Universidad de Guayaquil

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O

ITALIANA O ALEMANA

EDUCATIONAL PROJECT

PREVIOUS TO OBTAIN THE DEGREE IN SCIENCES OF EDUCATION MAJOR IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC:

THE INFLUENCE OF THE AUDIO-LINGUAL METHOD IN LISTENING COMPREHENSION.

PROPOSAL:

DESIGN OF A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE

DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL

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GUAYAQUIL, SEPTEMBER 2022

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

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DEDICATION

This research is dedicated to my family who has always trusted me and encouraged me to follow my dreams, especially to my mother because without her I would not have been able to achieve my goals, and she has been a great example of strength to achieve my goals and strive to reach this very important moment in my life, to my brother and my grandparents who have always supported me in everything I have proposed in life.

Geraldine Nicole Anchaluiza Castillo

This project is dedicated to God who is my motivation and without him I would not have reached this goal in life, to my family, to my best friend Monica Mieles who are the most important people in my life, who gave me strength to follow my own way and accomplish my goals and to all those who have a dream and fight for that dream to come true.

Adriana Abigail Barzola Obando

ACKNOWLEDGEMENT

ANEXO XI.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (ESPAÑOL)

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO: LA INFLUENCIA DEL MÉTODO AUDIO-LINGUAL EN LA COMPRENSIÓN AUDITIVA. DISEÑO DE UN SISTEMA DE ACTIVIDADES AUDIOLINGUALES PARA EL DESARROLLO DE LA COMPRENSIÓN AUDITIVA EN EL NIVEL A1.2	

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PALABRAS CLAVES/ KEYWORDS:	Método Audio-lingual, Comprensión Auditiva, Sistema de Actividades.

RESUMEN (150-250 palabras):

El presente proyecto busca brindar una solución al problema que se evidenció en los estudiantes de noveno año, paralelo "C" de Educación General Básica de la Unidad Educativa Fiscal "Calicuchima" en el periodo lectivo 2022-2023, en el que se observó una insuficiencia en la comprensión auditiva del inglés. Este proyecto se realizó con el propósito de determinar la influencia del método audio-lingual en la Comprensión Auditiva. Por ello, se realizó un estudio con las variables de la problemática, las cuales se sometieron a un análisis y desarrollo teórico mediante antecedentes, fundamentos teóricos y legales, junto al contexto de investigación, métodos y técnicas, también se aplicó instrumentos como la encuesta y la entrevista los cuales mostraron el estado actual de los estudiantes. Con el resultado de los análisis se estimó que el diseño de un sistema de actividades basadas en dicho método ayudará al desarrollo de la habilidad auditiva con actividades dinámicas y prácticas.

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ANEXO XI.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (ENGLISH)

NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY

DEGREE WORK RECORD SHEET

TITLE AND SUBTITLE: THE INFLUENCE OF THE AUDIO - LINGUAL METHOD IN LISTENING COMPRENHENSION. DESIGN OF A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL

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THEMATIC AREAS:	Educación – Enseñanza del Idioma Ingles
KEYWORDS:	Audio-lingual Method, Listening Comprehension and Activity System.

ABSTRACT: (150-250 palabras):

This project pretends to provide a solution to the problem that was evidenced in the students of the ninth year, parallel "C" of General Basic Education of the Unidad Educativa Fiscal "Calicuchima" in the school year 2022-2023, in which an insufficiency in the listening comprehension of English was observed. This project was carried out with the purpose of determining the influence of the audio-lingual method in listening comprehension. Therefore, a study was conducted with the variables of the problem, which were subjected to an analysis and theoretical development through background, theoretical and legal foundations, along with the research context, methods, and techniques, also applied instruments such as the survey and the interview which showed the current state of the students. With the result of the analysis, it was estimated that the design of a system of activities based on this method will help the development of listening skills with dynamic and practical activities.

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ANEXO XII.- DECLARACIÓN DE AUTORÍA Y DE AUTORIZACIÓN DE LICENCIA GRATUITA INTRANSFERIBLE Y NO EXCLUSIVA PARA EL USO NO COMERCIAL DE LA OBRA CON FINES NO ACADÉMICOS

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

LICENCIA GRATUITA INTRANSFERIBLE Y NO COMERCIAL DE LA OBRA CON FINES NO ACADÉMICOS

Nosotras, Geraldine Nicole Anchaluiza Castillo con C.I. No. 0940780315 y Adriana Abigail Barzola Obando con C.I. No. 0940444615 certificamos que los contenidos desarrollados en este trabajo de titulación, cuyo título y propuesta es

"THE INFLUENCE OF THE AUDIO-LINGUAL METHOD IN LISTENING COMPREHENSION. DESIGN OF A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL" son de 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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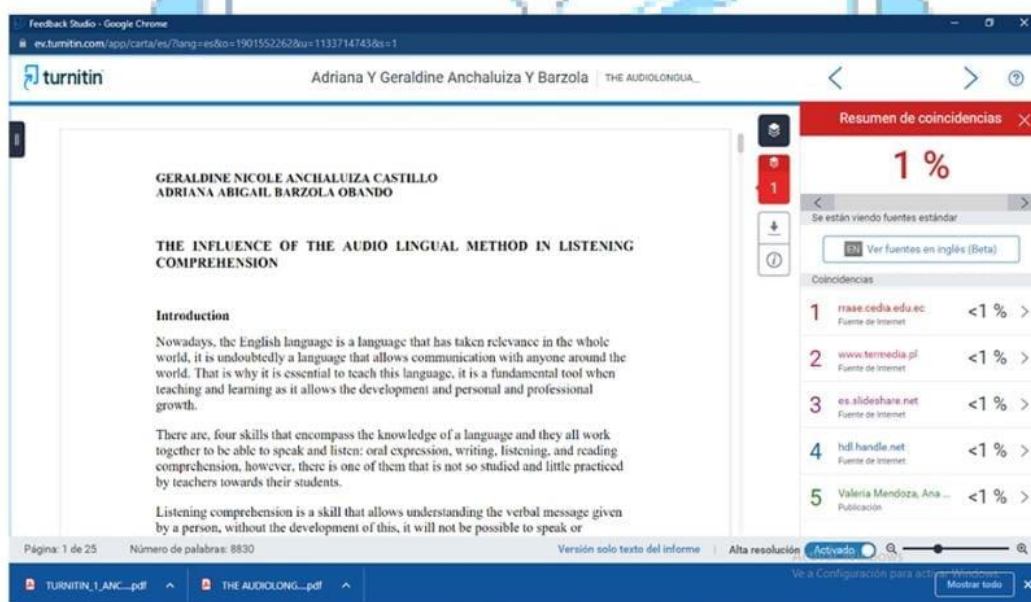Geraldine Nicole Anchaluiza Castillo

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ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Lizmary Feriz Otaño, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **Geraldine Nicole Anchaluiza Castillo,** con C.I. **0940780315**, y por **Adriana Abigail Barzola Obando** con C.I. **0940444615**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en Ciencias de la Educación, Mención lengua y Lingüística Inglesa.

Se informa que el trabajo de titulación: **THE INFLUENCE OF THE AUDIO-LINGUAL METHOD IN LISTENING COMPREHENSION. DESIGN OG A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL,** ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio TURNITIN quedando el 1% de coincidencia.

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ANEXO XIII.- RESUMEN DEL TRABAJO DE TITULACIÓN (ESPAÑOL)

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

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

CARERRA DE LENGUAS Y LINGÜÍSTICA

"LA INFLUENCIA DEL MÉTQDO AUDIO-LINGUAL EN LA COMPRENSIÓN AUDITIVA. DISEÑO DE UN SISTEMA DE ACTIVIDADES AUDIO LINGUALES PARA EL DESARROLLO DE LA COMPRENSIÓN AUDITIVA EN EL NIVEL A1.2"

Autor: Geraldine Nicole Anchaluiza Castillo

Adriana Abigail Barzola Obando

Tutor: PhD. Lizmary Feriz Otaño

RESUMEN

El presente proyecto busca brindar una solución al problema que se evidenció en los estudiantes de noveno año, paralelo "C" de Educación General Básica de la Unidad Educativa Fiscal "Calicuchima" en el periodo lectivo 2022-2023, en el que se observó una insuficiencia en la comprensión auditiva del inglés. Este proyecto se realizó con el propósito de determinar la influencia del método audio-lingual en la Comprensión Auditiva. Por ello, se realizó un estudio con las variables de la problemática, las cuales se sometieron a un análisis y desarrollo teórico mediante antecedentes, fundamentos teóricos y legales, junto al contexto de investigación, métodos y técnicas, también se aplicó instrumentos como la encuesta y la entrevista los cuales mostraron el estado actual de los estudiantes. Con el resultado de los análisis se estimó que el diseño de un sistema de actividades basadas en dicho método ayudará al desarrollo de la habilidad auditiva con actividades dinámicas y prácticas.

Palabras Clave: Método Audio-lingual, Comprensión Auditiva y Sistema de Actividades.

ANEXO XIV.- ABSTRACT (INGLÉS)

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

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

CARERRA DE LENGUAS Y LINGÜÍSTICA

"THE INFLUENCE OF THE AUDIO-LINGUAL METHOD IN LISTENING COMPREHENSION. DESIGN OF A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL"

Author: Geraldine Nicole Anchaluiza Castillo

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ABSTRACT

This project pretends to provide a solution to the problem that was evidenced in the students of the ninth year, parallel "C" of General Basic Education of the Unidad Educativa Fiscal "Calicuchima" in the school year 2022-2023, in which an insufficiency in the listening comprehension of English was observed. This project was carried out with the purpose of determining the influence of the audio-lingual method in listening comprehension. Therefore, a study was conducted with the variables of the problem, which were subjected to an analysis and theoretical development through background, theoretical and legal foundations, along with the research context, methods, and techniques, also applied instruments such as the survey and the interview which showed the current state of the students. With the result of the analysis, it was estimated that the design of a system of activities based on this method will help the development of listening skills with dynamic and practical activities.

Keywords: Audio-lingual Method, Listening Comprehension and Activity System.

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INTRODUCTION

Nowadays, English is a language that has taken relevance in the whole world since it allows communication with anyone who knows it. That is why it is essential to teach this language, it is a fundamental tool when teaching and learning as it allows the development and personal and professional growth.

There are, four skills that encompass the knowledge of a language and they all work together to be able to speak and listen: oral expression, writing, listening, and reading comprehension, however, there is one of them that is not so studied and little practiced by teachers towards their students.

Listening is a skill that allows understanding the verbal message given by a person, without the development of this, it will not be possible to speak or understand the message. And the lack of creative and motivating teaching methods of teachers to develop listening comprehension in students was noted.

This research focuses on the difficulties students have with English, especially the listening comprehension of the students in the Unidad Educativa Fiscal "Calicuchima". For this reason, we have worked on a system of activities that allow the development of this skill using the Audio-lingual Method, which is based on the repetition and listening of native expressions, phrases, idioms, etc. This will demonstrate the importance of this method in the ability of listening comprehension to increase the learning of the foreign language.

Chapter I: Problem research: It includes the research context, problem statement with the conflict situation, causes, general and specific objectives, research questions and finally the justification.

Chapter II: Theoretical foundation: It presents the research background, theoretical, contextual, legal framework, and the operationalization of the variables.

Chapter III: Methodology: It contains the approach and types of research, population, sample, Data collection methods and techniques, research instruments, and the analysis and interpretation of results.

Chapter IV: The Proposal: It describes the proposal, justification, theoretical bases, objectives, conclusions, recommendations, and the bibliography.

CHAPTER I

THE RESEARCH PROBLEM

1.1   Research context

The present project, the audio-lingual method in the listening comprehension of the students of Ninth grade, Basic General Education, is carried out in the Unidad Educativa Fiscal "Calicuchima", located in Sauces VIII 1 communal area, district N° 09H00931 of zone 8, Guayas Province, Guayaquil.

According to the Common European Framework of Reference for Languages (CEFR), adopted by the Ministry of Education and included in the state's national curriculum, students must master a level A1.2 in their academic training in foreign languages.

1.2   Conflict situation

In this globalized world knowing a second language or in this case knowing English is no longer just an advantage but has become a necessity. Especially for students who must master the language skills according to their educational level

After having conducted an empirical observation, the authors have been able to corroborate which were the insufficiencies of the study participants, because they present difficulties when listening since they fail to understand the audio, questions, words, or phrases in English pronounced by the teacher or by another classmate, do not recognize basic expressions of everyday use, lack of interest in learning new vocabulary to help them understand what they hear in their

environment, they also maintain passive participation during class. On the other hand, the teacher does not motivate his students to actively participate in class, does not work with technological resources, does not make constant use of basic expressions of the language, uses phrases in Spanish, and finally, there is a shortage of language learning habits.

From a general point of view, in the real-life of the students, do not reach the required level according to what is proposed at their academic level. The problem stems from the fact that the teacher does not use an effective method to guide him in the application of activities at the time of teaching the lesson and thus promote the development of listening comprehension in their students.

1.3 Formulation of the problem

How does the audiolingual method influence the development of listening comprehension in the Ninth-grade students of Basic General Education of the Unidad Educativa Fiscal "Calicuchima" in English in the 2022-2023 school year?

1.4 Scientific fact

Insufficiency in the listening comprehension of the ninth-grade students of the Unidad Educativa Fiscal "Calicuchima" in the 2022-2023 school year.

1.5 Causes

- The teacher does not repeat structures, phrases, and vocabulary.
- The teacher does not correct the students' pronunciation.
- Shortage of common phrases to use in class and in daily life.
- No motivation to learn and express themselves naturally.

- Inadequate comprehensible listening inputs.

1.6 Objectives of the research

1.6.1 General objective
To determine the influence of the audio-lingual method in the listening comprehension through field, bibliographic and statistical study to design a system of activities.

1.6.2 Specific objectives

- To evaluate the audio-lingual method through a field, bibliographic and statistical research.

- To characterize the listening comprehension through a field, bibliographic and statistical research.

- To design a system of activities for the development of listening comprehension through the interpretation of the theoretical and actual data.

1.7 Scientific questions

- What are the theoretical foundations that support the audio-lingual method in the listening comprehension?

- What is the current situation presented by the ninth-grade students of the Unidad Educativa Fiscal ''Calicuchima'' in the 2022 – 2023 school year related to the development of listening comprehension in English?

- How does the audio-lingual method influence the development of listening?

- What technique of the audio-lingual method is the most effective in fostering listening skills?

- How does the design of a system of activities help the development of listening comprehension?

1.8   Justification

The purpose of this research is to analyze the influence of the Audio-lingual method in the listening comprehension in ninth-grade students of General Basic Education, who according to this research have not reached the development of this skill during their academic training due to various factors that affect their teaching-learning process.

Therefore, the intention of this study shows the relevance of the application of this method in the classroom, as it influences the development of listening comprehension which is a primary skill in learning English that allows them to communicate with other individuals who do not speak their native language. Especially in the globalization era, in which we live, every person who wants to develop personally and socially must be able to master at least one foreign language and accept the challenge of learning a new language from basic education so that they can achieve academic goals, develop their professional potential and in the future access to more opportunities in the labor field that will allow them to develop within society successfully.

Over the years a theoretical class has been taught superficially without the application of methods and strategies that collaborate with activities that help the teacher in the teaching process, and these reach the student and enhance the development of their language skills. In general, the mistakes made when communicating are because they have not developed their listening of the language and consequently, they can't hold a conversation, a dialogue, or answer questions in English, because they do not understand some words, phrases, and other linguistic meanings.

Given this, a system of activities is developed, based on the audio-lingual method, which focuses on the acquisition of a language through listening and repetition, emphasizing the listening comprehension of the language. In other words, in the classroom, the teacher focuses on speaking in English or another language, teaching grammar indirectly, while the students learn by listening and acquiring speech patterns through constant auditory training based on repetition, sound identification, analysis of spoken language, and other activities that help improve listening comprehension.

This research project will provide theoretical bases that support the audio-lingual method as a basic element that helps listening comprehension using physical and digital didactic resources and in the creation of spaces and activities that benefit and motivate the student in their process of acquiring a new language and the teacher in his role of imparting knowledge of the language. Being an English immersion method provides numerous advantages that create a solid learning

process and motivates the student to self-learning to understand the language and

thus being able to communicate.

CHAPTER II

THEORETICAL FOUNDATIONS

2.1   Research Background

In the last few years, the requirement to know English challenges every person to commit to learning the language and to adopt it as part of their daily life. Nowadays, there are many means that can help the learner during language acquisition; in fact, the Audio-Lingual Method is the best option when looking for a way to improve listening comprehension which is base for the development of the other linguistic skills. Accordingly, learning English involves a series of mental processes, training the memory and mainly the method of learning during the student's learning process.

Moreno (2012, as cited in Pinto & Paredes, 2019) in the project "Determinación del método más efectivo para la enseñanza del inglés como lengua extranjera en la habilidad del speaking para preadolescentes colombianos a partir del análisis comparativo de los cuatro métodos más utilizados" mentioned that the Audio-lingual method was born between 1961 and 1963 during the period of the Second World War, in response to urgency that soldiers and army had to learn a foreign language, and it is there where Moulton and Stern took place in the development of basic principles that characterized this method. Mejía & Barona (2018) realized research titled "The audiolingual Method in the development of listening comprehension skills of English learners" which aims to receptive skills

as the first point since it will be able to produce an efficient message, in this way, listening comprehension is important to learn a language". In this research, a total of 69 participants were taken, 58 of whom had A2 level and were divided into two groups, one control and one experimental group used the audio-lingual method, and the control group used the traditional method. The methodology of this research was based on a survey with activities focused on the audio-lingual method and was applied to 11 A2 level and to the 58 students. This study showed that there were improvements in both cases, but the experimental group outperformed the control group by 1.6 points in the final test and demonstrated the effectiveness of this method.

According to Caicedo (2016, as cited in Iza, 2019) in the research "El método audio lingual y la discriminación auditiva de los artículos definidos del francés" the use of the audio-lingual method plays an important role in the training of a language, and that the absence of the listening comprehension and its reproduction, also shows the need to make use of didactic resources that are of great importance for the effectiveness of the method.

In these studies, explains in detail the origin of this method and the effect of using the audio-lingual method, which is based on learning through daily repetition of the foreign language, for which one must primarily develop listening comprehension until one is able to understand and pronounce correctly and communicate in a globalized world.

Following our variable on listening comprehension we will look at some of the research that has been done on the development of this skill as an important part of learning a foreign language.

Weger Jr (2014 as cited in Constante & Franco, 2018) in their project "The Influence of Listening Techniques in The Listening Comprehension" points to listening as an essential pillar for the correct functioning of the other language skills for those who wish acquire language. "The training of active listening has been of great benefit for those who wish to communicate properly, that is, with the use of phrases, questions and non-verbal interaction, this in relation to a continuous practice of listening comprehension" (p.15).

Salazar (2019) in this study "The influence of pre-listening activities in the listening comprehension" mentioned that for a long time, listening comprehension was not very important during the language learning process, it was forgotten by teachers who focused on vocabulary only. However, this practice has been evolving thanks to the application of different procedures and monitoring of the listening phases to perfect this skill.

Nunan (1998 as cited in Salazar, 2019) says that: In the 1990s, listening started to become more popular, as it became evident through many studies the relevance of learning a language. Listening emerged as a macro skill, since at that time teachers in the field of languages were motivated to look for different ways to speed up the effective development of this skill.

Considering all these experiences that show similar problems in listening, in this project can be appreciated the effect of the audio-lingual method in the listening comprehension of students, and how it has shown to be a significant strategy that helps the teacher to teach effectively and in turn motivates the students.

Finally, the previous background helps to detect problems that the students presented previously and that now through this method it is possible to correct those deficiencies in the past, evidencing that it is necessary to form habits, to implement activities that promote the listening comprehension.

2.2 Theoretical Framework

Nowadays, it is increasingly necessary to learn more than one language, considering that a person who dominates a foreign language, in addition to his or her mother tongue, can develop without problems in any area he or she wishes to work in. For example, in the labor field, those with this advantage usually have more possibilities that will boost their professional growth. In the academic field, for a student who manages to handle a Global language, it will help them to achieve their personal and social life.

The acquisition of English can become complex without the proper use of a teaching method that guides the learner and the teacher in the teaching-learning process. The term language (Fromkin, et al., 2018) originates from Latin "Lingual" is the means by which both man and animals can communicate, orally, through gestures or symbols. The human being communicates with sonorous frequencies

and written, while animals communicate by means of sounds that man does not recognize and is unable to understand them.

Now, there are several ways and strategies that many teachers use when teaching, but due to the absence of the use of methods or the low effectiveness of these, learning turns very superficial and without results that guarantee a correct appropriation of knowledge.

For this reason, it is imperative to know which methodology adjust to the needs of students, especially those who are in General Basic Education. In this sense, it is worth noting that the Audio-lingual method promises greater efficacy when learning a language, thanks to it sets of forms and techniques that will lead students to build transforming habits that work on the development of their linguistic skills, highlighting listening comprehension as the basic skill to achieve this learning objective.

2.2.1 *Audio-lingual method*

2.2.2 *Definition*

As defined by Caicedo (2016, as cited in Armas, 2019) the audio-lingual method or also called the army method, is the one that leads to language learning through the formation of habits and through failures that can be corrected and perfected with the purpose that those habits can be polished.

The audio-lingual method is characterized mostly by repetition and memorization of language vocabulary (Flores, et al., 2019) who also cites Brooks

(1964) who defines the term "Audiolingual" as "A radical transformation known as such by scrutinizing innovative ways and procedures of methods, resources and other inescapable materials" (p.50). Thus, Brooks intentionally highlights the need to modify traditional English language teaching and instead apply modern methodologies useful during the acquisition of a new language.

For Colobón (2017, as cited in Pinto & Paredes, 2019) exposes that the audio-lingual method is a method that lets the language is learned quickly because it enhances listening comprehension through repetition of everyday words and phrases as a group and also individually, becoming a natural process, it also gives rise to the grammar of the language as it begins by hearing the English, this is repeated and thus move to the next skill to finally apply it. The application of this method dates back to the 1950s and 1960s.

The audio-lingual or audio-linguistic method is the pedagogical punctuation of structural and applied linguistics, according to the concept of language and the behaviorist learning theory Centro Virtual Cervantes (2022).

In accordance with these definitions, the audio-lingual method is the appropriate method to guide students in learning a language, focusing on the creation of habits that favor listening through the acquisition of knowledge by means of repetition and other techniques provided by this method, which is highlighted in this research work.

2.2.3 Characteristics

(UNIR, 2021) describes some of the Characteristics of the audio-lingual method:

- Create repetition habits.

- Oral expression and comprehension are primordial to writing skills.

- Only speak in the language you intend to learn, not in the native language.

- Use resources that will serve as motivation during the new learning routine.

This study will take into account the characteristics of this method, with the intention of deepening in each one of them, in the application of activities that stimulate the development of these in the training process that will benefit the improvement of the students' listening comprehension.

2.2.4 Objective

Barona (2018) this method aims to achieve, as a long but not immediate objective, the management of the language as similar as possible to the native speaker. Taking into account its proximate objective of developing listening comprehension, polishing phonetics, achieving understanding, and reproducing sounds.

Pinto & Paredes (2019) says that the audio-lingual method proposes to achieve communication in the English language as objective, where the student can acquire the language in a natural way, without having to go through a long and rigorous training to be able to communicate.

According to the aforementioned authors, the fundamental objective pursued by this method is to achieve learning to master the language through the correct teaching of the same for the improvement of listening, which will help to express oneself and achieve communication.

2.2.5 *Learning theory*

Wayne & Craig (2022) says that learning theory is the way people learn and behave; there is a set of theories that investigate the ways in which human beings learn meticulously.

The audio-lingual method relies exclusively on one of these learning theories such as Behaviorism since it was born as a method that serves to guide the process of teaching a language. According to Iza (2019) who quotes Skinner (1986) who states that a person can be trained with a set of support, where structures and patterns are appropriated in daily interaction, which can be adopted, repeated and evidence that the responses of the learner become mechanical.

(Ahmad, et al., 2020) Through learning strategies supported by behaviorism, learning can be conceptualized as an automatic stimulus-response procedure, which leads to new behaviors that are favorable through reinforcement. Activists such as Watson, Thorndike, Skinner, and Pavlov, who are shown to be proponents, propose that "learning is an observable transformation in behavior effected by environmental stimuli" as cited in Skinner (1974).

Muhajirah (2020) defines behaviorism as a school of psychology that considers a person in terms of phenomena without recognizing his or her mental

capacity. In other words, it refers to aspects such as the intellect, talents, interests, and emotions of the individual in question. The learning phases train the reflexes in a habit that the subject manages to master.

According to the authors and following faithfully this study of the audio-lingual method, it can be affirmed that this method has the behaviorist theory as a basis for the learning of students. It should be emphasized that since this theory is focused on studying human behavior, it assumes to have solved the dilemmas of human learning and the ways in which it can acquire knowledge. Therefore, relying on this theory learning process in the classroom can be positively streamlined by presenting improvements in the development of language skills.

2.2.6 **Techniques**
(Palacios, et al., 2019) mentions that according to the expert in applied linguistics

Edward Anthony, technique is called the set of forms that come from the approaches and methods of language teaching and that appear in everyday education. This is also another way of referring to the processes to be followed. Here are some definitions of Imitation, Repetition and Memorization that the Audio-lingual method considers as learning techniques necessary to improve listening comprehension.

2.2.7 Imitation

(Cambridge, 2022) points to Imitation as an event in which someone or something imitates another individual or object. Act of copying or something copied, it is far from being real. Therefore, it can be said that imitation is about the reflection of the original.

As mentioned by Yang (2018) the audio-lingual method shows the relevance of following the patterns in sentences, so this invites students to use the technique of imitation, also to read and repeat this circle again and again. Imitation is also something that we can see in human behavior since childhood that is why we can see the positive effect of this technique as part of this method.

2.2.8 Repetition
In the words of (Richards J. C., 2014) cited by Barona & Mejía (2018) indicates that repetition is the recurrence of someone's actions, it can be a slight expression which repeats continuously within a set time.

Webster (2022) defines repetition as the act of repeating, hearing, doing, or saying over and over again. This is one of the basic techniques of the audio-lingual method, because their interactions have been previously prepared so that they can be repeated until they learn through the structure of these dialogues and then the individual can reproduce the language more clearly.

2.2.9 Memorization

(Cambridge, 2022) defines memorization as the act or process which is performed to learn something that must then be remembered accurately.

Memorization is also described as the act of remembering. Act of performing a mental process in order to store information in memory, this can be experiences, names, music, and all kinds of visual, auditory, or tactile information. Memorizing is also a phenomenon that is studied in neuroscience and cognitive psychology (Definitions, 2022).

Thanks to the above, memorization can be interpreted as a necessary technique within this method and according to the way of learning languages, it is essential that during the learning process the student can memorize not only the theoretical aspects but also other visual, tactile, and especially auditory factors that are in their environment.

In summary, these three techniques already mentioned that characterize the audiolingual method, distinguish it from the others, making it useful at the moment of fulfilling the function of learning a foreign language. That is why this research work supports the idea of using this method based on the techniques it uses since it is very similar to how the native language is learned, this being the best way to develop auditory comprehension that prepares the student to develop this and other skills in a comprehensive manner, this being the best option to choose for teachers and for the student to finally reach mastery of the new language.

2.2.10 Learning role

Within the learning dynamics of this method, the participation of those involved in fulfilling their role is of great importance, since the actions of the parties

play an essential role in the teaching-learning process guided by the audio-lingual method, which shows the performance of roles that takes place in the acquisition of a language.

Next (FLORES, et al., 2019) indicates which are these roles and the function of the people involved for the proper functioning of the same.

2.2.11 Teacher Role

The role of the teacher is actively executed, it is the teacher who dictates the instructions, is in charge of choosing and adapting the teaching style in order to impart the contents in a clear way without confusion in the students at the moment of listening, the teacher's participation during the class is fundamental, being the protagonist in the classroom, since he or she is the one who imparts the knowledge adequately.

2.2.12 Student Role

The student is the one who attentively receives the instructions given by the teacher and must follow them diligently, at the moment of responding to the teacher he/she must not do so using the native language. On the other hand, students are committed to train their listening and speaking skills, memorizing the grammatical structure through listening exercises. In that way, learners will adapt to habits of repeating the meaningful vocabulary of the language.

In this research work, the importance of the correct performance of roles during the teaching-learning process is considered, where the audio-lingual method challenges those involved to comply with the corresponding role of both parties,

otherwise the purpose of the method would be drastically affected. The roles' actions positively benefit their host. Therefore, both mentor and trainee should strive to perform them.

2.2.13 *Use of technology*

Nowadays, the ways of teaching and learning have evolved due to the constant technological advances we are experiencing, so the methods, strategies and other teaching tools have adapted to these changes which can be conveniently used during learning. The technology is indispensable for teaching a language. The audio-lingual method does not ignore this important factor; therefore, its activities involve the use of technological resources that support its purpose of the strengthening of listening skills in students.

Gallego (2018) recommends Computer Assisted Language Learning "CALL" for being a resource quite supported and recently used by language researchers, it focuses on the use of internet, multimedia, and other technological and didactic resources in the classroom. It is a great support to traditional language pedagogy, including a variety of interesting and attractive digital tools to motivate teachers and students in the process of language acquisition.

2.2.14 Listening comprehension

Several authors claim that the best way to teach and learn languages begins with listening, as it is said that 40% of the time is spent on it. Listening allows the development of a language which in turn helps to interact when speaking (Rahman et al. 2018).

Listening comprehension is an important skill when learning a language, however, it is truly little researched and practiced in class by students, and so it is exceedingly difficult to develop, but for this, it is necessary to know exactly what it is and to understand the differences between hearing and listening.

Ortega (2019) states that hearing is defined as an involuntary process, where sounds from our surroundings are perceived; on the contrary, listening is a voluntary process where attention is paid to what is heard and a message is understood.

On the other hand, auditory comprehension is referred to as the procedure of transformation and interpretation of the message given orally (Buck, 2001 as cited in Andersen et al. 2019). According to Richards & Schmidt (2010, as cited in Al-khresheh, 2020) defines listening comprehension as the process of discerning a message, to learn a language is significant to know and break down the linguistic units of each language. In addition to knowing and interpreting the situations where the message is given.

A person processes the message using the knowledge it already has and other resources around it to fulfill it in an orderly manner is a conscious and

dynamic series until a meaning is obtained (Al-khresheh, 2020). Besides, it is essential to prepare students to listen to real life situations, to put them in context with the language of daily use which will helps to learn a second language (Al-Shamsi et al. 2020)

2.2.15 Importance

When adopting a second language, the aim of this is communicate with more people in the world. However, many factors influence the learning of a language. Most students find themselves with a low level of listening comprehension when practicing English, not being able to decipher the pronunciation of a word and much less understand the message. Listening comprehension is a significant skill and is considered an essential element in the communication process (Gonzales, 2020).

Moreover, Chien et al., (2020) considers that there must be a commitment on the part of students who wish to obtain a second language must be attentive to and understand the contributions of the language. It is crucial that when thoughts are spoken or expressed without a clear understanding of what was previously said, the message cannot be clear to the receiver and will not be adequately answered (Medina & Parra, 2019).

Another point of view is the opening of many opportunities such as job offers, contribution to international communication, and elimination of cultural and linguistic barriers (Merino, 2019). Therefore, it is of utmost importance to develop this skill in the students, apart from giving them an understanding of the second

language, it will allow them to get to know other cultures and will motivate students to learn.

2.2.16 Stages of Listening

Although there is no specialized formula for teachers to teach and achieve that students have a guaranteed understanding, many authors agree that there must be a good organization of listening activities, which will go according to the time and level of the students. According to Byrnes (1984, as cited in Hidalgo & Añazco. 2019) these stages are divided in: Pre – Listening, while – Listening and Post – Listening.

2.2.17 Pre – Listening

Martínez et al. (2020) States that it reinforces what is going to be heard, the teacher should dictate the contexts that stick to real life and the lesson that has been learned in previous classes and therefore they will assimilate faster to boost motivation to students with what they will hear. Some activities can be (Hidalgo & Añazco, 2019).

• Describing images or situations about listening

• Brainstorming

• Predictions

• New grammar exercises and functions

• A short reading of materials

• Reading instructions

2.2.18 While – Listening

The teacher gives the students the didactic material with the actual exercises (Muñoz & Flores, 2020). At this stage the teacher guides the activities following the audio, to enhance the meaning and interpretation of the message, to corroborate the previous predictions and exercises, it is also advisable to repeat the audio as many times as necessary so that the student can fill in the gaps (Martínez et al. 2020). These activities can be (Hidalgo & Añazco, 2019).

- Completing tables or maps

- Searching for specific information or keywords

- Creating questions

- Using gestures, symbols, sound, accents

- Take notes

2.2.19 Post – Listening

This stage is one of the most important because it shows how much the student understands and learn through the activities previously done. Martínez et al., (2020) adds that an evaluation is made about the inconveniences and mistakes, to complete the activities as well as unknown vocabulary, and doubts about the message.

2.2.20 Listening Strategies

Learning strategies are a group of techniques used by teachers to exploit the student's abilities and skills for self-education (Flores, 2020). Strategies are indispensable in the L2 learning process because they provide comprehension and retention of information heard, in addition, they work to educate the listener on how to develop and follow their activities successfully so that student participates dynamically in the process (Añazco, 2019).

Buck (2001, as cited in Añazco, 2019) divided these strategies into three:

2.2.21 Cognitive strategy

The mental function whose task is to develop and store information in short- or long-term memory for future use (Khan, 2019). Añazco (2019) describes various activities to use this strategy such as skimming, scanning, summarizing in their own words, and inferring from linguistic and non – linguistic information to make sense of the information.

2.2.22 Metacognitive strategy

These are those that focus on knowledge management and control through planning, supervision, monitoring, and evaluation of the listening activity (Khan, 2019). Heredia (2018) considers that students analyze tasks, make predictions, activate their listening process, check their comprehension, and evaluate their activities.

2.2.23 Social – Affective strategy

This strategy supports learns to use their feelings, emotions, and motivation (Khan, 2019). Listeners also approve their understanding of the speaker as they interact, explain, and learn with the speaker. It is based on the student's involvement with this skill, reflecting on their strength, likes and dislikes to motivate their listening comprehension (Heredia, 2018).

All these strategies are important when learning a second language, so the teacher has an idea of how to conduct the class and activities in the institution. These have diverse ways of working, but they complement each other in order because first, the knowledge is in our brain and retention capabilities, then by the control and evaluation of what has been learned, and finally the motivation and engagement to increase this ability.

2.2.24 Listening Process

According to DeVito (as cited in Ismailzade. 2019) the listening process has divided into five stages.

2.2.24.1 **Reception** is the first phase of the listening process, the ear is the main instrument in this action since the sound enters through it, and our senses have focused on hearing what is important in the message.

For example, in a classroom when the teacher is speaking or playing a message, students should be silent so they can hear the message. This step and the factors that influence it are important to be able to continue with the message.

2.2.24.2   **Understanding** is the second phase of the listening process because here we make sense of what we hear, we keep the message, and give context to the information, however, the speaker must be clear with the words because here depends on the meaning that each person gives to it. Our brain automatically captures the necessary information, retains it, and keeps the unimportant information. For example, when a politician gives arguments, the opponent listens attentively and stores the necessary information to be able to debate. For this reason, it is necessary to pay attention when listening to avoid confusion.

2.2.24.3   **Remembering** begins with listening since at this stage the memory is kept when someone classifies the information for future use. When you do not remember a message, it is because you have not with something from your own life to remember things more clearly.

2.2.24.4   **Evaluating** consist of judging the value of the message in this step we will know if the message makes sense, is congruent, and is clear to have a criterion. Here the listener will have an opinion about what he/she hears and prepares to respond based on what he / she understood.

2.2.24.5   **Responding**, this is the last stage, where the individual takes part and responds, gives an opinion, or criticizes, it can also be called feedback. For example, when the teacher asks questions or asks for opinions from the audio, the student responds or explains what he/she understood from the audio.

2.3 Contextual Framework

This research takes place in the Unidad Educativa Fiscal ''Calicuchima'', currently, it is located in the province of Guayas, Guayaquil, parish Tarqui, exactly in sauces VIII communal area.

Founded in 1985, this institution has been in existence for more than 29 years and began teaching in March 6 and Letamendi Streets. In 1995 it began its teaching with diversified courses, high school in commerce and administration with a specialty in accounting, in the afternoon. Then in 1996, it opened the evening classes with the first year of basic education. In 1997 the school was moved to Sauces VIII neighborhood where there was a school called Ruperto Arteta Montes, represented by Mr. Wilson Muñoz Carreño, Rector of the school. In 2001 new diversified courses were opened in the afternoon and evening. Finally, in 2006 with two days of high school morning and evening basic education.

Currently, this institution has 28 teachers in all subjects and 686 students, approximately 45 students per classroom with face-to-face classes. It has ample recreational and study spaces for students, offering and education based on values, strengthening and awareness of the environment and the human being.

2.4   Legal Framework

Organic law of education intercultural

Rights and obligations

Chapter I

The right to education

Art. 4.- The right to education: Education is a fundamental human right guaranteed by the Constitution of the Republic and a necessary condition for the realization of the other realization of the other human rights.

The following are entitled to the right to quality, secular, free and gratuitous education at the initial, basic and baccalaureate levels and high school levels, as well as to a permanent education throughout life, both formal and non-formal of life, formal and non-formal, for all the inhabitants of Ecuador. The National Education System shall deepen and guarantee the full exercise of constitutional rights and guarantees.

Constitution of the Republic of Ecuador of 2008

TITLE II. Rights

Chapter II. Rights of good living

Section 5. Education

Art. 27.- Education shall be centered on the human being and shall guarantee his or her holistic development, within the framework of respect for human rights, the sustainable environment and democracy respect for human rights; it shall be participatory, it shall be participatory, compulsory, intercultural, democratic, inclusive, and diverse, of quality and warmth and peace; it will stimulate a critical sense, art and physical culture, individual and community initiative, and the development and community initiative, and the development of skills and abilities to create and work.

Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country. Sovereign country and constitutes a strategic axis for national development.

TITLE VII. Regime of good living

Chapter I. Inclusion and equity

Section I. Education

Art. 343.- The national system of education shall have as its purpose the development of individual and collective capacities and potentialities of the population, making learning possible, and the generation and use of knowledge, techniques, knowledge, arts, and culture, knowledge, techniques, know-how, arts, and culture. The system will have as its the system will be centered on the learner, and will operate in a flexible and dynamic manner, inclusive, effective, and efficient.

The national education system will integrate an intercultural vision in accordance with the country's geographic, cultural, and linguistic diversity with the geographic, cultural, and linguistic diversity of the country, and respect for the rights of communities, peoples and the rights of communities, people, and nationalities.

According to the articles of the Constitution of the Republic of Ecuador in conjunction with the Organic Law of Intercultural Education, as support of this research, the articles mentioned above describe the rights of human beings to a good education, and how this system is developed in the classroom for the benefit of those involved, with the purpose that students acquire and improve their skills during their learning process. It also describes the capacity of human beings to acquire knowledge in the different areas of knowledge and to learn them in a

comprehensive manner. Therefore, according to these articles, the state protects these rights to education so that each Ecuadorian student enjoys their rights, enhancing their capabilities effectively, forming them for a decent future in society.

In addition, The Ecuadorian Ministry of Education (2016) in the foreign language curriculum shows the basic principles that indicate the importance of developing language skills, principally listening and speaking:

The basic principles of the curricular proposal can be summarized as follows:

• Communicative language approach: language is best learned to interact and communicate and not as a set of knowledge to be memorized.

• Learner-centered approach: teaching methodologies that reflect and respond to learners' strengths and challenges, facilitating their learning process.

• Thinking skills: learning a foreign language fosters the development of thinking, as well as the social and creative skills necessary for lifelong learning and citizenship.

• Content Integrated Learning for Foreign Languages (CLIL): a model used to integrate language learning with cultural and cognitive aspects, so that language acquisition serves as a driver for students' development.

• International standards: the curriculum is based on internationally recognized levels and teaching processes for language learning. (CEFR).

2.4.1 *Pedagogical Foundation*

This research project is based on the pedagogical foundation that studies the different techniques and methods that influence education, through the influences of the audiolingual method for the development of listening comprehension which is a fundamental skill in the teaching-learning process. Constante & Franco (2018) mentions that Pedagogy is an influential science in the teaching-learning process, it links teaching in its theoretical and practical form and this according to the learning theory facilitates the strategies apply to education for the benefit of learners. Therefore, based on this theory, social conditions and needs, this foundation is mainly focused on seeking the objective and value of what is to be learned, in order to establish the time, context and the form in which it is to be carried out.

2.4.2 *Psychological Foundation*

This study has the psychological foundation which is based on the study of human behavior in their environment, it seeks to work on teaching that involves the exercise of the intellect as the use of learning techniques that works the audio-lingual method such as imitation, repetition, memorization, during the application of activities that exercise these techniques pointing to the learning through activities that stimulate cognitive process of students. Corbin (2018) Psychology studies the complex problems of human behavior. It is limited to clarifying the relationship of the human being with the world. It also considers the behaviorist theory that studies the language training and reinforces learning through imitation and repetition. The

stimulus-response association of this theory makes mental processes a fundamental part of the student´s teaching-learning process.

2.4.3 *Sociological foundation*

Normally, when you learn a second language, apart from understanding its structure, you are included in its way of life, culture, tastes, and traditions because it is important to learn the context of life where that language is spoken, besides the fact that its language says a lot about the culture and the societies that exist there (Cortazzi & Jin, 1999 as cited in Namaziandost et al. 2018). Sociology is necessary when learning a language so that we can relate to others, with the expansion of listening, students can become attached to and comprehend life situations, familiarize words with facts and gain knowledge beyond just grammatical rules and tenses.

In conclusion, the teaching of another language influences the learning of another culture, as the main point, culture is not identified with the language you speak, but in a way, it is important in teaching and learning. The question is not that, whether it is an obligation to teach the culture of a lace but rather to teach students to understand the diverse ways of life, and thoughts and improve human relations with others (Namaziandost et al. 2018).

2.5 Table of Operationalization of variables

Table 1: Operationalization of variables chart

VARIABLES	OPERATIONAL DEFINITION ASPECTS/DIMENSIONS	INDICATORS
INDEPENDENT VARIABLE Audio-Lingual Method	Conceptual issues	- Definition - Objectives - Characteristics
	Techniques	- Memorization - Repetition - Imitation
	Learning theory	- Behaviorist
	Learning role	- Teacher role - Student role
	Use of technology	- Computer-assisted Language Learning (CALL)
DEPENDENT VARIABLE Listening Comprehension	Conceptual issues	- Definition - Importance
	Listening Stages	- Pre – Listening - While – Listening - Post – Listening
	Listening Strategies	- Cognitive - Meta cognitive - Socio affective
	Listening Process	- Receiving - Understanding - Remembering - Evaluation - Responding

Elaborated by: *Geraldine Anchaluiza, Adriana Barzola (2022)*

CHAPTER III

METHODOLOGY

3.1   Research approaches

This project counts with a design and types of research along with methods, techniques, and instruments used in an orderly, and systematic manner. The methodology of this project focused on the mixed approach, since it includes the quantitative and qualitative approach, in the implementation of the instruments such as the survey applied to the teacher in the space where the collection of information was carried out, the process of data collection and analysis, as well as its integration and accuracy of the results necessary for the development of this study. This is with the intention of providing academic support to the needs of the students of 9th grade of General Basic Education, in the Unidad Educativa Fiscal "Calicuchima" who, according to the observation guide that was applied, present problems in listening.

3.2   Types of research

3.2.1   According to Purpose

This degree project is applied because it seeks a solution to practical problems in the educational context and is directed to the dependent variable. In compliance with this objective, the objective is to find the strategies to solve the problem with theoretical support that will benefits the improvement of listening.

3.2.2 This research is:

3.2.3 Descriptive

As its title says, this type of research describes the reality of the context to be studied, in other words, it describes the observable manifestations in the classroom to better understanding of the present condition of the students.

3.2.4 Explanatory

This type of research is not only limited to describing but goes deeper in relation to the problem. This project seeks the essential causes that influence students in the development of listening and the effect of these causes.

3.2.5 Purposeful

The research project is propositional because it is directed to offer a proposed solves the problem situation. In this context, a system of activities guided by the audio-lingual method is proposed to help the teacher during the class to practice listening in their language learning process.

3.2.6 According to the control of the variables and their temporal orientation

This study is non-experimental, since no experiment was carried out, since the authors limit themselves to descriptive, explanatory, and purposeful research. Finally, according to its temporal orientation, this project is transversal because the research is carried out in the present.

3.3 Population

The population of this research is based on the Unidad Educativa Fiscal "Calicuchima" with 93 students in the ninth year of Basic General Education of the parallels A to C of the period 2022 - 2023, in addition to the participation of the English teacher. The interview was conducted with the ninth-year English teacher and the survey was completed by the students.

3.4 Sample

This sample was obtained from the students of the ninth year of General Basic Education of the parallel "C". This course has 31 students and an English teacher, which allows for efficient and better results.

3.4.1 Sampling method

This research project is non-probabilistic method the author's intention due to the characteristics of the research work.

Table 2: *Distribution of population and sample*

DESCRIPTION	POPULATION	SAMPLE
STUDENTS	93	31
TEACHER	1	1
TOTAL	94	32

Elaborated by: Geraldine Anchaluiza, Adriana Barzola

3.5   Data collection methods and techniques

3.5.1   Theoretical Methods

3.5.2   Analysis – Synthesis Method

This method consists of breaking down an object of study into parts to study them individually while the synthetic method unites the dispersed components to study them together. This research relies on the union of these methods to be able to study each variable by decomposing it and examining each separate concept to then integrate them and create a general idea of where the innovation of this research is going.

3.5.3   Inductive - deductive method

This project is inductive-deductive because it goes from the particular to the general, that is, it is supported on the facts of the students, which is the deficiency in the level of listening comprehension and applies a system of activities that allow the development of this. This can be applied anywhere.

3.5.4   Historical-logical method

Information has been collected from other research about the subject to be treated to guide us in the elaboration of the background of our project, and in this way to carry out in sequential and logical order, besides showing the observable manifestations and causes, for the beginning of this research.

3.5.5 Systemic - structural-functional method

This research has systemic-structural-functional method because it is based on the elaboration of a proposal that will consist of activities according to the level so that students can develop listening comprehension.

3.5.6 Descriptive statistical method

This method is applied in our research because it helps us to elaborate tables and graphs with quantitative data that we obtained through a survey that was applied to the institution.

3.5.7 Observation

This technique allows us to obtain information about the situation given in class, and to describe and understand it. We rely on observation to evaluate the classroom, the lesson, the activities, the student's performance, and the development of the knowledge process.

3.5.8 Survey

This technique collects objective information based on a questionnaire about the two variables, the audio-lingual method, and listening comprehension, where students will answer according to their level. The survey is made by the Likert scale and measures the level of frequency of the students.

3.5.9 Interview

This technique helps to obtain the necessary information for this project by means of a conversation between the researcher and the individual or individuals

through a questionnaire of questions based on the two variables, the audio-lingual method and on listening comprehension in which the interviewee answers these questions whose answers are subject to a later analysis.

3.6 Research instruments

3.6.1 Observation guide

This instrument was made with a list of 7 items that guide the observation work with aspects that are relevant to the research, it is objective and seeks to evaluate the class, the student's performance, and how the teacher develops the activities and procedures applied in listening comprehension. The researchers only observe and fill out the guide concerning the written criteria.

3.6.2 Questionnaire

The survey allows us to obtain the quantitative data necessary for the research and to complete the statistical process. It was carried out with 12 statements applying to the Likert scale from 1 to 5, where 1 means never and 5 means very frequent. This instrument was very important because it was possible to evaluate the students' connection with the audio-lingual method in auditory comprehension.

3.6.3 Interview guide

This instrument was elaborated following a structure and the development of a questionnaire of 7 unstructured questions, which allow the collection of qualitative data important in this study in the process of data interpretation, it also allows to manage the interview adequately for the collection of the necessary data and to show the shortcomings.

3.7 Analysis and interpretation of results

3.7.1 *Analysis of observation guide*

Table 3: Observation guide

N°	Item	Yes	No
1	The teacher teaches the class in English only.		X
2	Students understand the instructions given by the teacher.		X
3	The teacher uses gestures and hands to convey the message.	X	
4	The teacher keeps the students' attention.		X
5	The teacher uses didactic resources to practice listening comprehension.	X	
6	The teacher uses appropriate voice and intonation to get attention.		X
7	Students show interest when using audio.	X	
8	The audios used in class are appropriate to the vocabulary of the students.	X	
9	Students participate in the activities given.	X	

After visiting the institution and being able to observe the English class, the following is corroborated, the students have a lack of development of listening comprehension, this is shown in that the students do not follow common instructions in class when the teacher stops helping them. She uses Spanish to be understood or to set the instructions clear in the classroom, however, this is not enough since students make lots of mistakes and they star struggling with audios during the activity, on the other hand, they do not repeat frequently the words that are difficult for them to understand.

Finally, it is suggested that the teacher apply repetition activities and emphasize the students' pronunciation, use gestures, and music, and have an intonation when speaking that captures the students' attention.

3.7.2   Analysis of teacher interview

3.7.3   Teacher´s Interview

Objective: To analyze the information obtained from the interview with the teacher about whether he uses an effective method in the teaching-learning process in the area of English and the strategies he uses for the development of listening comprehension of the 9th grade students of Basic Education of the Educational Unit "Calicuchima" in order to carry out research work.

Instructions: Answer sincerely to each of the questions.
Interviewers: Adriana Barzola Obando, Geraldine Anchaluiza Castillo
Place: "Calicuchima" Fiscal Educational Unit
Interviewee: Lcda. Fanny Andrade
Position: English Teacher
Parallel: 9th grade

Questions

1. **Do you consider that your students have achieved the level of English according to the English National Curriculum standards?**

    No, they don't have the level according to the standards, because of the delay that occurred during the time of the pandemic and nowadays it is very difficult to catch up.

2. **Do you use any methods to teach English to your students?**

    Yes, I do, for example in my English classes I use a speaker to help develop listening comprehension.

3. **What habits do you stimulate in your students during English lessons for the development of listening comprehension?**

    Yes, one of them is reading and the other is the use of audios during English class. Because it is still very difficult for them to understand English, I

try to teach the class and motivate them through these habits so that they can learn.

4. **As an English teacher, have you had to use the students' native language to help them understand your instructions?**

Of course, in all my English classes I speak both languages, and I give the instructions twice, in English and Spanish so that they can understand.

5. **What technological resources do you use in your English lessons to develop listening comprehension?**

The resources we use is the internet, when we have the opportunity to go to the lab and also during the lesson, I use my own speaker to play the audios in English.

6. **How do you motivate your students who have listening comprehension problems to practice their listening skills before, during and after class?**

I have to say that I encourage my students that before and after class they can watch and listen to YouTube videos in English, and during class I also try to play videos and audio in English that I work with them.

This interview was conducted with an English teacher of 9th grade of Higher Basic Education of the Unidad Educativa Fiscal "Calicuchima", who answered honestly to each of the questions of this instrument based on knowing the reality of the teacher's performance in the classroom according to his context to improve this reality. After having applied the interview to the teacher, we proceeded to analyze the results, and according to these answers we interpreted them.

It is concluded that the teacher does everything in her hands to help students develop their language skills, despite mentioning that she definitely uses a method, it seems that this method does not always work efficiently, because she states that

in reality the students do not have the level according to curricular standards due to several factors that drastically affected the progress of students in learning English.

Due to this problem the teacher affirms to use resources that help her students in the development of listening comprehension, and also, she mentioned that to give instructions or communicate with the students she uses the native language Spanish and the language they are learning, which in this case is English, because otherwise they could not understand the message or the audios.

In addition, the teacher interviewed stated that she motivates her students to develop habits and practice their listening skills before, during and after class. Therefore, in relation to these answers, the level of knowledge and practice of the English language in the students is currently very low, due to the factors already exposed, it is possible to improve this context and solve this problem with the application of a method that fits the needs of the students, especially those who find it more difficult to learn English. Finally, the teacher agrees that with the disposition, formation of new habits, activities, use of resources, new method, and follow-up of the teacher to the present situation of the students and this will improve.

3.7.4 Survey analysis

The survey was carried out with 31 students in the ninth year of general basic education, parallel "C".

Table 4: I can understand simple dialogues

Code	Category	Quantity	Percentage
Item 1	Never	3	10%
	Rarely	5	16%
	Occasionally	9	29%
	Frequently	10	32%
	Very frequently	4	13%
	TOTAL	**31**	**100%**

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)
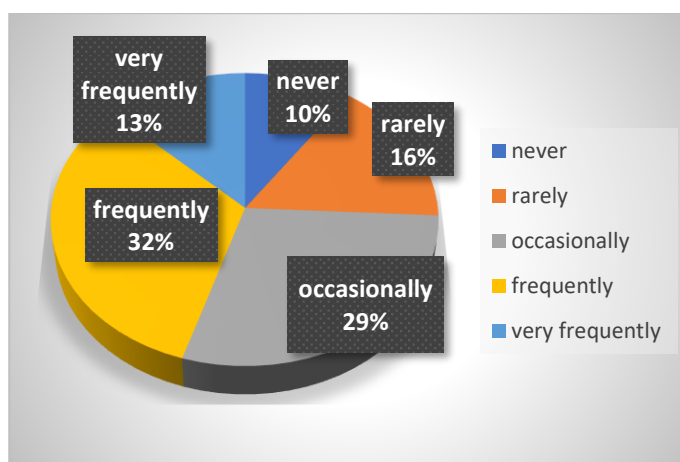
Figure 1

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Analysis:

This figure of the survey shows the rate of listening comprehension in English, showing that 32% of students do understand simple dialogues in class, while 10% cannot understand simple dialogues in English.

Comment:

Through practice, students are able to understand simple dialogues, and this helps them to communicate with each other, and the understanding of everyday dialogues helps them to improve their listening and speaking skills, so that they can further develop their ideas and communicate in the language.

Table 5: I can memorize short English sentences and expressions.

Code	Category	Quantity	Percentage
	Never	4	13%
	Rarely	5	16%
Item 2	Occasionally	6	19%
	Frequently	9	29%
	Very frequently	7	23%
	TOTAL	**31**	**100%**

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola(2022)

Figure 2
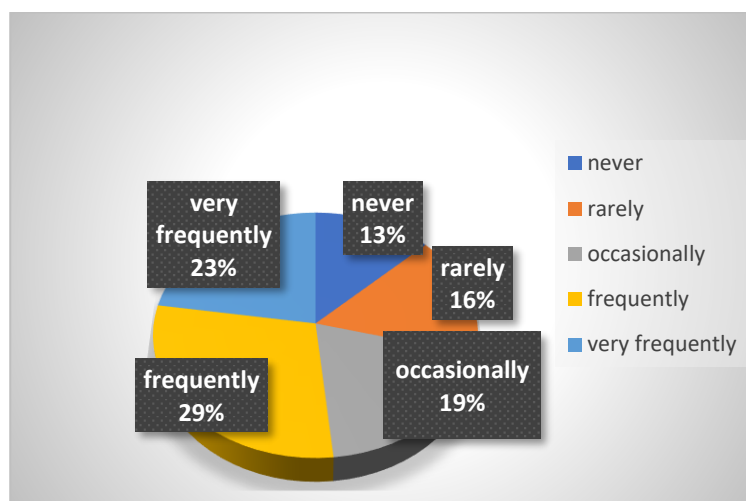
Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Analysis:
The following figure shows that only 29% of students can memorize short phrases and expressions in English, which indicates that through repetition and practice they can achieve these results.

Comment:
Here we can see that students can memorize words, phrases, and expressions in English, that with memorization they will be able to identify words when listening to native speakers or audios.

Table 6: I perform pronunciation exercises by imitating words during English classes.

Code	Category	Quantity	Percentage
	Never	4	13%
	Rarely	9	29%
Item 3	Occasionally	5	16%
	Frequently	3	10%
	Very frequently	10	32%
	TOTAL	**31**	**100%**

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Figure 3
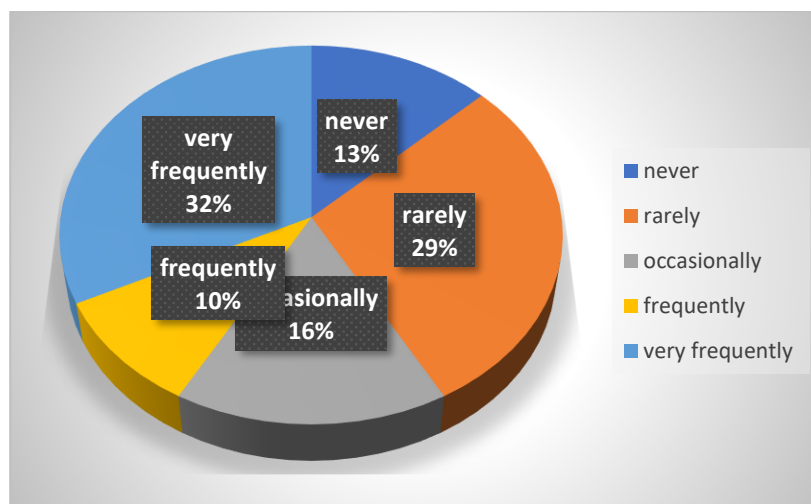
Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Analysis: Here it can be seen that 32% of the students can learn words by imitation, which they will develop if they develop in listening, but 29% can rarely learn it, this represents a problem for learning.

Comment: Positive results are found here because through imitation of words or phrases, they improve their pronunciation and develop this skill for everyday use, they identify words faster when someone speaks to them and understand the context.

Table 7: I repeat the words or phrases that I do not understand the pronunciation.

Code	Category	Quantity	Percentage
	Never	0	0%
	Rarely	6	19%
Item 4	Occasionally	8	26%
	Frequently	10	32%
	Very frequently	7	23%
	TOTAL	**31**	**100%**

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Figure 4
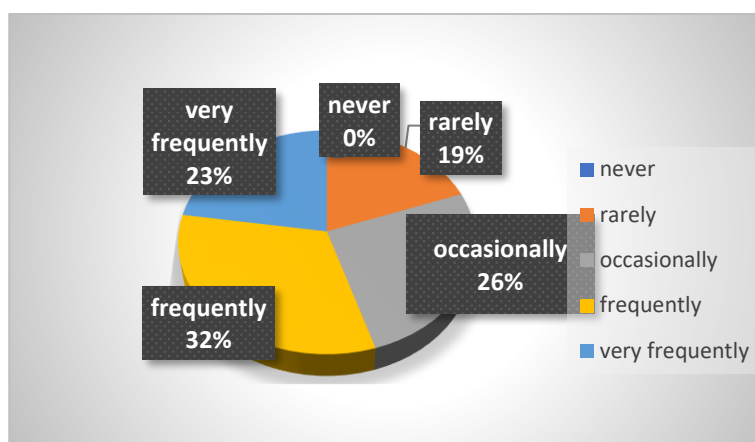
Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Analysis: 32% always carry out this activity and 23% frequently repeating words that they do not understand when speaking is very important, through practice they will obtain better results.

Comment: Most students have the habit of repeating words or phrases they don't understand to improve their listening, so they won't have that void when they listen, and it also helps to improve their pronunciation.

Table 8: I can fill in the blanks following the audio played.

Code	Category	Quantity	Percentage
	Never	13	42%
	Rarely	11	36%
Item 5	Occasionally	2	6%
	Frequently	4	13%
	Very frequently	1	3%
	TOTAL	**31**	**100%**

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Figure 5
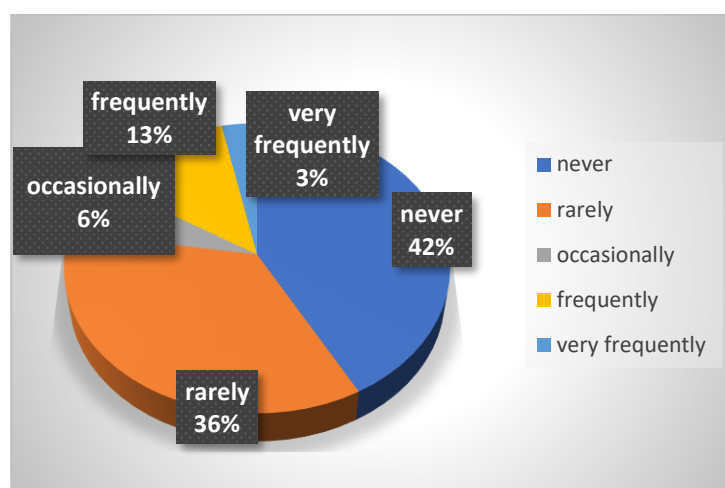
Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Analysis: As a result, 42% of the students are not able to follow an audio and fill in the blanks, this is a problem when performing activities like this, although students have low listening comprehension and need to repeat several times to understand, for this they must practice a lot this activity, and only 3% can do it without problem.

Comment: Although this activity is very common in the classroom and more in the lessons, most students find it difficult, however it is a necessary activity to teach because it evaluates their level of understanding. That is why it is very important to do a previous listening so that they go in parts and understand what is being talked about.

Table 9: I can make predictions by seeing images without having listened to the audio.

Code	Category	Quantity	Percentage
Item 6	Never	2	6%
	Rarely	4	13%
	Occasionally	4	13%
	Frequently	11	36%
	Very frequently	10	36%
	TOTAL	**31**	**100%**

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Figure 6
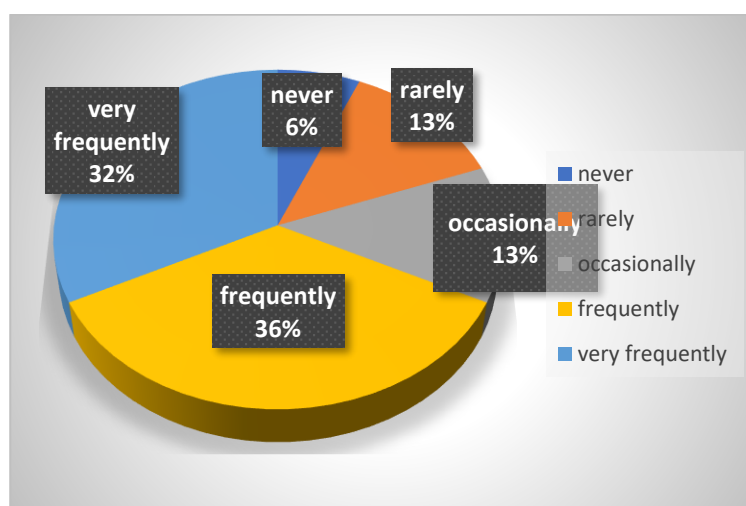
Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Analysis: The Figure shows that 36% of students can make predictions or have an idea of what is heard by using images, which is a great help for the student to have a context of the situation, apart from being a teaching resource very nice for the class.

Comment: the use of observation is a very important tool, most people through this activity develop more skills and understand the context that surrounds them, for this reason students prefer the use of images, videos, graphics that help them understand the situation.

Table 10: I like to listen to music or videos in their original language.

Code	Category	Quantity	Percentage
Item 7	Never	2	6%
	Rarely	1	3%
	Occasionally	1	3%
	Frequently	7	23%
	Very frequently	20	65%
	TOTAL	**31**	**100%**

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Figure 7
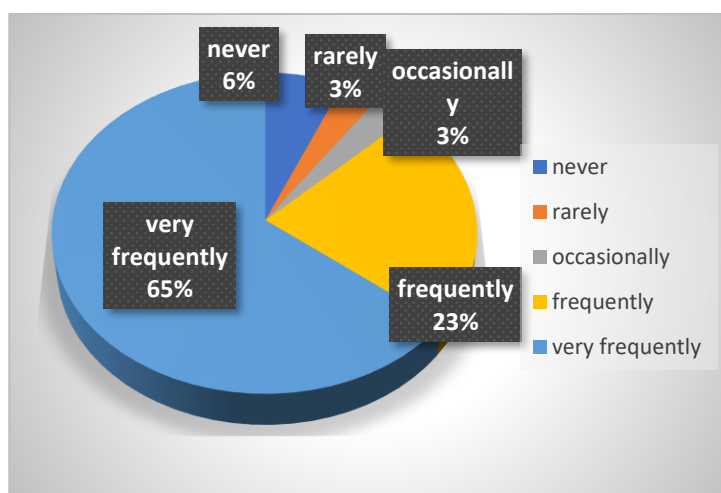
Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Analysis: The survey shows that 65% of the students agree that listening to music in its original language is a great help for them, this allows them to progress in listening, since in this way the student will practice it dynamically and with pleasure, although only 6% say that they do not like to listen to music in its original language.

Comment: As the Figure shows, most students enjoy this activity, because it brings together flavors, rhythm, sounds, and the brain is activated and motivated to learn. We believe that practicing songs is very important when teaching languages.

Table 11: I understand better when they use gestures when speaking.

Code	Category	Quantity	Percentage
	Never	4	13%
	Rarely	3	9%
Item 8	Occasionally	8	26%
	Frequently	8	26%
	Very frequently	8	26%
	TOTAL	**31**	**100%**

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Figure 8
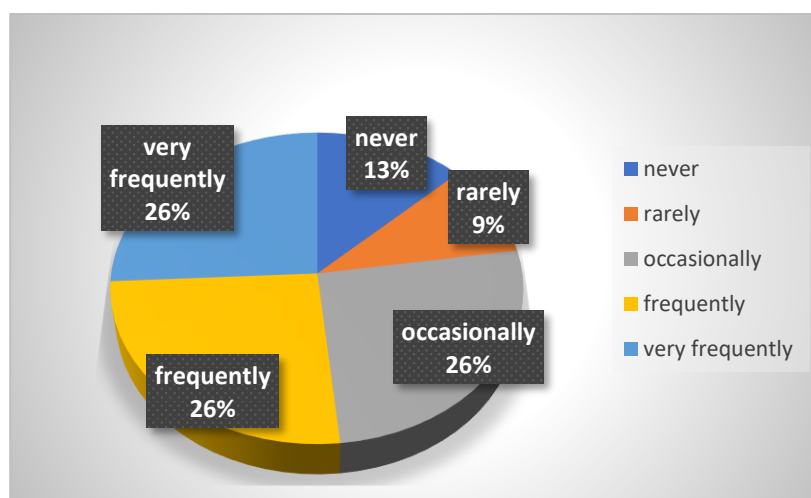
Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Analysis: About 26% say they can understand English through teachers' gestures, this activity also helps the student understand better when another language is spoken. although 13% of students cannot understand when gestures are used.

Comment: The influence of signs, gestures, sounds are very important when speaking and much when teaching because this allows a better context of what is heard to the students, and they are helped by more resources to understand.

Table 12: I listen to audios with different accents to understand to messages.

Code	Category	Quantity	Percentage
Item 9	Never	10	32%
	Rarely	6	19%
	Occasionally	4	13%
	Frequently	4	13%
	Very frequently	7	23%
	TOTAL	**31**	**100%**

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Figure 9
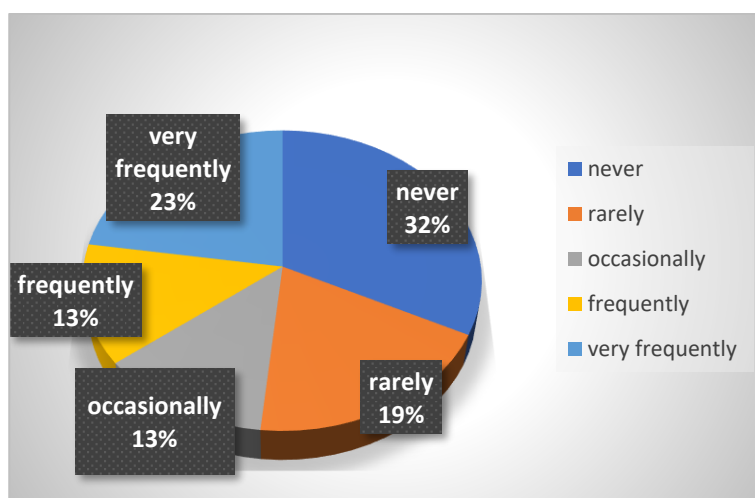
Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Analysis: As a result, 32% of the students do not listen to audios with different accents, this shows the lack of practice of accents and pronunciation in the institutions, in this case they will not understand certain words that change according to where they are.

Comment: Many students respond that they never listen to audios with different accents, which is bad because only if the ear is activated for certain words and not for other forms of speech and vocabulary.

Table 13: Practicing song English I can learn phrases or words.

Code	Category	Quantity	Percentage
	Never	4	13%
	Rarely	3	10%
Item 10	Occasionally	5	16%
	Frequently	7	22%
	Very frequently	12	39%
	TOTAL	**31**	**100%**

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Figure 10
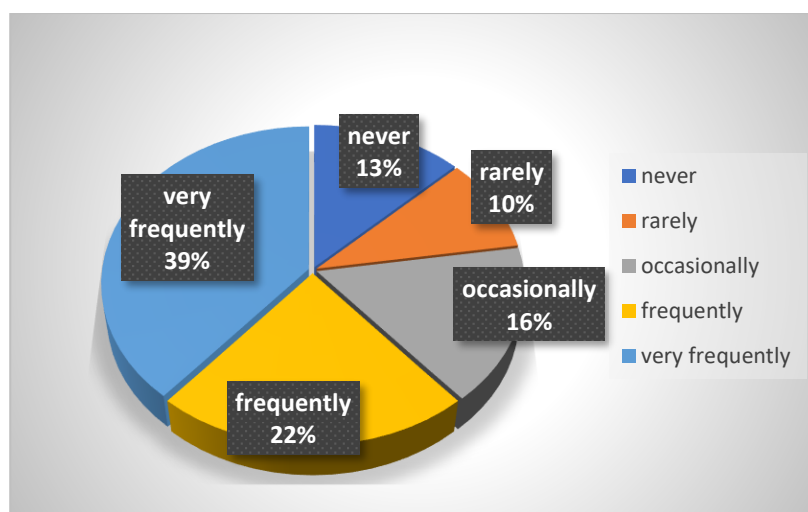
Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Analysis: Only 39% practice this very frequently, since students can learn words or phrases with the use of songs, since it is a fun way to learn, also 13% never practice this

Comment: As explained above, music is a great help for learning, as students say, since most of them can learn vocabulary and structures through music, it is a very interactive activity for students, in addition to increasing listening comprehension.

Table 14: I can understand instructions.

Code	Category	Quantity	Percentage
	Never	10	32%
	Rarely	6	20%
Item 11	Occasionally	10	32%
	Frequently	4	13%
	Very frequently	1	3%
	TOTAL	**31**	**100%**

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Figure 11
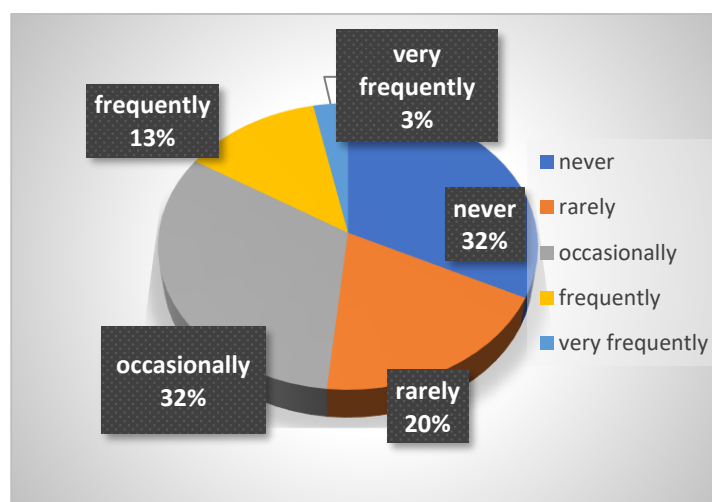
Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Analysis: The results show that 32% of the students can never understand the instructions given by the teacher, it is complex for them, while only 3% can understand the instructions, this represents a problem in comprehension, and the lack of activities that develop it.

Comment: Most students are unable to understand the instructions due to lack of practice in listening, and lack of practice of the phrases that are so common when teaching English.

Table 15: Repeating phrases or expressions helps me understand audios in future.

Code	Category	Quantity	Percentage
	Never	1	3%
	Rarely	1	3%
Item 12	Occasionally	9	29%
	Frequently	8	26%
	Very frequently	12	39%
	TOTAL	**31**	**100%**

Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Figure 12
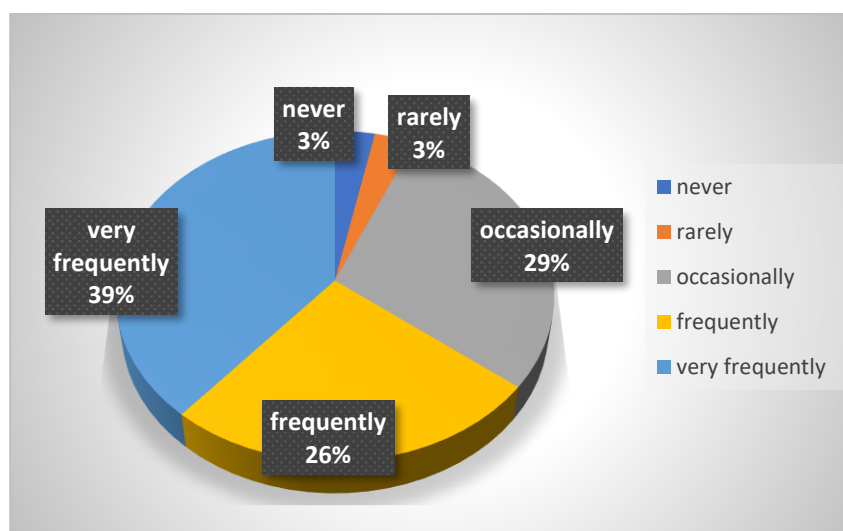
Source: Unidad Educativa Fiscal ''Calicuchima''

Elaborated by: Geraldine Anchaluiza, Adriana Barzola (2022)

Analysis: The Figure shows that 39% of the students can thus develop the understanding of audios through the repetition of phrases and expressions in audios.

Comment: This is positive because through repetition we learn expressions and it allows us to develop comprehension, our brain automatically understands what is being said. In addition, it is very important that students repeat structures, words, phrases, and more, because this increases their ability to listen and learn another language.

CHAPTER IV

THE PROPOSAL

4.1   Topic of the proposal

Design of a System of Audiolingual activities for the development of listening comprehension at A1.2 level

4.2   Background

Salazar (2019) mentions that in the research "The influence of pre-listening activities in the listening comprehension" conducted to the students of the tenth year, parallel "B" of General Basic Education of the Educational Unit "Francisco Huerta Rendón" in the school year 2019 - 2020 present a problem of insufficiency in the ability of listening, so a study was conducted to demonstrate the importance of the activities prior to listening. According to the results of the applied instruments, a system of pre-activities is created to improve the development of the students' listening comprehension and to have an active participation in these exercises.

León & Mendoza (2022) in the research "Influence of the use of songs for the improvement of listening comprehension" shows that due importance is not given to the development of listening comprehension, which is fundamental to learn a language, so the study was conducted to students of the Fiscal Educational Unit Cdmte. Rafael Moran Valverde who evidenced to have problems in the auditory comprehension of the English language, therefore it is proposed the use of songs as

an essential activity for the development of auditory comprehension and to activate the student and enhance their cognitive learning and thus improve auditory skills.

As evidenced in previous studies the development of listening comprehension is essential for learning a language. Analyzing the actual context of students in the ninth grade of General Basic Education at the "Calicuchima" Fiscal Educational Unit through the techniques of observation, survey, and interview, according to the results, the students' answers coincide considerably. Some of the reasons are due to the absence of activities guided by an effective method, inattention and disinterest in carrying out class activities, are some of the factors why students do not acquire meaningful learning.

Therefore, the design of a system of appropriate activities fulfills the purpose of improving their listening comprehension of the English language and motivates the student to develop it. At the same time, implementing an adequate system of activities fulfills the proposed objective, benefits the teacher at the moment of looking for activities and the students to be more interested in the development of listening skills in the language they are learning.

4.3 Justification

Through the results of the application of the instruments of this study to the 9th grade students of GBE of the Fiscal School "Calicuchima", it was possible to observe and identify the existing deficiencies in the mastery of the English language, especially in listening comprehension, so in response to this, this study

presents a proposal focused on the needs of the learners, evidenced in the survey and mentioned by the English teacher during the interview applied based on the variables of this project.

This proposal is relevant because the activities it contains are aimed at the listening development of ninth grade students, which stimulate their attention and memory to strengthen listening skills, which is considered the fundamental skill for learning a new language and to strengthen other language skills.

On the other hand, this system of audio linguistic activities also offers the option of using technological resources whenever possible, that is to say, these activities work to the benefit of the teacher and the student since they can be adapted to the context and environment in which the English teacher is, facilitating the search for specific activities that can work in class with the students during the learning of a language. It is worth mentioning that these audio linguistic activities have greater benefit using tangible or intangible technological resources such as audio playback, videos, music, internet use and others, which motivate the student to develop these activities, but it is also possible to perform them without these elements.

Considering the mentioned above, the elaboration and design of this system of activities focused on the audio-lingual method becomes substantial during learning languages, especially English, it serves as a guide for the teacher to have

an efficient tool that can be used regularly and that fulfills the purpose of developing it which can work with their students during class, since it has a variety of activities that lead the student to the development of their listening comprehension by training the auditory sense. This proposal will significantly improve the listening comprehension levels of the students, mainly those who are more interested in developing their listening skills to understand and speak the language.

4.4 Objectives

4.4.1 General Objective

To develop the listening comprehension through the application of a system of activities based on the audio-lingual method.

4.4.2 Specific Objectives

- To recognize activities based on the audiolingual method to develop listening comprehension through memorization, imitation, and repetition patterns.

- To provide a system of listening comprehension development activities according to the level A1.2 appropriate to the teacher in relation to the needs of the students.

- To motivate students to develop their listening comprehension by designing a system of activities with the three stages of listening process.

4.5   Methodology

This proposal is based on a constructivist and behaviorist model, although the audio-lingual method was created in times where the student was only a listener and did not participate in anything, over the years the use of this method has been modified. We have adapted this proposal in a dynamic way so that the student can build his knowledge and develop listening comprehension. We are going to use songs, stories, dialogues, expressions etc. And enhance the other skills with it.

In addition, the interaction goes from student to student, among them perform speaking and listening practices, which allows collaborative work, and may correct each other, the teacher is a guide for them as it focuses on the student assimilate and memorize words, relate them and can understand the context of what is said, also, the classroom environment should be according to the language that is being taught because everything is linked to learning, so they will be motivated to practice and learn.

4.6   Description of the proposal

The design of a system of audiolingual activities for the development of listening comprehension consists of 10 activities with approximately 4 exercises each, divided into three stages: pre-listening, while-listening, and post-listening. It is called a system because it goes in a specific order, without performing the previous activity it will not be possible to advance to the next one, since it respects the auditory states, to prepare the ear while listening. This system is developed for

9th-grade students, with a level of A1.2 to develop listening comprehension. However, it can be implemented for any English language learner.

The activities are focused on students who need to develop their listening comprehension, the activities are not only dialogues but also songs or situations, which will motivate the student to pay attention, they will find activities in different ways, linking with lines, summaries, writing main ideas, filling in blanks, ordering paragraphs, etc.

On the part of the teacher, it is important to emphasize pronunciation, because for this he should have already taught certain vocabulary that familiarizes the student but correcting the way of pronunciation.

4.7   Feasibility

4.7.1   Financial
This proposal does not represent an economic charge because it is accessible free of charge and can be photocopied, which does not have a high cost.

4.7.2   Technical
This proposal does not require technological devices, since the activities can be printed or photocopied. You can also adapt it virtually, which only requires a computer or cell phone.

4.7.3   Human
This proposal has the support of the teachers of the institution, they gave the availability of access to the students to develop this system

4.8   Proposal

DESIGN OF A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL

English

AUTHORS:

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ADRIANA ABIGAIL BARZOLA OBANDO

System of Audiolingual Activities

Activity 1: Greetings

1. Pre-listening: Find the words.

2. While-listening: Complete the dialogue with the correct word.
3. Post-listening: Repeat the dialogue and practice the pronunciation.
4. Create a dialogue.

Activity 2: Emotions and Feelings

1. Pre-listening: Write the correct word.
2. While-listening: Listen the story and write true or false.
3. Post-listening: Practice the pronunciation with the teacher.
4. Answer the question.

Activity 3: The first English class

1. .Pre-listening: What theme it is?
2. While-listening: Choose the correct option.

3. Post-listening: Make a short summary about your first day in the school.

Activity 4: Verbs

1. Pre-listening: Match their following word with their picture.
2. While-listening: Sign.
3. Post-listening: Complete the sentences with the correct word.
4. Sing.

Activity 5: Animals

1. Pre-listening: Write the name of animal.
2. While-listening: Put in order the paragraph.
3. Post-listening: Draw your favorite animal and explain about it.

Activity 6: Dictation

    1.   Pre-listening: Match the image with the word that represents it.

    2.   While-listening: Listen to the phrases dictated by your teacher and complete as appropriate.

    3.   Post-listening: Circle the words and repeat each of the following words three times.

Activity 7: Movie Scene

1. Pre-listening: Watch the movie scene and read the subtitles
2. While-listening: Repeat the video more than once if necessary and put a check mark on the action you have completed.
3. Post-listening: Answer the questions.

Activity 8: Dialogue

1. Pre-listening: Read and analyze the questions.
2. While-listening: Listening to the audio dialogue and answer the questions
3. Post-listening: In pairs write a short dialogue

Activity 9: Tongue Twister

    1. Pre-listening: Read the tongue twister and try to pronounce it.

    2. While-listening: Listen to your teacher say the tongue twister

    3. Post- listening: As a group choose a tongue twister from exercise one.

Activity 10: Daily Routine

    1. Pre-listening: Remember what you have been doing lately.

    2. While-listening: Watch and listen Glenda's Daily Routine- Name three things-List in order the image.

    3. Post-listening: Prepare a short presentation

Objective: Form listening and repetition habits through dialogue about greetings.

Instruction: Read and complete the exercises according to the instructions.

Activity #1

Greetings

Pre - listening

1) **Find the words**

> HELLO – FINE – THANK YOU – HI – GOODBYE – NICE –
>
> SAY – SEE YOU – THIS – FRIEND – MEET – FROM – WEEK –

A	Q	J	T	R	N	M	O	A	G	T	Z	W	P	F
F	I	N	E	U	I	C	R	T	T	H	I	N	K	R
P	W	K	J	S	T	Y	A	H	I	A	Z	M	T	I
H	T	L	H	E	L	L	O	L	W	N	S	N	V	E
J	W	M	L	E	Y	W	C	G	S	K	Z	O	G	N
S	E	R	L	Y	E	I	M	D	E	Y	L	R	D	D
H	Y	P	B	O	F	P	U	J	Y	O	E	X	R	A
U	X	N	K	U	G	R	D	K	F	U	D	T	R	K
Z	T	V	E	Q	I	W	E	E	K	B	S	G	F	P
S	H	G	F	H	X	D	I	W	U	P	M	E	E	T
H	I	N	R	B	Z	H	G	S	F	M	Z	I	H	A
M	S	A	Y	K	B	G	O	O	D	B	Y	E	D	G
L	Y	D	V	M	T	R	C	K	J	Y	U	S	Q	M
K	C	R	E	A	L	L	Y	T	L	F	R	O	M	J
O	F	H	U	N	I	C	E	D	M	A	B	F	X	V

Source: https://usefulenglish.ru/phrases/listening-for-phrases-greetings

While – listening

1) Complete the dialogue with the correct word saying hello.

H_____! How are you? – Fine, _____ you. How are you?

Good morning! I'm glad to _____ you. – Hello! I'm glad to see you.

_____! How are you doing? – Fine, thanks. And you?

Saying good-bye

It was _____ seeing you. _____!

Take care now. Bye-bye!

Have a nice _____. – Thanks, _____ too.

Say hello to your _____ for me. – Thank you, I will.

See you tomorrow.

See you.

Getting acquainted

Maria, _____ is Betty, a _____ of mine.

It's nice to meet you. – I'm glad to _____ you.

Where are you _____, Maria? – I'm from Russia.

Oh _____? How long have you been here? – About a week.

What do you _____ of Chicago? – It's a beautiful city. I _____ it very much.

Well, I've got to _____ now. Nice meeting you! – It was nice meeting you. Bye!

Post – listening

2)   Repeat the dialogue with the teacher and practice the pronunciation.

3)   Create a dialogue with your partner.

Name: **Date:**

Objective: Learn new vocabulary about emotions and feelings and practice intonation.

Instruction: Listen and watch the video, complete de activities.

Source: https://www.youtube.com/watch?v=PWujGPb6mgo

Activity #2

Emotions and feelings

Pre – listening

   1)   Write the correct word.

ANGRY
HAPPY
CONFUSED
SAD
BLUE
SEA
NIGHT
COURAGE
CALM
GREEN
PEACE
NERVOUS
SCARED
RELAXED

While – listening

1)   Listen the story and write true or false.
a. The Color Monster woke up feeling confused.   ( )
b. The Color Monster had mixed emotions.   ( )
c. When he is happy, he wants to cry.   ( )
d. When he is sad, he wants to be alone.   ( )
e. When he is afraid, he wants to jump and laugh.   ( )
f. The girl helped the Color Monster to order his emotions. ( )

Post – listening

2)   Practice the pronunciation with the teacher.

3)   Answer the question.

What is your feeling today? Why?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Name: **Date:**

Objective: Understand about another person's day or experience, practice pronunciation.

Instruction: Listen carefully to the audio and complete the exercises.

Activity #3
Practice: The first English Class

Pre – listening
1) **What theme it is?**

While – Listening

2) **Choose the correct option** and repeat the words.

Hello, everyone. Hello! It's **nice/mice** to see you all here. Welcome to British **Life/Lifes** and Language. I **am/ 'm** your teacher. My name is Lindsay Black. That's L-I-N-D-S-A-Y **Black/Blank**. Before we begin, some information about the class.

Our class is in room **13/30**, on the first floor. When you go upstairs, turn left to find the room. Again, that's room **13/30**.

We have class twice a week, on Monday and Wednesday. **Our/ours** class begins at 4.30 p.m. and lasts 90 minutes, so we finish at 6 p.m. That's 4.30 to 6. Please arrive on time, OK?

Also, I have an office hour if you have questions. I'm in office 7B on the second **floor/flour**. My office **hour/our** is Friday at 6 p.m. So, if you have any questions or problems or want to talk to me, it's Friday at 6 p.m. in office 7B.

We begin **next/best** week, on March the 13th. That's Monday, March the 13th. The course ends on May the 20th. May the 20th is the last day.

I **think/thing** that's all ... Oh, one **more/born** thing. For this course you need the **book/hook.** Here it is: British Life and Language Level 1 Student's Book. So, please get a copy of the book. I don't want to

Source:https://learnenglish.britishcouncil.org/skills/listening/a1-listening/the-first-english-class

3) **Make a short summary about your first day in the school.**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Name: **Date:**

Objective: Practice pronunciation and develop listening skills.

Instruction: listen and complete the exercises.

Activity #4

Verbs

Pre – listening

1)   Match their following word with their picture.

a) Sunshine

b) Clouds

c) Together

d) Stones

While – listening

1)   **Sing**

Uh huh, uh huh
Yeah, Rihanna
Uh huh, uh huh
Good girl gone bad
Uh huh, uh huh
Take three, action
Uh huh, uh huh, Hov

Umbrella -Rihanna
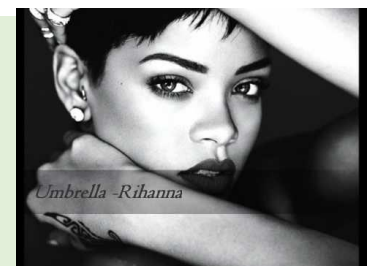
No clouds in my stones
Let it rain, I hydroplane in the bank
Comin' down at the Dow Jones
When the clouds come, we gone
We Rocafella
We fly higher than weather
In G5s or better
You know me
In anticipation for precipitation stack chips for the rainy day
Rain Man is back with little Ms. Sunshine
Rihanna, where you at?

2)   Complete the sentences with the correct word.

You _____ my heart, and we'll never ___ worlds apart
Maybe in magazines, but you'll still be my star
Baby, 'cause in the dark
you can't _____ shiny cars
and that's when you _____ me there
With you I'll always _____
Because

When the sun shines, we'll shine together
_____ you I'll be here forever
Said I'll always be your friend
Took an oath, I'm a stick it out 'til the end
Now that it's raining more than ever
_____ that we'll still have each other
You can _____ under my umbrella
You can stand under my umbrella, ella, ella, eh, eh, eh
Under my umbrella, ella, ella, eh, eh, eh
Under my umbrella, ella, ella, eh, eh, eh
Under my umbrella, ella, ella, eh, eh, eh, eh, eh, eh

These fancy things will never _____ in between
You're part of my entity, here for infinity
When the world has took its part
When the world has _____ its cards
If the hand is hard, together we'll _____ your heart
Because

When the sun shines, we shine together
Told you I'll be here forever
Said I'll always be your friend
_____ an oath, I'm stick it out 'til the end
Now that it's raining more than ever
Know that we'll still have each other

Have

Be

See

Need

Share

Told

Know

Stand

Come

Dealt

You can stand under my umbrella
You _____ stand under my umbrella, ella, ella, eh, eh, eh
Under my umbrella, ella, ella, eh, eh, eh
Under my umbrella, ella, ella, eh, eh, eh
Under my umbrella, ella, ella, eh, eh, eh, eh, eh, eh

You can _____ into my arms
It's okay, don't be alarmed
_____ into me
(There's no distance in between our love)
So gon' and let the rain pour
I'll be all you need and more
Because

Post – listening

3) Sing

When the sun shines, we shine together
Told you I'll be here forever
Said I'll always be your friend
Took an oath, I'ma stick it out 'til the end
Now that it's raining more than ever
Know that we'll still have each other
You can stand under my umbrella
You can stand under my umbrella, ella, ella, eh, eh, eh
Under my umbrella, ella, ella, eh, eh, eh
Under my umbrella, ella, ella, eh, eh, eh
Under my umbrella, ella, ella, eh, eh, eh, eh, eh, eh

It's raining, raining
Ooh, baby, it's raining, raining
Baby, come into me
Come into me
It's raining, raining
Ooh, baby, it's raining, raining
You can always come into me
Come into me
It's pouring rain
It's pouring rain
Come into me
Come into me
It's pouring rain
It's pouring rain
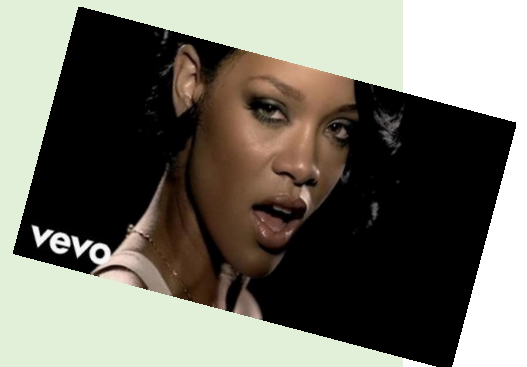
4)   Answer the question.

What do you think the song is about?

_____
_____
_____
_____
_____
_____
_____

Source: https://www.youtube.com/watch?v=kJ8oGlXwJJQ

Name: Date:

Objective: To learn new vocabulary and develop listening comprehension.

Instruction: Listen and practice listening comprehension.

Activity #5

Animals

Pre – listening

1)   **Write the name of animal.**
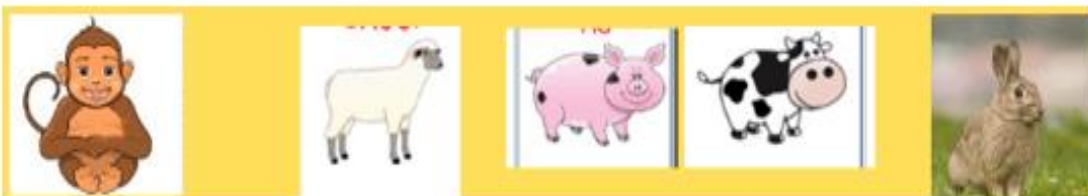
While – listening

2. Put in order the paragraph, practice pronunciation and repeat the words.

- Yes and they are also heavy
- Yes hippos are very heavy
- Now what animals are long
- Hmm
- Alligators are long
- Yes
- And so are snakes ew snakes
- Yes they are long

( )
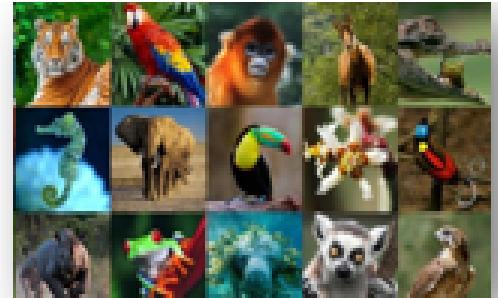
- Let's talk about animals and adjectives
- Sounds good
- First
- What animal is tall?
- Giraffes at all
- Yes they are tall
- What other animals are tall horses are Tall?
- Oh yeah horses are tall and fast horses

( )

- For example
- Well dogs are cute
- Yes and rabbits are cute too
- And penguins are cute
- Yes penguins are cute
- You know I think all animals are Wonderful
- I agree all animals are Wonderful

( )

- So what animals are quick?
- Well a cat is very quick
- Yes
- And a mouse is quick too
- Right
- Mice are quick
- So what animals are cute well many?
- Animals are cute

( )

- Are fast
- Yes they are
- So what animals are slow?
- Turtles are slow yes they are very slow
- A sloth is slow too
- Yes I think so
- What animals are big?
- Elephants are big
- Hippos are big too

( )

<u>Post – listening</u>

       1)   **Draw your favorite animal and explain about it.**

_____
_____
_____
_____
_____
_____

Source : https://www.youtube.com/watch?v=QXMQeARUFnE

Name: **Date:**

Objective: Form listening and repetition habits through dictation using basic vocabulary

 Instruction: Read and complete the exercises according to the instructions.

ACTIVITY #6

DICTATION

Topic: The Colors

Pre - Listening activity

1.   Match the image with the word that represents it.

| Orange |
| Black |
| Green |
| White |
| Yellow |
| Blue |

While - listening activity

1.   Listen to the phrases dictated by your teacher and complete as appropriate.

a)   My mom loves to go shopping on _____Friday.
b)   I need the_____color to paint the sea.
c)   My favorite fruit and color have the same name which is _____.
d)   The flag of my country is tricolor because it has _____, _____ and _____.

Post - listening activity

2.   Circle the words that your teacher dictates and finally repeat each of the following words three times:

Orange	Night	Blue	Paint
Favorite		Because	

Name: **Date:**

Objective: Motivate the student and invite them to reflect on what they see and listen.

Instructions: Watch the video, do the activities, and answer the questions.

ACTIVITY #7

MOVIE SCENE

Topic: Bambi Meets Flower

Pre - Listening activity

➢ Watch the movie scene carefully and read the subtitles while the video is playing to understand the context without the audio.

While - listening activity

➢ Repeat the video more than once if necessary. In order do these three things while the movie scene is playing and put a check mark on the action you have completed.

1. Watch the video again, this time with audio, follow the subtitles and listen to the pronunciation of the characters' words.

2. To better understand the situation of the scene, associate the sound of the words with their writing.

3. While listening and reading. Pay attention to the words that are more difficult to understand and memorize how to pronounce each of them.

Post - listening activity

➢ Answer the questions. If possible, watch the full movie at home to practice listening and reading again.

-Who was your favorite character?

_____
_____

-Why**?**

_____
_____

Video link: https://www.youtube.com/watch?v=zX9HHd4qAT0

Name: Date:

Objective: Make students create and carry out dialogues without much difficulty.

Instruction: Listen carefully to the audio and complete the exercises

ACTIVITY #8

DIALOGUE

Pre - Listening activity

- **Read and analyze the following questions so that you can clearly associate them with the dialogue.**
    1. What is the name of the two people in the dialogue?
    2. Who gave John's number to Marine?
    3. What is the number that Marine gave John so he could contact her?

While - listening activity

▶ 0:00 \ 1:30 ────────────────────────── 🔊 ⋮

- **Listening to the audio dialogue and answer the questions from the previous exercise. Underline the correct answer.**

Answer 1:
   a)   Julio and Sara
   b)   John and Marina
   c)   Lucas and Kate

Answer 2:
   a)   His colleague Alex
   b)   His best friend Charles
   c)   Her aunt Mary

Answer 3:
   a)   0-2-0-8, 6-5-5-7-6-2-1
   b)   0-2-0-8, 6-5-5-9-6-2-4
   c)   0-3-0-5, 6-8-5-7-6-2-1

Post - listening activity

- In pairs. Write a short dialogue like the one in the example above.
  _____
  _____

Source link: https://learnenglish.britishcouncil.org/skills/listening/a1-listening/a-voicemail-message adapting by Adriana Barzola and Geraldine Anchaluiza

Name: **Date:**

Objective: Practice listening skills and the pronunciation of the language individually or in groups.

Instruction: Read, listen to your teacher and repeat to practice pronunciation and finally work in a group**.**

ACTIVITY #9

TONGUE TWISTER

TOPIC:

<u>Pre - Listening activity</u>

    1)   As a group. Read the following tongue twister carefully and then try to pronounce it quickly.

Peter Piper

Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Pipper picked. If Peter Piper picked a peck of pickled peppers, where are the pickled peppers Peter Piper picked?

Bricks and Blocks

Bricks and blocks.
Bricks and blocks.
Black, brown, and blue.
There are black bricks.
There are brown blocks.
There are blue bricks too.

Fresh fried fish,
Fish fresh fried,
Fried fish fresh,
Fish fried fresh.

<u>While - listening activity</u>

    2)   Listen carefully to your teacher say the tongue twister, pay attention to the pronunciation so you can imitate your teacher and then to your classmates who manage to do it correctly**.**

<u>Post - listening activity</u>

    3)   As a group choose a tongue twister from exercise one. Then each group member will say it in front of his or her class twice. The first time slowly and the second time quickly and try to do it without making a mistake

Name: **Date:**

Objective: To understand, create and describe a short paragraph about any subject.

Instruction: Read, practice listening comprehension and do the presentation of a topic.

ACTIVITY #10

PRESENTATION OF A TOPIC

"Daily Routine"

Pre - Listening activity

 ➢   Remember what you have been doing lately. Then brainstorm what you understand by daily routine and share your ideas with your teacher and classmates.

While - listening activity

1)   Watch and listen carefully to the following video about Glenda's Daily Routine.
2)   Name three things she does daily based on what you hear in the video.

    ○   _____
    ○   _____
    ○   _____

3)   List in order the images below, according to Glenda's descriptions.

Post - listening activity

 ➢ At home rewatch the video as many times as necessary, then prepare a short presentation about your own daily routine, practice your pronunciation and Write at least five sentences.

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

5.1   Conclusions

- The current situation of students in the ninth year of basic general education shows that they have a low level of listening comprehension, they have difficulty understanding words and phrases, which does not allow them to infer the message.

- The influence that the method of this study has on listening skills and the design of this proposal is based on different points of view of several authors with their studies related to the two variables. It allowed the development of activities based on the audio-linguistic method to learn words and improve comprehension, in addition to the fact that the activities are motivating for them.

- We propose this solution because through the instruments it was evidenced that students do not understand the audio, dialogues and other activities in class, with this proposal they practice and develop in order different exercises to improve listening comprehension.

- Students show interest and improvement when correct pronunciation is emphasized because they memorize the words properly.

5.2   Recommendations

- Since students acquire knowledge through the practice of these activities, it is recommended that they be carried out frequently and consistently.

- Encourage teamwork, which reinforces and supports student learning.

- It is necessary for the teacher to ensure that all students develop listening comprehension together, that is, all at the same time, and if necessary, the teacher can modify the activity to adapt it to those who require it.

- If necessary, the teacher can repeat the indications on the realization of the activities of the listening states since it allows the ear to adapt and prepare for what it hears.

- For greater effectiveness, the use of technology is recommended for the application of the system of audiolingual activities.

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APPENDIXES

DOCUMENTS

ANEXO I

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA

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

TRABAJO DE TITULACIÓN

Nombre de la propuesta de trabajo de la titulación	Tema: THE INFLUENCE OF THE AUDIO-LINGUAL METHOD IN LISTENING COMPREHENSION. Propuesta: DESIGN OF A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL		
Nombre del estudiante (s)	Anchaluiza Castillo Geraldine Nicole Barzola Obando Adriana Abigail		
Facultad	Filosofía Letras y Ciencias de la Educación	Carrera	Lengua Y Literatura Inglesa Y Francesa
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 o su delegado
CC: MSc. Sara Anaguano Pérez - Directora de Carrera

Nombre del presidente del Consejo de Facultad o su delegado
MSc. Israel Bravo Bravo - Gestor de Integración Curricular

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
CARRERA DE LENGUAS Y LINGÜÍSTICA

Guayaquil, 16 de junio de 2022

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

De nuestra consideración:

Nosotros, Lizmary Feriz Otaño, docente tutor del trabajo de titulación y los estudiantes (s) Geraldine Nicole Anchaluiza Castillo y Adriana Abigail Barzola Obando 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 a las 16:00 a 18:00 pm, durante el periodo ordinario 2022 – 2023 TI1.

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
Geraldine Nicole Anchaluiza Castillo
C.I.:0940780315

Firma
Adriana Abigail Barzola Obando
C.I.: 0940444615

Firma
PhD. Lizmary Feriz Otaño
Docente – Tutor
C.I.: 0958626624

ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: PhD. Lizmary Feriz Otaño
Tipo de trabajo de titulación: Proyecto Educativo
Título del trabajo: The influence of the audio-lingual method in listening comprehension.
Propuesta: Design of a system of audiolingual activities for the development of listening comprehension at a1.2 level
Carrera: Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana

No. DE SESIÓN	FECHA DE TUTORIA	ACTIVIDADES DE TUTORIA	DURACION		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	03/06/2022	Indicaciones generales	16:00	18:00	
2	10/06/2022	Socialización de anexos del proyecto educativo	16:00	18:00	
3	17/06/2022	Revisión del capítulo I	16:00	18:00	Corrección del capítulo I
4	24/06/2022	Revisión del capítulo I	16:00	18:00	Aprobación del capítulo I
5	01/07/2022	Revisión del capítulo II	16:00	18:00	Corrección del capítulo II
6	08/07/2022	Revisión del capítulo II	16:00	18:00	Corrección del capítulo II
7	15/07/2022	Revisión del capítulo II	16:00	18:00	Aprobación del capítulo II
8	22/07/2022	Revisión bibliográfica	16:00	18:00	Revisión de bibliografía
9	29/07/2022	Explicación de los instrumentos	16:00	18:00	Ejemplos de instrumentos
10	05/08/2022	Revisión de instrumentos	16:00	18:00	Corrección de instrumentos
11	12/08/2022	Revisión del capítulo III	16:00	18:00	Corrección del capítulo III

13	26/08/2022	Revisión del capítulo IV	16:00	18:00	Revisión del capítulo IV
14	02/08/2022	Revisión del capítulo IV	16:00	18:00	Aprobación del capítulo IV
15	09/08/2022	Revisión de proyecto completo	16:00	18:00	Corrección del proyecto completo
16	16/09/2022	Presentación del proyecto	16:00	18:00	Presentación del proyecto

LIZMARY FERIZ OTAÑO

PhD. Lizmary Feriz Otaño
Docente Tutor
C.I.: 0958626624

ISRAEL
GUILLERMO
BRAVO BRAVO

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

Geraldine Nicole Anchaluiza Castillo
Firma Estudiante

C.I.:0940780315

Adriana Abigail Barzola Obando
Firma Estudiante

C.I.: 0940444615

ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: THE INFLUENCE OF THE AUDIO-LINGUAL METHOD IN LISTENING COMPREHENSION.
Propuesta: DESIGN OF A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL
Autor: Geraldine Nicole Anchaluiza Castillo

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	4.5
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/Carrera.	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
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	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	4.5
El título identifica de forma correcta los objetivos de la investigación.	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	1
Pertinencia de la investigación.	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional.	0.5	0.5
CALIFICACIÓN TOTAL *10		10

* 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).

PhD. Lizmary Feriz Otaño
No. C.I. 0958626624
FECHA: 19 de septiembre del 2022

Firmado electronicamente por
LIZMARY FERIZ OTANO

ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: THE INFLUENCE OF THE AUDIO-LINGUAL METHOD IN LISTENING COMPREHENSION.
Propuesta: DESIGN OF A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL
Autor: Adriana Abigail Barzola Obando

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	4.5
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/Carrera.	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
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	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	4.5
El título identifica de forma correcta los objetivos de la investigación.	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	1
Pertinencia de la investigación.	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional.	0.5	0.5
CALIFICACIÓN TOTAL *10		10

* 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:
LIZMARY FERIZ OTAÑO

PhD. Lizmary Feriz Otaño
No. C.I. 0958626624
FECHA: 19 de septiembre del 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, 14 de septiembre del 2022

Master.
MSs. Sara Anaguano Perez
DIRECTORA 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 the audio-lingual method in listening comprehension. Design of a system of audiolingual activities for the development of listening comprehension at A1.2 level** de los estudiantes **Geraldine Nicole Anchaluiza Castillo** y **Adriana Abigail Barzola Obando**, indicando que han cumplido con todos los parámetros establecidos en la normativa vigente:

☐ El trabajo es el resultado de una investigación.

☐ El estudiante demuestra conocimiento profesional integral.

☐ El trabajo presenta una propuesta en el área de conocimiento.

☐ El nivel de argumentación es coherente con el campo de conocimiento.

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

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO,** para los fines pertinentes, que las estudiantes están aptas para continuar con el proceso de revisión final.

Atentamente,

Firmado electrónicamente por:
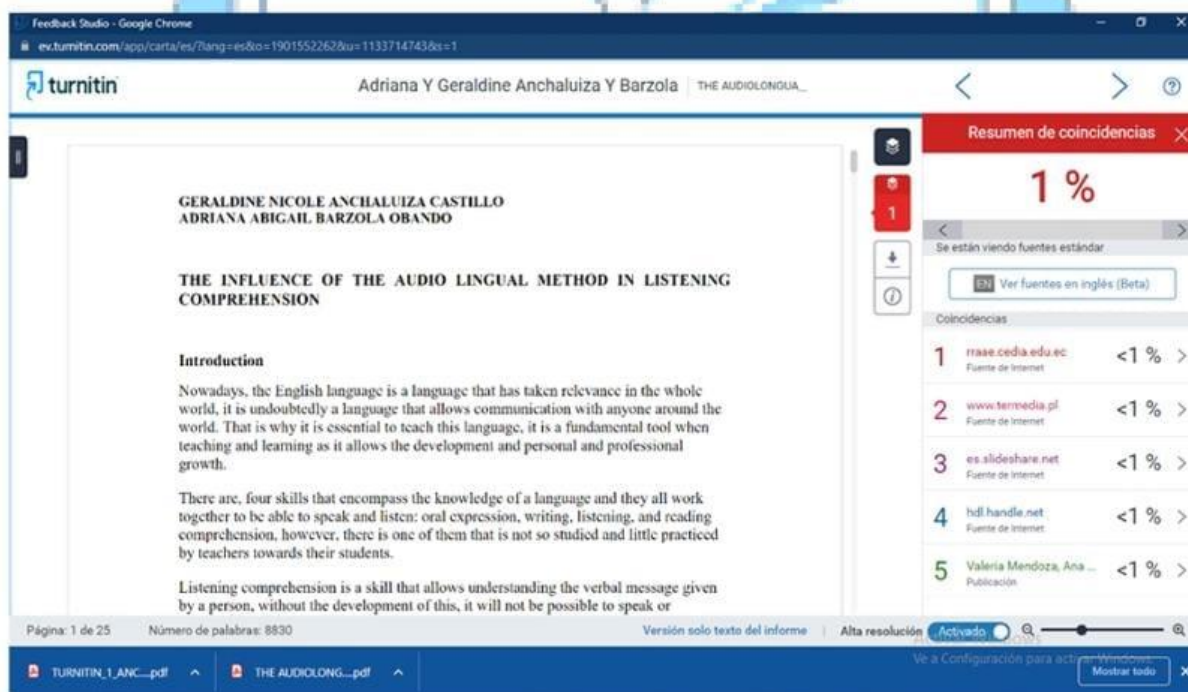LIZMARY FERIZ OTANO

PhD. Lizmary Feriz Otaño
C.I.: 0958626624
FECHA: 15 de septiembre del 2022

ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Lizmary Feriz Otaño, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **Geraldine Nicole Anchaluiza Castillo,** con C.I. **0940780315**, y por **Adriana Abigail Barzola Obando** con C.I. **0940444615**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en Ciencias de la Educación, Mención lengua y Lingüística Inglesa.

Se informa que el trabajo de titulación: **THE INFLUENCE OF THE AUDIO-LINGUAL METHOD IN LISTENING COMPREHENSION. DESIGN OG A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL,** ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio TURNITIN quedando el 1% de coincidencia.

PhD. Lizmary Feriz Otaño
C.I.: 0958626624
FECHA: 16 de septiembre de 2022

ANEXO VIII.- INFORME DEL DOCENTE REVISOR

Guayaquil, 22 de septiembre de 2022

Sr. /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 THE AUDIO-LINGUAL METHOD IN LISTENING COMPREHENSION. DESIGN OF A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL, de las estudiantes: **ANCHALUIZA CASTILLO GERALDINE NICOLE y BARZOLA OBANDO ADRIANA ABIGAIL.** 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 9 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,

CLAUDIO
FEDERICO MALO
TOLEDO

MSc. Claudio Malo Toledo
C.I. 0301695128
FECHA: 22-09-2022

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 THE AUDIO-LINGUAL METHOD IN LISTENING COMPREHENSION**
Propuesta: **DESIGN OF A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL**
Autor(es): **BARZOLA OBANDO ADRIANA ABIGAIL**

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALFICACIÓN	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3	2.9	
Formato de presentación acorde a lo solicitado.	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.5	
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	5.8	
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece.	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar.	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación.	0.7	0.7	
Los métodos y herramientas se corresponden con los objetivos de la Investigación.	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos.	0.4	0.4	
Factibilidad de la propuesta.	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos.	0.4	0.3	
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	0.4	
PERTINENCIA E IMPACTO SOCIAL	1	0.9	
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.3	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional.	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera.	0.3	0.3	
CALIFICACIÓN TOTAL*10		9.60	

* 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).

CLAUDIO
FEDERICO MALO
TOLEDO

MSc. MALO TOLEDO CLAUDIO FEDERICO
C.I.: 0301695128
FECHA: 22 de septiembre de 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 THE AUDIO-LINGUAL METHOD IN LISTENING COMPREHENSION**
Propuesta: **DESIGN OF A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 LEVEL**
Autor(es): **ANCHALUIZA CASTILLO GERALDINE NICOLE**

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3	2.9	
Formato de presentación acorde a lo solicitado.	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras.	0.6	0.6	
Redacción y ortografía.	0.6	0.5	
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	5.8	
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece.	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar.	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación.	0.7	0.7	
Los métodos y herramientas se corresponden con los objetivos de la investigación.	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos.	0.4	0.4	
Factibilidad de la propuesta.	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos.	0.4	0.3	
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	0.4	
PERTINENCIA E IMPACTO SOCIAL	1	0.9	
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.3	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional.	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera.	0.3	0.3	
CALIFICACIÓN TOTAL*10		9.60	

* 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).

CLAUDIO
FEDERICO MALO
TOLEDO

MSc. MALO TOLEDO CLAUDIO FEDERICO
C.I.: 0301695128
FECHA: 22 de septiembre de 2022

ADDITIONAL

DOCUMENTS

Oficio No. UG-LENGUAS- 2021-685
Guayaquil, 01 de junio del 2022

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

De mi consideración:

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

En esta designación constan los nombres de las estudiantes de la Carrera de Lenguas y Lingüística (Semestral), **ANCHALUIZA CASTILLO GERALDINE NICOLE Y BARZOLA OBANDO ADRIANA ABIGAIL,** con el tema y propuesta aprobado por el Consejo de Facultad:

THE INFLUENCE OF THE AUDIO-LINGUAL METHOD IN LISTENING COMPREHENSION. DESIGN OF A SYSTEM OF AUDIOLINGUAL ACTIVITIES FOR THE DEVELOPMENT OF LISTENING COMPREHENSION AT A1.2 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).

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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

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

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Oficio No. UG-LENGUAS- 2022 - 670

Guayaquil, 07 de Julio del 2022

MSc.
Esperanza Murillo García
RECTORA DE LA UNIDAD EDUCATIVA FISCAL "CALICUCHIMA"
Ciudad.

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

De mi consideración:

Las Autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil y el suscrito Máster Sara Anaguano Pérez, en su calidad de Docente - Directora de la Carrera de Lenguas, modalidades semestral y anual del presente periodo académico 2022-2023, CICLO I, 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 las discentes:
ANCHALUIZA CASTILLO GERALDINE NICOLE, con C.I. Nro. 0940780315
BARZOLA OBANDO ADRIANA ABIGAIL, con C.I. Nro. 0939953906

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

En virtud de lo expuesto, solicito a usted comedidamente, la respectiva autorización para que se le brinden las facilidades necesarias a las discentes mencionadas anteriormente para que puedan desarrollar su proyecto educativo; y de considerarlo aprobado, agradeceré remitir respuesta a los correos institucionales:
sara.anaguanop@ug.edu.ec
titulacion.lenguas@ug.edu.ec
alexandra.delgadol@ug.edu.ec

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

Atentamente,

SARA
ANAGUANO

Firmado digitalmente por SARA
ANAGUANO
Nombre de reconocimiento (DN):
cn=SARA ANAGUANO
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	FUNCIONARIO RESPONSABLE	CARGO
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1
Aprobado por:	MSc. Israel Bravo Bravo	GESTOR DE TITULACIÓN

UNIDAD EDUCATIVA FISCAL * CALICUCHIMA *

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OFICIO: Nº CFC-RE-2022-00141OF

Guayaquil, 10 de agosto del 2022

Srta.

MSc. Sara Anaguano Perez
DIRECTORA DE LA CARRERA DE LENGUAS (ANNUAL Y SEMESTRAL)
Ciudad.-

De mis consideraciones:

La suscrita Rectora de la Unidad Educativa Fiscal Calicuchima, tiene a bien informar con relación al Oficio Nº UG-LENGUAS-2022-670 suscrito por usted, que autorizo el desarrollo del proyecto de Titulacion Educativo que lo realizaran las estudiantes **Anchaluiza Castillo Geraldine Nicole**, con cedula de identidad Nº **0940780315** y **Barzola Obando Adriana Abigail**, con cedula de identidad Nº **0940444615**, requisito previo a la obtención del **Titulo de Licenciada en Ciencias de la Educacion Mencion Lengua Inglesa y Lingüística**, aplicado a los estudiantes de noveno año de educación general básica.

Tema: Influence of the audio – lingual method in listening comprehension.

Propuesta: Desing of a guide of activities for the development of listening comprehension at A1.2 level.

Particular que comunico a usted para los fines legales pertinentes

Atentamente,

MSc. Esperanza Murillo García
RECTORA

PHOTOGRAPHIC

EVIDENCE

THESIS TUTORING SESSIONS

Individual Tutoring Session with PHD. Lizmary Feriz Otaño

Authors: Anchaluiza Castillo Geraldine – Barzola Obando Adriana (2022)

INSTITUTION

Source: Unidad Educativa Fiscal ''Calicuchima''

Authors: Anchaluiza Castillo Geraldine – Barzola Obando Adriana (2022)

Administration of the Data Collection Instruments

Application of the Survey

Teacher Interview

Source: Unidad Educativa Fiscal ''Calicuchima''

Authors: Anchaluiza Castillo Geraldine – Barzola Obando Adriana (2022)

RESEARCH INSTRUMENTS

UNIVERSIDAD DE GUAYAQUIL FACULTAD DE FILOSOFÍA
LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUAS (SEMESTRAL Y ANUAL)

OBJECTIVE: To analyze the information obtained from the interview with the teacher about whether he/she uses an effective method in the teaching-learning process in the English area of in the 9th grade of Basic Education at the "Calicuchima" Educational Unit to carry out a research work.
INSTRUCTIONS: Answer sincerely to each of the questions.

INTERVIEW

NAME:
SUBJECT:
SESSION: PARALLEL:
CLASS SCHEDULE:
QUESTION
1. **Do you consider that your students have achieved the level of English according to the English National Curriculum standards?**

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2. **Do you use any method to teach English to your students?**

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3. **What habits do you stimulate in your students during English lessons for the development of listening comprehension?**

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4. **As an English teacher, have you had to use the students' native language to help them understand your instructions?**

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5. **What technological resources do you use in your English lessons to develop listening comprehension?**

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6. **How do you motivate your students who have listening comprehension problems to practice their listening skills before, during and after class?**

Survey

Objective: This survey is used to obtain information on the application of the Audio-Lingual Method in listening comprehension. Thank you for your cooperation.

Instructions: Answer the following survey honestly, marking it with an "X" according to your context.

The Likert scale is used:

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Very Frequently

N	Ítems	1	2	3	4	5
1	I can understand simple dialogues.					
2	I can memorize short English sentences and expressions.					
3	I perform pronunciation exercises by imitating words during English classes.					
4	I repeat the words or phrases that I do not understand the pronunciation.					
5	I can fill in the blanks following the audio played.					
6	I can make predictions by seeing images without having listened to the audio.					
7	I like to listen to music or videos in their original language.					
8	I understand better when they use gestures when speaking.					
9	I listen to audios with different accents to understand the messages.					
10	Practicing songs in English I can learn phrases or words.					
11	I can understand instructions.					
12	Repeating phrases or expressions helps me understand audios in the future.					

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FACULTAD DE FILOSOFÍA
LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS
(SEMESTRAL Y ANUAL)

Observation guide

Objective: Observe the performance of the teacher with the students in the development of listening comprehension

N°	ÍTEM	YES	NO	OBSERVATION
1	The teacher teaches the class in English only.			
2	Students understand the instructions given by the teacher.			
3	The teacher uses gestures and hands to convey the message.			
4	The teacher keeps the students' attention.			
5	The teacher uses didactic resources to practice listening comprehension.			
6	The teacher uses appropriate voice and intonation to get attention.			
7	Students show interest when using audio.			
8	The audios used in class are appropriate to the vocabulary of the students.			
9	Students participate in the activities given.			