



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL**

**FACULTAD DE EDUCACIÓN
CARRERA DE INGLÉS**

**PROYECTO DE INVESTIGACIÓN
PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN LENGUA INGLESA, MENCIÓN LINGÜÍSTICA Y
LITERATURA**

TOPIC

**THE INFLUENCE OF COMMUNICATIVE ACTIVITIES TO ENHANCE
LISTENING COMPREHENSION SKILL OF ENGLISH ONE STUDENTS
AT ESPOL UNIVERSITY DURING THE ACADEMIC YEAR 2018-2019**

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GUAYAQUIL

2019

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:

The Influence of Communicative Activities to Enhance Listening Comprehension Skill of English One Students at Espol University During the Academic Year 2018-2019.

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INSTITUCIÓN:

**Universidad Laica Vicente
Rocafuerte de Guayaquil**

Grado obtenido:

Licenciado en Lengua Inglesa, Mención
Lingüística y Literatura

FACULTAD:

Faculta de Educación

CARRERA:

Inglés

FECHA DE PUBLICACIÓN:

2019

N. DE PAGS:

83

ÁREAS TEMÁTICAS: Humanidades.

PALABRAS CLAVE:

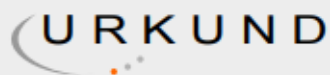
Enhance. Skill. Approach. Schemata. Process. Encourage. Improve. Context. Motivate. Methodology. Technique. Enthusiasm.

RESUMEN:

This project was designed due to the need to improve the listening skill in a class using communicative approach. It was made in a population of University students starting a B1 level who are very conscious that they have a lack of ability in the skill mentioned. They know the difficulty of the listening skill and necessity of developing their speaking through any kind of exercise but specially through listening activities because this work is mainly based on this. This research uses different techniques to apply the method in every stage of a lesson, in pre listening exercises, while listening and post listening as well. Students use oral communication in real life topics giving their own opinion and criteria in order to make an activity more meaningful for them, due to this they will feel more

<p>motivate to speak and use communication, all of this in a listening lesson. Some surveys were also done to know the opinion of students and some teachers too, with questions about technology in classrooms and some activities to be done in class using different techniques in which most of them were about the use of Communicative Approach. Almost everybody agreed in the use of that method because they found it very useful in the learning of a new language.</p>		
N. DE REGISTRO (en base de datos):		N. DE CLASIFICACIÓN:
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	SI <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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Urkund Analysis Result

Analysed Document: CHAPTERS 1-4 for the URKUND.odt (D51427417)
Submitted: 5/2/2019 6:10:00 PM
Submitted By: jmoraz@ulvr.edu.ec
Significance: 4 %

Sources included in the report:

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TESIS KARINA CALVA.docx (D48978399)
<https://samathly.wordpress.com/2014/11/26/teaching-listening/>
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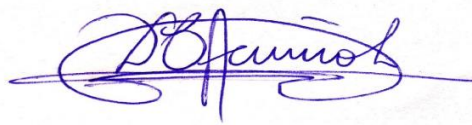
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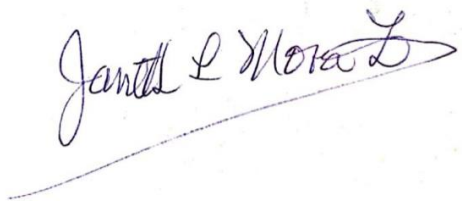
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En mi calidad de Tutor(a) del Proyecto de Investigación The Influence of Communicative Activities to Enhance Listening Comprehension Skill of English One Students at Espol University During the Academic Year 2018-2019, designado(a) por el Consejo Directivo de la Facultad de Educación de la Universidad LAICA VICENTE ROCAFUERTE de Guayaquil.

CERTIFICO:

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: “The Influence of Communicative Activities to Enhance Listening Comprehension Skill of English One Students at Espol University During the Academic Year 2018-2019”, presentado por el estudiante **DAVID CLEMENTE ACURIO LAJE** como requisito previo, para optar al Título de LICENCIADO EN LENGUA INGLESA, MENCIÓN LINGÜÍSTICA Y LITERATURA, encontrándose apto para su sustentación.



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ACKNOWLEDGEMENT

In the process of this research I would like to thank my whole family including mom, wife and son to be part of this during the thesis project which took long time, nights after night working and reading, and due to this not giving them all the time it is necessary to share with our beloved ones. A special thanks to my tutor who helped me and guided me to perform it in the best way and give me the feedback that was needed. There is also important to thank all of my teachers who were part of my studies and my classmates as well because we share everyday our experiences, personal lives too and all the knowledge we had by that time, thanks to everyone.

DEDICATION

A special dedication of this project is to my father who supported my studies during the five years of the career, without his help this would have been impossible for me to succeed. Another special dedication of this is to my son for being my inspiration to continue and finish my career.

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ABSTRACT

The present project presents a communicative approach tool to improve the listening skill through common exercises which lead students to use speaking as a motivating way to listen in the best possible way in order to make it more effective and realistic for students to express their ideas, opinions, etc. while they listen to their classmates, the teacher or even a recording. Some important stages are used to develop these kinds of exercises such as pre, while and post listening activities in which are included communication in all of the mention stages to have a positive motivation in the use of a second language. Students listen to a variety of conversation or dialogues where they have some activities to develop according to the topic of the exercise, they not only listen but also have to give opinion of every single activity before they listen, thus they increase their interest to speak while they work in a listening skill lesson.

INTRODUCTION

This research project is designed to help students in the development of their listening skill. It is known that one of the most difficult skills is Listening. Most students fail in this section due to lack of preparation before the activities or tests or sometimes due to lack of prior knowledge about the topics mentioned in the activity, which may cause the frustration of students.

In the research project we will find activities which help students increase their abilities in this difficult skill which is the Listening Skill. A combination of appropriate of pre, while and post exercises help students a lot. An adequate engagement to the topic in the pre-listening exercises enhance students to connect to the issue seen in the activity.

The problem found is lack of specific exercises or motivation for students to face this skill that most of the time they find it very hard to manage. It is clear that in a test or class exercises the section that has the lowest grades in the listening section, this affects students' self-esteem and many cases this will make students refuse to work on this type of exercises thinking that they will always fail.

The method that is going to be used is Communicative Language Teaching, this method is going to be applied even in the pre-listening activities. To activate schemata, students will discuss about the topic, they need to use their critical thinking about any topic, so students will engage with vocabulary, expressions and situation that are connected to the topic they will watch and listen in the activities.

To prove all of this deficit, students are going to fill in some surveys to assure what is going wrong. At the beginning they have to do a pre-test to obtain a diagnostic of what students' failures are. And a post-test to prove how students have improved their Listening Skill. Help and motivate students is the key in this research project to make listening classes easier to handle.

The aim of this research project is not only to help students but also to help teachers to carry better listening classes which make teachers and students feel more confident. The result must be very positive in the students' grades and ability to understand better a conversation in the second language. With this the communication, which is the objective of any language, will be successful.

CHAPTER I

RESEARCH DESIGN

1.1 RESEARCH TITLE

The Influence of Communicative Activities to Enhance Listening Comprehension Skill of English One Students at ESPOL University During the Academic Year 2018-2019.

1.2 BACKGROUND OF THE PROBLEM

This project is designed to help students improve their abilities in the listening skill by using Communicative Language Teaching (CLT) activities before, during and after an exercise. It is known that the Communicative Language Teaching method develops critical thinking in the students by applying real life interaction with real topics students use every day, for this reason, it will increase students' motivation because they will find very useful the exercise even if this is in a target language.

Listening is considered one of the most difficult skills while learning a foreign language. Many of the differences between reading and listening illustrate just why listening is considered a difficult skill. It is noticeable in every group of students that they find difficult activities using dialogues, lectures or short conversations. Sometimes because of lack of vocabulary, or they do not know the necessary grammar points, or even just a matter of motivation. Students do not get the appropriate warm up to engage them into the activities or even worse they are not engaged to the topic they are going to listen to be familiar to the topic students need some vocabulary but there is a little activation of prior knowledge focus on the necessary grammar or just with some words they have to deal with during the exercise.

All these problems lead students to fail in this skill causing frustration in most of the cases, ending with students who fail exams, or worse, failing an academic year or a level in their English classes. This project will try to help teachers as well students to have more useful pre, while, post listening exercises in order to get better results during a class specially at the end of a term.

1.3 STATEMENT OF THE PROBLEM

What is the influence of communicative activities on listening comprehension skills of English one students at Espol University during the academic year 2018-2019?

1.4 SYSTEMATIZATION OF THE PROBLEM

- What communicative approach activities will be appropriated for listening comprehension skills?
- In what part of the listening activities will we apply the communicative language teaching?
- Are the communicative activities useful in listening skill?
- Do teachers activate schemata, check vocabulary or review prior knowledge before students go into listening skill activities?

1.5 BROAD OBJECTIVE

To determine the influence of communicative activities on listening comprehension skills of English one students at Espol University during the academic year 2018-2019.

1.6 SPECIFIC OBJECTIVES

- To verify the effects of communicative activities on listening skill exercises.
- To apply communicative approach to the listening skill.
- To analyze the improvement of students using communicative activities.
- To determine the best exercises which help students to improve the listening comprehension skill.

1.7 JUSTIFICATION

The findings of this study will contribute to determine the benefits of communicative activities on listening comprehension skills. The factors that inspire this investigation is that students need to improve the ability of listening, we have noticed the low understanding of this skill in their scores of tests or exam and even in the activities we do in class, sometimes the recording finishes and the student have not completed anything,

this tells us the lack of comprehension the students have in the listening section or in videos where they use the same skill and it is easy to realize that student need much more reinforcement in order to be better in the performance of this hard skill.

The implementation of a Communicative Language Learning presents changes and improvements in an institution. Communicative Approach is an essential aspect in the teaching and learning process. Many students need to improve listening skill, so this project will help them with different pre, while and post activities using communicative approach with real life situation to encourage students in the improvement of this ability.

The benefits that the educators receive are critical for a better management of their exercises in class in the most communicative way as possible.

Furthermore, this project contributes to teachers and students in the same level, preparing bilingual students to use the language in the right communicative contexts as our society demands.

1.8 SCOPE AND DELIMITATION OF THE STUDY

ESPOL University. District number 09D06. Vía Perimetral Km 30.5, Guayaquil, Ecuador.

The project will be focused on 20 A2 students from ESPOL University which have to go up to B1 during this semester. Most of them come from the first semester and few of them come from different semesters. These students are in English 1 module during the first term of the academic year 2018-2019. The students in this work is a TESL group.

1.9 HYPOTHETICAL APPROACH

The results in the research project will be the improvement of the students' understanding in the listening skill section. This will be proved through post-tests and evaluations. The aim of this research in to help students in the listening skill through appropriate communicative activities which connect students in a better way to develop an effective listening comprehension.

Motivation is an important tool in the process of learning a new language, this work aims to enhance students to acquire another language by using communicative activities in order to get it using real life situations, modeling conversations the students may find

while they are shopping, traveling, or just talking to friends. In this way they will be engaged to the activities just because they know they can use them any time it is needed. And all of the communication will be focused to improve the listening ability as the main target.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 LITERATURE REVIEW

This theoretical research is based on Communicative Language Teaching due to its significant importance in a foreign language learning process. Since 1970s Communicative Language Teaching (CLT) has been, not universally, but in the developed countries the dominant methodology. It emphasizes the use of English for real communication rather than demonstration or display of target grammar structure and vocabulary. With the use of information-gap activities, role-plays, games, discussion of real issues, etc., CTL seeks to engage the student on a personal level through meaningful interaction and personalization.

Total Physical Response (TPR) is often seen as a form of CLT, but an important difference is that CLT encourages dialogue from the start. With this method the students will be engaged to the learning of the target language using real life situation that help them to acquire the knowledge of any grammar structure through practicing and developing of topics that are very useful in the life. In CLT method the teacher is not more an instructor, but a facilitator who monitors and guides students in the activities.

The authors Rosero, E. and Elau, J. in the project Communicative Language Teaching CLT Activities to Lower Foreign Language Speaking Anxiety in First Bachillerato at Unidad Educativa Fiscal Batalla de Tarqui During the School Year 2016 – 2017 propose that this research from Laica Vicente Rocafuerte University from Guayaquil which used similar methodology as this study and shows how useful this approach is. This project mainly focuses on speaking as a tool to become used to communicating in the target language in a natural way. As students reduce speaking anxiety they can produce better oral exchange of information, becoming their speaking clearer and more accurate, thus it is easier for the listener to get the information.

According to the thesis “Development of Listening Skills in the English Class to Improve the Oral Expression in 8-10-Year-Old Children at Centro Ecuatoriano Norteamericano, in this research the author Villón, S. use the same perspective focused on the listening skill which is designed to develop the listening comprehension using oral expression which is connected to communication. That is the need to understand better the

information in order to have a good comprehension of what is spoken so there is going to be satisfactory responses in the oral interaction. As mentioned in CLT the communication is the aim of the approach, so through oral expressions students improve their speaking and also listening skill in order to understand, to get information and of course to communicate.

The authors Rodríguez, K. and Vaca, J. in the project *The Implementation of Listening Strategies to Facilitate the Language Learning Process in the Students of the First Course at the School of Languages at Universidad Laica Vicente Rocafuerte in Guayaquil* propose a solution to the listening struggle which begins from the necessity to understand a language by developing the listening skill. We all know that the listening skill is one of the most difficult skills for students, that is why this research is similar specially in the pursuit of helping students to ease to development of this skill.

In the article “10 Steps to Effective Listening” the author Schilling, D. suggest that for at least one week, at the end of each conversation in which information is exchanged, speakers should end with a summary statement. In conversations that result in agreements about future obligations or activities, summarizing will not only ensure accurate follow-through, it will feel perfectly natural. In conversations that do not include agreements, if summarizing feels awkward just explain that you are doing it as an exercise.

Walia, D. author of the article *Traditional Teaching Methods vs. CLT*, has the same perspective about different methods to use in the learning of a second language. She explains that in 1950s classrooms were dominated by traditional methods such as Audio Lingual, Grammar Translation or Direct Method and these were methods just based on grammar rules. But in the late 1970s or early 1980s emerged CLT which brought the principle of ‘learning a language by using it’ developed the philosophy of Communicative Language Teaching.

2.2 THEORETICAL FRAMEWORK

2.2.1 Introduction.

In this work, communicative activities will be very important to improve the ability in the listening skill, communicative exercises which connect real life situations and make students use critical thinking about daily life situation will help students a lot in the development of the activities. Appropriate while listening activities such as reading

through questions first, activating schemata, etc. are useful as well. As the language theories underlying the Audiolingual method and the Situational Language Teaching method were questioned by prominent linguists like Chomsky (1957) during the 1960s, a new trend of language teaching paved its way into classrooms.

Communicative Language Teaching (CLT), which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “Communicative Approach”. Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity.

Listening plays an important role in second language instruction for several reasons (Rost, 1994). If you cannot hear it well you will find it hard to communicate or perhaps you cannot pass your listening examination for instance. In fact, students often take the wrong way when listening and this leads them to the poor result. It should be noted that the learner’s perception of their listening problem and strategies can affect their comprehension both positively and negatively (Wenden, 1986). Thus, in order to help students, get improved with their listening skill, it is needed finding out their listening problems which cause difficulties to them. According to Yagang (1994), the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting.

Furthermore, a number of researches have been carried out to pick out the problem in listening. The problems were believed to cause by the speech rate, vocabulary and pronunciation (Higgins, 1995). As Flowerdew & Miller (1996) assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment.

As Nguyen Ngoan stated in his article “listening to Voice of America (VOA): advantages, problems and solutions” the students have to face these three problems. First of all, the students find it hard to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. The second problem is believed to rise from the unfamiliar, uninteresting and too long listening which makes the students feel strange, discouraged and bored of what they are

hearing. The last one is assumed to be about the sound connections and intonation spoken by native speakers with different accents.

2.2.2 Communicative Language Teaching.

Communicative Language Teaching (CLT), which is an approach to the teaching of second and foreign languages, focused on interaction as both the means and the final goal of learning a language. It is also referred to as “Communicative Approach”. Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity.

2.2.3 Characteristics of Communicative Language Teaching.

The Whole is more than the sum of its parts. One of the most important features of communication is its dynamic and development. In other words, it is difficult to be analyzed into component features without its nature being separated in the process. It is possible to identify some formal characteristics of the way language is used communicatively and these can be studied individually. But the ability to manage these elements in isolation is no indication of ability to communicate. What is needed is the ability to deal with strings of sentences and ideas and in the oral modes processed in real life situations.

Thus, a crucial feature of a communicative method is that it works with stretches of language above the sentence level, and operates with real language in real situations. Interestingly, this principle may lead to procedures which are themselves either synthetic or analytic. A synthetic procedure would involve students in learning forms individually and then practicing how to combine them; an analytic procedure would introduce complete interactions of texts and focus for learning purposes on the way these are constructed. So, with this we can say that language used in the whole context is more useful than only studying the parts of it because the real purpose is to communicate rather than just remembering simple structures.

2.2.4 Principles of Communicative Language Teaching.

Richards (2006) summarizes the following principles of CLT:

'Authentic language' in real context should be introduced in the classroom whenever possible. It is the language used for day-to-day communication or functional purpose.

By teaching language, learner should be able to make out speaker's or writer's intention. So that they will be communicatively competent.

There should be connectivity among all the language skills such as listening, speaking, reading and writing together since they are regularly used in real life.

The target language is a vehicle for classroom communication, not just the object of study. Hence, attention should be given to teaching language for communication.

One function may have different linguistic forms. As the language is taught for the functional purpose, a variety of linguistic forms are presented together.

Students have to learn language properties i.e. cohesion and coherence which are helpful to combine sentences together. It is essential for them as they work with language at the discourse or super sentential (above sentence) level.

In CLT, games, role plays, group work, pair work, etc. play an important role as they have certain feature in common to learn language effectively.

Errors are tolerated and treated as a natural outcome of the development of communication skills.

Proper situations should be created by the teacher so as to promote communication in the classroom.

The social contexts of the communicative situations are essential for giving meaning to the utterances.

The grammar and vocabulary that the students learn follow from the functions, situational context and the role of the interlocutors.

2.2.5 Role and Relevance of CLT Concepts.

Language is an inevitable phenomenon which permeates the human life. Of all languages, English is the most important language for communication. Naturally, English has become the language of worldwide communication rather than a language of literature. So, the main need of the learners is not to know the theoretical knowledge of English but to have an ability to understand and be understood in that language.

In the past, learning a new language was focused only on structural accuracy but it was an entirely academic advantage and an obsession to acquire a new language. Different

from today's world, language teaching is no longer considered a luxury but an obvious need. The language teaching methods in the past were based on linguistic competence. The establishment of basic principles of CLT was a reaction in opposition to the previously prevailing language teaching methods. Communicative language teaching aims at developing and improving knowledge and skills that facilitate learners to make their message effective and successful.

The main goal of communication is the successful transmission of information, not the achievement of grammatical accuracy. By widening the horizons with other types of competence, CLT started with progressive and effective ways of teaching. CLT uses and teaches as a language is used in every day real life. Students are given the notion of language as real, lived experience. Socio-linguistic, discourse and strategic competences are integral part of communicative language teaching.

The use of CLT in the second language classroom is a means of changing the attitude of the students towards language learning as well as positively influencing their way of learning. Over-emphasis on grammatical correctness and fear of making grammatical mistakes has negative effects on students. Such as being stressed at class and experiencing sense of failure. CLT creates congenial atmosphere in the classroom in different ways: the teachers emphasize on fluency and correctness to learn the target language than correcting the structures and giving instructions on language rules or grammar (Mangubai et al, 2004.292)

The focus of CLT is on success rather than failure. The students are encouraged to rely on their own ingenuity and performance skills - namely their strategic competence when speaking. Its emphasis is on the learner". (Savignan cited in Mangubhai 2004, 292)

The four basic components of communicative competence summarized by Hymes (as cited in Cook, 2003) are argued by some applied linguists as vague theoretical ideas which can hardly be put into practice. The applied linguists draw attention to the fact that ideas of appropriateness and correctness very much depend on the cultural norms of a particular society. They are in a way right in their argument. Language itself is an intrinsic part of culture. Hence, learning a language also implies learning a culture as well. CLT integrates socio-cultural context with language teaching programs and thus aims at developing students' sense of what is right and what is wrong in English.

Linguists have pointed out, according to academic research that they have not found one single best method for all learners in all contexts and that no single method appears to be naturally superior to other methods.

It is neither possible always nor appropriate to apply one and the same methodology to all learners whose objectives, environments and learning needs are varied and different.

CLT is considered one of the best methods for use in the second language classroom for several reasons: One, it gives confidence to the students to learn the second language and use it as and when required. Two, CLT draws attention to the importance of socio cultural skills. Three, the learners are given the realistic idea of language and are provided with a sense of what is appropriate and right in a given culture. Four, the learners learn English language and English culture simultaneously. It is vital and imperative both for teachers and learners, living as they do in a globalized world, to adopt and maintain the effective methods of language teaching/learning offered by CLT.

2.2.6 Audiolingual Method.

The Audio-Lingual method of teaching emerged during World War II when it became known as the Army Method. It is also called the Aural oral approach. It is based on the structural view of language and the behaviorist theory of language learning.

The Audiolingual Approach to language teaching has a lot of similarities with the Direct Method. Both were considered as a reaction against the shortcomings of the Grammar Translation method, both reject the use of the mother tongue and both stress that speaking and listening competences preceded reading and writing competences. But there are also some differences. The direct method highlighted the teaching of vocabulary while the audiolingual approach focuses on grammar drills.

Based on Skinner's Behaviorism theory, it assumed that a human being can be trained using a system of reinforcement. Correct behavior receives positive feedback, while errors receive negative feedback.

This approach of learning is similar to the Direct Method, in which the lesson takes place entirely in the target language avoiding completely the use of the mother tongue to have better results in the learning of the new language which is the main goal while teaching English as a second language.

2.2.7 Direct Method.

The Direct Method, also called Natural Method, was used in Germany and France around 1900. It appeared as an answer to the Grammar Translation Method. It is a method for teaching foreign languages that uses the target language, avoiding any use of mother tongue in the classroom. As teachers became frustrated with the student's inability to communicate orally, they began to try with new techniques. The idea was that foreign language teaching must be carried out in the same way people learn their mother tongue.

As some of the characteristics of this method we can mention the following:

Translation is completely discarded from any classroom activity. Classroom activities are carried out ONLY in the target language.

Oral teaching comes first, before any other kind of reading and writing activities.

Use of chain activities accompanied by verbal comments like: I go to the door. I open the door. I close the door. I return to my place. I sit down. (called the Gouin series)

Grammar is taught inductively. (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language.)

Use of realia to teach concrete vocabulary. Abstract vocabulary is taught through association of ideas.

Emphasis is put on correct pronunciation and grammar.

Teaching through modeling and practice.

2.2.8 Difficulties while learning listening skill.

As Wilsin J. mentions in his book *How to Teach Listening* (2008), the difficulties can be grouped into four general categories: characteristics of the message, the delivery, the listener and the environment.

Characteristics of the message:

During 1980s a software company designed a product called speech recognition technology. A member of an audience was invited to say a sentence which would be 'recognized' by a computer, the participant said 'It's hard to recognize speech'. The computer in the middle of people speaking, laugh and noise showed in the screen 'It's hard to wreck a nice beach'. This is just a small illustration of the problems for computer

and people in listening to connected speech. There are also problems such as mishearing, unknown words, lexical density (short spaces of time between content words, forcing the listener to concentrate harder), and complex grammatical structures.

Characteristics of the delivery:

The mode of delivery is a vital factor, it can help to distinguish between reciprocal and nonreciprocal listening. Reciprocal listening involves interaction between two or more people, in other words there is a conversation. Reciprocal listening allows the speakers and listeners to react when the message is not clear and ask for clarification, so the speaker can slow down if it is necessary. Nonreciprocal listening is a situation in which the listener does not have the opportunity to a dialogue, for example while watching television or listening to a radio. In this situation the lack of control of the listener is a crucial issue, the listener has no influence over factors such as the speed, the vocabulary, the grammar used and of course the listener does not have the opportunity to ask for repetition of words.

Characteristics of the listener:

Many teachers can testify that some students can get easily distracted, they have lack of ability to maintain concentration. Other students have problems motivating themselves to listen just because they think it is difficult. Some students learn better using modes that are different from listening. According to Multiple Intelligences theory people have different 'intelligences' such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalist. These may be related in the preferences in the modes of learning. Most people, at some unconscious level, realize that they are predisposed to one way of learning than to another. Another important factor is the age, young learners from 7-8 years to mid-teens have different needs from adults, shorter attention spans, interests and cognitive abilities are things to be consider when we as teachers plan a class.

Characteristics of the environment:

There are some environmental conditions which can affect listening performance, among them it is included the temperature of the room (hot rooms induce sleep), noise (heavy traffic, or crowded places outside, for example). These environmental conditions truly affect the way students listen not only in a simple class activity but also in tests or exams.

All the categories mentioned are students and teachers' factors, but we can also mention institutional and social factors. Institutional factors are responsibility of the school, high school or university, all the facilities such as the classroom, tv sets, audio sets, cables, good speakers, etc. And the social factors which affect students' motivation due to friends or family that say that English is not that important or not so useful in everyday life.

2.2.9 Strategies good listeners use.

What exactly is a strategy? There is nothing specific about this, but many of writers, such as Oxford, Chamot and O'Malley, agreed that strategies consist on conscious, deliberate behavior which enhances learning and allows the learner to use information more effectively.

Strategies can be grouped in four categories: cognitive strategies, metacognitive strategies and socio-affective strategies. Cognitive strategies are the ones that are used in order to be completed in a task immediately. For example, when students analyze the title before listening to predict what is the content about. Metacognitive strategies do not have immediate results but they are focus on general learning and have long-term benefits. For example, when students are told to listen to a radio program in the target language once a week in order to improve the listening skills. Socio-affective strategies are mainly about the learners' interaction with other speakers and the attitude they have towards learning. For example, students have the chance to choose another student to practice a phone conversation in the target language to increase their confidence or just to feel better with themselves if they successfully complete the task.

Good listeners use many strategies at the same time according with the task they have. They can listen to a radio broadcast (metacognitive), take notes of some important information they gather (cognitive) and then finally go to a coffee shop to meet some classmates to exchange information they have got about the radio show they have listened to (socio-affective).

It is very important to know that some of the strategies are teachable. In exams for example, teachers can push the students to use prediction, what kind of word may go in the blank, a verb, a noun or an adjective. What kind of information is missing in an exercise? A name, a date, a number, etc. or while listening to a radio news headlines, take notes of keywords are going to be important to predict the content. That is why is very

necessary to train students to become ‘strategic’ on the listening skill to develop their competence.

What makes a strategy teachable? In most of the cases, first the students need to know that there is a problem and they realize that it is necessary to take strategic action. The next condition is that the teacher must be able to exemplify the strategy and show that it is effective. Finally, the strategy needs to be repeatable, that is, it may be adapted in students’ knowledge to face with that kind of problems whenever they show up in future situations.

2.2.10 The characteristics of effective listening.

What is a good listener? We can define as a good listener as someone with sensitive to context, language and nuance, who do not see the listening as the pause before they talk. According to the author Robert Conklin, ‘Very few people would listen if they did not know it was their turn next.

In a real face-to-face conversation, listeners may do the following:

- Use body language like nodding.
- Keep eye contact.
- Use expressions such as *uhm, I see, yes*, etc., to show they are paying attention.
- Ask questions when something it is not clear.
- Try to predict what the speaker is going to say next.
- Understand the meaning of silence.

But what about good listeners in L2?

It is well known that most of the students are not good listeners all the time, when they find interesting topics like comments of a soccer match they will listen attentively but it is not going to happen the same if students listen to a conversation between John and Mary talking discussing weather. Why? Because maybe they just love soccer but they do not find useful John and Mary’s conversation, so here motivation plays a vital role. Many teachers can recognize this phenomenon when explaining all the criteria of how to pass the course, students will listen attentively, take notes, ask questions, remain quietly, etc. So, L2 listeners become better listeners when they are motivated.

What else might make L2 listeners good? When they try to think ahead, predicting and grappling to understand the meaning of the whole idea and not being afraid about the words they do not know.

2.2.11 Different sources of listening.

Teacher talk: Many students cannot notice that teacher talk is the most common way to practice listening in class. After all, it is not formally tested or graded, there are not marks or checks or crosses out, the students do not even have their pencils or pens at hand, or not even paper is on their desks to take notes of important things they listen to. There is no evidence that a listening task is going on. Students are usually not aware of this input of the skill but it is the most frequent and valuable. An enormous benefit is that the teacher is in complete control, can slow down, speed up, repeat keywords, paraphrase difficult phrases, etc. Teacher talk is interactive, can respond to students at any time, so this may be motivating for students.

Students talk: In the same way there is planned, semi-planned, and spontaneous talk from the teacher, there should be the same from students. There is a variety of topics that students can talk about in groups, this will develop their listening and also their speaking skills. For example, anecdotes, which are personal and can be very interesting, real and concrete rather than abstract. One way to ensure that students are interacting with other classmates is to establish some task, these can be:

- **Jigsaw task with an information gap:** individually, students get pictures or parts of a text. In pairs or groups, students paraphrase the text or describe the pictures to make a whole story.
- **Reporting back:** before an activity begins, the teacher will tell the students that they will have to report back on what was said.
- **Making a presentation:** students will be asked to present in groups a topic that the other students need to judge. For example, each group presents a proposal idea for a new magazine, the listeners have to decide if they wish to invest or not in that new product.
- **Secretaries:** in each group one student has to be assigned the role of secretary.

Other resources: there are also other important resources such as textbooks recordings which contain recordings of news bulletins, interviews with experts in their fields, stories, songs, situational dialogues, discussions, and so on. Other resources can be television or

radio broadcast which are often authentic with real world information, with video on television there is the opportunity to see the speakers and observe the body language which is an advantage to the listeners. We can also mention songs as another resource which bring art and emotion to the classroom; this also helps shy students to be confident to pronounce words in L2. Finally, the Internet is another tool nowadays, students can find a variety of websites in which they can get listening texts, questions, answers and even explanation. With Internet students can practice any time by them and in their own pace, they can repeat the activities and the dialogues the times are necessary for them.

2.2.12 Pre-listening skills and activities.

Activating schemata / predicting:

Brainstorming: Linus Pauling once said, “The best way to have an idea is to have lots of ideas”. He should know, he won the Nobel Prize for Chemistry and the Nobel Peace Prize. The first goal of a brainstorming is to make many ideas about a topic or a problem. At the beginning all the ideas should be accepted without any exclusion, but then only the most relevant ideas are going to be taken for the purpose or topic needed. The teacher can give a topic or a problem and the students mention everything that comes to their minds, can be just orally or maybe written on the board to enhance students to think at least on one idea if their turn come up.

Visuals: picture is a good source of visual material, through pictures students can predict what is going to happen, also can use pictures to organize a story or students just receive the pictures of the half of the story and they predict what is going to happen next. Of course, the pictures have to be related to the topic they will listen to. Another option is to make students create dialogues or scripts for those pictures to aim them use their creativity and this motivate them to be free to use any expression they want.

Realia: another way to make students predict is with the use of realia, this means the use of photos, guides, maps, brochures, objects, etc. With these real objects is easy for students to know the meaning of words just by looking at them. When they receive realia like maps, plane tickets, hand bag, credit cards, students can guess that one possible topic is ‘traveling’.

Texts and words: the use of dialogues or just part of them make it easy to recognize what is the topic of the activity, there is a variety of activities using text such as organizing the

conversation, incomplete conversation that students have to finish, missing words to be fill in or even a complete conversation in which students need to create an alternative ending or changing the whole story with their own words.

Establishing reasons for listening:

After all students have given their possible ideas in the activating schemata process, they need to know what the purpose for the listening exercise is. Why? To make the purpose realistic, to make goal achievable and to make the students get involved. All of these reasons to motivate students to invest time, make an effort, think in the material they will use and be motivated to listen more successfully.

Pre-teaching vocabulary:

If the teacher thinks that there are many words that students may not know and these words are relevant to the passage, it is very important to explain them before going to the listening exercise. Thus, the students will feel more confident and surer that they will understand better the dialogue or passage. Whether to pre-teach an item of vocabulary or not, there are many things to be considered, for example time is an important point to check, if there is not too much time it is a good idea to explain the word through context. Another thing to consider is if it is worthy to teach the word, as it was mentioned first it is important to know if the word is relevant to the passage of the exercise, if not can be unnecessary to spend time with those kinds of words.

2.2.13 While-listening skills and activities.

Listening for gist: the first thing when the students listen to a passage is to listen for gist, that is the main idea. This is very useful before going to detail, pronunciation, analyze the language used or even discussion of themes. Simple questions which involved a whole idea can be *What is the problem? What does the speaker think about that?* A simple activity is to make students concentrate on information under the heading *What? Who? Why?*

Listening for detail: if the students listen for gist the first time it is necessary that the second time they listen for detail for specific information. A Bingo activity is very useful with young learners, teachers have to write many words on the board, all of them will appear in the passage, students choose seven of these words, and any time they hear one of the words they have to mark them with a tick, when students have ticked all their seven

words, they chose they have to shout 'bingo'. Time, dates, number frequently show up in a passage, students can take notes of them and then compare their notes explaining what are they about.

Inferring: this is a thinking skill in which students make deductions by going beyond what is actually stated. So besides what the speakers are saying students can infer other situations that are not specify in the dialogue. Sometimes inferring should appear at high level students because they need to know an extensive vocabulary to express words or phrases which are not in the exercise.

Dictation: probably this is the best-known activity for intensive listening, but it became out of fashion quickly with the arrival of Communicative Approach. Some reasons for this are that been traditionally, it is not communicative. It also can be dull because transcribing requires no creativity or emotional investment. However, it has been noticed that dictation has great benefits as an activity type.

2.2.14 Post-listening skills and activities.

Reflecting: so far it has been mentioned the pre-listening task where students gather their ideas, activate schemata. Then the while-listening task where they are 'on-task' with the listening passage, listen for details and general idea, etc. But what comes next? The post-listening activities. What do they involve? Besides checking answers, we go into detail, looking at both top-down features such as the exact setting of the passage or information about the speakers.

Checking and summarizing: the first thing students usually do is checking answers in pairs or groups to see if they have similar or different information. Sometimes there are students that are too shy to speak in front of large groups, the teacher should help these students to feel more confident and speak without having that fear of making mistakes in pronunciation or errors in the answers. A good idea to make then talk and check that they are really speaking spontaneously in to summarize the information they listened to, thus, the students will compare ideas while teacher is monitoring what they are saying correcting where is necessary.

Discussion: to engage students to the task is very important to give them the chance to express their own opinion or ideas, this may guide students to discussion. Topic like ordering in a restaurant or going to the bank are not purely functional in nature, but texts

books usually contain branch of themes which lead students to discussion. This activity is completely open for students to express their points of view.

Creative response: creativity is often associate with being rare or unusual, but it should be being far from the simply. There are small acts of linguistic creativity almost every time we open our mouths. This sometimes, however, is a psychological barrier that exist because of a narrow view of what creativity means. When students are free to speak, unconsciously they are using their creativity to speak, of course is not noticeable because creativity is common associated with writing rather than speaking. It is important for students to realize that creativity is an extremely common oral phenomenon.

Critical response: creative thinking and critical thinking are often linked. One of the main elements of critical thinking is effective questioning which is a creative activity because involves the critic using their own thoughts to discuss the material students are confronting. One of the most important elements of a critical response to a listening passage is an awareness of the speaker's point of view.

2.2.15 Why teach listening?

One of the main reasons to make students listen to spoken English is to make them hear different varieties and accents instead of just listen to the teacher's voice. In today's world is very important and necessary to be exposed not only to British English accent but also to other accents such as American English, Australian English, Caribbean English, Indian English or West African English. When people from different countries have to communicate each other they often speak in English to understand, so that a Swiss flight attendant might have to understand a Japanese woman's English variety, just as an Argentinian has to deal with a Russian's version. The difference is not just a matter of accent, there are also differences in grammar, pronunciation, dialect and idioms.

The main method to expose students to spoken English, besides the teacher, is through the use of taped material which can show a wide range of topics such as advertisements, news broadcast, poetry reading, plays, songs, speeches, telephone conversations and every form of spoken exchanges. Another major reason for teaching listening is because it helps to acquire language subconsciously even if teacher do not draw attention to its features.

2.3 LEGAL FRAMEWORK

Constitution of the Republic

Children, Children and Adolescents

Art. 45. - Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

Organic Law of Intercultural Education, 2011

Art. 2 literal f.- Se establece la obligación de la educación de nivel desde nivel inicial hasta nivel bachillerato o sus equivalentes.

Art. 17 literal a. – Recibir educación escolarizada o no escolarizada, formal o informal a lo largo de su vida que, complementa sus capacidades y habilidades para ejercer la ciudadanía y el derecho al Buen Vivir.

Therefore, as the quotation on the articles of the law shows, all the people have the right to education, which intellectual abilities that allow him to work in the world of work

2.4 CONCEPTUAL FRAMEWORK

Enhance: to increase the value, attractiveness, or quality of; improve.

Skill: the ability, coming from one's knowledge, practice, aptitude, etc., to do something well.

Approach: the method used or steps taken in setting about a task

Schemata: an underlying organizational pattern or structure.

Process: a series of actions aimed at accomplishing some result.

Encourage: to inspire with courage, spirit, or confidence to do something.

Improve: to increase the value of (real property) by remodeling or adding features.

Context: the parts of a written or spoken statement that precede or follow a specific word or passage, usually influencing its meaning or effect

Cognitive: of or pertaining to the mental processes of perception, memory, judgment, and reasoning, as contrasted with emotional and volitional processes.

Metacognitive: learning processes and your beliefs about how you learn and how you think others learn

Strategy: a plan or method for achieving any specific goal

Teachable: capable of being taught, as a subject.

L1: the first language we acquire.

L2: the target language we aim to learn.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 RESEARCH METHODOLOGY

The methodology is the area of study and it has the responsibility to develop, define and systematize the group of techniques, methods and procedures in order to be taken in this research process. Research methodology can be defined as the basic principles, processes and procedures involved in undertaking a study adjusted towards solving a particular identified problem. It focuses on the methods adopted in the collection and analysis of data. Research methodology is applied to collect some important and relevant results, this is a quick way to understand a fact or phenomenon to find a way to solve the problem established in this research.

We can also say that research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a theme. In a research paper, the methodology section allows the researcher to critically test a project's overall validity and reliability. The methodology section answers two main questions: How was the data collected or generated? How was it analyzed?

3.2 TYPE OF RESEARCH

The modality presented in this research is quantitative because some surveys are made to collect the data which is needed in this study. And also qualitative because through this information some analysis is done based on the results obtained from the surveys applied to students and teachers.

The type of research implemented in this work was a descriptive research; as a matter of fact, this research can employ and use only one variable that is required to conduct a descriptive study as it was mentioned above "Communicative Approach Activities". Furthermore, the main point of the research was to focus on a problem that actually happens in some language schools and a solution must be found through the collection of data that enables to describe the situation and also characteristics and/or behavior of the sample population.

3.3 RESEARCH APPROACH

Research approach is a scheme and procedure that consists of the steps of general assumptions to detailed method of data collection, analysis and interpretation. It is consequently, based on the nature of the research problem that is studied. Research approach is basically divided into two categories:

- 1) Approach of data collection and
- 2) Approach of data analysis or reasoning.

Types of research approach for data collection: We have mainly two different types of research approach, quantitative and qualitative. This project uses data collection. There are some types such as collection of participants, validation of the accuracy of findings, make interpretations of the data, collaborate with the participants, identify variables to study, use of standards of validity and reliability, observe and measure numerically the information collected and surveys and experiments in the classroom applying the method in order to find a solution to the problem of this project.

Research approach for data analysis:

Approaches for analysis of data is in two types:

- 1) Inductive and
- 2) Deductive approach.

Since this work uses quantitative data collection, the type of analysis is deductive. The deductive approach of analysis involves the following steps:

- Exploration of theories.
- Development of theoretical framework or hypotheses.
- Observation through statistical testing of hypotheses.
- Confirmation of a specific conclusion drawn logically from premises.

3.4 RESEARCH IN INSTRUMENTS AND TECHNIQUES

To carry out this research, the deductive method was used to collect clear and reliable data. After doing an analysis, the results obtained will be compared in order to demonstrate why the use of communicative activities is an effective tool for the listening comprehension learning process.

The deductive method is a scientific method that allows the researcher to collect information directly, through observation. This method makes use of tools and instruments achieving the proposed objectives through the application of surveys. The use of surveys allows the collection of information, which was applied to each student of English one level of ESPOL University, in order to obtain specific data related to the project.

The surveys applied to the students were created in order to get to know how the use of communicative activities is a didactic tool in listening learning process. The students will be asked about the different ways communicative activities are applied in the classroom for example if teachers must promote the use of communicative activities in every stage of a lesson and if they are motivated to develop a communicative approach connected with listening exercises, and so on.

The surveys applied to teachers were created in order to collect information aimed to the teachers' perspective about the useful use of communicative activities in the classroom to make students be more motivated and engaged in the exercises related to listening skill. The teachers will be asked some questions such as if they promote the use of communicative activities not only in listening activities, if they connect listening activities with communicative purpose, if they maximize the use of L2 in all activities, etc.

3.5 RESEARCH POPULATION

This is determined as a complete set of elements (people or objects) that possess some similar characteristics established by the sampling criteria set by the researcher. The population of this study consists of 1 coordinator, 6 teachers and 86 students.

Number of elements in the study:

Universe: 93 people

Sample: 27 students

This research project was conducted at ESPOL University in Guayaquil, Ecuador. The research population was students who were registered in the English1 module at the institution above mentioned.

For research purposes, the population that was considerate to elaborate the sample were the students of English 1 level course as the experimental group with twenty students; that being so a part of the population to study and that serves to represent it.

Table 1

Research population.

Nº	DETAILS	PEOPLE
1	COORDINATOR	1
2	TEACHERS	6
3	STUDENTS FROM ENGLISH 1 MODULE (Parallels 2, 3, 4 and 5)	86
	TOTAL	93

Source: ESPOL University

Elaborated by: Acurio Laje, D. (2018)

3.6 RESEARCH SAMPLE

Sample is the select group of elements (people or objects) chosen to participate in a study; people are referred to subjects or participants. Simple sampling representative was taking from 1 coordinator, 6 teachers and 20 students from English 1 module. It permits us to use statistical methods to analyze sample results. Some surveys to students and teachers about the effectiveness of appropriate communicative methods applied in the improving of the listening skill are being examined during the project. There is also an important sample of tests students took focused on these techniques, with the use and not use of the method mention before in order to check and analyze if they work efficiently in the listening skill exercises. All of people were observed and interviewed during the English classes in order to research and determine the student performances through the use of a communicative pedagogical resource and its influence in enhancing their listening skill level.

Table 2

Research sample.

N°	DETAILS	PEOPLE
1	COORDINATOR	1
2	TEACHERS	6
3	SUDENTS FROM ENGLISH1 PARALLEL 3	20
	TOTAL	27

Source: ESPOL University

Elaborated by: Acurio Laje, D. (2018)

3.7 RESEARCH ANALISYS AND RESULTS

3.7.1 Students' surveys.

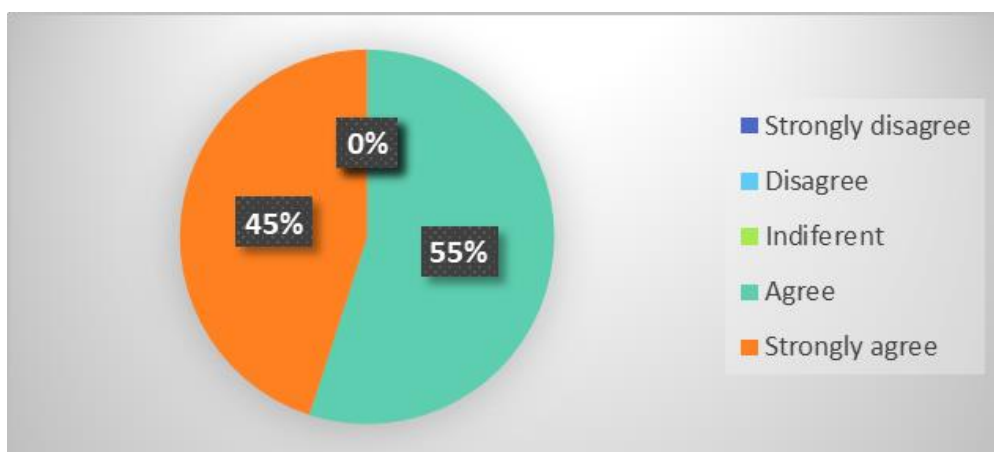
Table 3

Teachers must promote the use of communicative approach not only in speaking activities.

1. Teachers must promote the use of communicative approach not only in speaking activities.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	11	55%
Strongly agree	9	45%
TOTAL	20	100%

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)



Graph 1

Teachers must promote the use of communicative approach not only in speaking activities.

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

Among 20 students, the 55% of them show the importance of promoting the use of communicative approach, the rest of students with a 45% have a similar reaction. It is evident a 100% percent of acceptance of applying this approach in class with a fully acceptance.

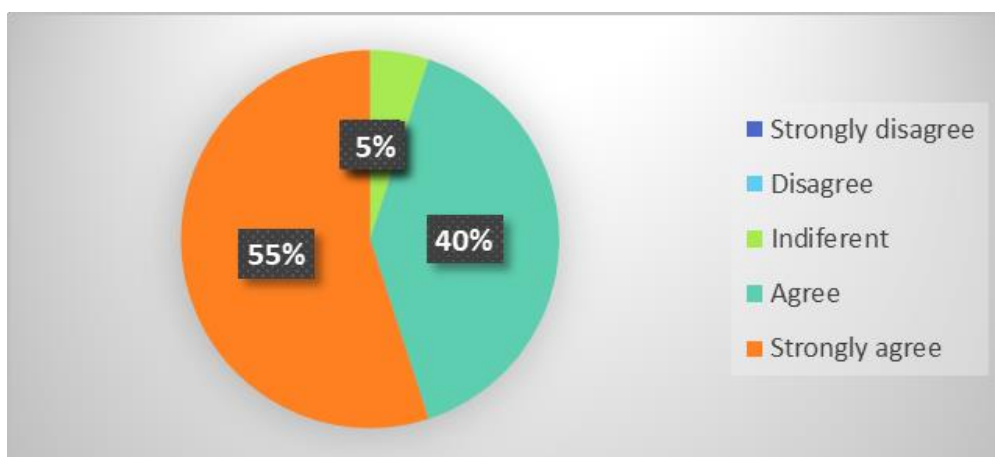
Table 4

Teachers must present listening activities with enthusiasm and motivating communicative warming up.

2. Teachers must present listening activities with enthusiasm and motivating communicative warming up.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	1	5%
Agree	8	40%
Strongly agree	11	55%
TOTAL	20	100%

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)



Graph 2

Teachers must present listening activities with enthusiasm and motivating communicative warming up.

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

The 55% of students surveyed show a strong agreement of presenting listening activities with enthusiasm and communicative warming up, another 40% have a similar reaction but only a 5% shows indifference to apply this in class. That lead us to know the high acceptance against to a 5% of indifference.

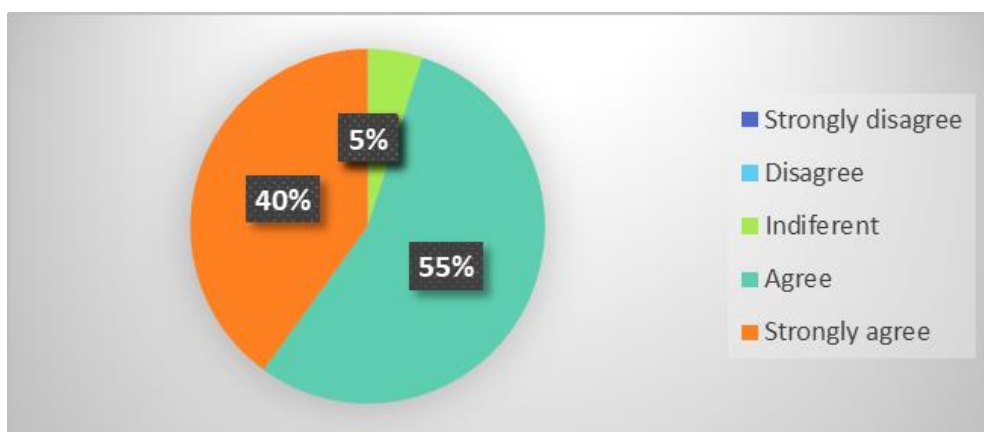
Table 5

Teachers must connect listening activities with communicative purpose.

3. Teachers must connect listening activities with communicative purpose.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	1	5%
Agree	11	55%
Strongly agree	8	40%
TOTAL	20	100%

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)



Graph 3

Teachers must connect listening activities with communicative purpose.

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

The 40% of students strongly agree with connecting listening activities with communicative purpose, 55% have a similar acceptance and only 5% of students are indifferent to connect listening with communicative method. Thus, we have the evidence of a massive acceptance against to a 5% of indifference.

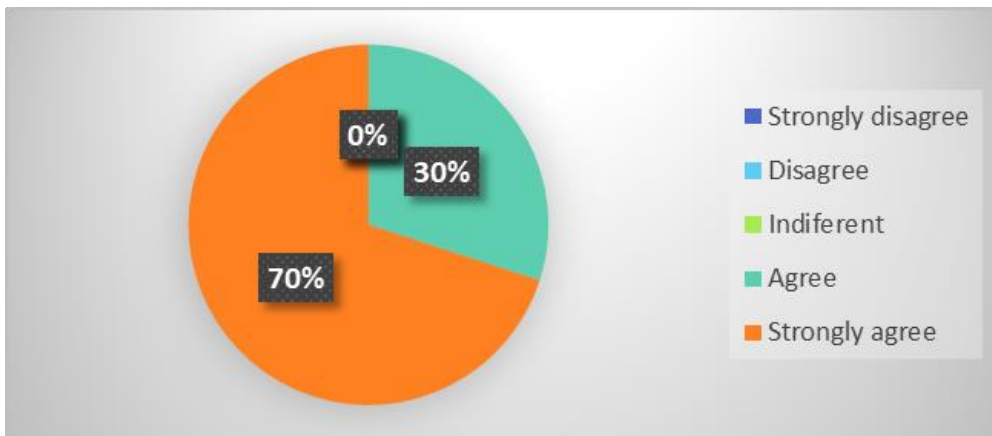
Table 6

Teachers and schools must update all technology equipment in classrooms.

4. Teachers and schools must update all technology equipment in classroom.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	6	30%
Strongly agree	14	70%
TOTAL	20	100%

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)



Graph 4

Teachers and schools must update all technology equipment in classrooms.

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

Most of the students with a 70% strongly agree with the use of updated technology in class, the rest have a similar reaction with a 30% of agreement. The whole class have the same point of view about using technology in class.

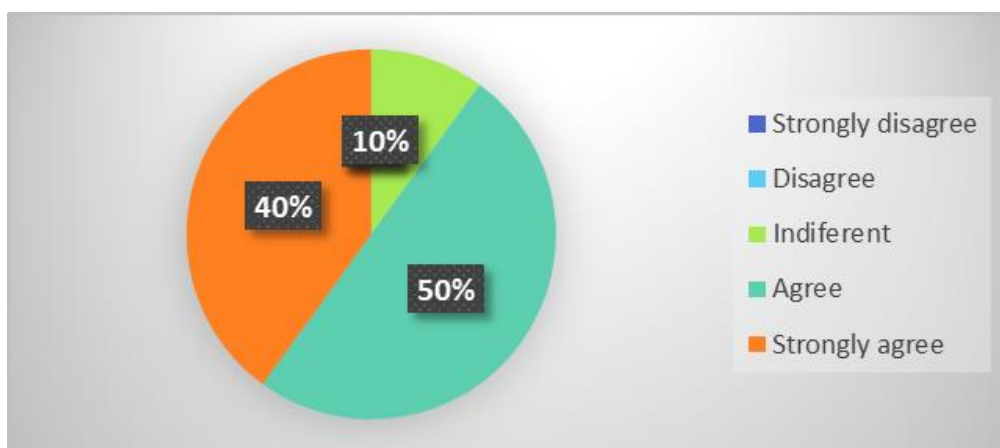
Table 7

Teachers must give students extra worksheets to reinforce any activity.

5. Teachers must give students extra worksheets to reinforce any activity.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	2	10%
Agree	10	50%
Strongly agree	8	40%
TOTAL	20	100%

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)



Graph 5

Teachers must give students extra worksheets to reinforce any activity.

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

The 40% of students surveyed strongly agree with the use of extra worksheets to reinforce the topic learned in the lesson, 50% have similar reaction and only 10% of students show indifference to the use of this kind of material. So, the majority of the people surveyed show agreement.

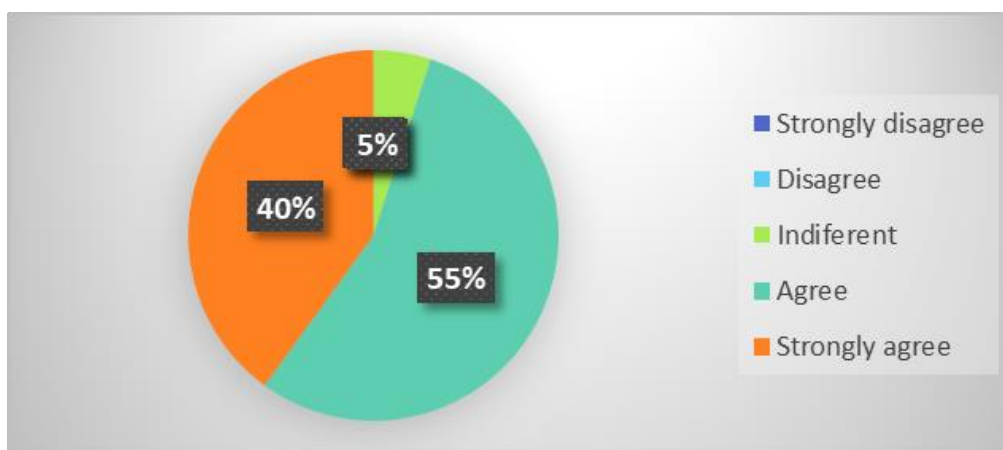
Table 8

Teacher must encourage students to use L2 in every single activity.

6. Teachers must encourage students to use L2 in every single activity.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	1	5%
Agree	11	55%
Strongly agree	8	40%
TOTAL	20	100%

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)



Graph 6

Teacher must encourage students to use L2 in every single activity.

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

The 40% of students surveyed thinks that teachers must encourage students to use L2 in every activity, 55% have similar reaction and only 5% of students show indifference to apply this in language lessons.

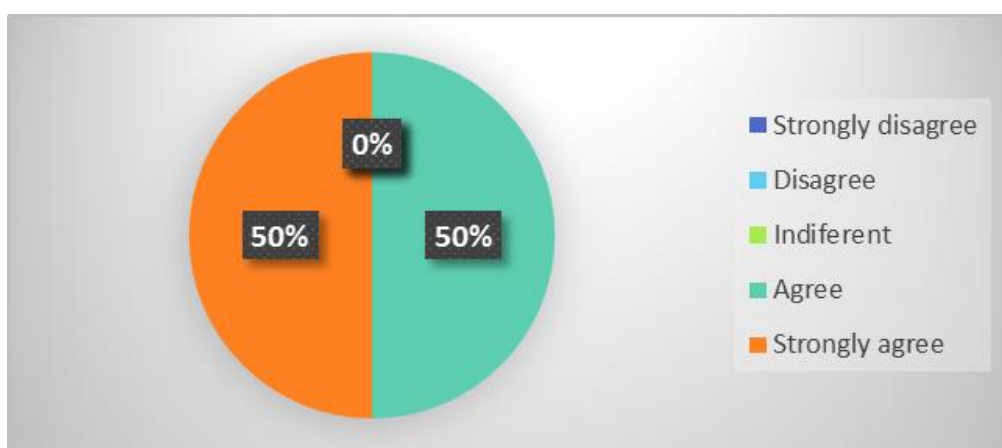
Table 9

Role play or act out must go after a listening exercise to increase communicative ability.

7. Role play and act out must go after a listening exercise to increase communicative ability.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	10	50%
Strongly agree	10	50%
TOTAL	20	100%

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)



Graph 7

Role play or act out must go after a listening exercise to increase communicative ability.

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

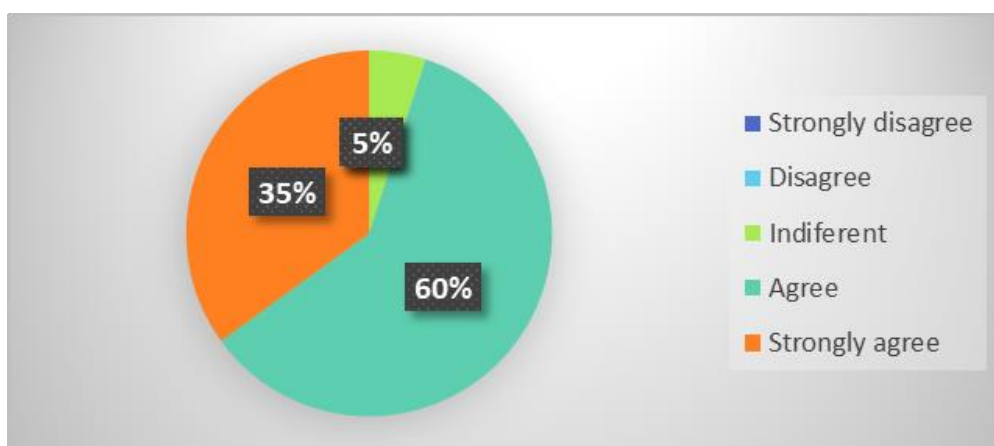
Half of students strongly agree with the use of role plays after listening exercises to increase the communicative ability, the other half has a similar agreement to this kind of activities. So, all the students show acceptance to role plays and acting out.

Table 10

It is ok to use communicative method before, while and after listening skill activities.

8. It is ok to use communicative methods before, while and after listening skill activities.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	1	5%
Agree	12	60%
Strongly agree	7	35%
TOTAL	20	100%

Source: ESPOL University – CELEX Students
Elaborated by: Acurio Laje, D. (2018)



Graph 8

It is ok to use communicative method before, while and after listening skill activities.

Source: ESPOL University – CELEX Students
Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

Less than a half of students surveyed, 35%, strongly agree with the use communicative methods before, while and after listening skill activities, and most of them have a similar reaction with a 60%, while only 5% show indifferent to this method.

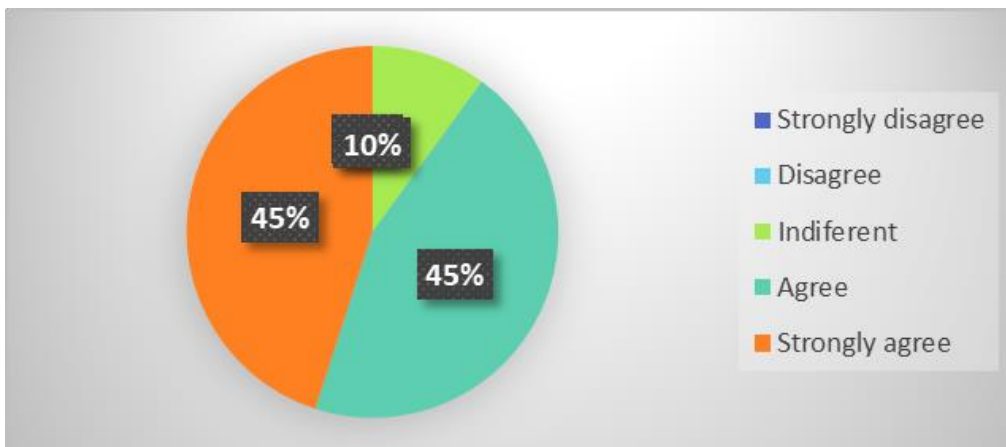
Table 11

When learning a language is more important communication rather than accurate grammar structures.

9. When learning a language is more important communication rather than accurate grammar structures.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	2	10%
Agree	9	45%
Strongly agree	9	45%
TOTAL	20	100%

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)



Graph 9

When learning a language is more important communication rather than accurate grammar structures.

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

The 45% of students surveyed strongly agree with the idea that communication is more important than accurate grammar structures, and the same amount, 45%, show similar agreement, while only 10% are indifferent to this statement.

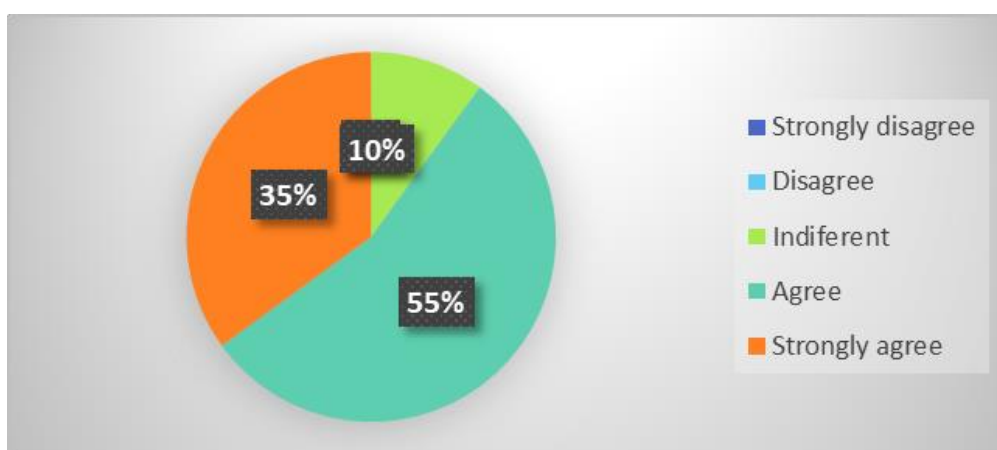
Table 12

It is ok to speak with errors rather than being quiet to avoid pronunciation errors.

10. It is ok to speak with errors rather than being quiet to avoid pronunciation errors.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	2	10%
Agree	11	55%
Strongly agree	7	35%
TOTAL	20	100%

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)



Graph 10

It is ok to speak with errors rather than being quiet to avoid pronunciation errors.

Source: ESPOL University – CELEX Students

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

The 35% of students strongly agree with the idea that speaking with errors is better than being quiet to avoid any kind of pronunciation errors, another 55% have a similar opinion to this while only the 10% of students are indifferent.

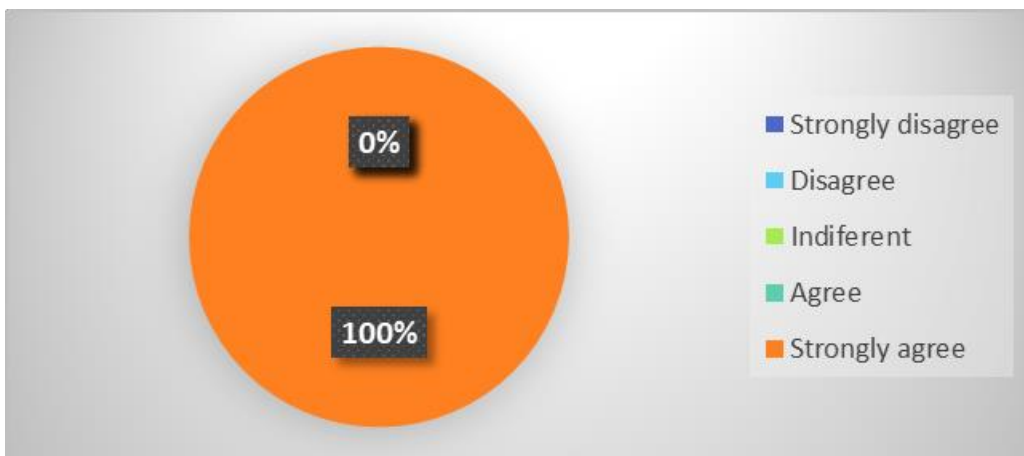
3.7.2 Teachers' surveys.

Table 13

Teachers must promote the use of communicative approach not only in speaking activities.

1. Teachers must promote the use of communicative approach not only in speaking activities.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	0	0%
Strongly agree	6	100%
TOTAL	6	100%

Source: ESPOL University – CELEX Teachers
 Elaborated by: Acurio Laje, D. (2018)



Graph 11

Teachers must promote the use of communicative approach not only in speaking activities.

Source: ESPOL University – CELEX Teachers
 Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

With a 100% of the teachers surveyed, we can observe a determining idea that teachers must promote the use communicative approach not only in speaking activities.

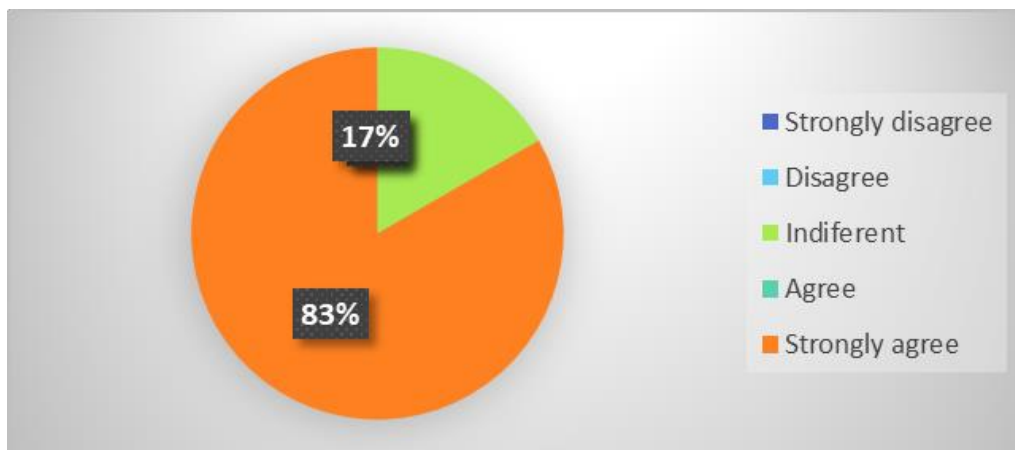
Table 14

All listening activities must be connected with a communicative purpose.

2. All listening activities must be connected with with a communicative purpose.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	1	17%
Agree	0	0%
Strongly agree	5	83%
TOTAL	6	100%

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)



Graph 12

All listening activities must be connected with a communicative purpose.

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

The 83% of the teachers surveyed show an agreement that states that listening activities must be connected with a communicative purpose to increase the result when learning a language, while just the 17% react indifferent to this opinion.

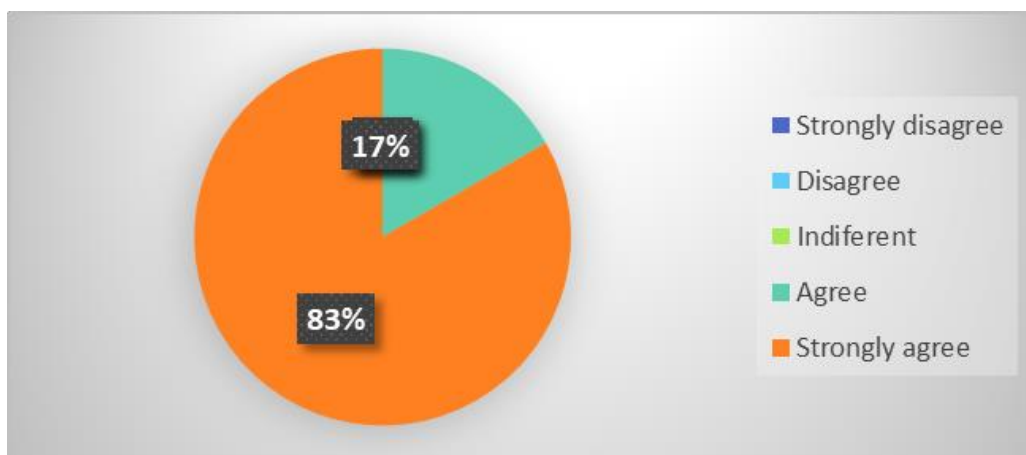
Table 15

Audio-visual activities look more attractive for students while doing listening exercises.

3. Audio-visual activities look more attractive for students while doing listening exercises.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	1	17%
Strongly agree	5	83%
TOTAL	6	100%

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)



Graph 13

Audio-visual activities look more attractive for students while doing listening exercises.

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

With a complete acceptance of audio-visual activities looking more attractive while doing listening exercises, the 83% of the teacher surveyed show a strong agreement while 17% have a similar reaction to this statement.

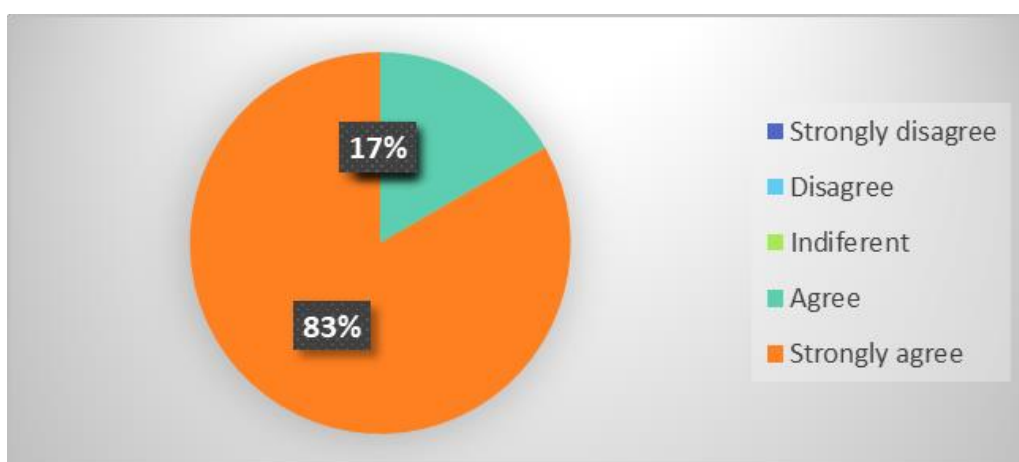
Table 16

Teacher must encourage students to use L2 in every single activity.

4. Teachers must encourage students to use L2 in every single activity.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	1	17%
Strongly agree	5	83%
TOTAL	6	100%

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)



Graph 14

Teacher must encourage students to use L2 in every single activity.

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

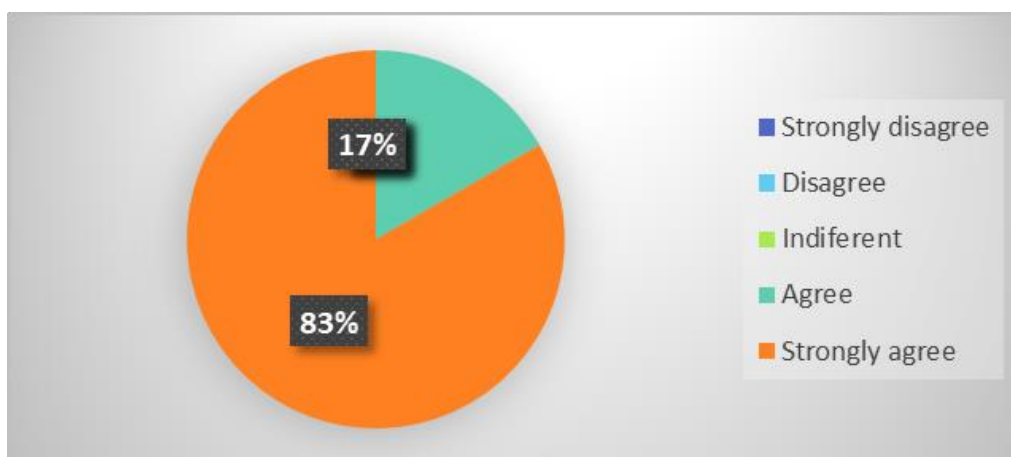
With a complete acceptance of encouraging the use of L2 in class in every listening activity, the 83% of the teacher surveyed show a strong agreement while 17% have a similar reaction to this statement.

Table 17

It is correct for students to speak with errors rather than being quiet to avoid pronunciation errors.

5. It is correct for students to speak with errors rather than being quiet to avoid pronunciation errors.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	1	17%
Strongly agree	5	83%
TOTAL	6	100%

Source: ESPOL University – CELEX Teachers
Elaborated by: Acurio Laje, D. (2018)



Graph 15

It is correct for students to speak with errors rather than being quiet to avoid pronunciation errors.

Source: ESPOL University – CELEX Teachers
Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

With a complete acceptance of speaking with errors is more efficient than keeping quiet to avoid any kind of pronunciation or structure errors, the 83% of the teacher surveyed show a strong agreement while 17% have a similar reaction to this statement.

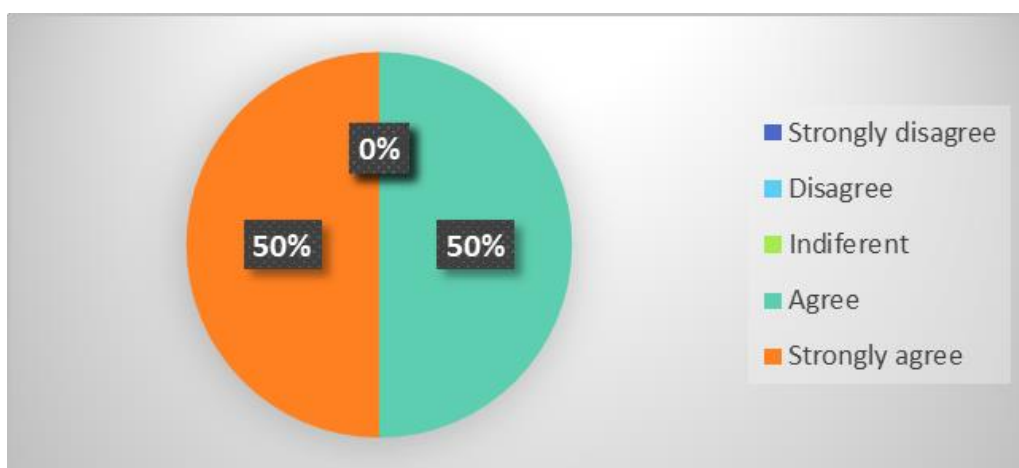
Table 18

I usually give students extra worksheets to reinforce knowledge.

6. I usually give students extra worksheets to reinforce knowledge.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	3	50%
Strongly agree	3	50%
TOTAL	6	100%

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)



Graph 16

I usually give students extra worksheets to reinforce knowledge.

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

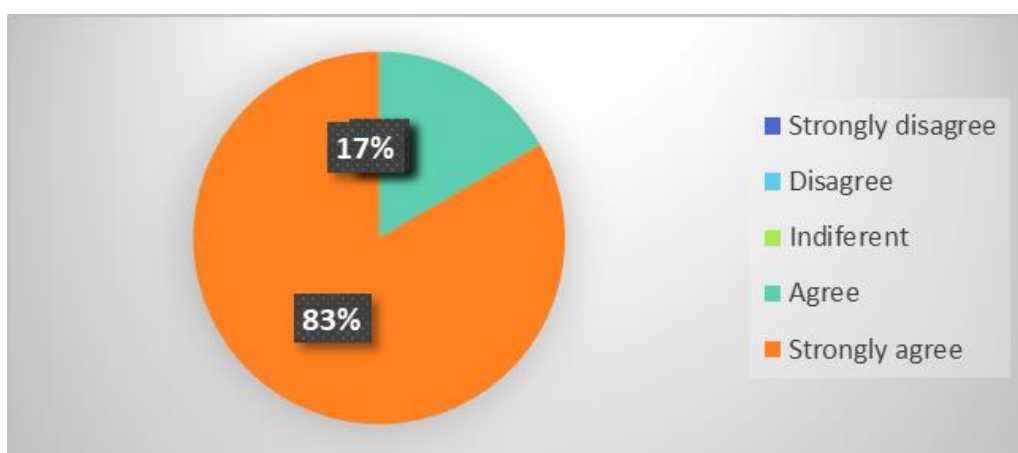
With a complete acceptance of using extra worksheets to reinforce the topic learned in class, the 50% of the teacher surveyed show a strong agreement while the other 50% have a similar reaction to this statement.

Table 19

I use communicative method before, while and after listening skill activities.

7. I use communicative methods before, while and after listening skill activities.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	1	17%
Strongly agree	5	83%
TOTAL	6	100%

Source: ESPOL University – CELEX Teachers
Elaborated by: Acurio Laje, D. (2018)



Graph 17

I use communicative method before, while and after listening skill activities.

Source: ESPOL University – CELEX Teachers
Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

With a complete acceptance of using communicative methods before, while and after listening skill activities, the 83% of the teacher surveyed show a strong agreement while 17% have a similar reaction to this statement.

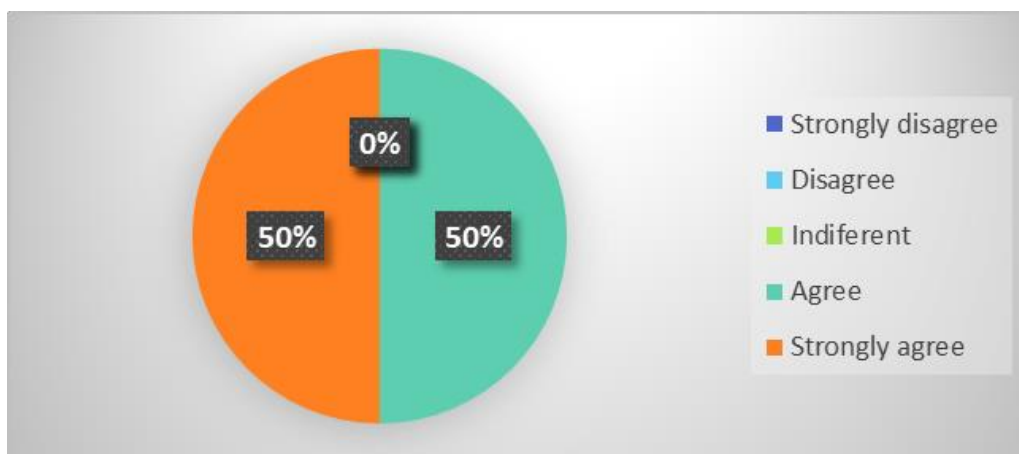
Table 20

I think that when learning a language is more important communication rather than accurate grammar structures.

8. I think that when learning a language is more important communication rather than accurate grammar structures.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	3	50%
Strongly agree	3	50%
TOTAL	6	100%

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)



Graph 18

I think that when learning a language is more important communication rather than accurate grammar structures.

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

With a complete acceptance of thinking that when learning a language is more important communication rather than accurate grammar structures, the 50% of the teacher surveyed show a strong agreement while the other 50% have a similar reaction to this statement.

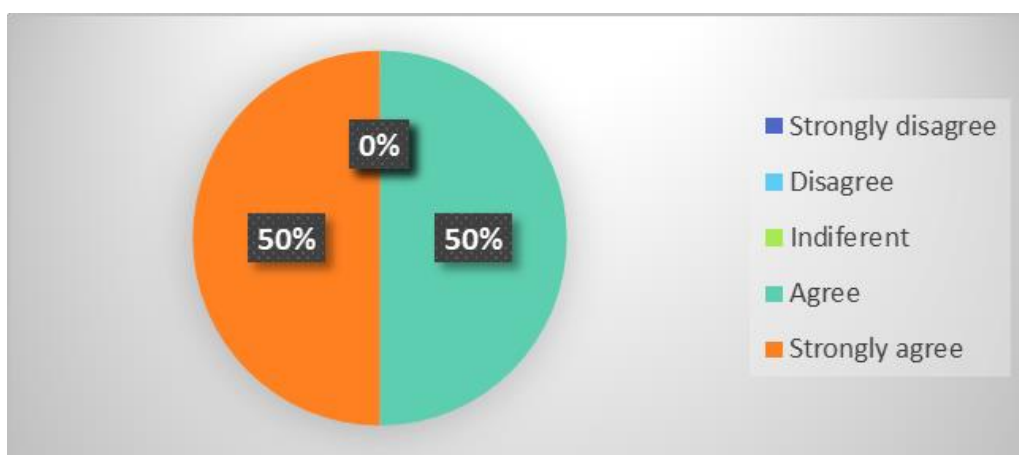
Table 21

I give students appropriate feedback not to make them feel bad.

9. I give students appropriate feedback not to make them feel bad.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	3	50%
Strongly agree	3	50%
TOTAL	6	100%

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)



Graph 19

I give students appropriate feedback not to make them feel bad.

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

With a complete acceptance of giving students appropriate feedback and not to make them feel bad, the 50% of the teacher surveyed show a strong agreement while the other 50% have a similar reaction to this statement.

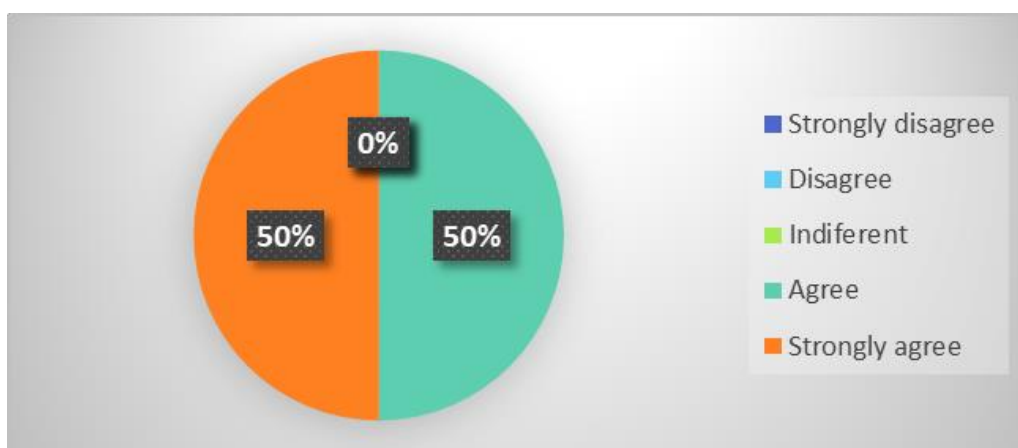
Table 22

I consider communication more important than accurate grammar.

10. I consider communication more important than accurate grammar.		
CATEGORY	FREQUENCY	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indiferent	0	0%
Agree	3	50%
Strongly agree	3	50%
TOTAL	6	100%

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)



Graph 20

I consider communication more important than accurate grammar.

Source: ESPOL University – CELEX Teachers

Elaborated by: Acurio Laje, D. (2018)

ANALYSIS

With a complete acceptance of considering communication more important than correct grammar, the 50% of the teacher surveyed show a strong agreement while the other 50% have a similar reaction to this statement.

3.8 CONCLUSIONS OF THE ANALYSIS

The evidence this project gets from the surveys is that most of students and even teacher agree in the use of communicative approach in the development of listening skill activities in classrooms. It is considered very important the implementation of technology in class such as good speakers, projector, digital books, etc. An important stage in class is the use of communicative method before the activity doing some prediction and discussion to improve speaking which is something will increase students' motivation. It is also considered in the surveys the use of communicative method nor only in pre-listening stage but also in while and post stage. Students and teachers say that this is very useful even in listening skill exercises because they practice and reinforce the real purpose of learning a new language while they work on listening activities. Something also teachers and students answer in common in this survey is that is better speaking with errors rather than remain quiet to avoid an embarrassing situation in class. And also, both of them have the same opinion about the motivation of student to use L2 is a must in the performance of any English activity, the teachers should encourage students to use L2 and present a class with enthusiasm and motivation.

CHAPTER IV

PROPOSAL

4.1 TITLE OF THE PROPOSAL

Listening Comprehension Strategies for First Level English Classes corresponding to A2 in the Common European Framework.

4.2 BROAD OBJECTIVE

To determine the impact of listening comprehension strategies in first level of English classes.

4.3 SPECIFIC OBJECTIVES

- To discuss with partners the pictures and warming up questions in order to gather previous knowledge related to the topic of the activity.
- To listen to a conversation between some people and answer the questions.
- To talk about the same question in the activities but giving their own opinion about them in order to share students' ideas.

4.4 JUSTIFICATION OF THE PROPOSAL

The objectives of this work will contribute to determine the benefits of communicative activities on listening comprehension skills. The factors which inspire this research is that students need to improve the listening ability, we have realized the lack of understanding of this skill in the students' scores of evaluations and even in the activities they perform in class, sometimes when the recording finishes, the student have not completed anything, this shows us the low level of comprehension the students have in the listening skill or in videos where they use the same skill and it is easy to notice that students need to reinforce to be better in the performance of this skill.

The exercises used in class help students to use communication in all the stages of the lesson, in pre listening, while listening and also in after listening. Thus, they will speak not only to practice oral performance but also to make them listen someone speaking in order to practice listening. When they give words in the brainstorming for example, they need to listen to their partner in order not to repeat the same words. When they guess what can be the conversation about, they also need to listen to their partners in order not to repeat the same ideas given by their classmates. And also, in production, when students

use critical thinking about the activities, giving their opinion about the topic of the listening exercise, they also have to listen to their classmates in order to debate and express ideas of agreement or disagreement.

To conclude, this research shows the importance of communicative approach in the listening skill and how necessary it is in the process of learning a new language.

4.5 SCHEME OF THE PROPOSAL

Worksheet: Shopping for Clothes.

Pre listening activity N° 1: Write the correct word in the boxes below the picture.

While listening activity N° 1: Do the exercise while you listen. Circle *Shop Assistant* or *Customer* for these sentences.

While listening activity N° 2: Do the exercise while you listen. Check your understanding: Answer the following questions.

Post listening activity N° 1: Do the exercise after you listen. Discuss the next questions with a partner.

Worksheet: Celebrations.

Pre listening activity N° 1: Do the exercise before you listen. Match the events with the definitions and write a-e next to the numbers 1-5.

While listening activity N° 1: Do the exercise while you listen. Match the speaker with the celebration and write a-e next to the numbers 1-5.

While listening activity N° 2: Do the exercise while you listen. Complete the gap with the speakers a-e.

Post listening activity N° 1: Do the exercise after you listen. Write any new words you have learnt in this lesson.

4.6 DEVELOPMENT OF THE PROPOSAL

Worksheet: Shopping for Clothes

Pre listening activity N° 1: Write the correct word in the boxes below the picture. The objective of this exercise is to engage students to the topic through pictures and to promote the learning of new vocabulary word if they are new for them.

Preparation

Do this exercise before you listen. Write the correct word in the boxes below the picture.







cash checkout	credit card changing rooms	receipt T-shirt
		
		

Figure 1. Do before you listen, label the pictures.

Source: <http://learnenglishteens.britishcouncil.org/>
 Elaborated by: Acurio Laje, D. (2018)

While listening activity N° 1: Do the exercise while you listen. Circle *Shop Assistant* or *Customer* for these sentences. The objective of this exercise is to check understanding of the two words *Shop Assistant* and *Customer*, both related to shopping. Besides the recognition of the two words, this activity also helps students to listen carefully for who says those statements given in the exercise.

1. Check your understanding: shop assistant or customer

Do this exercise while you listen. Circle *Shop assistant* or *Customer* for these sentences.

<i>Shop assistant</i>	Is it OK?	<i>Customer</i>
<i>Shop assistant</i>	And in purple?	<i>Customer</i>
<i>Shop assistant</i>	Would you like to pay with credit card or with cash?	<i>Customer</i>
<i>Shop assistant</i>	Can I help you?	<i>Customer</i>
<i>Shop assistant</i>	Yes, have you got this T-shirt in other colours?	<i>Customer</i>
<i>Shop assistant</i>	Can I try it on?	<i>Customer</i>
<i>Shop assistant</i>	What size do you want?	<i>Customer</i>

Figure 2. Match the people to the question they ask.

Source: <http://learnenglishteens.britishcouncil.org/>

Elaborated by: Acurio Laje, D. (2018)

While listening activity N° 2: Do the exercise while you listen. Check your understanding: Answer the following questions. The objective of this exercise is to make students understand conversations and answer information and yes/no questions in order to maximize the listening skill and after that check answer through speaking.

2. Check your understanding: gap fill

Do this exercise while you listen.

1. What size T-shirt does the customer want? _____
2. Does the shop have a medium size purple T-shirt? _____
3. What colour T-shirt does the customer try on? _____
4. Does the customer buy the red T-shirt? _____
5. How much does it cost? _____
6. Does the customer pay by credit card or with cash? _____

Figure 3. Answer the questions.

Source: <http://learnenglishteens.britishcouncil.org/>

Elaborated by: Acurio Laje, D. (2018)

Post listening activity N° 1: Do the exercise after you listen. Discuss the next questions with a partner. The objective of this exercise is to communicate, they ask and answer questions about shopping, items they have bought, when, etc. These kinds of questions have open answers according to the students. The purpose is to use the new vocabulary they have learnt.

Discussion
What was the last item of clothing you bought? Where and when did you buy it? Are you happy with it?

Figure 4. *Discuss with partners.*

Source: <http://learnenglishteens.britishcouncil.org/>

Elaborated by: Acurio Laje, D. (2018)

Worksheet: Celebrations.

Pre listening activity N° 1: Do the exercise before you listen. Match the events with the definitions and write a-e next to the numbers 1-5. This exercise makes students know the meaning of different events such as wedding, anniversary, birthday, party and carnival to make them involve to these types of celebrations, which is the main topic of the activity.

Preparation

Do this exercise before you listen. Match the events with the definitions and write a – e next to the numbers 1 – 5.

- | | | | |
|--------|--|----|-----------------------------|
| 1..... | a party to celebrate the anniversary of someone's birth | a. | golden wedding anniversary |
| 2..... | the marriage of a king, queen, prince or princess | b. | Notting Hill Carnival |
| 3..... | a West Indian carnival held in London every August | c. | end of term party at school |
| 4..... | a celebration of 50 years of marriage | d. | birthday party |
| 5..... | a party normally organised by students to celebrate finishing the school year and completing their exams | e. | Royal wedding |

Figure 5. Match the celebration to the definition.

Source: <http://learnenglishteens.britishcouncil.org/>
Elaborated by: Acurio Laje, D. (2018)

While listening activity N° 1: Do the exercise while you listen. Match the speaker with the celebration and write a-e next to the numbers 1-5. This exercise help students to understand and be aware of what each speaker is talking about by matching the speaker with the kind of celebration.

2. Check your understanding: matching

Do this exercise while you listen. Match the speaker with the celebration and write a – e next to the numbers 1 – 5.

- | | | | |
|--------|-----------|----|-----------------------------|
| 1..... | Speaker A | a. | golden wedding anniversary |
| 2..... | Speaker B | b. | Notting Hill Carnival |
| 3..... | Speaker C | c. | end of term party at school |
| 4..... | Speaker D | d. | Royal wedding |
| 5..... | Speaker E | e. | surprise birthday party |

Figure 6. Match the speaker to the celebration.

Source: <http://learnenglishteens.britishcouncil.org/>
Elaborated by: Acurio Laje, D. (2018)

While listening activity N° 2: Do the exercise while you listen. Complete the gap with the speakers a-e. This exercise reinforces students' listening ability by making them match some statements with the appropriate speaker, thus students not only listen to specific words but also get the whole idea of what is in the audios.

3. Check your understanding: gap fill

Do this exercise while you listen. Complete the gaps with the speaker.

A (x2)

B (x2)

C (x 2)

D (x2)

E (x2)

1. Speaker _____ will see people dressed in amazing costumes.
2. Speaker _____ is going to decorate the venue with Chinese lanterns and projections on the wall.
3. Speaker _____ is worried about someone on Facebook spoiling the surprise.
4. Speaker _____ is going to be careful of people stealing things.
5. Speaker _____ is going to listen to old-fashioned music played on an old-fashioned machine.
6. Speaker _____ is in one of the bands that are playing.
7. Speaker _____ is going to taste food from all over the world.
8. Speaker _____ is going to celebrate with the whole family.
9. Speaker _____ is organising a party for her two best friends.
10. Speaker _____ is going to make sure there is no traffic on her street,

4

Figure 7. *Fill in the gap.*

Source: <http://learnenglishteens.britishcouncil.org/>

Elaborated by: Acurio Laje, D. (2018)

Post listening activity N° 1: Do the exercise after you listen. Write any new words you have learnt in this lesson. This exercise makes students debate about new words which for some of them can be new and for the others not. They check answers by speaking and discussing some meaning and promote students' interaction.

Vocabulary Box	Write any new words you have learnt in this lesson.

Figure 8. *Write new words you learned.*

Source: <http://learnenglishteens.britishcouncil.org/>

Elaborated by: Acurio Laje, D. (2018)

4.7 CONCLUSIONS

The main goal of this proposal was to improve the ability of listening implementing communicative approach. It was very useful for students to use this method due to the purpose of learning a language is to communicate with others, so communication should be a *must* when acquiring a new language. The results were very good, students practice more speaking but at the same moment listen to their classmates, they worked in pairs or in small groups to try to avoid that fear of speak in front of other people due to the lack of confidence. Something negative can be the lack of time there is in each lesson because it is not only a matter of listening but also reading or grammar structures. It was noticeable that students like to interact using issues they consider are according to current time, things which are interesting for them, maybe there can be some Spanish in the activities but with an appropriate monitoring of the exercise this can be avoid. It was considered by teacher that the best way to avoid students speaking Spanish in class is to monitor and push them not to do it, so to maximize L2 is something must be done in class to get the best result even though the skill being used is listening.

4.8 RECOMMENDATIONS

Among the variety of recommendations that we can make about this study is that we can implement more strategies such as technology like making the students play kahoot or other games to make them interact in order to get the best performance from students. Besides technology it can be also implemented other types of worksheet not only matching or completing but also games, crosswords or even role play the topics they listen in the exercises. With role play learners practice speaking, improve their fluency, use

critical thinking while they are preparing the acting or role play, and so on. They can also use those kinds of games which they have to start in a certain point and continue tossing a coin and of course asking and answering questions of a topic, of the questions can be about a listing track they worked before to get previous knowledge or reinforce topic learnt in the past. To sum up, since the skill to develop is listening, in every single lesson should be included speaking to encourage communication but at the same time practice listening when they talk to each other.

CONCLUSIONS

To conclude this study, we can say that the broad objective which was to determine the influence of communicative activities on listening comprehension skills of English one students at Espol University during the academic year 2018-2019, was highly successful with an about 80-90% of achievement due to a significant improvement of students' listening skills with the help of the communicative method that guided students to practice listening not only with audios but also with peers talking about topics that are meaningful for them, in that way students feel motivated to speak giving their own opinion or critical thinking and at the same time they have to listen to their peers to understand or debate the topic chose in class. To summarize, the improvement of the students using this method was very successful, very important and very applicable in listening skill activities while learning a second language.

Among the specific objectives, the first one to be mentioned is to verify the effects of communicative activities on listening skill exercises. And it was proved that the effects are of great importance while students work on listening exercises using real life communication which help students to understand better the audio tracks due to different steps used in the process of a lesson such as pre listening in which they can express opinion about the topics they are going to discuss before going to the audios, in that way they can activate prior knowledge and practice some speaking.

Another specific objective was to apply communicative approach to the listening skill, this objective was applied during the whole project, sometimes was difficult to catch up student to start speaking but with a series of techniques through the lesson this research tried to apply communicative approach in every single moment. Before the activity was applied through debate, discussion or opinion just to start to get involved in the topic to be managed in the exercise. While the activity communicative method was applied at least with checking answers or if there was opportunity with some discussions of why some have one answer and the others have another answer, they could support their choice by trying to repeat what in the dialogue or speech was said.

One more specific objective in this work was to analyze the improvement of students using communicative activities; this was analyzed in an average percentage of about 60-70% with the exercises and even tests, before and after the use of communicative

approach. And the results were good, they showed a considerable improvement in the activities and tests after the application of the method the project is based.

The last of the specific objectives was to determine the best exercises which help students to improve the listening comprehension skill. This was highly determined that one of the most meaningful exercises were the pre-listening ones, because they help the students a lot to engage them to the topic is going to be listened in the activity. With some brainstorming, discussions, giving opinions, etc using the vocabulary and the topic given guided the learners to activate schemata and share what they can say.

The contribution of this work to the education is considerable due to listening is the most difficult skill for most of the people who are learning a second language. Learning feel most motivated by producing a new language since the very beginning of an activity. This motivation makes students to try and try more to speak.

The surveys done show that for the vast majority of students and teacher communicative method is meaningful and useful in the process of learning a new language even though the activities are not specific speaking, but in this project is listening. Due to this need to use communicative approach expressed by students and even by teachers is why this research was successful to be applied in class.

RECOMMENDATIONS

It is very important to make some recommendations of this study about listening skill such as the implementation of songs in classes. Song activities in class is very interesting and useful for students who want to improve their listening ability. This kind of exercises make students feel confident to speak while they listen to a song and complete, fill in gaps, organize, rearrange, etc. Through songs students also practice pronunciation in a very funny way to make their speaking more accurate and at the same time understand some words, and phrases or expressions.

This research cannot only be applied more conveniently in cases when students are getting low grades in their evaluations to help them improve and not to fail the course, but also in every single listening lesson to make the activities or exercises more meaningful and interesting. For example, the interaction with big groups can be done among four or five students and with small groups can be divided in pairs or trios to make the communication more efficient. This should be organized in a detailed lesson plan to avoid problems such as lack of time, and to be prepared to any trouble can be presented in the classroom.

The kind of material that is necessary for listening activities connected with oral production or communicative approach can be like the ones in the project, worksheets, audios, books, flashcards, etc. And other way to do similar activities to this research can be videos instead of just the audio, visual is very important to catch students' attention. Thus, teacher may not need flashcard because some vocabulary can be explained through the video. For this option will be needed a projector and sometimes if the teacher does not have the video downloaded, they will need a computer with internet connection.

Finally, this study emphasizes the communication through interaction to reinforce the listening skill, for this is important the teacher role play as a monitor just to guide the students and give an appropriate feedback. It is going to be for sure that the students' production will be improved considerably and this higher performance will be reflected in students' grades and in the teacher's internal satisfaction to see the pupils doing their best.

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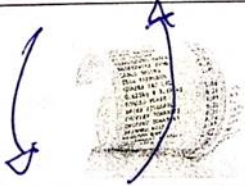

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APPENDIX

Appendix 1. Listening worksheet exercises.

1. Pre-listening activity: Match words with pictures.

Do this exercise before you listen. Write the correct word in the boxes below the picture.

cash	credit card	receipt
checkout	changing rooms	T-shirt
		
cash ✓	receipt ✗	credit card ✓
		
changing rooms ✓	checkout ✗	T-shirt ✓

2. Pre-listening activity: Match events with definitions.

Preparation

Do this exercise before you listen. Match the events with the definitions and write a – e next to the numbers 1 – 5.

- | | | |
|----------|--|--------------------------------|
| 1...d... | a party to celebrate the anniversary of someone's birth | a. golden wedding anniversary |
| 2...e... | the marriage of a king, queen, prince or princess | b. Notting Hill Carnival |
| 3...b... | a West Indian carnival held in London every August | c. end of term party at school |
| 4...a... | a celebration of 50 years of marriage | d. birthday party |
| 5...c... | a party normally organised by students to celebrate finishing the school year and completing their exams | e. Royal wedding |

3. While-listening: Check understanding.

1. Check your understanding: shop assistant or customer
Do this exercise while you listen. Circle *Shop assistant* or *Customer* for these sentences.

Shop assistant	✓	Is it OK?	Customer
Shop assistant	X	And in purple?	Customer
Shop assistant	✓	Would you like to pay with credit card or with cash?	Customer
Shop assistant	✓	Can I help you?	Customer
Shop assistant		Yes, have you got this T-shirt in other colours?	Customer
Shop assistant		Can I try it on?	Customer
Shop assistant	✓	What size do you want?	Customer

4. While-listening: Gap fill.

2. Check your understanding: gap fill
Do this exercise while you listen.

- What size T-shirt does the customer want? medium
- Does the shop have a medium size purple T-shirt? black red purple
- What colour T-shirt does the customer try on? white, black, purple
- Does the customer buy the red T-shirt? she can't in shop
- How much does it cost? £95
- Does the customer pay by credit card or with cash? cash

5. While-listening: Matching speakers.

2. Check your understanding: matching
Do this exercise while you listen. Match the speaker with the celebration and write a – e next to the numbers 1 – 5.

1...c... Speaker A	a. golden wedding anniversary
2...b... Speaker B	b. Notting Hill Carnival
3...d... Speaker C	c. end of term party at school
4...e... Speaker D	d. Royal wedding
5...a... Speaker E	e. surprise birthday party

6. While-listening: Gap fill.

3. Check your understanding: gap fill
Do this exercise while you listen. Complete the gaps with the speaker.

A (x2)	B (x2)	C (x 2)
D (x2)	E (x2)	

1. Speaker B will see people dressed in amazing costumes.
2. Speaker A is going to decorate the venue with Chinese lanterns and projections on the wall.
3. Speaker D is worried about someone on Facebook spoiling the surprise.
4. Speaker E is going to be careful of people stealing things.
5. Speaker C is going to listen to old-fashioned music played on an old-fashioned machine.
6. Speaker A is in one of the bands that are playing.
7. Speaker F is going to taste food from all over the world.
8. Speaker C is going to celebrate with the whole family.
9. Speaker D is organising a party for her two best friends.
10. Speaker B is going to make sure there is no traffic on her street.

7. Post-listening: Discussion.

Discussion

What was the last item of clothing you bought? Where and when did you buy it?
Are you happy with it?

8. Post-listening: Vocabulary box.

Shoes for my birthday

Vocabulary Box Write any new words you have learnt in this lesson.

costumes	cheer out	receipt
cash	changing rooms	
shop assistant		

Appendix 2. Survey to students.



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY TO STUDENTS

Objective: to get information about the use of communicative approach to enhance to listening skill in university students.

The requested information in the next survey will be handle confidentially, it does not require your personal data. We thank you for your cooperation.

Mark the best option you consider

Statements	Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
1. Teachers must promote the use of communicative approach not only in speaking activities.					
2. Teachers must present listening activities with enthusiasm and motivating communicative warming up.					
3. Teachers must connect listening activities with communicative purpose.					
4. Teachers and schools must update all technology equipment in classrooms.					
5. Teachers must give students extra worksheets to reinforce any activity.					
6. Teacher must encourage students to use L2 in every single activity.					
7. Role play or act out must go after a listening exercise to increase communicative ability.					
8. It is ok to use communicative method before, while and after listening skill activities.					
9. When learning a language is more important communication rather than accurate grammar structures.					
10. It is ok to speak with errors rather than being quiet to avoid pronunciation errors.					

Appendix 3. Survey to teachers.



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY TO TEACHERS

Objective: to get information about the use of communicative approach to enhance to listening skill in university students.

The requested information in the next survey will be handle confidentially, it does not require your personal data. We thank you for your cooperation.

Mark the best option you consider.

Statements	Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
1. Teachers must promote the use of communicative approach not only in speaking activities.					
2. All listening activities must be connected with a communicative purpose.					
3. Audio-visual activities look more attractive for students while doing listening exercises.					
4. Teacher must encourage students to use L2 in every single activity.					
5. It is correct for students to speak with errors rather than being quiet to avoid pronunciation errors					
6. I usually give students extra worksheets to reinforce knowledge.					
7. I use communicative method before, while and after listening skill activities.					
8. I think that when learning a language is more important communication rather than accurate grammar structures.					
9. I give students appropriate feedback not to make them feel bad.					
10. I consider communication more important than accurate grammar.					