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PREVIO A LA OBTENCIÓN DEL TÍTULO DE

THEME

ELT TECHNIQUES AND THEIR INFLUENCE ON THE LISTENING SKILLS IN TENTH GRADE EGB STUDENTS AT UNIDAD EDUCATIVA ACADEMIA NAVAL ALMIRANTE ILLINGWORTH, SCHOOL YEAR 2019-2020

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PALABRAS CLAVE: Extensive listening, Narrow listening, listening comprehension

RESUMEN: Este trabajo de investigación se realizó aplicando investigación de campo; básicamente se hizo dentro de los muros de la escuela. El objetivo de este proyecto fue mejorar las habilidades auditivas de los estudiantes de la Unidad Educativa Naval Almirante Illingworth. El objetivo de esto también era que el investigador interactuara con los estudiantes y los motivara a querer aprender más sobre el idioma inglés. Con el uso de técnicas de ELT el investigador mostrará cuán efectivas son estas herramientas en el momento de la clase de inglés, especialmente para mejorar la comprensión auditiva de los estudiantes. A través de esta investigación, los estudiantes aprenderán cómo escuchar

en muchas situaciones diferentes, desde una perspectiva empresarial, así como cómo comportarse en una conversación informal, utilizando material auténtico. Siguiendo las técnicas de ELT los estudiantes tendrán un desarrollo cognitivo así como potenciarán sus habilidades auditivas, de modo que puedan estar preparados para cualquier desafío que enfrenten en este campo.

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El estudiante egresado Miguel Sebastián Narváez Fernández, declara bajo juramento, que la autoría del presente proyecto de investigación, Elt techniques and their influence on the listening skills in tenth grade EGB students at unidad educativa academia naval almirante Illingworth, school, corresponde totalmente a él (suscrito y me responsabilizo con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

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En mi calidad de Tutor del Proyecto de Investigación ELT techniques and their influence on the listening skills in tenth grade EGB students at Unidad Educativa Academia Naval Almirante Illingworth, school year 2019-2020, 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

Miguel Sebastián Narváez Fernández como requisito previo, para optar al Título de Licenciado en Lengua Inglesa Mención Enseñanza Administración de Sistemas Educativos en TEFL., encontrándose apto para su sustentación.

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DEDICATION

This thesis is dedicated to all the people who ever helped me stand to where I am right now, who helped me in this study that always were there for me in my painful moments. One of the person that helped me the most in doing this project was my beloved mother Yalila Fernandez, she always gave that push in the back to never give up and always keep me in the straight path to righteousness. Also to my father Juan Narvaez who always told me to study and be better than him taught me to never let myself beaten by life. Thanks to my grandma Maria Cascante for me being the reason I could study in the first place. To conclude I want to say that life is no without hardships, nothing last forever, but even so life is beautiful. Even if our time here is fleeting we as people can be happy and is our duty as human being to share that happiness with others always spreading love knowing that our actions are worthwhile we as teachers need to pass on this message to the next generation, our greatest mission as teachers is to teach students to love life. Thanks

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INTRODUCTION

The learning of English language for students is really difficult for students. When they are taught in school about English language they need to improve in the four skills of the English which are, speaking, grammar, writing, reading and listening being the most difficult skill to master for many students. The students will try to develop their listening comprehension with the methods taught by the teacher. This research start with the premise that ELT techniques can enhance the listening comprehension in students with the use of listening exercises based on those techniques. It gives students the context of how to listen depending on the situation. This will develop their cognitive capacity and listening skills.

The first chapter of this research discusses the background of the problem by mentioning broad and specific objectives; it also details the population and sample involved in the study. The second chapter, the theoretical framework of this study is introduced that serve the function of explaining the different techniques and methods that can be used to help students in their listening skills. The third chapter of the study mentions the instruments analysis of the classroom utilized. And last the fourth chapter the readers will be able to see the different activities and techniques applied on the classroom for the students. The aim of using ELT techniques was to teach advanced yet effective ways for the students to better learn how to listen in the correct manner which will help them to hold a conversation with good fluidity. This entire study was done to prove how useful is the use of ELT techniques for the development of listening skills in students in a fun and dynamic way

CHAPTER 1
STUDY APPROACH

1.1 Theme

ELT techniques and their influence on the listening skills in tenth grade EGB students at Unidad Educativa Academia Naval Almirante Illingworth, school year 2019-2020

1.2 Background of the problem

English is one of the most spoken languages worldwide (Julian, 2017) Many people including students learn it in their daily live it could even say that it has become a necessity for today's world. Sadly a lot of students around the world cannot understand English in an efficient way especially regarding their listening comprehension which seems to be one of the hardest skills to master for students in the entire globe. In Ecuador English is still as important to learn as in any other country, but the average level is really low. According to a test done by Education First (EF) (2018), Ecuador is placed 65 out of 88 which is considered a low level of English in the country. As the test showed, the country has a problem with English learning people aren't learning in the desired way it is expected which gives troubles to workers and students alike.

Guayaquil city is regarded as the city with the highest level of English in the entire country this is backed by a study made by EF in collaboration with the Ministry of Education in (2017) where they the level of sixty hundred state schools nationally. According to that study Guayaquil has the highest level of English in their state schools out of any city in the whole country. Even though Guayaquil is regarded as the city with the best English level there are still many aspects that need to improve. Not all schools teach an adequate manner with leaves many schools with a really mediocre level despite

state schools in Guayaquil being of a better level compared to the rest of the country there still much to improve.

Furthermore, English level in schools is important to improve because of how competitive the world of work has become. People that are not good in English are at a disadvantage compared to people that does. According to Giorgio Lemmolo academic principal of Education First (EF) (2017) "The mastering of this language is related to an economic improvement"

The mastering of this language lead to a better economy and also international projects, researches are done in this language, for those reasons it easier to do business with English. Despite its importance around the world Ecuador still has one of the lowest English levels throughout Latin America. It makes the different between getting a job or not. For adults learning English is of higher priority than youngsters, this is because youngsters feel is an obligation while working adults see it as an opportunity to improve their efficiency in their jobs and having better opportunities. Since EF began to publish these rankings they have become a point of reference for governments, enterprises and educators when it comes to English skills. For these reason is better to teach students English as soon as possible, when they are as young as 6 because they can learn really fast and with almost no difficulty. That way by teaching the younger generation English Ecuador's level will rise and it will has many professionals that have a good level of English. Many schools has low level of English with lead to many students graduating and realizing much later they did not learn the language in a efficient way with made them has problems in their college life and even damper their capacity to find a good job.

Many texts and courses are only available on English with made many students from high school to college to seek improving in that language to have better opportunities but many times English courses are to expensive for many families in the country which further aggravate the problem. The lack of money to pay for an English course lead to many students that graduate from high school without knowing even the most basic knowledge in English.

Unidad Educativa Academia Naval Almirante Illingworth was the establishment selected for this research. The teachers were using outdated methodologies that affects students' grow on listening comprehension. They have many issues in regard of learning English. Most of the classes revolve around the teacher just standing in front of the students doing all the talking and then giving worksheets with barely help students improve their listening skills. This methods hamper students grow which make them really bad at conversations since that skill is acquired by talking and listening and most teachers favor writing and reading which make harden the acquisition of listening skills on students.

Apart from those problems there more reason for the low quality listening comprehension of the students. Students lack practice time in having dialogues with each other with really hinders they oral comprehension .Students should spent time talking with each other's in English instead of only listening to the teachers like machines. It is recommended that lessons should be diverse so that students do not get bored. Listening activities should entirely rely on the listening skills of the students that mean no visual aid that would interfere with the purpose of the activities.

For that reason in many schools of the country students show an alarming lack of motivation towards English because they can understand what they hear which led to a

lot of frustration for many students which in many cases make them quit English altogether. For the above reasons the present investigation project propose the design of a methodological guide to improve listening skills in tenth grade EGB students at Unidad Educativa Academia Naval Almirante Illingworth .This guide contains proper techniques and methods that can nullify many of those issues on time and make student capable of having a good listening comprehension. This in turn will greatly boost the students' confidence the moment they are in a conversation.

1.3 Statement of the problem

How ELT techniques influence the listening skills in tenth grade EGB students at Unidad Educativa Academia Naval Almirante Illingworth, school year 2019-2020?

1.4. Problem systematization

1.4.1. What are the theoretical foundations that support the ELT techniques and the listening skills?

1.4.2. What aspects of ELT techniques and listening skills are relevant to be studied?

1.4.3. What kind of ELT Techniques should be used to improve listening skill in students?

1.4.4. How to verify the effects that the lack of authentic materials in English classes causes to the students in the classroom?

1.4.5 How the development of a pedagogical handbook of listening activities will help students in the classroom increase their performance.

1.5 Broad Objectives

 To determine the influence of ELT techniques on the listening skills in tenth grade EGB students at Unidad Educativa Academia Naval Almirante Illingworth, during school year 2019-2020

1.6 Specific objectives

1.6.1. To demonstrate the influence the theoretical foundations that supports ELT techniques and the listening skills

1.6.2. To explore the aspects of ELT techniques and listening skill that is relevant to be studied through the application

1.6.3. To elaborates ELT techniques that will be used to increase the performance of the students during listening activities

1.7 Justification of the study

   Listening skill and second language acquisition in tenth grade EGB students in Unidad Educativa Academia Naval Almirante Illingworth is deficient there are many motives as to why this happens and the present work looks to fix those issues because good listening through ELT techniques is very important. Knowing the correct way to listen improves pronunciation and writing skills.

   In addition, a better preparation of students regarding English skills improves the quality of life on people and therefore has a positive effect on society. It also generates

many jobs and improves salaries which lead to more self-improvement opportunities for the individuals of the Country

For the reasons, the beneficiaries of the research will be teachers and tenth grade EGB students from Unidad Educativa Academia Naval Almirante Illingworth. The teachers, because their classes will be less monotonous and will encourage participation; therefore generating a good mood for the class, the students because they usually lack confidence on their listening skills. Nevertheless, through the constant use of this methodological guide their listening skills will improve and in turn that will be reflected in their pronunciation and writing skills.

The students' need in learning the correct pronunciation and writing of the language have a great impact on society since students' lives in a country where knowing another language in almost mandatory for a job opportunity. Depending on the field of work, it can lead to having business with foreign people which makes it necessary to speak English well. Because issues like that, the present investigation project propose the design of a methodological guide to improve listening skills in tenth grade EGB students at Unidad Educativa Academia Naval Almirante Illingworth

1.8. Delimitation of the study

Table 1 the delimitation of the research

Responsible Institution	Universidad Laica Vicente Rocafuerte de Guayaquil
Responsible	Miguel Sebastian Narvaez Fernandez
Field	Education
Subject	English
Population	40
Execution Period	2019-2020

Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

Entrance of the A.N.A.I

Figure 1 Entrance of the A.N.A.I
Source: (https://anai.edu.ec/)
Elaborated by: Narvaez, M (2020)

Location of the A.N.A.I
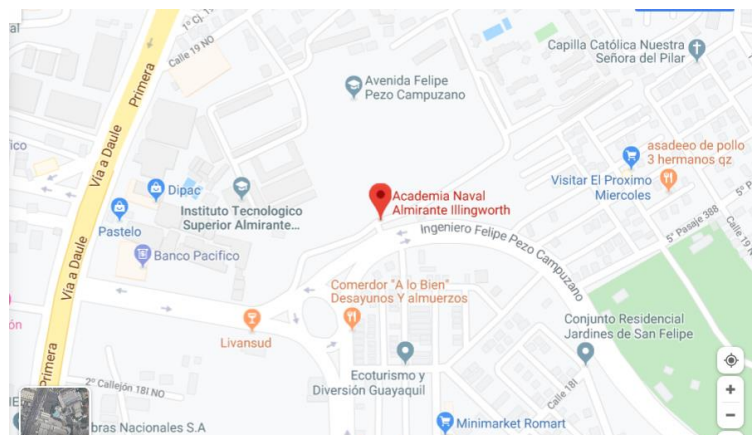
Figure 2 location of the A.N.A.I
Source: https://www.google.com/
Elaborated by: Narvaez, M (2020)

1.9. Ideas to defend

ELT techniques influence on the listening skills in tenth grade EGB students at

Unidad Educativa Academia Naval Almirante Illingworth, school year 2019-2020

1.10. Lines of Research

The research lines of the faculty begin with the professionalism and performance of

the students, and it also has a research sub-line that includes communicative

competencies in teacher and student.

Chapter 2

Theoretical Framework

2.1 Theoretical Framework Background

Among the research works consulted about Techniques to improve listening skills, there have been found five in the repositories of the following universities: Universidad técnica de Ambato, Universidad Estatal Peninsula de Santa Elena, Universidad de Guayaquil.

Santos (2018) carried out a research work titled "Improving Young Learners" Listening Skills through Storytelling from Universidad Nueva de Lisboa" prior to obtaining the master's degree in English teaching. The study has as its main objective to improve young learner's listening skills through the use of storytelling. Santos' works has many similarities with the current study: both studies use a quantitative and qualitative approach. Both studies are directed in developing listening skills in students.

Gonzalez (2018), developed a study named "Visual Literacy To Promote ELT Listening In a Ninth Grade", from Universidad Libre de Bogota, prior to obtaining the master's degree in education with emphasis on didactics of foreign languages.

The study has the broad objective of describing the results of using the principles of Visual Literacy in the development of EFL listening through the use of coding and decoding images correctly. The present study is framed into a qualitative investigation which is defined as systemic activity oriented to comprehend educational and social phenomena. The main similarities among both studies are that they are directed to enhance the listening skill of students. In this case Gonzalez study proposed that visual

literacy exercises provided direct help to students who wish to improve their listening skills. Likewise, both studies apply similar methodologies and approaches.

Cocha (2016), carried out a research work titled "El Uso de Material Autentico (Listening) Para El Desarrollo De La Destreza Auditiva Del Idioma Ingles En Los Estudiantes De Primer Año De bachillerato De La Unidad Eductiva "Guayaquil" del canton Ambato", from Universidad Técnica de Ambato prior to obtaining the bachelor's degree in English. The study has as its main objective to determine the correct use of authentic materials to help in the development of the listening skills. Cocha's work has many similarities with the current study. Both studies have similar methodologies, applying the inductive and deductive methods and are classified as descriptive, with a qualitative and quantitative approach. The current study and this one are directed to develop listening skills in students.

Rodríguez (2016) carried out a research work titled "Audiovisual English Teaching Materials to Improve Listening Skills in Students of Fifth Grade EGB At Alexander Neill Elementary School, Santa Elena, Province Of Santa Elena, School Year 2015-2016" from Universidad Estatal Peninsula de Santa Elena prior to obtaining the bachelor's degree in English Language Leaching.

This study focuses on determining the influence of listening practice through the use of audio visual English teaching material in the listening skill development of the students of fifth grade. The methodology applied is described as inductive-deductive, with a qualitative and quantitative approach. The research is labeled as bibliographic, correlational, field and applied study and classified as descriptive. The results of the

research tools established the multitude of benefits of using audiovisual English teaching for English language, especially for listening skills.

Rodriguez's work is important for the current study because it supports the idea that Audio visual materials constitute a beneficial resource because it motivates, creates a real learning environment for the students. Both studies apply some of the same methods and approaches. The research tools in both studies identify the problem and suggest conclusions.

Villon (2017), worked on the research project titled "The Development of Listening Skills In The English Class To Improve Oral Expression In 8-10 Years Old Children at Centro Ecuatoriano Norteamericano" from Universidad Laica Vicente Rocafuerte, prior to obtaining the bachelor's degree in English language teaching.

The central objective of this study is to determine how the use of listening activities helps in the improvement of oral expression in 8-10 years old children at "Centro Ecuatoriano Norteamericano" by using different listening strategies in class. This work uses the scientific method and applies a qualitative approach. The results obtained showed that listening and speaking plays an important role in the communicative skill.

Villon's work resembles the current study, in the way that it pretends to improve listening skills, with "authentic materials". Furthermore, both studies have similar methodology and approach. Nevertheless, it was found that some students find listening difficult when doing a listening activity because they do not understand what they hear.

2.2. Literature Review

2.2.1. Listening Skill

2.2.1.1 Listening background

Nowadays, listening skill is used in many aspects of our life such as school matters, friends' gathering, and family meetings, etc. Listening is a language skill important in any learning process. Listening is a language skill used almost subconsciously that people use in their daily life. Most skills acquired by people do so through listening skills.

Listening skill is an innate ability that people are born with and is considered to be the cause of others learning process. The purpose of listening is to understand the information heard. The development of this skill will directly affect a child's success in his life, notably in school matters. A child with good listening comprehension will be able to understand the topics described better and will learn easily

Listening is a psychological phenomenon which takes place on a cognitive level inside people's head. It is also a social phenomenon because it develops interactively between people and the environment around them. (Bueno, Mdrid, & Mclaren, 2006)

In listening, many factors should be especially taken into accounts which are, context, facial expressions, and body gestures are very important for the listeners to ease the understanding of what is conveyed by the speakers.

2.2.1.2 Strategies to support ELT listening comprehension

When considering effective strategies for listening comprehension, is it needed to take into account the level the students currently are and the task that they need to do. Students at different level have different needs which mean that different approaches must be apply. Blau (1991) Confirmed that there were general strategies that helped all learners regardless of their listening ability. Also, in a conversation long pauses with no sound seemed to confuse the listener because it sounded like an unnatural way to speak. Reducing information by paraphrasing confused the listeners and was frequently misunderstood as new information.

Hinkel (2006) points out that listening for gist, using background knowledge and making predictions and inferences are essential second language strategies. Basically he concluded that the use of many strategies was the most effective way of improving listening comprehension. Teaching using only one strategy limits what the students can learn.

2.2.1.3. Types of listening

There are many types of listening

Participative Listening: it is a type of active listening that the listener actively takes part of. The listener is active

Unattended Listening: The listener listens quietly without any spoken response.

Selective Listening: The listener chooses specific parts of the speech that respond to the listener's interest and needs.

Critical Listening: The listener's goal is to ask questions by evaluating what the speaker said.

2.2.1.4. Intensive Listening and Extensive Listening

Intensive Listening has been the most used approach to teach English as foreign language listening. Generally speaking, Intensive listening ,the teacher brings an oral text to the class and leads the students through three-phase classroom stops including activities done before , while ,and after listening. The audio is played sometimes by the teacher and the activities of each phase are reviewed either as a whole class or in small groups. In the last decade, Different language teaching experts have made a case in favour of extensive listening. Like Krashen (1996) Renandya (2011), a different approach that take language on the theoretical base of and practical experiences from extensive reading. In fact, Lynch (2009) defined extensive listening as 'The oral equivalent of extensive reading" For this reason, extensive listening can be defined and described by adapting five broad principles that define extensive reading.

1. Quantity: Learners should listen to large amounts

2: Comprehensibility: Oral texts for listening should be easy for learners to understand

3: Learner-centeredness: Learner should listen at their own pace to oral texts of their choice with no intervention from the teacher other than giving guidance or help when and if the students need it.

4: Meaning-orientation: Learners listen for meaning, not form and their oral texts should be preselected for their potential relevance, interest, and enjoyment and not for their linguistic content.

5: Accountability: Learners are required to demonstrate some kind of accountability.

What they listen to, mostly in the form of comprehension-oriented, non-intrusive tasks.

2.2.1.5. Narrow listening

"Narrow listening is an approach to develop listening skills at intermediate and advanced levels. Narrow Listening refers to listening to a single segment several times for the purpose of meaning" Rodrigo (2003). "Narrow listening material consists of short samples of real speech by native speakers. The listening samples can be collected from TV, radio, and video sources, or contained in a collection of audio-library material in which speakers talk freely and spontaneously about a topic of interest" Rodrigo (2003). Authentic speech samples of short duration about topics that are familiar and interesting to the learner)

The term narrow listening is an extension of Krashen's (1981) narrow reading proposal. Narrow reading is defined as reading the works written by a single author or reading many texts about the same topic. The idea is simple enough, but, as by Lamme (1976) it makes reading highly effective. By focusing on a single author or topic, a reader becomes more familiar with a particular writing style   and is expose to contextual repetition that leads to a better understanding of meaning , and then ultimately to an awareness of form, in a very natural way.

Narrow listening is based on research findings on the receptive skills listening and reading. It is based on the concept of extensive listening and the principle of repetition, authority, listening for information, and topic familiarity. In the narrow listening approach presented here comprehension is enhanced because subjects can listen to the same input several times. Repetitive exposure to a listening passage has been found to be a very to be a very effective means for improving. Studies that have pointed out the value of repetitive exposure to language input are Blankenship.

Narrow listening also requires authentic listening material, which, as with all authentic texts, focuses on culture as a natural informational context facilitating the language acquisition process. The benefits are numerous. Authentic provides adult learners with an opportunity to work at a higher cognitive level and consequently, to develop target language skills in a more meaningful context. Authentic material, thus, leads to more effective listening skills and to cultural awareness, the use of authentic listening material and hence of spontaneous speech by native.

2.2.1.6 Listening comprehension

Listening comprehension is a very important part of the learning process but many years ago it was not seen as a key part in the learning process when it was in fact one of the most important aspects of learning English as a foreign language.

Abdalhamid (2012), states that Listening comprehension as an independent and essential component of language learning has come into focus after a significant debate in L2 literature about its importance.

Thus listening comprehension was changed from a skill that was taken for granted to something that was valuable in itself and necessary for the learning of English as a foreign language.

Abdalhamid (2012), states that in the 1970s, more attention was paid to listening comprehension, and the status of listening changed from being incidental and peripheral to a status of utmost importance.

According to Vandergirft (1999).

> Listening comprehension is an active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of utterance. (p.168)

Listening comprehension is not as easy as it sound despite been treated as something taken for granted in the past. It requires a lot of attention to do correctly. The listener must practice in order to sharp its ears as well as knowing vocabulary and grammatical structures for a better understanding.

2.2.1.7 Top down and bottom up processing

Brown (2006) defines top down processing as the process of "using our prior knowledge and experience; we know about certain topics and situations and use that information to understand", in others words, students use their background knowledge in order to understand the meaning by taking into account the preceding knowledge and schemata. On the other hand, according to Brown (2006) bottom up processing refers to the process of "Using the information we have about sounds, words meanings, to

understand the information. Then, after that assemble our understanding of what we read or hear one step at a time". While bottom up processing occurs, students hear the words, memorize then into their short term memory to incorporate them with each other and analyze the words that were spoken by the speaker.

Vandergrift (2004) concludes that depending on the purpose for listening, students may use either top down or bottom up process more than another. For instance, both processes mostly happen at the same time in day to day listening

Cahyono and Widiati (2009) indicates that prosperous listeners are those who can use both bottom up and top down processes by merging then with the new information and the knowledge that they already learned. Good usage of both processes lead to students improving listening and speaking skills since students will be ready to engage in conversations in the target language.

2.2.1.8 Decoding and Code breaking in the process of listening.

Cook illustrates the differences founds between "Decoding" and "Code breaking in the process of listening-

Decodes alludes to the act of processing language to get the message while Code breaking denotes to the act of processing language to get the rules. Cook (2001) states that "teaching involves both getting students to decode messages from language and to code break the language system from what is heard". Processing the language to understand it better is an important step into improving listening skills.

2.2.1.9 Pre-listening, listening, post-listening

Richards (2005) establishes that that there are three parts in a usual listening lesson: pre-listening, listening and post-listening. Pre- listening portions, involves exercises such as activating previous knowledge of the learners and teaching vocabulary, prepare students for the activities that they are going to while listening. When the current format of a listening lesson is compared with the early of a listening lesson teaching unknown vocabulary items show a difference.

In the while-listening part of the lesson, learners do activities such as listening for understanding the essence of the text, and subsequently help them to comprehend the text.

The last part of the listening lesson is post-listening. Which can be used for practicing previously learned grammar items. There are many expressions and language functions in the dialogues that people use in their daily life like refusing and apologizing. Also, it is difficult to teach these expressions without its context. Listening passages can be used to get students' attention to those features during the post-listening part gives students the chance to voice their opinions about the topic

2.2.1.10 The four mains instructional models of listening

Morley (2001) indicates that four main instructional models of listening and the learner goals related with the mentioned models.

- Model 1: Listening and repeating
    - Learner goals: to match patterns; to listen and imitate; to memorize

- Model 2: Listening and answering

    o Learner goals: to process discrete information; to listen and answer comprehension questions.

- Model 3: Task listening

    o Learner goals: to process spoken language for functional purposes: to listen and do activities with the information received.

- Model 4: Interactive listening

    o Learner goals: to develop oral skills in interactive academic communication; to develop critical listening and critical thinking

2.2.1.11. The difference between hearing and listening

Hearing and listening may look the same but they are actually very different from each other. Hearing is the act of perceiving and receiving sound waves as vibrations through your ears. Furthermore, hearing is one of the five senses and it just happens all the time whether we like it or not. On the other hand, listening is the act of hearing a sound and understanding what you hear. Also, listening requires concentration so that your brain processes meaning from words and sentences. In short, hearing simply happens while, listening lead to learning.

According to Lucas (1998)

> Hearing involves the vibration of sound wave on our eardrums and the firing of electro-chemicals impulses from the inner ear to the central auditory system of the brain, but listening involves paying close attention to, and making sense of, what we hear.

Rost points out (2002) that "although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention". Even if we use our ears when we hear and listen that does not mean they are the same thing because listening requires our attention and will to understand the meaning while hearing just happens whether we understand what we hear or not. If we do not make sense out of what is being transmitted is not listening.

2.2.1.12. Role of listening in foreign language acquisition

Not so long ago listening skill was the most ignored of the four language skills. The cause of this may have been the fact that listening was viewed as a passive skill. Making students to produce material that they have not yet stored in their memory can overload their short-term memory. The empirical evidence that support the importance of listening in foreign language acquisition was provided by Feyten's (1991) study of ninety students of French and Spanish. Feyten worked with 36 students of French and 54 students of Spanish who enrolled in the summer intensive program at the University of Tennessee. The program included aspects of proficiency-oriented instructions in the oral skills were emphasized. At the end of the program, the subjects completed the foreign language test that consisted of an oral interview, a listening comprehension component, and a written grammar, reading, and vocabulary component.

2.2.1.13. The process of listening comprehension

Gilakjani and Ahmadi (2011) establish that listening comprehension is regarded theoretically as an active process where people associate what they hear with previous knowledge, and concentrate on chosen aspects of aural input, Form meaning from passages. Some authors like Clark and Clark (1977) , and Richards (1983), refer to this active process proposing eight steps that are involved in listening comprehension.

1. The hearer processes what can be refer to as "raw speech" and holds an "image" of it in the short term memory

2. The hearer determining what type of speech event is being processed

3. The hearers guess the objective of the speaker through consideration of the type of speech event, the context, and content.

4.   The hearer recalls backgrounds information important to the particular content and subject matter.

5.   The hearer assigns a literal meaning to the utterances done by the speaker

6. The hearer assigns an intended meaning to the utterance done by the speaker

7.   The hearer determines whether the information should be preserved in the short-term or by long term memory

8. The hearer excludes the form in which the message was originally received

The role background knowledge plays in comprehension has been denominated as schema theory. Rumelhart (1980) describes the schema as a high-level conceptual structure or framework that organizes previous knowledge and help to interpret new situations.. The key functions of a schema are to provide a

summary of our past experiences. Schemata play an important role in language is linguistic processing by helping to outline the semantic content of a situation. Even when linguistic input is scarce or ambiguous, activation of appropriate schema can aid in the comprehension and retention of linguistically communicated material. Schema theory states that all knowledge is classified into units.

2.2.2 English Language Teaching

2.2.2.1 Learning Strategies

According to Oxford (1990) "Learning strategies are steps taken by students to enhance their own learning" A teacher's job is it not only to teach the subject to the students it is also to teach them to learn by themselves. Students who can learn on their own can find the most efficient way to expand their learning.

Oxford (1990) divided learning strategies into two major classes: Direct and Indirect

Direct strategies: directly involve the target language; they require mental processing of the language. They are divided into three groups:

Cognitive strategies: They enable the student to manipulate the language material in direct ways, which means:

1) Practicing

2) Receiving and sending messages

3) Analyzing and reasoning

4) Creating structure for input and output

Memory strategies: They serve as incredible useful mental tools and reflect simple principles such as arranging things into order. They help students to link one foreign language item with another but do not involve deep understanding.

1) Creating mental links between words

2) Applying images and sounds

3) Reviewing the material well

4) Employing action

Compensation Strategies: They enable students to use the new language they have acquired despite the limitations in knowledge; they involve using a wide variety of cues linguistics or not linguistics to guess the meaning when the students don't know a word. They let students understand the language even if they do not know all the vocabulary by inferring the meaning of the words in the context of the situation.

1) Guessing intelligently

2) Overcoming limitations for speaking and writing

Indirect strategies support and managed language learning without directly involving the target language. These strategies are very versatile and useful because they are useful in almost all language imaginable. They are divided into three groups

Metacognitive strategies: They enable students to coordinate their own learning process. This kind of strategies helps students to deal with situations such as unfamiliar vocabulary and confusing rules.

1) Centering your learning

2) Arranging and planning your learning

3) Evaluating your learning

Affective strategies: They help students to control their emotions, motivation and attitudes when they are studying. This aspect is very important since it with this the student may success or fail. Positive emotions are a powerful tool to make learning more effective and even fun for the students..

1) Lowering anxiety

2) Encouraging the learner

3) Having your temper under control

Social Strategies: They help students to learn by interacting

1) Asking questions

2) Cooperating with others

3) Empathizing with others

2.2.2.2 ELT Techniques

According to Kumar (2019) ELT techniques are concrete, perceivable, executable, or implementable. In others words they are useful and easy to pick tools for the teacher to apply in the class, to help improve students' listening skill.

The following are some of the ELT techniques used in EFL classrooms.

1. **Action sequence**

It is a series of commands or an "operation" given to the students by the teacher. Many every day activities, like writing a letter (Larsen-Freeman, 1993)

2. **Conversation practice**

The teacher ask the students a number of questions in the target language which they have to understand to be able to answer correctly (Larsen-Freeman, 1993)

3. **Dictation**

The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time the teachers read the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher reads is at normal speed, and students' check their work. (Larsen-Freeman, 1993)

Dictogloss is quite similar to dictation, but it has an added benefit. Dictogloss requires students to pay close attention to important grammatical features found in the text. By consciously noticing these grammatical features, students are likely to strengthen their grammar knowledge, in particular those difficult-to-learn grammar points e.g., tenses, subject-verb agreement etc.

4. **Question and answer drill**

The drill gives students practice with answering questions. The students answer the teacher's questions quickly. This gives students practice with the question pattern. (Larsen-Freeman, 1993)

5. Role-Play

Students are asked to pretend temporally that they are someone else and to perform in the target language as if they were that person. Most of the times they are asked to create their own lines relevant to the situation. (Larsen-Freeman, 1993)

The sheer variety of ELT techniques is a great advantage to teach English to students in the classroom. Since that means that there is a technique for every situation and all English skills, but more importantly to improve the listening skill in students who may suffer difficulties in that particular Skill. Many of these techniques help in many particular situations like for example helping the students getting used to be in long and productive conversations, role playing to gain more knowledge about the context on how to listen or speak better, etc.

2.4 Conceptual Framework

Narrow Listening

It is an approach to develop listening skills at intermediate and advanced levels. It is also refers to listening to a single segment several times for the purpose of understanding the meaning. (Rodrigo, 2003)

Top down process

This process uses the knowledge and experience that the student already possess to understand. In other words they use their background knowledge (Brown, 2006)

Bottom up processing

This refers to the process of using information we have about sounds, words meaning, to understand. Then after that assemble the understanding of what we had read one step at a time. (Brown, 2006)

Listening comprehension

It is an active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures interpret stress and intonation and interpret it within the immediate as well as the larger sociocultural context of utterance (Vandergrift, 1999)

Listening and Hearing

Listening and hearing while similar have some differences. Hearing involves the vibration of sounds waves on our eardrums and the firing of Electro-Chemicals impulses from the inner ear to the central system of the brain. On the other hand listening involves paying close attention to and making of what we hear (Lucas, 1998)

Learning Strategies

Learning strategies are a step taken by students to enhance their own learning. They are basically strategies that the students learn to improve without the aid of the teacher. All he teacher does is teaching them how they can improve themselves. (Oxford, 1990)

Extensive Listening

Extensive listening is a practical approach to study listening, their many principles such as that Learner should listen to large amounts. Oral text should be easy for students

to understand. Students should listen oral texts of their choice at their own pace with no intervention of the teacher. Students should listen for meaning and demonstrate some kind of accountability. (Lynch, 2009)

Decoding

Decoding alludes to the act of processing language to get the meaning (Cook, 2001)

Codebreaking

Codebreaking denotes to the act of processing language to understand how the rules work (Cook, 2001)

Pre-Listening, Listening, Post-Listening

A listening lesson is divided in three parts: pre-listening, while-listening, post-listening.

Pre-listening portion involves exercises such as activating previous knowledge of the students and teaching vocabulary. In the While listening part of the lesson, the students listen for understanding the essence of the text. The last part of the listening lesson is used for practicing previously learned grammar items. (Richards, 2005)

2.5 Legal Framework

This educational research will be based on the legal standards of the Republic of Ecuador such as: "La constitución de la república del Ecuador, "Código de la niñez y la adolescencia"; Ley Orgánica Educación Intercultural, and the Universal Declaration of Human Rights.

It is relevant to mention the following articles of **The Constitution of Ecuador**:

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 35 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 (Asamblea Nacional Constituyente de Ecuador, 2008)

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa 28 individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional (Asamblea Nacional Constituyente de Ecuador, 2008)

Art. 26. - La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (Asamblea Nacional Constituyente de Ecuador, 2008)

It is relevant to mention the following articles of **The Organic Law on intercultural Education:**

Art. 79.- Fundamentos.- El Sistema de Educación Intercultural Bilingüe se sustenta en los siguientes fundamentos, que se transversalizan en el Sistema Nacional de Educación:

1. Respeto y cuidado a la Pachamama;

2. Respeto a los derechos individuales, colectivos, culturales y lingüísticos de las personas;

3. Reconocimiento de la familia y la comunidad como el sustento de la identidad cultural y lingüística;

4. Reconocimiento de la Interculturalidad, entendida como la coexistencia e interacción equitativa, que fomenta la unidad en la diversidad, la valoración mutua entre las personas, nacionalidades y pueblos en el contexto nacional e internacional;

5. Reconocimiento de la reciprocidad como un elemento que articula la gestión educativa a través de la convivencia y desarrollo integral de la comunidad vinculada con el centro educativo comunitario; y,

6. Reconocimiento de la autodeterminación como el Derecho de las nacionalidades y pueblos que garantiza la educación como eje fundamental en la continuidad del desarrollo socio-económico, cultural y lingüístico (Asamblea Nacional Constituyente de Ecuador, 2010)

Art. 2.- Principios.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

1. Universalidad.- La educación es un derecho humano fundamental y es deber ineludible e inexcusable del Estado garantizar el acceso, permanencia y calidad de la educación para toda la población sin ningún tipo de discriminación. Está articulada a los instrumentos internacionales de derechos humanos;

2. Educación para el cambio.- La educación constituye instrumento de transformación de la sociedad; contribuye a la construcción del país, de los proyectos de vida y de la libertad de sus habitantes, pueblos y nacionalidades; reconoce a las y los seres humanos, en particular a las niñas, niños y adolescentes, como centro del proceso de aprendizajes y sujetos de derecho; y se organiza sobre la base de los principios constitucionales;

3. Libertad.- La educación forma a las personas para la emancipación, autonomía y el pleno ejercicio de sus libertades. El Estado garantizará la pluralidad en la oferta educativa;

4. Interés superior de los niños, niñas y adolescentes.- El interés superior de los niños, niñas y adolescentes, está orientado a garantizar el ejercicio efectivo del conjunto de sus derechos e impone a todas las instituciones y autoridades, públicas y privadas, el deber

de ajustar sus decisiones y acciones para su atención. Nadie podrá invocarlo contra norma expresa y sin escuchar previamente la opinión del niño, niña o adolescente involucrado, que esté en condiciones de expresarla; (Asamblea Nacional Constituyente de Ecuador, 2010)

It is relevant to mention the following articles of **Code of Children and Adolescents**

Art. 38. - Objetivos de los programas de educación.-

La educación básica y media asegurarán los conocimientos, valores y actitudes indispensables para:

1) Desarrollar la personalidad, las aptitudes y la capacidad mental y física del niño, niña y adolescente hasta su máximo potencial, en un entorno lúdico y afectivo;

2) Promover y practicar la paz, el respeto a los derechos humanos y libertades fundamentales, la no discriminación, la tolerancia, la valoración de las diversidades, la participación, el diálogo, la autonomía y la cooperación;

3) Ejercitar, defender, promover y difundir los derechos de la niñez y adolescencia;

4) Prepararlo para ejercer una ciudadanía responsable, en una sociedad libre, democrática y solidaria;

5) Orientarlo sobre la función y responsabilidad de la familia, la equidad de sus relaciones internas, la paternidad y maternidad responsables y la conservación de la salud;   f) Fortalecer el respeto a sus progenitores y maestros, a su propia identidad cultural, su idioma, sus valores, a los valores nacionales y a los de otros pueblos y culturas;

6) Desarrollar un pensamiento autónomo, crítico y creativo;

7) La capacitación para un trabajo productivo y para el manejo de conocimientos científicos y técnicos; (Congreso Nacional del Ecuador, 2007)

It is relevant to mention the following articles of **The Universal Declaration of Human Rights**

Art. 26. -

1. Toda persona tiene derecho a la educación. La educación debe ser gratuita, al menos en lo concerniente a la instrucción elemental y fundamental. La instrucción elemental será obligatoria. La instrucción técnica y profesional habrá de ser generalizada; el acceso a los estudios superiores será igual para todos, en función de los méritos respectivos.

2. La educación tendrá por objeto el pleno desarrollo de la personalidad humana y el fortalecimiento del respeto a los derechos humanos y a las libertades fundamentales; favorecerá la comprensión, la tolerancia y la amistad entre todas las naciones y todos los grupos étnicos o religiosos; y promoverá el desarrollo de las actividades de las Naciones Unidas para el mantenimiento de la paz.

3. Los padres tendrán derecho preferente a escoger el tipo de educación que habrá de darse a sus hijos. (ONU: Asamblea General, 1948)

CHAPTER III

Methodical Framework

3.1 Methodology

Theoretical Methods

Scientific Methods

This method is the set of steps, techniques and procedures that are applied to develop and solve in research problems through the testing or verification of the hypothesis.

The science method is defined by phases and rules that indicate the process to execute a research, whose results are considered solid for the scientific community.

To sum up, the scientific method is the process that the research applies, with the goal of uncovering the meaning of the objectives and discovers its purpose. (Best, 2016)

The Analytical Method

The analysis is viewed as the breakdown of a fact into many characteristics. With the purpose of discovering the various aspects of reality this analysis has been one of the most used methods for that in the history of mankind.

The Analytical method should be inferred as a mental process which basically is to analyze an object into many parts to study it deeply and in solitude when

investigating a social problem. For example the use of social networks as medium for people interactions. (Sharma, 2014)

Inductive and Deductive methods

Inductive

Its objective is to get real results for singular cases to get conclusions and inferences based on a set of evidence.

Examining the first step contemplated for the analysis of any Phenomena. Researchers realized that this method is one of the most useful for a research paper because this allows to examining the problem in the environment where it develops. (Cabezas, 2018)

Deductive

The deductive method obtains it results depending of the trial it is based on. It is bases on it methodology in formal reasoning. It is considered truly definitive and impossible to fake as long as as the right reasoning from what is based on is used. It reaches the conclusion that if the inferences are true the conclusions will also be true. (Nassaji, 2015)

Empirical methods:

Observation

The scientific observation is about the direct viewpoint of an object in an Research Project.

This observation method grants the researchers the insight to lean the reality and the viewpoint of the object that happen in the phenomenon.

The scientific observation is systematic and organized way to examine a phenomenon that man maintains objectives. Scientific observation can be applied in the initial stages of a research project to establish and check the problems at hand. (Varadaraj, 2018)

Measurement

In this method, it should be observed the object and the property that will be measured. The unit and the measuring instruments like: The subject who performs and the outcomes that are intended to be accomplished.

It is established with the aim to attain numerical information about the properties or qualities of the phenomenon. Basically it is the assignment of numerical values to the properties of objects. (Schunk, 2014)

3.2 Type of Investigation

Field Research

Field research revolves around the collection of real data where facts are produced without the need of manipulating or controlling the variables. Many studies exhibit the social phenomenon in their natural environment. The researcher does not change the variables because this could provoke a change to manifest in the natural environment.

This research field investigation has a structure and investigative guidelines, counting the APA standards and an full-scale research that has been done in the important field in order to group qualities and quantitative results of the research. (Rubin, 2011)

Descriptive research

Descriptive research collects data in a qualitative way. It tries to represent and make sense of individual and group phenomenon. This research is descriptive since it shows data implemented in class in the project to know the level of the learners in regards of language acquisition. (Robeck, 2017)

3.3 Focus of the investigation

Quantitative approach

This study applies the quantitative method as a result of highlighting the objectives and measurement of the data about statistics, mathematics or numerical values that will be evaluated after being compiled through surveys, tests and pre-existing data. (Moser, 2017)

Qualitative approach

Qualitative research centers on understanding the true meaning about social phenomenon. In this kind of research the environment in which the social phenomenon develops plays an important part in the approach

The Main part of the research will be qualitative using deductive and inductive methods to gain different data from the research. It is qualitative because it will evaluate the behavior of the learners to obtain possible solution to the problem (Meyers, 2016)

3.4 Techniques and data collection instruments

Observation techniques

Observational research is a method that collects data by examining a social phenomenon after manipulating variables which is based on a systematic framework. (Cherry, 2019)

The observation technique will be applied at Unidad Educativa Academia Naval Almirante Illingworth and it will be used in the tenth grade students BGU during the teaching learning process. This observation will be done to check the development of the class. The observation paper will be reviewed in order to judge the class development and the methodologies employed by the teacher and demeanor of the students of the students while in the classroom.

Survey Technique

A survey is a method of data collection used to register people's thinking, demeanor, feelings, and observations or their knowledge of a certain subject. They can take many shapes and have an array of functions. (McCarthy, 2019)

The survey technique will be employed at Unidad Edicativa Academia Naval Almirante Illingworth and will be used in the tenth grade students BGU during teaching-learning process. This survey paper will examine the classroom development and ask about the kind of methods employed by the teacher. Also the kind of material is used during class as well as the demeanor of the students in the classroom.

This is the preferred method to determine how a group or individuals behave or transform in regard of their knowledge, demeanor or development. (Mariam, 1991).

3.5 Population

This research was carried out among the tenth grade students BGU at Unidad Educativa Academia Naval Almirante Illingworth, located in Guayaquil- Guayas, Ecuador, during the 2020-2021 school year.

English teachers from tenth grades BGU were part of this research at Unidad Educativa Academia Naval Almirante Illingworth, during the 2020-2021 school year.

3.6 Sample

Research Sample

The research sample included 30 students from the tenth grade at Unidad Educativa Academia Naval Almirante Illingworth. The students were between fourteen and fifteen years old in the 2020-2021 school year.

One English teacher from tenth grade was part of this project at Unidad Educativa Academia Naval Almirante Illingworth, in the 2019-2020 school year.

Table 2 Sampling

Human groups	Population	Sample	%	Techniques
Students	80	40	**50%**	INTENTIONAL SAMPLING
Teachers	1	**1**	**100%**	SIMPLE SAMPLING

Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

3.7.1 Classroom observation analysis

In this classroom was observed the main issue about how students learning English as foreign language have many issues to speak the language. During this descriptive investigation it discovered how students do not have enough knowledge in vocabulary in English Many students cannot even speak in public and fail the course. Students always try to communicate with their peers and teachers using English but they fail to do because the lack of good feedback.

Also Students lack of vocabulary let them incapable of expressing their ideas correctly. Students realized that by following the ELT techniques and it exercises they could easily learn English language. Students really have fun doing activities, which was the most satisfying, part of this observation.

In the classroom students joke around a lot with helped in lightening the mood and made many kind of guesses on how to speak the English language under an American context to improve their skills. Students really got engaged by the ELT techniques as tool to learn English in a fun and effective way. The entire classroom showed a good response to this work by doing exercises, intersecting with their classmates engaging in the dialogues expressing their thoughts in English even if it was hard for some of them truly highlighting the objective of this research, which is that students learn and have fun.

3.7.2   Survey Students Analysis

Table 3: Survey student analysis

Questions	Strongly agree	Agree	Indifferent	Disagree	Strongly Disagree
How often do you listen to music in English?	43%	18%	32%	0%	7%
How often do you listen to English audio books?	36%	28%	20%	9%	12%
How often do you watch movies with English audio?	9%	20%	12%	46%	12%
When taking an English test are your grades above average?	5%	16%	5%	16%	63%
Do you think it is necessary to use interesting, fun activities to improve listening skills in the classroom?	59%	28%	8%	9%	2%
Do you think that teachers should motivate students in developing their listening skills through English Language Teaching techniques?	57%	26%	8%	9%	1%
Do you think that teachers should help to motivate students in the development of listening skills through fun and visual exercise?	55%	28%	1%	12%	9%
Do you think the use of listening audios with authentic materials will improve listening skills	43%	16%	9%	28%	9%
Should teachers be prepared in order to provide better teaching techniques to improve listening skills in the classroom	68%	18%	9%	9%	0%
Do you think a guide with fun activities in order to improve listening skills will be a great idea to be implemented in the classroom?	45%	28%	17%	5%	5%

Elaborated by: Narváez, M (2020)

3.7.2 Teacher interview analysis

Teacher interview

Interviewer: Miguel Sebastian Narvaez

Interviewed: English teacher of the educational institution

1. - What kind of ELT techniques and methods do you use in the classroom?

One of the techniques that I use the most is dictation; I do it on order to sharp the student's ears when it comes to English words and vocabulary, the grammar translation method to make students understand the topics easier.

2. - Which are the most popular ELT techniques or activities?

The most popular ones are Total Physical response, suggestopedia and task based language learning

3. - Do you think that ELT techniques and methods that you have applied have been effective in improving the listening skill on the students?

I believe that most of them have worked while other has not, but I am open to learning new ways of teaching in the classroom.

4. - In your opinion what is the best listening activity that can be used in the classroom?

Well, in my opinion the best listening activity would be dictation, since it got the students used to unfamiliar words although I am aware that some students may have a harder time with this activity.

5.- Do you think a pedagogical handbook of listening activities focused on developing listening comprehension skills on students is a good way to try fixing the listening problems that students in your class may have?

I believe so since it would really help teacher in expanding their repertoire of techniques and methods and will be a great a help in improving the students' listening skills.

3.7.3 Graphic student survey analysis
Question 1: How often do you listen to music in English?

Table 4: The listening of English

Descriptions	Frequency	Percentage
Strongly agree	12	43%
Agree	6	18%
Indifferent	9	32%
Disagree	0	0%
Strongly disagree	3	7%

Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

Figure 3 Survey for Students question 1
Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

The majority of the students did' not like music in English because they did not understand the pronunciation which lead them to acquire a dislike for English music in general.

Question 2: How often do you listen to English audio books?

Table 5: The listening of audio books

Descriptions	Frequency	Percentage
Strongly agree	10	36%
Agree	8	28%
Indifferent	6	20%
Disagree	3	9%
Strongly disagree	4	12%

Source: Unidad Educativa Academia Naval Almirante Illingworth
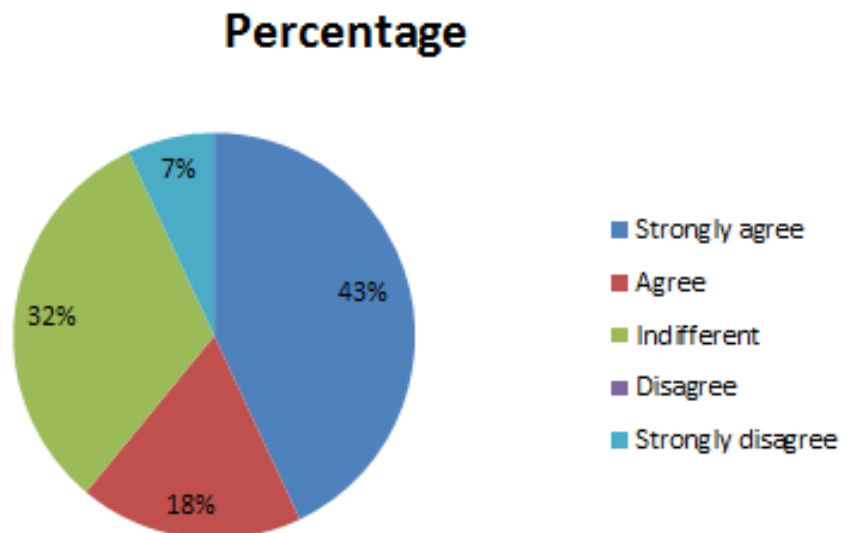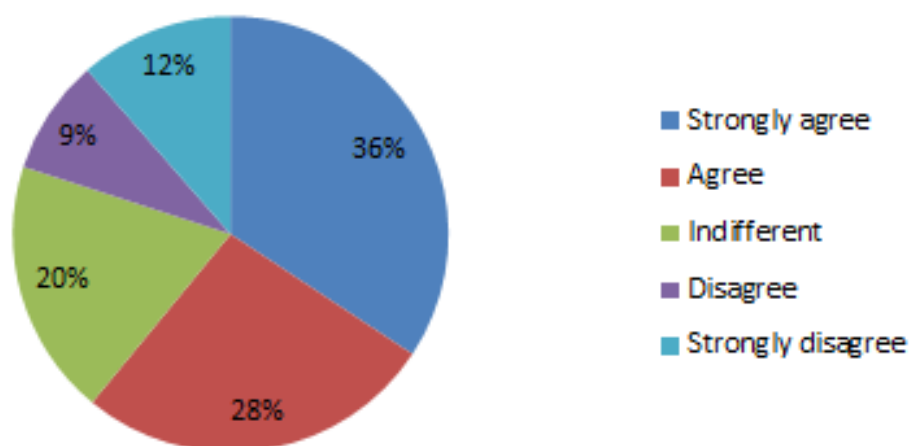Elaborated by: Narváez, M (2020)

Figure 4 Survey for Students question 2
Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

The majority of the students said that they did not listen to audio books in English because they have a hard time understanding the meaning of the dialogues. They also expresses no interest in books at all

Question 3: How often do you watch movies with English audio?

Table 6: The watching of English audio movies

Descriptions	Frequency	Percentage
Strongly agree	3	9%
Agree	5	20%
Indifferent	4	12%
Disagree	7	46%
Strongly disagree	4	12%

Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

Figure 5 Survey for Students question 3
Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

Most of the students did not watch movies with the English audios because they could not understand what was going on and therefore refrained for watching movies even with subtitles because they found them too disctracting.

Question 4: When taking an English test, are your grades above average?

Table 7: The average grades on English tests

Descriptions	Frequency	Percentage
Strongly agree	17	5%
Agree	5	16%
Indifferent	2	5%
Disagree	5	16%
Strongly disagree	2	63%

Source: Unidad Educativa Academia Naval Almirante Illingworth
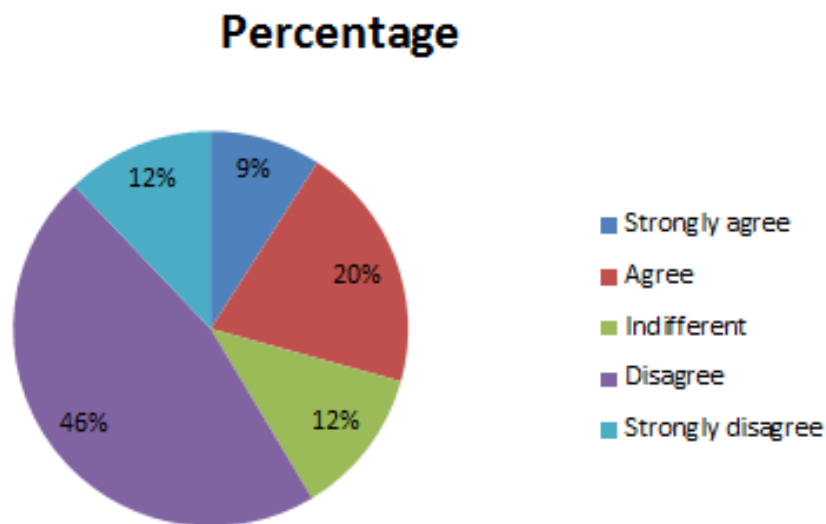Elaborated by: Narváez, M (2020)

Figure 6 Survey for Students question 4
Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

Most of the students have below above average grades since they do not like English at all and normally they are not exposed to English by themselves, they have no interest in anything relating to English, like music, movies, with the one exception being videogames.

Question 5: Do you think it is necessary to use interesting, fun activities to improve listening skills in the classroom?

Table 8: Fun activities to improve listening skills

Descriptions	Frequency	Percentage
Strongly agree	16	59%
Agree	14	28%
Indifferent	4	8%
Disagree	4	9%
Strongly disagree	2	2%

Source: Unidad Educativa Academia Naval Almirante Illingworth
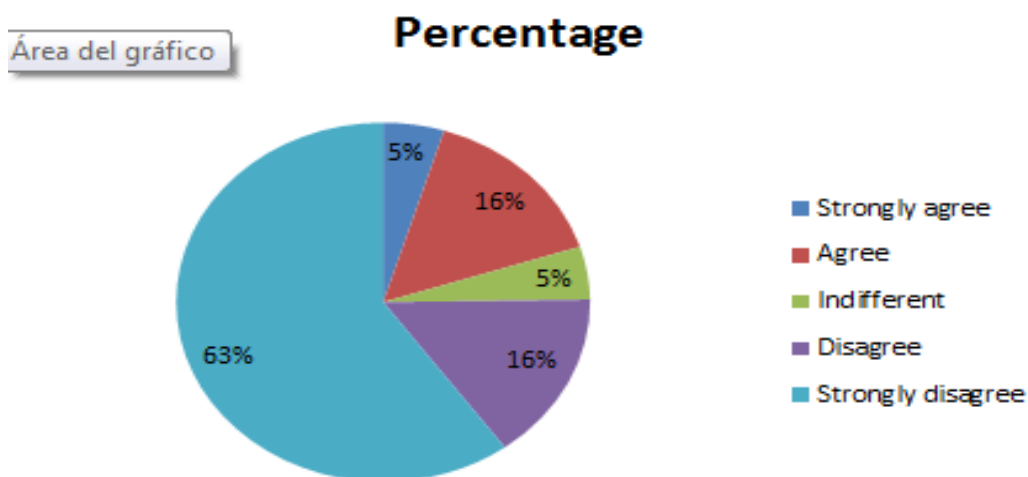Elaborated by: Narváez, M (2020)

Percentage

Figure 7 Survey for Students question 5
Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

Most of the students agree with the use of fun activities as a way to improve listening skills in the classroom and expressed joy doing them. Others students preferred other kind of methods.

Question 6: Do you think that teachers should motivate students in developing their listening skills through English Language Teaching techniques?

Table 9: Motivating students through ELT techniques

Descriptions	Frequency	Percentage
Strongly agree	18	57%
Agree	12	26%
Indifferent	4	8%
Disagree	4	9%
Strongly disagree	2	1%

Source: Unidad Educativa Academia Naval Almirante Illingworth
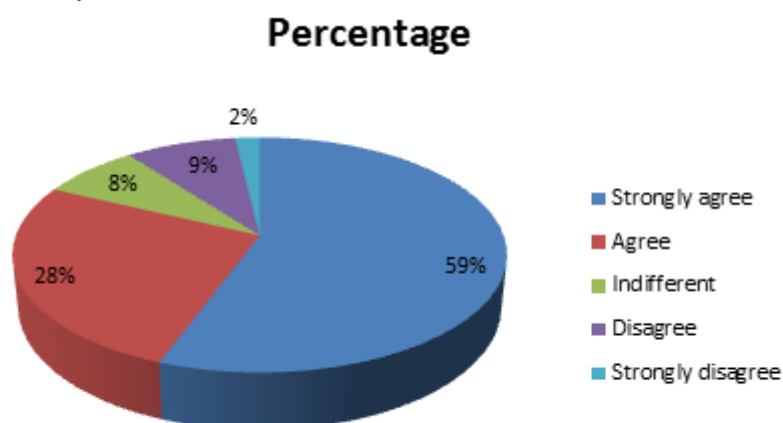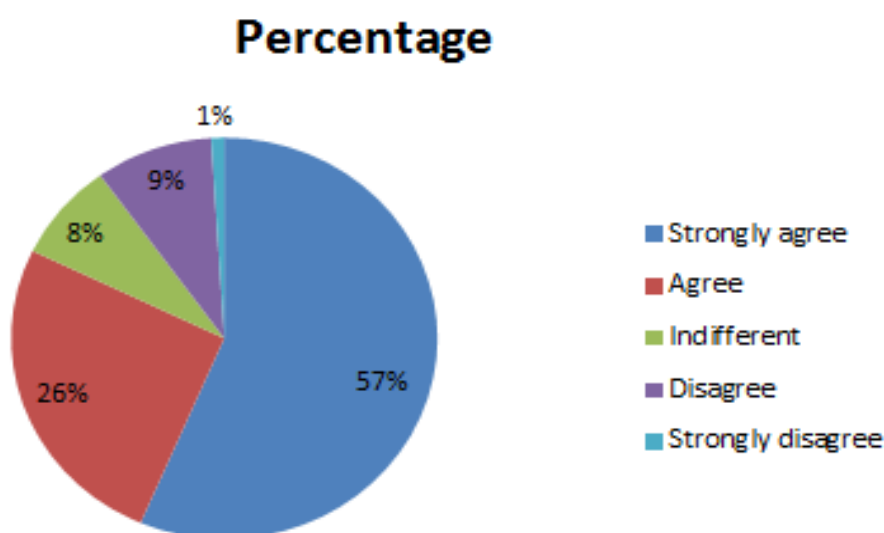Elaborated by: Narváez, M (2020)

Figure 8 Survey for Students question 6
Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

Most of the students agree that teachers should motivate them as to improve their confidence and with that becoming more accustomed with the topic at hand. Some methods could work really well in the classroom.

.

Question 7: Do you think that teachers should help to motivate students in the development of listening skills through fun and visual exercises?

Table 10: Fun and visual exercises for motivation

Descriptions	Frequency	Percentage
Strongly agree	18	55%
Agree	14	28%
Indifferent	1	1%
Disagree	6	12%
Strongly disagree	2	9%

Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

Figure 9 Survey for Students question 7
Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

The majority of the students showed a lot interest in fun and visual exercises since it have been tried before and they think it would work amazingly. Also, they have a fun time and could focus better in those instances

Question 8: Do you think the use of listening audios with authentic material will improve listening skills?

Table 11: Listening audio with authentic material

Descriptions	Frequency	Percentage
Strongly agree	15	43%
Agree	8	16%
Indifferent	2	9%
Disagree	13	28%
Strongly disagree	2	9%

Source: Unidad Educativa Academia Naval Almirante Illingworth
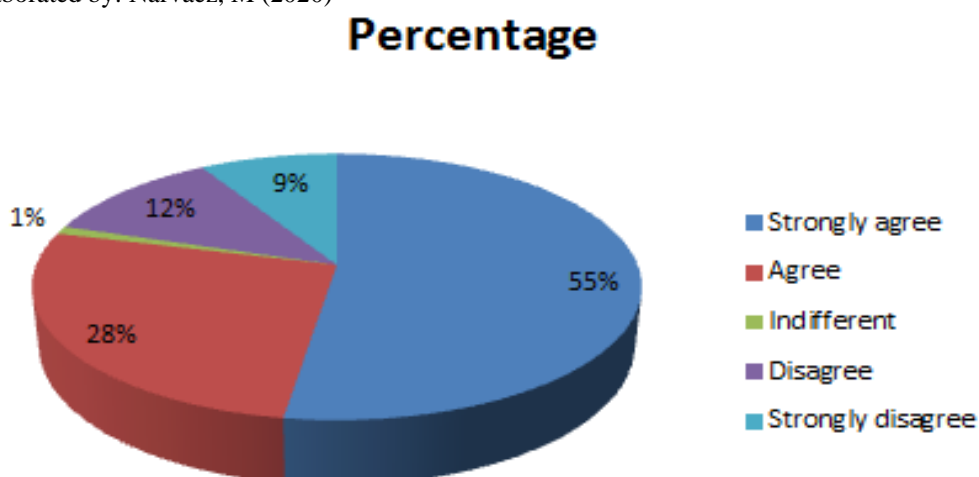Elaborated by: Narváez, M (2020)

Figure 10 Survey for Students question 8
Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

The majority of thestudents thought that listening materials would help them improve their listening skills since they have already experienced that kind of material with positive results. Listening to audios really helps in listening comprehension since it will get students get used to interpret and understand a dialogue.

Question 9: Should teachers be prepared in order to provide better teaching techniques to improve listening skill in the classroom?

Table 12: The preparation of teachers to provide better technqiues

Descriptions	Frequency	Percentage
Strongly agree	20	68%
Agree	12	18%
Indifferent	8	9%
Disagree	8	9%
Strongly disagree	0	0%

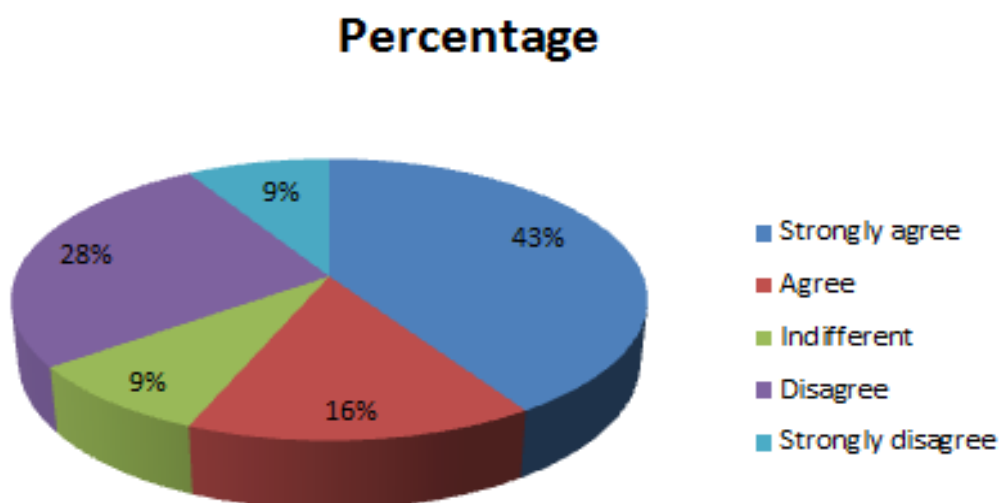Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

Figure 11 Survey for Students question 9
Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

Students agree that teachers should be better prepared in order to provide better teaching techniques according to their own experience in the classroom when exposed to those techniques they say the teachers need to be better prepared. As they have experienced classes of English language were they could not understand anything which led to a lack of interest in learning and a hole in their learning experience.

Question 10: Do you think a guide with fun activities in order to improve listening skills will be a great idea to be implemented in the classroom?

Table 13: Guide with fun activities to improve listening skills

Descriptions	Frequency	Percentage
Strongly agree	18	45%
Agree	12	28%
Indifferent	6	17%
Disagree	2	5%
Strongly disagree	2	5%

Source: Unidad Educativa Academia Naval Almirante Illingworth
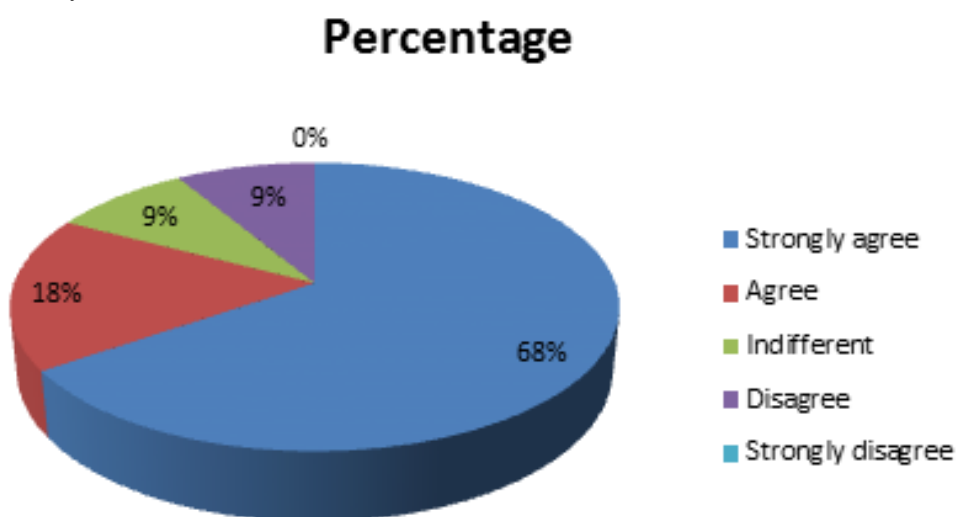Elaborated by: Narváez, M (2020)
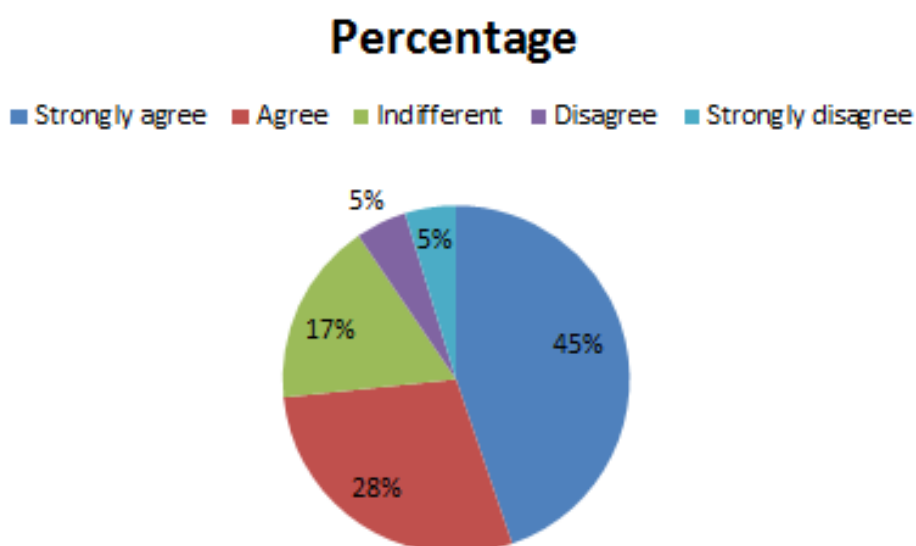
Figure 12 Survey for Students question 10
Source: Unidad Educativa Academia Naval Almirante Illingworth
Elaborated by: Narváez, M (2020)

The students think that a guide with fun activities will improve their listening skill if implemented in the classroom because that could catch their attention and inspired them to do better since it will have different kind of activities that will get their attention and make them have a fun time in the classroom.

3.7.3 Preliminary conclusions

The third chapter was done with the main objective to show how ELT techniques can influence students' listening comprehension in a positive manner. Thought this research it was noticed how ELT techniques can facilitate the learning of the English language in the classroom. In this chapter three we can see the population of this work and how the students reacted to the use of ELT techniques and the instrument used which was "Survey Students Analysis", the "Classroom Observation Analysis" and the "Interview Teacher analysis which provided the research of the necessary information to make this investigation bear results.

Through the use of these instruments we learned what is really needed for the students. By the end of this investigation students showed acceptance and joy for participating in this research. Even though some of students have a hard time with the activities because of their lack of knowledge on the matters they still have a fun experience and even learned a lot along the way.

To sum up the goal of this study was to teach students how effective is to improve listening skills with the use of ELT techniques.

Chapter IV

Proposal

Pedagogical Handbook of listening activities that centers in developing listening comprehension skills in students in the learning of English as foreign language

4.1 Broad Objective

To design a set of listening activities in order to improve in listening comprehension

skills in students in the learning of English as a foreign language.

4.2 Specific Objectives

To organize interactive listening activities in order to make self- sufficient students for

their learning development..

To increase critical thinking in students with the use of ELT techniques and acquire a

better vocabulary.

To provide English teachers with a handbook of listening activities to act as a tool to

use in English classes.

4.3 Description

This pedagogical handbook has the objective of being of use for students in different

levels of English. On the other hand this handbook has 6 ELT Listening activities with

many dynamic exercises that can be used in the classroom with the students with the

help of this handbook. With this Handbook students will practice their listening skills to

fix their flaws and enrich their vocabulary.

The main objective of this handbook is to help students with their listening

comprehension, by doing these activities the students can learn effective ways to gain a

new understanding of listening. Using this handbook students are able to sharp their ears by listening to activities with include songs, dictations, role play and differentiate words that sound alike but are different. To sum up, all the activities are layout in a way that it helps students in improving the listening comprehension by doing simple but effective exercises. The Main aim for making this handbook is to pave the way for students to increase their listening skills and comprehension in a fun, simple yet effective manner.

Content:

- ### ACTIVITY 1

Steve's fun travel after Class- Put the pictures in the correct order

This activity objective is to teach students how to order items or words in the correct order

- ### ACTIVITY 2

Conversation practice

The aim of this activity is to help learners being more fluid during conversations and to listen correctly when talking to someone.

- ### ACTIVITY 3

Dictogloss to increase students listening during dictation

This kind of dictation has the objective of increasing students' reaction during a situation when they have to hear and remembering important points of the conversation

- **ACTIVTY 4**
  Question and answer drills about personal matters

  This activity is aimed in in giving students the necessary experience in answering questions within a required time

- **ACTIVTY 5**

  Role play about daily issues
  The main function of this activity is to teach students how to listen, speak and behave in a conversation in the real world outside of the walls of the classroom, so that they can get experience in listening in different context

UIVR

Universidad Laica Vicente Rocafuerte

By:

Miguel Sebastian Narvaez Fernandez

Activity 1: Steve's fun travel after Class- Put the pictures in the correct order

Worksheet 1:

Activity 1: Put the pictures in the correct order by listening to the text the teacher will read out loud for the classroom. Write down the letters in correct order

<p style="text-align: center;">Steve's fun travel</p>

After Steve finished classes in school he decided to ride his bike through town to get home while the sun was as bright as a star. After that, rain began to pour from the blue skies, which made it impossible to continue the journey on bike, but Steve has it under control, he just found a boat ready to help him on his way home. Also, while riding on the boat snow began to fall, this froze all the water around, the boat was now useless, but Steve did not give up. Steve found a pair of skies and began to use them to get by in the snow. Moreover, the weather got windy and Steve has to switch into a paraglide but not so long after that it got cloudy on the skies which leave Steve unable to see. Finally while he could not see very well Steve arrived at home in his paraglider, he was very happy that he was finally at home.

A

Figure 13: Steve's fun travel
Source: (learnenglishkids.britishcouncil.org)

B

Figure 14: Steve's fun travel
Source: (learnenglishkids.britishcouncil.org)

C

Figure 15: Steve's fun travel

Source: (learnenglishkids.britishcouncil.org)

D
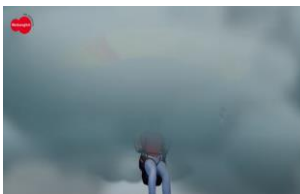
Figure 16: Steve's fun travel

Source: (learnenglishkids.britishcouncil.org)

E

Figure 17: Steve's fun travel

Source: (learnenglishkids.britishcouncil.org)

F

Figure 18: Steve's fun travel

Source: (learnenglishkids.britishcouncil.org)

G

Figure 19: Steve's fun travel

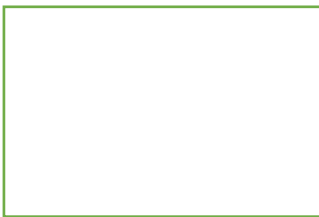Source: (learnenglishkids.britishcouncil.org)

1.

2.

3.

3

4
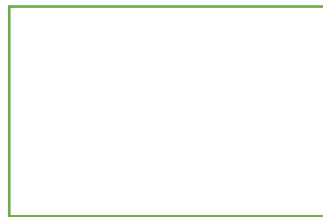
5
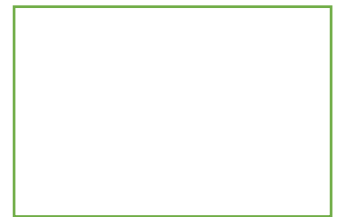
6
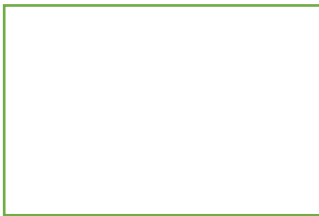
7
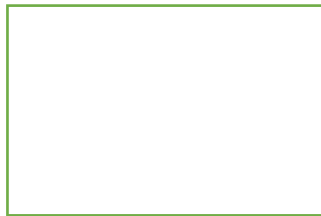
Name of the activity: Put the pictures in the correct order by listening to the text the teacher will read out loud for the classroom. Write down the letters in correct order

Time: 20 minutes

Skill and Strategy: Listening

Description of the activity: In this activity the student have to listen to the teacher while the text is being read.

Objective:

To expand students vocabulary and comprehension of words

To grasp how to understand the contexts of a story in order to extract information

To motivate students with a dynamic activity

Resource:

Text
Worksheet

Procedures:

Pre-Listening:

Predict the topic
Repeat vocabulary words
While-Listening:

Tell students to listening carefully to put the picture in the correct order

Post-Listening:

Compare answer with their peers

Activity 2: Conversation practice in a meet up

Worksheet 2:

Listening the conversation

Fill in the blanks of the conversation by listening to your classmates reading the text about the conversation

Phoebe and Mark meet up

Phoebe: Hi, how's it going? I'm Phoebe. I' think I've seen you somewhere before.

Mark: Hi Phoebe. Things are going really well. I think we are staying in the same dormitory. I'm Mark.

Phoebe: Oh right! I didn't know that nice to meet you.

Mark: So where are you from?

Phoebe: I'm from the United States. How about you?

Mark: England. We have a good football team.

Phoebe: Oh yes. I went there last year.

Mark: Interesting! What did you do there?

Phoebe: I visited some relatives. Anyway, I've got to run. See you later.

Figure 20: Conversation practice in a meet up
Source: (www.123listening.com)

Figure 21: Conversation practice in a meet up
Source: (www.123listening.com)

Figure 22: Conversation practice in a meet up
Source: (www.123listening.com)

Figure 23: Conversation practice in a meet up
Source: (www.123listening.com

Figure 24: Conversation practice in a meet up

Source: (www.123listening.com)

Figure 25: Conversation practice in a meet up

Source: (www.123listening.com)

Figure 26: Conversation practice in a meet up

Source: (www.123listening.com)

Figure 27: Conversation practice in a meet up

Source: (www.123listening.com)

Figure 28: Conversation practice in a meet up
Source: (www.123listening.com)

Name of the activity: Conversation practice

Time: 20 minutes

Skills and strategy: Listening, focus

Description of the activity: In this activity, students have to listen to fill in the blanks the conversation

Objective:

To teach students how to differentiate between words that sound alike but are written differently

To learn new vocabulary words and practice their pronunciation

To review vocabulary words previously learned in classes

Resource:

Worksheet

Procedures:

Pre-Listening:

Listen to the vocabulary words before the activity

While-Listening:

Tell students to listen carefully to the pronunciation of the words

Post-Listening:

Make the students write down all the correct answer they got

Activity 3: Dictogloss dictation

Worksheet 3:

Dictogloss to increase students listening during dictation

The teacher will read the text for the students
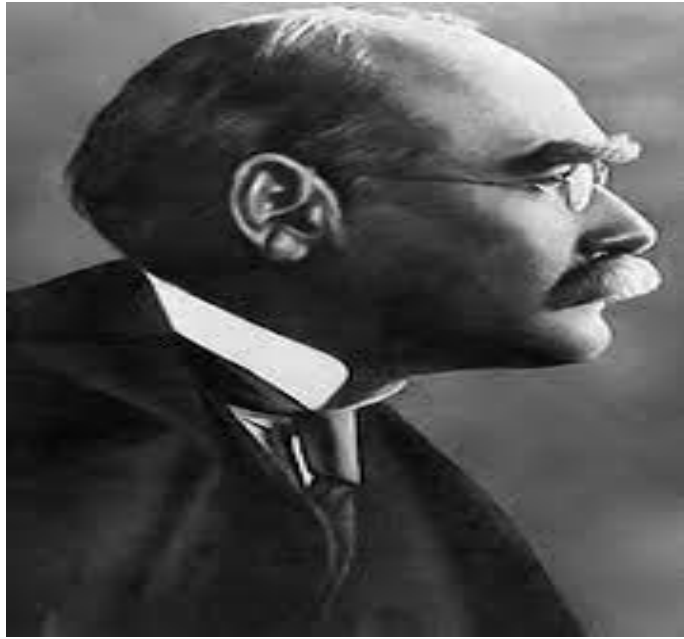
Figure 29: Rudyard Kipling
Source: (www.ecured.cu)

Don't Quit by Rudyard Kipling

When things go wrong, as they sometimes will,
when the road you're trudging seems all up hill,
when the funds are low and the debts are high,
and you want to smile, but you have to sigh,
when care is pressing you down a bit
rest, if you must, but you don't quit.

Life is queer with its twist and turns,
As every one of us sometimes learns,
and many a failure turns about
When we might have won had he stuck it out.
Don't give up though the pace seems slow –
You may succeed with another blow.

Often the goal is nearer than
It seems to a faint and faltering man;
often the struggler has given up
when he might have captured the victor's cup;
and he learned too late when the night slipped down,
how close he was to the golden crown.

Success is failure turned inside out.
The silver tint in the clouds of doubt,
and you never can tell how close you are,
it might be near when it seems so far;
so stick to the fight when you're hardest hit
it's when things seem worst that you must not quit.

1. **First listen: How much of the meaning do you think you understood?**

2. **Second listen: Makes notes of key words**

3. **Third listen: add more notes**

4. **Try to write the sentences completely. They do not have to be perfect, but try to make the meaning as similar to the original as possible**

5. **Final listen: can you hear and understand more clearly now?**

Name of the activity: Dictogloss dictation

Time: 20 minutes

Skill and Strategy: Listening, Listening for dictation

Description of the activity: This activity is done by having the teacher read any text out loud then students with have to answer the following questions based on the number of listening session they are doing.

Objective:

To increase the reaction of the students while listening a long passage

To enhance the short term memory of the students when listening very fast

Resource:

Worksheet

Procedures:

Pre-Listening

The teacher will review the topics with the students so that they get a better understanding on the matter.

While-Listening

The teacher will read out loud the text while students try to answer the questions

Post-Listening

The students will compare their answer between each other to see who got most of the dictation correctly.

Activity 4: Question and answer drills

Worksheet 4

Personal questions to practices listening

Figure 30: Rudyard Kipling
Source: (www.wowturtle.com)

 Take turns with your classmate asking each other an interesting personal question.

1. Tell me the 3 best things about you?

2. If you could have the following superpower, which one would you pick?

3. If you were trapped on a deserted island and could pick on famous person to be with, who would it be?

4. If you had to pick would you rather be: An NBA ballplayer, the mayor, a famous explorer, or a movie star? Why?

5. Who is a friend that means a lot to you? Why?

6. If a genie could grant you any 3 wishes, what would they be?

7. Who was the best teacher you ever had? Why?

8. What would the ideal teacher be like?

9. What time of the day do you like to be alone, if any, and why?

10. If you were a color, what color would you be?

Name of the activity: Questions and answers drills
Time: 20 minutes
Description of the activity: The students will began read out loud the questions provided by the teacher, until they answer all the questions **Objective:** To enhance the ability to hear words more clearly To review previous vocabulary used in the classroom
Resource: Worksheet
Procedures: Pre-Listening The students will review previous vocabulary with the words given by the teacher While-Listening The teacher will repeat the vocabulary words while the students do the drills repeating them over and over again until the teacher tell them to stops Post-Listening The students will create a situation where they have to repeat the answers they remember the most without looking at the questions with a classmate, and each pair will do the same in front of the classroom

Activity: 5: Role Play about daily issues

Worksheet 5

<p align="center">Role Play session between classmates</p>

Listening role-play activity

You and two friends can practice effective listening with each another. Practice with these ten suggested topics.

Step 1: One partner takes a tum as speaker, the other as listener and the third takes on the role as observer. For five minutes the speaker elaborates on one of the ten topics. The listener uses effective listening and makes appropriate responses back to the speaker. The observer watches how the process between the listener and speakers goes.

Step 2: After the five-minute role play is completed, the speaker spends two minutes giving feedback to the listening partner on the effective listener skills used. Then the observer gives a two minute feedback to the speaker as to how well the listening was done.

Step 3: After the first practice and feedback session, switch roles until all topics have been covered by all three participants in your small group.

With the following topics:

1. What is your dream job
2. What do you think is the reason you learn English?
3. Knowing more languages improve your chances for getting a job?

Time: 20 minutes
Skill and strategy: Listening, Listening for role play
Description of the activity: In this activity, students will role play between an observer, speaker and listener and will talk about one topic.
Objective:
To improve the awareness on the students about different kind of contexts
To learn how to behave in daily day situations
To practice how to engage in a casual conversation
Resources:
Chalkboard, Markers , handbook.
Procedures:
Pre-Listening
The students will repeat previous vocabulary about daily activities, they will name the daily activities already learned in the classroom.
While-Listening
Tell students to do groups of 3 and to talk between with their roles and with a topic they like and why they like those topics that they selected.
Post-Listening
Students will discuss between them about the topics discussed earlier and will draw their own conclusions in a sheet of paper.

CONCLUSSION

This project attained the appropriated qualifications thanks for the students that accepted to work with ELT techniques with gratification, improving their listening skills with the use of this exercises.

During this study the students were graded, they did the activities that were given to them so that they can develop listening comprehension. Students learned how to do extensive listening which greatly increased their capacity to listen many types of audios. This mean that students following this process can put into practice their listening comprehension.

The objective to use ELT techniques was based on the experience that the researcher of the investigation and the development received in the English career at Universiad Laica Vicente Rocafuerte de Guayaquil as a student, the ELT techniques were utilized because at the time the researcher was a student he realized the positive effect that those techniques have in one of the most difficult skills to master for many English learners.

In conclusion the research project of using Elt techniques to influence and improve listening skills in English was a completely realized, This learning process would not have been possible without the help and participation of the students and the teacher and the amazing results achieved thanks to their help, by the end the students that were part of this process learned the joy of learning English with fun and dynamic activities in a meaningful way.

RECOMMENDATIONS

This study was applied with the use of ELT techniques and their influence on the listening skills in tenth grade EGB students at Unidad Educativa Academia Naval Almirante Illingworth, school year 2019-2020. The next recommendations are consider.

To teach students in how to engage in a conversation with native speakers they need to listen to authentic materials such as songs, movies and audio books for fun, that way they will absorb all the information they need in a fun way and will be able to hold a conversation.

To enhance students, methods of learning English by using ELT techniques to have them learn by themselves and apply these exercises.

Based on the present research, it is expected that studies done after this one will focus much on the ELT techniques and its influence on the listening skills in the many schools and learning environments like how something likes the ELT techniques can improve students listening comprehension and speaking capabilities. To sum up the ELT techniques show how these kinds of activities can increase the cognitive capabilities and the through process by following this techniques.

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ANNEX 1 RESEARCH INSTRUMENTS

SURVEY STUDENTS ANALYSIS

Questions	Strongly agree	Agree	Indifferent	Disagree	Strongly Disagree
How often do you listen to music in English?					
How often do you listen to English audio books?					
How often do you watch movies with English audio?					
When taking an English test are your grades above average?					
Do you think it is necessary to use interesting, fun activities to improve listening skills in the classroom?					
Do you think that teachers should motivate students in developing their listening skills through English Language Teaching techniques?					
Do you think that teachers should help to motivate students in the development of listening skills through fun and visual exercise?					
Do you think the use of listening audios with authentic materials will improve listening skills					
Should teachers be prepared in order to provide better teaching techniques to improve listening skills in the classroom					
Do you think a guide with fun activities in order to improve listening skills will be a great idea to be implemented in the classroom?					

INTERVIEW TEACHER ANALYSIS
Teacher interview

Interviewer: Miguel Sebastian Narvaez

Interviewed: English teacher of the educational institution

1. - What kind of ELT techniques and methods do you use in the classroom?

2. - Which are the most popular ELT techniques or activities?

3. - Do you think that ELT techniques and methods that you have applied have been effective in improving the listening skill on the students?

4. - In your opinion what is the best listening activity that can be used in the classroom?

5.- Do you think a pedagogical handbook of listening activities focused on developing listening comprehension skills on students is a good way to try fixing the listening problems that students in your class may have?

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