UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

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

EDUCATIONAL PROJECT PRIOR TO OBTAINING THE BACHELOR'S DEGREE IN SCIENCES OF EDUCATION SPECIALIZATION: ENGLISH LANGUAGE AND LITERATURE

TOPIC:

THE INFLUENCE OF MULTIMEDIA RESOURCES IN LISTENING COMPREHENSION.

PROPOSAL:

DESIGN OF A GUIDE WITH METHODOLOGICAL STRATEGIES FOR LISTENING USING MULTIMEDIA RESOURCES AT A2.2 LEVEL.

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FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO: LA INFLUENCIA DE LOS RECURSOS MULTIMEDIA EN LA COMPRENSIÓN AUDITIVA. DISEÑO DE UNA GUÍA CON ESTRATEGIAS METODOLÓGICAS PARA LA ESCUCHA UTILIZANDO RECURSOS MULTIMEDIA NIVEL A2.2

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RESUMEN:

La comprensión auditiva es una habilidad del lenguaje que permite socializar y comprender palabras durante el proceso de la comunicación verbal. Esta habilidad requiere de una comprensión básica de la sintaxis y también de las estructuras gramaticales para que la comunicación entre personas pueda ser interpretada adecuadamente. La modalidad será de carácter mixto, combinando las funcionalidades del carácter cualitativo y de carácter cuantitativo. La observación sea realizo a una población de 49 estudiantes del primer año de bachillerato BGE de la Unidad Educativa Fiscal Juan Montalvo, aplicando instrumentos de investigación como encuestas a estudiantes y la entrevista al docente. Los datos obtenidos del proceso de análisis determinaron una falta de motivación y una confusión entre las palabras en el idioma. Las conclusiones y recomendaciones obtenidas fueron analizadas a través de los resultados de la investigación, desarrollando así una guía metodológica utilizando recursos multimedia para la comprensión auditiva en el idioma inglés.

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DEGREE WORK RECORD SHEET

TÍTULO Y SUBTÍTULO: THE INFLUENCE OF MULTIMEDIA RESOURCES IN LISTENING COMPREHENSION. DESIGN OF A GUIDE WITH METHODOLOGICAL STRATEGIES FOR LISTENING USING MULTIMEDIA RESOURCES AT A2.2 LEVEL

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ABSTRACT:

Listening is a language skill that allows you to socialize and understand words during the process of verbal communication. This skill requires a basic understanding of syntax and grammatical structures so that communication between people can be interpreted properly. The modality will be of mixed character, combining the functionalities of the qualitative character and of quantitative character. The observation was made to a population of 49 students of the first year of the BGE baccalaureate of the Juan Montalvo Fiscal Educational Unit, applying research instruments such as student surveys and teacher interviews. The data obtained from the analysis process determined a lack of motivation and confusion between the words in the language. The conclusions and recommendations obtained were analyzed through the results of the research, thus developing a methodological guide using multimedia resources for listening in the English language.

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Nosotros, Granda Barrera Camila Alejandra y Villegas Delgado Ricardo Rene, con C.I. No. 0952008654 y 0931457865, certificamos que los contenidos desarrollados en este trabajo de titulación, cuyo título y propuesta es "THE INFLUENCE OF MULTIMEDIA RESOURCES IN THE IMPROVEMENT OF THE LISTENING COMPREHENSION. DESIGN OF A GUIDE WITH METHODOLOGICAL STRATEGIES USING MULTIMEDIA RESOURCES FOR A2.2 LEVEL." Son nuestra absoluta propiedad y responsabilidad, en conformidad al Artículo 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN*, autorizamos la utilización de una licencia gratuita intransferible, para el uso no comercial de la presente obra a favor de la Universidad de Guayaquil.

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ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **MSc. Israel Guillermo Bravo Bravo**, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **Camila Alejandra Granda Barrera y Ricardo René Villegas Delgado**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Ciencias de la Educación mención Lengua y Literatura Inglesa.

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

"THE INFLUENCE OF MULTIMEDIA RESOURCES IN LISTENING COMPREHENSION."

Autores: GRANDA BARRERA CAMILAALEJANDRA Y VILLEGAS DELGADO RICARDO RENE.

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Resumen

La comprensión auditiva es una habilidad del lenguaje que permite socializar y comprender palabras durante el proceso de la comunicación verbal. Esta habilidad requiere de una comprensión básica de la sintaxis y también de las estructuras gramaticales para que la comunicación entre personas pueda ser interpretada adecuadamente. La modalidad será de carácter mixto, combinando las funcionalidades del carácter cualitativo y de carácter cuantitativo. La observación sea realizo a una población de 49 estudiantes del primer año de bachillerato BGE de la Unidad Educativa Fiscal Juan Montalvo, aplicando instrumentos de investigación como encuestas a estudiantes y la entrevista al docente. Los datos obtenidos del proceso de análisis determinaron una falta de motivación y una confusión entre las palabras en el idioma. Las conclusiones y recomendaciones obtenidas fueron analizadas a través de los resultados de la investigación, desarrollando así una guía metodológica utilizando recursos multimedia para la comprensión auditiva en el idioma inglés.

Palabras claves: comprensión auditiva, recursos multimedia.

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Abstract

Listening is a language skill that allows you to socialize and understand words during the process of verbal communication. This skill requires a basic understanding of syntax and grammatical structures so that communication between people can be interpreted properly. The modality will be of mixed character, combining the functionalities of the qualitative character and of quantitative character. The observation was made to a population of 49 students of the first year of the BGE baccalaureate of the Juan Montalvo Fiscal Educational Unit, applying research instruments such as student surveys and teacher interviews. The data obtained from the analysis process determined a lack of motivation and confusion between the words in the language. The conclusions and recommendations obtained were analyzed through the results of the research, thus developing a methodological guide using multimedia resources for listening in the English language.

Keywords: listening comprehension, multimedia resources.

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DEDICATION

I want to dedicate this important investigative work to my precious grandmother who has instilled the values to be a great person and who has taught me many things in life.

To my teachers who have taught me a lot of things along these years in my career and in a special way, I also dedicate this to the future teachers that want to become in a motivational influence to make their students better every day being optimistic and respectful.

-Camila Alejandra Granda Barrera

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First, I am grateful to God to give me the life and put in my life amazing people like my parents who has always been there to help me in every step that I do. Specially to my mother because she always believed in me, and she is the main reason why I speak 3 languages.

To my grandfather who is not here but he will always be in my heart for taking me to the school when I was a child every day.

I am grateful for my dear friends from this career who always encouraged me to be greater every day and help me with something that I did not know very well but they were always happy to give me that attention, especially my friends that I have had since the first semester: Myrka, Liliana, Gealena.

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-Ricardo Rene Villegas Delgado

INTRODUCTION

This educational investigation has a main goal which is the development of the listening comprehension through the integration of multimedia resources. The investigation was developed in" Unidad Educativa Fiscal Juan Montalvo" located in the city of Guayaquil, whose authorities allowed us to do the research field with the first baccalaureate students, due to some problems in the listening comprehension. The level to be reached by the students must be A2.2., corresponding to the Common European Framework of Reference (CEFR). This investigation aims to improve, train, and develop the listening comprehension of the students, showing social network multimedia videos and audios that allow the feedback through the interactions. The current investigation was analyzed and consulted to identify the most useful ways of listening audios and thanks to it we have created a methodological guide to integrate some potential audios and videos that let understand in an easy way to the students into the develop process as tools for educational purposes.

CHAPTER I

THE PROBLEM

1.1 CONTEXT OF THE PROBLEM

This investigation project is implemented in Unidad Educativa Fiscal Juan Montalvo, located in the perish of Tarqui inside the city of Guayaquil. During the field research process, it showed some listening comprehension problems coming from the students while they were trying to understand audios in English for A.2.2 level students. Even though, they could understand some words, they could not understand the main idea of the sentence clearly. This problem comes from the students of first year of baccalaureate, who will be finishing their education process according to the guidelines established in the National Curriculum for the academic period 2021-2022.

1.2 PROBLEM STATEMENT

According to the previous empirical knowledge acquired during the investigation process, it has been possible to appreciate the lack of listening teaching resources for the development of feedback to influence on the topics studied in the English language learning process. In which the researchers noticed an obstacle among the theory learned in class and the listening practice of it, this is the listening comprehension. The insufficient feedback during the previous years of classes has been the obstacle for students to learn in a correct way the language implemented through the listening activities.

This is a difficult scenario for those students who will deal with the next upcoming level. But let's put this situation aside for a moment, the students will not be capable to acquire and

improve the listening skill, being in a class environment where there is not improvement in teaching and learning techniques, which has a big impact on the listening comprehension.

1.3 CONFLICT SITUATION

- Confusion in homonyms words.
- The students have a limited vocabulary.
- Lack of motivation in the development and listening comprehension skills.
- Failure to recognize meaning of words.

1.4 SCIENTIFIC FACT

Deficiency in listening comprehension in the second baccalaureate students from" Unidad Educativa Fiscal Juan Montalvo" of the city of Guayaquil in the academic period 2021 - 2022.

1.5 CAUSES

- Lack of listening exercises and orientation in the previous years.
- Inadequate application of multimedia activities aimed on listening comprehension.
- Lack of new and interacting exercises that encourage and improve the listening comprehension.

1.6 PROBLEM FORMULATION

How do multimedia resources influence the listening comprehension of the second baccalaureate students from" Unidad Educativa Fiscal Juan Montalvo" of Guayaquil in the academic period 2021 – 2022?

1.7 RESEARCH OBJECTIVES

1.7.1 GENERAL OBJECTIVE

To identify the influence of multimedia resources on the development of English listening comprehension through a field, bibliographic and statistical investigation to design a methodological guide with the application of multimedia resources to improve and develop the listening comprehension of English.

1.7.2 SPECIFIC OBJECTIVES

- To identify and use the multimedia resources through a field, bibliographic and statistical investigation.

- To analyze the listening comprehension skill through a field, bibliographic and statistical investigation.

- To design a methodological guide with the integration of multimedia resources for the development of the listening comprehension in English through the theoretical investigation acquired.

1.8 SCIENTIFIC QUESTIONS

- What is the current situation of the second baccalaureate students from" Unidad Educativa Fiscal Juan Montalvo" of Guayaquil in the 2021 – 2022 year based in the listening comprehension?

- What are the advantages and benefits of multimedia resources in English listening comprehension?

- How the design of this methodological guide with the integration of multimedia resources for the English listening comprehension's development contribute to improvement on the English listening comprehension?

1.9 JUSTIFICATION

In the society of these times, the learning of the English language is so important thanks to be one of the most spoken worldwide, for this reason this society must prepare students to live in a multicultural and multilingual society.

The listening comprehension is the main skill when someone is learning a new language. It helps a lot to the students to understand, to analyze and to communicate with people thanks to their hears and the mouth, which allows in the same way to answer the words heard.

It is necessary to use a correct methodological guide to improve this listening skill. For that reason, the application of the multimedia resources provides students with interactive learning activities. This is because the students listen to audios according to their own level in an interesting way. The listening skill is based on the Common European Framework of Reference for languages (CEFR) for students of A2.2 level.

The CEFR states ¨ Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. ¨

CHAPTER II

THEORETICAL FOUNDATIONS

2.1 RESEARCH BACKGROUND

The communication among people is so important for the development of the society; the language is the most important way to communicate. Thanks to this capacity, people can communicate with people. The English has been the most important language because people

can communicate with people around the world, and it has been a requirement in many jobs. To have a good communication, people must start learning English through the listening. The listening skill is indispensable to understand the message spoken through the ears. Therefore, this educational investigation aims to the development of listening comprehension of the English language through interactive multimedia resources.

According to the investigation about the issues in second language listening comprehension and pedagogical implications by Kurita (2012), learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners' self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers.

According to the investigation of Suryani (2012) about the improvement of students' Listening skills. The use of varied listening tasks in the English classes makes students have many positive attitudes toward their English learning. The positive attitudes are that they felt interested in, pleased with, and satisfied with the tasks. The students feel interested because varied listening tasks give different challenges for each task. In addition, each task helps students understand the materials they learn. They feel pleased in doing the tasks since the varied listening tasks provide something new and attractive, such as films and songs. They feel satisfied in doing varied listening tasks since these tasks give them the opportunities to better understand the materials through the task demand (p.85).

According to the investigation focus in the listening comprehension problems of several beginner and pre- intermediate Spanish students analyzed by Heredia (2018) "The results showed that most of them thought that listening was the most difficult skill to acquire; and that most of the students understood 40 % when they listened to songs, conversations, interviews, or watched movies. In the case of movies, they understood them because they watched the scenes and they inferred meaning. It also indicated that most of the students were predominantly visual. Likewise, they conveyed that new vocabulary, connected speech, idiomatic expressions, different accents, stress, complex grammatical structures, and 'the length of the spoken text' (they were short) are the most important message factors for listening problems." (p.63.)

According to Lafi ("n.d.") "Students take the information they have gained from the listening passage and use it for another purpose. For example, having taken notes they may went to re-form these notes into a written description of a process. If they have been filling in a map or a chart with information during the while-listening phase, they might summarize the information orally. If they have been listening to a conversation, role-playing one of the speakers makes students listen more attentively to the speaker whose role they will play." (p.17.).

These have been the results of the authors' investigations in which this educational project is based on to make a field, bibliographic and statistical investigation focus on the listening comprehension.

2.2 THEORETICAL FRAMEWORK

2.2.1 LISTENING SKILL

2.2.1.1 DEFINITION

Listening skill is a complicated ability to improve and develop for students of a foreign language and as consequence of this problem, many important authors have investigated and gives their definitions.

According to Rost (2013): "Listening is a topic that has relevance to all of us. As one of the crucial components of spoken language processing – there is no spoken language without listening – listening is also an area that is interconnected with numerous areas of inquiry and development" (p. 1).

According to Wolvin and Coakley (1988) listening is the process of receiving, attending to, and assigning meaning to aural stimuli.

Brown (2006) defines listening as a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. The next section will consider another way teachers can help ease the difficulty of listening: training students in different types of listening (p.4.).

2.2.1.2 IMPORTANCE

The listening skill is important because helps us to be more productive, understand assignments in a better way, answer questions, for that reason people must listen carefully when an audio or person is communicating with us. Here are many authors with their opinions about the importance of the listening skill.

Hamouda (2013) refers that the listening ability is one of the important skills in foreign language learning. In spite of its importance, listening has long been the neglected skill in foreign language acquisition, research, teaching, and assessment.

Asemota (2015) refers that "Language is an important aspect of our everyday lives often requiring inventiveness by its speakers" (p.28.).

Renukadevi (2014) refers that "Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response" (p.60.).

Iwankovitsch (2001) refers that "The importance of listening goes beyond our ability to recall information. The University of Minnesota reports that in the business world 60% of misunderstandings can be traced to poor listening and only 1% to poor reading" (p.5.).

2.2.2 STEPS IN LISTENING ACTIVITIES

There are 3 steps people must follow and practice to acquire and improve the listening skill through activities. The first step is – pre-listening- here are activities elaborated by the teachers to remember or warm up the previous knowledge and make the students focus. The second step is while – listening, here are activities elaborated to develop the listening skill and get their comprehension. The third step is post – listening, here are listening to activities to see the whole comprehension of students and evaluate them with the participation in class.

Yurdakul and Bayat (2017) Pre- listening is the first step to develop in which teachers ask questions to activate prior knowledge before listening. "One of the strategies used for upgrading the listening skills preparation for listening, setting a purpose for listening, selecting

a strategy in line with the purpose of listening and making the students focus on listening are the primary activities (p. 251).

Wei (2012) While-listening activities are usually designed to help learners develop the skill of eliciting messages from spoken language. Here are some suggested while-listening activities.

Post – listening in this third step to develop and improve. The answers of the students are analyzed. Here teachers can recommend to students improve their mistakes. McCaughey (2015) "A dedicated listening task focuses on listening goals" (p.5). The proposal has as objective implementing the multimedia resources in the learning of the students. These resources are a big help for the language learning. Videos, songs, movies, clips, and other kind of media is played on a computer, laptop, television during the class to approach all the material shown.

2.2.3 DIFFICULTIES IN LISTENING COMPREHENSION

2.2.3.1 LINGUISTIC BARRIERS

The communication is normal in the society of this era, and it can be analyzed from different point of view. There are many kinds of meanings of communication and lots of different ways of communication. The most important way of communication is the language and to deal with this problem of linguistic, it is important to analyze the issues of the language and the properties that show the problem to communicate among people. Many of these linguistics barriers are the language difference, dialects and accents, lack of speech, use of technical words.

Research by Liu (1999) indicates that language barriers constitute a significant problem for Chinese students also. Although Chinese students are required to pass the Test of English

as a Foreign Language (TOEFL) or other equivalent English proficiency examinations before studying abroad, most Chinese students still fear that their English is inferior because they have few opportunities to listen and speak English in China. What Chinese students learn in China is formal standard written English. Therefore, most of them have no problem with reading and writing but do have difficulties in listening and speaking English.

According to Juneja ("n.d.") Communication is one of the most essential aspects of human life. Communication is how human beings interact to convey messages, information, or express emotions. Language is the medium through which the process of communication takes place. Language in communication can be verbal, i.e. Using words to read, write and speak or non-verbal i.e using signs, facial expressions, or body language. Despite the variety of the means of communication, messages are sometimes not comprehended or simply misunderstood.

2.2.3.2 MOTIVATION

The motivation for the education of students of a foreign language is essential for the development of the listening skill because that active and keep a goal. There are many authors that wrote about this aspect.

According to Jones (2010) Motivation involves goals that provide impetus for and direction to action. Cognitive views of motivation are united in their emphasis on the importance of goals. Goals may not be well formulated and may change with experience, but the point is that individuals are conscious of something that they are trying to attain or avoid.

Littlewood (2007) observes that in second language learning as in every other field of human learning, motivation is the critical force which determines whether learners embark on a task at all, how much energy they devote to it, and how long they persevere. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning

situation.

According to Cook (2000) the performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior to others, the reason is that they are better motivated.

2.2.4 METHODS OF LISTENING

2.2.4.1 INTENSIVE LISTENING

According to Schmidt (2016) Intensive listening activities focus the students´ attention on language form. The aims of Intensive listening activities are to raise the learners´ awareness of how differences in sound, structure and lexical choice can affect meaning, all students even the ones with challenges can practice intensive listening. Because Intensive listening activities require attention to specific contrasts of form like grammatical, lexical, and phonological.

According to Mette (2021) in her educational blog called MorkSensei, refers that intensive listening is slow, careful listening of short, difficult audio clips. People can focus

more on form than on overall meaning because the goal of the listening is to pay attention to pronunciation, grammar, and vocabulary. Intense focus on these parts of the audio will help people to build a foundation for language acquisition. Intensive listening is the type of listening that people probably do in the English language classes, particularly in an oral communication course.

2.2.4.2 EXTENSIVE LISTENING

Waring (2008) refers that extensive listening is the provision of a large volume of aural input, which should be at an accessible level; readers should enjoy the listening; Extensive Listening (EL) is targeted at improving listening fluency.

Kreisa (2017) refers that extensive listening is focus on longer activities. These may vary from something that's a few minutes long to several hours long. Rather than focusing on individual parts, extensive listening focuses on overall understanding. With extensive listening, students don't have to translate each word or focus on grammar rules. Instead, they simply must try to understand the audio; because extensive listening focuses on overall understanding, extensive listening helps students understand spoken language in real-world contexts (p.4.).

2.3 MULTIMEDIA RESOURCES
2.3.1 WAYS TO IMPROVE THE LISTENING COMPREHENSION
2.3.1.1 CONVERSATION

According to Johson (2016) The conversation plays a vital role in the modern cycle of instruction. For students to begin thinking like scholars, they must be placed in an environment that supports a community of practice that operates according to scholarly behaviors;

professional learning activities for teachers must include strategies that effectively increase engagement, critical thinking, and dialogue as methods of developing student agency.

According to the page General Teacher Council for England (2004) A learning conversation is a planned and systematic approach to professional dialogue that supports teachers to reflect on their practice. As a result, the teacher gains new knowledge and uses it to improve his or her teaching (p.2.).

2.3.1.2 MULTIMEDIA

According to Almarabeh et al. (2015) Multimedia offers unique advantages in the field of education, also enables us to provide a way by which learners can experience their subject in vicarious manner. The key to provide this experience is having simultaneous graphics, video, and audio, rather than in a sequential manner.

Correia (2010) refers that the word multimedia means using two or more digital contents in a single application. These contents may be text, video, images, animations, sound, and simulations. This is an area that is constantly evolving, and we can say that they are always emerging innovations in the development of multimedia and its application.

2.3.2 MULTIMEDIA
2.3.2.1 DEFINITION

Thamarana (2015) refers that multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content

processing devices, such as computerized and electronic devices, but can also be part of a live performance.

Yamaguchi (2020) refers that audiovisual material consists of the amount of input of listening and watching. One of the learning methods, extensive listening requires the amount of input. The method is listening to amount of audio, which is comprehensible for learners and encourages them to improve their listening skills. This study has as objective to examine the relationship between extensive listening and listening comprehension. (p. 2).

2.3.2.2IMPORTANCE

Laura Ascione (2022) claims that Multimedia learning tools engage students, and as we all know, students who are engaged in their learning often demonstrate higher academic achievement and take more ownership of their learning.

Bork and Gunnarsdottir (2001) A wide variety of media can be used in learning, including distance learning, such as print, lectures, conference sections, tutors, pictures, video, sound, and computers. Any one instance of distance learning will make choices among these media, perhaps using several.

Gañán et al. (2014) ''The use of various types of media and communication technologies in e-learning activities enhances content visualization and user interaction and increases learner engagement and effectiveness. The evolution of multimedia technologies in

recent years has opened new opportunities of integrating multimedia resources to support on-line teaching and learning, although there is still a long way to go.''

2.3.3 TYPES OF MULTIMEDIA RESOURCES

2.3.3.1 VIDEOS

According to Boston Consulting Group (2017) Video and digital media are important tools that can help bolster the educational experience. The use of video in the classroom allows educators to illustrate and demonstrate complex ideas with the help of visual and audio learning elements. Learn about the benefits of teaching with video, what you can do with multimedia in the classroom, and view a variety of faculty testimonials and multimedia strategies they employ to enhance the teaching and learning experience.

According to Kosterelioglu (2016) It is emphasized that use of videos in teaching-learning environments are effective in three aspects: providing cognitive benefits (learning better and more, better recall), psychological benefits (motivation, gaining satisfaction from learning) and visualization of knowledge.

According to Selma (2014) "The use of video as teaching material will help students to correct their mistaken pronunciation, learn a new vocabulary and provide information" (p.24).

2.3.3.2 AUDIOS

According to Li (2020) ''Audio media has the advantage of allowing the students to control their study independently, increasing interaction in learning, and improving the psychological superiority, which can make up for the insufficient of the existing college English teaching model effectively'' (p.6.).

Middleton (2009) refers that audio has a demonstrated capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world as both listeners and publishers. Audio can easily be created with many desktop tools and small digital recording devices such as smartphones.

2.3.3.3 DIGITAL TEXTS

According to Julian (2018) ''Digital texts for academic purposes provides an opportunity for educators to teach students how to effectively read these texts for comprehension and critical thinking'' (p.1.).

According to the educational page Analytic Alpha (2021) Digital texts are created and presented with and through digital publishing; created on computers, tablets or in other digital ways as distinct from traditional print-based texts that are published in paper forms.

2.4 CONTEXTUAL FRAMEWORK

Unidad Educativa Fiscal Juan Montalvo is in Guayaquil North Zone, in the parish of Tarqui, which is in Carlos Julio Arosemena Avenue km 1.5. This institution works with Secondary Basic General Education (Eight to Tenth Year), and Unified General Baccalaureate Education (First to Third Year). Each Grade is divided into two shifts and the: the morning shift and the

afternoon shift. This education is structured by 1 rector, 2 vice-rectors (1 for each shift), 2 student counseling, and 10 coordinators.

There are 1262 students in this institution: 780 in the morning shift, and 492 in the afternoon shift. Each classroom has a capacity for 35 students; therefore, each Grade can be divided in 5 different classrooms. The students in both shifts have 5 English hours per Week. There are 5 English teachers hired by this institution, who have from 3 to 5 classrooms each. The number of classrooms depends on which Grade is given and there is 1 English laboratory for the institution.

2.5 LEGAL FRAMEWORK

This investigation has many various legal support documents which are validated in the Ecuadorian educational system, these documents has been endorsed regarding the educational curriculum.

The Constitution of the Republic of Ecuador states in its article 26 that:

Constitution of The Republic of Ecuador (2008) "Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It organizes a priority area of public policy and state asset, guarantee of social equality and inclusion and an indispensable condition for good living. Individuals, families, and society have the right and obligation to participate in the educational development" (p. 16).

The Organic Law of Intercultural Education maintains in the article 2W:

"Guarantees the right of people to a quality education and warmth, pertinent, adequate, contextualized, updated, and articulated throughout the educational process, in its systems, levels, sublevels or modalities; and that includes permanent evaluations. So, itself, guarantees

the conception of the student as the center of the educational process, with a flexibility and ownership of content, processes and methodologies that adapt to your needs and fundamental realities. It promotes adequate conditions of respect, tolerance, and affection, which generate a favorable school climate in the learning process".

National Good Living Plan (2013) "To promote intercultural dialogue as the backbone of the pedagogical model and the use of educational spaces." (p.4.8).

According to the standard level A2.2 students in the Common European Framework of Reference for languages (2001) Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

2.6 OPERATIONALIZATION OF VARIABLES
TABLE 1

VARIABLES	DIMENSIONS	INDICATORS

DEPENDENT	Listening skill	Definition
		Importance
LISTENING COMPREHENSION	Steps in listening comprehension	Pre-listening
		While-Listening
		Post-listening
	Difficulties in the listening comprehension	Linguistic barriers
		Motivation
	Methods of listening	Intensive
		Extensive
INDEPENDENT	Ways to improve the listening comprehension	Conversation
		Multimedia
MULTIMEDIA RESOURCES	Multimedia	Definition
		Importance
	Types of multimedia resources	Videos
		Audios
		Digital texts

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CHAPTER III

METHODOLOGY

</div>

3.1. RESEARCH APPROACHES

3.1.1. QUALITATIVE RESEARCH

According to Blasco and Pérez (2017), they point out that qualitative research studies reality in its natural context and how it happens, extracting and interpreting phenomena according to the people involved.

Several tools are used to collect information such as interviews, images, observations, life stories, describing the routines and problem situations of participants.

3.1.2. QUANTITATIVE RESEARCH

The quantitative methodology according to Tamayo (2017), consists of the contrast of theories already existing from a series of hypotheses arising from it, being necessary to obtain a sample, either randomly or discriminated, but representative of a population.

This method uses the questionnaire and analysis that can be analyzed statistically to verify, approve, or reject the relationships between the variables and is supported by statistical tables, graphs, and numerical analysis.

3.1.3. MIXED RESEARCH

Through the combination of these two types of research it has been allowed that the data obtained from the analyzed sources, show the results obtained, in the research.

This research applied the respective analysis of the information obtained through the application of surveys to students in the classroom, the interview with the teacher and the class

observation. The data of these results obtained, in order to reach the respective conclusion and provide recommendations of the investigation.

3.2. TYPES OF RESEARCH

3.2.1. DESCRIPTIVE RESEARCH

Descriptive research seeks to characterize the important properties of individuals, groups, communities, or any other element-phenomenon that may be subjected to analysis (Villalva, 2017).

Descriptive research was applied for the study, as it has been used to detail and point out everything that refers to multimedia resources for the improvement of listening comprehension.

3.2.2. BIBLIOGRAPHIC RESEARCH

Bibliographic research is a qualitative technique that is responsible for exploring everything that has been written about a certain subject or problem (Muñoz , 2018).

Bibliographic research was applied in this study in order to obtain the necessary information on the subject that was raised, and everything related to the subject was searched in books, magazines, and articles in order to support the research carried out.

3.2.3. NON-EXPERIMENTAL TYPE RESEARCH

Since only the aspects and resources that were necessary for the development of the research were observed, carrying out the surveys, but without interfering in the activities of the social environment or intervening in its development.

3.3. POPULATION

It is the totality of a study phenomenon that includes all the units of analysis or population entities that make up that phenomenon (Muñoz , 2018).

The population for this research is the total first baccalaureate of the ¨JUAN MONTALVO¨ Educational Unit, composed of 180 students and 1 English teacher.

Table No. 2

Population of the ¨JUAN MONTALVO¨ Educational Unit.

ITEM	DETAIL	AMOUNT
1	Teachers	1
2	Students	180

Source: Unidad Educativa ¨Juan Montalvo¨.

Developed By: Camila Granda and Ricardo Villegas.

3.4. SAMPLE

It is a subset or part of the population in which an investigation will be carried out. It is used for economy of time and resources, it implies defining the unit of analysis, it requires delimiting the population in order to generalize results and establish parameters (Hernandez, Fernandez, & Batista, 2017).

In this case for the investigation the sample that is applied is global since all the 49 students of 1° BGU of the Educational Unit ¨Juan Montalvo¨ were surveyed to obtain the required results, to carry out the interview it was applied to the teacher of the parallel.

Table No. 3

Sample of the JUAN MONTALVO Educational Unit.

ITEM	DETAIL	AMOUNT
1	teacher	1
2	Students	49
TOTAL		50

Source: Unidad Educativa ¨Juan Montalvo¨.

Developed By: Camila Granda and Ricardo Villegas.

3.5. DATA COLLECTION METHODS AND TECHNIQUES

3.5.1. DEDUCTIVE METHOD

The deduction is the part of the general laws to the secondary laws or particular cases, in the process of inter-learning, the teacher formulates a universal judgment that expresses a rule law or theorem, etc., to apply it then, illustrate it with examples, events, cases, particular events, among others (Villalva, 2017).

3.5.2. RESEARCH TECHNIQUE

3.5.2.1. SURVEY

In this technique we try to obtain information from several people in which their opinions are very important, a list of written questions is used to answer them in writing (Villalva, 2017).

The survey was applied to obtain the data of the 49 students through a question questionnaire based on the learning of the English language

3.5.2.2. INTERVIEW

The interview is the technique that collects information from people, has been used and continues to be used for multiple purposes, in an interview intervene, the interviewer, and the interviewer, the interviewer raises questions of each topic of interest (Villalva, 2017).

In order to obtain information from the teacher in charge of this course, an interview was used, from which the population of 1 teacher of the FIRST BGU of the Juan Montalvo Educational Unit was taken.

3.5.2.3. OBSERVATION

It is a field research instrument in which a specific description of places or people is made. To make this observation the researcher needs to move to where the fact or event that is under study arose (Loor, 2018).

By means of this sheet it was possible to observe and record the investigation process, which was complemented with the interview, where detailed data and the most relevant information of the investigation.

3.5.3. RESEARCH INSTRUMENTS OF INVESTIGATION
3.5.3.1 QUESTIONNAIRE

It is the technique of support in interviews, surveys and tests, a questionnaire consists of several questions that must be answered in a concrete and precise way (Villalva, 2017).

There are a total of 15 statements that were presented to students so that they can answer based on the study of English classes, including listening activities, vocabulary, multimedia activities, group work, videos class participation, among others.

Within the questionnaire the Likert scale was applied, The Likert scale is a rating scale that is used to question a person about their level of agreement or disagreement with a statement (Muguira, 2022).

It is ideal for measuring a person's reactions, attitudes, and behaviors. Unlike a simple "yes" /"no" question, the Likert scale allows respondents to rate their answers (Muguira, 2022).

Through this method the students could answer their acceptance level be this: total disagreement, disagree, indifferent agree, and total agreement.

For this research a list of questions was created and used to obtain the desired results, this questionnaire consisted of several questions and was applied to the students.

To obtain information from the students and their opinions, a list of written questions was used for them to answer, for which the population of 49 students of FIRST BGU of the Juan Montalvo Educational Unit is taken.

3.5.3.2 INTERVIEW WITH THE TEACHER

The interview can be defined as a qualitative research technique that consists of conducting intensive one-on-one interviews with a small number of participants to explore their views on a particular idea, program, or situation.

3.5.3.3 OBSERVATION GUIDE

The observation guide is the instrument that facilitates the observer to place himself systematically in that which is really the object of study for the research; it is also the means that leads to the collection and gathering of data and information on a fact or phenomenon.

3.6. ANALYSIS AND INTERPRETATION OF RESULTS

Analysis and interpretation of the results of the instruments applied to the students and the teacher of the Juan Montalvo Educational Unit.

3.7. ANALYSIS AND THE INTERPRETATION OF THE INTERVIEW

The interview was applied to the first BGE teacher at Unidad Educativa Juan Montalvo to understand her effort to improve the development of oral production, and the use of social networks as tools to improve the English language skills:

1. How do you consider the performance of your students in terms of their listening skill?

   Some of them are excited to learn English as a second language.

2. What factors do you think currently hinder or affect the performance of your students regarding listening skill?

   The students should exercise their listening skills through several listening exercises in the classroom and at home. If they want to succeed learning English as a second language but some of them are not doing anything to learn because they think is difficult this process of learning.

3. How do you promote the practice of listening comprehension in your students?

   I encourage them to practice at home: listening their favorite English speaker artist, watch their favorite movie or tv show with subtitles and audio in English in order to increase their listening skill and acquire new vocabulary.

4. Do you resort to any resource or technological tool that enhances the improvement of students in listening comprehension? What have been the results of your application?

No, I don't. I am planning to implement the use in my future pacifications but now I am not using it.

5. What do you know about the use of social networks as technological tools for the development of learning?

I think that they are an important resource nowadays in terms of education, but the implementation during the process of learning must be guided by the teacher.

6. Do you think that these tools could facility the development and practice of listening comprehension?

Of course, I do. We can quiz through these tools and the students thinks that it is a fun way to learn.

7. Do you consider it useful and necessary to design a methodological guide that details the use and management of social networks from a didactic approach for the development of listening skill?

Totally yes, I consider that it is essential to present them the rules of use of these platforms or techno things in terms of learning process.

The teacher's responses focus on the different methods that she and other teachers can implement when teaching students, a second language, emphasizing listening comprehension, she comments on her opinions about using more technological tools, social networks, internet

platforms as a great help, however she thinks it is important that students are guided by their teacher in the process. She also talks about the incentive she gives to her students, advising them to listen to their English-speaking artists at home and watch movies in English with subtitles to enrich their vocabulary, although the students are afraid of learning.

We have concluded that by analyzing the teacher's answers, she agrees that there should be a methodical guide where they can take advantage of the different multimedia resources.

3.8. ANALYSIS AND THE INTERPRETATION OF THE OBSERVATION GUIDE

Objective: The observation was applied to understand the development of listening skill though multimedia resources in the students of First baccalaureate of the 'UNIDAD EDUCATIVA FISCAL JUANMONTALVO'. The observation was applied to understand the development of listening

Table 4 Observation Guide
Instructions: Tick the right box.

N°	TRAITS	YES	NO
1°	Teacher applies a correct methodology for listening skill.	X	
2°	Students understand audios and videos.		X
3°	Students can memorize information in English.		X
4°	Teacher motivates students to develop their listening skill.	X	
5°	Multimedia resources are used in class.	X	
6°	Students are motivated to participate in class.	X	
7°	The material of the multimedia resource is adequate to the level of the students.		X

The results of the observation guide show that although many of the students are motivated to learn English, unfortunately there is not a good organization, the hours of English that the students receive are not enough, and there is also a large group of students for one teacher, It can be seen that she tries to fulfil the content that she has to teach but this does not allow the students to learn, only the students themselves participate and others are distracted, multimedia resources are used but not at the level of the whole group of students, it can be seen that many of them do not understand what is being talked about in class.

3.9. ANALYSIS AND THE INTERPRETATION OF THE SURVEY

1. The teacher provides listening activities

Table 5 No. 1 listening activities

Item	Categories	Frequencies	Percentages
1	Total Disagreement	3	6%
	Disagree	0	0%
	Indifferent	1	2%
	Agree	22	45%
	Total Agreement	23	47%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Graph No.1 Listening activities
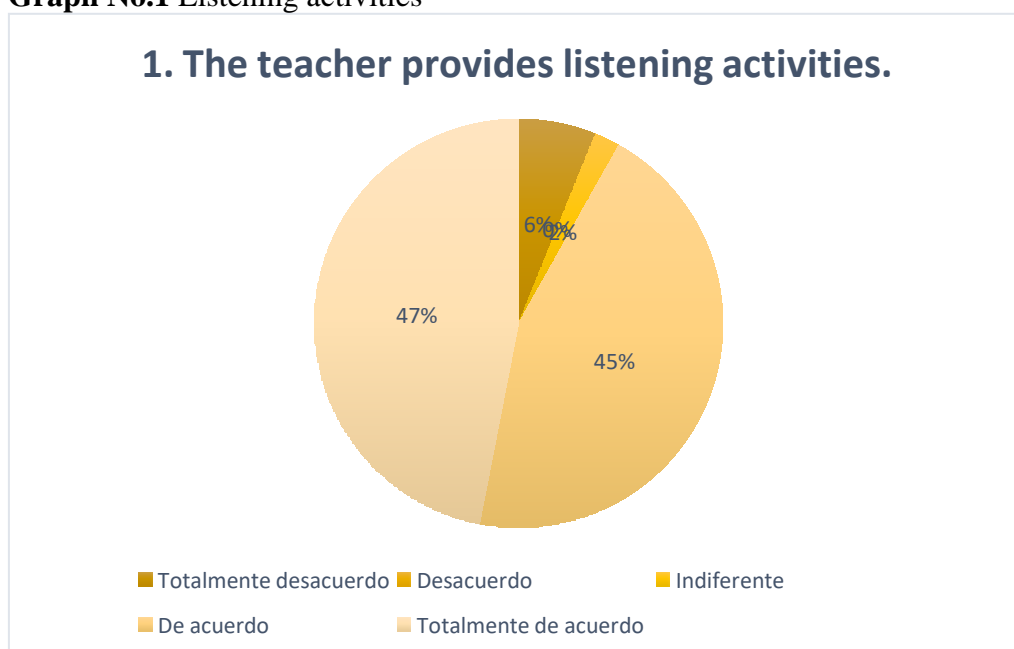
Analysis. - According to the research carried out, most of the students surveyed indicated that they fully agreed that the teacher really does provide hearing activities.

2. The teacher uses the vocabulary used in the listening activity.

Table 6 No. 2 Vocabulary used in the listening activities

Item	Categories	Frequencies	Percentages
1	Total Disagreement	2	4%
	Disagree	1	2%
	Indifferent	1	2%
	Agree	20	41%
	Total Agreement	25	51%
	Total	**49**	**100%**

Graph No. 2 Vocabulary used in the listening activities
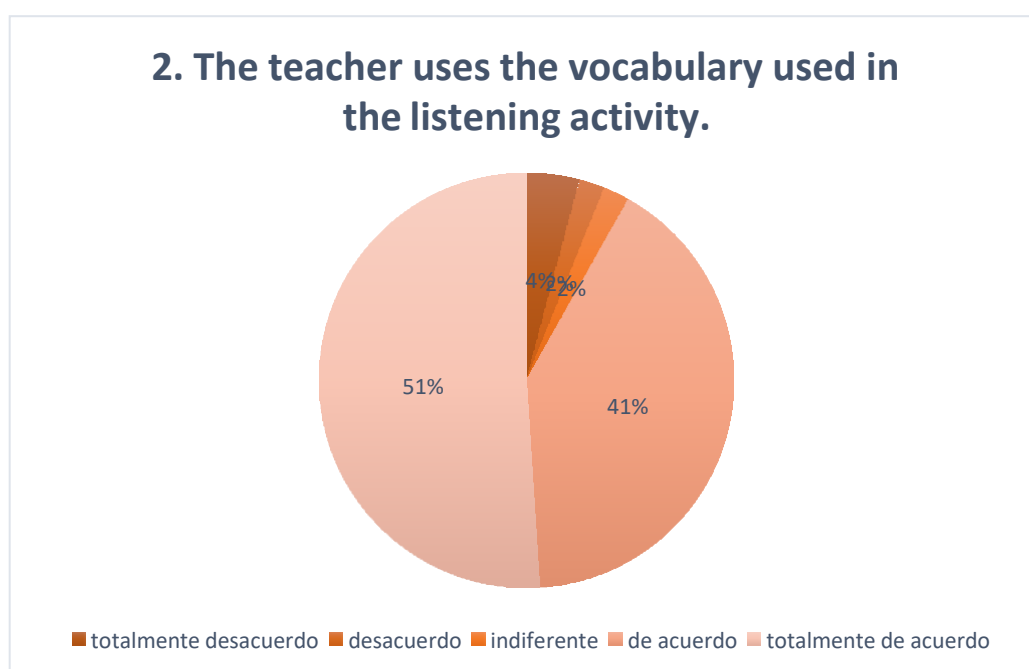
Analysis. - According to the research carried out, sharing mostly the acceptance percentage of respondents indicate that they fully agree that the teacher does use a varied vocabulary for hearing activities in the classes.

3. The activities are usually with images that can be closely related to listening.

Table 7 No. 3 Images that can be closely related to listening

Item	Categories	Frequencies	Percentages
1	Total Disagreement	1	2%
	Disagree	1	2%
	Indifferent	3	6%
	Agree	16	33%
	Total Agreement	28	57%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Graph No. 3 Images that can be closely related to listening
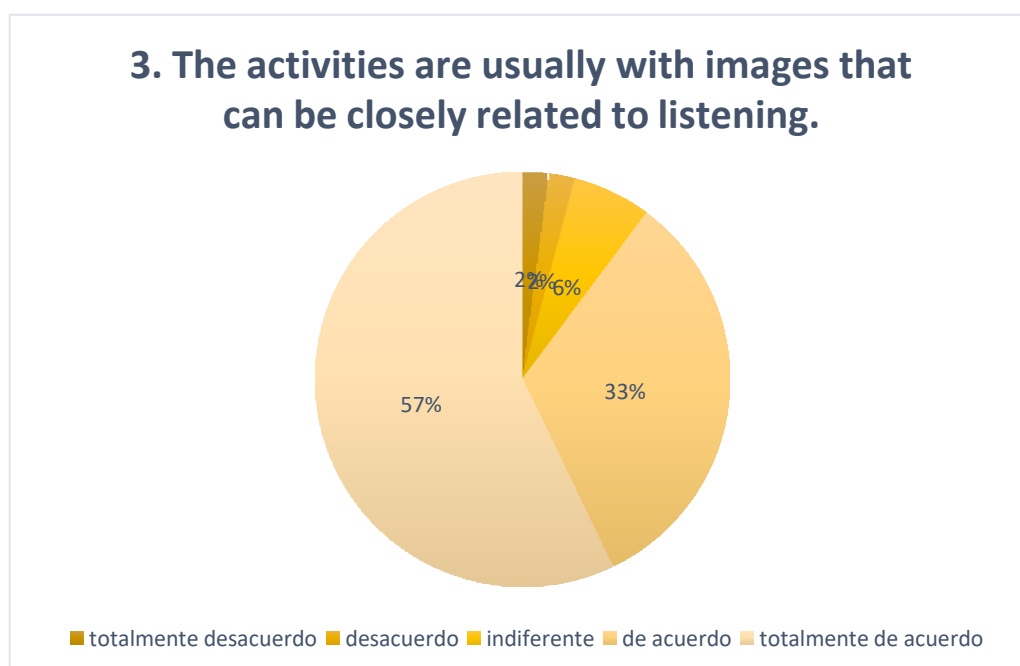
Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Analysis. – Most students indicate that they fully agree that the teacher does use images that are related to the audio and can understand the dialogue.

4. I believe that multimedia activities are important for the development of listening comprehension.

Table 8 No. 4 The importance of multimedia activities

Item	Categories	Frequencies	Percentages
1	Total Disagreement	2	4%
	Disagree	2	4%
	Indifferent	1	2%
	Agree	19	39%
	Total Agreement	25	51%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Graph No. 4 The importance of multimedia activities

4. I believe that multimedia activities are important for the development of listening comprehension.

51% 4% 4% 2% 39%

■ totalmente desacuerdo ■ desacuerdo ■ indiferente ■ de acuerdo ■ totalmente de acuerdo
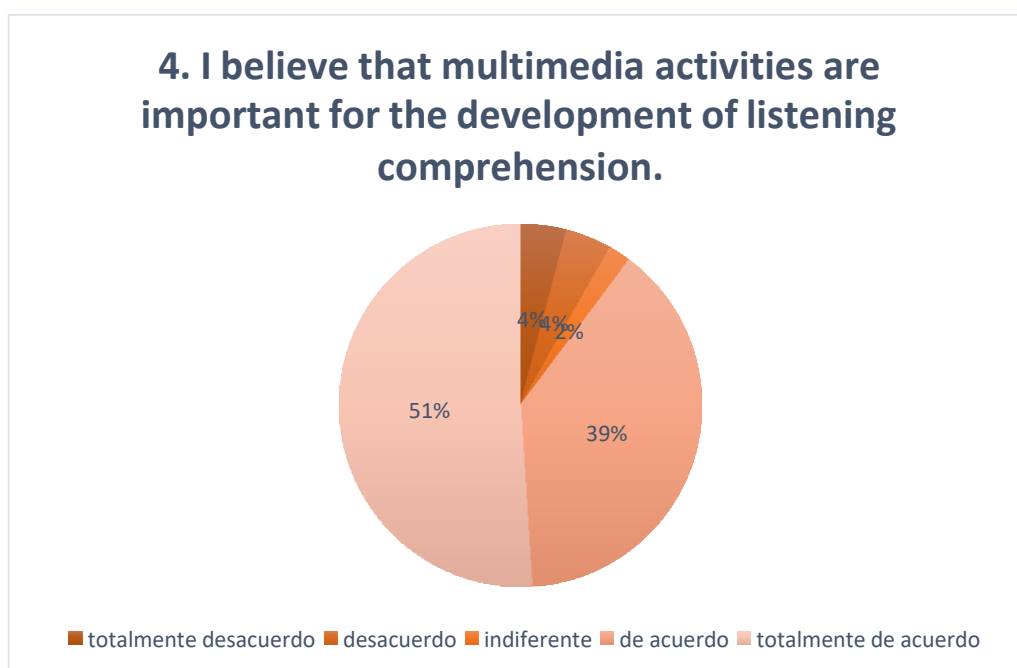
Source: Student survey

Analysis. – As the graph shows, respondents strongly agree that multimedia activities applied in classes are important for the development of students' listening comprehension.

5. I believe that working in a group will help me develop my listening skills.

Table 9 No. 5 Working in a group

Item	Categories	Frequencies	Percentages
1	Total Disagreement	1	2%
	Disagree	4	8%
	Indifferent	12	26%
	Agree	18	37%
	Total Agreement	14	27%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Graph No. 5 Working in a group
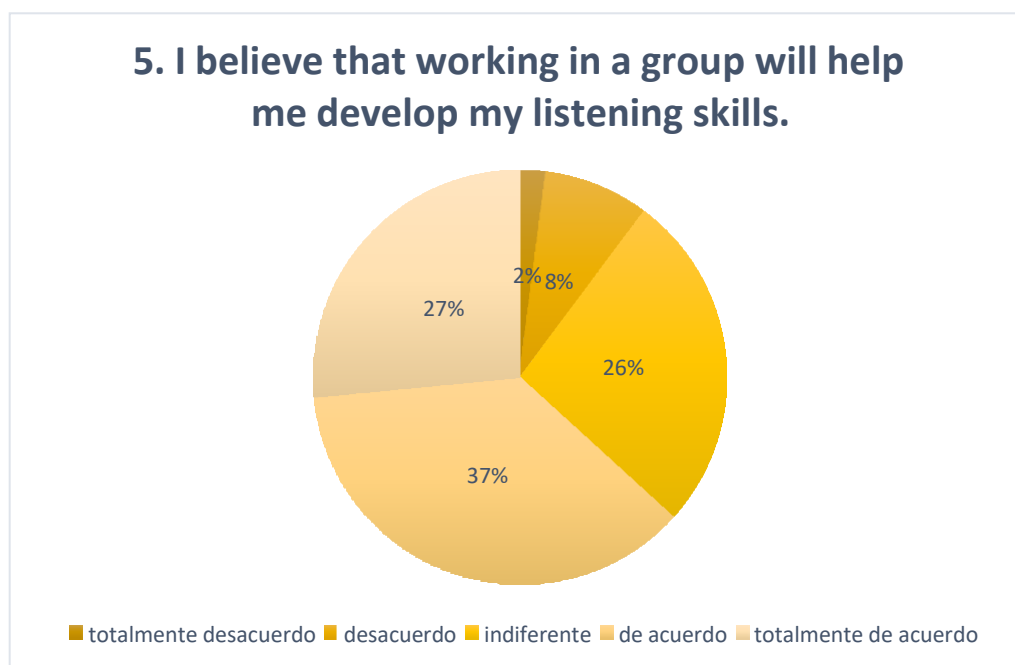
5. I believe that working in a group will help me develop my listening skills.

2% 8%
27%
26%
37%

■ totalmente desacuerdo ■ desacuerdo ■ indiferente ■ de acuerdo ■ totalmente de acuerdo

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Analysis. – with shared criteria respondents indicate that they strongly agree that working in a group will help them develop the ability to listen so that they can practice pronunciation and listening together.

6. In my free time I like to watch videos in English

Table 10 No. 6 To watch videos in English in my free time

Item	Categories	Frequencies	Percentages
1	Total Disagreement	2	4%
	Disagree	7	14%
	Indifferent	18	37%
	Agree	15	31%
	Total Agreement	7	14%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Graph No. 6 To watch videos in English in my free time
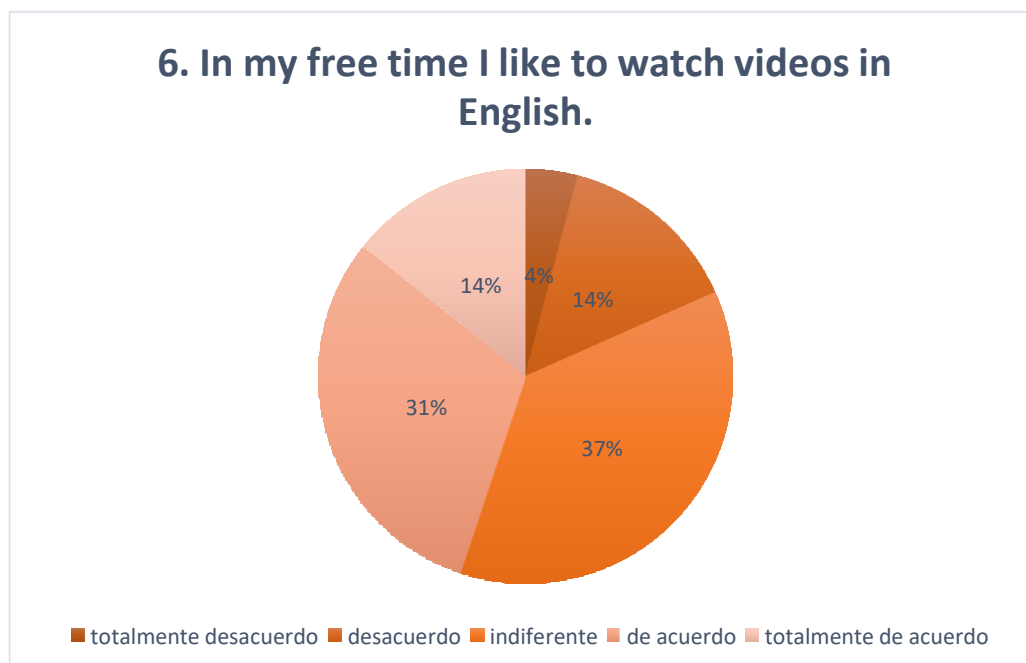
6. In my free time I like to watch videos in English.

4% 14% 37% 31% 14%

■ totalmente desacuerdo ■ desacuerdo ■ indiferente ■ de acuerdo ■ totalmente de acuerdo

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Analysis. - According to research respondents show a little indifference and another part agrees to watch videos in English in their spare time to learn and then perform other activities.

7. I actively participate during listening activities

Table 11 No. 7 Actively participation during listening activities

Item	Categories	Frequencies	Percentages
1	Total Disagreement	2	4%
	Disagree	5	10%
	Indifferent	6	12%
	Agree	22	45%
	Total Agreement	14	29%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Graph No. 7 Actively participation during listening activities
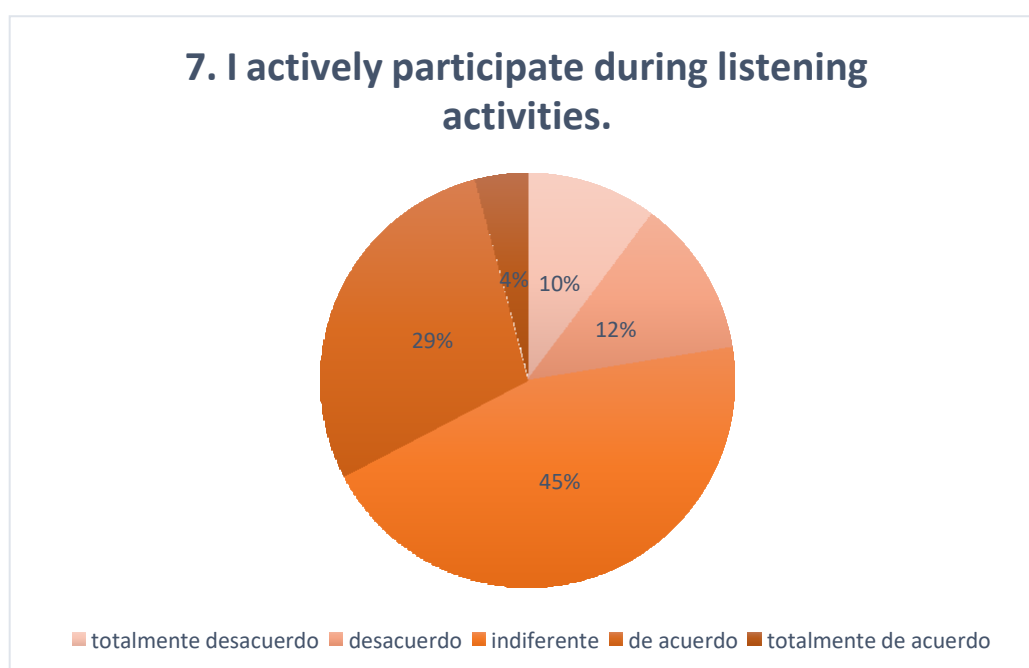
Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Analysis. - According to research respondents indicate that they agree with active participation during listening activities, in questions and answers, readings etc. and like to participate.

8. I add English to my lifestyle through video messaging with family members or friends who speak the language.
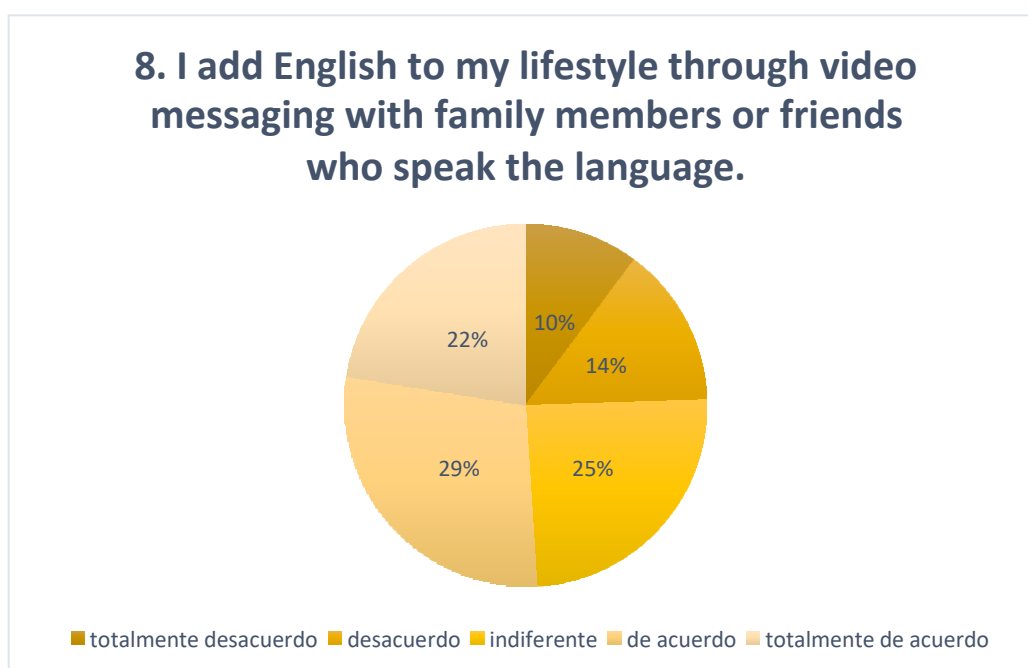
Table 12 No. 8 Add English to my lifestyle

Item	Categories	Frequencies	Percentages
1	Total Disagreement	5	10%
	Disagree	7	14%
	Indifferent	12	25%
	Agree	14	29%
	Total Agreement	11	22%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Graph No. 8 Add English to my lifestyle

8. I add English to my lifestyle through video messaging with family members or friends who speak the language.

- totalmente desacuerdo
- desacuerdo
- indiferente
- de acuerdo
- totalmente de acuerdo

10%
14%
25%
29%
22%

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Analysis. - there is good acceptance of respondents as they indicated that they agree to incorporate English into their lifestyle, practicing daily to improve it and pronounce it well.

9. I feel motivated when I practice listening activities.

Table 13 No. 9 Motivation when practice listening activities

Item	Categories	Frequencies	Percentages
1	Total Disagreement	0	0%
	Disagree	3	6%
	Indifferent	8	16%
	Agree	23	47%
	Total Agreement	15	31%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Graph No. 9 Motivation when practice listening activities

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Analysis. - According to the research conducted, the respondents agree, as they are motivated by listening activities in English and there is a lot of interest in learning it.

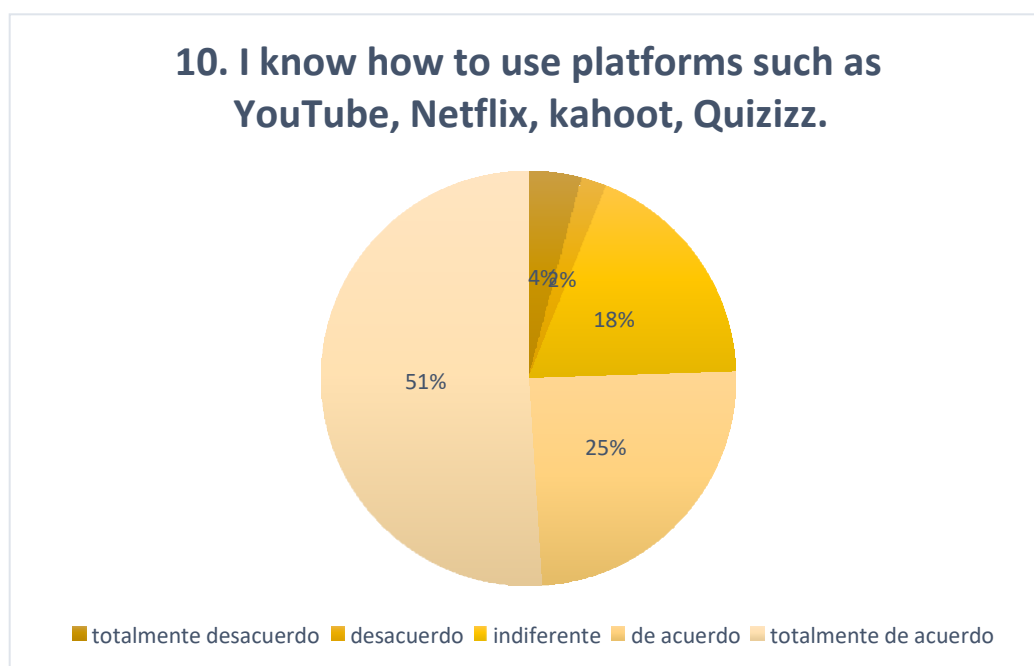**10. I know how to use platforms such as YouTube, Netflix, kahoot, Quizizz.**

Table 14 No. 10 Use of the platforms

Item	Categories	Frequencies	Percentages
1	Total Disagreement	2	4%
	Disagree	1	2%
	Indifferent	9	18%
	Agree	12	25%
	Total Agreement	25	51%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Graph No. 10 Use of the platforms

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Analysis. - Respondents indicated that they fully agree on the use of platforms to learn

English, as they know the operation, use these platforms and it is a fun method to learn.

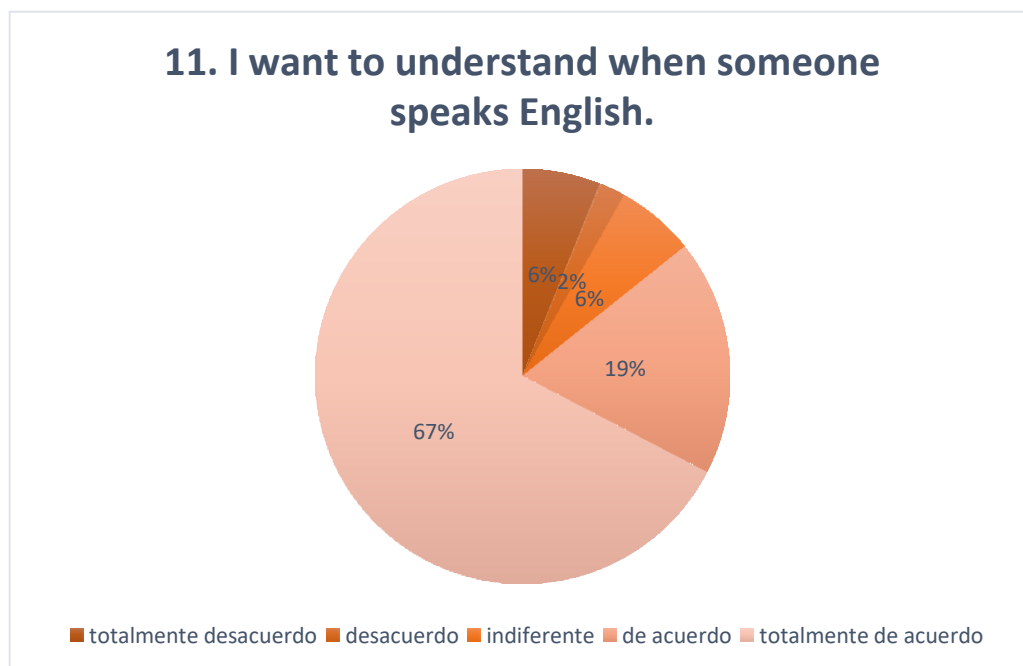**11. I want to understand when someone speaks English.**

Table 15 No. 11 Level of wish of to understand English

Item	Categories	Frequencies	Percentages
1	Total Disagreement	3	6%
	Disagree	1	2%
	Indifferent	3	6%
	Agree	9	19%
	Total Agreement	33	67%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Graph No. 11 Level of wish of to understand English

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Analysis. - Respondents are in complete agreement, want to understand the English language when someone speaks to them and are willing to learn and study the vocabulary they cannot understand.

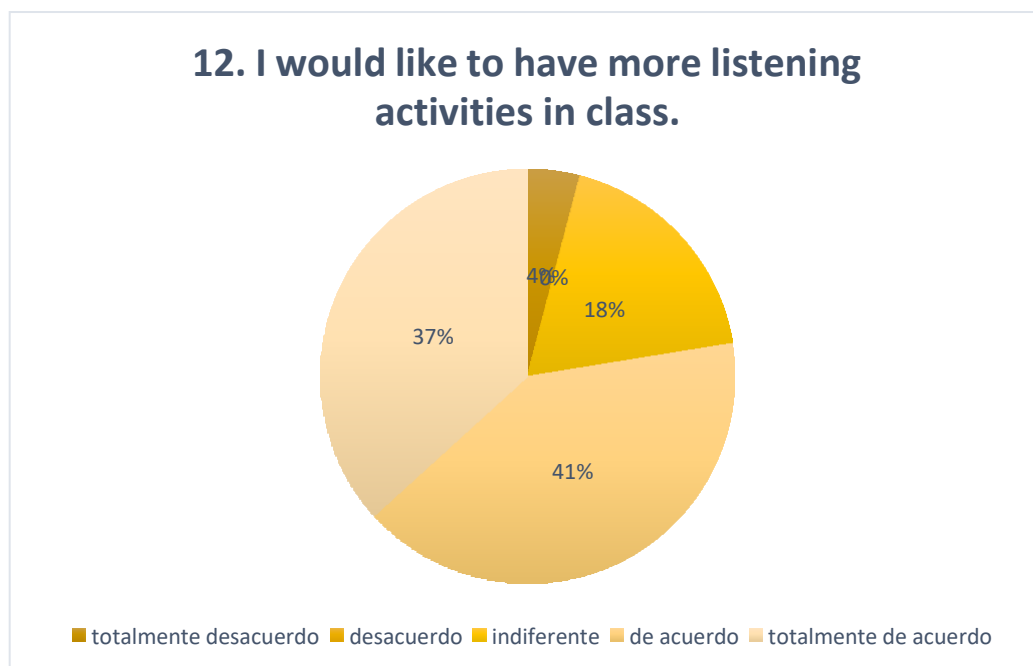**12. I would like to have more listening activities in class.**

Table 16 No. 12 More listening activities in class

Item	Categories	Frequencies	Percentages
1	Total Disagreement	2	4%
	Disagree	0	0%
	Indifferent	9	18%
	Agree	20	41%
	Total Agreement	18	37%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda And Ricardo Villegas.

Graph No. 12 More listening activities in class

12. I would like to have more listening activities in class.

- totalmente desacuerdo
- desacuerdo
- indiferente
- de acuerdo
- totalmente de acuerdo

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Analysis. - There is a lot of acceptance of the students, the respondents indicated that they fully agree and want to have more auditory activities in class to improve their learning.

13. I think the listening activities should have a warm-up activity at the beginning.
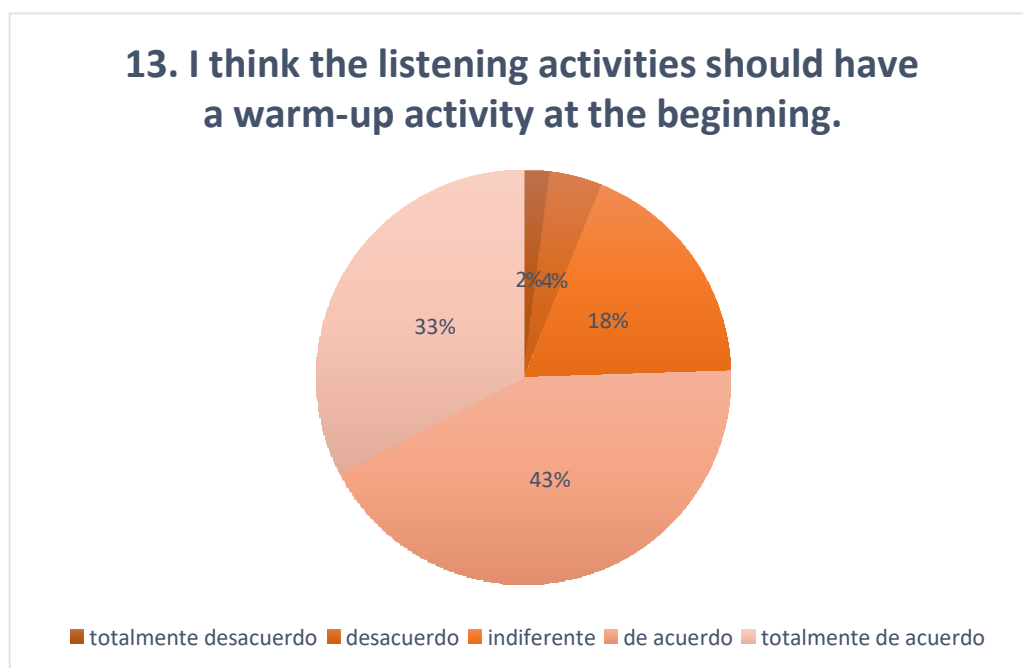
Table 17 No. 13 Warm-up activity

Item	Categories	Frequencies	Percentages
1	Total Disagreement	1	2%
	Disagree	2	4%
	Indifferent	9	18%
	Agree	21	43%
	Total Agreement	16	33%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda And Ricardo Villegas.

Graph No. 13 Warm-up activity

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Analysis. - Most of the students indicated that they agreed to have a warm-up and a refresher before listening in English to make it easier for them to learn.

**14. I prefer to watch a movie in English with subtitles.**

Table 18 No. 14 Preference to watch movies in English with subtitles

Item	Categories	Frequencies	Percentages
1	Total Disagreement	3	6%
	Disagree	8	16%
	Indifferent	11	23%
	Agree	17	35%
	Total Agreement	10	20%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Graph No. 14 Preference to watch movies in English with subtitles
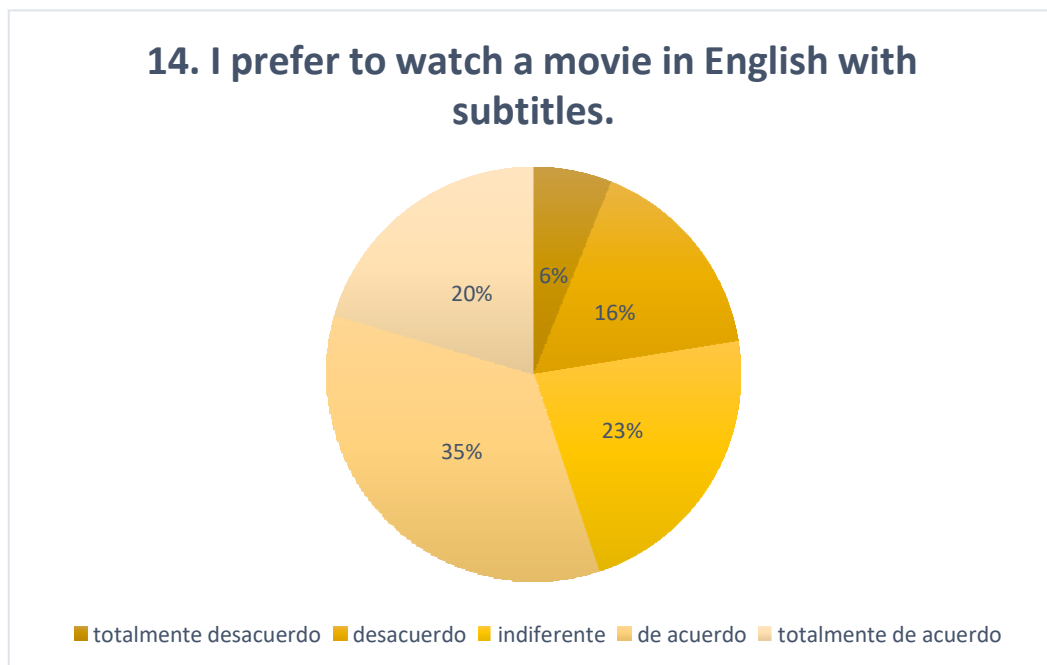
Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Analysis. With shared criteria respondents indicated that they agree to watch these types of films to learn the English language.

**15. The multimedia resources used in the classroom are interesting.**

Table 19 No. 15 Interest of the multimedia resources

Item	Categories	Frequencies	Percentages
1	Total Disagreement	1	2%
	Disagree	0	0%
	Indifferent	4	8%
	Agree	18	37%
	Total Agreement	26	53%
	Total	**49**	**100%**

Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Graph No. 15 Interest of the multimedia resources
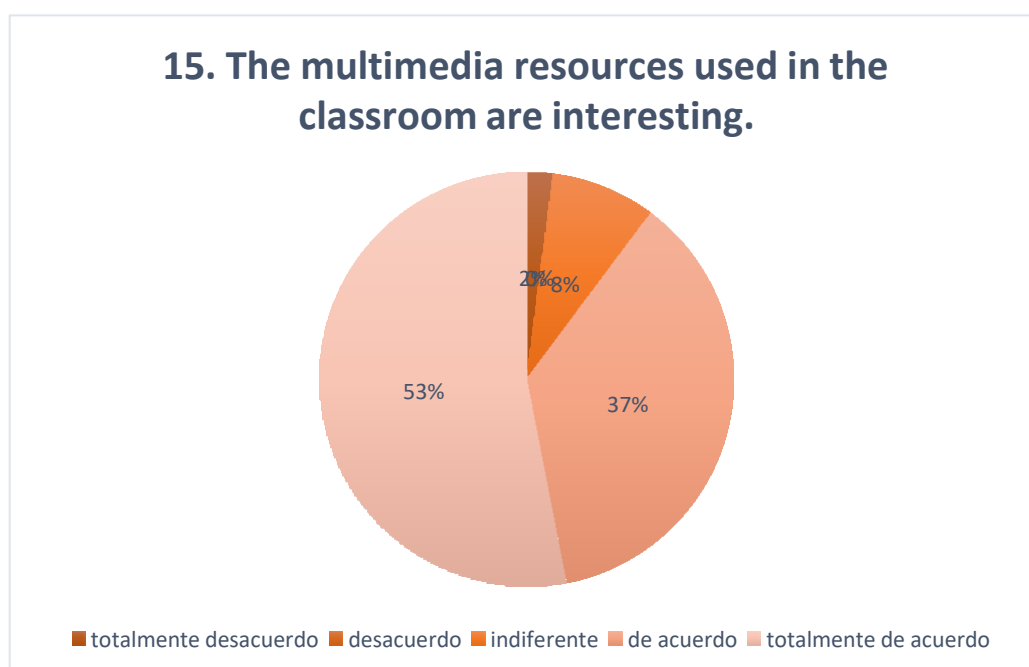
Source: Student survey
Prepared by: Camila Granda and Ricardo Villegas.

Analysis. - The majority of respondents indicate that they fully agree with the use of multimedia to learn, as these resources applied at school time are very interesting and attract the attention of students.

CHAPTER IV

THE PROPOSAL

4.1. TOPIC OF THE PROPOSAL

Design of a guide with methodological strategies using multimedia resources for a2.2 level students.

4.2. BACKGROUND

It is necessary to mention the background of the proposal shown by the authors.

Therefore, it is possible to identify and clarify the status of second grade of baccalaureate students regarding their learning process focus on the listening comprehension of the English language and propose a solution to the issue.

First, the ''Multimedia Resources'' inspired by the English online classes applied to the students of the Language and Linguistics career at Universidad de Guayaquil in the 2020 – 2021 school year. The previous tool gives positive results in the listening comprehension of the students' English language and improve their focus during the class. The investigators after seeing the English online classes' impact, this project was analyzed on ''Multimedia Resources''. After doing an observation and survey of second of baccalaureate students at Unidad Educativa Fiscal Juan Montalvo, the investigators found that existence of issues related to the listening comprehension. Similarly, the issues were analyzed with the help of the interview to the teacher of the class. Finally, applying these instruments allowed to the investigators established a relationship with the students to obtain and register the information

observed. In this manner, it was necessary to design a guide structured to the academic needs of these times, being interesting, pedagogical and an interactive resource so that they have the necessary structure to improve the listening comprehension. Furthermore, the composition of this guide will have methodological content that will provide access to the learning, and it will allow the performance evaluation.

4.3. JUSTIFICATION

The proposal of this investigation is justified by the results received from the tools and techniques to collect the information, which it is necessary to valid the evidence for the development and allowed to identify important points to describe and explain the reason why the investigators realized this project. One of these is the survey, which it was possible to analyze the difficulties presented by students in their listening activities, focus on the students' little participation in the listening comprehension among the classmates and the motivation in class. In the other hand, the interview with the teacher allowed to the investigators know the methodology implemented to perform the teaching-learning process and the real facts presented by the students in the classroom. This data helped to the investigators analyze that the development of the listening comprehension is not well developed compared to the other skills and that the level of the students does not reach the level established and required according to the National Curriculum, which is A2.2.

Besides, the observation allowed the investigators of this project work to understand the learning field in which the students are immersed, the issues related to the communication of the listening comprehension, and after that, to get previously analyzed data to contribute to a solution to the issue in the students. Finally, it is necessary to mention that the survey and the interview helped to know that the students of first baccalaureate and the English teacher

considered it appropriate to apply multimedia resources according to topics to the students to improve their listening comprehension.

4.4. OBJECTIVES

4.4.1. SPECIFIC OBJECTIVES

• Promote the learning of the English language in students through multimedia teaching methods applied by the teacher in the classroom.

• Allow the English teacher to develop classes through the learning techniques outlined in the guide so that their class time is more effective, and all students improve their level of understanding.

4.5. METHODOLOGY

The creation of this guide of methods and application techniques in the classroom to improve the level of listening comprehension of students is based on the following aspects:

4.5.1 PHILOSOPHICAL ASPECT

By applying a comprehensive learning guide, the teacher can base step by step to lead his class in a better way and with the use of the multimedia methods that are proposed, students will be able to better correlate the English language, not only because of the explanation of the teacher, but also paying attention to the multimedia support that allows you to understand what is being taught.

4.5.2 LINGUISTIC ASPECT

The application of the methods and techniques of the proposal of the Learning Guide, will allow students to understand and apply the general ideas of the topics and thus develop

their oral expression when speaking with others in the English language, developing their pronunciation and verbal fluency.

Among the methods of learning English, to improve your pronunciation, includes improvement and expansion of vocabulary, fluent conversation development, auditory development of topics and others.

4.5.3. PSYCHOLOGICAL ASPECT

Within the psychological aspect the effective application of the learning guide will allow the pedagogical development of the classes with the recommended techniques and the learning activity is performed differently when we are simply absorbing information.

Therefore, the brain's ability to simply remember and search for previously stored information is challenged, if not that it collects it creatively and this improves the ability to remember this information in the future.

4.5.4. PEDAGOGICAL ASPECT

Students are more focused when there is an interaction with them, its interaction allows to build a knowledge based on the goals of each student. Here the collaboration and construction of knowledge is focus on goals of each student. At the same time, an active learning is current. This active listening helps students to execute their ideas, opinions at the same time they are learning.

4.5.5. DIDACTIC ASPECT

The skill of the students will be improved, and they will become more academic in the process which they talk their ideas. Besides, they will have a healthy education focus in the learning environment for they and their classmates.

4.5.6. SOCIOLOGICAL ASPECT

Here the sociological aspect, the educational interaction in the students is important to develop the friendship. It permits to the students socialize with other people to arrange their opinions and ideas.

4.6. DESCRIPTION OF THE PROPOSAL

This project is focused to design a methodological guide that helps and integrates the use of multimedia resources for the development of the listening skill of the English as a secondary language.

The guide elaborated by the investigators focuses on platforms like YouTube, kahoot, quizzes, etc. Which they were chosen on our empirical experience as students and teachers in the practice of every day.

This guide aims to be an educational, interactive, and innovative material for teachers, especially for teachers who have difficulties in the technological field which we are in these years. This has influenced the development of communicative skills, which have already been demonstrated in field studies.

Each part of this methodological guide will include information of the platform of the multimedia resource and the importance of the in the educational field. Which it will guide teachers to know which multimedia resource suits better to their teaching method.

The management section will help giving details in how people can get access the multimedia resources, create an account and how to use these tools.

Finally, the multimedia activities will be available to the listener a series of activities focused to develop and improve the listening comprehension of the students and these activities can be practiced individual and in a group work.

4.7. FEASIBILITY

4.7.1 HUMAN FEASIBILITY

The authorities of Unidad Educativa Fiscal Juan Montalvo de Guayaquil allowed the authors of this project to do the study in his educational institution, with the support of the first BGU students and their English teacher.

4.7.2 FINANCIAL FEASIBILITY

The content published in this project, as a methodological guide, contains material elaborated and designed by authors of this proposal, making it easy to be reproduced in a pdf format, besides, it can be posting online for free, which teachers of UNIDAD EDUCATIVA FISCAL JUAN MONTALVO, can get total access to this guide.

4.7.3 TECHNICAL FEASIBILITY

Teachers and students of this institution must have a smart device to attend online classes, these devices let the students access to the online content, so, teachers will have total access to consult the guide, and the students will have the technology to study and do these activities.

4.8. PROPOSAL

THE INFLUENCE

OF MULTIMEDIA

RESOURCES IN

LISTENING

COMPREHENSION

CAMILA GRANDA & RICARDO VILLEGAS

GUIDE WITH METHODOLOGICAL STRATEGIES FOR LISTENING USING MULTIMEDIA RESOURCES FOR A2.2 LEVEL.

INDEX

CONTENT

INTRODUCTION

Within the field of education, the use of multimedia resources, greatly facilitates learning, allowing students to obtain a higher degree in their listening comprehension levels.

Through multimedia resources teachers can go, showing multimedia videos and audios simultaneously, obtained from various sources, be these social networks, pages, platforms, that allow feedback through student interactions. The use of multimedia is of paramount importance because it facilitates and enhances the dissemination of information, enriches the development of hearing and understanding.

This process, carried out through these techniques, allows the use of recreational and recreational elements, while individualizing the transmission of content, allowing a greater concentration and reception of information.

This guide presents 7 media that can be used in the classroom, so that the teacher applies and develops hearing learning better, through these resources.

This guide is written in a synthetic and clear way, aimed at the teacher and the student, offers information that helps the student to develop listening, through multimedia resources, and the teacher to apply these resources and show the relevance that allows the application of them, in the classroom for the training of students.

PROGRAMS AND PLATFORMS
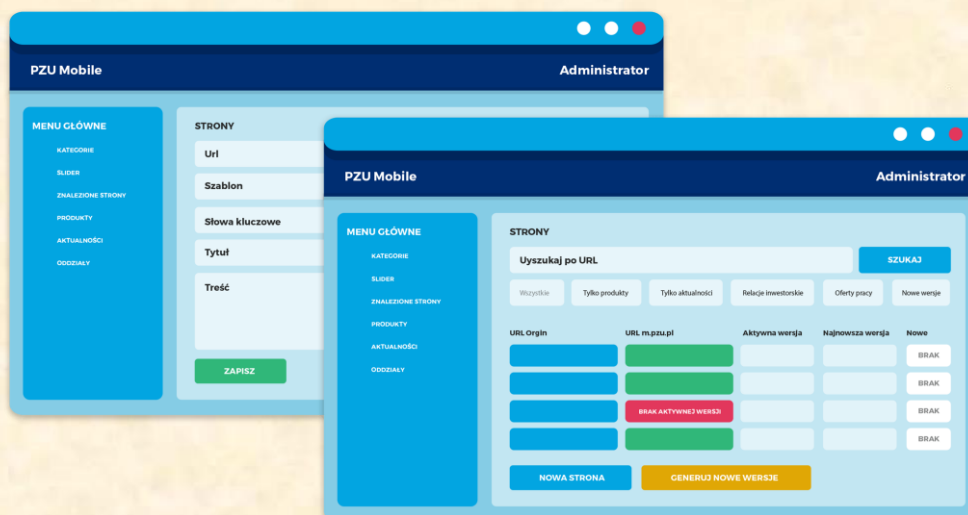
¡The useful method to develop the auditory aspect of students, is through programs and platforms!
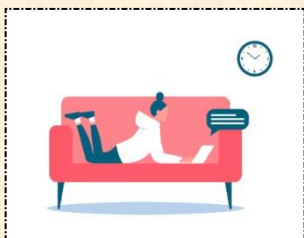
Through programs and platforms 100% online, you can have the autonomy to learn by yourself, when and where required from each of the devices you own.

This type of method can guarantee you a very high level of progress in learning and developing the ability to listen, in less time, making a practical and useful combination of self-study and online review.

- The student will carry out several activities with learning options.

- Using this method you can improve listening in a fun and fast way.

Listening

PREGNANCY AND ABORTION

1

Pregnancy and abortion.mp3

Listen to the audio about with a gynaecologist. Tick (x) the statements he agrees.

1. A 12 year old girl cannot get pregnant because she is too young	
2. The majority of teenagers know how to avoid pregnancy	
3. There isn´t enough information about pregnancy in the school syllabus	

2

Advice   **Avoid**   **Early**

1.   An_____pregnancy may cause serious problems.

2.   There are many ways to _____ pregnancy.

3.   It is important to look for_____from adults.

3

Mark the correct words about the case.

Pregnancy   Abortion   Statistics

Danger   Responsibility   Teenagers

Advice   Advise   Contraception

Relationship   Risk   Ages

4

PREGNANCY STATISTICS

Stattistics.mp3
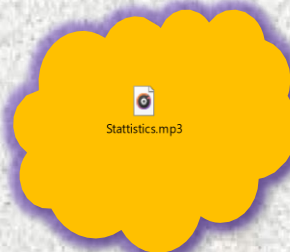
Listen and complete the information.

How many cases of abortion are in September?

_____

How many cases of pregnancy are in January?

_____

5 The interview about pregnancy Statistics in the maternity, complete the information in the table.

Month	Pregnancies	Abortions
January	298	
February		
March		20
April		
May		
June		
July		
August		
September		
October		
Total		

6

Listen to Mel talking about why she loves horror films and which ones she prefers. Choose TRUE or FALSE.

WhatsApp Audio
2022-09-08 at 9.40.0

-

TRUE FALSE

- Mel has liked horror films since she was a child.

- She finds all horror films amusing rather than frightening.

- One zombie film she mentions does not end well.

- Not all zombie films are supposed to be taken seriously.

YOUTUBE CHANNELS

Youtube is an American-based video sharing website

It features a variety of movie clips, TV shows and music videos. YouTube uses an online player based on HTML5, and which is supported by the most widespread web browsers.

People who create content for this platform. Links to YouTube videos can also be inserted into blogs and personal websites using APIs or by embedding certain HTML code.

Through this the student can reproduce with full freedom, to pause or advance activities, as he thinks best.

1   MY DAILY ROUTINE.

https://www.youtube.com/watch?v=L31ExXwlsVc

Watch and listen about the how the girl spends your day. Complete the information.

What time does the girl get up? _____

What does the girl do first? _____

What does the girl usually do? _____

2 **Watch and listen the previous video. Circle the correct answers.**

1. The girl
- Takes a slow shower
- Takes a quick shower
- Takes a large shower

2. After she
- Makes the smoothie
- Rides a bicycle
- Makes breakfast

3 **Watch and listen the previous video about the routine of the girl. Match each sentence in the first column with one in the second column in order.**

She goes to the gym	__she eats Spanish omelet and a salad
For breakfast	__English studies
She has	__with her friends
For lunch she	Usually__she has an avocado, toast, and coffee with milk.

4

Watch and listen and complete

Sometimes, I go to an_____restaurant to eat some pizza. At half past three, I take a bicycle to go to the _____. Right now, I am earning a master's degree in English Studies. I have classes from 4 to 8 o'clock in the_____. After classes, I go to the gym or go out with my friends. Before going to bed, I read a book or watch an episode of my favorite_____. Right now, I'm reading The Little Prince to improve my French.

5

WATCH THE VIDEO AND SELECT
THE CORRECT ANSWERS

https://www.youtube.com/watch?v=mUpDTyi7DzE

1. **How long is he going to stay at a hotel?**

a) 2 days

b) 3 nights

c) One night

2. **Why were there no reservation for him in the hotel?**

a) The manager's gone back home

b) It was peak time of a season

c) A glitch with the booking system

6

1. What did the man ask in the reception?
a) About the swimming pool
b) About the Rooms
c) About the Internet

**2 True or false. The receptionist gave the list of all
the hotel amenities to the man?**
a) TRUE
b) FALSE

AUDIOS - PICTURES

PICTURES

¡ To learn English and develop the auditory aspect, the use of audio is perhaps the most effective technique to achieve it.!
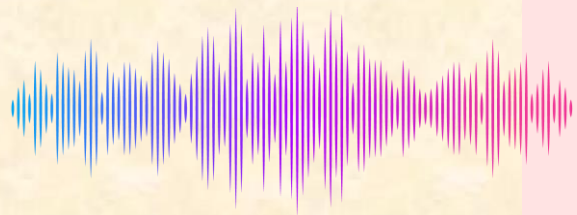
The concept of audio is used to name the technique that allows recording, transmitting, and reproducing sounds.

Audio is an electrically exact analog signal to a sound signal; it is normally limited to the range of frequencies audible by humans, which is approximately between 20 and 20,000 Hz (the almost exact equivalent of 10 octaves).

Use

The use of audio is very effective, for which from the beginning must be considered achievable and measurable objectives through its use.

List of the 15 best podcasts to learn English.

- Learn English Through Listening
- Global News
- Stuff You Missed in History Class
- English Learning for Curious Minds
- Learn English del British Council
- Luke's English Podcast
- 6 Minute English de la BBC
- The English We Speak

It is easier to perceive the context of the audio with images and correlate what is happening, for better understanding.

Whitney Houston - I Will Always Love You-1 part.mp3

1

Listen to the first part of the song and match the sentences halves.

And I will	Love you
If I	Each step of the way
And so I'll go	Be in your way
I´ll think of you	And yet I know
Well I would only	Should stay
I will always	Always love you

2

Listen to this part of the song and cross out (X) the extra words.

Bittersweet bad memories

That's all I'm making taking with me

Good-bye, please yes don't cry

Cause we both knowed know that I'm not

What you don´t need

3

Listen the chorus and order the sentences.

will / always / love / but / you / I

_____

love / I / always / you / will

_____

4 Listen to the other part of the song and complete the spaces with the words in the box

Love
I Love You
You
Treat
Hope
Dreamed
Above
Always
Happiness
Wish

And I hope life, will_____you kind
And I_____that you have all
That you ever_____of
Oh I do_____you joy
And I wish you _____
But_____all this
I wish you _____
_____
I will _____ love you
I, I will always, always love _____

5 Listen to this audio and unscramble the words in the box
-Parts of the street-

Parts.mp3

CROSSWALK
ROINTSECTINE
RSTEET
OBLCK
SIDWALEK
URNDABUTOO
COERNR
RAOD

_____
_____
_____
_____
_____
_____
_____

Listen the audio and complete the sentences about
-Future plans-

We´re going   wanna   be the boss   Going
into   about   adress

play 1.mp3

play 2.mp3

I'm_____to watch the match in television.

Before to study _____ _____to eat some tamales first

play 3.mp3

In ten years' time I'm go to _____of my own successful company

MOVIES

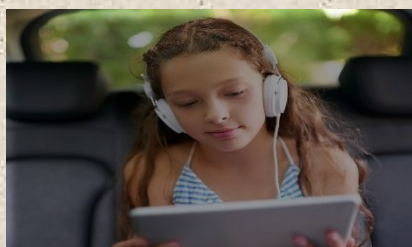## ¡ An easy and fun method to develop English audio and learn almost without realizing it through movies!

Unlike reading, which is a more active process, enjoying cinema is a passive activity: it is much easier to relax. This produces a moment of mental rest that revitalizes.

disconnect, take a mental break. And reducing stress, of course, has multiple positive effects on mental health and on physics.

Use

It is possible to learn through films as:
It helps us to understand the context of English, students learn without realizing to be very entertaining, encouraging creativity and analysis of what is being explained by others, cinema is access to culture.

1 Watch and listen this part of the scene. Circle the correct answers

Rebeca and Julia.mp4

1. Rebeca is going away

2. Julia is going to your parents for the weekend

3. Is the birthday of Rebeca´s Father?

4. Is the birthday of Julia´s Father?

5. The Julia´s family is big

6. The Julia´s family is small

2 Watch this scene of Friends and answer the questions.

friends.mp4

What is happening with the friends?

_____

How many of them was to the game?

How many friends was stay in the apartment?

_____

3 Choose true or false

- Most of them had promised not to go to the game, but some people did it.   _____

- The boys who went to the game were not embarrassed.   _____

- Really the subway broke down   _____

4 Complete de verbs chart. Add more verbs that you know

Base form	**Break**			**eat**	
Simple past		**went**			
Past participle			**seen**		**gotten**

5 Watch this short film. Answer the questions.

the star.mp4

What is it about? _____

Who is involved? _____

What are they talking about? _____

_____

FIRST

6
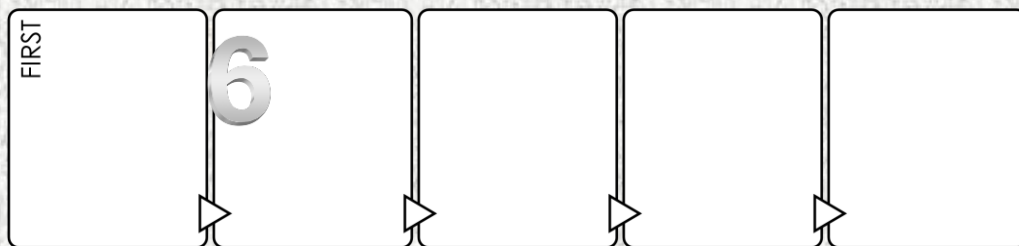
Watch again the short film and put the events in chronological order and write them on the time´s line.

4.9. CONCLUSIONS

After carrying out the respective analysis of the results obtained and based on the objectives set out, the following conclusions have been reached: For conclusions of the proposal of this Project is determined the following:

The creation of this basic teaching guide will allow the teacher to develop his class in a more pedagogical and stimulating way in the senses of language, for each of its students and thus develop comprehensive learning of the English language in the students of the first of BGU.

- The use of this teaching guide will enable the English teacher through the learning techniques shown here, be it for classes, self-learning for students and tasks to develop the learned classes, for students to improve their level of understanding of the language.

- Multimedia resources are of utmost importance when teaching English classes as they allow students to correlate the audio with some image, video or figure to understand the meaning of what they see and hear, forming a logical idea to understand the concept.

- According to the research carried out, the students' listening comprehension skills are determined by the methodologies applied by the teacher in the classroom, through various teaching tools provided to the students, the main stimulus that allows these students to develop is their own motivation to learn English.

4.10. RECOMMENDATIONS

Based on the conclusions obtained, we will now proceed to the recommendations generated.

The recommendations for the proposal of this project are as follows:

- There are various types of multimedia resources through which teachers can teach their students to improve their learning of English, it is recommended that the student independently also through the internet can search for programmes, YouTube channels, platforms and pages that provide the service of learning English and so students can learn in a better way.

- In order to improve the students' listening comprehension skills, it is recommended that the teacher should apply the necessary didactic tools when explaining the topics in English, using images, short videos, figures, something that can provide the student with a way to understand what he/she is explaining.

- The student should also show concentration during class time, try to understand the general ideas, if possible, talk to native English speakers to improve their pronunciation and it is recommended to watch series and films in English.

- To achieve gradual and systematic teaching to achieve learning the teacher can pose tasks of creating structures from a single sentence, create debates, games, karaoke, vocabulary, puzzles, word games, and make the most of technology, for the student to develop his thinking towards the English language.

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ning_Comprehension/link/599d48dca6fdcc50034e9d44/download

ANEXES

ANNEX I
DOCUMENTS

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

TRABAJO DE TITULACIÓN

Fecha: viernes 09 de septiembre del 2022

Nombre de la propuesta de trabajo de la titulación	**TOPIC**: THE INFLUENCE OF MULTIMEDIAL RESOURCES IN THE IMPROVEMENT OF THE LISTENING COMPREHENSION. **PROPOSAL**: DESIGN OF A GUIDE WITH METHODOLOGICAL STRATEGIES USING MULTIMEDIAL RESOURCES FOR A2.2 LEVEL		
Nombre del estudiante (s)	Ricardo René Villegas Delgado Camila Alejandra Granda Barrera		
Facultad	Filosofía Letras y Ciencias de la Educación	**Carrera**	Lengua y literatura inglesa o francesa o italiana o 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 Pérez - Directora de Carrera
      MSc. Israel Bravo Bravo - Gestor de Integración Curricular y Seguimiento a Graduados

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

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

Guayaquil, 03 de junio de 2022

Sr (a). MSc. Sara Anaguano Pérez
Director (a) de Carrera
En su despacho. -

De nuestra consideración:

Nosotros, Israel Guillermo Bravo Bravo, docente tutor del trabajo de titulación y el o los estudiante (s) Camila Alejandra Granda Barrera y Ricardo René Villegas Delgado 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: VIERNES 11h00-13h00, durante el periodo Ordinario 2022-2023 Ciclo I.

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%.
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso de titulación conforme al calendario académico.

Tengo conocimiento que son requisitos para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudios, y haber aprobado las fases de tutoría y revisión y las materias del módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).
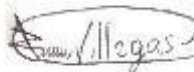
Agradeciendo la atención, quedamos de Ud.

Atentamente,

_____
Firma
CAMILA ALEJANDRA GRANDA BARRERA
C. I.:0952008654

_____
Firma
RICARDO RENE VILLEGAS DELGADO
457865

Firmado electrónicamente por:
ISRAEL GUILLERMO BRAVO BRAVO

_____
Firma
Israel Guillermo Bravo Bravo - Tutor
C..I.: 0704999143

ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSc. Israel Guillermo Bravo Bravo

Tipo de trabajo de titulación: Proyecto Educativo
Título del trabajo: THE INFLUENCE OF MULTIMEDIA RESOURCES IN LISTENING
COMPREHENSION.

Propuesta: DESIGN OF A GUIDE WITH METHODOLOGICAL STRATEGIES FOR LISTENING USING
MULTIMEDIA RESOURCES AT A2.2 LEVEL.

Carrera: Lengua y Literatura Inglesa o francesa o italiana o alemana

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORIA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	13-Dic-2021	Revision Anexo 1	11h00	12h00	Correcciones del Tema
2	21-Dic-2021	Anexo 1 y Anexo 2	11h00	12h00	Firma y Envió de Anexo 1 y Anexo 2
3	04-Ene-2022	-----------------------			Sin asistencia
4	11-Ene-2022	Revision Capitulo 1	11h00	12h00	Correcciones de Capitulo 1
5	18-Ene-2022	revisión Capitulo 1 y Capitulo 2 (Antecedentes)	11h00	12h00	Correcciones de Capitulo 2. Aumentar Antecedentes y continuar con los temas del capítulo 2
6	25-Ene-2022	Revision Capitulo 2	11h00	12h00	Correcciones de Antecedentes (explicar los resultados de artículos semejantes) Capitulo 2. Marco teórico – Realizar la Tabla de variables para tener un orden jerárquico de temas y subtemas
7	01-Feb-2022	Revision Capitulo 2 (Antecedentes) Tabla de variables	11h00	12h00	Correcciones de Antecedentes. Continuar con el marco teórico de acuerdo a la tabla de variables

8	08-Feb-2022	Revision Capitulo 2 (Antecedentes) e Instrumentos	11h00	12h00	Continuar con Antecedentes. Los instrumentos estan casi listos, añadir enunciado en la encuesta. Continuar con el marco teórico
9	15-Feb-2022	Revision Capitulo 2 (Antecedentes) Marco Teorico y Resultados	11h00	12h00	Antecedentes finalizado. Los instrumentos ya se aplicaron, continuar con las tablas, graficos y analisis de resultados. Continuar con marco contextual y legal del Cap2.
10	22-Feb-2022	-----------------------			Sin asistencia
11	08-Mar-2022	-----------------------			Sin asistencia
12	15-Mar-2022	Revision Capitulo 2 (Marco Contextual – Legal) y Cap 3	11h00	12h00	Corregir informacion final en el Cap 2. Correcciones del Capitulo 3 (falta analisis de entrevista y observacion). Proxima semana enviar antiplagio si es que esta aprobado. Falta revisar Cap 4.

ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSc. Israel Guillermo Bravo Bravo

Tipo de trabajo de titulación: Proyecto Educativo
Título del trabajo: THE INFLUENCE OF MULTIMEDIA RESOURCES IN LISTENING COMPREHENSION.

Propuesta: DESIGN OF A GUIDE WITH METHODOLOGICAL STRATEGIES FOR LISTENING USING MULTIMEDIA RESOURCES AT A2.2 LEVEL.

Carrera: Lengua y Literatura Inglesa o Frances o Italiana o Alemana

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORIA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	10-Junio-2022	Revision de Capitulos anteriores (Prorroga)	11h00	13h00	
2	17-Junio-2022	Revision de Capitulos anteriores (Prorroga)	11h00	13h00	Revisar cambios en la estructura de tesis (Cap 4)
3	24-Junio-2022	Revision de Capitulo 2 y 3	11h00	13h00	Finalizado Capitulo 2 y Capitulo 3. Correcciones en formato. Proxima sesion Capitulo 4
4	08-Julio-2022	Revision de Capitulo 4	11h00	13h00	Finalizado Capitulo 4 (teoria) Falta Revisar la propuesta. Revisar Formato APA de las Referencias
5	15-Julio-2022	Revision de formato de Capitulos 1-2-3 y Referencias	11h00	13h00	Correcciones en el formato de los capitulos (tamaño de letra, interlineado, sangria, etc) Falta revisar correccion de formato APA en las Referencias
6	22-Julio-2022	Revisión de Capitulo 1-2-3 Y Referencias	11h00	13h00	Correcciones en las Referencias con el Formato APA. De debe revisar cita por cita para poner el formato correcto en las Referencias
7	29-Julio-2022	Revisión de Propuesta	11h00	13h00	Se reviso la propuesta (primera parte) donde esta el uso de los recursos multimedia. Falta agregar las actividades de cada recurso multimedia
8	05-Agosto-2022	Revisión de Referencias	11h00	13h00	Corregir Referencias incluyendo todas las citas de los 3 capítulos en
					orden alfabético

9	19-Agosto-2022	Revisión de Referencias y Propuesta	11h00	13h00	Referencias aprobadas. Enviar documento completo Capítulos 1-3 con referencias – corrección de Propuesta
10	2-Septiembre-2022	Revision de Propuesta	11h00	13h00	Enviar a Turnitin – Correcciones Propuesta Armar toda la tesis en un solo documento
11	9-Septiembre-2022	Revisión Tesis Completa	11h00	13h00	Enviar tesis completa en un archivo pdf con todos los anexos firmados

Firmado electrónicamente por:
ISRAEL GUILLERMO BRAVO BRAVO

Firmado electrónicamente por:
ISRAEL GUILLERMO BRAVO BRAVO

MSc. Israel Guillermo Bravo Bravo
Docente Tutor
C.I.: 0704999143

MSc. Israel Guillermo Bravo Bravo
Gestor de Integración Curricular
C.I.: 0704999143

CAMILA ALEJANDRA GRANDA BARRERA

RICARDO RENE VILLEGAS DELGADO

C.I.: 0952008654

C.I.: 0931457865

ANNEX V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
Título del trabajo: THE INFLUENCE OF MULTIMEDIA RESOURCES IN LISTENING COMPREHENSION. **Propuesta:** DESIGN OF A GUIDE WITH METHODOLOGICAL STRATEGIES FOR LISTENING USING MULTIMEDIA RESOURCES AT A2.2 LEVEL . **Autor: GRANDA BARRERA CAMILA ALEJANDRA**		
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	3,7
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.2
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	0,8
Coherencia en relación a 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	0.2
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.35
RIGOR CIENTÍFICO	4.5	3,95
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	0,9
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	0,9
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.75
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.4
PERTINENCIA E IMPACTO SOCIAL	1	0,85
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	0,35
CALIFICACIÓN TOTAL *10		**8,5**

* 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).

Firmado electrónicamente por:
ISRAEL
GUILLERMO

MSC. ISRAEL GUILLERMO BRAVO BRAVO - DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
No. C.I. 0704999143
FECHA: 12/SEPTIEMBRE/2022

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

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA
CARRERA DE LENGUAS Y LINGÜÍSTICA

Guayaquil, 12 de Septiembre 2022Sr.

/Sra.
MSC. Sara Anaguano Perez
DIRECTOR (A) DE LA CARRERA LENGUAS MODALIDADES SEMESTRAL Y ANUAL
FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN UNIVERSIDAD
DE GUAYAQUIL
Ciudad. -

 De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación THE
INFLUENCE OF MULTIMEDIAL RESOURCES IN LISTENING COMPREHENSION. DESIGN OF A
GUIDE WITH METHODOLOGICAL STRATEGIES USING MULTIMEDIAL RESOURCES FOR A2.2
LEVEL de los estudiantes CAMILA ALEJANDRA GRANDA BARRERA Y RICARDO RENÉ
VILLEGAS DELGADO, 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 deltrabajo
de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO,** para los fines
pertinentes, que el (los) estudiante (s) está (n) apto (s) para continuar con el procesode
revisión final.

Atentamente,

Firmado electrónicamente por:
ISRAEL
GUILLERMO

MSC. ISRAEL GUILLERMO BRAVO BRAVO - TUTOR DE TRABAJO DE TITULACIÓNC.I.
0704999143
FECHA: 12 SEPTIEMBRE 2022

ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **MSc. Israel Guillermo Bravo Bravo**, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **Camila Alejandra Granda Barrera y Ricardo René Villegas Delgado**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Ciencias de la Educación mención Lengua y Literatura Inglesa.

Se informa que el trabajo de titulación: THE INFLUENCE OF MULTIMEDIAL RESOURCES IN THE IMPROVEMENT OF THE LISTENING COMPREHENSION, ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio TURNITIN quedando el _10__% de coincidencia.

(IMAGEN DE EJEMPLO – QUITARLA DESPUES Y PONER EL REPORTE DEL ESTUDIANTE)

TESIS VILLEGAS Y GRANDA

ORIGINALITY REPORT

10%	8%	3%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1. Submitted to Cebu Institute of Technology
Student Paper   1%

2. latcomm.com
Internet Source   1%

3. repository.uinbanten.ac.id
Internet Source   1%

4. typeset.io
Internet Source   1%

https://ev.turnitin.com/app/carta/en_us/?s=1&lang=en_us&o=1891464993&u=1133713435

Firmado electrónicamente por:
**ISRAEL
GUILLERMO
BRAVO BRAVO**

MSC. ISRAEL GUILLERMO BRAVO BRAVO
C.I.: 0704999143
FECHA: 09 Septiembre 2022

ANEXO VIII.- INFORME DEL DOCENTE REVISOR

Guayaquil, Septiembre 24, 2022

Sra.
MSc. Sara Anaguano Perez
DIRECTORA DE LA CARRERA DE LENGUA Y LITERATURA INGLESA – PEDAGOGIA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
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
THE INFLUENCE OF MULTIMEDIA RESOURCES IN LISTENING COMPREHENSION. DESIGN OF A GUIDE WITH
METHODOLOGICAL STRATEGIES FOR LISTENING USING MULTIMEDIA RESOURCES AT A2.2 LEVEL del o
de los estudiante (s) GRANDA BARRERA CAMILA ALEJANDRA y VILLEGAS DELGADO RICARDO RENE. Las
gestiones

realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros
establecidos en las normativas vigentes, en el cumplimento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
El título tiene un máximo de 23 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 5 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,

JOSE MIGUEL
CAMPUZANO
DIAZ

Firmado digitalmente por
JOSE MIGUEL CAMPUZANO
DIAZ
Fecha: 2022.09.24 22:05:08
-05'00'

José Miguel Campuzano
C.I. 0924941297
FECHA: Septiembre 24, 2022

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

FACULTAD FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA
CARRERA DE LENGUAS Y LINGÜÍSTICA

Título del Trabajo: THE INFLUENCE OF MULTIMEDIA RESOURCES IN LISTENING COMPREHENSION.
Propuesta: DESIGN OF A GUIDE WITH METHODOLOGICAL STRATEGIES FOR LISTENING USING MULTIMEDIA RESOURCES AT A2.2 LEVEL
Autor(es): VILLEGAS DELGADO RICARDO RENE

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado.	0.6	0.3	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.2	
Correspondencia con la normativa del trabajo de titulación.	0.6	0.6	
Adecuada presentación de tablas y figuras.	0.6	0.6	
RIGOR CIENTÍFICO	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	0.3	Introducción incompleta al final del Cap. 1
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	0.5	
Los métodos y herramientas se corresponden con los objetivos de la Investigación.	0.7	0.5	
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		
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.2	
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		8.4	

* 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).

JOSE MIGUEL CAMPUZANO DIAZ
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José Miguel Campuzano - Docente Revisor
C.I.: 0924941297
FECHA: Septiembre 24, 2022

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

FACULTAD FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA
CARRERA DE LENGUAS Y LINGÜÍSTICA

Título del Trabajo: THE INFLUENCE OF MULTIMEDIA RESOURCES IN LISTENING COMPREHENSION.
Propuesta: DESIGN OF A GUIDE WITH METHODOLOGICAL STRATEGIES FOR LISTENING USING MULTIMEDIA RESOURCES AT A2.2 LEVEL
Autor(es): GRANDA BARRERA CAMILA ALEJANDRA

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALFICACIÓN	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado.	0.6	0.3	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.2	
Correspondencia con la normativa del trabajo de titulación.	0.6	0.6	
Adecuada presentación de tablas y figuras.	0.6	0.6	
RIGOR CIENTÍFICO	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	0.3	Introducción incompleta al final del Cap. 1
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	0.5	
Los métodos y herramientas se corresponden con los objetivos de la Investigación.	0.7	0.5	
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		
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.2	
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		8.4	

* 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).

JOSE MIGUEL CAMPUZANO DIAZ
Firmado digitalmente por JOSE MIGUEL CAMPUZANO DIAZ
Fecha: 2022.09.24 22:02:47 -05'00'

José Miguel Campuzano - Docente Revisor
C.I.: 0924941297
FECHA: Septiembre 24, 2022

Oficio No. UG-LENGUAS- 2022-800
Guayaquil, 01 de junio del 2022

MSc.
Israel Guillermo Bravo Bravo
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 Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado **Docente – Tutor Individual** de Proyectos Educativos.

En esta designación constan los nombres de los estudiantes de la Carrera de Lenguas y Lingüística (Semestral), **GRANDA BARRERA CAMILA ALEJANDRA Y VILLEGAS DELGADO RICARDO RENEE**, con el tema y propuesta aprobado por el Consejo de Facultad:

THE INFLUENCE OF MULTIMEDIA RESOURCES IN LISTENING COMPREHENSION. DESIGN OF A GUIDE WITH METHODOLOGICAL STRATEGIES FOR LISTENING USING MULTIMEDIA RESOURCES AT A2.2 LEVEL

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.**

7.1.1. Desarrollo de las 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.
- Organizar al menos 4 sesiones de tutoría individual de forma presencial.
- 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).

UNIVERSIDAD DE GUAYAQUIL
Cdla. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy
www.ug.edu.ec

Luego de finalizado el plazo de tutorías de trabajos de titulación, de acuerdo con el 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 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: 2022.08.05 11:53:00 -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. Israel Bravo Bravo, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2022-2023 y estudiantes interesados

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

ANAG UANO

ANAGUANO

Nombre de reconocimiento (DN):
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MSc. SARA ANAGUANO PÉREZ

UNIVERSIDAD DE GUAYAQUIL

📍 Cdla. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy
🌐 www.ug.edu.ec

Oficio No. LENGUAS 01
Guayaquil, 1 de febrero de 2022.

MÁSTER
RECTOR(A): Msc. George Galarza M.
UNIDAD EDUCATIVA FISCAL JUAN MONTALVO
Ciudad: GUAYAQUIL

ASUNTO: AUTORIZACION PARA DESARROLLAR PROYECTO EDUCATIVO PREVIO A LA OBTENCION 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:
VILLEGAS DELGADO RICARDO RENE, con C.I. Nro. 0931457865
GRANDA BARRERA CAMILA ALEJANDRA, con C.I. Nro. 0952008654

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:
Tema: THE INFLUENCE OF MULTIMEDIA RESOURCES IN THE IMPROVEMENT OF THE LISTENING COMPREHENSION.
Propuesta: DESIGN OF A GUIDE WITH METHODOLOGICAL STRATEGIES USING MULTIMEDIA RESOURCES FOR A2.2 LEVEL STUDENTS.

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,

MSc. SARA ANAGUANO PEREZ
DIRECTORA
CARRERA DE LENGUAS
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

Elaborado por:
Revisado y aprobado por:

UNIDAD EDUCATIVA FISCAL
JUAN MONTALVO
Km. 1.5 Av. Carlos Julio Arosemena
Telf. 2220056 – 2201006
e-mail: cjuanmontalvo@yahoo.com
Guayaquil-Ecuador

República
del Ecuador   **Ministerio de Educación**

Guayaquil, **1 de febrero del 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. 01-2022 suscrito por usted tengo a bien informarle que la Unidad Educativa Fiscal Juan Montalvo acepta el desarrollo del proyecto de Titulación Educativo desarrollado por los estudiantes **VILLEGAS DELGADO RICARDO RENE** con C.I **0931457865** y **GRANDA BARRERA CAMILA ALEJANDRA** con C.I **0952008654**, requisito previo a la obtención del Título de Licenciado en Ciencias de la Educación mención Lengua Inglesa y Lingüística, aplicado a los estudiantes de 2do curso (EGB o Bachillerato).

TEMA: THE INFLUENCE OF MULTIMEDIA RESOURCES IN THE IMPROVEMENT OF THE LISTENING COMPREHENSION. PROPUESTA: DESIGN OF A GUIDE WITH METHODOLOGICAL STRATEGIES USING MULTIMEDIA RESOURCES FOR A2.2 LEVEL.

Particular que comunico para los fines legales pertinentes.

Atentamente,

MSc. GEORGE GALARZA BAQUE
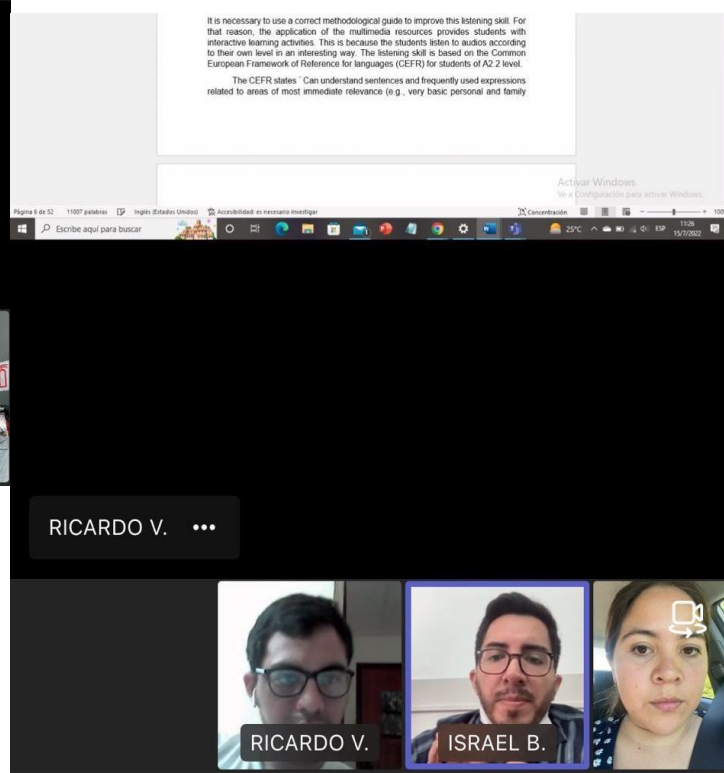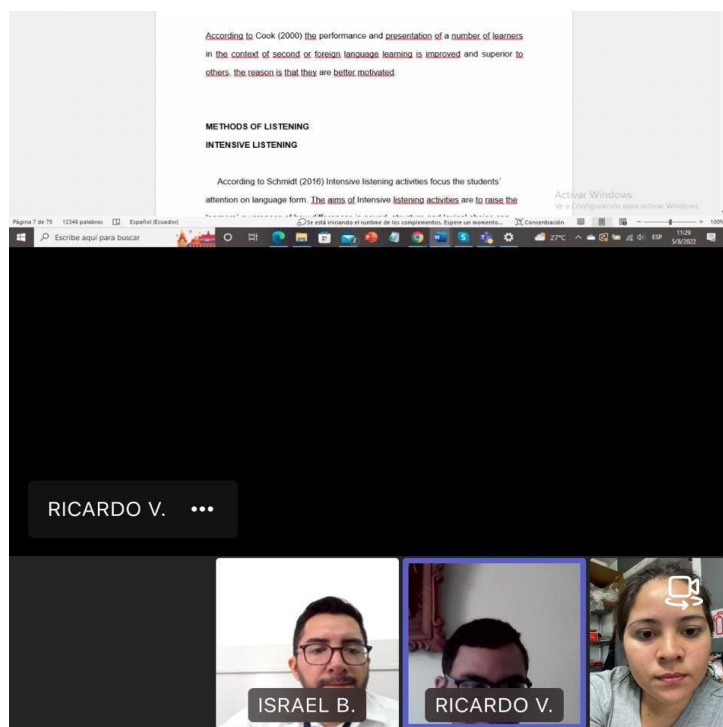**RECTOR UNIDAD EDUCATIVA FISCAL JUAN MONTALVO**

EDUCAMOS PARA LA VIDA

Gobierno | Juntos
del Encuentro | lo logramos
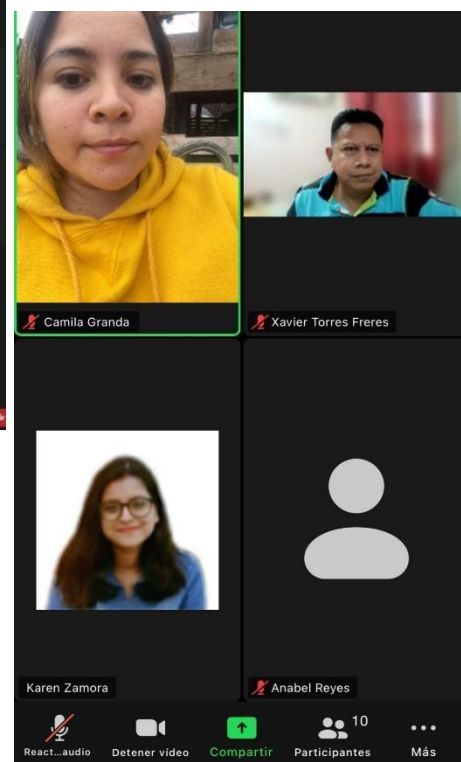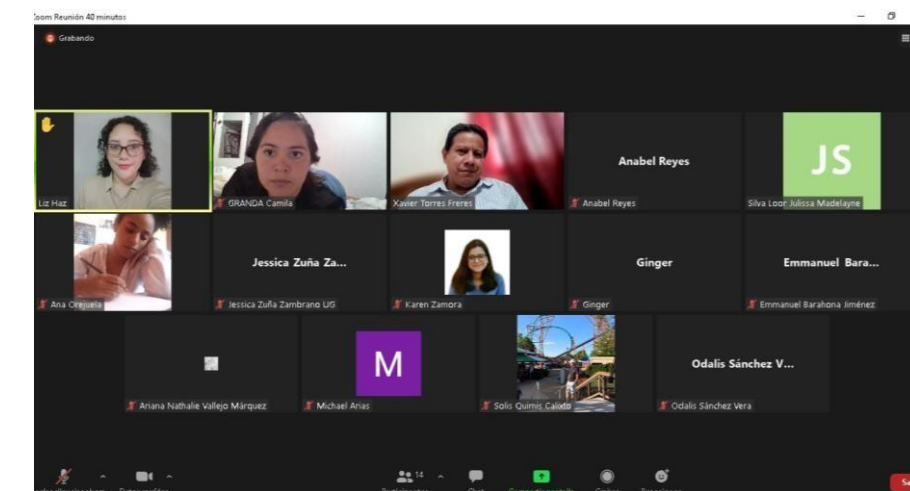
ANNEX II
PHOTOGRAPHIC
EVIDENCE

THESIS TUTORING SESSIONS

Individual Tutoring Sessions with MSc. Israel Bravo Bravo

Authors: GRANDA BARRERA CAMILA ALEJANDRA AND RICARDO RENE VILLEGAS DELGADO

THESIS TUTORING SESSIONS

Group Tutoring Sessions with MSc. Xavier Humberto Torres Freres

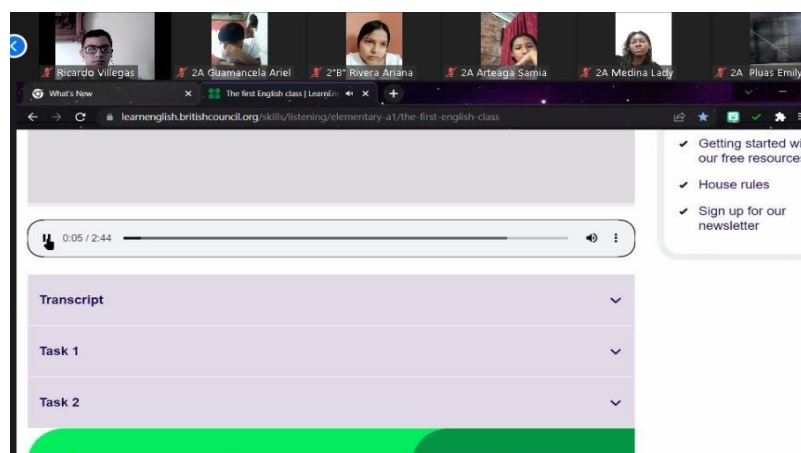**Authors: GRANDA BARRERA CAMILA ALEJANDRA AND RICARDO RENE VILLEGAS DELGADO**
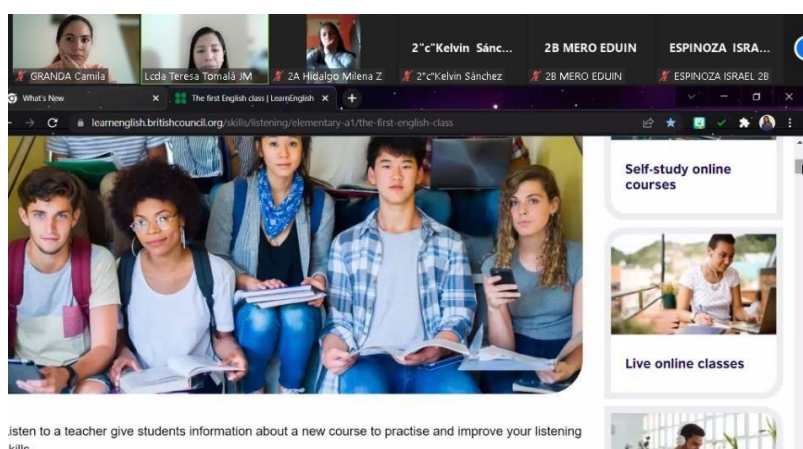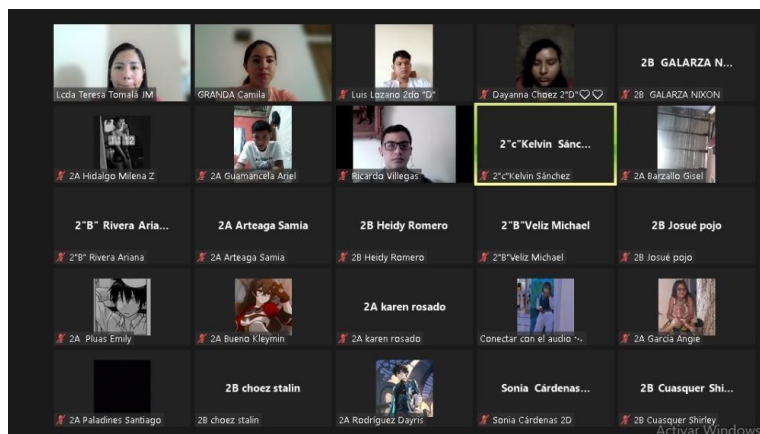
Unidad Educativa fiscal JUAN MONTALVO

Photos of the Educational Institution

Source: UNIDAD EDUCATIVA FISCAL JUAN MONTALVO

Application of the Instruments of Investigation

Authors: GRANDA BARRERA CAMILA ALEJANDRA AND RICARDO RENE VILLEGAS DELGADO

ANNEX III
INSTRUMENTS OF INVESTIGATION

OBSERVATION GUIDE

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

GUAYAQUIL, 2022

OBSERVATION GUIDE

Objective: To analyze the learning of listening skill though multimedia resources in the students of 2nd baccalaureate of the 'UNIDAD EDUCATIVA FISCAL JUANMONTALVO'.

Instructions: Tick the right box.

N°	TRAITS	YES	NO
1°	Teacher applies a correct methodology for listening skill.		
2°	Students understand audios and videos.		
3°	Students can memorize information in English.		
4°	Teacher motivates students to develop their listening skill.		
5°	Multimedia resources are used in class.		
6°	Students are motivated to participate in class.		
7°	The material of the multimedia resource is adequate to the level of the students.		

THE SURVEY

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

SURVEY TO THE STUDENTS

Objective: To diagnose the influence of multimedia resources in the listening comprehension of the students through a booklet based on listening skills.

Place a 'check mark' on the answer you consider the most appropriate on each one of the questions.

1. Totally disagree.   2. Disagree.   3. Indifferent
4. Agree.   5. Totally agree.

	1	2	3	4	5
1. The teacher provides listening activities.					
2. The teacher uses vocabulary that is used in the listening activity.					
3. The activities are usually with pictures that can relate a lot to the listening.					
4. I believe that multimedia activities are important for the development of listening comprehension.					
5. I believe that working in a group will help me develop my listening skills.					
6. In my free time I like watching videos in English.					
7. I actively participate actively during the listening activities.					
8. I add English listening into my lifestyle by video messaging with family members who can speak the language.					
9. I feel motivated when I practice listening activities.					
10. I know how to use platforms like YouTube, Netflix, kahoot, Quizizz.					
11. I want to understand when someone speaks in English.					
12. I would like to have more listening activities in class.					
13. I think the listening activities should have a warn up activity first.					
14. I prefer to watch a movie in English with subtitles.					
15. The multimedia resources used in class are interesting.					

THE INTERVIEW

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

INTERVIEW

Teacher information

NAME AND LAST NAME: **DEGREE:**

SUBJECT: **YEARS OF TEACHING EXPERIENCE:**

COURSES:

CEFR ENGLISGH LEVEL:

1. How do you consider the performance of your students in terms of their listening skill?
2. What factors do you think currently hinder or affect the performance of your students regarding listening skill?
3. How do you promote the practice of listening comprehension in your students?
4. How do you consider the performance of your students in terms of their listening skill?
5. What factors do you think currently hinder or affect the performance of your students regarding listening skill?
6. How do you promote the practice of listening comprehension in your students?
7. Do you resort to any resource or technological tool that enhances the improvement of students in listening comprehension? What have been the results of your application?
8. What do you know about the use of social networks as technological tools for the development of learning?
9. Do you think that these tools could facility the development and practice of listening comprehension?
10. Do you consider it useful and necessary to design a methodological guide that details the use and management of social networks from a didactic approach for the development of listening skill?

INSTRUMENTS OF INVESTIGATION

FORMAT OF SURVEY TO THE STUDENTS

Objective: To diagnose the influence of multimedia resources in the listening comprehension of the students through a booklet based on listening skills.

Place a 'check mark' on the answer you consider the most appropriate on each one of the questions.

1. Totally disagree.   2. Disagree.   3. Indifferent
4. Agree.   5. Totally agree.

	1	2	3	4	5
1. The teacher provides listening activities.					
2. The teacher uses vocabulary that is used in the listening activity.					
3. The activities are usually with pictures that can relate a lot to the listening.					
4. I believe that multimedia activities are important for the development of listening comprehension.					
5. I believe that working in a group will help me develop my listening skills.					
6. In my free time I like watching videos in English.					
7. I actively participate actively during the listening activities.					
8. I add English listening into my lifestyle by video messaging with family members who can speak the language.					
9. I feel motivated when I practice listening activities.					
10. I know how to use platforms like YouTube, Netflix, kahoot, Quizizz.					
11. I want to understand when someone speaks in English.					
12. I would like to have more listening activities in class.					
13. I think the listening activities should have a warn up activity first.					
14. I prefer to watch a movie in English with subtitles.					

15. The multimedia resources used in class are interesting.					

FORMAT OF THE INTERVIEW

Teacher information

NAME AND LAST NAME: **DEGREE:**

SUBJECT: **YEARS OF TEACHING EXPERIENCE:**

COURSES:

CEFR ENGLISGH LEVEL:

1. How do you consider the performance of your students in terms of their listening skill?
2. What factors do you think currently hinder or affect the performance of your students regarding listening skill?
3. How do you promote the practice of listening comprehension in your students?
4. How do you consider the performance of your students in terms of their listening skill?

5. What factors do you think currently hinder or affect the performance of your students regarding listening skill?
6. How do you promote the practice of listening comprehension in your students?
7. Do you resort to any resource or technological tool that enhances the improvement of students in listening comprehension? What have been the results of your application?
8. What do you know about the use of social networks as technological tools for the development of learning?
9. Do you think that these tools could facility the development and practice of listening comprehension?
10. Do you consider it useful and necessary to design a methodological guide that details the use and management of social networks from a didactic approach for the development of listening skill?