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SCHOOL OF LANGUAGES
APPLIED LINGUISTICS IN ENGLISH PROGRAM**

TITLE:

**POOR DEVELOPMENT OF THE LISTENING SKILL AND ITS
INCIDENCE IN ENGLISH LEARNING PROCESS FOR STUDENTS OF
THE NINTH COURSES, VESPERTINE SECTION AT THE “JUAN
MONTALVO” HIGH SCHOOL, DURING 2007-2008.**

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DEDICATION

This work is dedicated to my dear family and friends due to the support given along my training education and a special gratitude to the Lord because of the ending all of my challenges satisfactorily.

Kléber Oswaldo Sarmiento Chugcho

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SUMMARY

This research aims to find the reasons for the poor development of the listening skill in the teaching-learning process. It has as only purpose to suggest strategies which helps to improve the listening skill teaching.

This research is analytic-descriptive and proposal and the methodology will be explained in the methodological design.

The setting problem will help us to elaborate the system problem-objectives and hypothesis. Once the variables worked out which take part in each hypothesis, the data collection process will begin and it will allow the demonstration of the same ones.

The achievement of empiric information requests the necessity to identify and select the investigation units and the procedure to establish their quantification, selected the investigation units I will proceed to design the instruments for data collection and their consistency will be proved by means of the monitoring.

Once achieved the collection and processing data, each one of the elements will be analyzed and interpreted quanti-qualitatively and described, in their particularities. The analysis axes will be the studied variables presented in the objectives and the hypotheses, the frequencies or highest percentages will be considered to elaborate conclusions and the proposal will be elaborated, taking as input the results of the investigation.

INTRODUCTION

Education process is an interactive process where appears teacher and student connected at the same time. The sender of the information (teacher) and the receptor of that information (student) who want to absorb it. If so, within the learning process are involved students' individual personalities, culture and background and teacher's experience.

It is important to mention that the bilingual education in Ecuador has not been so well developed due to the lack of both financial and didactical resources. But nevertheless in the last years has been done huge efforts to overcome the difficulties in the English subject area with the implementation of syllabuses aimed to develop English language.

For researchers is important to know some pedagogical aspects which are affecting an appropriate English language learning. If asked for some aspects to mention it could be found issues such as the lack of motivation, teacher's training, the lack of labs properly equipped to carry out English learning process.

To get to dominate a foreign language it should be developed all of language skills together but it shouldn't because of the relevance skills to specific skills. This situation turns out difficult to handle because it could be found skills with a lower level of development than others.

Listening skills turns out one of the less development of all language skills. This could not be happening!. If someone may listen well in the same way he or she could answer appropriately too.

The poor development of the Listening Skill has its reasons such as the lack of motivation is the main reason for failure in English learning process. Learners really don't feel motivated to get started an English

class because they find the class kind of monotonous and lack of variability both, scenery and material resources to develop properly the language skills.

If it is found learners motivated to get started a class they could assimilate in a better way the knowledge that teacher may transmit them. That's why, teachers are obligated to find ways to keep an active class by calling learners' attention.

As a student of applied linguistic, the following research project represents the effort and desire to contribute at least in part, to find to main reasons which provokes the poor development of the Listening Skill at "Juan Montalvo" high school, on learners of the ninth basic years, vespertine section.

Some important issues are detailed in the following summary:

Chapter I shows the problem identification of the research with all its dimensions: main problem, variables, objectives and justification that will allow to develop the thesis framework and justify why it is necessary to carry out the research.

Chapter II describes the "Theoretical Frame" with relation to the research, the main concepts involved in the research as: motivation, techniques, methods and so on, which are part of dependent-independent variables and relation between them. Thus, hypothesis systems will let us to establish outcomes of the research.

Chapter III focuses the "methodology" that will be applied to develop the investigation process, it means its type and design, how it will be obtained data from the population sample, and so.

Chapter IV displays a detailed analysis and interpretation of the data collection, through descriptive statistics, by means of the respective

percentages and their corresponding graphs in order to verify the hypothesis. .

Chapter V mentions conclusions and recommendations which were gotten at the end, as the result of whole research.

Chapter VI proposes to develop a guide with methodologies and techniques which really help teachers up to date their knowledge and improve the teaching-learning process.

Chapter VII mentions the source information where the bibliography of this research was obtained and annexes with the corresponding information about the survey both teachers and students.

RESEARCH THEME:

POOR DEVELOPMENT OF THE LISTENING SKILL AND ITS INCIDENCE IN THE ENGLISH LEARNING PROCESS FOR STUDENTS OF THE NINTH COURSES, VESPERTINE SECTION AT THE “JUAN MONTALVO” HIGH SCHOOL, DURING 2007-2008.

CHAPTER I

RESEARCH PROBLEM

1.1. PROBLEM IDENTIFICATION

POOR DEVELOPMENT OF THE LISTENING SKILL AND ITS INCIDENCE IN THE ENGLISH LEARNING PROCESS FOR STUDENTS OF THE NINTH COURSES, VESPERTINE SECTION AT THE “JUAN MONTALVO” HIGH SCHOOL, DURING 2007-2008.

English language knowledge is fundamental so that, youth faces successfully the challenges and demands of the XXI century. The teaching of the foreign language gives the possibility to have an access to different information sources and such as mean of communication and opening to other realities and cultures.

Understanding what others say is essential for communication: It is impossible to answer or respond to another person if it is not understood what he or she has said. In spite of this, the skill of listening comprehension was usually neglected in the teaching of foreign languages until the spread of the communicative approach made theoreticians and practitioner teachers aware of the importance of this basic linguistic skill.

Nowadays, the English language is used in all specialties around the world therefore, in the acquisition of a foreign language it is important to focus on four skills such as speaking, writing, reading and listening. One of the most difficult skills for many English students as foreign language, is the Listening Skill.

The students that acquire a good level in English and establish a conversation with a native speaker, can reach a high understanding level.

Nevertheless, many students have problems when they try to establish a conversation or listening a history in CD, radio, television, etc.

In the current globalization, English language prevails above other foreign languages. It has become an important tool for communication. So, it becomes a necessity more than just a simple duty to manage this powerful tool to get more work opportunities.

In Ecuador, it was implemented CRADLE program (Curriculum Reform Aimed to the Learning of English), the same which had and nowadays has the goal to improve the English learning.

After this event, the teaching-learning of English in El Oro province has had a great improvement both, teachers' enabling and the use of new methodologies and methodological techniques based on students' local realities in different ambits in our country.

Nevertheless, in Ecuador the listening skill has been one of the skills with less development in the English learning process due to fact that CRADLE program mostly focuses on language skills such as Writing and Reading.

It is extremely important the Listening Skill development so that learners could understand different kind of intonation patterns, discrimination of sounds, and discourse connectors employed in speech. These factors are truly important to understand what the interlocutor is trying to say to the listener.

Listening skill is one of the skill which requires extremely relevance if English teachers desire that their learners could develop a communicative language properly. However, this goal is not easy to reach due to the fact that teachers are not properly trained causing inactive learners in class participation.

For all exposed before, research theme focuses on finding the main reasons which provoke poor development of the Listening Skill in English Learning Process.

This issue is happening at “Juan Montalvo” high school because of traditional and repetitive methods and techniques, the lack of laboratories and audiovisual material, and the teacher’s training.

Nowadays, it could be claimed that class plannings which are carried out by English teachers in class are the same which were employed by other teachers one or two years before or even more. This fact provokes repetitive and traditional methods and techniques by leaving behind new and innovator methodological strategies aimed to develop the Listening skill.

Another fact which turns out important to mention here it is the lack of laboratories and audiovisual material. There’s no an English laboratory nor even audiovisual material (tape recorder, projector, and computers) where learners may listen CDs or watch movies; in this way , learners could listen properly pronunciation or slangs spoken by native speakers.

Students feel discouraged to continue with the learning process because they do not feel comfortable with the activities carried out in the classroom. They find them boring repetitive and old fashioned; in this way passive learners are found in the learning process.

With regard to teachers’ training it could be mentioned that it is inappropriate, due to the fact that mostly English teachers don’t have a Bachelor’s degree in Science Education and so much, the worst, in Bilingual Education.

That's why a huge percentage of 70% related to English teachers shows up terrible difficulties related to intonation patterns, limited lexicon, stress, discrimination of sounds, provoking on learners serious difficulties at the time they are listening CDs, videos or establishing a conversation with classmates or teacher in class.

That's why, teachers' training become a serious problem because of limits the learning process on students and so it would be hardly to expect good learners with an acceptable understanding level of the Listening Skill in English language.

A goal of this research is trying to get to know if the methodology applied by teachers provokes learners' engagement in the teaching-learning process. If so, it might be determined the efficiency of their work but if not it may suggested some strategies to focus on problems and trying to solve them.

POOR DEVELOPMENT OF THE LISTENING SKILL

CAUSE	EFFECT
<ul style="list-style-type: none">• Repetitive and traditional methods and techniques in the English learning process. • Lack of laboratories and audiovisual material. • Teachers are not well prepared. • Lack of motivation	<ul style="list-style-type: none">• Restriction to develop the Listening Skill. • It reduces students' motivation and class participation for learning English language. • Limits teaching- learning process of English language on students. • Reduces students' desire to learn English.

1.2. PROBLEM SETTING

1.2.1 MAIN PROBLEM

- How does **poor development of the listening skill** affect English learning process for students of the ninth courses, vesper tine section at the “Juan Montalvo” high school, during 2007-2008?

1.2.2 SECONDARY PROBLEMS

- How do **traditional methods and techniques** in English learning process restrict students’ development of the Listening Skill of the ninth courses, Vespertine section at the “Juan Montalvo” high school, during 2007-2008?
- How does **the lack of laboratories and audiovisual material** reduce students’ motivation and class participation for learning English language on the ninth courses, Vespertine section at the “Juan Montalvo” high school, during 2007-2008?
- How does **teachers’ training** limits English learning process on students of ninth courses, Vespertine section at the “Juan Montalvo” high school, during 2007-2008?

1.3. VARIABLES WORKOUT

Independent Variable	Dependent Variable
<p>Listening Skill: It is a passive skill which learners develop it cognitively. It is one of the less skills developed in the E.L.P. Its correct development is produced due to the adequate application of methodologies applied by the teacher so that students can get an acceptable understanding level in the Listening Skill.</p>	<p>English learning process: It is the process abroad both teacher and learners to get a satisfactory success at the end of every term. It embraces methods and techniques all of them applied by the teacher.</p>
<p>The relation Xy: The incidence of the Listening Skill in the English learning process.</p> <p>The incidence of the listening skill is extremely important to know the positive or negative effect on learners' learning process development</p>	

1.4 OBJECTIVES

1.4.1 GENERAL

- To determine the main causes that provoke poor development of the Listening Skill and its incidence in the English learning process for students of the ninth courses, Vespertine section at the “Juan Montalvo” high school, during 2007-2008 .

1.4.2 SPECIFIC

- To establish methods and techniques applied mostly by the teacher in the English learning process which restrict students’ development of the Listening Skill of the ninth courses, Vespertine section at “Juan Montalvo” high school, during 2007-2008.
- To determine how the lack of laboratories and audiovisual material reduce students’ motivation and class participation for learning English language on the ninth courses, Vespertine section at “Juan Montalvo” high school, during 2007-2008.
- To establish the significant learning by implementing strategies aimed to develop the Listening skill on students of ninth courses, Vespertine section at the “Juan Montalvo” high school, during 2007-2008.

1.5 JUSTIFICATION

Nowadays, English has become the language related to many fields in society. So, it is taught in all levels elementary, secondary and university. But its success depends on the way it is exposed to learners (techniques, methods) through topics (didactic material) in pedagogical environments (labs) which really call learners' attention all of this guided by a good expositor (teacher) with a solid knowledge (training).

In the world, globalization has provoked that many boundaries disappears. Nowadays there are no barriers to keep on contacts people around the whole world through communication channels. That's why, English has become the language mostly used by people to communicate each other. It has become the preferred language around the world for business, medicine, education, sports, etc.

Daily, people make financial transactions in this language and this could not be made if would not exist a fluent communication between people. The message needs to be understood completely to give an adequate reply.

As it is seen, in elementary, high school and universities in Ecuador, most of learners can read and understand a passage easily but they show problems when they are exposed to just listening a lecture or hearing native speakers. This could be avoided if the Listening skills could be developed gradually on learners.

First, in pre-kinder, learners could start on learning the different kinds of English vowels and consonant sounds.

Secondly, in elementary school, learners could begin to discriminate alike phonemes.

Thirdly, in high schools, learners could be exposed to conversations only in English to give comments and summaries about it. There is the necessity to apply a program more focused on this passive skill so that learners could have an integrated and solid knowledge about English language. *How could you expect to speak if you don't understand what others just said?* It is simply impossible!.

Big challenges requires big solutions! It is needed to search for strategies to attack this educational problem which is affecting directly to second language learners.

It is not an easy duty, because it could be found out that the educational institutions don't count with the human and pedagogical resources to carry out this important challenge. This is caused due to the lack of interest given on English language by authorities.

As it is known language is not something static but dynamic; in the same way there must be techniques and methods by using activities where learners may feel identified and motivated towards learning process.

In Ecuador, traditionally the English teaching has not reached so much success both elementary and school and even college as far as training students, who have the fluency in English language.

It is hard to find students motivated towards English language and even more difficult to find students really able to translate, reading and understand what it was said from foreign or native speakers who domain the English language.

All mentioned before, is caused because of the partial or null development of the Listening Skill. It turns out difficult to speak if it is not understood what it was said before.

Nevertheless thanks to the contract signed up between the governments of Canada and Ecuador. It was established a project called CRADLE (Curriculum Reform Aimed to the Learning of English), the same which had and nowadays has the goal to improve the English learning process.

However, as far as in the province, it can be observed that teachers do not choose adequate contents to develop the listening skill, due to they prefer to give more importance to other skills such as writing and reading leaving behind two missed skills such as speaking and listening. But this choice has a reason: some teachers are not really able to teach these relevant skills because their training is limited so this produces serious problem in students' learning.

At Juan Montalvo high school, there is the situation that the listening skill (one of the most important passive skills acquired as oneself learn a foreign language) is not well developed satisfactorily on students of 9th Basic Year due to different aspects such as, the fact that there is a lack of laboratories and audiovisual material, teachers' training is bad or maybe the lack of alternatives methodologies in the teaching-learning of English language.

English teachers show learners the same teaching pattern with any variation and it almost never with a environment shift due to the lack of financial resources to build an English laboratory to foment learners' acquisition knowledge.

There's not an investigation related to the Listening Skill in English Learning Process. That's why there is the desire to carry out strategies to improve the Listening Skill to produce better learners in English language understanding. Otherwise, there will be learners with a partial development.

The true is that the core of this problem acquires a rush relevance as far as nowadays it is being overcome some structural deficiencies in English teaching in our province after 10 years that CRADLE project was established in the whole country.

For all mentioned before, I outline the research theme:

POOR DEVELOPMENT OF THE LISTENING SKILL AND ITS INCIDENCE IN ENGLISH LEARNING PROCESS FOR STUDENTS OF THE NINTH COURSES, VESPERTINE SECTION AT THE “JUAN MONTALVO” HIGH SCHOOL, DURING 2007-2008.

Taking this into account, by searching for this problem it will mean that students from ninth courses Juan Montalvo high school, the institution itself, English teachers and educative community will be benefitted directly of research's outcomes.

CHAPTER II

THEORETICAL FRAME

2.1. THEORETICAL AND CONCEPTUAL FOCUS

The setting where it is going to be carried out the research is the national Juan Montalvo high school located in Machala City.

As a consequence of being living an age plagued with high technology and communication worldwide, it becomes truly important to have learners really trained to face this challenge properly, managing a language spoken worldwide as English.

Nevertheless, this goal is not achieved due to the fact that the teaching-learning process is not appropriate. That's why; it becomes truly important to apply strategies to overcome this serious problem.

The objective of the institution is to promote a high development of learners in all areas or subjects where they are being educated.

The national Juan Montalvo high school has a clear objective to long-term and it is to form learners capable to develop their abilities in school years they have passed in the high school.

Actually, the national "Juan Montalvo" high school counts on around 300 learners legally registered.

The scarce development of the listening school becomes a serious problem to face with. It is a fact clearly identified due to the fact many teachers employ old-fashioned methods, techniques, methodologies and besides is not properly applied contents which really increase the development of the language skills but specifically the listening one.

A scarce development of the passive ability such as the listening will provoke on learners, limitations in decoding messages sent by the interlocutor and it will produce frustration and at the time to listen CDs, videos, etc.

By the future, I will try to look for strategies, activities, games and methods to overcome this serious problem of the scarce development of the listening skill.

The listening skill is extremely important because we as teachers cannot ask our students to write well a word or a sentence if they cannot recognize a particular sound and even worse, to ask them to pronounce it.

This could cause on students a lack of confidence and self-esteem.

The listening skill must be developed together with the other skills due to the first thing students learned is to understand a word or a sentence, even though they cannot pronounce it well.

To recognize if the speaker is claiming a statement or making a question is a matter related to intonation patterns.

Sometimes, we as English teachers overvalue this issue but to our students is a matter truly important to recognize between an affirmative and interrogative intonation pattern.

The discrimination of sounds is an extremely important matter; if we, as English teachers plan to make students distinguish between similar words in pronunciation but different in spelling. Thence, the importance to recognize long and short sounds.

It is a fact that most of English teachers give more importance to specific language skills leaving behind other ones equally important like all of them. In teachers' planning, there must be included some topics where all of the language skills would be involved together, mixed-up, or separated.

The contents employed in class mostly imply the issues seen in recent years provoking on learners a bit of disinterest and lack of motivation.

We as human beings are exposed to so much technology such as Internet, TV, videos so, English teachers can use this as a tool according to their needs.

2.2 STRUCTURE

2.2.1 INDEPENDENT VARIABLE.-THE LISTENING SKILL.

- Listening activities
- Types of classroom listening performance
- Strategies for listening comprehension
- Importance
- -Types of activities for the development of the listening skill

2.2.2. DEPENDENT VARIABLE.-THE ENGLISH LEARNING PROCESS.

- Curriculum
- Components of curriculum
- Analysis needs.
- Goals and objectives
- Language testing
- Materials for development
- Language testing
- Evaluation
- Pedagogical models
- Components of the models

- Traditional model
- Activist of new school model
- Behaviorist model
- Cognitive model
- Contextual model
- Pedagogical and cibernautic model
- Methodological trends.

2.2.3. RELATION XY.-THE INCIDENCE OF THE DEVELOPMENT OF LISTENING SKILL IN THE ENGLISH-LEARNING PROCESS.

- Intrinsic and extrinsic motivation
- Learning strategies
- Types of learning strategies
- The place of tasks in the language classroom

2.2.1. INDEPENDENT VARIABLE.-

THE LISTENING SKILL

Concept. - Teaching listening skill is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with lots of practice. It's frustrating for students because there are no rules as in grammar teaching.

Speaking and writing also have very specific exercise that can lead to improve skills. This is no correct to say that there are not ways for improving listening skills; however they are difficult to quantify.

One of the largest inhibitors for students is often mental block. While listening, a student suddenly decides that he or she does not understand what is being said. At this point, many students just tune out or get caught up in an internal dialogue trying to translate a specific word.

Some students convince themselves that they are not able to understand spoken English well and create problems for themselves.¹

LISTENING ACTIVITIES:

- ◆ Putting pictures in order
- ◆ Completing pictures
- ◆ Picture drawing
- ◆ Following direction, routines
- ◆ Completing grids, tables, charts
- ◆ Labeling
- ◆ True/false
- ◆ Multiple choice
- ◆ Gap filling
- ◆ Spotting mistakes
- ◆ Storyline picture set
- ◆ Listen and match

TYPES OF CLASSROOM LISTENING PERFORMANCE

With literally hundreds of possible techniques available for teaching listening skills, it will be helpful for you to think in terms of several kinds of

¹ BROWN Douglas H. Teaching by principles An interactive approach to language pedagogy. Pág.286-287

listening performance- that is, what your students do in a listening technique.

Sometimes these types of performance are embedded in a broader technique or task, and sometimes they are themselves the total sum of the activity of a technique.

1. Reactive

Sometimes you want a learner simply to listen to the surface structure of an utterance for the sole purpose of repeating it back to you. While this kind of listening performance requires little meaningful processing, it nevertheless may be a legitimate, even though a minor, aspect of an interactive, communicative classroom.

The role of the listener as merely a “tape recorder” is very limited because the listener is not generating meaning. About the only role that reactive listening can play in an interactive classroom is in brief choral or individual drills that focus on pronunciation.

2. Intensive

Techniques whose only purpose is to focus on components of discourse (phonemes, words, intonation, markers, etc) may be considered to be intensive-as opposed to extensive-in their requirement that students single out certain elements of spoken language .

They include the bottom-up skills that are important at all levels of proficiency. Example of intensive listening performance includes these:

- Students listen for cues in certain choral or individual drills

- The teacher repeats a word or sentence several times to “imprint” it in the students mind.
- The teacher asks students to listen to a sentence or a longer stretch of discourse and to notice a specified element, such as intonation, stress, a contraction, a grammatical structure, etc.

3. Responsive

A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses.

The students’ task in such listening activity is to process the teacher’s talk immediately and to fashion an appropriate reply. Examples include:

- Asking questions (“how are you today?” “What did you do last night?”)
- Giving commands (“take a sheet of paper and a pencil.”)
- Seeking clarification (“what was that word you said?”)
- Checking comprehension (“so, how many people were in the elevator when the power went out?”).

4. Selective

In longer stretches of discourse such as monologues of a couple of minutes or considerably longer, the task of the student is not to process everything that was said, but rather to scan the material selectively for certain information.

The purpose of such performance is not to look for global or general meanings necessarily, but to be able to find important information in field of potentially distracting information. Such activity requires **field independence** (see PLLT, Chapter 5) on the part of the learner.

Selective listening differs from intensive listening in that the discourse is in relatively long lengths. Examples of such discourse include:

- Speeches
- Media broadcasts
- Stories and anecdotes
- Conversations in which learners are “eavesdroppers”.

**TECHNIQUES PROMOTING SELECTIVE LISTENING SKILLS
COULD ASK STUDENTS TO LISTEN FOR:**

- People’s names
- Dates
- Certain facts or events
- Location, situation, context, etc.
- Main ideas and/or conclusions.

5. Extensive

This sort of performance, unlike the intensive processing, described above, aims to develop a top-down, global understanding of spoken language.

Extensive performance could range from listening to lengthy lecture, to listen to a conversation and derive a comprehensive message or purpose.

Extensive listening may require the students to invoke other interactive skills (e, g. note taking and/or discussion) for full comprehension.

6. Interactive

Finally, there is listening performance that can include all five of the above types, as learners actively participate in discussion, debates, conversation, role-plays, and other pair and group work.

Their listening performance must be integrated with speaking (and perhaps other) skills in the authentic give and take of communicative interchange.

STRATEGIES FOR LISTENING COMPREHENSION

Most foreign language students are simply not aware of how to listen. One of your jobs is to equip them with listening strategies that extend beyond the classroom.

Draw their attention to the value of such strategies as.

- Looking for key words
- Looking for nonverbal cues to meaning
- Predicting a speaker's purpose by the context of the spoken discourse
- Associating information with ones existing cognitive structure (activating background information)
- Guessing at meaning
- Seeking clarification
- Listening for the general gist
- Various test-taking strategies for listening comprehension.

As you “teach learners how to learn” by helping them to develop their overall strategic competence, strategies for effective listening can become a highly significant part of their chances for successful learning.

IMPORTANCE

The importance of understanding this concept of listening is an active commitment. That is to say, as a listener, the mind is looking for meaning actively.

It is easy and common to assume that speaking and listening like reading and writing, are closely related and simply reverse processes of each other.²

It is easy to fall into the trap of thinking that speaking is simply listening. In reverse. In speaking, meaning is turned into sounds, and in listening sounds is turned into meaning, the parallels are there, of course but the differences are much more striking.

The importance of what Krashen calls 'the comprehensible entrance' (CI) or that 'we acquire when we understand what people tell us or what we read, when we are absorbed in the message.' The individual progress is dependent in the entrance that contains aspects of the designated language that 'the acquirer does not have still acquired, but this developmentally ready to acquire.'

Why do the students make errors when listening?

In our educational practices in the different educational institutions we have participated, we could detect some of the most common problems in the development of the listening like; they are:

² ROBERT AND EVE CLARK Psychology and language: An Introduction to Psycholinguistics Page 225.

- The absence of a laboratory of audio-visual to develop the English language learning.
- The inadequate use of the didactic materials in the development of the listening skill.
- The English teachers teach different sounds when pronouncing the words causing confusion on students.
- The English teachers give priority to the writing and reading skills being neglected this way of the oral communication (listening-speaking).
- Teachers use CDs with boring conversations to develop the listening skill so they do not get the student's attention.
- Most of teachers do not use songs to energize a class of listening.
- Erroneous thoughts about a failure when listening.
- Lacks of understanding of linguistic rules.
- The confusion with L1.
- Some English teachers try to use words or structures that have not covered in the class.
- Little interest in something that the teacher is saying.
- The foreigners speak too quickly.

TYPES OF ACTIVITIES FOR THE DEVELOPMENT OF THE LISTENING SKILL

Listening for the perception:

- Pronunciation; to distinguish sound keys (1=/s / and 2=/z /). Accents, intonation...
- Lexicon; the student only has to recognize strange words of a group ("odd one out"), without establishing relationships among them.
- Phrases and sentences: they have to recognize the structure, the relationship and the meaning of the words that integrate the sentence (repeat what you hear).

Listening for the understanding: with or without visual help

- With non-visible answers: with or without reading a new or well-known written text.
- With visible listening answers a well-known or new text with short answers.
- Exercises with short answers: true/false, yes/no, multiple choice, filling in blanks in to text or lyrics, partial dictation correcting information. Long written answers: summarizing that listened, conventional dictation, writing, finishing a history, responding to questions or asking questions.
- Responding orally: to questions to understanding discrepancies in a written text.
- Carrying out tasks: recipes, instructions for getting a place, answers TPR or drawing a route or symbols, ordering sequential events, pointing out some elements, discriminating a picture among others, dramatizations, debates.

Listening for the development of the sub skills:

- To predict what it will be heard.
- To extract specific information (scanning).
- To identify the outstanding aspects and the general sense.
- To understand big quantities of information intensively with details.
- To guess words or unknown sentences in a context.
- To allow the student to use their knowledge on the topic, to help them to understand.
- To identify the outstanding aspects.
- To recognize the connectors of the speech: 'Well', "Another thing is", "Now, finally"...
- To understand different intonation models and different flat of the accent that allows knowing the meaning and the social context.

- To understand implicit messages as the attitudes or the speaker's intentions.³

2.2.1 DEPENDENT VARIABLE.-

THE ENGLISH LEARNING PROCESS

Curriculum

The field of language teaching has undergone deep changes during the last 30 or 40 years. The expanded scope of language teaching programs around the world has led to a need for new technology in language teaching. Increasingly, successful language programs depend on the use of approaches drawn from other domains of educational planning.

This often involves the adoption of what has come to be known as the systematic development of language curriculum, that is, a curriculum development approach that views language teaching and language program development as a dynamic system of interrelated elements.

Components of curriculum

In a sense, the curriculum design process could be viewed as being made up of the people and the paper-moving operations that make the doing of teaching and learning possible.

The model is also meant to provide for a continuing process of curriculum development and maintenance while accounting for possible interactions among the various components of the design.

³ <http://www.juntadeandalucia.es/averroes/thatsenglish/listening.htmn>

Needs analysis

Needs analysis in language programs is often viewed simply as identification of the language forms the students will likely need to use in the target language when they are required to actually understand and produce the language.

Learners are, in a sense, clients and their needs should be served. But at the same time, teachers, administrators, employers, institutions, societies, and even whole nations have needs that may also have a bearing on the language teaching and learning situation.

Goals and objectives

A logical outcome for determining the needs of a group of language students is the specification of goals, that is, general statements about what must be accomplished in order to satisfy students' needs.

Objectives, on the other hand, are precise statements about what content or skills the students must master in order to obtain a particular goal. In fact, any discussion in a program about how to meet and satisfy students' language needs can only be as clear and precise as the objectives that result.

Language testing

The next step in curriculum development of tests based on a program's goals and objectives. This is not necessarily a simple step. The goals and objectives of a program may require extensive test development for widely different purposes within a program, for example, placement of students, language proficiency testing, diagnostic testing, and achievement testing.

Nonetheless, sound tests can be used to unify a curriculum and give it a sense of cohesion, purpose, and control. Tests can be used to drive a program by shaping the expectations of the students and their teachers.

Material development

With at least preliminary sets of needs analysis, objectives, and tests in hand, curriculum planners are in the unusual position of being able to deal rationally with the problem of materials. It is relatively easy to adopt, develop, or adapt materials for a program that is well defined in terms of needs analyses, objective, and tests. In fact, the decision on which strategy to use (adopt, develop, or adapt) in putting materials in place, is itself made easier.

Langauge teaching

It is advocated for curriculum development what allows teachers more freedom than usual in the classroom to teach as they feel appropriate. Of course, the teachers and students should be aware of what the objectives for a given course are and how testing will be conducted at the end of the course.

To those ends, teachers need support and also need to be intimately involved in the process of curriculum development and revision. Drawing on the strength found in numbers, each teacher can be helped by the fact that other teachers, administrators, and students are drawn into defining students' needs and course objectives.

This process has traditionally fallen solely on the teacher's shoulders. Teachers have also been responsible for selecting or developing course tests and materials.

Evaluation

Evaluation might be defined as the systematic analysis of all relevant information necessary to promote the improvement of the curriculum and to assess its effectiveness within the context of the particular institution involved.

Evaluation, then, might be defined as the ongoing process of information gathering, analysis, and synthesis, the entire purpose of which is to constantly improve each element of a curriculum on the basis of what is known about all of the other elements, separately as well as collectively.⁴

PEDAGOGICAL MODELS

The preparation and formation of the new generations is conditioned to a series of "pedagogical currents", from the oral tradition until the experimental one. In the last two centuries, the humanity has looked for that social function not to the simple spontaneous practice or inspiration of the educators.

For all mentioned before, there has been appealed to the investigation scientists that the pedagogic actions have the scientific rigor of other sciences.

Although the intent of giving scientific foundation to what teachers think and execute in the classrooms, they don't have the same facilities for the comparison like natural science, as the physics, the chemistry or the biology. The man has stopped not for that reason to look for principles, laws and theories that sustain the educational work.

⁴ THE ELEMENTS OF LANGUAGE CURRICULUM James Dean Brown – page 22-23-24

At the beginning of this century, investigators and educators outlined the necessity to build a scientific pedagogy. They tried to propose a theory that illuminate and drive the practice: A practice that put on approval the theory that sustained and modified it. In the analysis of the pedagogical theory and particularly of ends that historically have intended education.

Siegfried Bernfeld puts attention to the force of the certain constants. In relation to the ends assured to the education, it points out that they are always general, abstract, historical, of a nobility that lines in the sublime thing; ideals, in sum that "the humanity" can share in their entirety.

For Bernfeld, the education is a social and historically conditioned process and for that reason the education can be the appropriate means to give answers to the humanity's ideals. Are their purposes possible? Is he entitled the pedagogy to promise? And if it is this way, What function does it complete this theory type?

At the same time a look to the school practice, makes him to notice a remarkable division between the postulates of the theory and the ones that the school makes daily.

The school practice, defined activity comparable with the ambitions of the pedagogy, the instruction. The effective theory in school is in fact the didactics, theory of the teaching, not of the education.

The pedagogical models only solve the same questions of the curricula to a bigger level of generality and abstraction. In a pedagogical model, the limits settle down on whose base is derived the ends and objectives later on, its reflection around its selection, the level of generality, ranking and continuity of the topics will establish rules to determine the contents and their sequences.

*The process of education is one of the most important and complex of all human endeavours.*⁵

The pedagogical models privilege the reflection around the objectives, contents and sequences; as long as the methodology, the resources and the evaluation derive - in their fundamental aspects - of those ones.

The models base a particular relationship among the teacher, the knowledge and the student, establishing their main characteristics and ranking levels. Finally it will define the function of the didactic resources that they are required to carry out their implementation.

In the curriculum can be distinguished different elements: objectives/goals that concern to the sense and purpose of the education, contents and their sequence, as long as they define the aspects to be worked and their classification and concatenation, the method, the relationship teacher student.

The didactic resources, to it lauds materials and means used in the process, the evaluation and diagnosis. The order is not arbitrary and although each element solves a different pedagogic question, it is nested and related to each other.

COMPONENTS OF THE MODELS

The diverse curricular components allow to define five big pedagogical models; traditional pedagogy that intends to achieve the learning by means of the transmission of information; the pedagogy behaviorist or

⁵ PSYCHOLOGY FOR LANGUAGE TEACHERS Marrions Williams and Robert L. Burden
Page 5.

technicians that propose the positive and constructive norm of extending the methods from the animal psychology to the human psychology.

The active pedagogy, for which the priority is given in the action, the manipulation and the direct contact with the objects, the cognitive pedagogies that put emphasis in how the students learn (turners capable being motivated, doing without more and more of the external incentives), to think of a reflexive teacher whose thoughts are located in dialogue condition with those of the student, everything structured in a model of open and flexible curriculum, and, lastly the contextual pattern.

This goes beyond the individual processes (teacher - student, student - student, teacher - teacher) to center the relationship "teaching - learning" and the life, in the experience and in the contexts.

The language we produce is full of grammatical gaps although we are almost entirely unaware of them⁶

TRADITIONAL MODEL

The constitution of the called "national systems of teaching" dates from the beginning of last century. Its organization was inspired by the principle that the education is right of all and a duty of the state. The right of all to the education was sustained in the society type which corresponded to the interests of the new class that consolidated in the power, the bourgeoisie.

It was, because of building a society that will consolidate the bourgeois democracy.

⁶ LILA GLEITMAN AND MARK LIBERMAN An invitation to cognitive science page 213

social contract "freely" among the individuals, it was necessary to conquer the barrier of the ignorance.

Would it be in this way possible to transform the citizens in citizens, this is, in free, cultured individuals?. How to carry out this task? Thanks to teaching.

The school is erect with the great instrument to transform the citizens into citizens, "yield the men in its double historical sin: the ignorance, moral misery and the oppression, political misery"

It has denominated most from the educational institutions to the long of the human history and it has received even this way only some few lines of sustentation.

It has not had theoretical defenders, although they count in fact for thousands their defenders. And that should not miss us.

It is imposed, he settles down and takes place almost without realizing, with the hidden power of making see as eternal something that is simply temporary.

- The function of the school is to diffuse the instruction, to transmit the knowledge accumulated by the humanity and to systematize it logically.

The teacher - school will be the author of that great work. The school is carried out like an agency centered in the teacher, which is transmitted, according to a logical recording, the cultural wealth to the students. For this, it is necessary to assimilate the knowledge that are transmitted.

This could be justifiable in an oral society, pre-technique , that even did not to invent the written language and it also considers that it has arrived to the maximum of their development.

It does not fit such a consideration in a modern, democratic, scientific and technological society, where the humanity true memory is in the writing, in the libraries, in the silicon pills and in the computer science nets.

- ◆ To the pedagogical pattern, above suitable, it is attributed to certain way to organize the school. As the initiatives they would fit to the teacher, the essential thing it was to have a professor reasonably well prepared. The schools were organized in this way in the form of classes.
- ◆ They base the teaching on a vertical and excluding relationship between the teacher and the student. "The teacher knows, the students do not know"

The traditional pedagogy is also called reproductive pedagogy, because its function is not alone to transmit the culture inside the society but the ways of reproducing that culture and the rules continually to avoid its transformation.

This alone historical reference seeks to highlight that from its birth, the traditional school was a perfectly appropriate creation to the necessities of its time, and in that sense, "modern" AND it was it so much that the vigor with which today subsists ,is correlative of the validity that the society pattern still has.

ACTIVIST OF A NEW SCHOOL MODEL

Ending last century, the critics started a new educational model. This model maintained the belief in the power of the school and in its function of social equality.

Therefore, the hopes that you can correct the distortion expressed in the phenomenon of the marginalia, through the school to stay up. If the school did not complete that function, the fact was due to that the implanted school type - the traditional school - it was revealed inadequate. It takes body, then a wide reformation movement whose more typical expression was well-known with the name of "slavery " Such a movement already has a starting point, the traditional school implemented according to the guidelines of the theory of the education that was well-known as traditional pedagogy.

The new pedagogy begins to make a critic of the traditional pedagogy, sketching a new way to interpret the education and rehearsing to implant it, first, through restricted experiences, later pleading its generalization in the aim of the school systems.

We call New School to the group of authors and realizations that proclaimed and they began this new educational style. The phenomenon was given at the same time in several countries, because it had authors the main exponents of the active pedagogy as John Dewey, in USA, J. Kerschensteider in Germany, A. Chaparréele and A. will Trade in Switzerland, Celestino Freinet in France; Ovid Decoys in Belgium, and, María Montessori in Italy.

It is interesting that some of the main representatives of the new pedagogy become the pedagogy starting from the concern for those "abnormal" (to See, for example Declare and Montessori) starting from the experiences taken to effect with children "abnormal" it is that it was sought to generalize pedagogic procedure for the group of the school system.

It is noticed, a bio-phsycologization of the society, of the education and of the school. The concept of "biological abnormality" built starts from the verification of deficiency neurophysiologic; the concept increases of

"psychic abnormality" detected through an intelligence test, of personality, etc. They begin to multiply. It is forged a pedagogy that he pleads for a differential treatment starting from the "discovery" of the individual differences.

- ◆ This educational model doesn't overestimate the man's rationality, it is proclaimed that the educator is learning and that it is necessary and that it is necessary to establish nexuses between the school and the life. The educator should differ, to work and to learn; the postulates are:
- ◆ Identification of the learning with the action (memorize- making)
- ◆ The school should facilitate the manipulation and experimentation on the part of the students.
- ◆ The boy becomes the fundamental element of the educational processes, and as much the programs as the methods will have to leave of his necessities and interests.
- ◆ The end of the school cannot be limited to learning: The school should prepare for life, the nature and the same life should be studied.
- ◆ The educational contents should be organized leaving the simple thing and I sum up making complex and abstract.
- ◆ When considering the student as an artist of his own knowledge, the activism gives primacy to the fellow and his experimentation.
- ◆ The didactic resources will be understood as useful for childhood when allowing the manipulation and experimentation, they will contribute to educate the guaranteed senses of learning and the development of the individual capacities.

It is understood that way to understand the education, for reference to the traditional pedagogy, has passed the axis of the pedagogic question of the intellect for the feeling; of the logical aspect for the psychological one, of the contained cognitive for the methods or pedagogic processes, of the

professor for the student, of the effort for the interest, of the discipline for the spontaneity.

The quantity or the quality of pedagogy of experimental inspiration is based mainly on the contributions of the biology and of the psychology. In sum, it is a pedagogical theory that considered that the important thing is not to learn, more to learn how to learn.

BEHAVIORIST MODEL

When concluding the first half of the current century, the slavery presented visible signs of exhaustion. The hopes deposited in the reformation of the school were frustrated. A disillusion feeling began to be felt in the educational environment.

The new pedagogy, at the same time that you dominant present, as soon as theoretical conception, in the ineffective practice front the question of the discrimination was revealed.

This way, of side intents arose of the development of a "Popular New School" whose significant examples are the pedagogies of Freinet and Paulo Will Fry.

On the other hand, the concern was radicalized with the methods pedagogical present in the slavery that ends up in the instrumental efficiency. It is articulated a new educational model here. The behaviorist pedagogy.

Starting from the budget of the scientific neutrality and inspired by the principles of rationality, efficiency and productivity, that pedagogy pleads the reordering of the educational process to make it objective and

operational. In a similar way to what happened in the work of the factory, the objectives of the pedagogical work looked for.

Indeed, if in the craft the work was subjective, this is, the work instruments were prepared in the worker's function and this had them according to their designs, in the industrial production that relationship is invested. Here, since the worker who should adapt to the work process, it was objective and organized in a parceled form.

Here, the proliferation of such pedagogic proposals as the systemic focus, the micro - teaching- the TV- teaching, the programmed instruction, the machines of teaching, etc.

Of there also the polish of the pedagogic work with the specialization of functions, being postulated the introduction in the education system of technicians in different sides.

Of there, in short, the assimilation of the education system starting from outlines of planning previously formulated which should be adjusted the different modalities of disciplines and practical pedagogic.

The education, in this model, will be contributing to overcome the problem of the discrimination in the measure that it forms efficient individuals (in the technical sense of the word), therefore, able to give their contribution part for the increase of the productivity of the society.

This educational model responds to the reorganization of the schools that goes by a growing process of bureaucratization. Indeed, it was believed that the process was related in the measure in that you acts plainly.

Therefore, it was necessary to remove the instructions in the most meticulous form of how to proceed taking into account the different agents

in the suitable specific tasks to each one in the wide spectrum in the pedagogical act.

This model was developed parallel with the growing rationalization and economic plantation of the human resources in the superior phase of the capitalism, under the look of the meticulous mould of the "productive behavior of the individuals. The method is basically that of the fixation and control of the achievement of the "Instructional" objectives, to acquire knowledge, impersonal codes, dexterities and competitions under the form of observable behaviors.

It is equivalent to the intellectual development of children. It is a parceled transmission of technical knowledge by means of an experimental training that uses the "educational technology"

- ◆ Basic metaphor. The machine
- ◆ Investigation paradigm: I process - product.
- ◆ model of professor competition I
- ◆ Programming for operative objectives.
- ◆ Closed and obligatory curriculum.
- ◆ Technical of behavior modification.
- ◆ Evaluation of results.
- ◆ Teaching - learning. Centered in the product. The learning is a behaviorial change in a person, with the help of an appropriate stimulation and reinforcement (to learn how to make)
- ◆ S.R., S.O.R (S: stimulus, R: answer, OR: organism), based on the investigations on the animal makes us to think that the learning was an answer that took place before certain stimulus.

COGNITIVE MODEL

The cognitive-pattern explains the learning in function of the information, experiences, attitudes, person's ideas and the way in which this integrates them, organizes and reorganizes. That is to say, the learning is a permanent change of the knowledge or the understanding. So much to the reorganization of last experiences as much as to the new information that has been acquired.

Their theoretical foundations base them of the studies on the human intelligence as dynamic process. It leaves of the idea that the human learning is different to that of the animal, because its mind is potentially superior, it possesses attributes to discern and to create.

It is suggested in the denomination that this focuses the mental processes that happen, when a person learns. Certainly that this is not anything easy, but it has been given significant advances in the understanding of this capital matter for the teaching.

A thing is clear, when a student learns, substantial changes take place in their mental outlines and it is not only a conditioned reaction (unconscious) before a stimulus.

In the cognitive pattern, the interest in the processes of construction of the knowledge and of constitution of knowledge implies to overflow the conception memo- repetitive of the learning, to overcome the behavior to the knowledge, to put the emphasis in the "how the student to learn" think of a reflexive teacher whose knowledge is located in dialogue condition with those of the students, everything is structured in model of the open and flexible curriculum.

Their postulates are summarized this way.

- ◆ Basic metaphor: the computer (prosecution of the information)
- ◆ model of professor. Reflexive (the professor's thoughts)
- ◆ Programming for terminal objectives
- ◆ model of curriculum. Open and flexible
- ◆ The knowledge directs the behavior
- ◆ Evaluation of processes and results.

CONTEXTUAL MODEL

The conceptual pedagogy worries about the scenery. Essentially an active relation that makes possible that the members of the human specie developed as people, being part of the social group.

In the process of learning, this theory studies the classroom situations and the ways in which the students respond to it, it stops to interpret the relationship between the behavior and the environment; for this end it is appealed this way to the technical ethnographic that allows to understand, of global and real way, the different events and the multiple relationships that appear during the process of Inter- learning as: the relationships student - teacher, among the own pupils, the physical and emotional context of the classroom, the socioeconomic and cultural characteristics that he brings each person, the knowledge and experiences that the members of the class bring.

This model seeks to obtain scientific bases of the didactic facts just as they happen in the real life. It's to say, the teaching like it is situational as it suggests the cognitive theory, but also personal and psychosocial. According to one of their theoretical , Hamilton, the ecological current worries mainly of:

- ◆ To assist to the interaction of people and their environment, depending on the reciprocity of their actions.

- ◆ To assume the process of in learning like an interactive, continuous process.
- ◆ To analyze the classroom context influenced by other contexts and permanent interdependence.
- ◆ To treat non observables processes, as thoughts, attitudes, beliefs and the agents' of the classroom perceptions.
- ◆ Contributions are still in process of rigorous investigation that allows providing principles and valid theories. Main representatives of this movement are Lorie, Feuerstein, Doyle, Medina, and mainly Vigosky, with their theory of the shared learning and socialization.

Their postulates are summarized this way.

Basic metaphor: the scenario

- ◆ contextual model.
- ◆ model of professor: technician - critical
- ◆ model of curriculum: Open and flexible
- ◆ Qualitative evaluation
- ◆ The teacher as agent of the classroom. Power, interactions, believe expectations and it generates a climate of trust.
- ◆ Teaching - learning. Centered in the life and in the context.

PEDAGOGICAL AND CIBERNAUTIC MODEL

The mentioned pedagogic models are based on learning atmospheres where the strategies to reach this are mainly verbal (oral or written), centered in the content or the teacher. The psychologies of the learning respond to those same conditions.

The pedagogy cybernetic picks up and elaborates, surely, elements of some of the mentioned models. It corresponds historically, at least in their beginning, to the time of the end of the cold war, the conformation of economic blocks in open markets and subject to the norms of the

competitiveness. It corresponds with clarity to the time of the computer science society.

Among the changes (Gates, 1995) that generates the cybernetic pedagogic pattern they are.

- ◆ The videos, the narrations and the animations that originate in different places of the world are available in some minutes.
- ◆ The answers to the questions of the students, or the teachers can be given with graphics, animations or fragments of videos.
- ◆ A specific matter can be analyzed, as much for students as for teachers, from diverse perspectives, for the road of the access to different users in the Net. The information will always be able to be the most current and pertinent.
- ◆ The orientation, the control and the evaluation of the work that the students carry out can be made by means of computer nets.
- ◆ The tasks, solutions and rehearsals can be electronic, independent or in the same net.
- ◆ The teacher is liberated of routines and it gives with more time and energy to assist the necessities and his students' special interests.
- ◆ The communication with the parents can be sent by the net (for example, electronic mail) or for video conferences. The parents, can help their children in a very efficient way. The children can help the parents to understand many aspects of the current world.
- ◆ The computer tools as the word processors, electronic leaves graphics, statistical packages and databases can be used in the learning of the sciences, the art, native language, foreign languages, among other curricular areas.

With the pedagogic, cybernetic an educational process is expected, substantially higher, in real time, contrary to the traditional school learning.

The goal of incorporating to the first world, to the industrialized world has given an important step and it is related with the incorporation into a world of more agile, opportune, universal information and with bigger variety of conceptual focuses. Vargas, (1995 *) it in fact highlights that the lack of information with the logged characteristics believes apathy and passivity in front of the school, with the corresponding indifference with regard to the libraries that offer information target and difficulty of up-to-date revisions on a topic, what hinders the investigation when restricting it to photocopies of the few books or up-to-date magazines.

In a precise description of the effective pedagogic pattern to indicate Vargas (1995 *) that: It is not motivated to ask but rather that vital quality of the spirit is repressed and of the intellect.

- ◆ The investigative spirit is wasted by the use of meditated passive teaching methods.
- ◆ Instead of impelling the cognitive, limits and courses are marked without guide, at the same time they are ordered to remain silent before the teacher's explanation.

METHODOLOGICAL TRENDS

The grammar translation method.- The first method, which we shall look at in this historical examination, which has prevailed a long time in the teaching of English and of other modern languages, is based on grammar and translation.

It is a deductive, intellectual method, according to which the language is acquired by memorizing the grammatical rules, paradigms and long lists of vocabulary, and it is practiced by the application of knowledge in exercises of direct and inverse translations (Mackey, 1965).

The direct methods.- Once it was decided that when learning a foreign language, the objective should be the ability to communicate with speakers of that language, rather than just the ability to read literary works, the method using grammar and translation was seen as no longer serving a purpose, or could not at least be employed exclusively.

Thus in the 1920s and 1930s a series of methodological initiatives arose, later to be grouped under the heading of the direct methods, and whose common denominator is the idea that the pupil should be placed in direct contact with the language he chooses to acquire, through the simulation of concrete situations, as authentic as possible in the classroom situation.

The structural or audio-lingual method.- This method, also known as linguistic, as it was the first to be consciously and intentionally based on a determined concept of language and its acquisition, arose in the United States.

At the end of the 1930s, due, on the one hand to the increasing disenchantment of teachers and experts based on the results of the direct method, and on the other hand, as a consequence of the need to communicate in foreign languages which were little known to the military, the diplomatic corps etc., of the United States, after the Second World War.

The use of this method spread to the teaching of European languages in the United States, and to the teaching of English as a foreign language in Europe in the 1950s. Moreover, this method began to invade the education system at all levels: university faculties, technical schools, secondary schools.

The cognitive approach.-At the end of the 1960s and beginning of the 70s, as a reaction against the defects of the audio-lingual method, and taking as its theoretical base the transformational and generative grammar of Chomsky, the so-called cognitive-code approach became popular.

According to this approach, the learning of a language consists in acquiring a conscious control of its structures and its phonetic, lexical and grammatical elements, by means of, above all, the study and analysis of these structures, organized into coherent groups of knowledge.

Once the student has reached a certain level of cognitive command of these elements, he will develop almost automatically the ability and capacity to use the language in realistic situations.

The communicative approach.-These days, the methodological trend which appears to dominate the theories of language teaching and its teachers is the communicative, notional-functional approach.

Rather than a new methodology, the communicative approach is a general philosophy, which has been at the forefront of foreign language learning for the last years.

Its basic argument is that the learning of a foreign language should be directed towards the student acquiring communicative competence, that is to say, the acquirement of a series of skills, which permit him to communicate with native speakers of the language in the most common situations of daily life.

2.2.3. RELATION XY.-

THE INCIDENCE OF THE DEVELOPMENT OF LISTENING SKILL IN THE ENGLISH-LEARNING PROCESS.

Intrinsic motivation.- It is the willingness to performance something by ourselves without not being persuaded by others to carry out. e.g. *I really like to know other cultures so I decided to study several languages to visit those cultures.*

Extrinsic motivation.- It is the willingness to performance something but with the help of an extra motive. e.g. *I dislike Math but nevertheless I will study it unless I will fail the school year.*

“There’s no better medicine that hope, there’s no encouragement so big neither remedy so strong that the expectation of something so much better for tomorrow”.⁷

LEARNING STRATEGIES

These are processes of storing data in our mind. People make use of them to learn or remember things. In our case next we will mention some of them applied to the learning of a second language:

- Repeating words over and over again
- Guessing the meanings of unknown words
- Rehearsing in your head what you are about to say
- Practicing the sounds of the language to yourself

⁷ DR. SILVIO HELLEN Faithful rules to be millionaire Page 71

TYPES OF LEARNING STRATEGIES

Metacognitive strategies.-These ones help learners to regulate their learning.

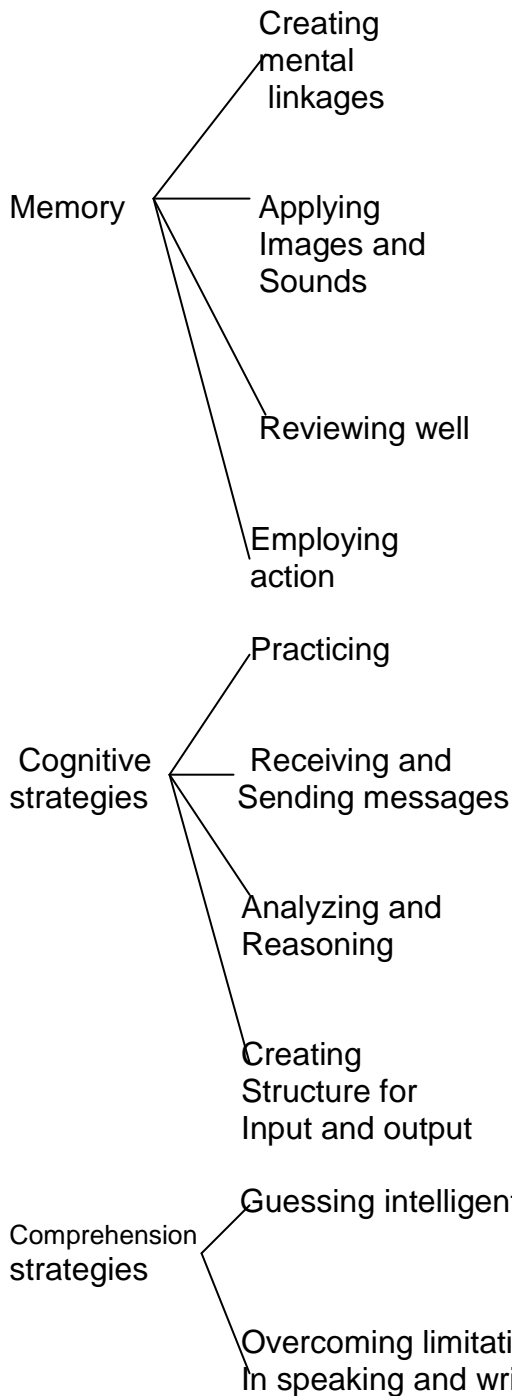
Affective strategies. These refer to the learner's emotional requirements such as confidence.

Social strategies. These aim to increase the interaction with the target language.

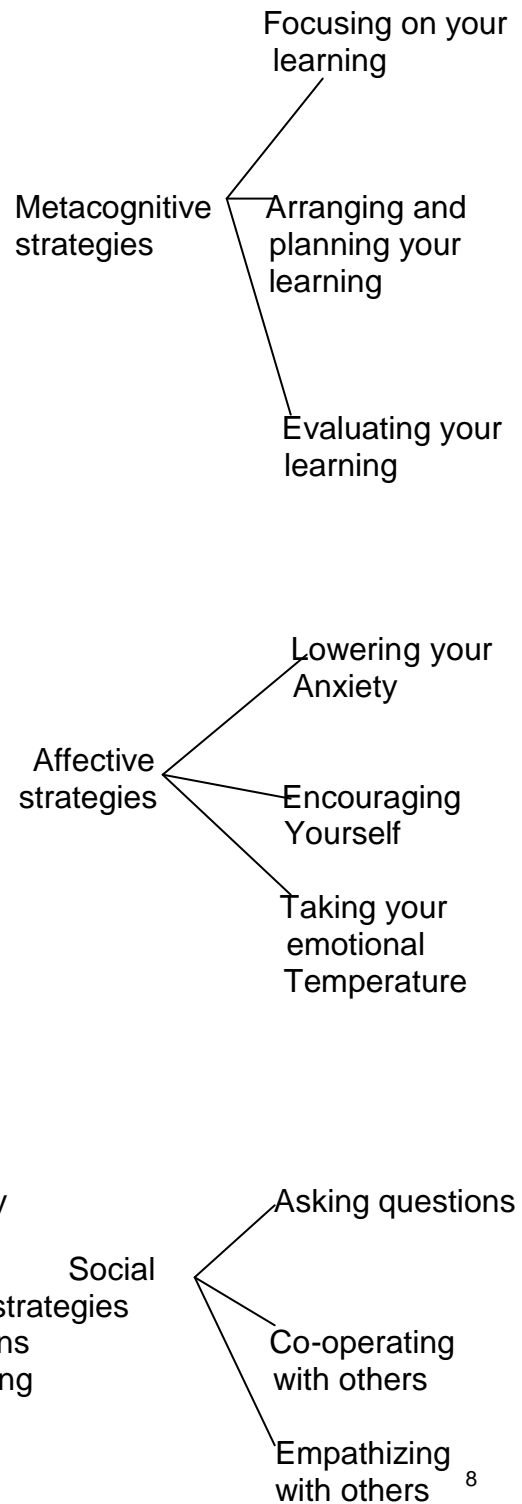
Cognitive strategies. These are the mental strategies which learners use to make sense of their learning.

Compensation strategies. These ones help learners to overcome knowledge gaps to continue the communication.

DIRECT STRATEGIES



INDIRECT STRATEGIES



⁸ MARRIOW WILLIAMS AND ROBERT L.BURDEN Psychology for Language teachers Page 152-153”

THE PLACE OF TASKS IN THE LANGUAGE CLASSROOM

Tasks components

Tasks involve one or more activities or procedures, which is what the learners actually do with the input. In addition they include goals, roles of teachers, roles of learners and a setting.

The tasks shall mainly be concerned with the first two elements; input and activities, both of which relate more specifically to the task itself, having already considered what learners bring to the learning situation and the mediating role that teachers can play.

Grading tasks and task difficulty

The grading of tasks is a particularly complex issue because of the many different elements that contribute to task difficulty, all of which overlap and influence each other. It is important to determine what is easier or more difficult as this will vary from person to person and from one situation to another.

- The grammatical complexity of the text.
- The length of the text.
- The propositional density (i.e. how much information is contained in the input)
- The vocabulary used
- The speed of listening texts and the number of speakers involved.
- The explicitness of the information
- The amount of support in the form of pictures, etc.⁹

⁹ MARRIOW WILLIAMS AND ROBERT L. BURDEN Psychology for Language teachers Page 171-172

Classroom structure

The term classroom structure has come to be used in a particular way by some researchers in this field. It is truly necessary to find the best organization for learners.

The main debate has been on whether learners learn better in competitive, co-operative or individualistic environments.

In language classrooms where pairwork and group work are used, it is particularly important to build up a cooperative group atmosphere both to enhance language learning and to develop the self-image and motivation of the group members. Here, it's a list of the characteristics of a successful group, some of which are listed below:

- Members have a definite sense of themselves as a group.
- There is a positive, supportive atmosphere: members have a positive self-image which is reinforced by the group.
- Members of the group listen to each other and take turns.
- The members of the group trust each other.¹⁰

Classroom climate

It is the setting where takes place the teaching-learning process so it would convenient both teachers and learners to share a healthy and comfortable environment to get started. Now, we will mention some characteristics of the many different environments and their effects on learners:

¹⁰ MARRIOW WILLIAMS AND ROBERT L.BURDEN Psychology for Language teachers Page 194-195

- Classes oriented towards innovation and building relationships to create learner satisfaction and interest in the subject matter.
- Classes which emphasize task achievement at the expense of warmth often do foster high achievement, but fare far less well in facilitating learner interest, morale, or creativity.
- Classes that are kept rigidly under the teacher's control are more likely to lead to dissatisfaction and alienation and do not facilitate personal, social or academic growth.
- The best results are likely to occur when there is a combination of warm and supportive relationships, an emphasis on specific academic tasks and accomplishments.¹¹

¹¹ MARRIOW WILLIAMS AND ROBERT L.BURDEN Psychology for Language teachers Page 196-197

2.3 HYPOTHESIS SYSTEM

2.3.1 WORKING HYPOTHESIS

Poor development of the Listening skill is affecting the English learning process giving as a result, a passive or null participation and motivation on behalf of learners of the ninth courses, Vespertine section in “Juan Montalvo” high school, during 2007-2008.

2.3.2 NULL HYPOTHESIS

H° Poor development of the Listening skill is not affecting the English learning process on students of the ninth courses, Vespertine section in “Juan Montalvo” high school, during 2007-2008 .

2.3.3 ALTERNATIVE HYPOTHESIS

H1 Poor development of the Listening skill provokes a passive learning on students of the ninth courses, Vespertine section in “Juan Montalvo” high school, during 2007-2008.

CHAPTER III

METHODOLOGICAL

DESIGN

3.1. RESEARCH TYPE AND DESIGN

This is a field research, because the investigators try to detect the causes and effects of the phenomenon at the same time to collect information through surveys, the information will obtain through writing material.

In this investigation problem has being applied the Scientific Method which builds explications about our reality by means of procedures or methods based on the logic, it permits to establish general laws and particular explanations of the object and follow the next algorithm:

- ◆ Perception difficult
- ◆ Problem positioning
- ◆ Bibliographical revision
- ◆ Hypothesis formulations
- ◆ Techniques and instruments for the data selection
- ◆ Information collection
- ◆ Data analysis
- ◆ Conclusion and recommendations

3.2. POPULATION AND SAMPLE

This research will be made at “Juan Montalvo” high school; it is located at Pichincha Avenue in Machala canton in El-Oro province.

It has three sections: Basic and Diversified Cycle, and Nocturne section. This research is going to be carrying out with all students of the ninth courses; where there are 215 students and 2 teachers in the English area.

POPULATION

	MALES	FEMALES	TOTAL	PORCENTAGE
STUDENTS	116	99	215	99%
TEACHERS	1	1	2	1%
TOTAL	117	100	217	100%

SAMPLE

$$n = \frac{N}{1 + (E/100)^2 \times N}$$

n = Sample

N = Population

E = Error (5%)

$$n = \frac{215}{1 + (5/100)^2 \times 215}$$

$$n = \frac{215}{1 + 0,5375}$$

$$n = \frac{215}{1,5375}$$

n = 139,84 **TAMAÑO DE LA MUESTRA = 140**

C= constant sample

$$c = \frac{n \times 100}{N}$$

$$c = \frac{140 \times 100}{215}$$

$$c = \frac{14000}{215}$$

$$c = 65,12 \%$$

140 students of the “Juan Montalvo” high school will be interviewed according to established international tables with error 5%, to know the causes that produce the irregularities in the development of the Listening Skill and its incidence in the English learning process for students of fifth courses, besides it's necessary to indicate we took on count all of teachers` population (2) due to small number of them and is not necessary to do calculations.

Distribution by extract:

COURSES	C	MALE	INTERVIEWEES	FEMALE	INTERVIEWEES	TOTAL	PERCENTAGE
A	65,12%	21	14	16	10	24	17,14
B	65,12%	20	13	16	10	23	16,43
C	65,12%	19	13	17	11	24	17,14
D	65,12%	20	13	16	10	23	16,43
E	65,12%	19	13	17	11	24	17,14
F	65,12%	17	11	17	11	22	15,71
TOTAL		116	77	99	63	140	100

$$m = \frac{cxn}{100}$$

$$m = \frac{65,12 \times 140}{100}$$

$$m = 21$$

VARIABLES WORKING OUT

INDEPENDENT VARIABLE: THE LISTENING SKILL.

Conceptualization	Dimensions	Indicators	Items	Techniques tools
The listening skill is a passive skill which learners develop it cognitively. It is one of the less skills developed in the E.L.P. Its correct development is produced due to the adequate application of methodologies applied by the teacher so that students can get an understanding level acceptable in the	a. LISTENING SKILL - Understanding level	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Sometimes 	Do you understand when your teacher is giving instructions in English language to carry out activities in class?	survey
	b. METHODOLOGY - Application	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Sometimes 	Do you consider “appropriate” the methodology applied by the teacher to develop the Listening Skill?	survey
	c. TECHNIQUES: - Application	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Sometimes 	Does your teacher employ relaxing techniques such as video, music, didactic games to motivate the	survey

Listening Skill.			Listening Skill development?	
	d. AUDIOVISUAL MATERIAL: - Use	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Sometimes 	Does your teacher employ audiovisual material such as slides-projector, pictures, cds, tape recorder to develop the Listening Skill?	Survey
	e. TEACHER - Performance	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Sometimes 	Do you consider "adequate" teacher's performance to develop the Listening Skill?	Survey

VARIABLES WORKING OUT

DEPENDENT VARIABLE: ENGLISH LEARNING PROCESS.

Conceptualization	Dimensions	Indicators	Items	Techniques tools
It is the process abroad both teacher and learners to get a satisfactory success at the end of every term. It embraces methods, techniques all of them applied by the teacher.	a. MOTIVATION - Extrinsic	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Sometimes 	Do you feel motivated by your teacher during English classes?	survey
	b. TEACHER - Training	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Sometimes 	Do you think that your teacher receives courses or seminars to improve his/her English?	survey
	c. LAB: - Existence	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Sometimes 	Do you go to the English lab to receive classes?	Survey

	<p>d. METHODS</p> <p>- Application</p>	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Sometimes 	<p>Do methods and techniques employed by the teacher help you feel motivated during English classes?</p>	<p>Survey</p>
	<p>e. TECHNIQUES:</p> <p>- Application</p>	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Sometimes 	<p>Do methods and techniques employed by the teacher help you feel motivated during English classes?</p>	<p>Survey</p>
	<p>f. PARTICIPATION</p> <p>- Existence</p>	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Sometimes 	<p>Do you consider “active” the participation during English classes?</p>	<p>Survey</p>

3.3. INSTRUMENTS FOR DATA COLLECTION

In this research, I will recollect data from surveys for students and interviews for teachers to design the necessary data to reach the objectives of the research project; it is a formal plan to obtain information about the research problem. The obtained data will carry us to find the irregularities in the English learning process which are affecting the development of the Listening Skill.

Through it will be analyzed, evaluated, and established parameters (cause-effect) of the English learning process in the development of the Listening Skill learners which it will help us to develop the levels of objectivity, validity, and reliability of this research.

Survey aspects:

- To be clear with respect to the problem, objectives and hypothesis.
- To know the characteristics of the population study object.
- To inquire about the existence of previous surveys about of studying subject.
- To determine the kind of the questions that it will be formulated.

Survey organization:

- Title
- Objective
- Formulated Questions

3.4. PROCESSING AND ANALYSIS

In the data processing and analysis will be used the most adequate techniques to do the task better.

The Edition.- Which consisted in the data review to detect errors or omissions, process and organize the clearest way, it will be ordered them in a uniform way, eliminating contradictory or wrongs answers in order to facilitate the tabulation. It was made in manual way.

Codification. - It consisted in assigning a number, symbol, or letter to different alternatives in each answer with the purpose of facilitating the tabulation.

Tabulation.- It determined groups, subgroups, classes or categories in which the answers will be classified and the tabulation consisted on summarize the data in statistical tables or charts depending on the information volume. The tabulation will be made in manual form and using excel.

Classification. - It consisted in classifying the data by means of tables; charts built in particular way for each questions and variable or by groups which were the object of the investigation.

The information Processing. - It will be implied the use of statistical techniques that facilitate the management of the obtained information and it will be carried out using the software to identify the aspects which were object of analysis and knowledge.

The application of the instruments mentioned before let us collect and analyze those different data through the **Descriptive Statistics**, by means of the respective percentage by each question.

CHAPTER IV

ANALYSIS AND

INTERPRETATION OF

RESULTS

4.1. DATA COLLECTION

Previous to data collection and in order to obtain the necessary information that it allows me to check the research's hypothesis, a set of questions related to causes and effects of the research problem with its variables and objectives were carried out.

The survey was carried out with the help of teachers and students at 'Juan Montalvo' national high school with the purpose to verify the Listening Skill development.

The survey's purpose is to demonstrate the poor Listening Skill development is affecting the English Learning Process.

Thanks to this survey it will be demonstrated that students need to development their listening skill if they hope to become real bilingual students.

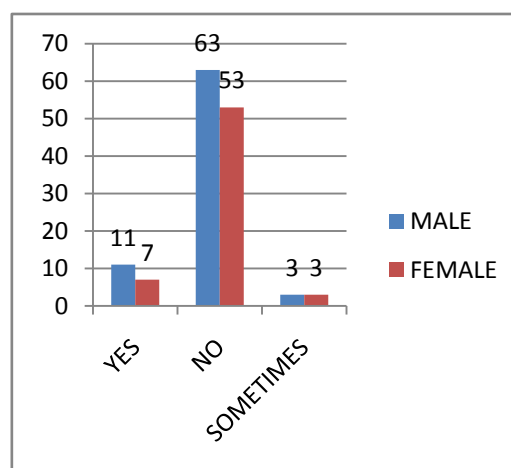
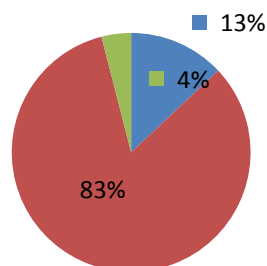
Through this survey it will be demonstrated that the reasons which are provoking the poor Listening Skill development on students at 'Juan Montalvo' national high school.

4.2. STUDENTS'SURVEY

Question 1.- Do you feel motivated by your teacher during English classes?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	11	7	18	14	11	13
NO	63	53	116	82	84	83
SOMETIMES	3	3	6	4	5	4
TOTAL	77	63	140	100	100	100

MOTIVATION



ANALYSIS AND INTERPRETATION

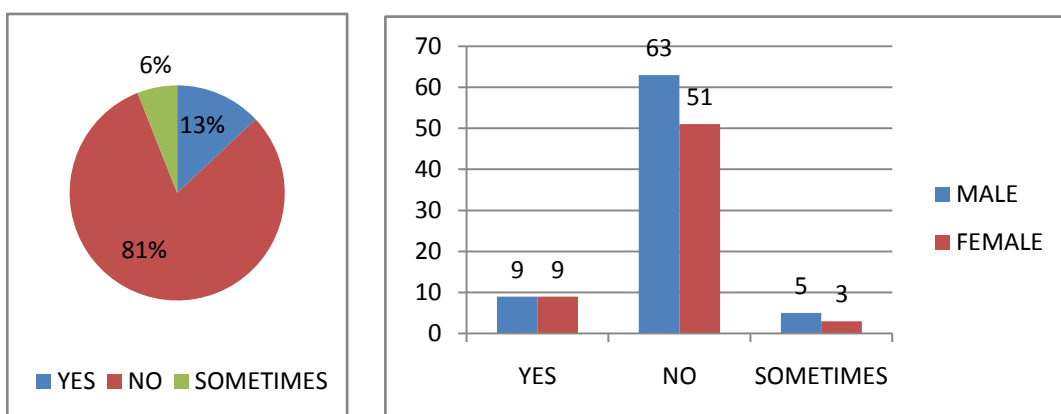
According to these results, 83% of students have answered that they don't feel motivated by their teacher while a 13% answered that they really feel motivated in class. On the other hand, a 4% of students feel motivated in few occasions by the English teacher. What does it mean?

These results show us that teachers don't motivate students before, in the middle or at the end of the class. This provokes a serious disinterest from students towards English language.

Question 2.- Do you think that your English teacher receives courses or seminars to improve his/her English?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	9	9	18	12	14	13
NO	63	51	114	82	81	81
SOMETIMES	5	3	8	6	5	6
TOTAL	77	63	140	100	100	100

TEACHER'S TRAINING



ANALYSIS AND INTERPRETATION

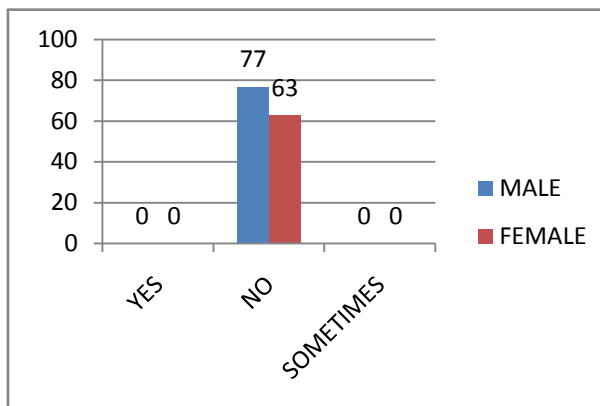
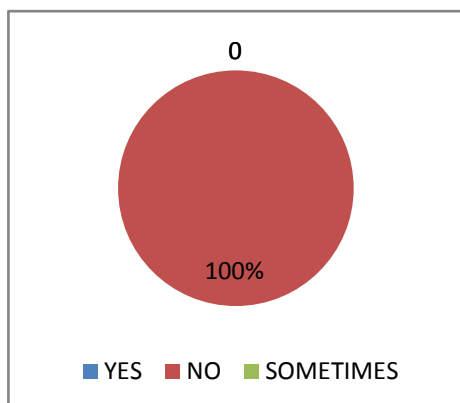
Here, it is seen that 81% of students think that English teachers don't attend to seminars or courses where it could be improved English teachers' training. A low percentage of 6% of students think that sometimes teachers do. On the other hand, the 13% of students really think that teachers do.

In this question, it is seen that students think that the majority of teachers do not receive any kind of training which it helps to get better teachers' knowledge level and in this way to get a better English learning process.

Question 3.- Do you go to the English lab to receive classes?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	0	0	0	0	0	0
NO	77	63	140	100	100	100
SOMETIMES	0	0	0	0	0	0
TOTAL	77	63	140	100	100	100

LAB



ANALYSIS AND INTERPRETATION

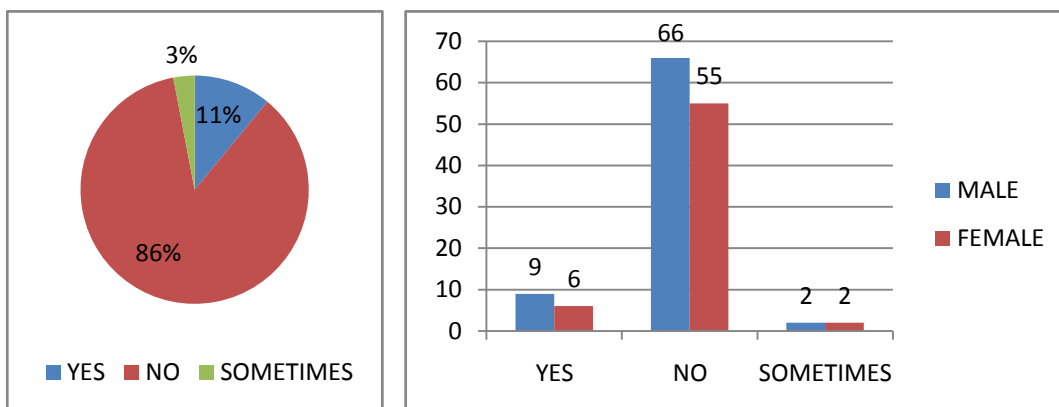
The 100% of students answered that the high school doesn't count with an English lab to carry out activities. It is noticed that the institution doesn't have the financial resources to build a lab where students could listen CDs, see videos, or chatting with friends from other countries through Internet.

Students live the daily routine of everyday and get bored easily in class due to there's not a lively and dynamic environment completely necessary to call students' attention and in this way to wake up interest on them.

Question 4.- Do you go to the English lab to receive classes?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	9	6	15	12	10	11
NO	66	55	121	86	87	86
SOMETIMES	2	2	4	3	3	3
TOTAL	77	63	140	101	100	100

METHODS AND TECHNIQUES



ANALYSIS AND INTERPRETATION

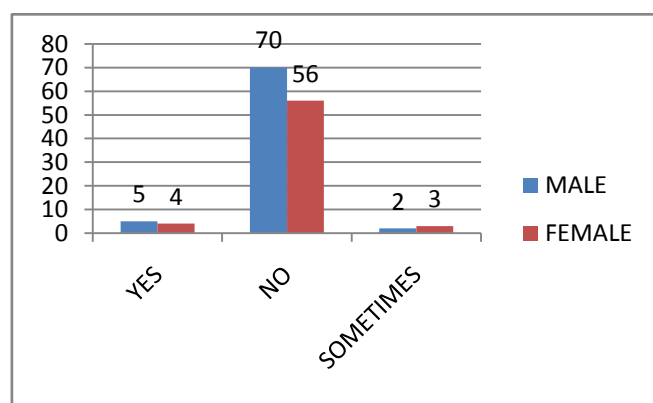
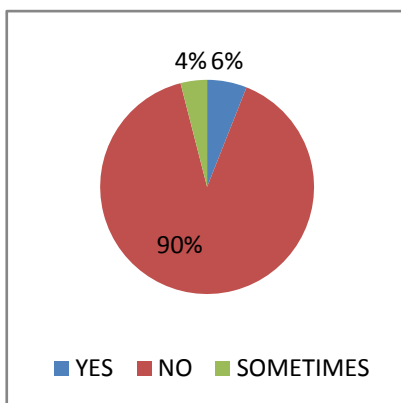
The 86% of students think that methods and techniques employed by the teacher are not adequate to motivate them in class. The 3% of students think that sometimes methods and techniques wake up interest on them. On the other hand, the 11% of students think that methods and techniques are didactical and enjoyable.

This means, a huge percentage of students disagree with methods and techniques employed by the teacher in class. Perhaps, the main reason of this issue is the lack of variability of the same ones.

Question 5.- Do you consider “active-” the participation during English classes?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	5	4	9	6	6	6
NO	70	56	126	91	89	90
SOMETIMES	2	3	5	3	5	4
TOTAL	77	63	140	100	100	100

CLASS PARTICIPATION



ANALYSIS AND INTERPRETATION

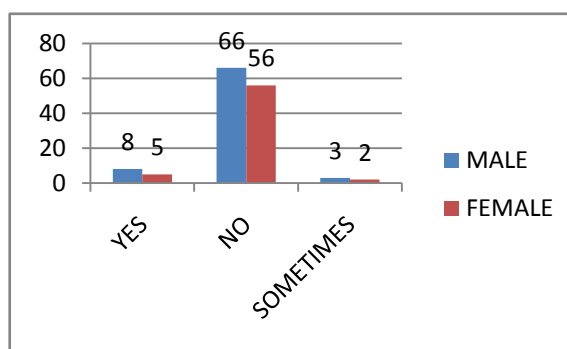
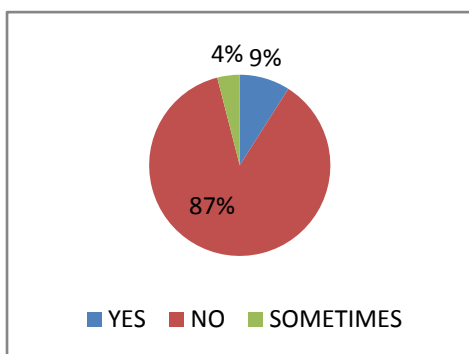
The 90% of students think that the class participation is scarce while the 4% of students think that sometimes the participation is active. On the other hand, a 6% think that participation is lively and dynamic in the classroom.

Here, it is noticed that students do not participate too much in the learning process. This provokes boredom and disinterest from learners towards English classes.

Question 6.- Do you understand when your teacher is giving instructions in English language to carry out activities in class ?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	8	5	13	10	8	9
NO	66	56	122	86	89	87
SOMETIMES	3	2	5	4	3	4
TOTAL	77	63	140	100	100	100

UNDERSTANDING LEVEL



ANALYSIS AND INTERPRETATION

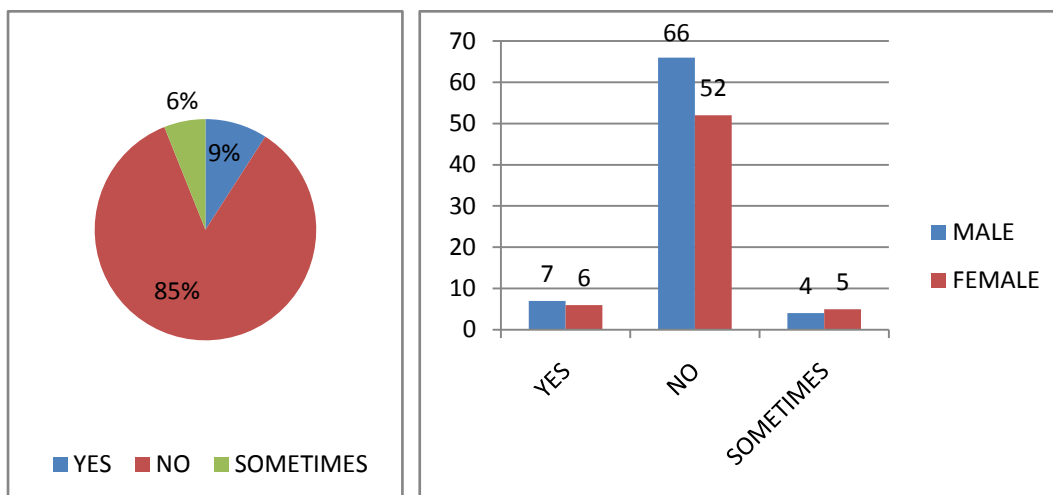
Here, it is noticed that a high percentage of 87% of students do not understand their teacher when it is being instructions in the target language. In some occasions, 4% of students understand what it was said. The 9% of students understand completely what it has been said.

It is obvious that most of students have serious problems when teacher is giving instructions in English language. This issue might be happening due to the teacher is used to speaking only in the native language "Spanish" and not in the target language "English". This fact provokes that students do not show interest to understand what teacher was just said if they already know that teacher will translate everything sooner or later.

Question 7.- Do you consider “appropriate” the methodology applied by the teacher to develop the Listening Skill?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	7	6	13	9	10	9
NO	66	52	118	86	83	84
SOMETIMES	4	5	9	5	8	6
TOTAL	77	63	140	100	101	99

METHODOLOGY



ANALYSIS AND INTERPRETATION

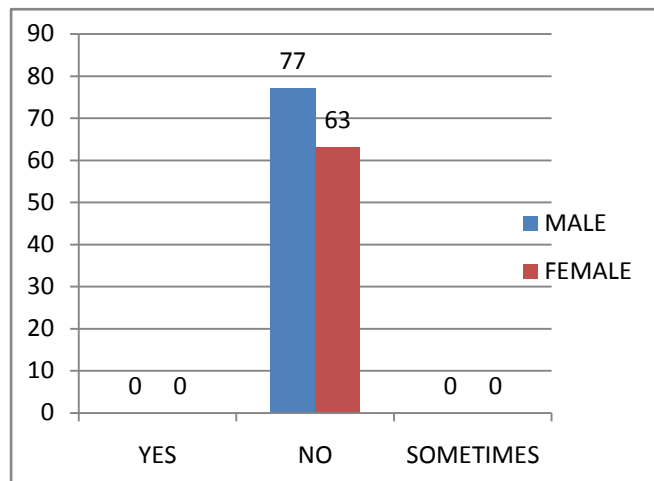
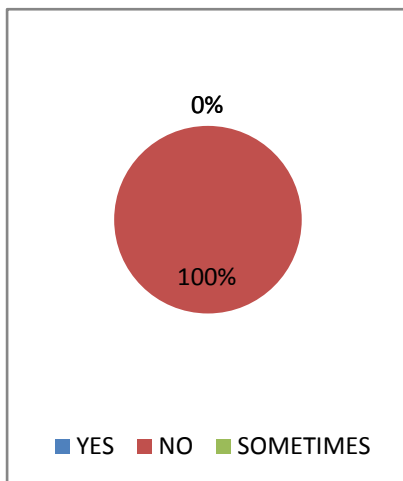
A high percentage of 85% of students think that the methodology applied by the teacher is not appropriate while a 6% of students think that the methodology is employed in a good way in some occasions. On the other hand, only 9% of students think that the methodology is adequate.

The methodology is old-fashioned for students due to the lack of variability of didactical resources aimed to develop the Listening Skill which it may provoke partial Listening Skill development.

Question 8.- Do your teacher employ relaxing technique such as video, music, didactic games to motivate the Listening Skill development?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	0	0	0	0	0	0
NO	77	63	140	100	100	100
SOMETIMES	0	0	0	0	0	0
TOTAL	77	63	140	100	100	100

RELAXING TECHNIQUES



ANALYSIS AND INTERPRETATION

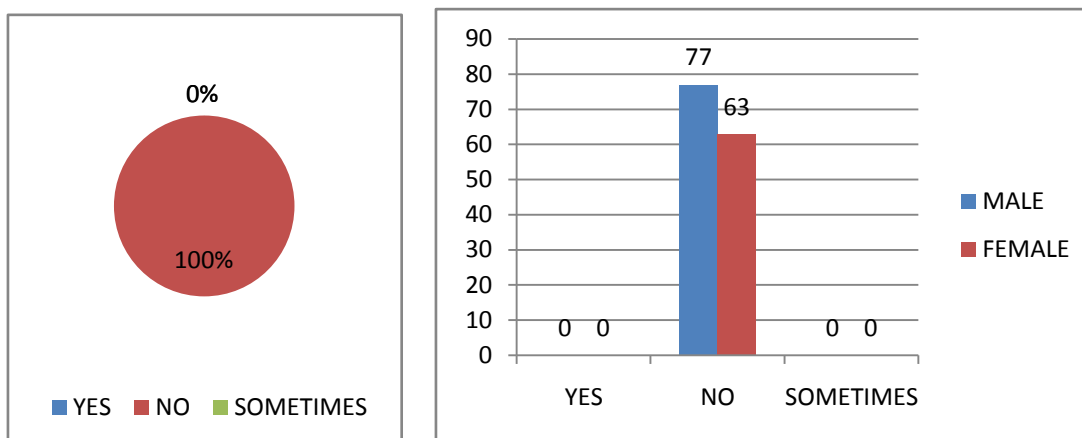
The 100% of students answered that relaxing techniques such as video, music, didactic games are not being applied in class at all.

It is obvious to notice that relaxing techniques which are useful and powerful tools to develop the Listening Skill are not being applied in class. So, it may be difficult to wait for good results in the future in the Listening Skill development.

Question 9.- Does your teacher employ audiovisual material such as, slides-projector, pictures, CDs, tape recorder to develop the Listening Skill?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	0	0	0	0	0	0
NO	77	63	140	100	100	100
SOMETIMES	0	0	0	0	0	0
TOTAL	77	63	140	100	100	100

AUDIOVISUAL MATERIAL



ANALYSIS AND INTERPRETATION

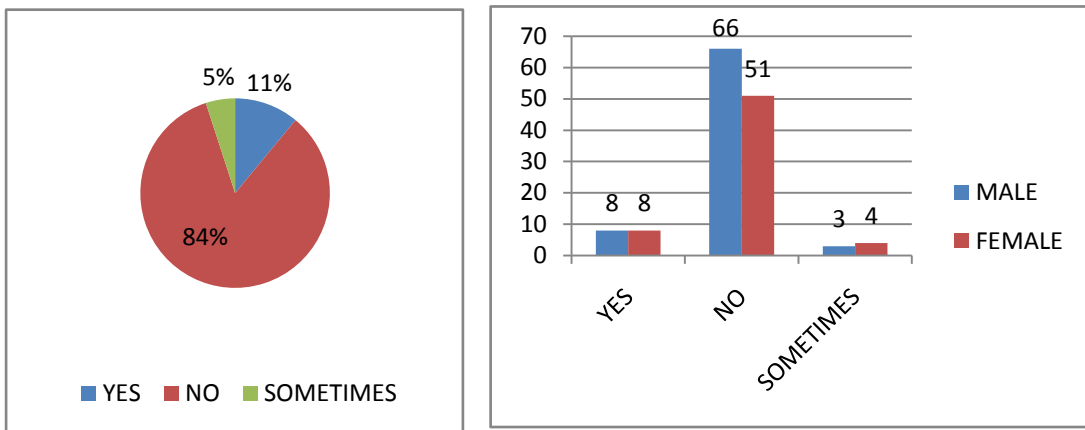
All of students 100% answered that audiovisual material is null in the learning process. This could be attributed to the lack of financial resources to get the accurate equipment which helps to students to develop the Listening Skill properly.

Students get bored and distract easily with things it may be happening around them. This will provoke partial or null development of language skills especially the Listening Skill.

Question 10.- Do you consider “adequate” teacher’s performance to develop the Listening Skill?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	8	8	16	10	13	11
NO	66	51	117	86	81	84
SOMETIMES	3	4	7	4	6	5
TOTAL	77	63	140	100	100	100

TEACHER’S PERFORMANCE



ANALYSIS AND INTERPRETATION

A high percentage of 84% of students answered that teacher’s performance is not appropriate while that 5% of students said that in few occasions the performance is adequate. On the other hand, the 11% of students said that teacher’s performance is adequate.

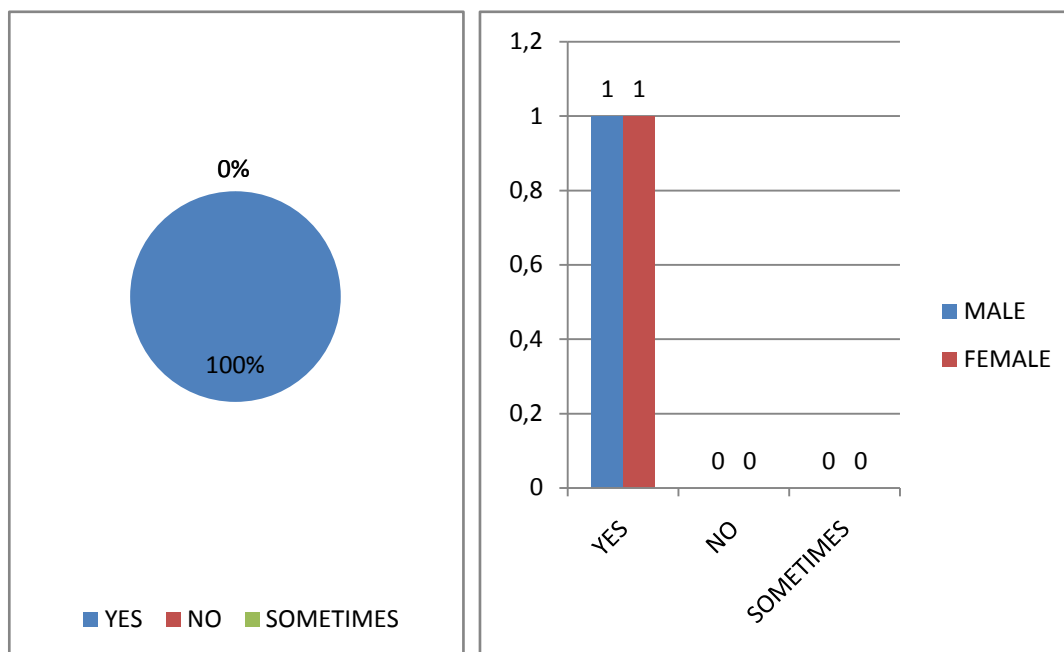
Most of students think that teacher’s performance does not help them to develop the Listening Skill. This fact is extremely alarming because of students do not trust on teacher’s skills to get a good Listening Skill development.

4.3. TEACHERS'SURVEY

Question 1.- Do you motivate your students during English classes?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	1	1	2	100	100	100
NO	0	0	0	0	0	0
SOMETIMES	0	0	0	0	0	0
TOTAL	1	1	2	100	100	100

MOTIVATION



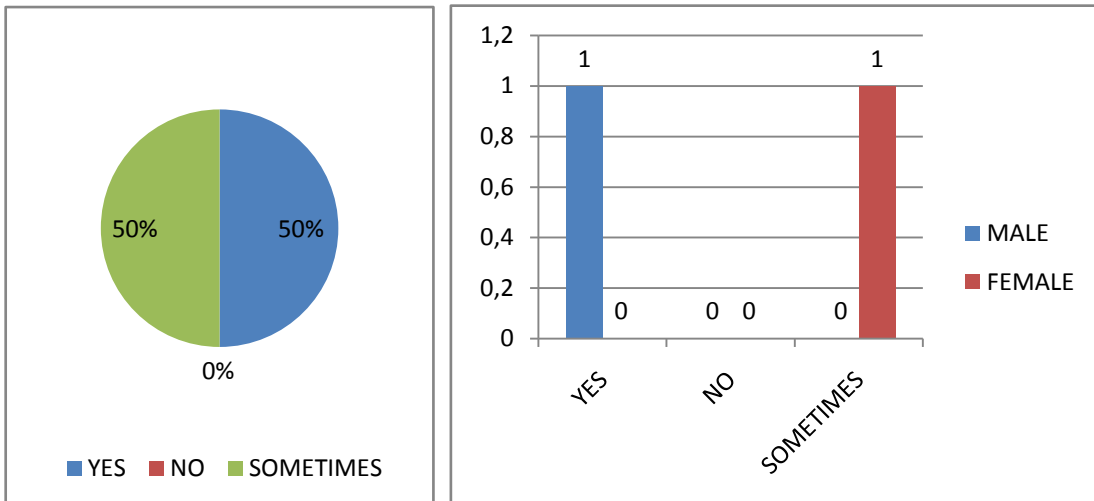
ANALYSIS AND INTERPRETATION

A 100% of teachers gave YES as a response. The majority of teachers motivate their students in class. According to the teachers there is motivation before, in the middle, and after the class just finished.

Question 2.- Do you receive courses or seminars to improve your English?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	1	0	1	100	0	50
NO	0	0	0	0	0	0
SOMETIMES	0	1	1	0	100	50
TOTAL	1	1	2	100	100	100

TEACHER'S TRAINING



ANALYSIS AND INTERPRETATION

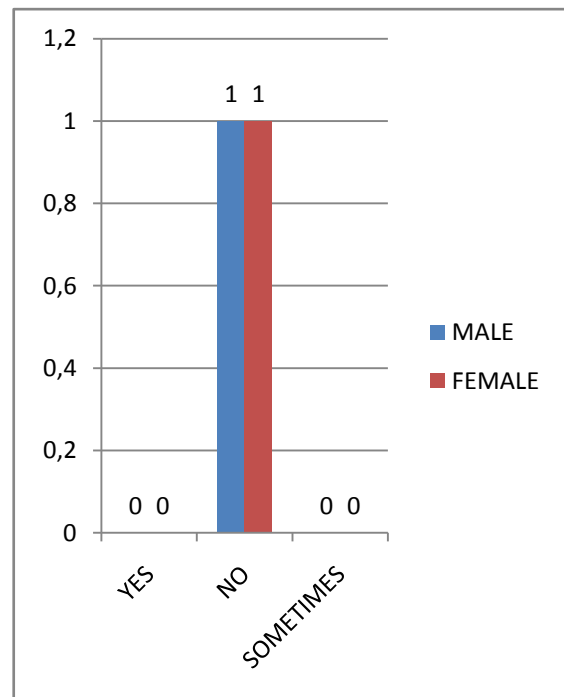
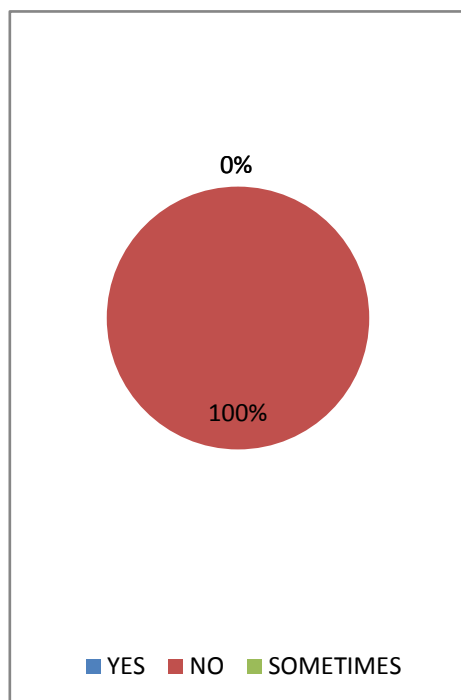
There is a divided opinion of 50% about the frequency of courses or seminars taken by teachers.

Some teachers receives courses or seminars given by the director of English area in Machala city but some teachers have a better English level due to the fact that besides to attend to these seminars they take English courses advanced by their own.

Question 3.- Do you take your students to the English lab to receive classes?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	0	0	0	0	0	0
NO	1	1	2	100	100	100
SOMETIMES	0	0	0	0	0	0
TOTAL	1	1	2	100	100	100

LAB



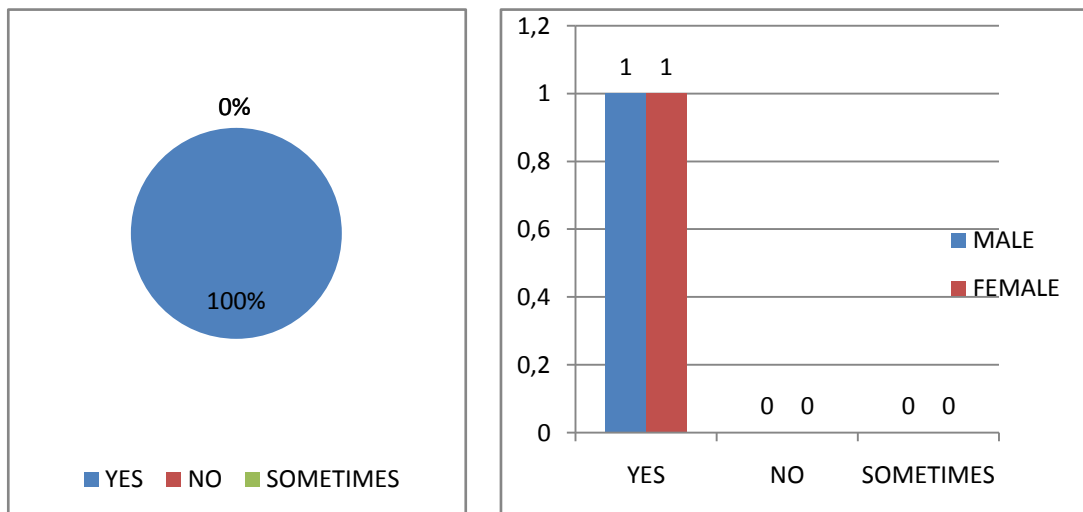
ANALYSIS AND INTERPRETATION

All of teachers said YES as a response. They do not have the opportunity to take their students to lab because it does not exist.

Question 4.- Do you employ methods and techniques which really help your students to feel motivated during English classes?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	1	1	2	100	100	100
NO	0	0	0	0	0	0
SOMETIMES	0	0	0	0	0	0
TOTAL	1	1	2	100	100	100

METHODS AND TECHNIQUES



ANALYSIS AND INTERPRETATION

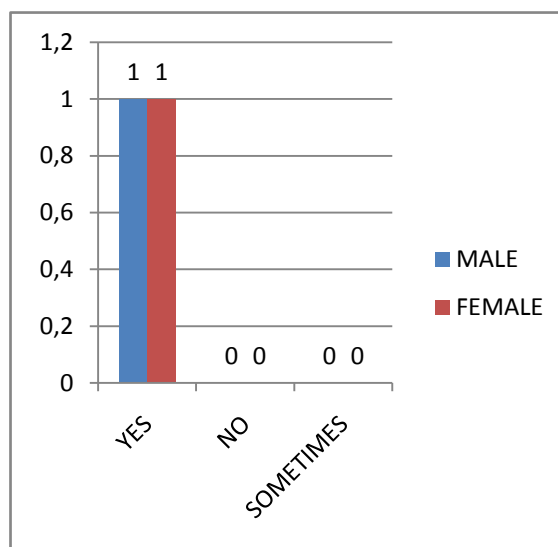
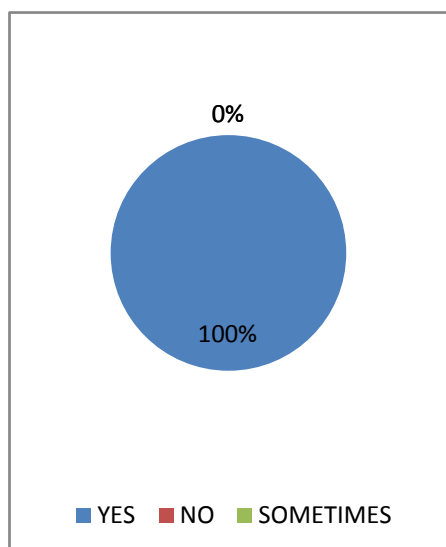
The 100% of teachers answered that methods and techniques help their students to feel motivated.

According to teachers, they motivate their students in the way they show English language to them to the application of good techniques and methods.

Question 5- Is there “active” class participation during English classes?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	1	1	2	100	100	100
NO	0	0	0	0	0	0
SOMETIMES	0	0	0	0	0	0
TOTAL	1	1	2	100	100	100

CLASS PARTICIPATION



ANALYSIS AND INTERPRETATION

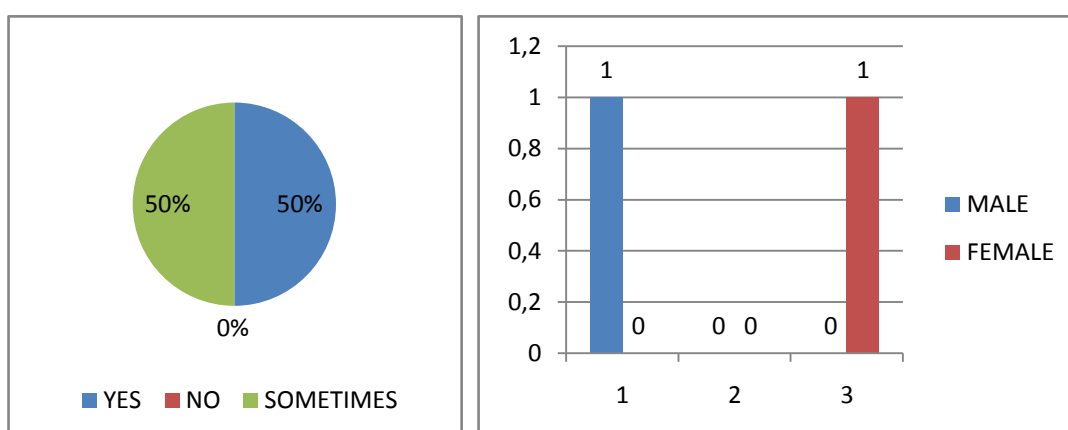
A 100% of students gave an affirmative response to this question.

Here, all of the teachers said that there is active class participation from students. There is continuous interaction between student-teacher and student-student.

Question 6.- Do you think that your students really understand when you are giving instructions in English language to carry out activities in class?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	1	0	1	100	0	50
NO	0	0	0	0	0	0
SOMETIMES	0	1	1	0	100	50
TOTAL	1	1	2	100	100	100

UNDERSTANDING LEVEL



ANALYSIS AND INTERPRETATION

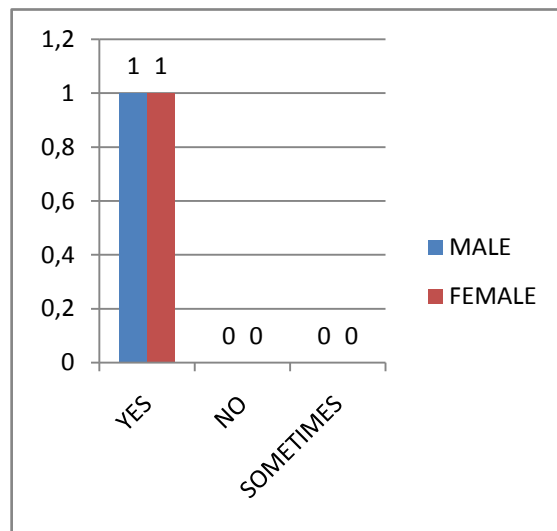
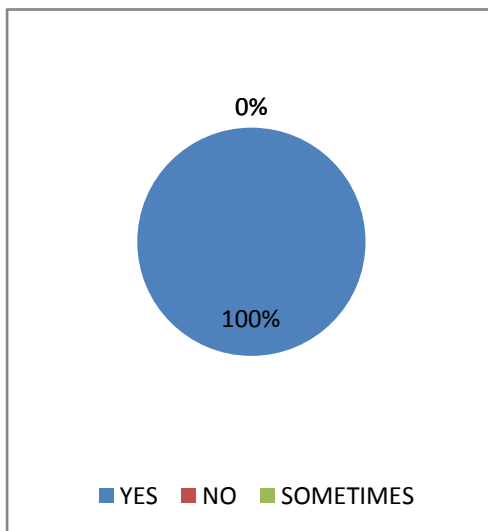
There is a divided opinion of 50% and 50% of teachers about the fact of students' understanding level. This means, what students really understand when the teacher is speaking in the target language "English" language to carry out activities.

The problem of the issue mentioned above is that not all of teachers address to their students in English and they appeal to the easiest way to address to students in Spanish. This provokes that students do not show interest to trying to understand what teacher just said.

Question 7.- Do you consider “appropriate” the methodology applied by yourself to develop the Listening Skill?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	1	1	2	100	100	100
NO	0	0	0	0	0	0
SOMETIMES	0	0	0	0	0	0
TOTAL	1	1	2	100	100	100

METHODOLOGY



ANALYSIS AND INTERPRETATION

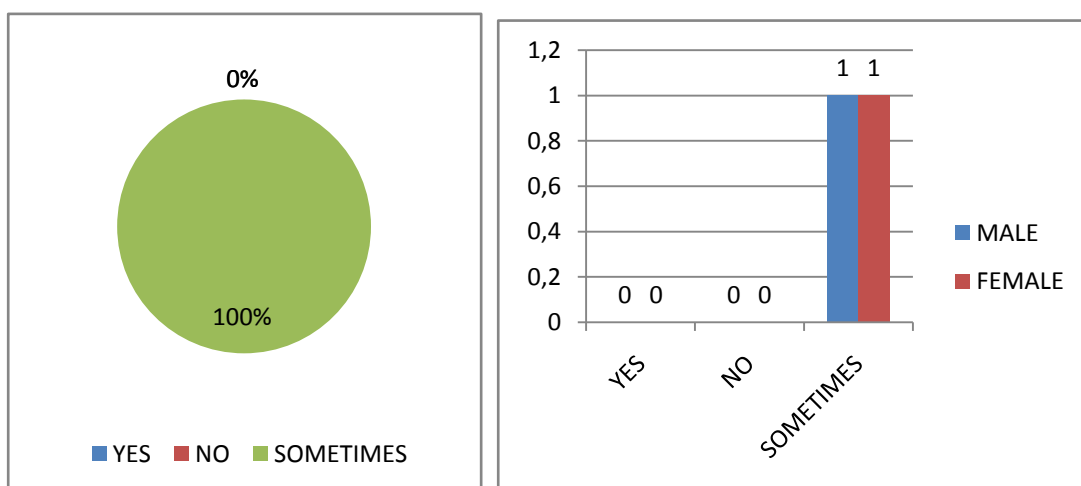
All of teachers said YES to this question. According to teachers the methodology is appropriate to develop the Listening Skill.

According to this question, students feel comfortable with teacher’s methodology but is it really true?

Question 8.- Do you employ relaxing techniques such as video, music, didactic games to motivate the Listening Skill development?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	0	0	0	0	0	0
NO	0	0	0	0	0	0
SOMETIMES	1	1	2	100	100	100
TOTAL	1	1	2	100	100	100

RELAXING TECHNIQUES



ANALYSIS AND INTERPRETATION

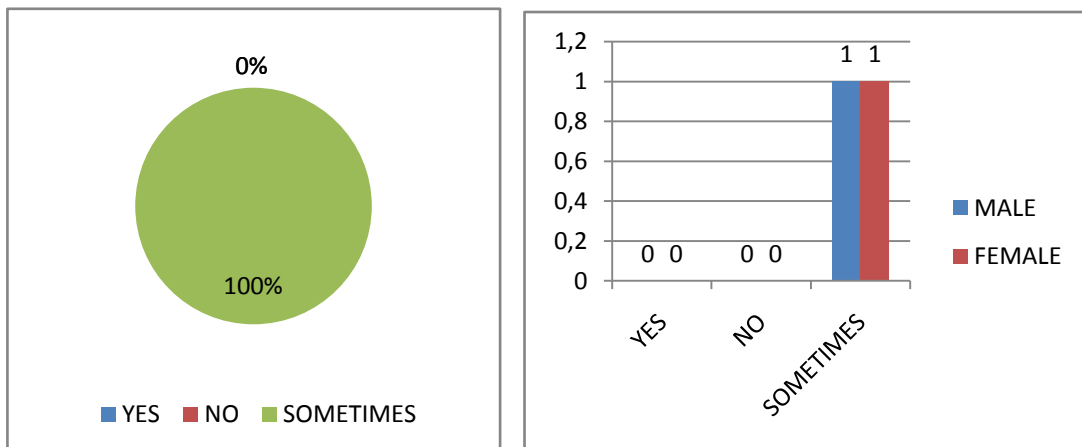
Here, it is mentioned that sometimes it is employed techniques such as video, music, didactic games in class. Most of teachers employ didactic game to develop Listening Skill due to the fact they do not count with tape recorder or DVD to play CDs or put on videos.

Here, it is seen the reality of some educational public institutions where the technological equipment does not exist to make use of it.

Question 9- Do you employ audiovisual material such as, slides-projector, pictures, CDs, tape recorder to develop the Listening Skill?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	0	0	0	0	0	0
NO	0	0	0	0	0	0
SOMETIMES	1	1	2	100	100	100
TOTAL	1	1	2	100	100	100

AUDIOVISUAL MATERIAL



ANALYSIS AND INTERPRETATION

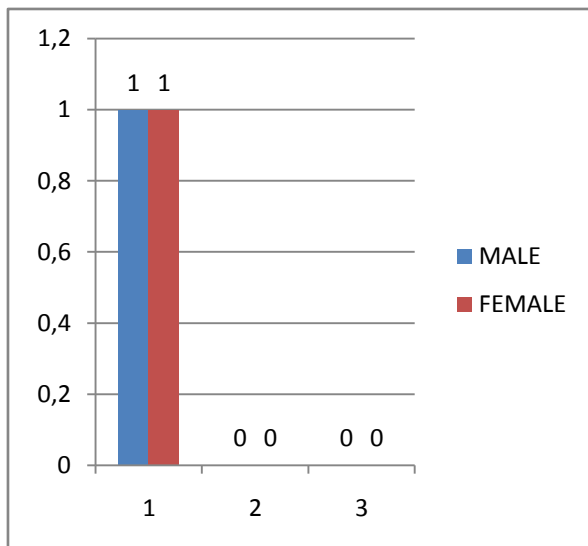
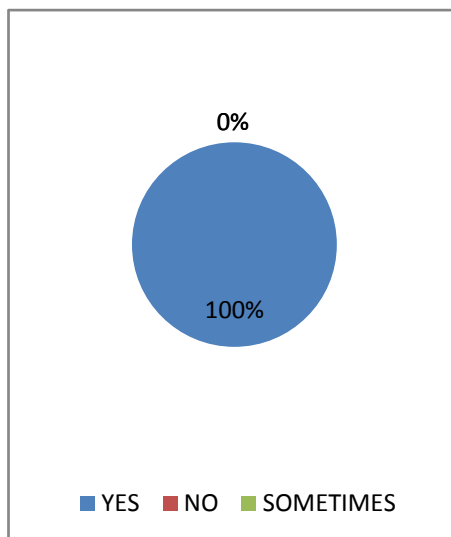
A 100% of teachers answered that sometimes they use audiovisual material.

Most of teachers, make use of the pictures of books to develop classes because of other audiovisual material such as slides-projector, CDs, tape recorder are not being employed to develop the Listening Skill in the institution.

Question 10- Do you consider “adequate” your performance to develop the Listening Skill?

ALTERNATIVES	FREQUENCY			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
YES	1	1	2	100	100	100
NO	0	0	0	0	0	0
SOMETIMES	0	0	0	0	0	0
TOTAL	1	1	2	100	100	100

TEACHER’S PERFORMANCE



ANALYSIS AND INTERPRETATION

All of teachers 100% consider their performance as appropriate in teaching-learning process.

Teachers consider that students feel comfortable with their performance in the classroom, but do students think in the same way?

4.4. ANALYSIS OF RESULTS

POOR DEVELOPMENT OF THE LISTENING SKILL IN THE ENGLISH-LEARNING PROCESS

STUDENTS'SURVEY

Chi squared calculation:

Nº	QUESTIONS	Yes	No	Someti mes
1	Do you feel motivated by your teacher during English classes?	18	116	6
2	Do you think that your English teacher receives courses or seminars to improve his/her English?	18	114	8
3	Do you go to the English lab to receive classes?	0	140	0
4	Do methods and techniques employed by the teacher help you to feel motivated during English classes?	15	121	4
5	Do you consider "active" the participation during English classes?	9	126	5
6	Do you understand when your teacher is giving instructions in English language to carry out activities in class?	13	122	5
7	Do you consider "appropriate" the methodology applied by the teacher to develop the Listening Skill?	13	118	9
8	Does your teacher employ relaxing techniques such as video, music, didactic games to motivate the Listening Skill development?	0	140	0
9	Does your teacher employ audiovisual material such as, slides-projector, pictures, CDs, tape recorder to develop the Listening Skill?	0	140	0
10	Do you consider "adequate" teacher's performance to develop the Listening Skill?	16	117	7
TOTAL		102	1254	44
AVERAGE		10,2	125,4	4,4

POOR DEVELOPMENT OF THE LISTENING SKILL IN THE ENGLISH-LEARNING PROCESS

TEACHERS'SURVEY

Chi squar calculation:

Nº	QUESTIONS	Yes	No	Some times
1	Do you motivate your students during English classes?	2	0	0
2	Do you receive courses or seminaries to improve your English?	1	0	1
3	Do you take your students to the English lab to receive classes?	0	2	0
4	Do you employ methods and techniques which really help your students to feel motivated during English classes?	2	0	0
5	Is there "active" class participation during English classes?	2	0	0
6	Do you think that your students really understand when you are giving instructions in English language to carry out activities in class?	1	0	1
7	Do you consider "appropriate" the methodology applied by yourself to develop the Listening Skill?	2	0	0
8	Do you employ relaxing techniques such as video, music, didactic games to motivate the Listening Skill development?	0	0	2
9	Do you employ audiovisual material such as, slides-projector, pictures, CDs, tape recorder to develop the Listening Skill?	0	0	2
10	Do you consider "adequate" your performance to develop the Listening Skill?	2	0	0
TOTAL		12	2	6
AVERAGE		1,2	0,2	0,6

CHI-SQUARED CALCULATION

$$X^2 = \sum \frac{(O - E)^2}{E}$$

RESEARCH SUBJECTS	OBSERVED FREQUENCIES			
	YES	NO	SOM.	TOTAL
STUDENTS	10,2	125,4	4,4	140
TEACHERS	1,2	0,2	0,6	2
TOTAL	11,4	125,6	5	142

EXPECTED FREQUENCIES		
YES	NO	SOM.
11,24	123,83	4,93
0,16	1,77	0,07

EXPECTED FREQUENCIES:

(Tot.Row1) (Tot.Col.1)/N

(Tot.Row1) (Tot.Col.2)/N

(Tot.Row2) (Tot.Col.1)/N

(Tot.Row2) (Tot.Col.2)/N

(Tot.Row3) (Tot.Col.1)/N

(Tot.Row3) (Tot.Col.2)/N

CHI-SQUARED

O	E	O-E	(O - E) ²	(O - E) ² /E
10,2	11,24	-1,04	1,08	0,10
1,2	0,16	1,04	1,08	6,73
125,4	123,83	1,57	2,46	0,02
0,2	1,77	-1,57	2,46	1,39
4,4	4,93	-0,53	0,28	0,06
0,6	0,07	0,53	0,28	3,98
chi-squared				12,28

Theoretical chi-squared

Df= (N^orows - 1) (N^ocol. - 1)

Df= (2 - 1) (3 - 1)

Df=2

Significance Level= 0,01

Statistical decision:

Df	0,5	0,1	0,05	0,02	0,01	0,001
1	0,455	2,706	3,841	5,412	6,635	10,827
2	1,386	4,605	5,991	7,824	9,21	13,815
3	2,366	6,251	7,815	9,837	11,345	16,268
4	3,357	7,779	9,488	11,668	13,277	18,465
5	4,351	9,236	11,07	13,388	15,086	20,517

- To reject H^0 12,28 because it is higher than 9,210 (level of significance 0,01).

With 2 degrees of freedom and a level of significance of 0,01, it corresponds to a **Theoretical Chi Square of 9,210** established in the Chi Square Statistical Chart.

4.5. CONCLUSION

Once calculated the Chi Square, The Null Hypothesis H^0 (Poor development of the Listening Skill is not affecting the English Learning Process on students of the ninth courses) is not accepted.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

1. The methods that are employed at the “Juan Montalvo” high school are not correctly applied in class by English teachers since they are used to employing the Grammar Translation Method in all of the English classes and this provokes the partial development of language skills but especially the Listening Skill.
2. The techniques that have been mostly applied are traditional such as translation, dictation, grammar game, writing, fill in the blanks and so on and this provokes that students do not practice the enough time the English language and in this way do not understand what the teacher is saying in the target language “English”.
3. The lack of a good multimedia laboratory does not allow students to reinforce what they just learnt in the classroom and this provokes scarce motivation from learners towards English language since students do not feel comfortable with the learning environment where they receive classes.
4. The lack of audiovisual material such as CDs, tape recorder, slides-projector, pictures, and so on and this provokes passive or null participation from students in the English learning process.
5. Teachers are not up-dated about the new methodological trends for teaching English language and consequently this issue limits the teaching-learning process of English language on students.
6. Teachers are not motivators with their students and this provokes that students do not show interest or desire to learn English.

5.2 RECOMMENDATIONS

1. The necessity to apply methods such as Audio-lingual and Communicative to optimize the Listening Skill on students at the “Juan Montalvo” high school.
2. Teachers should employ techniques such as think-aloud, role play, drills (transformation, substitution, repetition, backward build-up), listening for gist, act out, among other techniques which allow students to achieve an acceptable understanding level for English language.
3. Setting up and structuring a multimedia laboratory with a person in charge that would help students to feel comfortable with the learning environment.
4. The necessity to make use of audiovisual material in English classes to provoke active and dynamic participation from students in the English learning process.
5. The implementation of a seminar for a week with three hours daily about methodological strategies to refresh teachers' knowledge and in this way to get a good teaching-learning process for students.
6. To make use of a student's checking chart where students by themselves can realize their progress in the teaching-learning process and feel motivated towards English language. |

CHAPTER VI

PROPOSAL

6.1. PROPOSAL

A WEEK SEMINAR 3 HOURS DAILY (9:00-12:00) AIMED TO THE APPLICATION OF TEACHING METHODOLOGIES FOR ENGLISH TEACHERS AT “JUAN MONTALVO” HIGH SCHOOL DURING 2007-2008.

6.2. DESCRIPTION

According to the gotten results in the analysis-interpretation of surveys done both teachers and students, and the hypothesis checking, it turns out essential to develop a proposal which help teachers in anyway to solve part of the problems affecting students` listening skill development in the learning process at “Juan Montalvo” high school.

The proposal has been planned and based in the poor development of the Listening Skill in the English language. This problem has been the main reason which is affecting the teaching-learning process which and in this way restricts students` communicative competences.

This proposal aims to update or refreshes their teachers' knowledge in methodologies, techniques and activities involved in the teaching-learning process, to improve their abilities and capacities in the development of English classes which permit to wake up students' interest in the English language.

The proposal consists of a week seminary which will be carried out by using active and communicative methods with its respective techniques and activities as:

- communicative Language teaching
- cooperative learning

- audio lingual method
- task based approach
- suggestopedia

These methods have been employed in the classroom by teachers for students' learning.

6.3. JUSTIFICATION

The world where we live is exposed to a continuous change because it is the time for new challenges. This change is happening in the education too because of the learning is a process where it is involved teacher, students and contents and each of them are in a continuous interaction day after day. The way that teachers select contents for students is important because it is what they are going to learn in the future but how these contents are presented to students is the most essential to have a successful learning.

One idea to help teachers to update their knowledge about methodologies aimed to develop the Listening Skill is a seminar for a week three hours daily to refresh their knowledge about techniques, methods commonly used in the classroom.

This seminar would help teachers to apply correct and appropriate methods and techniques which it could help students to feel inside them that they are being educated correctly.

The problem of the poor development of the Listening Skill on learners should be overcome with the help of authorities to supply financial resources to equip labs with available audiovisual material to learning.

“Education is not an expense but an investment”. That means, whatever could be spent on students' education it will contribute in our country society in the future.

6.4. OBJECTIVES

- To refresh teachers the notion of the application of methods aimed to develop the Listening Skill on learners in the English Learning Process.
- To encourage teachers to create an enjoyable and interesting learning environment for learners through the application of effective techniques to develop the Listening Skill which motivate learners in the English Learning Process.
- To help teachers to be conscious of their roles in the classroom to wake up students' interest to develop the Listening Skill in the English Learning Process.
- To monitorate by students themselves their own learning development in the English Learning Process.

6.5. THEORETICAL FOUNDATION.

As it is seen commonly teachers reflect on learning process their own experiences in school the same ones which might affect students' confidence, motivation, personal interest, and self-esteem in the learning process.

To provide learning experiences which are truly educational, the teacher can 'mediate' in a number of different ways. Feuerstein identifies twelve features. There are three essential features for all learning tasks. The other nine are important and helpful, but do not necessarily apply to all tasks, and depend on some extent on the learning is taking place.

- **Significance.-** The teacher needs to make learners aware of the value of the learning task personally and in a broader cultural context.
- **Purpose beyond the here and now.-** Students must be aware of the value of the learning beyond the immediate time and place.
- **Shared intention.-** Every time teachers carry out an activity in the classroom there must be showed clearly their intention and at the same time understood and reciprocated by students.

The three features mentioned before could develop on learners the next *nine* features:

- **A sense of competence.-** Students feel capable to face with any particular task with any fear for anything.
- **Control of own behavior.-** Students themselves might regulate and control their own learning development.

- **Goal-setting.-** Students set themselves goals short and long-term.
- **Challenge.-** Students by themselves seek the need to respond to challenges and for new ones in life.
- **Awareness of change.-** Students realize by themselves they are human beings who are changing constantly.
- **A belief in positive outcomes.-** Students feel that they can find solution to any problem they can face with.
- **Sharing.-** Students cooperate among themselves together to recognize problems and finding solutions.
- **Individuality.-** Students realize that they are unique as human beings.
- **A sense of belonging.-** Students feel that they belong to a group and a culture.¹²

¹² MARION WILLIAMS AND ROBERT L.BURDEN: Psychology for Language Teachers
Page69

6.6 DEVELOPMENT OF THE SEMINAR

METHODOLOGIES AND ACTIVITIES

Day 1

- 1.1 Goals/Objectives of the Seminar
- 1.2 Audio-Lingual Method
- 1.3 Concept
- 1.4 Principles
- 1.5 Techniques and Activities
- 1.6 Results

Day 2

- 2.1 Communicative Language Teaching
- 2.2 Concept
- 2.3 Principles
- 2.4 Techniques and Activities
- 2.5 Results

Day 3

- 3.1 Task Based Approach
- 3.2 Concept
- 3.3 Principles
- 3.3 Techniques and Activities
- 3.4 Results

Day 4

- 4.1 Cooperative Learning
- 4.2 Concept
- 4.3 Principles
- 4.4 Techniques and Activities
- 4.5 Results

Day 5

- 5.1 Suggestopedia
- 5.2 Concept
- 5.3 Principles
- 5.4 Techniques and Activities
- 5.5 Results

DAY 1

AUDIO-LINGUAL METHOD

CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<ul style="list-style-type: none"> - Goals/Objectives of the Seminar - Audio-Lingual Method - Concept - Principles - Techniques and Activities - Results 	<ul style="list-style-type: none"> - To know concept, principles and techniques of the Audio-lingual method. - To carry out some activities to develop aspects such as Grammar, Pronunciation. - To be aware of the importance of what it was learnt by students in the classroom. 	<ul style="list-style-type: none"> - Lecture - Workshop - Repetition drill - Backward build up drill - Multiple-slot substitution - Transformation Drill - Grammar game - Role Play - Fill in information 	<ul style="list-style-type: none"> - Projector - Slides - Pictures - CD player - CD's - Paper - Pencils. 	<ul style="list-style-type: none"> - Class development - Teachers' criteria - Pair work - Group work - Attitude toward imaginary and real situations. - Chart

DAY 2

COMMUNICATIVE LANGUAGE TEACHING

CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<ul style="list-style-type: none"> - Communicative Language Teaching - Concept - Principles - Techniques and Activities - Results 	<ul style="list-style-type: none"> - To know concept, principles and techniques of the Audio-lingual method. - To carry out some activities to develop aspects such as Communication in the classroom. - To be aware of the importance of what it was learnt by students. 	<ul style="list-style-type: none"> - Lecture - Workshop - Scrambled Sentences - Language Games - Picture Strip Story - Role Play. - Think-aloud - Fill in information 	<ul style="list-style-type: none"> - Projector - Slides - CDs - Story sheets with pictures - Cards - Paper - Pencils. 	<ul style="list-style-type: none"> - Class development - Teachers' criteria - Pair work - Group work - Chart

DAY 3

TASK BASED APPROACH

CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<ul style="list-style-type: none"> - Task Based Approach - Concept - Principles - Techniques and Activities - Results 	<ul style="list-style-type: none"> - To know concept, principles and techniques of the Task Based Approach method. - To carry out activities with contents enjoyable for learners. - To be aware of the importance of what it was learnt by students in the classroom. 	<ul style="list-style-type: none"> - Lecture - Workshop - Pre-task - Task - Planning - Report - Fill in information 	<ul style="list-style-type: none"> - Projector - Slides - Sheets with a reading - Cards - Paper - Pencils 	<ul style="list-style-type: none"> - Class development - Teachers' criteria - Pair group - Group work - Class performance in orally form. - Chart

DAY 4

COOPERATIVE LEARNING

CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<ul style="list-style-type: none"> - Cooperative Learning - Concept - Principles - Techniques and Activities - Results 	<ul style="list-style-type: none"> - To know concept, principles and techniques of the Cooperative learning method. - To carry out activities where target language is mostly uttered. - To be aware of the importance of what it was learnt by students in the classroom. 	<ul style="list-style-type: none"> - Lecture - Workshop - Jigsaw - Brainstorm - Numbered heads - Team pair solo - Circle the stage - Partners - Fill in information 	<ul style="list-style-type: none"> - Projector - Slides - Slip of papers - Board - Paper - Pencils 	<ul style="list-style-type: none"> - Class development - Teachers' criteria - Group work - Pair work - Chart

DAY 5**SUGGESTOPEDIA**

CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<ul style="list-style-type: none">- Suggestopedia- Concept- Principles- Techniques and Activities- Results	<ul style="list-style-type: none">- To know concept, principles and techniques of the Suggestopedia method.- To carry out activities with techniques of the Suggestopedia method.- To be aware of the importance of what it was learnt by students in the classroom.	<ul style="list-style-type: none">- Lecture- Workshop - Classroom Set up- Visualization- Choose a new identity.- Role play - Fill in information	<ul style="list-style-type: none">- Projector- Slides - Tape recorder- CDs- Pictures- Cards - Paper- Pencils	<ul style="list-style-type: none">- Class development- Teachers' criteria - Group work - Pair work - Chart

CHAPTER VII

BIBLIOGRAPHY AND

ANNEXES

BIBLIOGRAPHY

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- BROWN Douglas H. Teaching by principles “An interactive approach to language pedagogy”.
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- MARRIOW WILLIAMS AND ROBERT L.BURDEN “Psychology for Language teachers” Page 152-153”.
- DR. SILVIO HELLEN “Faithful rules to be millionaire” page 71.
- BERNARD SPOLSKY “Introduction to language study” page 14.
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- KATHRYN BLACK AND WILLIAM LEVELT “Handbook of Psycholinguistics” page 954.

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ANNEXES

ARMY POLYTECHNIC SCHOOL-DEPARTMENT OF

LANGUAGES

APPLIED LINGUISTICS TO THE ENGLISH PROGRAM

TO: Directives and Authorities

“Juan Montalvo” National High School

FROM: Kleber Oswaldo Sarmiento Chugcho

ESPE-MED Linguistics Student

SUBJECT: Asking for authorization to carry out a Survey to teachers and students.

As a requirement for obtaining the Bachelor's degree in Applied Linguistics to the English Program at the Army Polytechnic School, Department of Languages, I am carrying out a Research Project under the Title: **POOR DEVELOPMENT OF THE LISTENING SKILL AND ITS INCIDENCE IN THE ENGLISH LEARNING PROCESS FOR STUDENTS OF THE NINTH COURSES, VESPERTINE SECTION AT THE “JUAN MONTALVO” HIGH SCHOOL, DURING 2007-2008.** And for this purpose I have to develop a survey to students and teachers of the ninth courses.

The general objective of this survey and actually of the Research Project is:

“TO FIND THE MAIN CAUSES WHICH PROVOKE POOR DEVELOPMENT OF THE LISTENING SKILL ON STUDENTS OF THE COURSES, VESPERTINE SECTION AT THE “JUAN MONTALVO” HIGH SCHOOL”.

I would appreciate it very much if I can have your authorization to work on this survey.

Thank you in advance your comprehension and cooperation.

ARMY POLITHECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

Dear teacher: The following survey is carried out to make an investigation that allows us to obtain data about the development of English classes in this prestigious Institution.

Instructions: Please read carefully each one of the sentences, and then answer those with the truth select the best answer for you.

General information

Level: _____ **Sex: Male** _____ **Female:** _____

1. Do you motivate your students during English classes?

Yes () no () sometimes ()

2. Do you receive courses or seminars to improve your English?

Yes () no () sometimes ()

Why:

.....

3. Do you take your students to the English lab to receive classes?

Yes () no () sometimes ()

Why:

.....

4. Do you employ methods and techniques which really help your students to feel motivated during English classes?

Yes () no () sometimes ()

5. Is there an “active” class participation during English classes?

Yes () no () sometimes ()

Why:

6. Do you think that your students really understand when you are giving instructions to carry out activities during English classes?

Yes () no () sometimes ()

7. Do you consider “appropriate” the methodology applied by yourself to develop the Listening Skill?

Yes () no () sometimes ()

8. Do you employ relaxing techniques such as video, music, didactic games to develop the Listening skill?

Yes () no () sometimes ()

9. Do you employ audiovisual material such as slides-projector, pictures, CDs, tape recorder to develop the Listening skill?

Yes () no () sometimes ()

Why:

.....

10. Do you consider “adequate” your performance to develop the Listening Skill?

Yes () no () sometimes ()

THANKS FOR YOUR COLLABORATION

ARMY POLITHECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

Dear students: The following survey is carried out to make an investigation that allows us to obtain data about the development of English classes in this prestigious Institution.

Instructions: Please read carefully each one of the sentences, and then answer those with the truth select the best answer for you.

General information

Level: _____ **Sex: Male** _____ **Female:** _____

1. Do you feel motivated by your teacher during English classes?

Yes () no () sometimes ()

2. Do you think that your teacher receives courses or seminars to improve his/her English?

Yes () no () sometimes ()

Why:

3. Do you go to the English lab to receive classes?

Yes () no () sometimes ()

Why:

4. Do methods and techniques employed by the teacher help you to feel motivated during English classes?

Yes () no () sometimes ()

5. Do you consider “active” the participation during English classes?

Yes () no () sometimes ()

Why:

6. Do you understand when your teacher is giving instructions in English language to carry out activities in class?

Yes () no () sometimes ()

7. Do you consider “appropriate” the methodology applied by the teacher to develop the Listening Skill?

Yes () no () sometimes ()

8. Does your teacher employ relaxing techniques such as video, music, didactic games to motivate the Listening Skill development?

Yes () no () sometimes ()

9. Does your teacher employ audiovisual material such as, slides-projector, pictures, CDs, tape recorder to develop the Listening Skill?

Yes () no () sometimes ()

Why:

10. Do you consider “adequate” teacher’s performance to develop the Listening skill?

Yes () no () sometimes ()

THANKS FOR YOUR COLLABORATION

ESCUELA POLITECNICA DEL EJERCITO

INSTITUTO DE IDIOMAS

Queridos estudiantes: La siguiente encuesta es llevada a cabo para realizar una investigación que permita obtener la información necesaria relacionada con la manera en la que los profesores de inglés desarrollan sus clases. Esto con el propósito de cumplir con los requisitos indispensables para el desarrollo de la Tesis de Grado y posteriormente para su aprobación y disertación con el fin de obtener el Título de “Licenciado en Lingüística aplicada al Inglés”. Muchas gracias por su colaboración.

Instrucciones: Por favor lea cuidadosamente cada una de las preguntas, luego escoja la respuesta que usted considere la más correcta y veraz y enciérrela en un círculo.

Datos Generales

Nivel de estudio: _____ **Sexo:** M _____ F: _____

1. Usted se siente motivado por su profesor durante las clases de Inglés?

Si () No () A veces ()

2. Usted piensa que su profesor recibe cursos o seminarios que mejoren su Inglés?

Si () No () A veces ()

Porque:

3. Usted va al laboratorio de Inglés a recibir las clases?

Si () No () A veces ()

Porque:

4. Los métodos y técnicas empleadas por el profesor te ayudan a sentirte motivado durante las clases de Inglés?

Si () No () A veces ()

5. Usted considera “activa” la participación durante las clases de Inglés?

Si () No () A veces ()

Porque:

6. Usted entiende cuando su profesor está dando las instrucciones en el Idioma Inglés para llevar a cabo actividades en clase?

Si () No () A veces ()

7. Usted considera “apropiada” la metodología aplicada por el profesor para desarrollar la habilidad del Escucha?

Si () No () A veces ()

8. Su profesor emplea técnicas de relajamiento tales como video, música, juegos didácticos para incentivar el desarrollo de la habilidad del Escucha?

Si () No () A veces ()

9. Su profesor emplea materiales audiovisuales tales como proyector de diapositivas, fotos, cds, grabadora para desarrollar la habilidad del Escucha?

Si () No () A veces ()

Porque:

10. Usted considera “adecuada” el desempeño del profesor para desarrollar la habilidad del Escucha?

Si () No () A veces ()

GRACIAS POR SU COLABORACION

STUDENTS' CHECKING CHART

SIGNIFICANCE

ACTIVITIES	REASONS TO CARRY OUT
1. 2. 3. 4.	1. 2. 3. 4.

PURPOSE BEYOND THE HERE AND NOW

ACTIVITIES	HELPFUL FOR ME IN THE FUTURE
1. 2. 3. 4.	1. 2. 3. 4.

GOAL-SETTING

SHORT TERM GOALS
This week I will...

LONG TERM GOALS
By the end of this term I want to ...

CONTROL OF OWN BEHAVIOUR

ACTIVITIES	WHAT I LEARNT	HOW I DID	DIFFICULTIES
1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.