE

Table 4: I think listening is very hard.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>TOTALLY AGREE</td>
<td>12</td>
<td>32,0%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>8</td>
<td>22,0%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>7</td>
<td>19,0%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>6</td>
<td>16,0%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>4</td>
<td>11,0%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Source: Educational Unit “Francisco Huerta Rendón”  
Author: Salazar Moran Evelyn

Comment: According to the outcomes, more than a half think that the listening comprehension is very difficult. It can be said that they have a low level in this skill.
**Item 3:** I present some problems when I practice the listening in class.

**Sample:** 37 students  
**Room:** 10th “B” GBE

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>TOTALLY AGREE</td>
<td>14</td>
<td>37,8%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>11</td>
<td>29,7%</td>
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<tr>
<td></td>
<td>INDIFFERENT</td>
<td>6</td>
<td>16,2%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>4</td>
<td>10,8%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>2</td>
<td>5,4%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

**Source:** Educational Unit “Francisco Huerta Rendón”  
**Author:** Salazar Moran Evelyn

**Comment:** These results show that the most of students have problems when performing a listening exercise in class. This proves that there is a conflict situation in this students, probably because there is a lack of practice in listening.
Item 4: I would like to improve my listening skill.

Sample: 37 students  
Room: 10th “B” GBE

Table 6: I would like to improve my listening skill.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>TOTALLY AGREE</td>
<td>20</td>
<td>54,1%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>4</td>
<td>10,8%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>9</td>
<td>24,3%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>3</td>
<td>8,1%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>1</td>
<td>2,7%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Source: Educational Unit “Francisco Huerta Rendón”  
Author: Salazar Moran Evelyn

Comment: This item shows that the majority of students would like to improve their listening comprehension; reason why this project is focused on the solution of this problem that is the improvement of this ability.
Item 5: I have the capacity to retain information on the different topics to be treated in the listening.

Sample: 37 students  
Room: 10th “B” GBE

Table 7: I have the capacity to retain information on the different topics to be treated in the listening.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>TOTALLY AGREE</td>
<td>5</td>
<td>13,5%</td>
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<tr>
<td></td>
<td>AGREE</td>
<td>4</td>
<td>10,8%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>8</td>
<td>21,6%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>9</td>
<td>24,3%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>11</td>
<td>29,7%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Source: Educational Unit “Francisco Huerta Rendón”  
Author: Salazar Moran Evelyn

GRAPHIC #5: I have the capacity to retain information on the different topics to be treated in the listening.

Source: Educational Unit “Francisco Huerta Rendón”  
Author: Salazar Moran Evelyn  
Graphic 5

Comment: the majority of respondents say that they do not have the capacity to retain information on the different topics to be treated in a listening exercise because they can be too varied and there is a lack of vocabulary or information related to the listening.
**Item 6:** I do previous activities when I perform a listening exercise.

**Sample:** 37 students  
**Room:** 10th “B” GBE

**Table 8:** I do previous activities when I perform a listening exercise.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>TOTALLY AGREE</td>
<td>4</td>
<td>10,8%</td>
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<tr>
<td></td>
<td>AGREE</td>
<td>6</td>
<td>16,2%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>5</td>
<td>13,5%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>8</td>
<td>21,6%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>14</td>
<td>37,8%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

**Source:** Educational Unit “Francisco Huerta Rendón”  
**Author:** Salazar Moran Evelyn

**Comment:** Almost all students say that they do not do previous activities before performing a listening exercise. That means that teacher does not use the stages in the listening process.
**Item 7:** It is difficult for me to understand audios, since I do not have a previous knowledge about what I hear.

**Sample:** 37 students  
**Room:** 10th “B” GBE

**Table 9:** It is difficult for me to understand audios, since I do not have a previous knowledge about what I hear.

<table>
<thead>
<tr>
<th>ITEM 7</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOTALLY AGREE</td>
<td>12</td>
<td>32.4%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>10</td>
<td>27.0%</td>
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<tr>
<td></td>
<td>INDIFFERENT</td>
<td>8</td>
<td>21.6%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>3</td>
<td>8.1%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>4</td>
<td>10.8%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Source:** Educational Unit “Francisco Huerta Rendón”  
**Author:** Salazar Moran Evelyn

**Comment:** The outcomes from the survey show that for most of students, it is difficult to understand audios, since they do not have previous knowledge about the topic they are going to hear. That is why it is necessary to include the pre-listening stage before a listening exercise.
**Item 8:** The use of pre-listening activities is common in class.

**Sample:** 37 students  
**Room:** 10th “B” GBE

**Table 10:** The use of pre-listening activities is common in class.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>TOTALLY AGREE</td>
<td>4</td>
<td>10.8%</td>
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<tr>
<td></td>
<td>AGREE</td>
<td>4</td>
<td>10.8%</td>
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<tr>
<td></td>
<td>INDIFFERENT</td>
<td>7</td>
<td>18.9%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>9</td>
<td>24.3%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>13</td>
<td>35.1%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Source:** Educational Unit “Francisco Huerta Rendón”  
**Author:** Salazar Moran Evelyn

**Comment:** A large part of students answers that they almost never use pre-listening activities when they practice a listening task.
**Item 9:** I would like doing warm-up activities in order to have an idea of what I hear.

**Sample:** 37 students

**Room:** 10th “B” GBE

**Table 11**: I would like doing warm-up activities in order to have an idea of what I hear.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>TOTALLY AGREE</td>
<td>11</td>
<td>29,7%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>12</td>
<td>32,4%</td>
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<tr>
<td></td>
<td>INDIFFERENT</td>
<td>8</td>
<td>21,6%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>3</td>
<td>8,1%</td>
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<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>3</td>
<td>8,1%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

**Source:** Educational Unit “Francisco Huerta Rendón”

**Author:** Salazar Moran Evelyn

**Comment:** Through this item, it is showed that students would like to do warm-up activities in order to know or have an idea about what the topic is in the listening.

**Graphic 9**
Item 10: The pre-listening activities helps me to improve my listening skill.

Sample: 37 students

Table 12: The pre-listening activities helps me to improve my listening skill.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>TOTALLY AGREE</td>
<td>12</td>
<td>32,4%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>8</td>
<td>21,6%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>10</td>
<td>27,0%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>4</td>
<td>10,8%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>3</td>
<td>8,1%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Source: Educational Unit “Francisco Huerta Rendón”
Author: Salazar Moran Evelyn

Comment: According to the results, the half of respondents agree that the pre-listening activities are very useful and help to improve the listening comprehension.
**Item 11:** The pre-listening activities helps me to understand the audios in an easy way.

**Sample:** 37 students  
Room: 10th “B” GBE

**Table 13:** The pre-listening activities helps me to understand the audios in an easy way.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>TOTALLY AGREE</td>
<td>10</td>
<td>27,0%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>8</td>
<td>21,6%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>8</td>
<td>21,6%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>6</td>
<td>16,2%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>5</td>
<td>13,5%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

**Source:** Educational Unit “Francisco Huerta Rendón”  
**Author:** Salazar Moran Evelyn

**Comment:** The results show that 49% of respondents believe that the pre-listening activities helps students to understand better and easier the audios because they are crucial when doing a listening exercise.
Item 12: I consider it is important to have previous knowledge of vocabulary before listening.

Sample: 37 students Room: 10th “B” GBE

<table>
<thead>
<tr>
<th>Table 14: I consider it is important to have previous knowledge of vocabulary before listening.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ITEM</strong></td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

Source: Educational Unit “Francisco Huerta Rendón”
Author: Salazar Moran Evelyn

GRAPHIC #12: I consider it is important to have previous knowledge of vocabulary before listening.

Source: Educational Unit “Francisco Huerta Rendón”
Author: Salazar Moran Evelyn

Comment: Most of students agree that it is important to have previous knowledge of vocabulary before performing a listening task because sometimes there are a lot of new words that prevent understanding the audio clearly since it is unknown vocabulary of a new topic.
Item 13: If I had previous activities before listening, I would improve my listening skill.

Sample: 37 students

Table 15: If I had previous activities before listening, I would improve my listening skill.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>TOTALLY AGREE</td>
<td>10</td>
<td>27,0%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>10</td>
<td>27,0%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>9</td>
<td>24,3%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>6</td>
<td>16,2%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>2</td>
<td>5,4%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Source: Educational Unit “Francisco Huerta Rendón”
Author: Salazar Moran Evelyn

Comment: In this statement, the majority of students think that if they do previous activities before listening, they will improve the listening, giving as a result that it is indispensable that teacher includes the pre-listening activities in the listening comprehension process.
**Item 14:** I would learn better to develop the listening through pre-listening activities.

**Sample:** 37 students  
Room: 10th “B” GBE

**Table 16:** I would learn better to develop the listening through pre-listening activities.

<table>
<thead>
<tr>
<th>ITEM 14</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOTALLY AGREE</td>
<td>10</td>
<td>27,0%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>9</td>
<td>24,3%</td>
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<tr>
<td></td>
<td>INDIFFERENT</td>
<td>7</td>
<td>18,9%</td>
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<tr>
<td></td>
<td>DISAGREE</td>
<td>7</td>
<td>18,9%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>4</td>
<td>10,8%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

**Source:** Educational Unit “Francisco Huerta Rendón”  
**Author:** Salazar Moran Evelyn

**GRAPHIC #14:** I would learn better to develop the listening through pre-listening activities.

**Source:** Educational Unit “Francisco Huerta Rendón”  
**Author:** Salazar Moran Evelyn  
*Graphic 14*

**Comment:** Most of the class believes that they would have a better learning in the development of the listening comprehension if they do pre-listening activities that allow them to activate their prior knowledge.
**Item 15:** I find the implementation of a system of pre-listening exercises very practical.

**Sample:** 37 students  
Room: 10th “B” GBE

**Table 17:** I find the implementation of a system of pre-listening exercises very practical.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OPTIONS</th>
<th>ANSWERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
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<td>16</td>
<td>43,2%</td>
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<tr>
<td></td>
<td>AGREE</td>
<td>7</td>
<td>18,9%</td>
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<tr>
<td></td>
<td>INDIFFERENT</td>
<td>6</td>
<td>16,2%</td>
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<tr>
<td></td>
<td>DISAGREE</td>
<td>3</td>
<td>8,1%</td>
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<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>5</td>
<td>13,5%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>37</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

**Source:** Educational Unit “Francisco Huerta Rendón”  
**Author:** Salazar Moran Evelyn

**Comment:** According to the results, a high percentage of students find very useful and practical the implementation of a system of pre-listening exercises in the listening process. It will help to improve the listening and will allow students to reach a high level in this skill.
3.9.3 ANALYSIS OF RESULTS OF THE INTERVIEW TO THE TEACHER

The following questions were made to the English teacher of tenth year from Educational Unit “Francisco Huerta Rendón”, the answers obtained were transcribed with the original information of what the teacher said.

1. Do you consider that the level of development of your students in listening comprehension is adequate and satisfies the National English Curriculum?

I consider that students do not have a good level in the listening due to many aspects, one of them is that we hardly ever practice the listening skill and when we do a listening exercise, students do not understand what the audio say.

2. What pedagogical strategies do you use to achieve the active development of listening comprehension in your students?

I do not usually use strategies in the listening because there are too much students in the classroom and sometimes they do not pay attention. When we practice the listening, I just make students to listen and complete the exercises.

3. Do you believe that the stages of a listening activity are important and have a great influence when they perform a listening exercise?

Yes, I do, but because of time I do not apply them.
4. **What kind of warm-up activities do you perform before working on listening comprehension?**

   Sometimes I show them a picture and they have to describe it.

5. **Would pre-listening activities be very useful in order to have prior knowledge of the topic in listening comprehension?**

   Yes, they would be very useful if I apply them. I think they would help my students when doing a listening activity, especially for learning new vocabulary related to the topic.

6. **Do you think that a system of pre-listening exercises will improve the level of listening comprehension in your students?**

   Yes, I do.

**Comment:**

Considering the answers of this interview, it was possible to show that the English teacher is aware that there are problems in the development of the listening comprehension. Students have a low level in this skill because there is no much opportunity to practice it and the teacher has not implemented the stages of the listening activities, especially the pre-listening, which this project is focused. Therefore, the proposal of this research seeks to improve this skill through the creation of a system of pre-listening exercises.
CHAPTER IV

THE PROPOSAL

4.1 TITLE

Design of a system of pre-listening exercises.

4.2 JUSTIFICATION

According to a diagnosis that was made to the students of tenth year “B” of General Basic Education from Educational Unit "Francisco Huerta Rendón" in 2019 – 2020 academic year through the application of empirical techniques such as the survey to students and the interview to the English teacher. The information obtained was the proof to notice the insufficiency of pre-listening activities in the development of the listening comprehension, since students are not able to understand when they do a listening exercise because the teacher does not perform one of the most important stages of a listening activity, the pre-listening that is very crucial to activate the previous knowledge of students.

The pre-listening activities have as purpose to activate the background knowledge, generate interest, prediction or pre-learning vocabulary in order to improve listening tasks. They are made before performing a listening exercise in order to train for what students are going to hear.

The listening is the most important and essential skill when learning a foreign language because it permits an effective communication between people, since it is the one that allows to understand what is being said. For that reason, this proposal seeks for teachers to apply and give importance to pre-listening activities through the use of a system of pre-listening exercises in order to improve the teaching-learning process in the listening comprehension.
4.3 OBJECTIVES

4.3.1 General objective

To improve the development of the listening comprehension through the use of pre-listening activities.

4.3.2 Specific objectives

- To implement the pre-listening stage in the listening process.
- To use pre-listening activities in order to develop the listening comprehension.
- To provide appropriate pre-listening activities to the teacher according to the topic needs.

4.4 FEASIBILITY OF ITS APPLICATION

4.4.1 Technical

For the implementation of this proposal, it is required some technological tools such as speaker, projector, laptop, but they are not necessary at all, since each exercise has three kinds of activities, which most of them do not need technological resources.

4.4.2 Financial

This proposal has not required a high amount of money, but all the costs of this project will be covered by the researcher.
4.4.3 Human

This research counts with a human resource that is the author, the creator of this proposal that is the design of a system of exercises. Also, students, teachers and the authorities from the institution participated to carry out its implementation.

4.5 DESCRIPTION OF THE PROPOSAL

The proposal of this research project was planned to develop the listening comprehension of the students of tenth year “B” of General Basic Education from Educational Unit “Francisco Huerta Rendón” through a system of pre-listening exercises.

It consists of six units and in each one, there are three kinds of pre-listening activities, either for generating interest, activating prior knowledge, acquiring knowledge, activating vocabulary, predicting content or pre-learning vocabulary with different exercises, thought to work with a specific audio that was selected of the main listening part of each unit according to the English textbook given by the government. Each exercise of this system contains two pages. The first one has indications for the teacher in which it is detailed the objective, the name of the activity, topic, time, page, material to be used and instructions of the activity and in the other page, depending of the activity, it contains suggested questions, phrases, texts, images or photocopiable worksheets.
4.6 CONCLUSIONS AND RECOMMENDATIONS

4.6.1 CONCLUSIONS

- The level of students of tenth year, room “B” is not the adequate according to the National Curriculum A2.1 Basic User in the listening comprehension because they do not have the opportunity to practice listening very often, for that reason, they do not understand what it is said in an audio.

- Teachers do not follow proper guidelines for the development of the listening skill.

- The stages of a listening activity are not properly applied in the English class.

- The use of pre-listening activities before a listening task is absent in class.

4.6.2 RECOMMENDATIONS

- It is recommended to practice more the listening comprehension in class through pedagogical strategies in order to reach a high level in this skill.

- Teachers should implement the use of the stages of the listening activities.

- It is recommended to apply the pre-listening stage because it prepares students for what they are going to hear.

- It is necessary to apply pre-listening activities in order to activate the students’ knowledge and achieve meaningful learning.

- It is recommended to design a system of pre-listening exercises that can help and guide the teacher to do warm-up activities before listening in order to motivate students to understand the audios.
PROPOSAL
PRE-LISTENING ACTIVITIES

System of pre-listening exercises to develop the listening comprehension.

Author: Evelyn Salazar
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INTRODUCTION

The use of this didactic material will allow teachers to promote the use of one of the stages of a listening activity, in this case the pre-listening that is the preparatory stage in which students activate their knowledge before listening. For that reason, the pre-listening activities must be presented in class because it is a practical way to broaden the scope of understanding and make the listening exercise more effective.

This system of pre-listening activities was made in order to help teachers to improve the teaching-learning process in the listening comprehension of the students of tenth year, room “B” of General Basic Education with level A2.1 according to the National English Curriculum based on the CEFR in the English language.

This material consists of six units that are designed with different pre-listening activities according to the topics proposed by the English book that students use and they can also be adapted to other activities. Each unit will include three types of exercises.
UNIT CONTENT:

a. Predicting content
b. Generating interest
c. Pre-learning vocabulary
A. PREDICTING CONTENT

It allows the student to be able to predict information of what they are going to hear

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Chinese whispers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Inventions</td>
</tr>
<tr>
<td>Page:</td>
<td>10</td>
</tr>
<tr>
<td>Time:</td>
<td>5 - 10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>Strips of paper with phrases related to the topic</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>Groups</td>
</tr>
</tbody>
</table>

**Instructions of the activity:**
1. Students are arranged in two lines.
2. Students choose one representative per group.
3. Teacher whispers to the students the phrases in order to pass to each one until the last student.
4. Students write the sentence on the board.
5. Teacher scores points for correct words.
6. Teacher gives the correct answers.
7. Teacher asks questions about the topic

**Extra tip:**
It is not allowed to cheat and speak aloud
SUGGESTED PHRASES

The printing press was created in 1440

The microchip was invented in the United States of America

Thomas Edison invented the electric system

Penicillin was discovered in England

The motor car was invented in Germany
B. GENERATING INTEREST

It allows to motivate students in order to generate interest, engage them into the topic and make them more willing to listen.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Exploring videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Inventions</td>
</tr>
<tr>
<td>Page:</td>
<td>10</td>
</tr>
<tr>
<td>Time:</td>
<td>5 - 10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>Computer, projector, photocopiable worksheet Video: <a href="https://www.youtube.com/watch?v=u43zr_7Y0ts">https://www.youtube.com/watch?v=u43zr_7Y0ts</a></td>
</tr>
<tr>
<td>Group configuration:</td>
<td>Groups of 5 people</td>
</tr>
<tr>
<td>Seating configuration:</td>
<td>Students can join in small groups</td>
</tr>
</tbody>
</table>

**Instructions of the activity:**

1. Students are set in small group of five.
2. Teacher shows the video without sound.
3. Teacher gives a worksheet per group.
4. Teacher explains what students have to do in the worksheet.
5. Students work in groups and fill out the worksheet.
6. Teacher gives the correct answers.
7. Teacher makes questions about the topic.

**Extra tip:**
Students can take notes
1. Which of the pictures did you see in the video? Circle them.

2. Answer the questions.

   - Did you know these objects? Which of them?
     ____________________________________________

   - Which of these characters did you recognize?
     ____________________________________________
**C. PRE-LEARNING VOCABULARY**

It allows to know the meaning of unknown words or new vocabulary of the listening.

<table>
<thead>
<tr>
<th><strong>Name of the activity:</strong></th>
<th>Vocabulary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td>Inventions</td>
</tr>
<tr>
<td><strong>Page:</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>5-10 minutes</td>
</tr>
<tr>
<td><strong>Material:</strong></td>
<td>Photocopiable worksheet</td>
</tr>
<tr>
<td><strong>Group configuration:</strong></td>
<td>The activity can be individually or pair work</td>
</tr>
<tr>
<td><strong>Instructions of the activity:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Students are set in pairs or individually.</td>
<td></td>
</tr>
<tr>
<td>2. Teacher gives the worksheet.</td>
<td></td>
</tr>
<tr>
<td>3. Teacher gives an example of the activity.</td>
<td></td>
</tr>
<tr>
<td>4. Students work and fill out the exercises.</td>
<td></td>
</tr>
<tr>
<td>5. Teacher monitors students as they work.</td>
<td></td>
</tr>
<tr>
<td>6. Teacher checks for understanding of the task.</td>
<td></td>
</tr>
<tr>
<td>7. Teacher makes questions about the topic and asks students to relate the words with the topic.</td>
<td></td>
</tr>
</tbody>
</table>

**Extra tip:**
Students must not use dictionary or cellphones.
WORKSHEET

Members: ___________________________________________________
Class: _______________ Teacher: ________________________________
Date: __________________

1. Match the pictures according to the correct word.

- Motor car
- penicillin
- Glucose test
- Electric system
- microchip
- Printing press
UNIT CONTENT:

a. Activating Prior Knowledge
b. Acquiring Knowledge
c. Pre-learning Vocabulary
UNIT 2
A. ACTIVATING PRIOR KNOWLEDGE

It allows to activate the students’ knowledge of what they already know.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Antonio’s extreme vacation</td>
</tr>
<tr>
<td>Page:</td>
<td>24</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>A ball, questions related to the topic</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>The whole group</td>
</tr>
</tbody>
</table>

Instructions of the activity:
1. Teacher pastes the questions around a ball.
2. Students are arranged in a circle.
3. Teacher explains the dynamic.
4. Teacher throws the ball to one student.
5. The student answers the question that the hand points and after throws the ball to another partner.
6. At the end, the teacher asks questions about the topic.

Extra tip:
The questions do not have to be repeated. If it happens, the same person throws the ball again.
SUGGESTED QUESTIONS

Where did you go on your last vacation?

Did you ever practice an extreme sport?

In which places can we practice extreme sports in Ecuador?

Are you afraid of extreme sports?

Did you ever climb a mountain?

Did you ever have an accident when you practiced an extreme sport?

How many kinds of extreme sports do you know?
### B. ACQUIRING KNOWLEDGE

It allows to provide knowledge to students about the topic in order to deal with listening in an easy way.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Short reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Extreme vacations</td>
</tr>
<tr>
<td>Page:</td>
<td>24</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>A photocopy of a short reading</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>pairs</td>
</tr>
</tbody>
</table>

#### Instructions of the activity:

1. Students are arranged in pairs.
2. Teacher gives students a copy.
3. Teacher explains the instructions.
4. Students read the short text in silence with their partner.
5. Teacher makes questions about the text and makes students answer them.
6. Students discuss the topic in pairs.
7. Teacher presents the topic.

#### Extra tip:

The teacher can use pictures or brainstorming about the topic on the board.
Short text:

**BAÑOS DE AMBATO**

It is located at the jungle gate and at the foot of Tungurahua Volcano, it offers adventure and adrenaline in extreme sports such as:

- **RAFTING**: you can enjoy this extreme sport through the Pastaza River. The tours could last between 2 to 4 hours.

- **CANYONING**: it is practiced in the canyons or ravines of a river it is also known as torrentismo that consists of going obstacles in rivers or ravines: walking, swimming and unleashing.

- **CANOPY**: it consists of throwing from one place to another by means of a cable, where the person is held by a specialized team.

- **PARAGLIDING**: it is performed from the city of Peñileo in the Nitón hill. It consists of a flight with a certified instructor and many hours of flight that endorse their experience.

- **SALTO DEL PUENTE or PUENTING**: you can practice it in the route Baños – Puyo, the bridge has an approximate height of 45 meters and on the San Francisco bridge with a height of 100 meters.

**Suggested questions:**

- Did you ever travel to Baños?

- What do you usually do in Baños?

- What kind of sport you can practice there?

- Do you have an experience with an extreme vacation?

- Are you afraid of extreme sports?

- In which place would you like to practice an extreme sport?
C. PRE-LEARNING VOCABULARY

It allows to know the meaning of unknown words or a new vocabulary of the listening.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Vocabulary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Extreme vacations</td>
</tr>
<tr>
<td>Page:</td>
<td>24</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>pictures, envelope, a post-it</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>Groups of five</td>
</tr>
</tbody>
</table>

Instructions of the activity:
1. Students are arranged in groups of five students.
2. Teacher gives an envelope to each group. It has inside images and some words to order them and a post it to write a little story.
3. Teacher explains what they have to do.
4. Students do the activity.
5. Teacher monitors students as they work.
6. Teacher gives the correct answers and select a winner.
7. Teacher asks questions about what will be the topic.

Extra tip:
Calculate the time because the teacher has to select the first group that finishes as a winner.
Suggested images and words for putting in the envelop.

climb
slip
wait

crash
fall
Put a cast on

Write your short story here!
Lesson 1: HOBBIES

UNIT CONTENT:

a. Activating vocabulary
b. Generating interest
c. Pre-learning vocabulary
UNIT 3

A. ACTIVATING VOCABULARY

It allows to activate topic knowledge in order to be prepared in the listening exercise.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Brainstorming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Hobbies</td>
</tr>
<tr>
<td>Page:</td>
<td>36</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>Photocopiable worksheet</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>Groups of five</td>
</tr>
</tbody>
</table>

Instructions of the activity:
1. Students are arranged in groups of five students.
2. Teacher gives students a copy with a mind map in order to brainstorm.
3. Teacher explains what they have to do.
4. Students do the activity.
5. Teacher monitors students as they work.
6. Teacher writes on the board the idea that students say.
7. Teacher and students discuss the answers.

Extra tip:
Calculate the time.
1. Complete the following mind map.

Hobbies
B. GENERATING INTEREST

It allows to motivate students in order to generate interest, engage them into the topic and make them more willing to listen.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Mimics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>hobbies</td>
</tr>
<tr>
<td>Page:</td>
<td>36</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>A bag, little papers</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>2 groups</td>
</tr>
</tbody>
</table>

**Instructions of the activity:**

1. Teacher writes some phrases according to the topic and puts them in a plastic bag.
2. Students are arranged in two groups.
3. Teacher chooses two representatives per group.
4. Teacher gives the instructions: students have to take a paper and mime it. Their own group has to guess.
5. Students do the activity.
6. Teacher selects a winner.
7. Teacher asks questions about what will be the topic.

**Extra tip:**

If one group does not guess, the other group can say the answer.
Suggested phrases:

- Breakdance
- Ballet dancing
- Salsa dancing
- Watching tv
- Draw
- Sing opera
- Jewerly
- Listening to music
C. PRE-LEARNING VOCABULARY

It allows to know the meaning of unknown words or a new vocabulary of the listening.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Bingo game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>hobbies</td>
</tr>
<tr>
<td>Page:</td>
<td>36</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>Copies of bingo game</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>groups of 5 students</td>
</tr>
</tbody>
</table>

**Instructions of the activity:**

1. Students are arranged in groups of five people.
2. Teacher gives students a bingo card per group.
3. Teacher gives the instructions: students circle the image if it belongs to the word given.
4. Students do the activity.
5. Teacher selects a winner.
6. Teacher asks questions about the topic.

**Extra tip:**
Teacher could give a gift to the winners.
<table>
<thead>
<tr>
<th>Candle</th>
<th>cap</th>
<th>clay</th>
</tr>
</thead>
<tbody>
<tr>
<td>coin</td>
<td>craft</td>
<td>jewerly</td>
</tr>
<tr>
<td>plane</td>
<td>plasticine</td>
<td>stamp</td>
</tr>
</tbody>
</table>

BINGO CARDS

![Bingo Cards](image)
UNIT CONTENT:

a. Generating interest
b. Pre-learning vocabulary
c. Predicting content
UNIT 4
A. GENERATING INTEREST

It allows to motivate students in order to generate interest, engage them into the topic and make them more willing to listen.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Class discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Record announcement</td>
</tr>
<tr>
<td>Page:</td>
<td>50</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>No worksheet is needed</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>groups of 4 students</td>
</tr>
</tbody>
</table>

**Instructions of the activity:**

1. Students are arranged in groups of 4 people.
2. Teacher gives the instructions: students have to discuss some questions with partners.
3. Teacher gives an example of what students have to do and a questions per group.
4. Students do the activity giving their opinion about the questions given.
5. Teacher monitors students as they dialogue.
6. Students explains the answers to the class.
7. Teacher asks about the topic.

**Extra tip:**
Teacher can help students with the vocabulary.
SUGGESTED QUESTIONS:

What do you think about record Guinness?

What record would you like to win?

Do you know any celebrity that has a record Guinness?

Has your country won an important record?

Do you any country that has some records?
B. PRE-LEARNING VOCABULARY

It allows to know the meaning of unknown words or a new vocabulary of the listening.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Word search</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Record announcement</td>
</tr>
<tr>
<td>Page:</td>
<td>50</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>Photocopiable worksheet</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>Groups of 5 students</td>
</tr>
</tbody>
</table>

**Instructions of the activity:**

1. Students are arranged in groups of 5 people.
2. Teacher gives the instructions.
3. Teacher gives an example of what students have to do.
4. Students do the activity.
5. Teacher monitors students as they perform the activity.
6. Students explains the answers to the class.
7. Teachers asks question about the topic and makes a relation with the worksheet answers.

**Extra tip:**
Teacher can give examples orally about the topic.
WORKSHEET

Members: ______________________________________________________

Class: _______________ Teacher: ________________________________

Date: ______________

1. Can you identify and find some words in the word search?

2. Answer the questions.
   a. Do you know the meaning these words?

   ______________________________________________________

   b. Can you infer what the topic will be for today?

   ______________________________________________________
C. PREDICTING CONTENT

It allows the student to be able to predict information of what they are going to hear.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>KWL Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Record announcement</td>
</tr>
<tr>
<td>Page:</td>
<td>50</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>Photocopiable worksheet</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>Individually or pairs</td>
</tr>
</tbody>
</table>

**Instructions of the activity:**

1. Students are arranged in pairs or individually.
2. Teacher gives the instructions: to fill out the first chart about they know and the second one about they want to know about the topic.
3. Teacher gives an example of what students have to do.
4. Students do the activity.
5. Teacher monitors students as they dialogue.
6. Teacher asks students about their answers.
WORKSHEET

Name: ____________________________________________________________

Class: _______________  Teacher: ________________________________

Date: __________________

KWL Chart

Before you start listening, list details in the first two columns. Fill in the last column after completing the listening exercise.

<table>
<thead>
<tr>
<th>TOPIC: ______________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
UNIT CONTENT:

a. Pre-learning vocabulary
b. Predicting content
c. Generating interest
UNIT 5
A. PRE-LEARNING VOCABULARY
It allows to know the meaning of unknown words or a new vocabulary of the listening.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Vocabulary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Unusual occupations</td>
</tr>
<tr>
<td>Page:</td>
<td>62</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>Photocopiable worksheet</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>Pair work</td>
</tr>
</tbody>
</table>

Instructions of the activity:

1. Students are arranged in pairs.
2. Teacher gives the instructions: to fill out the worksheet to find new words and the meaning.
3. Teacher gives an example of what students have to do.
4. Students do the activity.
5. Teacher monitors students as they dialogue.
6. Teacher asks students about their answers in order to guess the topic.
1. Form pairs according to the following words.

   dog                  walker
   snake               director
   braille             milker
   toy                 translator
   movie               party
   planner             designer

2. Can you tell the meaning of some of this pair words?

   a. __________________________________________

   b. __________________________________________
B. PREDICTING CONTENT

It allows the student to be able to predict information of what they are going to hear.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Vocabulary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Unusual occupations</td>
</tr>
<tr>
<td>Page:</td>
<td>62</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>Photocopiable worksheet</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>Pair work</td>
</tr>
<tr>
<td>Instructions of the activity:</td>
<td></td>
</tr>
<tr>
<td>1. Students are arranged in pairs.</td>
<td></td>
</tr>
<tr>
<td>2. Students listen to the teacher as the instruction are given.</td>
<td></td>
</tr>
<tr>
<td>3. Teacher gives an example of what students have to do.</td>
<td></td>
</tr>
<tr>
<td>4. Students do the activity and ask each other about the topic.</td>
<td></td>
</tr>
<tr>
<td>5. Teacher monitors students as they dialogue.</td>
<td></td>
</tr>
<tr>
<td>6. Teacher asks students about their answers in order to guess the topic.</td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET

Name: ______________________________________________________
Class: _________________  Teacher: ____________________________
Date: ________________

1. Before listening, try to guess if the following sentences are true or false.

a. Tom is a snake milker. True  False

b. Being a snake milker is really easy and not dangerous. True  False

c. Being a braille translator is just to translate to English. True  False

d. Nancy transform old toys in new because she’s a toy designer. True  False

e. An occupation for someone who loves dogs is dog walker. True  False

f. Elizabeth loves to be a dog walker. True  False
C. GENERATING INTEREST

It allows to motivate students in order to generate interest, engage them into the topic and make them more willing to listen.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Describing pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Unusual occupations</td>
</tr>
<tr>
<td>Page:</td>
<td>62</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>Printed pictures</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>Whole group</td>
</tr>
</tbody>
</table>

Instructions of the activity:

1. Students are sitting in their own seats.
2. Teacher shows the pictures and asks questions related to the topic.
3. Students listen to the teacher as the instructions are given.
4. Teacher gives an example of what students have to do.
5. Teacher makes students participate according to the images given.
6. Teacher asks questions about the topic.
UNIT CONTENT:

a. Generating Interest
b. Activating Vocabulary
c. Predicting Content
UNIT 6
A. GENERATING INTEREST

It allows to motivate students in order to generate interest, engage them into the topic and make them more willing to listen.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Exploring videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Inspiring young people</td>
</tr>
<tr>
<td>Page:</td>
<td>74</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>Computer, projector, video: <a href="https://www.youtube.com/watch?v=m2CCPuOXJes">https://www.youtube.com/watch?v=m2CCPuOXJes</a></td>
</tr>
<tr>
<td>Group configuration:</td>
<td>Whole group</td>
</tr>
<tr>
<td>Instructions of the activity:</td>
<td></td>
</tr>
<tr>
<td>1. Students are sitting in their own seats.</td>
<td></td>
</tr>
<tr>
<td>2. Teacher prepares the computer with the projector.</td>
<td></td>
</tr>
<tr>
<td>3. Teacher presents the video to the class.</td>
<td></td>
</tr>
<tr>
<td>4. Students listen to the teacher as the instructions are given.</td>
<td></td>
</tr>
<tr>
<td>5. Teacher asks questions about the video and makes relation with the topic.</td>
<td></td>
</tr>
</tbody>
</table>

Extra tip:
Teacher can show the video without the sound.
SUGGESTED QUESTIONS

What do you think about the video?

What did you see in the video?

What do you think this video is about?

Do you recognize the people of this video?

What does this video want to show?

Do the people of the video inspire you?
B. ACTIVATING VOCABULARY

It allows to activate topic knowledge in order to be prepared in the listening exercise.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Brainstorming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Inspiring young people</td>
</tr>
<tr>
<td>Page:</td>
<td>74</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>Markers, tape, flashcards</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>individually</td>
</tr>
</tbody>
</table>

**Instructions of the activity:**
1. Students are arranged in their own seats.
2. Teacher gives students a copy of a graphic organizer in order to brainstorm.
3. Teacher reads the questions and explains what they have to do.
4. Students do the activity.
5. Teacher monitors students as they work.
6. Teacher makes students read their answers.
7. Teacher and students discuss the answers and give an opinion.
1. Complete the following graphic organizer.

Do you know someone that inspires people?

What are the qualities for a person that inspires others?

INSPIRING YOUNG PEOPLE

Is there someone who inspires you?

Would you like to be someone who inspires others? Why?
C. PREDICTING CONTENT
It allows the student to be able to predict information of what they are going to hear.

<table>
<thead>
<tr>
<th>Name of the activity:</th>
<th>Broken Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Inspiring young people</td>
</tr>
<tr>
<td>Page:</td>
<td>74</td>
</tr>
<tr>
<td>Time:</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Material:</td>
<td>Strips of paper with phrases related to the topic</td>
</tr>
<tr>
<td>Group configuration:</td>
<td>2 groups</td>
</tr>
</tbody>
</table>

**Instructions of the activity:**
1. Students are arranged in two lines.
2. Students choose one representative per group.
3. The teacher whispers to the students the phrases in order to pass to each one until the last student.
4. Students write the sentence on the board.
5. Teacher scores points for correct words.
6. Teacher gives the correct answers.
7. Teacher asks questions about the topic.

**Extra tip:**
It is not allowed to cheat and speak aloud.
SUGGESTED PHRASES

Bert has worked as a volunteer for seven years

Tom showed his talent when he was 5

Mathew is curious about everything in his life

Mathew is going to study in an institute of technology

Erika is going to the Olympics

Samantha won a medal for her creative work
4.7 BIBLIOGRAPHY REFERENCES


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Lozano, L. C. (2012). *La enseñanza de la filosofía y sus contribuciones al desarrollo del pensamiento*. Retrieved from La enseñanza de la filosofía y sus contribuciones al desarrollo del pensamiento:
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https://www.ed.ac.uk/files/imports/fileManager/UNIT_2_Listening.pdf

https://dialnet.unirioja.es/descarga/articulo/4779301.pdf


ANNEXES
ANNEX 1
MSc.
Sara Anaguano Pérez
PROFESORA DE LA CARRERA 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 ha sido designada Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre de la estudiante de la Carrera de Lenguas y Lingüística: SALAZAR MORAN EVELYN LISSETTE

**TOPIC:** THE INFLUENCE OF PRE-LISTENING ACTIVITIES IN THE LISTENING COMPREHENSION

**PROPOSAL:** DESIGN OF A SYSTEM OF PRE-LISTENING EXERCISES

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

Atentamente,

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (e) CIFI
CARRERA LENGUAS Y LINGÜÍSTICA

<table>
<thead>
<tr>
<th>FUNCIONARIO RESPONSABLE</th>
<th>CARGO</th>
<th>FIRMA</th>
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</thead>
<tbody>
<tr>
<td>Elaborado por:</td>
<td>Ing. Alexandra Delgado López</td>
<td>SECRETARIA 1</td>
</tr>
<tr>
<td>Aprobado por:</td>
<td>Ing. Carlos Valle Navarro, MSc.</td>
<td>DIRECTOR</td>
</tr>
</tbody>
</table>
MSc.
Marco Yambay Herrera
RECTOR ACADÉMICO DE LA UNIDAD EDUCATIVA UNIVERSITARIA “DR. FRANCISCO HUERTA RENDÓN”
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que la estudiante: SALAZAR MORÁN EVELYN LISSETTE, de la Carrera de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: THE INFLUENCE OF PRE-LISTENING ACTIVITIES IN THE LISTENING COMPREHENSION.

PROPOSAL: DESIGN OF A SYSTEM OF PRE-LISTENING EXERCISES

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

Le antepizo mis reconocimientos.

Atentamente,

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (E) CIFI CARRERA DE LENGUAS Y LINGÜÍSTICA

<table>
<thead>
<tr>
<th>FUNCIONARIO RESPONSABLE</th>
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<tr>
<td>Elaborado por:</td>
<td>Ing. Alejandro Delgado López</td>
<td>SECRETARIA 1</td>
</tr>
<tr>
<td>Aprobado por:</td>
<td>Ing. Carlos Valle Navarro, MSc.</td>
<td>DIRECTOR</td>
</tr>
</tbody>
</table>

UNIVERSIDAD DE GUAYAQUIL
Cela. Universitaria “Salvador Allende” Av. Delta s/n y Av. Kennedy
www.ug.edu.ec
Oficio n°090-RC-2018

Guayaquil, 15 de julio del 2019

Msc. Carlos Valle Navarro
Director de la carrera de Lenguas y Linguística
Ciudad.-

De mis consideraciones:

Reciba un atento saludo, en relación al oficio No UGLENGUAS2019-463 suscrito por usted tengo a bien informarle que la Unidad Educativa Francisco Huerta Rendón acepta con mucho agrado el desarrollo del proyecto de Titulación Educativo por la egresada SALAZAR MORAN EVELYN LISSETTE, requisito previo a la obtención del título de Licenciado en Lenguas y Linguística aplicado a los estudiantes de Décimo A- B.C de Básica.

TEMA: The influence of pre-listening activities in the listening comprehension.

PROPUESTA: Design of a system of pre-listening exercises.

Particular que comunicó para los fines legales pertinentes.

Atentamente,

Msc. Marco Yambay Herrera
RECTOR

Elaborado por: Eva Quinde Moreno – Asistente 2
Revisado y aprobado por: Msc. Marco Yambay Herrera -Rector

Cda. Universitaria Salvador Allende
www.ug.edu.ec
Guayaquil - Ecuador

64
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrada MSc. Sara Anaguano Pérez, tutora del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por SALAZAR MORAN EVELYN LISSETTE C.I 0953562535, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN mención: LENGUA INGLESA Y LINGÜÍSTICA.

Se informa que el trabajo de titulación: "THE INFLUENCE OF PRE-LISTENING ACTIVITIES IN THE LISTENING COMPREHENSION". Propuesta: DESIGN OF A SYSTEM OF PRE-LISTENING EXERCISES, ha sido orientado durante todo el periodo de ejecución en el programa anti plagio URKUND, quedando el 1% de coincidencia.

MSc. Sara Anaguano Pérez
C.I. 0916351729
** FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICAS / LENGUA Y LITERATURA INGLESA  
UNIDAD DE TITULACIÓN  

**TRABAJO DE TITULACIÓN**  
**FORMATO DE EVALUACIÓN DE LA PROPUESTA DE LA PROPUESTA DE TRABAJO DE TITULACIÓN**

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<tr>
<td>Nombre del estudiante (s)</td>
<td>Evelyn Lissette Salazar Morán</td>
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<td>Carrera</td>
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<tr>
<td>Objetivos de la Investigación</td>
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<td>Metodología a emplearse</td>
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<td>Cronograma de actividades</td>
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<td>Presupuesto y financiamiento</td>
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APROBADO

APROBADO CON OBSERVACIONES

NO APROBADO

MSc. Sara Anaguano Pérez  
Docente Revisor
Guayaquil, 22 de mayo de 2019

Sr.
M.Sc. CARLOS VALLE
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL

Acuerdo del Plan de Tutoría

Nosotros, M.Sc. Sara Anaguano Pérez, docente tutor del trabajo de titulación y Evelyn Lissette Salazar Moran estudiante de de la carrera Lengua y Literatura Inglesa y Francesa de la escuela Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario: 11:00 - 12:00, el día Martes de cada semana.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Realizar un mínimo de 4 tutorías mensuales.
- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

[Signature]

Evelyn Salazar Moran
Estudiante (s)

[Signature]

M.Sc. Sara Anaguano Pérez
Docente Tutor

CC: Unidad de Titulación
ANEXO 3

FACULTAD DE FILOSOFÍA
ESCUELA DE LENGUAS Y LINGÜÍSTICAS / LENGUA Y LITERATURA INGLESA
UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: Msc. Sara Anagamo
Tipo de trabajo de titulación: Proyecto Educativo
Título del trabajo: The influence of pre-listening activities in the listening comprehension. Design of a system of pre-listening exercises. Evelyn Salazar
Carrera: Lengua y Literatura Inglesa

evelynsalazarm@hotmail.es

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<tr>
<th>No. DE SESIÓN</th>
<th>FECHA TUTORÍA</th>
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<th>DURACIÓN:</th>
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<td>INICIO</td>
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<tr>
<td>1</td>
<td>21/5/19</td>
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<td>11:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revisión capítulo 1</td>
<td>11:00</td>
</tr>
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<td>2</td>
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<td>Revisión capítulo 2</td>
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<td>&quot;Fundamentación psicológica y filosófica&quot;</td>
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<td>18/06/19</td>
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<td>25/06/19</td>
<td>Revisión capítulo 5</td>
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</table>

OBSERVACIONES Y TAREAS ASIGNADAS

- Entrega de anexo 1, 2 y 3.
- Corrige capítulo 1.
- Corrige background cap. 2.
- Corrección de las argumentaciones, y terminan el capítulo 2.
- Corrección de las argumentaciones, y empiezan capítulo 3.

FIRMA TUTOR
FIRMA ESTUDIANTE

Evelyn Salazar
Evelyn Salazar
### INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

**Tutor:** Ms. Sara Aragón

**Tipo de trabajo de titulación:** Proyecto Educativo

**Título del trabajo:** The influence of pre-listening activities on the listening comprehension

**Carrera:** Lengua y Literatura Inglesa

<table>
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<th>DURACIÓN: INICIO - FIN</th>
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<td>11:00 - 13:00</td>
<td>• Trabajar capítulo 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>23/07/19</td>
<td>Revisión del análisis de la encuesta y entrevista</td>
<td>11:00 - 13:00</td>
<td>• Conclusión capítulo 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>30/07/19</td>
<td>Revisión capítulo 4</td>
<td>11:00 - 13:00</td>
<td>• Conclusión capítulo 4</td>
<td></td>
<td></td>
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</tbody>
</table>
Guayaquil, 12 de agosto de 2019

SRA. LCDA. SARA ANAGUANO PÉREZ, MSc.
DIRECTORA DE LA CARRERA/ESCUELA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad

De mis consideraciones:

Envío a Ud. El informe correspondiente a la tutoría realizada al trabajo de Titulación: THE INFLUENCE OF PRE-LISTENING ACTIVITIES IN THE LISTENING COMPREHENSION. Propuesta: DESIGN OF A SYSTEM OF PRE-LISTENING EXERCISES, de la estudiante SALAZAR MORAN EVELYN LISSETTE CON C.I 0953562535, indicando ha cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que el estudiante está apto para continuar con el proceso de revisión final.

Atentamente,

MSc. Sara Anaguano Pérez

C.I: 0916351729
# Rúbrica de Evaluación Trabajo de Título

**Título del Trabajo:** THE INFLUENCE OF PRE-LISTENING ACTIVITIES IN THE LISTENING COMPREHENSION

**Autor:** SALAZAR MORAN EVELYN LISSETTE

<table>
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</tr>
<tr>
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* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

Msc. Sara Anaguano Pérez
FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
C.C. 0916351729
FECHA: 12 de agosto de 2019

Sr./Sra.
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD de Filosofía
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación [título] del estudiante [nombre completo]. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de [número] palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo [número] años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante [nombre completo] está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

[Nombre]
DOCENTE TUTOR REVISOR
C.I. 091321935-8
**RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN**

**Título del Trabajo:** The Influence of Pre-Listening Activities in the Listening Comprehension

**Autor(s):** Salazar Morán Puelma Lissette

<table>
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* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

**FIRMA DEL DOCENTE TUTOR REVISOR**

**No. C.I.** 091204-931-8

**FECHA:** Agosto 27/2019
**FICHA DE REGISTRO DE TESIS/TRABAJO DE GRADUACIÓN**

| TÍTULO Y SUBTÍTULO: | Influencia de las actividades de pre-escucha en la comprensión auditiva. Diseño de un sistema de ejercicios de pre-escucha |

| AUTOR(ES): | Salazar Moran Evelyn Lissette |
| REVISOR(ES)/TUTOR(ES): | MSC. Sara Anaguano Pérez |
| INSTITUCIÓN: | Universidad de Guayaquil |
| UNIDAD/FACULTAD: | Facultad de Filosofía, Letras y Ciencias de la Educación |
| MAESTRÍA/ESPECIALIDAD: | Lengua y Linguística |
| GRADO OBTENIDO: | Licenciatura en Ciencias de la Educación |
| FECHA DE PUBLICACIÓN: | No. DE PÁGINAS: |
| ÁREAS TEMÁTICAS: | Lengua Inglesa |
| PALABRAS CLAVES: | Comprensión auditiva, habilidad, pre-escucha, sistema de ejercicios |

**RESUMEN/ABSTRACT (150-250 palabras):**

El presente proyecto educativo se basa en resolver el problema que se evidenció en los alumnos de décimo año, paralelo "B" de Educación General Básica de la Unidad Educativa "Francisco Huerta Rendón" en el periodo lectivo 2019 - 2020, en el que se observó una insuficiencia en la habilidad de la escucha. Este proyecto tuvo el propósito de determinar la influencia de las actividades previas a la escucha en el desarrollo de la comprensión auditiva en la clase de inglés. Para ello, se realizó un estudio donde se encontraron las variables del problema que fueron analizadas y desarrolladas teóricamente a través de los antecedentes históricos, los fundamentos teóricos y legales, y también el contexto de la investigación. Además de los diferentes métodos y técnicas, también se utilizaron los instrumentos que fueron: la entrevista al profesor y la encuesta a los alumnos que revelaron la condición real de los estudiantes en dicha habilidad. Con el análisis de los resultados, se consideró que la creación de un sistema de ejercicios pre-escucha ayudaría a mejorar la comprensión auditiva, ya que permite activar el conocimiento de los estudiantes para que sean más efectivos al realizar un ejercicio de escucha.

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Nombre: Secretaría de la Escuela de Lenguas y Lingüística
Teléfono: (04) 2294888 Ext. 123
E-mail: lenguas.lingüistica.filo@gmail.com
# THESIS REGISTRATION FORM

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<th>The influence of pre-listening activities in the listening comprehension. Design of a system of pre-listening exercises.</th>
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<tr>
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<td>Salazar Moran Evelyn Lissette</td>
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<td>MSC. Sara Anaguano Pérez</td>
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<td>ABSTRACT (150-250 WORDS)</td>
<td>The present educational project is based on solving the problem that was evidenced in the students of tenth year, room “B” of General Basic Education from Educational Unit “Francisco Huerta Rendón” in 2019 - 2020 academic year, in which it was noticed an insufficiency in listening skill. This project had the purpose to determine the influence of pre-listening activities in the development of listening comprehension in the English class. For that, it was made a study where it was found the variables of the problem that were analyzed and developed theoretically through the historical background, the theoretical and legal foundations, and also the context of the research. Besides the different methods and techniques, it was also used the instruments that were: the interview to the teacher and the survey to students which revealed the real condition of students in this skill. With the analysis of the results, it was considered that the creation of a system of pre-listening exercises would help to improve the listening because it allows to activate student’s knowledge for make them more effective when doing a listening task.</td>
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| AUTHOR NAMES AND CONTACT: | Telephone : 0959850869  
E-mail: evelynsalazarm@hotmail.es |
| CONTACT IN THE INSTITUTION : | Name: Secretarial of the School of Languages and Linguistics  
Telephone: (04) 2294888 Ext. 123  
E-mail: lenguas.linguistica.filo@gmail.com |
LICENCIA GRATUITA INTRANSFERIBLE Y NO EXCLUSIVA PARA EL USO NO COMERCIAL DE LA OBRA CON FINES NO ACADÉMICOS

Yo, SALAZAR MORAN EVELYN LISSETTE con C.I. No. 0953562535, certifico que los contenidos desarrollados en este trabajo de titulación, cuyo título es "THE INFLUENCE OF PRE-LISTENING ACTIVITIES IN THE LISTENING COMPREHENSION. DESIGN OF A SYSTEM OF PRE-LISTENING EXERCISES" son de mi absoluta propiedad y responsabilidad Y SEGÚN EL Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN*, autorizo el uso de una licencia gratuita intransferible y no exclusiva para el uso no comercial de la presente obra con fines no académicos, en favor de la Universidad de Guayaquil, para que haga uso del mismo, como fuera pertinente.

Evelyn Salazar

SALAZAR MORAN EVELYN LISSETTE
C.I. No. 0953562535

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ANNEX 2
SURVEY TO STUDENTS OF 10TH YEAR “B” GBE

Source: Educational Unit “Francisco Huerta Rendón”
Author: Salazar Moran Evelyn
SURVEY TO STUDENTS OF 10TH YEAR “B” GBE

Source: Educational Unit “Francisco Huerta Rendón”
Author: Salazar Moran Evelyn

SURVEY TO STUDENTS OF 10TH YEAR “B” GBE

Source: Educational Unit “Francisco Huerta Rendón”
Author: Salazar Moran Evelyn
INTERVIEW TO THE TEACHER

Source: Educational Unit “Francisco Huerta Rendón”
Author: Salazar Moran Evelyn

DEAN OF THE EDUCATIONAL UNIT “FRANCISCO HUERTA RENDÓN”

Source: Educational Unit “Francisco Huerta Rendón”
Author: Salazar Moran Evelyn
TUTORING SESSION #1

Source: MSc. Sara Anaguano Pérez at School of Languages and Linguistics
Author: Salazar Moran Evelyn

TUTORING SESSION #2

Source: MSc. Sara Anaguano Pérez at School of Languages and Linguistics
Author: Salazar Moran Evelyn
TUTORING SESSION #3

Source: MSc. Sara Anaguano Pérez at School of Languages and Linguistics
Author: Salazar Moran Evelyn

TUTORING SESSION #4

Source: MSc. Sara Anaguano Pérez at School of Languages and Linguistics
Author: Salazar Moran Evelyn
TUTORING SESSION #5

Source: MSc. Sara Anaguano Pérez at School of Languages and Linguistics
Author: Salazar Moran Evelyn

TUTORING SESSION #6

Source: MSc. Sara Anaguano Pérez at School of Languages and Linguistics
Author: Salazar Moran Evelyn
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1. Follows the procedure for teaching the listening comprehension.
2. Varies the teaching methods through strategies that strengthen the development of listening comprehension.
3. Applies the stages of listening comprehension process.
4. Evaluates students' knowledge about the topic of the audio.
5. Employs pre-listening activities to strengthen in the listening skill.
6. Has an exercise system to reinforce and improve listening comprehension.
7. Understand what is said in the audio.
8. Shows confidence when performing a listening task.
9. Ask teacher to repeat the audio because they do not understand.
10. Uses their previous knowledge to associate the audio content at the time of performing the listening comprehension.
OBJECTIVE: The following survey has as purpose to know the influence of pre-listening activities in the listening comprehension of the students of 10th year “B” of General Basic Education from Educational Unit “Francisco Huerta Rendón” in order to elaborate a design of a system of pre-listening exercises.

INSTRUCTIONS: Cross out an x based on your degree of compliance with respect to the following items according to the scale: (1) Totally disagree, (2) Disagree, (3) Indifferent, (4) Agree, (5) Totally agree.

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<td>2</td>
<td>I think listening is very hard.</td>
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<td>I present some problems when I practice the listening in class.</td>
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<td>I would like to improve my listening skill.</td>
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<td>5</td>
<td>I have the capacity to retain information on the different topics to be treated in the listening.</td>
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<tr>
<td>6</td>
<td>I do previous activities when I perform a listening exercise.</td>
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<td></td>
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<tr>
<td>7</td>
<td>It is difficult for me to understand the audios, since I do not have a previous knowledge about what I hear.</td>
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<tr>
<td>8</td>
<td>The use of pre-listening activities is common in class.</td>
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<td>9</td>
<td>I like doing warm-up activities in order to have an idea of what I hear.</td>
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<tr>
<td>10</td>
<td>The pre-listening activities helps me to improve my listening skill.</td>
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<tr>
<td>11</td>
<td>The pre-listening activities helps me to understand the audios in an easy way.</td>
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<tr>
<td>12</td>
<td>I consider it is important to have previous knowledge of vocabulary before listening.</td>
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<tr>
<td>13</td>
<td>If I had previous activities before listening, I would improve my listening skill.</td>
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<tr>
<td>14</td>
<td>I would learn better to develop the listening through pre-listening activities.</td>
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<td>15</td>
<td>I find the implementation of a system of pre-listening exercises very practical.</td>
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</tbody>
</table>
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA

INTERVIEW TO THE TEACHER

<table>
<thead>
<tr>
<th>INFORMATIVE DATA:</th>
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<tbody>
<tr>
<td>Teacher:</td>
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<tr>
<td>Level:</td>
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<tr>
<td>Years of experience:</td>
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<tr>
<td>Grade:</td>
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<td>Subject:</td>
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<td>Schedule:</td>
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<td>Degree title:</td>
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</tbody>
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<table>
<thead>
<tr>
<th>QUESTIONNAIRE:</th>
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</thead>
<tbody>
<tr>
<td>1. Do you consider that the level of development of your students in listening comprehension is adequate and satisfies the National English Curriculum?</td>
</tr>
<tr>
<td>2. What pedagogical strategies do you use to achieve the active development of listening comprehension in your students?</td>
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<tr>
<td>3. Do you believe that the stages of a listening activity are important and have a great influence when they perform a listening exercise?</td>
</tr>
<tr>
<td>4. What kind of warm-up activities do you perform before working on listening comprehension?</td>
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<tr>
<td>5. Would pre-listening activities be very useful in order to have prior knowledge of the topic in listening comprehension?</td>
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<tr>
<td>6. Do you think that a system of pre-listening exercises will improve the level of listening comprehension in your students?</td>
</tr>
</tbody>
</table>