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FACULTY OF PHILOSOPHY, LETTERS AND EDUCATIONAL SCIENCES

SCHOOL OF LANGUAGES AND LINGUISTICS

EDUCATIONAL PROJECT

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

TOPIC:

**DEPLOYING AUDIOVISUAL TECHNIQUES TO IMPROVE LISTENING
SKILLS**

PROPOSAL:

**DIDACTIC GUIDE THAT IMPLEMENTS EDUCATIONAL VIDEOS TO
IMPROVE LISTENING SKILLS FOR A1.2 LEVEL LEARNERS**

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DEDICATIONS

I dedicate this project to my mother Yamira Gomez Hurtado for being the fundamental pillar in my life and my greatest support during this process. To my grandmother Glenda Hurtado for giving me words of encouragement, to my aunt Valeria Banguera for sharing her joy with me and motivating me to finish this project.

Baque Gómez Ginger Yamilet

I dedicate this project to my mother and my grandmother who were very important people throughout my learning process because they were great support for me. To my husband and my daughter who never allowed me to give up until I achieved my goal and finally to God who helped me to have the strength to face all adversities.

Garcia Galarza Ariana Javiera

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I thank God for being my guide every day and giving me the strength to not give up until I achieve my goals. To my parents for being a great support for me and always believing in me. To my husband, who has always been unconditional support for me. To my sister who helped me by taking care of my daughter while I was in university and for which I was able to finish my studies. To my group of friends from the first semester with whom I have always been a great support for me. Finally, to my thesis partner Ginger Baque, thank you for your help, without a doubt you were the best thesis partner I could have had.

Garcia Galarza Ariana Javiera



**ANEXO XI.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITRATURA INGLESA, FRANCESA, ALEMANA**

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN

TÍTULO: IMPLEMENTACIÓN DE TÉCNICAS AUDIOVISUALES PARA MEJORAR LAS HABILIDADES AUDITIVAS.
PROPUESTA: GUÍA DIDÁCTICA QUE IMPLEMENTA VIDEOS EDUCATIVOS PARA MEJORAR LAS HABILIDADES AUDITIVAS EN ALUMNOS NIVEL A1.2

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RESUMEN El presente trabajo de investigación tiene como objetivo analizar la actitud de los estudiantes con respecto al mejoramiento de la habilidad auditiva en el idioma inglés en el noveno año de educación general básica de la escuela de educación básica fiscal Rina Ortiz de Bucaram. Por esta razón, este trabajo busca determinar la influencia de los videos educativos en la mejora de la habilidad auditiva de los estudiantes. Los autores revisaron una variedad de teorías y estudios científicos para el desarrollo teórico de las variables de investigación que son técnicas audiovisuales y habilidad auditiva. Después de esta revisión se utilizaron métodos y técnicas de investigación aplicando también los instrumentos como la encuesta y la entrevista los cuales evidenciaron la realidad de los alumnos con respecto a su realidad auditiva. Finalmente se analizaron los resultados y se llegó a la conclusión de la importancia de diseñar una guía didáctica compuesta de videos educativos y sus respectivas actividades, la cual será un material extra para el profesor para el mejoramiento de la habilidad auditiva.		
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FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITARATURA INGLESA, FRANCESA, ALEMANA**

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PROPOSAL: DIDACTIC GUIDE THAT IMPLEMENTS EDUCATIONAL VIDEOS TO IMPROVE LISTENING SKILLS
FOR A1.2 LEVEL LEARNERS

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RESUMEN The present research work has the objective of analyzing the attitude of the students with respect to the improvement of their listening skills in the English language in the ninth year of general basic education at the Rina Ortiz de Bucaram School of Basic Education. For this reason, this paper seeks to determine the influence of educational videos on the improvement of students' listening skills. The authors reviewed a variety of theories and scientific studies for the theoretical development of the research variables which are audiovisual techniques and listening skills. After this review, research methods and techniques were used, applying also the instruments such as the survey and the interview which evidenced the reality of the students with respect to their auditory reality. Finally, the results were analyzed and it was concluded that it is important to design a didactic guide composed of educational videos and their respective activities, which will be an extra material for the teacher to improve listening skills.		
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ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD
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Habiendo sido nombrado **Ruth Elizabeth Paredes Santín**, M. Ed., tutora del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **BAQUE GOMEZ GINGER YAMILET y GARCIA GALARZA ARIANA JAVIERA**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de **LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACIÓN EN LENGUAS Y LINGÜÍSTICA**.

Se informa que el trabajo de titulación:

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ANEXO XIII.- RESUMEN DEL TRABAJO DE TITULACIÓN (ESPAÑOL)
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA

TEMA: "Implementación de técnicas audiovisuales para mejorar la habilidad auditiva"

PROPUESTA: Guía didáctica que implementa videos educativos para mejorar la habilidad auditiva en alumnos nivel a1.2

Autoras: Baque Gómez Ginger Yamilet y Garcia Galarza Ariana Javiera

Tutor: MSc. Ruth Paredes Santin

RESUMEN

El presente trabajo de investigación tiene como objetivo analizar la actitud de los estudiantes con respecto al mejoramiento de la habilidad auditiva en el idioma inglés en el noveno año de educación general básica de la escuela de educación básica fiscal Rina Ortiz de Bucaram. Por esta razón, este trabajo busca determinar la influencia de los videos educativos en la mejora de la habilidad auditiva de los estudiantes. Los autores revisaron una variedad de teorías y estudios científicos para el desarrollo teórico de las variables de investigación que son técnicas audiovisuales y habilidad auditiva. Después de esta revisión se utilizaron métodos y técnicas de investigación aplicando también los instrumentos como la encuesta y la entrevista los cuales evidenciaron la realidad de los alumnos con respecto a su realidad auditiva. Finalmente se analizaron los resultados y se llegó a la conclusión de la importancia de diseñar una guía didáctica compuesta de videos educativos y sus respectivas actividades, la cual será un material extra para el profesor para el mejoramiento de la habilidad auditiva.

Palabras Claves: habilidad auditiva, técnicas audiovisuales, videos educativos, guía didáctica.



ANEXO XIV.- ABSTRACT (INGLÉS)

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O
ITALIANA O ALEMANA

THEME: “Deploying audiovisual techniques to improve listening skills”

PROPOSAL: Didactic guide that implements educational videos to improve listening skills for a1.2 level learners

Authors: Baque Gómez Ginger Yamilet and Garcia Galarza Ariana Javiera

Advisor: MSc. Ruth Paredes Santin

ABSTRACT

The present research work has the objective of analyzing the attitude of the students with respect to the improvement of their listening skills in the English language in the ninth year of general basic education at the Rina Ortiz de Bucaram School of Basic Education. For this reason, this paper seeks to determine the influence of educational videos on the improvement of students' listening skills. The authors reviewed a variety of theories and scientific studies for the theoretical development of the research variables which are audiovisual techniques and listening skills. After this review, research methods and techniques were used, applying also the instruments such as the survey and the interview which evidenced the reality of the students with respect to their auditory reality. Finally, the results were analyzed and it was concluded that it is important to design a didactic guide composed of educational videos and their respective activities, which will be an extra material for the teacher to improve listening skills.

Keywords: listening ability, audiovisual techniques, educational videos, didactic guide.

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INTRODUCTION

English language as a foreign language has become standardized and exponentiated worldwide since many people use it to communicate as a foreign language. That is why nowadays the vast majority of the world's population prioritizes the learning of this language.

Technology has become a very necessary tool for education today, due to the pandemic caused by Covid-19 that is going through the world, that is why education had a change to such an extent that audiovisual resources became a priority for the teaching process where both students and teachers had to be trained in the use of these technological tools.

As mentioned earlier, both teachers and students had to adapt to the education reform, but it was the students belonging to Generation Z who were more predisposed to this change. This generation is known as the one born in the digital era because their environment revolves around technology, so they are more inclined to learn with audiovisual resources.

Due to the application of audiovisual techniques, the Listening skill is enhanced since for many students this skill becomes a challenge and that is why this project proposes educational videos as a way to improve their educational ability and make their learning process more feasible.

This project is divided into four chapters:

Chapter 1: THE PROBLEM, this section describes the research context, problem statement, objectives of the research, research questions, and justification.

Chapter 2: THEORETICAL FOUNDATIONS, this section contains the research background, theoretical framework, contextual framework, legal framework, and operationalization of variables.

Chapter 3: METHODOLOGY, this section includes the research approaches, types of research, population, sample, data collections methods and techniques, research instruments, and analysis and interpretation of results.

Chapter 4: PROPOSAL, this section consists of the topic of the proposal, background, justification, goals, methodology, activities, chronogram of activities, feasibility, conclusions, and recommendations.

CHAPTER I

THE PROBLEM

1.1 Research context

This project will analyze the attitude of ninth-grade students of General Basic Education regarding the development of Listening at the "Rina Ortiz de Bucaram" School of Basic Fiscal Education located in Maldonado Street, José Joaquín de Olmedo Rumiñahui, and La Paz in the Durán city of the province of Guayas, during the 2021 - 2022 school year.

1.2 Problem statement

This project is focused on students from the Fiscal School Basic of Education "Rina Ortiz de Bucaram" of the ninth grade. According to the Ecuadorian National Curriculum guidelines (2014), they should have level A1.2 in the different English language skills, in which they should be able to recognize sentences and simple expressions related to the personal and social environment, recognize basic intonation patterns, understand speech pauses, repetitions, and reformulations that allow the listener to adequately understand the message and extract the essential information.

1.3 Formulation of the problem

How do educational videos influence the improvement of listening skills in students of the ninth grade of General Basic Education (EGB) of the Basic Fiscal Education School "Rina Ortiz de Bucaram", Duran city, Guayas province, in Eloy Alfaro parish during the school year 2021-2022?

1.4 Objectives of the research

1.4.1 General objective

To determine the influence of the use of audiovisual techniques in the improvement of the development of Listening skills through the analysis of scientific literature.

1.4.2 Specific objectives

- Analyze the different audiovisual techniques that could help improve Listening skill.
- Propose audiovisual resources to promote the development of Listening.
- Elaborate a didactic guide implementing educational videos to improve Listening skill.

1.5 Research questions

- What is the current situation of ninth-grade students at the Basic Fiscal Education School "Rina Ortiz de Bucaram" in the 2021-2022 school year concerning the use of audiovisual techniques?
- Will audiovisual techniques contribute to improving Listening skills?
- Would a didactic guide with educational videos help in the improvement of English listening skills?

1.6 Justification

This project will contribute to the use of educational videos to improve students' Listening skills in English classes. By fostering this Listening skill they will be able to receive and interpret ideas in a more accurate way allowing them to have a better understanding of the English language.

The use of educational videos as an audiovisual technique will create a positive impact on English language learning and will help to attract the attention of students during class, since these audiovisual resources, being considered a didactic strategy, will promote students to focus on what it wants to transmit.

According to the National Curriculum Guidelines (2014) is designed to assist in the development of English language skills, where the following principles should be taken into account:” Language is a system for the expression and conveyance of meaning, the primary function of language is interaction and communication and the structure of

language reflects its functional and communicative uses” (Ministerio de Educación, 2014).

According Paredes (2018) as cited in Ministerio de Educación (2016) Ecuador has implemented a curriculum that considers English as an important area of study. This document is more complete than those used in the past, which used a single approach to teaching and learning English.

This educational project will follow the guidelines of the Ecuadorian National Curriculum (2014), so the aim is for 9th-grade students to have an A1.2 level at the end of the elective year and to be able to extract key information, understand simple expressions and sentences in the social environment.

This project will promote the use of audiovisual resources in English classes, which will make students more effective at distinguishing what they hear, thus improving their Listening skills.

The objective of this project is the creation of a didactic guide of educational videos that will serve as an aid for the improvement of the students' listening skills during English classes. These educational videos will be part of the didactic guide in which they will be divided by topics and will give the teacher audiovisual resources that will capture the attention of the students.

This project will be beneficial for teachers, students, and the educational community, in the following chapter we will develop the theoretical framework and everything related to it.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

According to Tyagi (2013) Listening skill is the ability to catch the message that receives clearly. It is a mix when someone hears that another person talks and has a psychological implication with the sender. Listening skill is a tool that seeks to understand, respect and accept other people's points of view. In addition, you must put aside what you think in order to be able to put yourself in other people's shoes and understand things as they see them. Therefore, it is a skill that requires effort and concentration.

Woottipung (2015) as cited in Naibaho (2019) "Listening is a process of listening to oral symbols with attention, understanding, appreciation, and interpretation to obtain information, capture content, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language." And Kim (2015) as cited in Naibaho (2019) Listening is a skill to understand the sounds of language that are spoken or read by other people and converted into a form of meaning to continue to be processed, conclusions drawn and responded to. Listening is a process of connecting what is heard with what students already know about the topic being discussed.

The teaching of the English language has been linked to technology since it helps to better learning of this language due to the technological resources. The new period presents new problems and tasks for modern language teachers. With the astonishing growth of new technologies like multimedia, the tradition of English education has been dramatically modified. Technologies give as much choice as their capacity to attract language students makes education entertaining and productive. Technology is the focus of globalization and affects education work and culture. Technology is therefore among the major forces of change at societal and linguistic levels. (Kumar et al. 2021)

Çakir (2006) said learning a foreign language can be a complicated process in this process teachers do not have to leave aside the use of technology in the teaching of a language. It is clear that society must be linked to technology since it has become essential to meet the needs of society. Therefore, it is important that teachers use cutting-edge technology in the teaching process. Therefore, audiovisual resources are considered a technological tool that helps in the learning of a foreign language.

Rendon, C. (2020) mentioned, “Audiovisual resources are devices that, when used well, can promote learners’ engagement in lessons, that is enhance motivation and create a compelling and lovely atmosphere within the classroom which is pretty beneficial for the learning process and namely TEFL.”

These have been some investigations of the variables of this project, in which the researchers have been able to reveal very useful information for future researchers who want to extend the concepts that have been previously investigated.

2.2 Theoretical Foundation

2.2.1 Audiovisual

Definition

According to Hardiah (2018) Audiovisual is a media that is composed of audio (sound) and visual images. With the use of this medium, the senses of sight and hearing are put to work at the same time. This medium seeks to capture the attention of the students so that they are more focused, in order to be able to interweave what they hear and see which allows them to have a better understanding. For the learning of listening skills, some audio-visual media such as lectures, flashcards, movies, broadcast news are used.

Importance of audiovisuals resources

According to Morales, J. (2017) the use of audiovisual resources has several important objectives, which are:

- To fit the subject to the students' needs so as to appeal the students' interest and motivation.
- To foster the students' active participation and cooperation in the lesson.

- To enhance students understanding of messages in English.
- To improve the students' pronunciation.
- To increase the students lexical contents.
- To use a variety of resources in the lesson with originality and freshness in the learning process.
- To make more effective the teaching-learning process.
- To encourage the usage of the audio-visual resources in the students' everyday life.

Characteristics of multimedia resources

Yue (2017) described multimedia is closely related to computer technology and has the following characteristics:

1.	Diversity: refers to the diversification and multiple <u>dimensionalization in information</u> transmission of multimedia technology.
2.	Interactivity: interactive represents the ability to conduct interactive communication with the audience. The goal of interactivity is to enable users to control and use the information more effectively.
3.	Integration: includes two aspects, one being the integration of media devices and the other being the integration of multimedia information.
4.	Real-time: means that audio, video, animation, and the like in multimedia are all connected with each other in time to make the audience feel consistent in their senses.
5.	High-quality: the multi-media technology based on digitization can guarantee the high quality and accuracy of information transmission.

Audiovisuals materials

Brophy & Alleman (2009) as cited in Akay (2021) “Audiovisual materials encompass educational videos, documentaries and movies”. Siagian et al. (2019) as cited in Akay (2021) these materials are mainly used to demonstrate events that are difficult, dangerous or even impossible to experience in real life. Educational videos facilitate students’ inferencing skills by exemplifying real-life events. While documentaries offer evidence by connecting events with historical documents, movies trigger emotional reactions in the audience in the face of real experiences and propose a fictional demonstration of the past Marcus et al. (2018) as cited in Akay (2021). Field trips to educational environments offer essential opportunities for on-the-spot observations and experiences. These trips stimulate all sensory organs, the association of the subject matter with real-life and on-the-spot experiencing of the events Kudryavtsev et al. (2012) as cited in Akay (2021).

2.2.2 Listening skills

Definition

Rost (2002) as cited in Pourhosein Gilakjani & Sabouri (2016) defined listening as a complex process of interpretation in which listeners match what they hear with what they already know.

Another definition of listening according to another author:

The word of listening is defined as making an effort to hear something; to pay attention to or heed. Hearing is necessary for listening, but listening is much more than processing sound. Someone may hear very well but be a very poor listener. (Downs, 2008, pág. 1)

Importance

Listening is an activity that may take many different forms for different people. The behaviors and tools used by someone in one listening situation may not be the same as those used in another. (Downs, 2008, pág. 2)

Listening process

Listening process has five steps which are:

“Listening is a collection of skills involving attention and concentration (receiving), learning (understanding), memory (remembering), critical thinking (evaluation), and feedback (responding). “(DeVito, 2018, p.23)

- Receiving: In receiving messages, focus your attention on both the verbal and the nonverbal messages because both communicate meaning.
- Understanding: A stage in the listening process in which you decode the speaker's signals and grasp their meaning.

- Remembering: To enhance your ability to remember messages, identify the central ideas, summarize the message in an easy to-retain form, and repeat (aloud or to yourself) key terms and names.
- Evaluating: A stage in the listening process in which you judge the messages you hear.
- Responding: A stage in the listening process in which you react to the messages. (DeVito, 2018)

Types of Listening

“Based on objective and manner in which the Listener takes and respond to the process of Listening, different types of Listening” (Tyagi, 2013) which are described in the following table:

1	Active listening	Listening in a way that demonstrates interest and encourages continued speaking.
2	Appreciative listening	Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure, such as to music.
3	Attentive listening	Listening obviously and carefully, showing attention.

4	Biased listening	Listening through the filter of personal bias i.e. the person hears only what they want to listen.
5	Casual listening	Listening without obviously showing attention. Actual attention may vary a lot.
6	Comprehension listening	Listening to understand. Seeking meaning (but little more).
7	Critical listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
8	Deep listening	Seeking to understand the person, their personality and their real and unspoken meanings and motivators.
9	Discriminative listening	Listening for something specific but nothing else (e.g. a baby crying).
10	Empathetic listening	Seeking to understand what the other person is feeling. Demonstrating this empathy.
11	Evaluative listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
12	Inactive listening	Pretending to listen but actually spending more time thinking.
13	Judgmental listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
14	Partial listening	Listening most of the time but also spending some time daydreaming or thinking of a response.
15	Reflective listening	Listening then reflecting back to the other person what they have said.
16	Relationship listening	Listening in order to support and develop a relationship with the other person.
17	Sympathetic listening	Listening with concern for the well-being of the other person.
18	Therapeutic listening	Seeking to understand what the other person is feeling. Demonstrating this empathy.
19	Total listening	Paying very close attention in active listening to what is said and the deeper meaning found through how it is said.

Resource: (Tyagi, 2013)

Strategies of Listening skill

According to Tyagi, (2013) Listening strategies help the listener to understand what they hear.

They are classified according to how the listener processes the information:

1. Top-down strategies are focused on the listener. The listener takes into account the preliminary knowledge of the subject, the environment, the type of writing among others. This preliminary knowledge ignites a set of expectations that will support the listener in understanding what he hears and inferring what comes next. Top-down strategies consist of:

- listening for the central idea
- foresight
- to make conclusions
- boiling down

2. Bottom-up strategies Bottom-up strategies are focused on the text. the listener has confidence in the language of the message so the blend of words, grammar and more produces meaning. Bottom-up strategies consist of:

- listening for distinctive particulars
- acknowledging cognates
- acknowledging word order model

(Tyagi, 2013)

2.2.3 Pedagogical Foundation

Pedagogy could be defined as the discipline in charge of the study of methods and practices used in teaching and learning. In addition, it is in charge of analyzing educational problems with the intention of providing solutions in a methodical way, with the purpose of providing support and guidance to teaching in all its points. Therefore, through the studies she carries out, she brings an improvement in the educational field through new techniques, methods, or resources in order to improve the teaching-learning process to make it more feasible for students.

Pedagogy “begins by acknowledging the influence that is exercised by one person or group (i.e. the educator) on another (i.e. the educand), and the fact that this influence exists in special relation to the world” (Friesen & Kenklies, 2021).

Currently, the term Pedagogy is known worldwide, because of this the new generations in their search for knowledge have been including in their daily lives the use of technology because it is a tool that has a wide variety of resources that is why it has become very useful in the evolution of the educational process.

Constructivism is a theory found within pedagogy. “Constructivism is a theory about knowledge and learning; it describes both what "knowing" is and how one "comes to know” (Fosnot, 2005). This theory has several cognitive processes which are developed according to the age of the students, and it also seeks their active participation, that is to say, that they become more participative.

The purpose of constructivism is that students should create meaningful learning since from a previous knowledge given by the teacher, students should then create their own learning from their experiences. That is why this research uses the theory of constructivism as a pedagogical approach because it seeks through educational videos its objective would be to teach a specific topic since the videos chosen have a pedagogical purpose. These educational videos through audio and sound will capture the attention of students since it is a very useful audiovisual resource that teachers can implement in their classes. This audiovisual resource by having audio will make students develop their Listening skills and be able to draw the main ideas of what they are hearing and the context.

The didactic guide will be composed of educational videos according to the educational level of the students and related to the topics described according to the guidelines of the national curriculum, these videos will be extra material for the teacher in their English classes to improve Listening skills, the videos will have activities that students can solve, these videos will have topics such as daily routine, personal information, food and beverages among others.

Finally, this research will relate how the use of technology and its resources within pedagogy will contribute to the development of the learning environment through the application of educational videos that will help improve Listening skills.

2.2.4 Psychological Foundation

Learning a foreign language can be a great challenge as it involves dealing with several obstacles when learning it, human beings have different learning processes and that is why teachers must take into account several cognitive processes when teaching their class. Psychology has not had enough relevance in education when it is known that "affect and emotion are terms that have been in the shadows of discussions of classroom foreign language learning, where the primary focus has been on the development of knowledge and use of the new language" (Dewaele, 2011).

Teachers prepare their classes taking into account the possible difficulties that their students may have in the learning process since it is known that there are multiple intelligences, that is to say, that each student learns in a different way and cannot use the same resources, methodologies, techniques; therefore, teachers adapt their classes with the appropriate resources for each need in order to achieve meaningful learning.

In addition, the educational environment should be pleasant for the students so that they will feel comfortable and will be able to develop their Listening skills in an appropriate way. We can also point out that motivation is a fundamental part of educational development, that is why in this research we suggest the use of educational videos since they are audiovisual resources that have audios, images, colors that will capture the attention of students and motivate them to continue using these resources.

As we mentioned before for a good development of the Listening Skill students must feel comfortable in the educational environment, a method that talks about this is the suggestopedia since it mentions that voice quality, peripheral stimuli, an atmosphere of psychological relaxation and suggestion are important in the process of absorption of knowledge.

2.2.5 Didactic Foundation

Didactics is an educational tool that is used in conjunction with other teaching methods ensuring optimal efficiency in the learning process. This discipline breaks with traditional teaching patterns as it stimulates and strengthens the constant interaction between students and teachers, forming an efficient flow of knowledge and leading to the acquisition of knowledge in a timely and optimal manner. Its main objective is to study the processes and factors that may exist in teaching and learning.

Didactics in education defines the teacher as a facilitator since he/she is in charge of distributing the necessary didactic resources to the students so that they can develop their own knowledge and educational autonomy. In this process, teachers evaluate that the chosen resource has had an optimal performance in the educational development of students, guaranteeing that the content was absorbed and learned effectively.

Therefore, in this research, educational videos will be applied as a didactic tool, since they are interactive and they will attract the interest of the students and will encourage them to continue using the videos to improve their Listening skills.

2.2.6 Linguistic Foundation

Linguistics explores the nature of language and communication. It includes the study of a single language, as well as the search for properties common to all languages or to a large number of languages.

Linguistic input for foreign language acquisition is very important. For beginners, rich input such as randomly chosen listening materials will just be noise. No matter how motivated, beginners are unlikely to be able to notice and pick out anything comprehensible, and therefore will not learn from them. If learners select a listening material of a familiar type on a familiar topic and can guess at the kinds of meanings that are likely to be expressed, and how the discourse will proceed, they will have a better chance of catching something they can understand and subsequently learn from. They are modifying their input by careful selection. (Wang, 2009)

This research is related to the linguistic field since the ability of listening has present phonetics, known as the science of speech, which is in charge of studying the sounds involved in communication and is divided into acoustic phonetics, articulatory phonetics and perceptual phonetics.

- Acoustic phonetics: studies the sounds themselves.
- Articulatory phonetics: studies how sounds are produced in speech.
- Perceptual phonetics: studies how sounds are produced in communicative processes.

We can also relate our research to pragmatics as it is a discipline within linguistics, it is focused on studying how context influences the interpretation of meaning. With the use of educational videos as an educational resource would help students while they are listening and watching the videos it would be easier for them to understand the context of what they are watching.

2.3 Contextual framework

The General School of Basic Education "Rina Ortiz de Bucaram" opened its doors to students as an educational institution on July 27, 1984.

This institution was founded by MSc. Víctor Manuel Avilés Boza, and has been in existence for 31 years in the Duran canton, Citadel Maldonado, next to the San Francisco church.

Being located in an urban sector in the canton, it seeks through quality and warm education focused on values such as responsibility, commitment, honesty, generosity, among others, to promote learning as a means of educational enrichment, thus seeking to improve the family, social and educational environment of its students.

2.4 Legal Framework

According to articles 26, 27, 28 and 29 of the Constitution of Ecuador establish the following:

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

Art. 28.- La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial,

básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive.

Art. 29.- El Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior, y el derecho de las personas de aprender en su propia lengua y ámbito cultural. Las madres y padres o sus representantes tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas. (Assembly, 2008)

According to the Organic Law on Intercultural Education in article two, sections h and s mention the following:

h. Inter aprendizaje y multiaprendizaje.- Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo;

s. Flexibilidad. - La educación tendrá una flexibilidad que le permita adecuarse a las diversidades y realidades locales y globales, preservando la

identidad nacional y la diversidad cultural, para asumirlas e integrarlas en el concierto educativo nacional, tanto en sus conceptos como en sus contenidos, base científica - tecnológica y modelos de gestión; (Assembly N. , 2011)

The national curricular guidelines state that in the teaching and learning of the English language in the public education system, Ecuadorian students should be able to access relevant information in English in all educational disciplines, as well as be able to understand the diverse intercultural values and be able to access job opportunities and professional development both inside and outside the country.

2.5 OPERATIONALIZATION OF VARIABLES

Variable Independent	Dimensions	Indicators	Collection techniques	Instruments
	Characteristics	• Diversity • Interactivity • Integration • Real-time • High-quality	Survey, observation	Questionnaire
	Audiovisual materials	• Educational videos • Documentaries • Movies	Survey, Observation	Questionnaire
Variable Dependent: Listening Skill	Dimensions	Indicators	Collection techniques	Instruments
	Listening process	• Receiving • Understanding • Remembering • Evaluating • Responding	Survey, Observation	Questionnaire
	Strategies of listening	• Top-down • Bottom-up	Survey, Observation	Questionnaire

CHAPTER III

METHODOLOGY

3.1 Research approaches

The present research is a mixed methodology that applies qualitative and quantitative instruments such as the survey, interview and observation, which will allow us to collect the necessary data related to the listening skill ability of the ninth grade of General Basic Education (EBG) of the General School of Basic Education "Rina Ortiz de Bucaram".

3.2 Types of research

The types of research help us to have knowledge of how the research will be developed. The purpose of this research is to apply audiovisual techniques in the English language classes of ninth-grade students of the Rina Ortiz de Bucaram Basic Education School to improve listening skills through a didactic guide that will contain educational videos according to the educational level of the students.

This research has a gnoseological objective since it studies knowledge, therefore, this research will focus on the following descriptive, explanatory, and propositional perspectives.

The research is descriptive because it describes the audiovisual resources to further improve Listening skills. Explanatory because it explains the process that a

listening class should follow. Propositional because the final product is a methodological guide that will serve to improve Listening skills.

3.3 Population

Population refers to a specific group of people, therefore, in this research the population is the ninth-grade students of the Fiscal School Basic of Education "Rina Ortiz de Bucaram". The sample will be determined by the following formula.

3.4 Sample

SAMPLES MATRIX				
DETAILS	POPULATION	SAMPLES	INSTRUMENTS	
STUDENTS	75	49	SURVEYS	
TEACHERS	2	1	INTERVIEW	
TOTAL	77	50		
FÓRMULA: $n = \frac{PQ \cdot N}{(N-1) \cdot E^2 / K^2 + PQ}$		PQ=	AVERAGE VARIANCE	0,25
		E=	MARGIN OF ERROR	0,05
		K=	CORRECTION CONSTANT	2
N= POPULATION TOTAL		77		100
n= SAMPLES TOTAL		50		x
		$X = \frac{50 \cdot 100}{77} = 64,9\%$		
64,9/100=		0,64		

Image 1: Sample Matrix Procedure

Elaborated by: Ariana Garcia Galarza and Ginger Baque Gómez, authors of this thesis.

According to the sample matrix of the o Fiscal School Basic of Education "Rina Ortiz de Bucaram" of the ninth grade EGB, there are two courses which belong to the parallel A and B with a population of 75 students and an English teacher for the ninth-grade students.

Therefore, the population to be surveyed is 49 ninth-grade EGB students and the ninth grade EGB teacher who will be interviewed.

Chart – Sample matrix

School of Basic Fiscal Education “Rina Ortiz de Bucaram”

N°	Details	Population	Sample	Instruments
1	Students	75	49	Survey
2	Teachers	2	1	Interview
3	Total	77	50	Survey and Inteviuw

The intention of this investigation was to observe a listening class however due to the pandemic and what the teacher explained that students did not have their

classes synchronized so the teacher sends them the assignments by WhatsApp.

Therefore, there are no listening classes registered.

3.5 Data collection methods and techniques

The research methods and techniques are important since they allow obtaining information about the facts of the present investigation. The methods applied are the following:

3.5.1 Inductive – Deductive

Trochim (2006) refers to the inductive method as the method that goes from the specific to the general, while the deductive method goes from the general to the specific. In the following research, the inductive method is implemented in the interviews applied to the school principal and the English teacher of the ninth grade of EGB of the Fiscal School Basic of Education "Rina Ortiz de Bucaram". The deductive method in the present research will be applied in the survey of ninth grade students of the Basic Fiscal School of Education "Rina Ortiz de Bucaram".

3.5.2 Historical- Logical

This method helps to organize the information obtained on audiovisual techniques to improve listening skills. Therefore, in this research we have collected important information that has been published in recent years, which has allowed us to learn about the history, new developments which allowed us to perform a deeper

analysis of the dependent and independent variables, thus helping to find the reasons and origin of the problem posed in this research project.

3.5.3 Systematic – Structural-Functional

This research project has a systematic structural-functional perspective structure, since it is based on the succession of procedures followed by the researcher to obtain a verifiable conclusion. This method is applied in the design of the educational project proposal.

3.5.4 Statistical method

The statistical method is based on the collection and analysis of data collected throughout the research to be interpreted and report the results. In this educational project this method is applied for the tabulation of the data collected.

3.5.5 Techniques

It is essential to apply different techniques to the subjects of this educational problem since this way the situation of the problem is known. In this research, techniques such as survey, interview and classroom observation were used.

3.5.6 Survey

This technique is composed of statements about the dependent and independent variables and the proposal. In addition, the statements also refer to the performance and preferences of the ninth-grade students of EGB of School Basic Fiscal Education "Rina

Ortiz de Bucaram". This technique is important since the data obtained are tabulated and we can see the different points of view of the students.

3.5.7 Interview

The objective of this technique is to gather information about the students' English language performance according to the teacher's perspective.

3.6 Research instruments

In this research, the Likert scale survey questionnaire and the interview guide were applied as instruments, which serve to obtain the necessary information for the research and thus reach true conclusions.

3.6.1 Likert scale survey

This instrument is used to measure with a linear scale how much the subject disagrees or agrees with a statement presented in the survey. In this research the survey was applied with the purpose of obtaining important data regarding the problem posed.

3.6.2 Interview guide

This instrument is composed of eleven questions addressed to the English teacher of the ninth grade of EGB of School Basic Fiscal Education "Rina Ortiz de Bucaram"; therefore, the purpose of this instrument is to know the situation of the students.

3.7 Analysis and interpretation of results

3.7.1 Students' survey



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LINGÜÍSTICA**

SURVEY

The objective of this survey is to examine the Listening skill of the students and provide audiovisual techniques that can be applied by the teacher to improve the students' listening skills, this survey will collect important information for analyzing and evaluating the results.

These are the possible options, you can choose the one you consider the most appropriate according to your criteria:

1.Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Totally agree

N	STATEMENTS	1	2	3	4	5
1	I consider my listening level to be good.					
2	I understand most of what I hear when we are practicing listening in class.					
3	The listening exercises are related to class topics.					
4	I enjoy practicing listening in class.					
5	The use of audiovisual resources such as videos, documentaries or movies in class is frequent.					
6	I understand a listening activity better when they use videos.					
7	I believe that listening is the most complicated skill in the English language.					
8	I believe that the use of audiovisual resources in class is important.					
9	I frequently do listening activities in English class.					
10	I would like to use educational videos in my English class to improve my listening.					

3.7.2 Analysis of the survey to the students

The questions in this survey were asked in English and translated into Spanish for accuracy.

Table 1

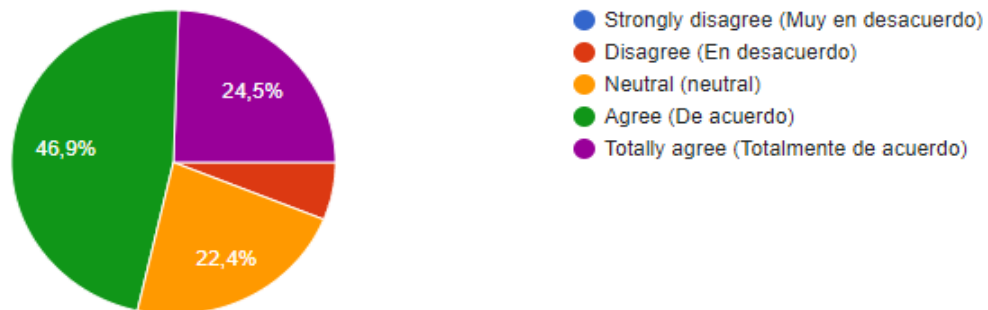
I consider my listening level to be good.

Options	Frequency	Percentage
Strongly disagree	0	0,0%
Disagree	3	6,1 %
Neutral	11	22,4 %
Agree	23	46,9%
Totally agree	12	24,5 %
Total	49	100%

Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Graphic 1



Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Elaborate by: Ariana Garcia Galarza and Ginger Baque Gómez

Analysis: 46.9% of the students agree that their listening level is good, but 22.4% consider that they have a neutral level in listening, while 24.5% say that their listening level is good. That is why with the help of the proposal the students who have a neutral level and the minority who do not consider that they have a good level can improve their listening skill level, as well as the students with a good level can continue to develop this skill.

Table 2

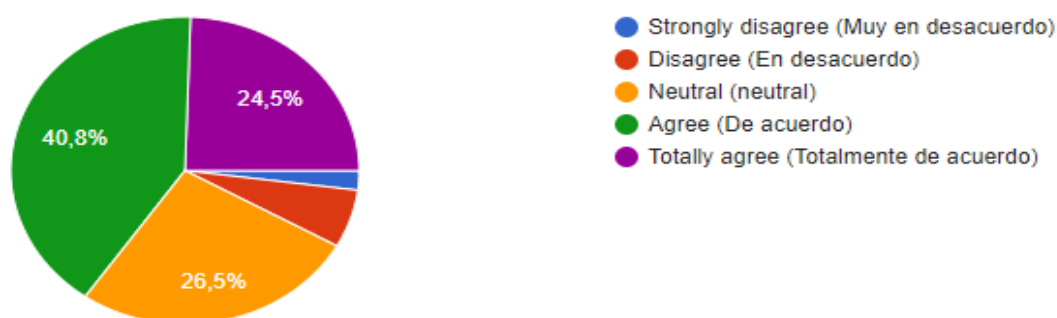
I understand most of what I hear when we are practicing listening in class.

Options	Frequency	Percentage
Strongly disagree	1	2%
Disagree	3	6,1%
Neutral	13	26,5%
Agree	20	40,8%
Totally agree	12	24,5%
Total	49	100%

Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Graphic 2



Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Analysis: As for 40.8% express that they are able to understand most of what they hear in a listening activity, 24.5% indicate that they are fully able to understand most of what they hear in a listening activity, while 26.5% express that they are sometimes able to understand what they hear.

Table 3

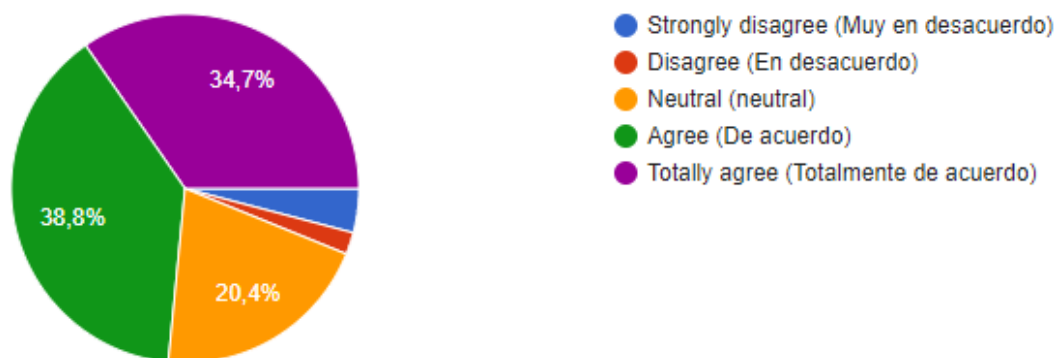
The listening exercises are related to class topics.

Options	Frequency	Percentage
Strongly disagree	2	4,1%
Disagree	1	2,0%
Neutral	10	20,4%
Agree	19	38,8%
Totally agree	17	34,7%
Total	49	100%

Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Graphic 3



Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Analysis: A large percentage of students affirm that the listening exercises are related to the topics of the class, which benefits them at the time of performing them, which is why the proposal of this thesis will help to reinforce the topics presented in class and continue developing this skill.

Table 4

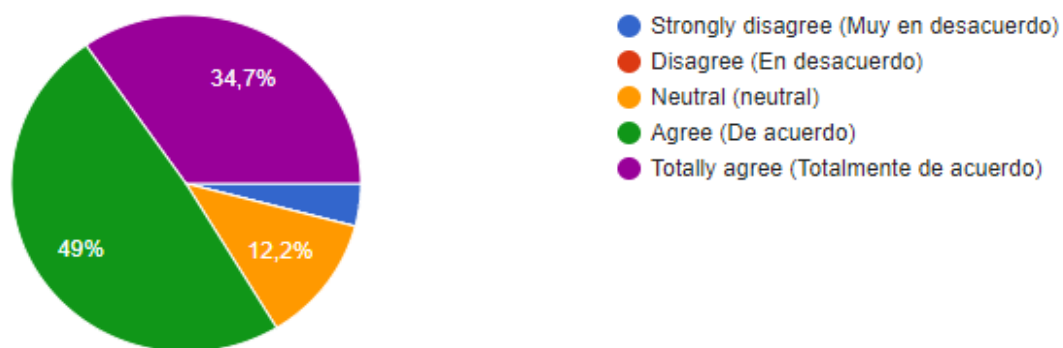
I enjoy practicing listening in class.

Options	Frequency	Percentage
Strongly disagree	2	4,1%
Disagree	0	0,0%
Neutral	6	12,2%
Agree	24	49%
Totally agree	17	34,7%
Total	49	100%

Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Graphic 4



Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Analysis: Most of the students agree that they enjoy practicing listening in class, a smaller percentage indicate that they do not like practicing listening in class, with the use of educational videos as a proposal could change the opinion of the minority percentage regarding their enjoyment of practicing listening in class.

Table 5

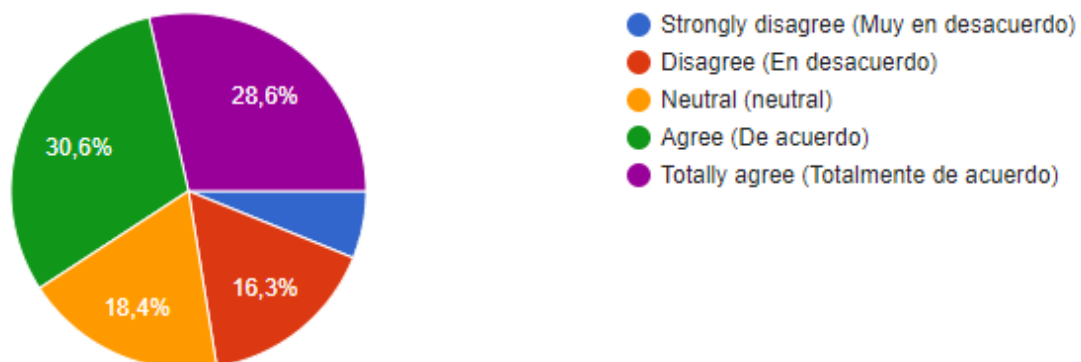
The use of audiovisual resources such as videos, documentaries, or movies in class is frequent.

Options	Frequency	Percentage
Strongly disagree	3	6,1%
Disagree	8	16,3%
Neutral	9	18,4%
Agree	15	30,6%
Totally agree	14	28,6%
Total	49	100%

Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Graphic 5



Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Analysis: A majority percentage expressed that the use of audiovisual resources in class is frequent; however, a lower percentage expressed the opposite. This indicates that the proposal will help the teacher to have additional material in his listening classes, so the use of audiovisual resources will be used more frequently.

Table 6

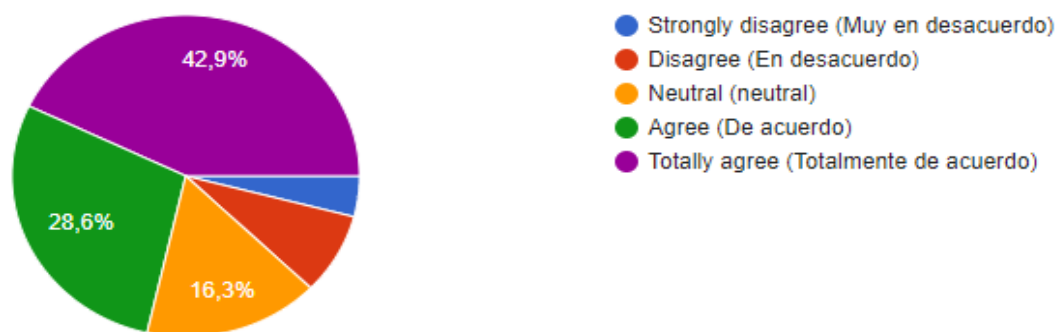
I understand a listening activity better when the teacher uses videos.

Options	Frequency	Percentage
Strongly disagree	2	4,1%
Disagree	4	8,2%
Neutral	8	16,3%
Agree	14	28,6%
Totally agree	21	42,9%
Total	49	100%

Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Graphic 6



Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Analysis: The highest percentage of students indicates that they understand the listening activity better when the teacher uses videos, as for the minority percentage that indicates the opposite, we can deduce that the proposal presented would be well received by this group of students.

Table 7

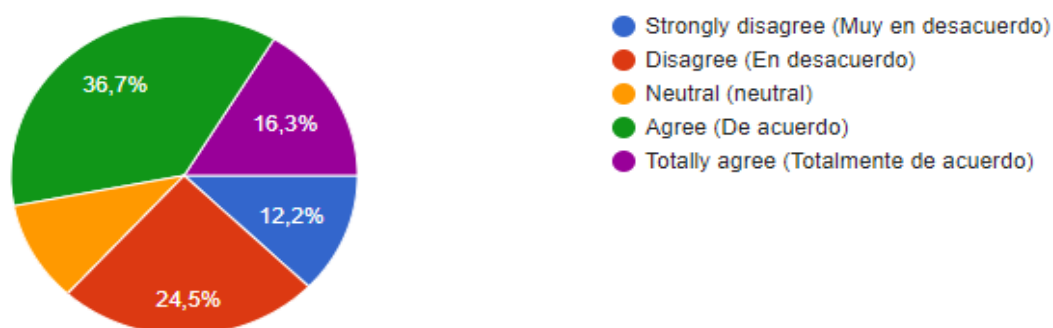
I believe that listening is the most complicated skill in the English language.

Options	Frequency	Percentage
Strongly disagree	6	12,2%
Disagree	12	24,5%
Neutral	5	10,2%
Agree	18	36,7%
Totally agree	8	16,3%
Total	49	100%

Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Graphic 7



Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Analysis: 36.7% agree that listening is the most complicated skill in the English language although 24.5% indicate the opposite, we can notice that the fact that the majority believe that listening is a complicated skill, the proposal presented would help this percentage of students allowing the listening skill not to be the most complicated and the other percentage will be able to improve this skill.

Table 8

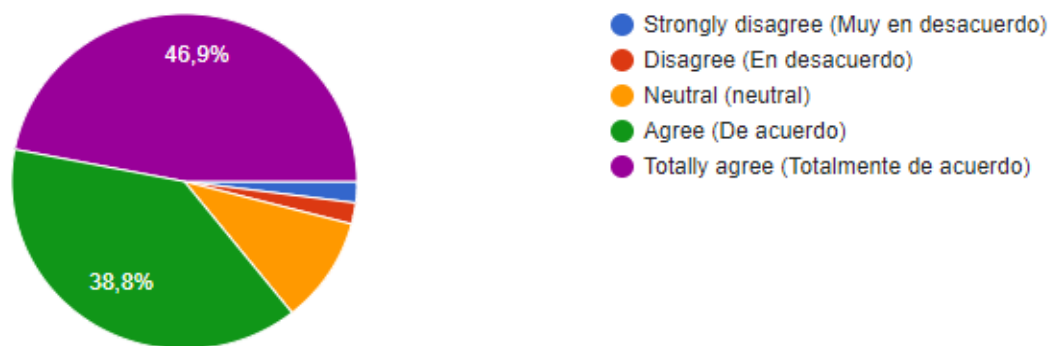
I believe that the use of audiovisual resources in class is important.

Options	Frequency	Percentage
Strongly disagree	1	2%
Disagree	1	2%
Neutral	5	10,2%
Agree	19	38,8%
Totally agree	23	46,9%
Total	49	100%

Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Graphic 8



Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Analysis: Most of the students totally agree that the use of audiovisual resources in class is important, which is why the proposal presented in this thesis would be very useful for this statement to remain the same, providing adequate help for the improvement of the listening skill.

Table 9

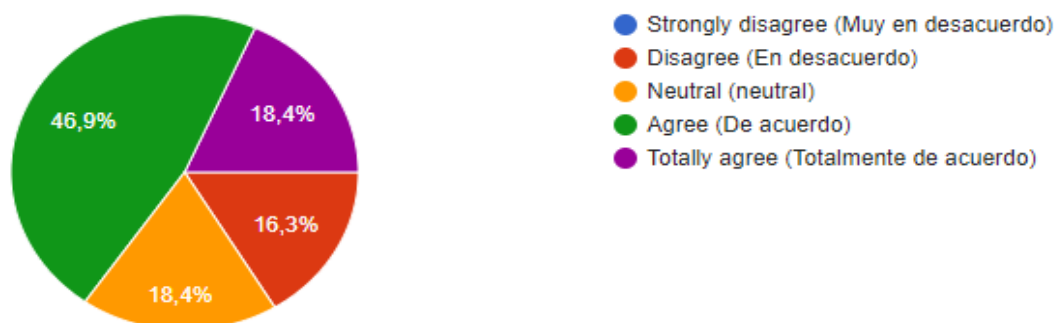
I frequently do listening activities in English class.

Options	Frequency	Percentage
Strongly disagree	0	0%
Disagree	8	16,3%
Neutral	9	18,4%
Agree	23	46,9%
Totally agree	9	18,4%
Total	49	100%

Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Graphic 9



Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Analysis: Between 18.4% and 46.9% students, being a large part of the student population surveyed, agree in the fact that they frequently perform listening activities in class, which is why if the proposal is put into use, the benefit that students will obtain when performing listening activities would be better, since this proposal would help with extra material for listening activities.

Table 10

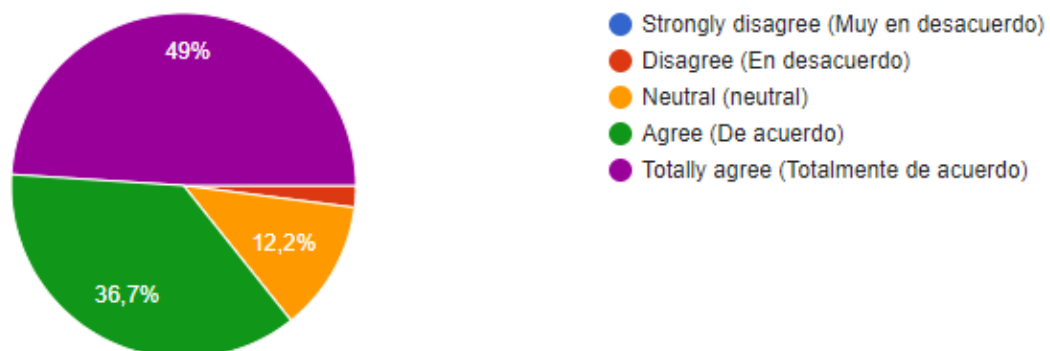
I would like to use educational videos in my English class to improve my listening skill.

Options	Frequency	Percentage
Strongly disagree	0	0%
Disagree	1	2%
Neutral	6	12,2%
Agree	18	36,7%
Totally agree	24	49%
Total	49	100%

Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Graphic 10



Source: Students 9th grade "Rina Ortiz de Bucaram" High School

Authors: Ariana Garcia Galarza and Ginger Baque Gómez

Analysis: The graph shows that more than half of the students would completely agree that they would like to use educational videos in English classes to improve listening skills, therefore the proposal would be in line with the preferences of the students, thus achieving a substantial benefit to the students since the educational videos would contribute to the improvement of listening skills.

3.7.3 Teacher's interview



UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF THE EDUCATION SCHOOL OF LANGUAGES AND LINGUISTICS

Name: Julia Martha Márquez López

Subject: English

Grade: 9th A and B

Questions:

1. Do you consider the level of your students of ninth-grade listening skills to be adequate as indicated by the national English curriculum?

It has been very difficult to get the level proposed by the English curriculum. We have worked via Whatsapp in my school, not all the students have had the cell phone or internet. This has been a restriction for us. For this reason, my students haven't acquired the listening skills.

2. Do you have a Teaching degree?

Yes, I am a bachelor's degree in English and Magister in planning, evaluation and accreditation of higher education.

3. How often do you do Listening activities in your classroom?

Just a few. I have sent audios and videos about the activities.

4. **Which of the four English language skills do you consider the most difficult for your students of ninth grade to develop?**
Listening and speaking.
5. **How many years of experience do you have working as an English teacher?**
In a Public school 9 years and in private schools 27 years.
6. **Do you consider that the use of audio-visual techniques is beneficial for the development of listening skills?**
Yes, as a teacher I can direct the students' attention to the audio-videos and understand them because of the extended language exposure.
7. **Do you think that educational videos are a didactic resource that increases the interest of students of ninth grade when they perform a listening activity?**
Yes, all the time, educational videos can help students. In this case with the listening activities. The videos should arouse attention.
8. **What type of materials do you use in your English class to do listening activities?**
It depends of the topic. It could be simple of a song with the different parts of the body. Songs to understand the general idea. Dialogues in a grocery, in the airport, etc.
9. **What is the biggest inconvenience you have in developing a listening activity in your classroom?**
In the classroom there is not electric current, we don't have a projector or a TV. We don't have a talking equipment. It is a dangerous neighborhood
10. **Do you have the necessary technological devices for the development of listening skills in your classroom?**
No. I explained the reasons in the previous question.
11. **Do you consider that an educational video guide would be helpful in improving students' listening skills?**
Yes, but schools need technological devices too. Four years ago a teacher brought her radio and the thieves stole her radio.

3.7.4 Analysis and interpretation of the Teacher's interview

In this interview the ninth-grade English teacher was honest with her answers regarding her role as a teacher and the performance of her students in terms of listening skill.

According to her answers due to the situation presented by the covid-19 pandemic she considers that the students do not have the level required by the national curriculum that they should have in the listening skill, this as a consequence that she cannot give a class by any platform since the students either do not have an electronic device or do not have access to the internet for this reason she sends the assignments by WhatsApp and her students have to do them and then send them to her.

On the other hand, she indicates that audiovisual techniques are helpful in the development of listening skills and specifically educational videos are of great benefit in developing and improving listening skills.

Likewise, having knowledge that audiovisual techniques and educational videos would be of great help in the improvement of listening skills, the institution does not have the facilities or the necessary equipment for the implementation of this technique and these resources.

In conclusion, the professor expresses that the proposal presented in this thesis would be helpful since it would contribute to the improvement of listening skills in ninth-grade students.

CHAPTER IV

PROPOSAL

4.1 Topic of the proposal

Didactic guide that implements educational video to improve listening skills for A1.2 level learners.

4.2 Background

Listening is considered the most difficult of the English language skills, but nowadays there are many resources that can be used to practice this skill. One example is the audiovisual resources which are useful in a listening class for the improvement of this skill.

These resources, being composed of audio and image, attract the attention of the students who effectively receive the information that you want to transmit, and they feel comfortable using them since they are familiar with the use of technology.

That is why this didactic guide seeks to help improve listening with the implementation of educational videos as it is an innovative and very dynamic audiovisual resource.

4.3 Justification

The purpose of this research was to develop a didactic guide for teachers to use in their classes, this guide consists of the implementation of educational videos to improve the students' listening skills.

According to the results obtained after the application of the research instruments in the ninth year in the results show that a certain percentage of students considered that their listening skills were good and another percentage considered that their listening was not good, that is why it was concluded that this proposal would be helpful for both groups of students.

To conclude, this proposal contains educational videos and activities according to the educational level of the ninth-year students, which were chosen according to the academic curricular content to improve the students' listening skills, therefore, this proposal would be an additional tool that could be used by the teacher in their classes.

4.4 Goals

General goal

- To guide teachers in the use of educational videos through audiovisual techniques to improve students' listening skills.

Specific goals

- Motivate teachers to apply the educational videos to improve listening skills.
- Provide educational videos with activities for teachers to help students improve their listening skills.

- Implement educational videos in English classes for students to further develop listening skills.

4.5 Methodology

The didactic guide proposed in this research has its methodological approach in task-based and Communicative approach so the use of educational videos to improve listening skills would be helpful in the learning process of students.

This guide will have not only educational videos but also activities related to the videos that the teacher can use to orient himself and apply them in order to develop his listening classes.

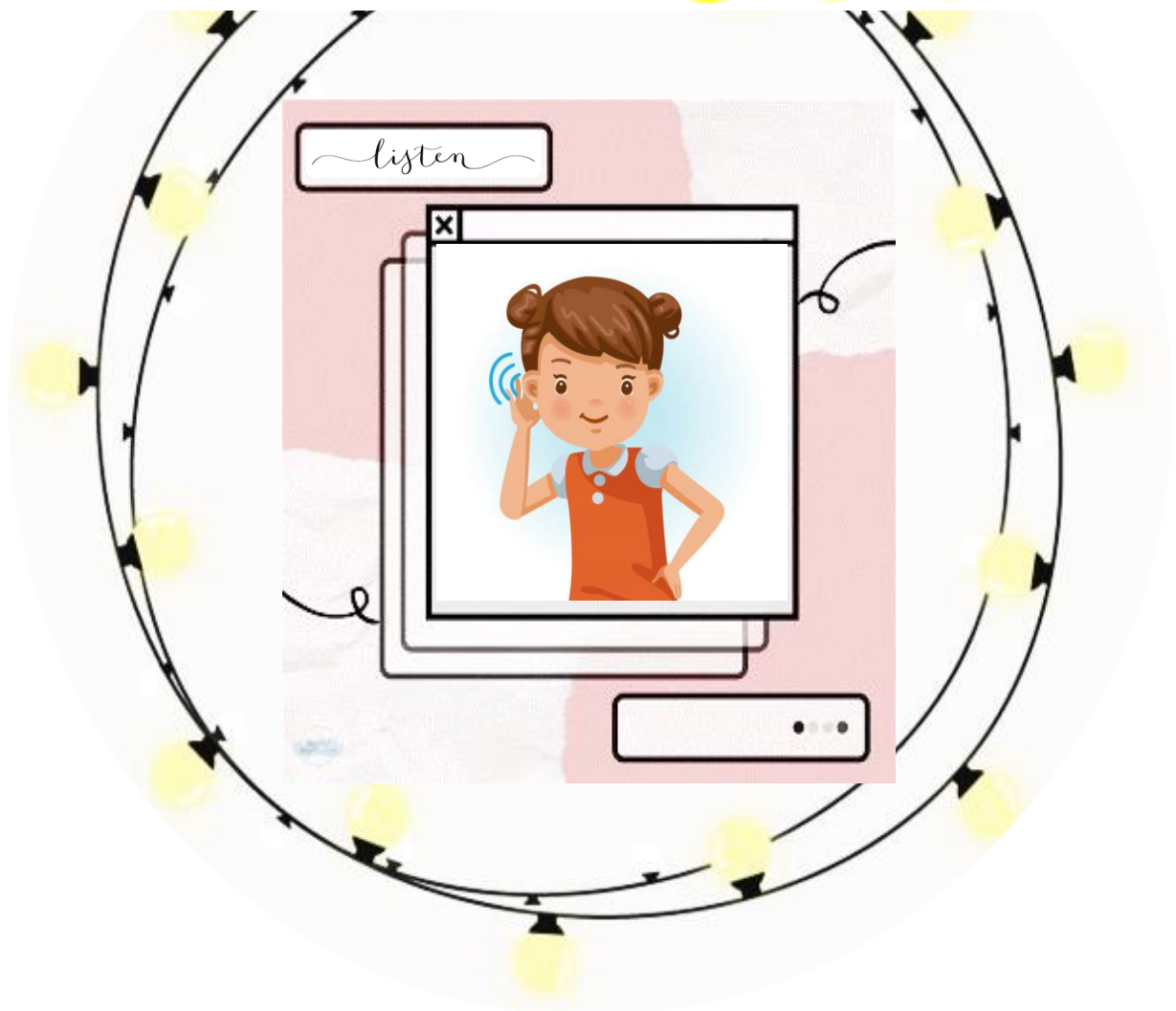
At the beginning there will be detailed stages such as pre, while and post to follow in a listening class, then there will be activities related to each video where specific details will be asked to corroborate if the students understood the educational videos.

To conclude, this guide can be used by anyone who wants to learn the English language with a more didactic technique and methodology with an audiovisual approach that will allow the acquisition of the foreign language.

4.6 Feasibility

This project is viable because it is available to teachers who teach English and want to apply it to their students. Even if there are no technological devices in the educational institution to implement the guide, it can be used and sent to the students as extra material to practice and improve the listening skills of the English language.

Didactic guide for deploying educational videos



Authors:

Ginger Baque Gómez and Ariana García Galarza

Tutora: MSc. Ruth Paredes Santin

INTRODUCCION

This guide aims to improve the listening skills of English language with the implementation of audiovisual resources such as educational videos.

This guide is composed of topics chosen according to the national curriculum national, in addition to activities related to the educational videos and is a resource that teachers can implement in their English classes to improve the listening skills of students.



CONTENT



COVER PAGE.....

INTRODUCTION.....

THEME 1: Food and Drinks.....

THEME 2: Personal Information.....

THEME 3: Food Pyramids.....

THEME 4: Vacations.....

THEME 5: Hobbies and Free Times Activities...

THEME 6: Daily Routine.....

THEME 7: Clothing.....

THEME 8: Holidays.....

THEME 9: Little Monsters

High School:
"Rina Ortiz de Bucaram"

COURSE:
9th year EGB

CURRICULAR OBJECTIVES



- Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts.
- Appreciate and value English as an international language and a medium to interact globally.

CURRICULAR THREAD



- Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated.
- Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.

FOOD AND DRINKS



Course: 9th year EGB

Level: A1.2

Objective: In this theme, students will learn a new vocabulary about food and drinks.

1

PRE LISTENING

- ❖ Teacher shows students an image and asks them what they see in that picture.



- ❖ Teacher asks the students if they know what the topic of today's class will be.
- ❖ Teacher shows six images to the students, which will be essential to understand the video.



WHILE - LISTENING

- ❖ Teacher asks students what is their favorite food.
- ❖ Teacher shows an educational video on food and drinks and gives questions to students.
- ❖ Teacher asks students about answers to questions of specific information from the video.
- ❖ Teacher plays the educational video again.
- ❖ Teacher shows students true and false detailed questions and asks about the answers.

POST-LISTENING

- ❖ Teacher asks students to write a short paragraph about which foods and drinks they like and dislike.
- ❖ Teacher gives feedback to students.



THEME 1

FOOD AND DRINKS



Video: <https://www.youtube.com/watch?v=rkoKjUayyS8>

1. According to the video circle the correct answers:

a) Bakery:

Ham	Broth	Steak	Roll
-----	-------	-------	------

b) Dairy

Bun	Sundae	Cheese	Smoothie
-----	--------	--------	----------

c) Breakfast

Pancakes	Cream	Lasagna	Lollipops
----------	-------	---------	-----------

d) Dinner

Boiled eggs	Chicken	Crackers	Wine
-------------	---------	----------	------

2. Choose the correct word in the box to complete the sentences.

Lemonade- salmon and rice- cereals-fried chicken-croissant

- Wendy eats Froot Loops _____ for breakfast almost every day.
- Daniel's favorite drink is _____.
- Carolina always buys a _____ at the bakery because it is her favorite.
- My dad's favorite dinner is _____.
- Yesterday Dominic ate _____ at lunch.

3. Circle true (T) or false (F) in the following statements.

a.	The video was about healthy and unhealthy food	T	F
b.	Milkshake is a drink.	T	F
c.	The taco is breakfast food	T	F
d.	Cereal is food for lunch	T	F
e.	Pasta salad is a lunch food.	T	F

4. Write five words that you remember from the food and drinks vocabulary.

1. _____
2. _____
3. _____
4. _____
5. _____

5. Write a short paragraph about the foods and drinks you like and dislike.

1

PERSONAL INFORMATION

Course: 9th year EGB

Level: A1.2

Objective: In this theme, students will understand the context of the video and know how to respond to questions about your personal information

1 PRE LISTENING

- ❖ Teacher shows students an image and asks them what they see in that picture.



- ❖ Teacher asks the students if they know what the topic of today's class will be.
- ❖ Teacher shows 5 images to the students which will be essential to understand the video

PERSONAL INFORMATION		
Personal Information <i>My first name is</i> Sue. HELLO MY NAME IS Sue Jones	Personal Information <i>My last name is</i> Jones. HELLO MY NAME IS Sue Jones	Personal Information <i>I live in</i> Los Angeles. 
Personal Information  <i>My telephone number is</i> 123-4567.	Personal Information  <i>My address is</i> 1234 River Street.	



2 WHILE- LISTENING

- ❖ Teacher asks students questions about them or what age they are.
- ❖ Teacher shows an educational video about personal information and gives questions to students.
- ❖ Teacher asks students about answers to questions of specific information from the video.
- ❖ Teacher plays the educational video again.
- ❖ Teacher shows students true and false detailed questions and asks about the answers.



3 POST-LISTENING

- ❖ Teacher asks students about their personal information.
- ❖ Teacher gives feedback to students.

THEME 2



Video: <https://www.youtube.com/watch?v=gIlVv9un5wA>

1. Choose the correct answers according to the observed video.

a) What's your first name?

Alejandra	María	Sue	Tamara
-----------	-------	-----	--------

b) What's your last name?

Jones	López	Santos	García
-------	-------	--------	--------

c) Where do you live?

Miami	Guayaquil	Los Ángeles	Cuenca
-------	-----------	-------------	--------

d) What's your mail adress?

Jones123@gmail.com	Tami735@jmail.es
mary2397@gamil.com	maryb245@jmail.com

2. Complete each sentence with your personal information:

- My first name is _____.
- My last name is _____.
- I live in _____.
- My telephone number is _____.
- My address is _____.

3. Circle true (T) or false (F) in the following statements.

a.	The video was about greetings	T	F
b.	The video was about personal information.	T	F
c.	The video was about pollution	T	F
d.	The video was about nature.	T	F

4. Write a paragraph about your best friend's personal information.

A large rectangular box with a light orange background and a black border, intended for writing a paragraph. The box is empty and occupies the lower half of the page.

THE FOOD PYRAMID



Course: 9th year EGB

Level: A1.2

Objective: In this theme, students will learn about the food pyramid and the 5 steps it is composed of.

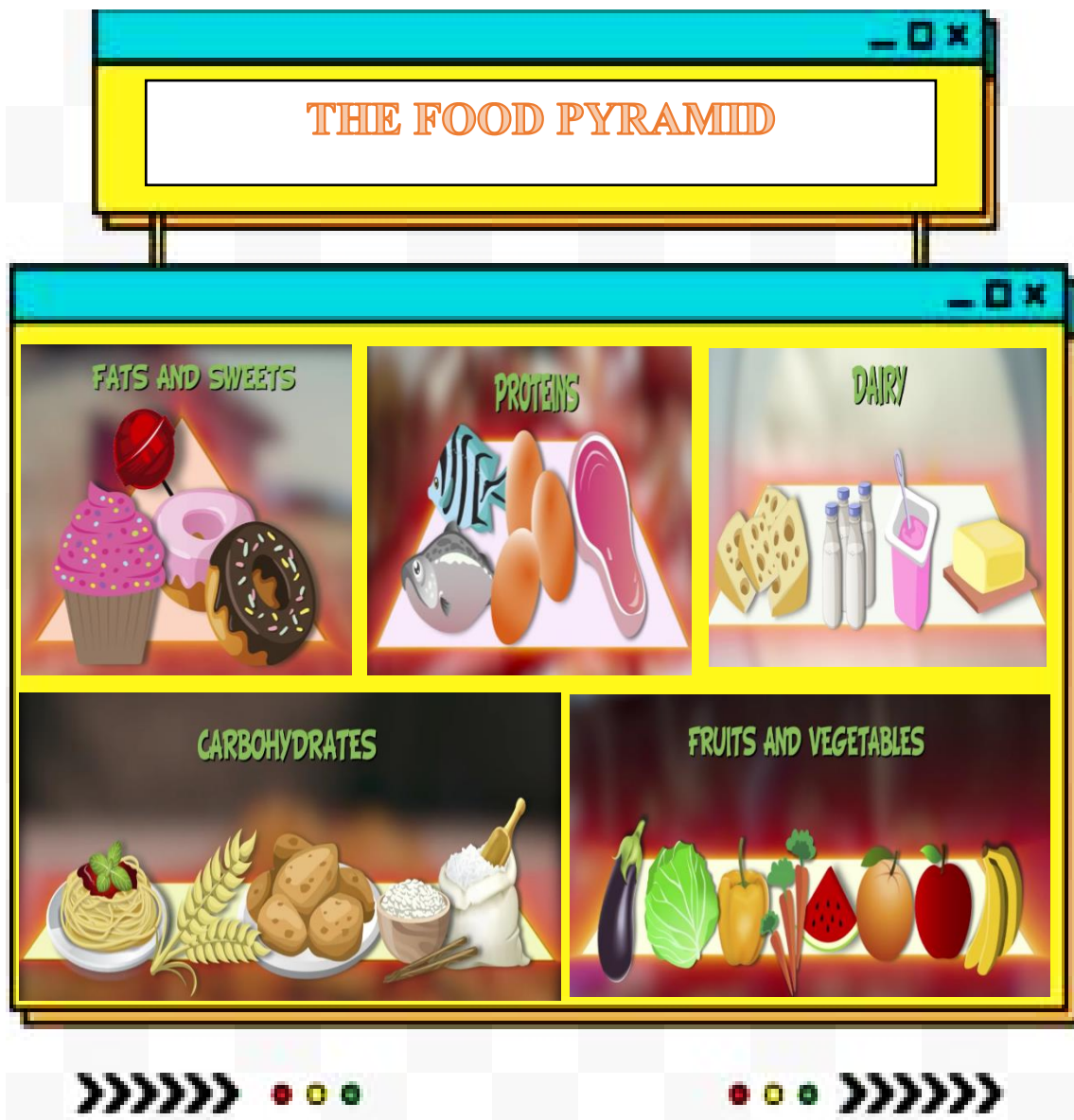
1

PRE LISTENING

- ❖ Teacher shows students an image and asks them what they see in that picture.



- ❖ Teacher asks the students if they already have some idea of what the topic of the class will be.
- ❖ Teacher shows 5 images to the students which will be essential to understand the video.





2 WHILE LISTENING

- ❖ Teacher asks students what types of food their body needs to have a healthy diet.
- ❖ Teacher shows an educational video about the food pyramid and gives questions to students.
- ❖ Teacher asks students about answers to questions of specific information from the video.
- ❖ Teacher plays the educational video again.
- ❖ Teacher shows students true and false detailed questions and asks about the answers.



3 POST-LISTENING

- ❖ Teacher asks students about the different steps of the food pyramid and names examples of each step.
- ❖ Teacher gives feedback to students.

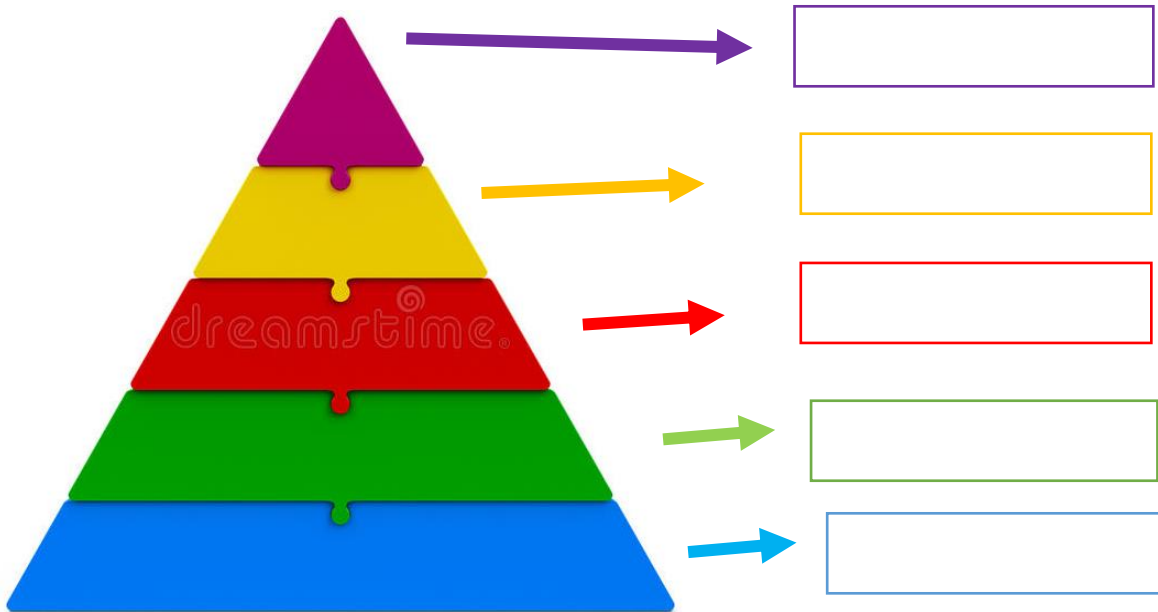
THEME 3

THE FOOD PYRAMID



Video: <https://www.youtube.com/watch?v=0KbA8pFW3tg>

1. Complete each step of the food pyramid.



2. Fill in the chart with three examples for each step of the food pyramid.

PROTEINS	
FRUITS AND VEGETABLES	
CARBOHYDRATES	
FATS AND SWEETS	
DAIRY	

3. Circle true (T) or false (F) in the following statements.

a) The food pyramid has four steps.

T	F
---	---

b) The first step of the food pyramid is carbohydrates.

T	F
---	---

c) Candies are proteins.

T	F
---	---

d) Excess fats and sweets are bad for health.

T	F
---	---

e) Fish and eggs are proteins.

T	F
---	---

f) Fruits and vegetables contain vitamins and minerals.

T	F
---	---

g) Cereals and pasta are carbohydrates.

T	F
---	---

h) Doctors recommend eating vegetables and fruits five times a day.

T	F
---	---

4. Write a summary of what you have learned about the food pyramid.

1

VACATIONS

Course: 9th year EGB

Level: A1.2

Objective: In this theme, students will understand the video, which deals with a past event, and be able to talk about and answer questions about a past event.

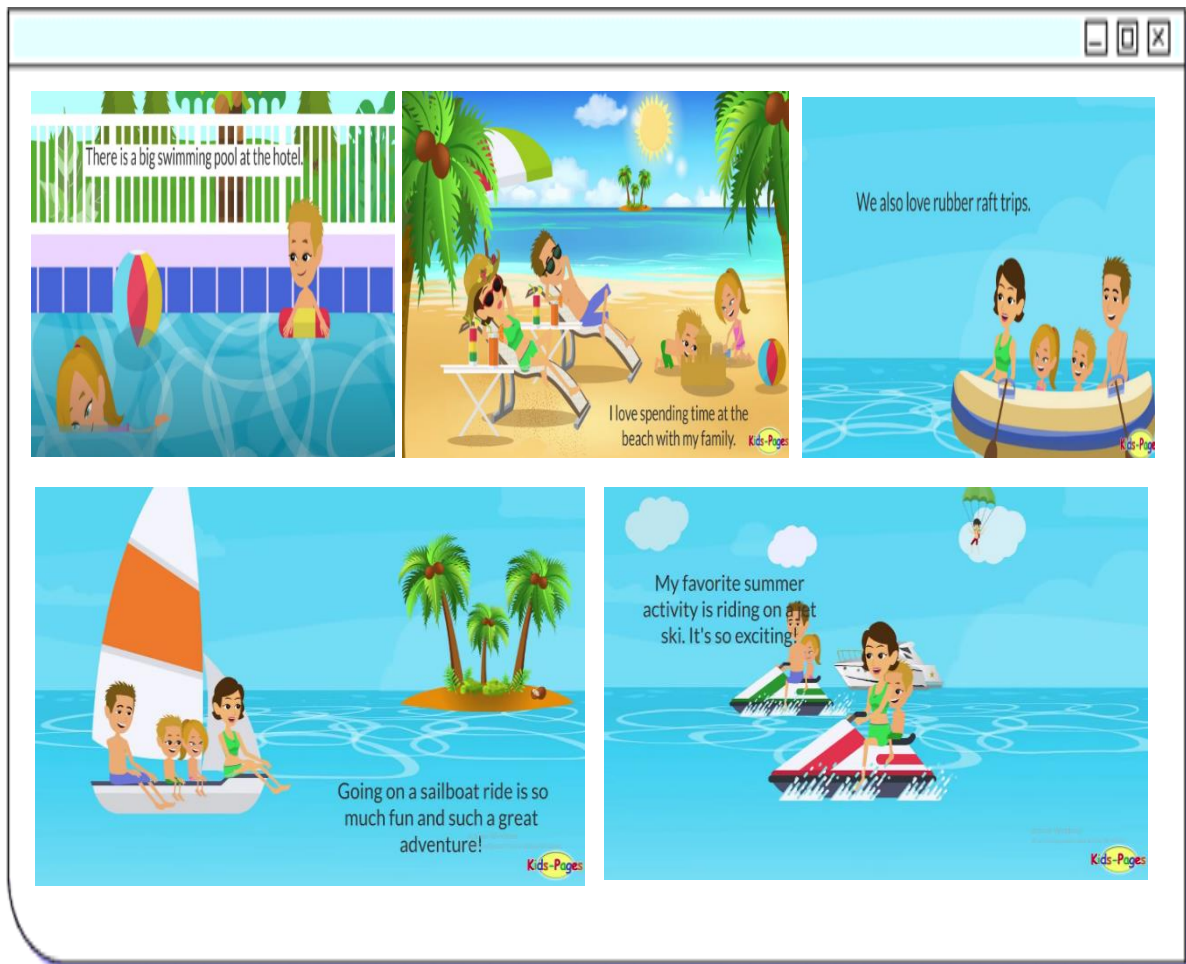
1

PRE LISTENING

- ❖ Teacher shows students an image and asks them what they see in that picture.



- ❖ Teacher asks the students if they already have some idea of what the topic of the class will be.
- ❖ Teacher shows 5 images to the students which will be essential to understand the video.





WHILE -LISTENING

- ❖ Teacher asks students what they do when they are on vacation.
- ❖ Teacher shows an educational video about vacations and gives questions to students.
- ❖ Teacher asks students about answers to questions of specific information from the video.
- ❖ Teacher plays the educational video again.
- ❖ Teacher shows students true and false detailed questions and asks about the answers.



POST-LISTENING

- ❖ The teacher asks students to write about what they did on their last vacation.
- ❖ Teacher gives feedback to students.

THEME 4

VACATIONS

Video: https://www.youtube.com/watch?v=V_BnhRJmxtA

1. Complete the sentences with the correct word from the box.

SPENDING TIME-LYING – RIDING- STAYING-VACATION

- a. My favorite summer activity is _____ on a jet ski.
- b. I love _____ at the beach with my family.
- c. I am on _____ In Hawaii with my parents and my sister.
- d. We are _____ at a beautiful hotel on the beach.
- e. Some people enjoy _____ in a hammock hanging between the palm trees.

2. Choose the correct word for each picture and write it below.

JUMPING ON A TRAMPOLINE – CROSS A ROPE BRIDGE- TARZAN

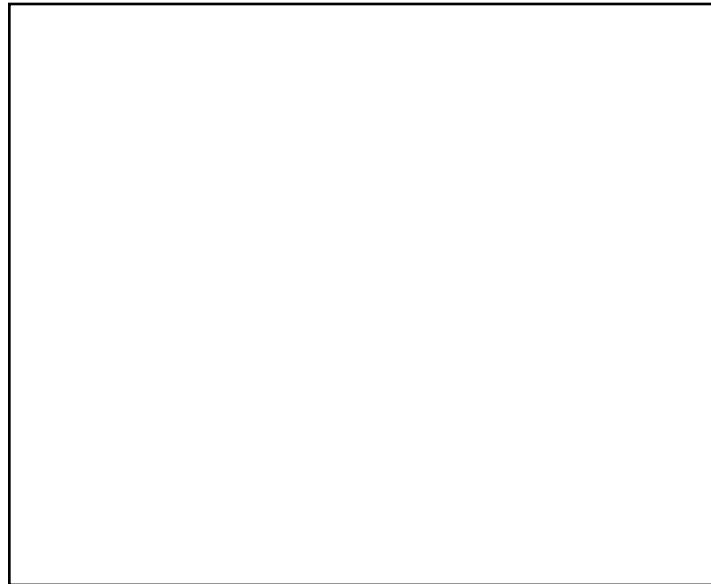
SWINGS- ROCK CLIMBING – ARCHERY- POTATO SACK RACE



3. Circle true (T) or false (F) in the following statements.

a.	The children went on vacation to Los Angeles	T	F
b.	There was a small swimming pool in the hotel.	T	F
c.	The children did not like to spend time at the beach	T	F
d.	The children enjoyed playing volleyball on the beach	T	F
e.	Children's favorite summer food is corn on the cob	T	F
f.	The family hated rubber raft trips.	T	F
g.	The child's favorite summer activity was riding on a jet ski.	T	F

4. Draw a picture of your last vacation and make a summary of it.





HOBBIES AND FREE TIME ACTIVITIES

Course: 9th year EGB

Level: A1.2

Objective: In this theme, students will know specific information from the video about hobbies and free time activities and then talk about their hobbies and free-time activities.

1

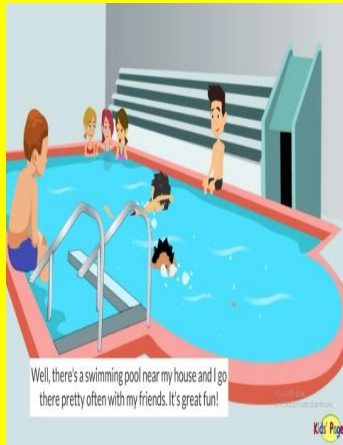
PRE LISTENING

- ❖ Teacher shows students an image and asks them what they see in that picture.



- ❖ Teacher asks the students if they already have some idea of what the topic of the class will be.
- ❖ Teacher shows 5 images to the students which will be essential to understand the video.

HOBBIES AND FREE TIME ACTIVITIES





2 WHILE- LISTENING

- ❖ Teacher asks students what activities they like to do.
- ❖ Teacher shows an educational video about hobbies and free time activities and gives questions to students.
- ❖ Teacher asks students about answers to questions of specific information from the video.
- ❖ Teacher plays the educational video again.
- ❖ Teacher shows students true and false detailed questions and asks about the answer.



3 POST-LISTENING

- ❖ Teacher asks students to write about their favorite activities and hobbies.
- ❖ Teacher gives feedback to students.

THEME 5



Video: https://www.youtube.com/watch?v=z595z_DmpmQ

1. Answer the following questions according to what you have seen in the video.

a) How long has Mike been skateboarding?

b) How often does Mike go skateboarding?

c) What else does Mike like doing in his free time?

d) How often does Erika go for a bike ride?

e) Does Erika like watching TV?

f) Does Erika like playing the piano?

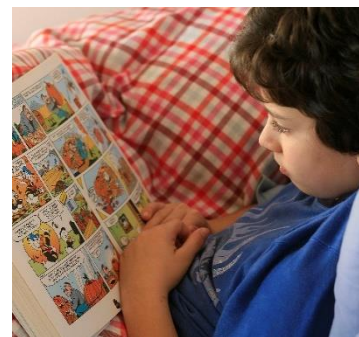
g) Erika likes to go to concerts in her free time.

h) David likes to play video games with his brother in his free time.

2. Choose the correct word for each picture and write it below.

PLAY VIDEO GAMES- SKATEBOARDING- CHESS CLUB- BIKE

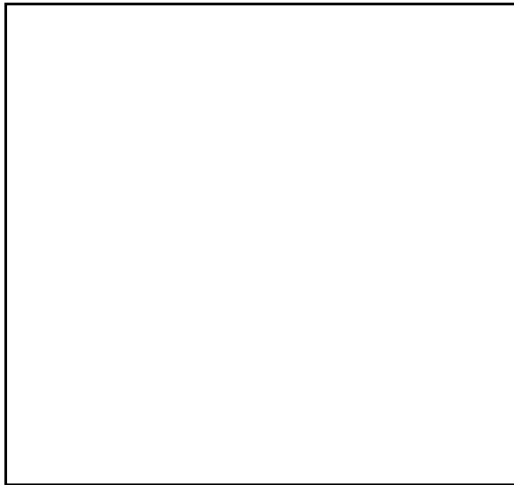
RIDE-READ COMICS-JOGGING



3. Circle true (T) or false (F) in the following statements.

a.	Mike plays the piano in his spare time.	T	F
b.	Mike, his cousins, and his brother like to go to soccer games together	T	F
c.	Mike and his family like to camp in their free time.	T	F
d.	Erika prefers listening to music to watching television.	T	F
e.	Erika takes piano lessons.	T	F
f.	Erika hates going to concerts because she had a bad experience at one.	T	F
g.	David likes to listen to reggae music.	T	F
h.	David doesn't like to read comic books	T	F
i.	David goes to the baseball club twice a week.	T	F
j.	Erika joined a chess club.	T	F

4. Draw your hobbies or activities that you do in your free time and write a short paragraph about the activities you like to practice and explain why they are your favorite.



DAILY ROUTINES



Course: 9th year EGB

Level: A1.2

Objective: Students will learn sentences, vocabulary about daily routines and be able to describe them.

1

PRE LISTENING

- ❖ Teacher shows students an image and asks them what they see in that picture.



- ❖ Teacher asks the students if they know what the topic of today's class will be.
- ❖ Teacher shows 5 images to the students which will be essential to understand the video.





WHILE LISTENING

- ❖ Teacher asks students: Do you have a daily life?
- ❖ Teacher shows an educational video on daily routine and gives questions to students.
- ❖ Teacher asks students about answers to questions of specific information from the video.
- ❖ Teacher plays the educational video again.
- ❖ Teacher shows students true and false detailed questions and asks about the answers.



POST LISTENING

- ❖ Teacher asks students to share with their partner your daily life
- ❖ Teacher gives feedback to students.

THEME 6

DAILY ROUTINES



Video: <https://youtu.be/JwGnCI5LOpU>

1. According to the video, circle the correct answer:

1. Mark _____ because his school starts at 9 o'clock.

A. Wakes up at 7:00

B. Gets up at 7:45

C. Wakes up 8:00

2. Choose the activities that Mark does to relax in the evening

A. Read a book

B. Plays the guitar

C. Dance in his room

D. Chat with his friends

E. Plays computer game

3. Circle true (T) or false (F) in the following statements.

a.	Mark gets home about 4:00 pm	T	F
b.	Nicole have breakfast with her Mom and Dad	T	F
c.	Mark plays basketball at the sports center	T	F
d.	Nicole reads before going to sleep	T	F

4. Answer the following questions

What time does Nicole's day start?

What does Mark do on the weekends?

5. Write your daily routine in a short paragraph.



CLOTHING

Course: 9th year EGB

Level: A1.2

Objective: Students will learn a new vocabulary about clothing

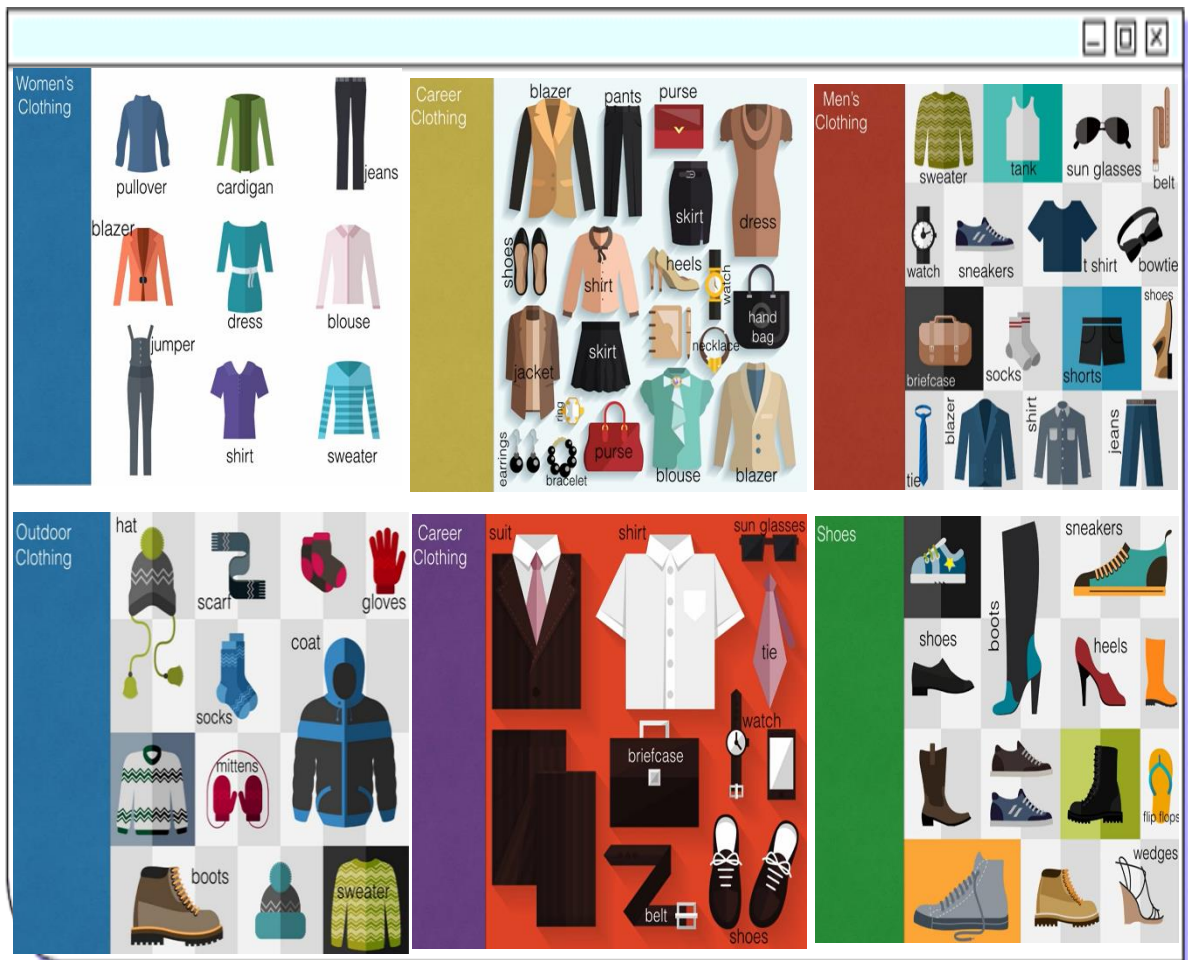
1

PRE LISTENING

- ❖ Teacher shows students an image and asks them what they see in that picture.
- ❖ Teacher asks the students if they know what the topic of today's class will be.



- ❖ Teacher shows 6 images to the students which will be essential to understand the video.





2 WHILE LISTENING

- ❖ Teacher asks students what is their favorite clothes
- ❖ Teacher shows an educational video on clothing and gives questions to students.
- ❖ Teacher asks students about answers to questions of specific information from the video.
- ❖ Teacher plays the educational video again.
- ❖ Teacher shows students true and false detailed questions and asks about the answers.



3 POST LISTENING

- ❖ Teacher asks students to write 10 clothes
- ❖ Teacher gives feedback to students.

THEME 8



CLOTHING

Video: <https://youtu.be/KjKH3XgYN5I>

1. According to the video circle the correct answers

a) Women's clothing

Blouse	Tie	Socks
--------	-----	-------

b) Career clothing

Dress	Suit	Watch
-------	------	-------

c) Men's clothing

Heels	Belt	Scarf
-------	------	-------

d) Outdoor clothing

Coat	Jumper	Briefcase
------	--------	-----------

e) Shoes

Socks	Sweater	Sneakers
-------	---------	----------

2. Choose the clothes that are mentioned in the video

Dress	Make up	Jeans
Boots	Brush	

3. Circle true (T) or false (F) in the following statements.

a.	The cardigan is a men's clothing	T	F
b.	Heels are shoes for women	T	F
c.	Blazer is from outdoor clothing	T	F
d.	Bowtie is a men's clothing	T	F
e.	Turtle necks is women's clothing	T	F

4. Write your favorite clothes.

▼ **HOLIDAYS** 🔍

Course: 9th year EGB

Level: A1.2

Objective: Students will learn about the different Holidays around the world

Course: 9th year EGB

Level: A1.2

Objective: Students will learn about the different Holidays around the world

Course: 9th year EGB

Level: A1.2

Objective: Students will learn about the different Holidays around the world

1 PRE LISTENING

- ❖ Teacher shows students an image and asks them what they see in that picture.



- ❖ Teacher asks the students if they know what the topic of today's class will be.
- ❖ Teacher shows 5 images to the students which will be essential to understand the video.





2 WHILE LISTENING

- ❖ Teacher asks students What do you know about the holidays?
- ❖ Teacher shows an educational video on holidays and gives questions to students.
- ❖ Teacher asks students about answers to questions of specific information from the video.
- ❖ Teacher plays the educational video again.
- ❖ Teacher shows students true and false detailed questions and asks about the answers.



3 POST-LISTENING

- ❖ Teacher asks students to write a short paragraph about the holidays they liked the most
- ❖ Teacher gives feedback to students

THEME 9



Video: <https://youtu.be/3Sv0ac-W8Vc>

1. Choose some the holidays that are mentioned in the video

- a. Christmas
- b. New year
- c. Hanuka
- d. Chinese New year
- e. Easter

2. Choose the correct activity that belongs to each holiday

a. Chinese New Year

Sing a song

Dance in the Street

Receive money

b. Holi

Make their home very clean

Build a bonfires

Draw something special

c. Ramadan

People pray

Decorate their homes

Listen music

d. Day of the Dead

Children receive gifts

Clean up the graves

Watch movies

e. Hanukka

Clean their homes

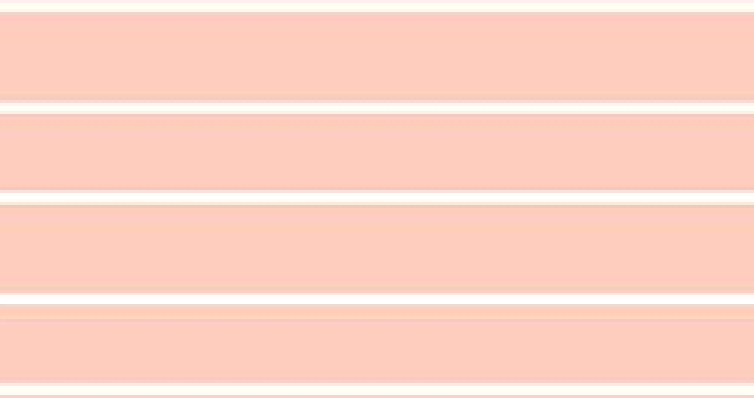
People light one candle

Decorate the streets

3. Circle true (T) or false (F) in the following statements.

a.	Holi is a Hindu holiday	T	F
b.	Ramadan and Eid al-Fitr are Pakistani holiday	T	F
c.	In the holiday of the day of the dead people have picnics at the graves	T	F
d.	Hanukka is a ten-day holiday	T	F
e.	Kanzaa celebrates the traditions of Americans whose families came from Africa long ago	T	F

4. Write the Holidays that you liked the most in the video



LITTLE MONSTERS – THE STORYTELLERS



Course: 9th year EGB

Level: A1.2

Objective: students will learn English language through story.

1 PRE LISTENING

- ❖ Teacher shows students an image and asks them what they see in that picture.



- ❖ Teacher asks the students if they know what the topic of today's class will be.
- ❖ Teacher shows 5 images to the students which will be essential to understand the video.

LITTLE MONSTERS – THE STORYTELLERS





WHILE LISTENING



- ❖ Teacher asks students if they know the story of the little monsters.
- ❖ Teacher shows an educational video on little monsters and gives questions to students.
- ❖ Teacher asks students about answers to questions of specific information from the video.
- ❖ Teacher plays the educational video again.
- ❖ Teacher shows students true and false detailed questions and asks about the answers.



POST-LISTENING



- ❖ Teacher asks students to write the characters that appear in the story.
- ❖ Teacher gives feedback to students.

LITTLE MONSTERS – THE STORYTELLERS



Video: <https://youtu.be/LR62C6JhLdI>

1. Complete the sentences with the words according to the video

- a. Once upon a time in England there was a _____.
- b. He stood in a field and looked like a _____.
- c. The scarecrow was made of _____.
- d. However, he was not a _____ man.

2. Choose the correct word in the box to complete the sentences.

OLD -FOOTBALL - BROWN - SMILING- MOUTH- HAIR -

FELT - NOSE - HAT - TWO EYES

- a. The scarecrow's head was an _____.
- b. His face was painted on _____, a _____ and a _____.
- c. He did not have _____, but he did have a _____.
- d. It was _____ and made of _____.

3. Circle true (T) or false (F) in the following statements.

a.	The scarecrow have a shoes	T	F
b.	The scarecrow saw the Sun come up every morning	T	F
c.	There were four crows in story.	T	F
d.	The scarecrow became friends with the mice.	T	F

4. Write a short summary of the story

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4.7 Chronogram of activities

Nº	Date	Activities
1	20-12-2021	Introduction of the tutor and coordination of tutoring days.
2	21-12-2021	Socialization of how to elaborate an educational project.
3	22-12-2021	Explanation of chapter 1
4	6-01-2022	Revision of Chapter 1
5	13-01-2022	Review of objectives and research questions.
6	13-01-2022	Explanation of chapter 2
7	20-01-2022	Revision of Chapter 2
8	20-01-2022	Explanation of chapter 3
9	27-01-2022	Revision chapter 3
10	28-01-2022	Explanation of research methods chapter 3
11	3-02-2022	Survey review and interview.
12	10-02-2022	Explanation of chapter 4 and the proposal.
13	17-02-2022	Revision of the proposal.
14	24-02-2022	Elaboration of the introduction, abstract
15	10-03-2022	Revision of the introduction, abstract

4.8 Conclusions

Based on the results of this research, the following conclusions have been reached:

- The students did not have synchronous classes since there were many students who did not have devices and internet to connect to the synchronous classes, that is why the teacher sent them the assignments weekly by WhatsApp, so we concluded that the students could not practice the listening skill properly.

- Students like to work on a listening activity with audiovisual resources because they understand better what the video is trying to convey and they develop listening in a better way.
- The school does not have the necessary technological equipment for a listening class.
- The students consider that listening is the most complicated skill in English language learning.

4.9 Recommendations

After analyzing the necessary conclusions for this research, we have the following recommendations:

- The didactic guide implemented will serve as extra material to help them develop their Listening skills.
- Implement educational videos with topics according to the educational curriculum of the students for better development of Listening skills.
- Acquisition of adequate technological equipment in order to develop more dynamic listening classes.
- The implementation of educational videos will help them as it is a dynamic audiovisual resource that will facilitate the learning and development of this English language skill.

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APPENDIXES

DOCUMENTS

ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACIÓN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LINGÜÍSTICA INGLESA Y ALEMANA

TRABAJO DE TITULACIÓN

Fecha: Guayaquil, 18 de diciembre del 2021

Nombre de la propuesta de trabajo de la titulación	Tema: Deploying audiovisual techniques to improve listening skills Propuesta: Didactic guide that implements educational videos to improve listening skills for A1.2 level learners		
Nombre del estudiante (s)	Ariana Javiera García Galarza Ginger Yamilet Baque Gómez		
Facultad	Filosofía Letras y Ciencias de la Educación	Carrera	Lengua y Lingüística Inglesa y alemana
Línea de Investigación	Estrategias Educativas Integradoras e Inclusivas	Sublíneas de investigación	Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras
Fecha de presentación de la propuesta de trabajo de titulación		Fecha de evaluación de la propuesta de trabajo de titulación	

ASPECTO POR CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublíneas de Investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología por emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

☐	APROBADO
☐	APROBADO CON OBSERVACIONES
☐	NO APROBADO

Firma del Presidente del Consejo de Facultad

CC: MSc. Sara Anaguano - Directora de Carrera

MSc. Rodrigo Guerrero Segura - Gestor de Integración Curricular y Seguimiento a Graduados



ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA

Guayaquil, 18 de diciembre de 2021

MÁSTER

SARA ANAGUANO PEREZ

DIRECTOR DE LAS CARRERAS DE LENGUAS (ANUAL Y SEMESTRAL)

Nosotros, MSc. Ruth Elizabeth Paredes Santin docente tutor del trabajo de titulación y el (los) estudiante (s) Ginger Yamilet Baque Gómez y Ariana Javiera García Galarza de la Carrera de Lengua y Literatura Inglesa O Francesa O Italiana O Alemana, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario: Lunes de 11:00 hasta las 13:00, durante el periodo ordinario 2021 Ciclo II, a través del correo institucional y la plataforma TEAMS. De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70 %. *(mediante correo electrónico institucional y plataforma TEAMS)*
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%. *(mediante correo electrónico institucional y plataforma TEAMS)*
- Cumplir con las actividades del proceso, conforme al Calendario Académico.

Tengo conocimiento que es requisito para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudio, los requisitos previos de graduación, y haber aprobado el módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Ginger Baque G.
Firma

Ginger Yamilet Baque Gómez
C.I: 0929108462

Ariana
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Ariana Javiera García Galarza
C.I: 0924466345



Firmado electrónicamente por:

RUTH ELIZABETH PAREDES

FIRMA

MSc. Ruth Elizabeth Paredes Santin

ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSc. Ruth Paredes Santin

Tipo de trabajo de titulación: Proyecto Educativo

Título del Trabajo: DEPLOYING AUDIOVISUAL TECHNIQUES TO IMPROVE LISTENING SKILLS

Propuesta: DIDACTIC GUIDE THAT IMPLEMENTS EDUCATIONAL VIDEOS TO IMPROVE LISTENING SKILLS FOR A1.2 LEVEL LEARNERS

Carrera: DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	20-Dic	Presentación del tutor y coordinación de días para tutorías	09:00	11:00	Llenar formulario de plan de tutorías
2	20-Dic	Socialización de cómo elaborar un proyecto educativo	09:00	11:00	Organizar las variables dependientes e independientes
3	20-Dic	Explicación del capítulo 1	09:00	11:00	Buscar información
4	6-Enero	Revisión del capítulo 1	09:00	11:00	Corregir los verbos en los objetivos y las interrogantes de investigación
5	13-Enero	Revisión de los objetivos e interrogantes de investigación	09:00	11:00	investigación
6	13-Enero	Explicación del capítulo 2	09:00	11:00	Modificar una interrogante de la investigación
7	20-Enero	Revisión del capítulo 2	09:00	11:00	Investigar acerca de los métodos
8	20-Enero	Explicación del capítulo 3	09:00	11:00	Corregir las fuentes de las citas
9	27-Enero	Revisión del capítulo 3	09:00	11:00	Corregir el enfoque de la metodología
10	28-Enero	Explicación de los métodos de la investigación capítulo 3	09:00	11:00	Corrección de la tabla
11	3-Febrero	Revisión de la Encuesta y entrevista	09:00	11:00	Añadir descripción de los métodos
12	10-Febrero	Explicación del capítulo 4, la Propuesta	09:00	11:00	Usar vocabulario conocido en la encuesta
13	17-Febrero	Revisión de la propuesta	09:00	11:00	Organización y justificación de la propuesta
14	24-Febrero	Elaboración de la Introducción, Abstract y Resumen de la	09:00	11:00	Corregir redacción de la justificación



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PAREDES SANTIN**

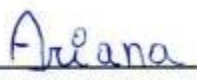


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ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO TITULACIÓN

Título del Trabajo: DEPLOYING AUDIOVISUAL TECHNIQUES TO IMPROVE LISTENING SKILLS Propuesta DIDACTIC GUIDE THAT IMPLEMENTS EDUCATIONAL VIDEOS TO IMPROVE LISTENING SKILLS FOR A1.2LEVEL LEARNERS Autor: BAQUE GOMEZ GINGER YAMILET		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	4.5
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/Carrera.	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	0.75
Coherencia en relación con los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV.	1	0.75
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	4.5
El título identifica de forma correcta los objetivos de la investigación.	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	0.75
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	0.75
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	1
Pertinencia de la investigación.	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional.	0.5	0.5
CALIFICACIÓN TOTAL *10		9
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral. **El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).		



**RUTH ELIZABETH
PAREDES SANTIN**

Lic. Ruth Elizabeth Paredes Santín, M. Ed.
DOCENTE TUTOR
 C.C.: 0918634965
 FECHA: Viernes 18 de marzo, 2022

ANEXO V.- RÚBRICA DE EVALUACIÓN DE TRABAJO TITULACIÓN

Título del Trabajo: DEPLOYING AUDIOVISUAL TECHNIQUES TO IMPROVE LISTENING SKILLS Propuesta DIDACTIC GUIDE THAT IMPLEMENTS EDUCATIONAL VIDEOS TO IMPROVE LISTENING SKILLS FOR A1.2LEVEL LEARNERS Autor: GARCIA GALARZA ARIANA JAVIERA		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	4.5
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/Carrera.	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	0.75
Coherencia en relación con los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV.	1	0.75
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	4.5
El título identifica de forma correcta los objetivos de la investigación.	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	0.75
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	0.75
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	1
Pertinencia de la investigación.	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional.	0.5	0.5
CALIFICACIÓN TOTAL *10		9
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral. **El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación)		



Escuela de Ingeniería y Tecnología
RUTH ELIZABETH PAREDES SANTIN

Lic. Ruth Elizabeth Paredes Santin, M. Ed.
DOCENTE TUTOR
 C.C.: 0918634965
 FECHA: Viernes 18 de marzo, 2022

ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

Guayaquil, viernes 18 de marzo de 2022Sr. /Sra.

MSc. Sara Anaguano Pérez

DIRECTORA

CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANAFACULTAD 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
TOPIC: DEPLOYING AUDIOVISUAL TECHNIQUES TO IMPROVE LISTENING SKILLS PROPOSAL: DIDACTIC GUIDE THAT IMPLEMENTS EDUCATIONAL VIDEOS TO IMPROVE LISTENING SKILLS FOR A1.2 LEVEL LEARNERS de las estudiantes, **GARCIA GALARZA ARIANA JAVIERA y BAQUE GOMEZ GINGER YAMILET** indicando que han 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 las estudiantes están aptas para continuar con el proceso de revisión final.

Atentamente,



Lic. Ruth Elizabeth Paredes Santín, M. Ed.

TUTORA DE TRABAJO DE TITULACIÓN

C.C.: 0918634965

FECHA: 18 de marzo de 2022



ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA

Habiendo sido nombrado **Ruth Elizabeth Paredes Santín, M. Ed.**, tutora del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **BAQUE GOMEZ GINGER YAMILET y GARCIA GALARZA ARIANA JAVIERA**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de **LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACIÓN EN LENGUAS Y LINGÜÍSTICA**.

Se informa que el trabajo de titulación:

TOPIC: DEPLOYING AUDIOVISUAL TECHNIQUES TO IMPROVE LISTENING SKILLS **PROPOSAL:** DIDACTIC GUIDE THAT IMPLEMENTS EDUCATIONAL VIDEOS TO IMPROVE LISTENING SKILLS FOR A1.2 LEVEL LEARNERS, ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio **Ouriginal –URKUND** quedando el **4 %** de coincidencia.

Ouriginal

Document Information

Analyzed document	Tesis Baque y Garcia - URKUND.docx (D130806694)
Submitted	2022-03-18T16:30:00.0000000
Submitted by	MIRNA ROMERO C.
Submitter email	mirna.romeroc@ug.edu.ec
Similarity	4%
Analysis address	mirna.romeroc.ug@analysis.urkund.com

Sources included in the report

SA	UNIVERSIDAD DE GUAYAQUIL / Proyecto phonology Eliza and Vanessa U.docx	
	Document Proyecto phonology Eliza and Vanessa U.docx (D14945600)	
	Submitted by: elizabethgarcialino@yahoo.com	
	Receiver: larry.torresv.ug@analysis.urkund.com	2



Firmado electrónicamente por:
**RUTH ELIZABETH
PAREDES SANTIN**



Firmado electrónicamente por:
**RODRIGO ANTONIO
GUERRERO SEGURA**

Lcda. Ruth Elizabeth Paredes Santín, M. Ed.
DOCENTE TUTOR
C.C: 0918634965

MSc. Guerrero Segura Rodrigo
Gestor de Integración Curricular
C.I. 0910135557

ANEXO VIII.- INFORME DEL DOCENTE REVISOR

Guayaquil, 4 de abril de 2022

Sr. /Sra.

MSc. Sara Anaguano Perez

DIRECTOR (A) DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

UNIVERSIDAD DE GUAYAQUIL

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación

TOPIC: DEPLOYING AUDIOVISUAL TECHNIQUES TO IMPROVE LISTENING SKILLS

PROPOSAL: DIDACTIC GUIDE THAT IMPLEMENTS EDUCATIONAL VIDEOS TO IMPROVE LISTENING SKILLS FOR A1.2 LEVEL LEARNERS

de los estudiante (s) **BAQUE GOMEZ GINGER YAMILET Y GARCIA GALARZA ARIANA JAVIERA**

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 7 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 20 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 está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,



FRANCISCO
ANTONIO VALENCIA
CHAVEZ

MSc. FRANCISCO VALENCIA CHAVEZ

C.I.0920578341

FECHA: 4 DE ABRIL DE 2022

ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

CARRERA Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (semestral)

Título del Trabajo: DEPLOYING AUDIOVISUAL TECHNIQUES TO IMPROVE LISTENING SKILLS			
Propuesta: DIDACTIC GUIDE THAT IMPLEMENTS EDUCATIONAL VIDEOS TO IMPROVE LISTENING SKILLS FOR A1.2 LEVEL LEARNERS			
Autor(es): BAQUE GOMEZ GINGER YAMILET			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3	2.90	
Formato de presentación acorde a lo solicitado.	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación.	0.6	0.6	
Adecuada presentación de tablas y figuras.	0.6	0.5	TABLES
RIGOR CIENTÍFICO	6	6	
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece.	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar.	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación.	0.7	0.7	
Los métodos y herramientas se corresponden con los objetivos de la Investigación.	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos.	0.4	0.4	
Factibilidad de la propuesta.	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos.	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas.	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia Bibliográfica.	0.5	0.5	
PERTINENCIA E IMPACTO SOCIAL	1	1	
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional.	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera.	0.3	0.3	
CALIFICACIÓN TOTAL*10		9.90	

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral. ****El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).

VALENCIA CHAVEZ FRANCISCO ANTONIO

Docente Revisor

C.I.:0920578341

FECHA:Abril 4, 2022



ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

CARRERA Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (semestral)

Título del Trabajo: DEPLOYING AUDIOVISUAL TECHNIQUES TO IMPROVE LISTENING SKILLS			
Propuesta: DIDACTIC GUIDE THAT IMPLEMENTS EDUCATIONAL VIDEOS TO IMPROVE LISTENING SKILLS FOR A1.2 LEVEL LEARNERS			
Autor(es): GARCIA GALARZA ARIANA JAVIERA			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3	2.90	
Formato de presentación acorde a lo solicitado.	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación.	0.6	0.6	
Adecuada presentación de tablas y figuras.	0.6	0.5	TABLES
RIGOR CIENTÍFICO	6	6	
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece.	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar.	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación.	0.7	0.7	
Los métodos y herramientas se corresponden con los objetivos de la Investigación.	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos.	0.4	0.4	
Factibilidad de la propuesta.	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos.	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas.	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia Bibliográfica.	0.5	0.5	
PERTINENCIA E IMPACTO SOCIAL	1	1	
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional.	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera.	0.3	0.3	
CALIFICACIÓN TOTAL*10		9.90	

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral. ****El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).

VALENCIA CHAVEZ FRANCISCO ANTONIO

Docente Revisor

C.I.:0920578341

FECHA:Abril 4, 2022



ADDITIONAL DOCUMENTS



DESIGNACIÓN DOCENTE-TUTOR TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA

Teléf. 2-294888



MSc.

Ruth Elizabeth Paredes Santin

Oficio No. UG-LENGUAS- 2021-319

Guayaquil, 29 de noviembre del 2021

PROFESORA DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.-

De mi consideración:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designada **Docente – Tutor Individual** de Proyectos Educativos.

En esta designación constan los nombres de las estudiantes de la Carrera de Lenguas y Lingüística (semestral), **BAQUE GOMEZ GINGER YAMILET Y GARCIA GALARZA ARIANA JAVIERA**, con el tema y propuesta aprobado por el Consejo de Facultad:

TOPIC: DEPLOYING AUDIOVISUAL TECHNIQUES TO IMPROVE LISTENING SKILLS

PROPOSAL: DIDACTIC GUIDE THAT IMPLEMENTS EDUCATIONAL VIDEOS TO IMPROVE LISTENING SKILLS FOR A1.2 LEVEL LEARNERS

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.

El Instructivo del Proceso de Titulación de grado de la Universidad de Guayaquil, señala en su parte: **DEL DESARROLLO Y EVALUACIÓN DEL PROCESO DE TITULACIÓN, OPCIÓN TRABAJO DE TITULACIÓN.**

TUTORÍAS INDIVIDUALES.- Son funciones del docente- tutor de trabajo de titulación las siguientes:

- Realizar la tutoría a los estudiantes asignados dos horas semanales por cada trabajo de titulación o las veces que considere pertinente, según la disponibilidad del docente.
- Supervisar sistemáticamente a los estudiantes asignados, con el objetivo de guiarlo adecuadamente durante toda la fase de tutoría del trabajo de titulación.
- Realizar el control de las tutorías desarrolladas, el que deberá ser entregado a las instancias pertinentes (**Anexo IV. INFORME DE AVANCE DE LA GESTIÓN TUTORIAL**).

Luego de finalizado el plazo de tutorías de trabajos de titulación, de acuerdo al calendario académico, corresponde a los docentes tutores realizar el procedimiento de revisión de trabajo de titulación, con el sistema de detección de coincidencias URKUND e ingresar al módulo

Oficio No. UG-LENGUAS- 2021-319
Guayaquil, 29 de noviembre del 2021

informático de titulación (SIUG) el certificado de anti plagio, con un porcentaje de similitud máximo de 10%, y asentar la calificación de tutoría de titulación a cada estudiante asignado.

DE LAS ATRIBUCIONES:

- ✓ Asesorar a estudiantes postulantes a titulación en la elaboración de propuestas de trabajos de titulación, de acuerdo a la línea de investigación en la que se inscriba y establecer con los estudiantes los acuerdos de plan de tutoría del periodo académico.
- ✓ Ofrecer el acompañamiento metodológico investigativo requerido en calidad de docente tutor, en función de las necesidades de los estudiantes.
- ✓ Evaluar los trabajos de titulación en conformidad con las rúbricas de evaluación establecidas de tutor, revisor y/o miembro del tribunal de sustentación.
- ✓ Cumplir con la entrega a la Dirección de la Carrera de la rúbrica de evaluación de trabajo de titulación.
- ✓ Realizar el asentamiento de la calificación de titulación en el sistema académico en las fechas establecidas en el calendario académico.

Agradezco por su valiosa gestión, sin otro particular, me suscribo de usted no sin antes expresarle mi sentimiento de alta consideración y estima.

Atentamente,

**SARA
ANAGUANO**

Firmado digitalmente por
SARA ANAGUANO
Nombre de reconocimiento

(DN): cn=SARA ANAGUANO
Fecha: 2022.03.14 11:48:59
-05'00'

MSc. SARA ANAGUANO PÉREZ
DIRECTORA
CARRERA DE LENGUAS Y LINGÜÍSTICA Y PIN
MODALIDADES SEMESTRAL Y ANUAL
sara.anaguanop@ug.edu.ec

c.c.: MSc. Rodrigo Guerrero Segura, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2021-2022 y estudiantes interesados

	FUNCIONARIO RESPONSABLE	CARGO
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA

DESIGNACIÓN DOCENTE-REVISOR TRABAJO DE TITULACIÓN

Oficio No. UG-LENGUAS-2022-459

Guayaquil, 29 de marzo del 2022

MSc.

VALENCIA CHAVEZ FRANCISCO ANTONIO

PROFESOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad. -

De mi consideración:

Por disposición de la dirección de la carrera de Lenguas y Lingüística, de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado **Docente – Revisor** de Proyectos Educativos.

En esta designación constan los nombres de las estudiantes de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (semestral), **BAQUE GOMEZ GINGER YAMILET YGARCIA GALARZA ARIANA JAVIERA**, con el tema y propuesta aprobado por el Consejo de Facultad:

TOPIC: DEPLOYING AUDIOVISUAL TECHNIQUES TO IMPROVE LISTENING SKILLS

PROPOSAL: DIDACTIC GUIDE THAT IMPLEMENTS EDUCATIONAL VIDEOS TO IMPROVE LISTENING SKILLS FOR A1.2 LEVEL LEARNERS

El mismo que deberá ser revisado, siguiendo las normativas de la Unidad de Titulación de la Facultad.

SON FUNCIONES DEL DOCENTE REVISOR DE TITULACIÓN:

1. Revisar el trabajo de titulación en los días término establecidos en el calendario académico.
2. Emitir un informe sobre las sugerencias u observaciones al documento presentado, y evaluar el trabajo en base a la rúbrica respectiva (Anexo VIII.- INFORME DEL DOCENTE REVISOR y Anexo IX.- RÚBRICA DE EVALUACIÓN DEL DOCENTE-REVISOR DEL TRABAJO DE TITULACIÓN).
3. Retroalimentar al estudiante en lo referente al informe de revisión presentado (se recomienda hacerlo antes de poner la calificación en el SIUG)
4. Ser miembro del tribunal de sustentación del trabajo de titulación.
5. Calificar el trabajo escrito y la sustentación del estudiante

Luego de que el docente - revisor evalúe la memoria escrita del trabajo de titulación deberá registrar la calificación correspondiente al módulo informático de titulación (SIUG) en las fechas establecidas por el Calendario Académico de la universidad. En caso de obtener una calificación menor a 7/10, no podrá continuar a la siguiente fase del proceso de titulación (sustentación).

Finalmente, el docente revisor deberá subir el proyecto con la siguiente nomenclatura en una subcarpeta en línea

Proyecto_Primer Apellido_Nombre y Primer Apellido_Nombre (dos estudiantes)

Proyecto_Primer Apellido_Nombre (un estudiante)

https://ugye-my.sharepoint.com/:f:/g/personal/titulacion_lenguas_ug_edu_ec/EqcEU-7i3tpOpHekgd0LljsBLaqvsHBKjZmRbflbaqcrfA?e=99T6v2

Las rubricas de revisión (anexo 9) es una por estudiante. Se deben entregar dos en total en formato PDF y firmadas electrónicamente. Solo el informe de revisión (anexo 8) es uno para los dos estudiantes. Su entrega es en formato PDF y firmado electrónicamente

Ambos documentos se deben enviar a los correos institucionales de los estudiantes con copia a titulacion.lenguas@ug.edu.ec
alexandra.delgadol@ug.edu.ec

Una vez más, se agradece su continua colaboración en este proceso

Atentamente,

**SARA
ANAGUANO**

Firmado digitalmente por SARA ANAGUANO
Nombre de reconocimiento (DN): cn=SARA

MSc. SARA ANAGUANO
PÉREZDIRECTORA
CARRERA DE LENGUAS Y LINGÜÍSTICA
Y PINMODALIDADES SEMESTRAL Y
ANUAL

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c.c.: MSc. Rodrigo Guerrero Segura, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2021-2022 y estudiantes interesados

	FUNCIONARIO RESPONSABLE	CARGO
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA



LETTER TO SCHOOL
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS (SEMESTRAL Y ANUAL)
UNIDAD DE TITULACIÓN



Oficio No. UG-LENGUAS- 2022-013

Guayaquil, 05 de enero del 2022

Licenciada

Birmania Lucia Alvarado Ubilla

DIRECTORA DE LA ESCUELA DE EDUCACIÓN BÁSICA FISCAL "RINA ORTIZ DE BUCARAM"
Ciudad.

ASUNTO: AUTORIZACIÓN PARA DESARROLLAR PROYECTO EDUCATIVO PREVIO A LA OBTENCIÓN DE SU TÍTULO DE TERCER NIVEL, COMO LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD DE GUAYAQUIL.

De mi consideración:

Las Autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil y el suscrito Máster Sara Anaguano Pérez, en su calidad de Docente - Directora de la Carrera de Lenguas, modalidades semestral y anual del presente periodo académico 2021-2022, CICLO II, hacemos extensivo nuestro cordial y más cálido saludo Institucional.

La Universidad de Guayaquil, como Alma Mater de Educación Superior, contribuye de manera fundamental a los planes y ejecuciones de las políticas del estado, por medio de acciones que permitan establecer ofertas académicas y buscar soluciones a los diversos problemas sociales, tecnológicos y humanísticos, e integrar las variables que son parte de la formación académica y profesional con la investigación científica, lo que permite crear nuevos conocimientos para ser transferidos a la sociedad en su conjunto con responsabilidad social.

Bajo este contexto, me permito presentar a los siguientes discentes:

BAQUE GÓMEZ GINGER YAMILET, con C.I. Nro. 0929108462

GARCIA GALARZA ARIANA JAVIERA, con C.I. Nro. 0924466345

Actualmente matriculados en la Unidad de Titulación de esta Unidad Académica, para la obtención del título de Licenciados en Ciencias de la Educación Mención Lengua Inglesa y Lingüística; debiendo previamente efectuar su proyecto educativo, con el objetivo de implementar estrategias de solución que ayuden a superar las dificultades de los estudiantes en procesos de aprendizaje de mayor complejidad como la asignatura de inglés.

En virtud de lo expuesto, solicito a usted comedidamente, la respectiva autorización para que se les brinden las facilidades necesarias a los discentes mencionados anteriormente para que puedan desarrollar su proyecto educativo; y de considerarlo aprobado, agradeceré remitir respuesta a los correos institucionales:

sara.anaguanop@ug.edu.ec

titulacion.lenguas@ug.edu.ec

alexandra.delgadol@ug.edu.ec

Seguro de contar con su valioso contingente, que permitirá la aplicación de conocimientos teóricos-prácticos adquiridos por los estudiantes durante su carrera académica, anticipo mis agradecimientos, deseándole éxitos en la gestión a su cargo, y sin otro particular, me suscribo de usted, no sin antes expresar mi sentimiento de alta consideración y estima.

Atentamente,
SARA LORENA ANAGUANO PEREZ

 Firmado digitalmente por SARA LORENA ANAGUANO PEREZ
 Nombre de reconocimiento (DN): cn=SARA LORENA ANAGUANO PEREZ,
 serialNumber=130121012803,
 o=ENTIDAD DE CERTIFICACION DE INFORMACION, o=SECURITY DATA S.A. 2,
 c=EC
 Fecha: 2022.01.10 08:17:52 -0500

DIRECTORA
CARRERA DE LENGUAS Y LINGÜÍSTICA Y PIN
MODALIDADES SEMESTRAL Y ANUAL
sara.anaguanop@ug.edu.ec

c.c.: MSc. Rodrigo Guerrero Segura, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2021-2022; y Estudiantes interesados

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	MSc. Rodrigo Guerrero Segura	GESTOR DE TITULACIÓN	

RESPONSE FROM SCHOOL

ESCUELA DE EDUCACION BASICA FISCAL

"Rina Ortiz de Bucaram"

Guayaquil, 1. de Marzo de 2022

MSC

SARA ANAGUANO PEREZ

DIRECTOR DE LAS CARRERA DE LENGUAS (ANUAL Y SEMESTRAL)

De mis consideraciones:

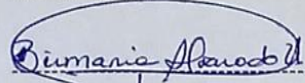
Reciba un atento saludo, en relación con el oficio No. UG-LENGUAS- 2022-013 suscrito por usted tengo a bien informarle que la Escuela de Educación Básica Fiscal "Rina Ortiz de Bucaram" acepta el desarrollo del proyecto de Titulación Educativo desarrollado por las Baque Gómez Ginger Yamilet con C.I. Nro. 0929108462 y Ariana Javiera García Galarza con C.I. Nro. 0924466345, requisito previo a la obtención del Título de Licenciado en Ciencias de la Educación mención Lengua Inglesa y Lingüística, aplicado a los estudiantes de noveno año de educación general básica.

Tema: Deploying audiovisual techniques to improve listening skills.

Propuesta: Didactic guide that implements educational videos to improve listening skills for a1.2 level learners.

Particular que comunico para los fines legales pertinentes.

Atentamente,


Lcda. Bismania Alvarado Ubilla



PHOTOGRAPHIC EVIDENCE

TUTORING SESSION



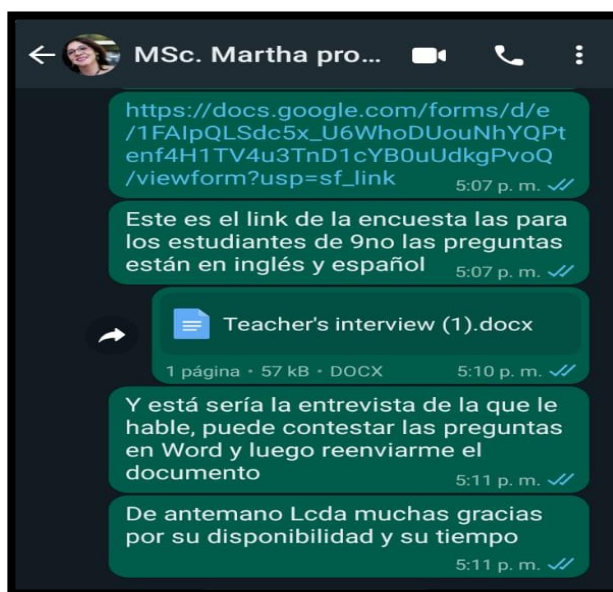
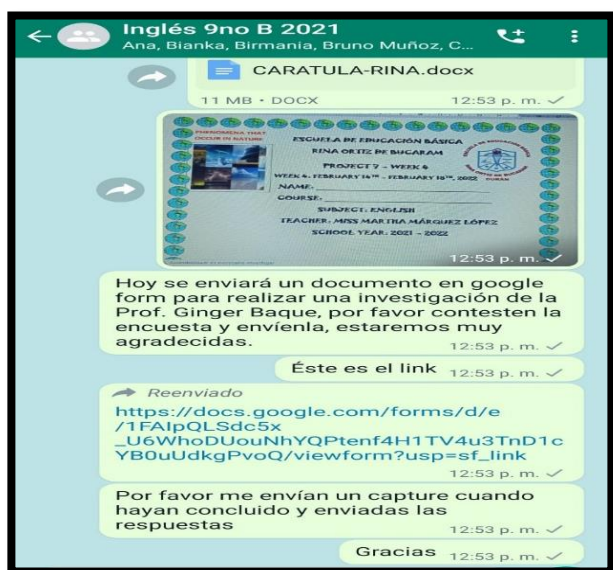
Source: MSc. Ruth Paredes. Team meeting
Elaborated by: Ginger Baque Gomez and Ariana Garcia Galarza

BASIC EDUCATION SCHOOL "RINA ORTIZ DE BUCARAM"



Source: Google maps "Rina Ortiz de Bucaram"
Elaborated by: Ginger Baque Gomez and Ariana Garcia Galarza

RESEARCH INSTRUMENTS – APPLICATION



Source: whatsapp conversations

Elaborate by: Ginger Baque Gomez and Ariana Garcia Galarza

RESEARCH INSTRUMENTS



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



3.7.1 Student's survey

SURVEY

The objective of this survey is to examine the Listening skill of the students and provide audiovisual techniques that can be applied by the teacher to improve the students' listening skills, this survey will collect important information for analyzing and evaluating the results.

These are the possible options; you can choose the one you consider the most appropriate according to your criteria:

1. Strongly disagree 2. Disagree 3. Neutral
4. Agree 5. Totally agree

N	STATEMENTS	1	2	3	4	5
1	I consider my listening level to be good.					
2	I understand most of what I hear					

	when we are practicing listening in class.					
3	The listening exercises are related to class topics.					
4	I enjoy practicing listening in class.					
5	The use of audiovisual resources such as videos, documentaries or movies in class is frequent.					
6	I understand a listening activity better when they use videos.					
7	I believe that listening is the most complicated skill in the English language.					
8	I believe that the use of audiovisual resources in class is important.					
9	I frequently do listening activities in English class.					
10	I would like to use educational videos in my English class to improve my listening.					



UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF
THE EDUCATION SCHOOL OF LANGUAGES AND
LINGUISTICS



3.7.3 Teacher's interview

Name:

Subject:

Grade:

English level (CEFR):

Questions:

1. Do you consider the level of your students of ninth-grade listening skills to be adequate as indicated by the national English curriculum?
2. Do you have a Teaching degree?
3. How often do you do Listening activities in your classroom?
4. Which of the four English language skills do you consider the most difficult for your students of ninth grade to develop?
5. How many years of experience do you have working as an English teacher?
6. Do you consider that the use of audio-visual techniques is beneficial for the development of listening skills?
7. Do you think that educational videos are a didactic resource that increases the interest of students of ninth grade when they perform a listening activity?
8. What type of materials do you use in your English class to do listening activities?
9. What is the biggest inconvenience you have in developing a listening activity in your classroom?
10. Do you have the necessary technological devices for the development of listening skills in your classroom?
11. Do you consider that an educational video guide would be helpful in improving students' listening skills?



2021 - 2022