Research Work

Prior to obtaining the Bachelor Degree in Languages – English Major

AUDIOVISUAL MEDIA FOR THE DEVELOPMENT OF THE LISTENING SKILL IN THE ENGLISH LANGUAGE, IN THE STUDENTS OF THE EIGHTH GRADE "C" AT "TRES DE JULIO" HIGH SCHOOL, IN EL CARMEN-MANABÍ, PERIOD 2016-2017

ZAMBRANO ÁLAVA DIANA PAOLA

AUTHOR

MSc. DOLORES VIVAS

TUTOR

EL CARMEN, SEPTEMBER 2016

TUTOR'S CERTIFICATION

The undersigned, Thesis Tutor of Universidad Laica "Eloy Alfaro" de Manabí, Extensión en El Carmen

CERTIFIES:

That this research about: AUDIOVISUAL MEDIA FOR THE DEVELOPMENT OF THE LISTENING SKILL IN THE ENGLISH LANGUAGE, IN THE STUDENTS OF THE EIGHTH GRADE "C" AT "TRES DE JULIO" HIGH SCHOOL, IN EL CARMEN-MANABÍ, PERIOD 2016-2017, it is ready for presentation and suitable for exposition. The opinions and concepts presented in this thesis are the product of hard work, perseverance and originality of its author: ZAMBRANO ÁLAVA DIANA PAOLA.

El Carmen, September, 2016

MCs. Dolores Vivas

Thesis mentor

DECLARATION OF THE AUTHOR

I am ZAMBRANO ÁLAVA DIANA PAOLA, with identity card Nº 1313433235, I am responsible about, doctrines, results and alternative guidelines in this investigation and the intellectual heritage of labor belongs to Universidad Laica "Eloy Alfaro" de Manabí, extension in El Carmen city.

El Carmen, September, 2016

………………………………………………………………

ZAMBRANO ÁLAVA DIANA PAOLA

UNIVERSIDAD LAICA "ELOY ALFARO" DE MANABÍ

EXTENSIÓN EN EL CARMEN

APPROVAL OF RESEARCH WORK

Bachelor's degree in Science Education Mention in English

Members of the board of examiners approve the project about: **AUDIOVISUAL MEDIA FOR THE DEVELOPMENT OF THE LISTENING SKILL IN THE ENGLISH LANGUAGE, IN THE STUDENTS OF THE EIGHTH GRADE "C" AT "TRES DE JULIO" HIGH SCHOOL, IN EL CARMEN-MANABÍ, PERIOD 2016-2017,** of Science Education Career Mention in English

El Carmen, September, 2016

DEDICATION

I dedicate this Research Report to God because as I always say God makes all possible, without him nothing is possible. Thanks to Him I have been able to fulfill my goals. Furthermore, to my beloved parents Manuel Zambrano and Sandra Álava for the great effort they made to give me the best gift: EDUCATION. In addition, I need to dedicate this to them for their unconditional support in good and bad situations that I had in the course of my preparation, I will be forever grateful to them.

I would also like to mention each of the people who were present to achieve my purpose, as well as they are in my heart, my brothers Paul and Kevin, who in one way or another contributed to the development of my career. My beloved boyfriend, Manuel Román, he was and is an unconditional support for me, I love him infinitely.

My beautiful friends Tanny Barén, Gabriela Moreira and Cristina Muñoz, who were always in good and bad situations. They were with me when I needed them most with their advices and their jokes to make me smile when I felt sad, also my dear friend Jipson Villaprado, my teachers, In short, there are so many people who supported me and therefore deserve their special dedication, for each one of them I dedicated this work with so much effort, so many bad nights, so many good and bad moments, but at the end thank God and each one of people who helped me to achieve my goal.

Zambrano Álava Diana Paola

ACKNOWLEDGEMENTS

I thank God for being the main base of my professional life, for giving me health, strength, perseverance and above all wonderful parents who instilled in me the best of life to be a good person.

I thank to my parents Manuel Zambrano and Sandra Álava for being the fundamental promoters to achieve one of my goals, with their unconditional support, their advice, among other things.

I recognize to my father as a brave, responsible, loyal, generous man and so many qualities but above all love, because of the love he feels for his family he sacrificed so many years away from them for giving his family the best, for giving me the most valuable thing a father can give to their children: Education.

My mother, on the other hand, is a sincere, beautiful, loyal, fierce woman with many more qualities, but above all strong of character because she had to assume the role of my father, she has been for me father and mother. For these and many reasons I am and I will be eternally grateful.

To my brothers Paul and Kevin for being always with me helping me when it was necessary, I give them a thousand thanks.

To my beloved boyfriend Manuel Román for being an important and special part of my life. I love him immeasurably.

To my beloved friends Tanny Barén, Gabriela Moreira and Cristina Muñoz, for each of the beautiful moments we spent together and the lessons we learned in the course of our professional development. I adore them. To those who make up the Faculty of Education Sciences for their wise teachings.

Zambrano Álava Diana Paola

ABSTRACT

The audiovisual media within the educational community is an important part of education, which is present within this research that has focused on the shortcomings taking into the development of listening skill in English language. Moreover, it is very significant, due to if students do not develop the ability of English language it will be impossible to understand correctly audios, songs, and conversations, among others focused in that language; and they will not be able to establish a suitable conversation with anyone who use the language. Students and society consider English as the world language and is no longer described as optional but rather as something necessary to achieve better communication at international level related to any field. That is why it is important to create an audiovisual guide for the development of English listening skill, in students of eighth grade "c" in "Tres de Julio" high school, in El Carmen-Manabí, it is necessary the application of this guide to enhance English listening level. This research is justified within the established parameters with methods and techniques that have the purpose of obtaining an audiovisual media to improve the development of English listening skill in students of "Tres de Julio" high school.

TABLE OF CONTENTS

INTRODUCTION

Audiovisual media are didactic elements that include both images and audios to achieve an effective learning of the English language, taking into account that this form part of learning to establish an auditory comprehension that represents the listening skill that is one of the four skills that possesses English language and this ability is very fundamental for learning this subject. Due to if people do not have listening skill; it is very hard to be able to understand what people want to transmit.

This is the reason why this theme consists in the execution of an audiovisual media guide for the development of listening skill in English language, in students of eighth level grade "c" in "Tres de Julio" high school, period 2016-2017.

This project will be done to identify each of the shortcomings that have arisen with the development of listening skill in the English language, therefore, it is desired to apply effective solutions in relation to the problem raised, because, English is known as the world language and it is no longer described as optional but rather as something necessary to achieve better communication at international level.

Acquiring the necessary experience and knowledge in learning a new language is not easy, and even less easier when the appropriate strategies and methodologies are not applied, due to it can become complex and it is imperative to execute the relevant strategies to achieve positive results. Currently, one of the most effective tools for the teaching-learning process is the implementation of TICs.

Those who will benefit from this inquiry will be the students and teachers, due to they will be immersed in it. In addition, the best strategies and materials will be applied to achieve a better development of the ability to listen to in English language with the support of the educational community.

Finally, the development of English listening skill is very significant, because if this skill is not developed it will be impossible to understand audios, songs, conversations, among other things in that language, or even establish a conversation with people English speakers.

For that reason it is found that "TRES DE JULIO" high school is one of the precursory institutions of El Carmen city, which includes levels as primary and secondary levels.

It is possible to mention the different shortcomings that the students of this institution present, in the development of English listening skill, because there is no interest in learning a second language. Moreover, there is no laboratory designated exclusively for English area, which is vital to perform the respective practices, such as listening to conversations in English, songs, among other things.

It is counted on the development of research descriptive observation that seeks to strengthen the facts through methods and techniques such as: Inductive-Deductive, Synthetic-Analytical, applied through the survey.

The main objective of this project is to demonstrate the importance of applying audiovisual media in the classroom to optimize **listening skills in English. (English listening skill)**

This investigation has important scientific tasks:

To motivate teachers to use audiovisual media to create more interactive and practical classes.

To encourage students about the importance of the use of audiovisual media for the development of listening skill.

To listen to English audios to effectively develop listening skill.

To understand the importance of listening skill in English language.

To execute the use of audio-visual to obtain better results in listening skill.

To apply each of the activities in the didactic manual to develop the listening skill.

The present investigation includes three chapters, which are detailed below with their respective information.

First chapter: It is based on the theoretical framework, which includes different explanations of the research. It is explained what audiovisual media are and its basic elements. It also establishes the importance of listening in English language.

Second chapter: The tabulation of the results found in the applied surveys is found.

Third chapter: The third chapter contains the proposal, which is aimed at benefiting the educational community in the classroom, as it presents adequate strategies to improve the teaching and learning process of English and its listening ability. In addition, conclusions and recommendations are included in this chapter.

CHAPTER I

1.- THEORICAL FRAMEWORK

1.1 What are audiovisual aids?

(Chaume & Agost, 2001) Audiovisual media can be considered as tools that are used to generate a communication and that are used of profitable way in the educational field. Due to these media have photographs or videos that allow the learning of the English language becomes more enjoyable.

Audiovisual media are resources that have a didactic theme, these resources include videos and photos, and recordings which allow students to listen to and interpret conversations in English in a better way, especially listening ability.

There are several types of audiovisual media, among which include slides, projections, audio reproduction, among others. This facilitates the work of the teacher, especially English teacher, which aims to instruct a language that is not maternal of the student, so it must use audiovisual media to get the student to understand the contents.

There are a lot of audiovisual resources that help people to learn directly or indirectly. Television is a clear example of audiovisual aids; because this allows learning through images and videos that are long distance but we can see with a great quality and at the same time learn from this.

The slides are considered as another audiovisual resource that generates a more effective learning, allowing the student to appreciate information through transitions and with information that is often explicit and dynamic.

Finally, the radio; it is considered as another tool of audiovisual media, due to it allows the user to listen to sounds or parliaments that serve in great way to learn anything, related to the investigation; it magnifies the development of the English listening ability. (Rubio, 2010)

1.1.1 Audiovisual Teaching

(Muriel, 2005) Audiovisual teaching can be considered as the type of teaching that aims to instruct students through the use of technological resources that mainly favor the visual and listening aspects.

Nowadays, it is necessary for teachers to enter the world of technology, as young people today live immersed in social networks, websites, forums, etc. therefore, the use of the book would be boring or unflattering for them.

These resources immeasurably favor the teaching process due to audiovisual aids provide dynamic strategies which facilitate to students the assimilation of ideas and the understanding of any content that the teacher intends to instruct.

The audiovisual teaching, in the development of the ability to listen to, in the English language, represents a substantial contribution. It is complicated or often impossible to pretend as an English teacher to develop this ability without the use of some technological resource or some audiovisual resource, that is why the insertion of these resources will greatly contribute to improve the level of students of this ability.

These audiovisual media are favorable for the teaching and learning process, because it compresses the use of time when instructing some new content, for students who are recently entering the learning of English, this will be attractive and effective due to it allows developing in Students specific skills among other things. (Muriel, 2005)

1.1.2 Educational Audiovisual media

(Muriel, 2005) The educational audiovisual media can be denominated like those resources that are used in the educational field and whose objective is to optimize the process of teaching and learning, among the most common audiovisual resources we find the following:

Sounds: The classroom is immersed in countless resonances, noises, sounds, etc. However it is important to understand that most of these sounds can be used as reflective factors for students, which will help students to develop their ability to deduce and understand the sounds that are being heard; it means the ability to distribute the necessary things and skip unnecessary things.

The sounds generate in the students many benefits, but undoubtedly one of the greatest benefits is the development of the imagination, through the sounds students can imagine many things which will generate in the student the possibility of learning effectively.

The radio: We unconsciously listen to the radio and learn information that enriches our knowledge, but many times we ignore that this device has the ability to increase our deductive and understanding ability. This tool is suitable in the classroom and especially if it is a mission to develop English listening skill on students.

The use of social media allows the development of critical and deductive reading skills. It is important to know that the use of educational radio can optimize various aspects of today's education.

TV: Some people see television as an ineffective and unnecessary resource, but for several years, it has become a tool that dominates the majority of families in the world. It is known that this device often distances us from reality, but one of the benefits of this tool is the fact that it allows users to differentiate between reality and what is being watched on television.

Currently, in our country, it is common to see diversity of educational programs focused not only on children but also on adults. These programs greatly encourage the spectator, Television shows generate great impact in Ecuadorian society because they contain elements necessary to coexist with a civilized society.

There are also informative television programs, such as news, which allow us to be informed both nationally and internationally. This is also a way to learn

progressively as you can appreciate places far away in the comfort of your home.

Images that are in motion: The abysmal acceptance of the moving image, social networks, blu-ray, and many other technical factors are now being felt for the localization of moving images. Which many ignore is that this is also an educational tool to develop the teaching and learning process.

Digital video can be considered as a system that projects images through digital processes, these videos offer the possibility of developing the student's critical ability, due to students will be able to deduce many situations from observation.

No doubt the use of these moving images in the classroom is shocking and profitable; Educational programs, feature films and even caricatures are valid in the teaching and learning process.

The projection of videos to learn any new content allows using the transmitting and informative function in the students. This type of audiovisual media provides the student with a new way of assimilation and expression, it also allows students to assimilate, discover, deduce and understand reality through moving images. (Guiñazú, 2003)

Cinema: The cinema undoubtedly represents a great contribution to the educational field. The insertion of the cinema in the classroom allows students to understand the meaning of critical reading and assimilation through cinematographic shots, which will allow a great advance in this educational process. It is important to understand that films benefit the educational process immeasurably and much more when a film, relevant to the subject, is taught.

 When applying the film tool in the classroom, the teacher has the task of introduce the theme of the film through coherent practical activities. The film projected must have educational purposes and it must be related to the subject. It must follow the guidelines of the curricular planning.

1.1.2.1 Characteristics of educational audiovisual media

(García García & Tripero) Audiovisual media, as mentioned before, have wonderful characteristics because they greatly strengthen the development of learning in the classroom, as the main characteristics of these media can be mentioned the following:

The audiovisual media provide the user with the possibility to punctuate ideas, in addition to have as objective to be precise due to the graphic contents that these resources possess.

It is easy to assimilate and understand them just by seeing them, due to these media have notorious elements that greatly facilitate the learning and allow understanding the contents easily.

These audiovisual media have the characteristic of causing a greater impact in the users; this generates that the retention of the information is greater; due to what people see through images becomes more ingrained than what they read in a book.

Another feature of these audiovisual tools is the fact of summarizing the ideas of a great content in explicit images or understandable videos. In a short video or in a well-defined image teachers could explain what a voluminous book contains.

These audiovisuals generate expectations in the users and the possibility of knowing distant places or environments difficult or impossible to appreciate by the zone where they are. This means that students are better involved in the teaching and learning process.

Audiovisual resources optimize the performance of information socialization. It greatly facilitates the task of the teacher as it provides formidable common instruction (through a printed text in a book) and enriches the school process.

Another of the main characteristics of audiovisual tools is the motivating function they have, without any doubt this feature allows the attention of the student, thus generating the expectation to learn and receive knowledge. These means motivate the student to pay attention to the class.

These resources involve the student with modern technological trends, in addition to instruct them in the subject, the student will also be immersed in the use of technological means and current for their learning.

1.1.2.2 Audiovisual Media to learn English

(Guiñazú, 2003) There are many audiovisual media that are often used for various functions but some of these are especially for educational field which allow the student to develop English skills and above all the ability to listen. Among the most important educational audiovisual media, the following can be established:

Slides: These are dynamic guides that in most cases have images relevant to the subject, these slides can be changed by applying a transition that will allow students to assimilate more effectively what is intended to instruct. It also includes images, videos and many times audio.

The Image Projector: This is a device that allows teachers to project infinite things from a simple image to an animated film. The projector contributes to the teaching of the English language, due to listen to words in English and associate them with the corresponding images, will improve the assimilation of contents in a better and easier way.

Mimio: It is a tool of last generation that is used in conjunction with the projector; this allows manipulating the movement of the optical mouse in the slate or screen where it is projecting. The class exhibits superior dynamism when using this device as the functions can be realized directly from the place where it is projected and not from the computer.

Amplified box: The amplified box is undoubtedly one of the most important devices to develop the English language skills, and above all the listening comprehension.

This tool will allow the student to listen to phonemes in English in a clear and precise way; therefore, there is no risk of confusing certain phonemes in English that are often similar.

1.1.2.3 Importance of audiovisual media for English.

(Suarez, Prezi, 2013) The audiovisual media undoubtedly have great importance in the educational field and especially in the matter of English. English as a foreign language, requires certain resources to make learning more enjoyable.

Today students should be attracted with a more modern and participatory approach because the youth of today is involved with technological aspects such as social networks being that the traditional method is no longer striking or interesting for them

.

It is important because it develops several functions of the student; these are beneficial in several aspects when explaining contents, greatly encourage the participation of all students, because images, videos and interactive activities involve the student in the class. It will result in students' participation.

Audiovisual media motivate students to conduct audio-visual discussions, for example, the reproduction of an audio in English is a good way to start a debate; as some students could understand the audio from a specific point of view and other students from an alternative point of view.

The insertion of audiovisual media is important because it optimally develops learning by discovery. Playing audios, videos, images, etc. allows students to try to discover what is shown. It also generates the establishment of comparisons between what is right and what is not.

These tools allow students to create more interactive feedback, thus improving the educational process. It also optimizes students' ability to deduct and allows them to discover the ability of critical analysis.

1.1.4 Advantages of audiovisual media to learn English

(Estrada, 2012) Undoubtedly the audiovisual media can be considered as the best friends of the teacher as it was mentioned before; these tools optimize the teaching and learning process. Below are the advantages of using these resources.

Advantages

- These resources allow the teacher to present his class in an attractive way; this means students' interest in receiving the contents presented in English and above all allows students to develop their listening skills in English.
- It is essential as an English teacher to know that the students learn in different ways and with different themes. Each student learns differently and different from others. Nonetheless, the use of audiovisual means can cover different learning styles and achieve the goal of education.
- Classes, in which audiovisual media are used, consist of interactive resources such as videos, images, etc. This allows understanding the class more precisely and clearly.
- Another advantage of the audiovisual media is the saving of time, it means that students receive and assimilate the knowledge with greater ease, this is the reason why the advance of the contents is simpler and faster.
- It generates a greater proximity between the student and the teacher which allows respect, attention and motivation. Moreover, the teacher has the possibility to communicate in a more practical way with students.
- These media allow a more effective and understandable self-assessments, allowing practical and substantial results.

1.1.4.1 Disadvantages of audiovisual media for a foreign language.

As there are advantages, there are also disadvantages in the use of these audiovisual media. Among some disadvantages we can find:

- It requires training to be able to handle all these resources, in addition to large amounts of money to be permanently updated.

- Audiovisual media are not economical, as a substantial amount of money is needed to acquire them.

- Excessive use of audiovisual media can generate a heavy or monotonous class, which often affects the vision of some students and it does not allow them to focus adequately.

- These resources require an additional investment unlike a conventional class; due to more complex strategies must be generated with the use of audiovisual media.

1.1.4.2 Multimedia tools to learn English

(Yubero, 2010) Nowadays, it is impossible to say that we do not know about the technological advances that the world has had, and this greatly benefits the educational field due to without any doubt the use of this technology optimizes the teaching and learning process. These technologies are very conducive to learn English language and, above all, to develop the ability to listen to English, due to its many functionalities.

The internet is considered as one of the best multimedia tools to learn English; it is here where we can find many activities focused on learning this language. This tool is also used by teachers, to make relevant research to the subjects that they teach and consequently to be able to prepare a class more prominent and dynamic. In this information superhighway you can also find strategies that achieve an attractive interactive class.

This tool is formidable if you have the task to optimize the ability to listen to in students, who have as mission to learn English language. Students and teachers can find diversity of videos and audios distributed by level. Therefore, students will be able to access audio with a basic level that includes elementary words and at a not so great speed.

Conversations with native speakers of an English speaking country are also available. This is for those students who are considered to have an advanced level of English. This tool (the internet) allows students to speak a foreign

people permanently who will undoubtedly strengthen the English skills and above all the listening comprehension of this language.

E-mail, another of the administrative tools used to learn English. Nowadays, teachers are communicating with their students through e-mail, generating a more practical communication, without the need to see them permanently. Using e-mail with English learners is helpful in developing English skills as they can generate chat forums and share information in profitable English.

Collaborative networks, these networks serve to generate collaborative tasks between several students, for which the use of the network should be used. In these collaborative networks, up-to-date information is shared, contributions are made and users are allowed to comment and explain their own ideas, resulting in a community of users who are enthusiastic to learn English.

As examples of these collaborative networks we have the famous website WIKIPEDIA, which allows users to provide contributions and share information that most occasions is valid. YouTube is also a website that allows you to create subscriptions to frequently be informed of new contributions made by any user.

The virtual learning platforms are undoubtedly a potential tool for learning the foreign language, here are archived various strategies, themes and applications that allow students to practice English permanently, these platforms strengthen student practice. Students can access as needed and rely on databases with information that explains certain criteria issued by the teacher in advance.

These platforms can be used for all types of education whose mission is to teach the foreign language, it is used in face-to-face and semi-face-to-face education. These platforms offer flexibility to students and fit any style of learning satisfying needs that could arise during teaching and learning process.

1.2 English Language Skills

(Morató, 2015) Linguistic skills are also considered as communicative competences, and as their name mentions, they allow communicating in a

precise and correct way. Permanently people should communicate in English and to aim this, it is necessary to master language skills.

(Morató, 2015) "Language is the instrument of thought and learning. Through language skills (listening and speaking), we receive information, process it and express our thoughts" That is why linguistic skills have a great influence on communicating or expressing ourselves adequately, and mastery of these skills allows us to coherently express our thoughts or feelings.

In order to learn a language properly, it is necessary to master the four basic skills of any language, including the ability to speak, listen, write and read, with the mastery of these four skills we have an assured success towards the domain of any language, due to these four skills allow people to generate convincing communication.

Often the mistake is made of only developing a few skills, leaving the others in oblivion. For example if you learn English in an academic way through books, brochures, etc. We may develop the ability to write and read in English, but with less ability to speak and listen in English.

On the other hand, if a person has never studied English but intends to live in an English-speaking country, he could learn the language empirically through speech and listening, but it does not guarantee that writing and reading skills English will be developed.

1.2.1 Speaking skill
(Morató, 2015) Speaking implies among several things the fact of organizing sounds to be able to transmit the ideas that users have. Speaking skill represents a real challenge for people who speak Spanish and this is because of the large number of phonetic sounds English has, and especially the difficulty of pronouncing them for Spanish speakers.

However, this ability usually develops more easily simply by hearing its relatives, the brain receives these sounds, assimilates them and then brain tries to organize them to give them a coherent sense, which means that people who want to learn English do not necessarily have to master the morphological

factors for to be able to speak and express what they feel. Sometimes, it produces that people who want to learn English do not master four abilities, as they think speaking is the only skill of English language.

1.2.2 Writing skill

(Morató, 2015) Writing skill is a great challenge for both native and non-native speakers; this is due to the requirements that are needed to produce, for example, a good test; following the correct guidelines and specifications and without losing the thread of the idea.

Writing skill is one of the most enjoyable ways to practice the language, due to writing people will practice other skills. Writing skill help people to reflect the ideas that are heard, the ideas that are spoken and of course the ideas that have been read in advance, all this will allow people to organize their ideas and translate them into a text.

Writing correctly is essential for the development of a professional and also for a student; because the correct writing demonstrates our ability as people. Currently, it is very common to see orthographical failures in social networks that are not corrected by anyone and therefore are declared as correct; this is why people must master the art of writing properly.

When writing essays, documents, texts, or even a commentary on a popular social network, it is necessary to know that the correct writing of this will catapult us to success or limit us to our possibilities. Nowadays it is common to know things in written form, even when we want to transmit some information we also do it in a written way, so it must be done correctly, because with a good spelling the message will be more reliable

1.2.3 Reading skill

(Morató, 2015) It is natural to see people today who do not understand what they read and this is because today people do not spend so much time developing reading comprehension because their mind just wants to encode images or videos that are in Social networks, this is why reading in English has been considered as one of the most complicated skills to assimilate.

Reading comprehension as well as being one of the most crucial to learn a language, it also develops certain capacities in the human being, such as concentration, observation and other aspects that are essential to learn the English language. In addition to develop the vocabulary in English language, reading will consciously or unconsciously memorize the correct writing of words, avoiding misspellings.

Reading implies two important phases; the first is the ability to identify words according to their context; that is why it is necessary to master a good grammar. Next phase corresponds to the understanding of the elements that are being read. People must understand perfectly what is read, because if we do not understand what is being read, this cannot be considered as a good reading.

There are several phases and stages of readings that allow developing this ability little by little. There are readings that are accompanied by a compendium of images, this to understand the text in a simpler way. The analytical reading type also plays a great role in this ability because it allows analyzing the contents and assimilating in a consistent way what is read.

1.2.4 Listening skill

(Morató, 2015) Active listening means listening to and understanding communication from the point of view of the speaker. However, to be able to learn English and develop the ability to listen to English is necessary to know that hearing implies the perception of several sounds that surround us or that are in our environment, which most of times we perceive unconsciously.

Moreover, listening to implies understanding and understanding exactly what is being heard. To understand conversations in English; people must assimilate the message that is being given, quickly processing the grammar, morphological aspects, among other factors that make possible communication. You should not make the mistake of just hearing phonetic sounds, if you do not understand them.

1.2.4.1 What is listening?

Listening is the ability of people to understand and assimilate what an emitter manifests. Listening is of great importance in learning English language, due to this ability is that one that allows the message to be understood through the most effective method that exists, and this is through listening.

(Leralta, 2009) Active listening is the action of understanding what is being heard and at the same time transmit the information that has been understood and show that it has been interpreted correctly and timely.

Generally, to make possible the action of listening, it takes two people, one is the person who speaks and emits what are in his/her thoughts and the other one is the person who listens and interprets the phonetic sounds of language.

1.2.4.2 Importance of listening to different English accents.

Learning English based on an accent identity is important, however it should be understood that the world is not limited to the location where we are located and not all have the same accent; that is why listening to different accents in English is a big factor in learning this language.

Many times there is the opportunity to listen to songs, audios, or even watch movies in English but with a particular accent, if you do not know the different accents you can run the risk of distorting the message of people or just do not understand it, that is why it is important to discover the different accents that exist and the phonetic changes that occur in some cases.

This problem can be presented in those students who practice English in an academic and correct way, which is very profitable but sometimes they do not take into different English accents.

It is often overlooked to investigate the different accents that exist in the globalized world, a very evident case is the English used in the Anglo-Saxon countries, and there is a diversity of accents which are complicated to assimilate or understand for students who has only learned academically and with a standard accent.

In conclusion, the learning of the English language through several accents has repercussions on future and present results, because diversity of accents in

English is numerous, therefore it is necessary to investigate and discover the different accents.

1.2.4.3 Importance of listening to music in English to develop listening comprehension

Listening to music is a great motivation for people, especially for students. It is therefore important to know that an attractive and striking theme to develop listening skills in English is through songs in this foreign language.

At the moment this skill is being taken very little importance and this is due to the lack of adequate motivation to develop it, as this skill is one of the most complicated to assimilate. This is the reason because the insertion of music in English to develop the students' listening, results in an ideal theme.

Currently commercial music is English language music, several young people listen to English songs repeatedly and despite they do not understand meaning they try to sing songs. This is advantageous for the teacher who wants to apply music for the development of listening ability, because the teacher will start from a commercial song to explain the different morphological and phonetic elements of the song; this will be important and phenomenal in the process of teaching listening ability.

(Leralta, 2009) Listening to music in English includes many semantic, morphological, syntactic, etc. aspects. Moreover, when the student hears a native to pronounce the words, this will try to emulate the pronunciation of the song, generating positive results to speak correctly.

Based on several survey it has been proven that listening to music in English substantially improves the ability to listen to and also to speak because students memorize and adopt accents and pronunciation patterns.

1.2.5 Listening comprehension

(Leralta, 2009) Listening comprehension can be considered as a process in which ideas are interpreted through listening, without having to read or see images that facilitate the understanding of the message that is intended to be mentioned.

In order to develop listening comprehension, people need to encode the sounds and eliminate unnecessary elements. It is necessary to take into the most relevant elements and assimilate the contents that are presented. In this phase of communication people must understand the vocabulary and the skill to interpret grammatical structures appropriately. Person must deduce the intention that has the tone of voice and among other aspects necessary to master the listening ability.

This ability is one of the most complicated to teach when you are teaching English, that is why it is important to apply relevant strategies to the development of the same as in most educational institutions this skill is neglected. Although today it is common to see countless activities that develop the listening skill, in books whose mission is to teach English.

Teaching to optimize the level of listening, has as main objective to create in students a factor called "phonemic ear"; this can be defined as the identification of sounds that have the different words in English and at the same time find a coherent meaning that allows understanding the message in a correct way.
It is important to know that there are many words with a phonetic sound almost similar to the ear of a non-native, but one of the strategies that can be used to develop the listening skill is to understand the sounds by the context and try to relate the words with the morphological elements to be able to deduce what the correct meaning of the words is, but to achieve it, people must also master a good grammar in English..

1.2.6 Importance of listening comprehension
(Córdoba, Coto, & Ramirez, 2010) Listening comprehension has as much or more relevance than oral comprehension, because both need the other to be able to carry out. It is important to know that listening comprehension allows the receiver to understand the idea of what the sender wants to manifest.

Listening is a necessary factor in communicating with people in society, which is why this ability is important and should be taught at an early age, therefore,

students can understand English contexts that are mentioned and can use them for their benefit. Unfortunately, in most educational institutions importance given to the listening skill is lacking, teachers focus more on morphological aspects and forget this skill.

Although the morphological aspects are of vital importance to learn English language, it must be known that avoid learning listening skill can cause problems in the future, as despite knowing the grammatical elements of a conversation you can run the risk of not to understand this language, which would basically result in a zero understanding of what is being mentioned.

The importance of the listening ability is immeasurable in educational field because it represents a fundamental role in the learning process of the student and also of the teacher.

This ability allows the student to receive and at the same time produce knowledge in a logical way, this through the coding of sounds.

That is why it is important to master listening ability because it goes hand in hand with the others, to be able to participate in a conversation where participants speak English.

1.2.7 Characteristics of listening comprehension in English.

(Cubillo, Coto, & Ramirez, 2005) Most people who are immersed in the world of English should know that this foreign language is divided into four skills, which are speaking, writing, reading and listening. All these skills are necessary to be able to learn a foreign language although in ancient times those abilities involving receptive situations were not considered important.

However, receptive skills today represent a major factor in the teaching and learning process of English, one of the most important characteristics of this ability is listening comprehension where all sounds and phonemes are perceived to be able to understand what you are talking about and what it is all about. It is necessary to know a linguistic code to interpret it in an effective and coherent way the specific ideas of the conversation or dialogue.

In order to correctly assimilate the phonemes it is necessary to understand and process the information to interpret it.

Another characteristic of the listening skill is that what is heard is usually kept temporarily in the brain, so it is important to take notes whenever people intend to solve a series of questions related to what is being heard. However, if you do not have the possibility to take notes, it is necessary for the person who executes activities focused on this skill to have a great memory.

When people listen to, it is necessary to understand that in order to master this ability they must know the intonations of the English language, as well as the rhythm and the intention of the voice.

It is necessary to put into practice many aspects of the language to understand what is heard better, this is because many times when they speak, certain grammatical aspects are omitted and in some cases are often deleted words that the speaker does not think necessary but which however can be omitted and still does not lose meaning by the context.

Another important characteristic of hearing comprehension is that the data that is being received should be processed in a concise way so as to respond immediately because frequently while people are listening to it is very common to make the mistake of losing the thread of the idea of the conversation
.

Finally, in order to understand the main idea while speaking with another person in English, the listener must have the ability to eliminate unnecessary noises that are usually permanently in any environment. Therefore, the listener should have the ability to organize all those noises or sounds that do not correspond to the conversation and understand the main message of the dialogue.

1.2.8 Importance of the ability of listening in the learning of English.

(Leralta, 2009) The ability to listen to is a necessary component to be able to understand and communicate in English, which represents a big importance in the language and learning of the foreign language.

Most people have the misconception that the English speaking skill is the most prominent of all, however, although it is important, it is not the only one to be highlighted as the most prominent, as though people can speak English perfectly if they do not have the capacity to understand it while someone else is speaking; they will run the risk of thinking that people do not master this language.

English listening skill is of vital importance because it is precisely in this way that the individual begins to receive the basic notions of a language, it is precisely in this way that people learn to speak their native language. Obviously, people do not learn their native language from grammatical rules or morphological aspects but rather they learn it with the ability to listen.

Despite being one of the most important skills, some teachers in Ecuador consider that this is not so necessary due to they focus on grammatical aspects and do not give the necessary value to this ability, therefore it is necessary to present adequate strategies to develop this skill.

The fact of learning English is a fascinating feat, and if you do it starting from the ability to listen will be much more attractive to the person who wants to learn this language. English songs, foreign language conversations and conversations in English are motivating techniques for assimilating this universal language.

1.2.9 Strategies for developing English listening.

(Cubillo, Coto, & Ramirez, 2005) It should be taken into consideration that one of the most important characteristics for English class to be understood is to have an established objective that allows praxis listening comprehension; therefore this will be more effective at the time of raising an English audio, it can be a song, a dialogue or even a conference in English language.

To be able to get students to develop this ability, it is necessary to explain in a verbal and even written the elements that will be contained in the audio, for this

it is necessary for the teacher to analyze the audio beforehand. Key words can be provided to facilitate understanding of the audio.

Another of the characteristics of strategies to develop the ability to listen own is to motivate students through fun and entertaining audiences, generating a dynamic environment that supports the optimization of listening ability in English.

The student should be motivated permanently, to understand that it is not relevant if he is wrong, as this will not be a failure, it will be an apprenticeship. They must be motivated by the fact that the constant practice develops any skill. The teacher has as a supreme task to create an atmosphere of trust where students feel free to participate and interpret what they understand from audios in English.

It is important to create frequent feedbacks as well as evaluate at the end of each activity if the objectives have been achieved. This will allow the teacher to change certain strategies in case the objectives have not been reached to perfection. These pedagogical strategies help in a great way the development of cognitive ability related to listening comprehension in English.

1.3 Benefits of audiovisual media for the development of listening ability in the English language.

(Casán, 2008) The implementation of audiovisual media in the classroom represents an immeasurable benefit in the process of teaching and learning a foreign language. For English, the use of these resources results in prominent advantages that allow developing four abilities of this language but above all the ability to listen in English, since these resources come equipped with audios, music and phonetic sounds that will allow the student to evolve their listening comprehension of English elements.

One benefit of using audiovisual media is motivation, these media generate an attraction to students as they achieve a more interactive and enjoyable class for developing the ability to listen to in English. Applying songs, conversations,

lectures in English the student will be motivated to understand what the audio involves.

To eliminate the monotony of the use of the book and boards, it is another great benefit that these tools produce. Unfortunately, English teachers often omit activities that strengthen the ability to listen to in English, but using these tools, it will allow this skill to evolve.

The use of these media allows students to become familiar with native speakers, due to English audios are usually recorded by native speakers who speak natural English and are pleasant to the ear.

CHAPTER II

2. Data presentation, analysis and interpretation

2.1 Results of the questionnaires applied to students of eighth basic year, parallel "C" at "TRES DE JULIO" high school.

TABLE Nº 1

1. Do you consider listening skill interesting?

Nº	OPTIONS	FREQUENCY	%
A	Yes, I do	25	62.5%
B	No, I do not	15	37.5%
	TOTAL	40	100%

SOURCE: Survey applied to the students
DATE: June 13th, 2016
AUTHOR: Diana Zambrano

According to chart 1, and pertinent to the question that was established: Do you consider listening skill interesting? The following result was obtained: 25 students (62.5%) consider English as a very interesting activity because of its structure and because it is a universal language; 15 of the students (37.5%) pointed out that the subject is not interesting for them due to the difficulty that this implies.

Based on this information, it can be deduced that the majority of students in "Tres de Julio" High School consider that English is a little interesting for them, Today it is very common for young people to consider the subject of English a prominent subject, because this language is included in most technological elements so it is interesting for them to understand this language to use technology tools more effectively.

TABLE Nº 2

2. Would you like to learn English through technological tools?

Nº	OPTIONS	FREQUENCY	%
A	Yes, I would	35	87.5%
B	No, I would not	5	12.5%
	TOTAL	40	100%

SOURCE: Survey performed to students
DATE: June 13th, 2016
AUTHOR: Diana Zambrano

According to chart 2, and pertinent to the question that was established: Would you like to learn English through the audiovisual media?, the following result could be obtained: 35 students (87.5%) indicated that they would like to learn English using audio-visual tools due to it would improve class; 5 of the students (12.5%) pointed out they would not like the application of audiovisual media.

Taking into account this information, it could be inferred that the students are very interested in English subject when in the process of learning this language audiovisual media are included, therefore it allows a more dynamic and truthful class.

The audiovisual media represent a great role in the teaching of subjects due to the fact that it attracts the attention of the student and allows a better interaction among the teacher, the student and the foreign language (English).

TABLE Nº 3

3. Which of the following options would produce more motivation to develop listening skill on you?

Nº	OPTIONS	FREQUENCY	%
A	Songs	18	45%
B	Grammar exercises	8	20%
C	Comprehensive readings	12	30%
D	Dialogues	2	5%
	TOTAL	40	**100%**

SOURCE: Survey performed to students
DATE: June 13th, 2016
AUTHOR: Diana Zambrano

According to table No. 3, and pertinent to the question that was established: Which of the following options would produce more motivation to develop listening skill on you?, the following result could be obtained: 18 students (45%) indicated that the most interesting way to learn English is through songs; 12 of the students (30%) pointed out that they would like to learn this subject through comprehensive readings; 8 students (20%) expressed that they would like to learn this subject through grammatical exercises in English. Finally 2 students (5%) agree on the fact that speaking is the most interesting way to learn English.

Based on the results that generated this question, it is understood that students consider more interesting to learn English through songs, so it is necessary to take advantage of this to teach English based on listening ability.

TABLE Nº 4

4. Do teachers apply technology for teaching English classes?

Nº	OPTIONS	FREQUENCY	%
A	Yes	0	**0%**
B	No	30	**75%**
C	A few times	10	**25%**
	TOTAL	**40**	**100%**

SOURCE: Survey applied to students.
DATE: June 13th, 2016
AUTHOR: Diana Zambrano

According to chart Nº 4, and related to the question that was set: Do teachers apply technology for teaching English classes?, it could be obtained the following outcomes: 30 students (75%) pointed out that teachers do not apply the technology for the teaching of the subjects and 10 students (25%) pointed out that teachers apply technology for their classes with a little frequency.

Nowadays, the use of technology is prominent due to students are involved in a technological world, thereby, if it is intended to motivate them to learn; these technological elements must be included.

TABLE º 5

5. Do you believe you would be able to develop listening skill through the application of an interactive guide?

Nº	OPTIONS	FREQUENCY	%
A	Yes, I do	35	87.5%
B	No, I do not	5	12,5%
	TOTAL	40	100%

SOURCE: Survey applied to students
DATE: June 13th, 2016
AUTHOR: Diana Zambrano

According to chart Nº 5, and related to the question that was set: Do you believe you would be able to develop listening skill through the application of an interactive guide?, it could be obtained the following outcomes: 35 students (50%) pointed out that it is possible to learn English through listening comprehension and 5 students (12.5%) pointed out that it would be possible to learn English just listening to audios and dialogues on this language.

Taking into account these data, it could be deduced that students of "Tres de Julio" high school, consider coherent to learn English by listening to audios and dialogues on this language.

According to Córdova, Coto and Ramirez (2005), listening skill constitutes one of the most important factors to generate communication and at the same time, it allows to learn from others, through a dialogue. In addition this ability allows the acquisition of several elements necessaries to be able to understand and speak a language. Because of this the listening skill has a great importance in the students, since it is an essential factor to understand the language.

TABLE Nº 6

6. What level of importance does the use of audiovisual media have for the development of listening skill in English on you?

Nº	OPTIONS	FREQUENCY	%
A	Very important	33	82.5%
B	Important	2	5%
C	Little important	0	0%
	TOTAL	40	100%

SOURCE: Survey applied to students
DATE: June 13th, 2016
AUTHOR: Diana Zambrano

According to chart Nº 6, and related to question that was set: Which level of importance does the use of audiovisual media have for the development of listening skill in English on you?, it could be obtained the following outcomes: 33 students (82.5%) pointed out that it is very prominent the application of audiovisual media for the development of listening skill in English; 2 students (5%) pointed out that it is prominent but not too much.

Most of students at "Tres de Julio" high school agreed on that the application of audiovisual media can benefit in a great way the learning of English in their classes, they also agreed that the ability that will be benefitted in English in a better way is listening

TABLE Nº 7

7. Would you like to watch English movies with Spanish subtitles to develop the listening comprehension on this language?

Nº	OPTIONS	FREQUENCY	%
A	Yes, I would	28	70%
B	No, I would not	12	30%
	TOTAL	40	100%

SOURCE: Survey applied to students
DATE: June 13th, 2016
AUTHOR: Diana Zambrano

According to chart Nº 7, and related to question that was set: Would you like to watch English movies with Spanish subtitles to develop the listening comprehension on this language?, it could be obtained the following outcomes: 28 students (70%) pointed out that they would like to watch subtitled movies to develop listening skill in English and 12 students (30%) pointed that they would not like to watch English movies with subtitles in Spanish.

Taking into account these data, it could be deduced that most of students enjoy watching English movies with Spanish subtitles, in addition students will improve this ability "listening skill" by watching movies.

To watch films in English is feasible since it is precisely through this form that the students memorize the correct pronunciation of the words and the accent of native people, in addition, they learn words and colloquies own of the English language inasmuch as they are very popular and frequent in a regular conversation.

TABLE Nº 8

8. Which of the following skills do you think that will develop in a great way with the implement of audiovisual media?

Nº	OPTIONS	FREQUENCY	%
A	Speaking skill	6	**15%**
B	Writing skill	8	**20%**
C	Listening skill	25	**62,5%**
D	Reading skill	1	**2,5%**
	TOTAL	**40**	**100%**

SOURCE: Survey applied to students
DATE: June 13th, 2016
AUTHOR: Diana Zambrano

According to chart Nº 8, and related to question that was set: Which of the following skills do you think that will develop in a great way with the implement of audiovisual media?, it could be obtained the following outcomes: 25 students (62,5%) pointed out that it will benefit listening skill; 8 students (20%) pointed out that it will enhance writing skill; 6 students (15%) pointed out that insertion of audiovisual media in English classes will optimize listening ability and 1 student (2,5%) pointed out that it would benefit reading skill.

Taking into account these data, it could be deduced that, it can be inferred that the greater benefit of the insertion of audiovisual media benefits the listening skill in English in students of eighth year at "Tres de Julio" high school.

2.2 Results of the interview applied to the Principal, vice chancellor and an English teacher at "TRES DE JULIO" high school.

Through an observation that was executed in 8th level children of the educational institution "TRES DE JULIO" the following information could be established:

INTERVIEW WITH THE AUTHORITIES OF THE INSTITUTION, PRINCIPAL AND VICE CHANCELLOR.

1. - Currently, do you consider English as an important Subject?

Roddy Mendoza (principal) said that English is currently a universal language and therefore, it is definitely of great importance in the world, indeed it is one of the most widely spoken languages and through which many commercial strategies can be achieved.

English is definitely significant, which is why this subject must be instructed in an inexorable way in the educational institutions of Ecuador.

Ruben López (Vice-chancellor) indicated that English subject has a great repercussion worldwide due to in most of the countries this language is considered as a second language, the reason for this is that it has a commercial impact worldwide, due to it is the perfect tool to create a link between one country and another. English is definitely an important subject today.

2.-Which of the following activities do you consider as the most effective method to learn English?

- Through the use of dictionaries in English
- Through games in English
- Through the application of audiovisual media.

Roddy Mendoza explained that the best method to learn English is through the use of audiovisual media as these tools are precisely those ones that are generating impact on students; this will let teachers to capture the student's attention and achieve results more relevant to the learning of this subject.

Rubén López indicated that the most effective way for students to learn the foreign language is through the use of audiovisual media to strengthen English

as this will motivate student to learn this subject and find it interesting and dynamic.

3.-Do you think watching movies, videos and listening to music can benefit students to learn English?

Roddy Mendoza mentioned that he considers watching movies and listening to music as an important method to learn English, as it is precisely in this way that students become familiar with English accents and phonemes as movies and songs use common English words.

By listening music they will also be able to recognize sounds and other aspects that often help the student to understand combinations of sounds that cannot be understood just by reading or writing.

4.- Do you consider useful the use of audiovisual media for the development of English skills?

Roddy Mendoza explained that of course it is useful, in fact, at the present time it is necessary to apply the audiovisual media for the development of any skill, since the young people and adolescents of today are immersed in a technological world where books no longer work for them Interesting or simply do not cause the necessary impact. That is why audiovisual media are useful not only for learning the listening skill but also a tool that motivates students to learn.

Ruben López said that of course it is very profitable. Audiovisual media greatly facilitate the understanding and improvement of the teaching and learning process. In addition, a foreign language contains elements that are not common or familiar in the students of a language where Spanish is spoken. Therefore, to make it easier and more interesting the application of these tools would be interesting and effective.

5. - Do you think people can learn English just by listening to?

Roddy Mendoza pointed out that the provided statement is true, indeed it is how people learn any language, they listen to and of course they can learn English. In fact, that is the way in which people learn any language, as they are small

children learn their native language through phonemes they hear in everyday life.

Therefore, it is very coherent to think that you can learn English just by listening to. It would be feasible to apply this ideology to Ecuadorian teachers as it is thought that this ability has no greater relevance.

Rubén López explained that he agrees with the provided statement, students can learn English just by listening to due to native speakers learn English in this way.

Although not knowing grammatical or morphological precepts, English can only be learned by listening to, and not only that, listening to the correct pronunciation and combinations of rules through listening to, it can also develop the speaking skill. Due to the brain unconsciously begins to process information that listens to and begins to retain phonemes and other factors to be able to speak English.

INTERVIEW APPLIED TO MARIUXI CALVOPIÑA (ENGLISH TEACHER), AT "TRES DE JULIO" HIGH SCHOOL.

1. - According to your view, which level of listening comprehension in English has students of eighth year at "Tres de Julio" high school?

Mariuxi Calvopiña (English teacher) said that "Although some students did not study the English subject in the later years, they possessed a considerable level, since they had been self-prepared through interactive programs, and even with the use of social networks it can be constantly heard words in English".

Through a diagnosis made in this room I have noticed that some students assimilate basic conversations in English, but most of them have a low level.

2. - What is the level of importance that the development of listening skill has in the learning of English?

Mariuxi Calvopiña (English teacher) said that: In short the listening skill in English is important for the teaching and learning process of this language. However, a balance must be struck among the four English skills, inasmuch as the listening skill in English is important, it should not be forgotten that there are other skills that make it possible to understand one. In other words, all skills are linked, so all skills in English are of vital importance.

3. - Which of the following skills do you consider as the most important to learn English?

- Listen to and comprehend
- Read
- Speak
- Write

Mariuxi Calvopiña (English teacher) said that it cannot define just an ability as the most important, actually four skills are necessaries to be able to learn not only English language but also any language, it must have a balance among all skills.

4.- Do you consider that watching movies, videos and listening to music in English can develop the listening skill of this language on students?

Mariuxi Calvopiña (English teacher) said that it is convenient to watch films, but many times it does not result so advisable inasmuch as the films, despite students are able to learn accents and phonemes combinations, it is not common use an academic English and student can adopt a colloquial English, inasmuch as it is the most used by the films.

The same thing happens with the English music, only that in this type of elements that supposedly teach us English is often committed many grammatical errors, due to the artist, when writing the music, what it pretends is that the words rhyme and does not worry the Grammatical aspects that this may have.

5.- Do you consider the use of audiovisual media for the development of listening skill in English useful?

Mariuxi Calvopiña (English teacher) said that: these audiovisual media are just the piece that is needed to attract the attention of the student.

Today it is almost impossible for students to become interested in a subject that contains elements in another language, because they are difficult to learn and because they do not have the basic notions to understand this language. However, with the application of these means it will be possible not only to motivate the student but also to achieve a better learning, inasmuch as these means facilitate in a way the process of learning English in the students.

6.- Do you believe that people can learn English just by listening to?

Mariuxi Calvopiña (English teacher) said that: The students can learn English only by listening but not completely, only partially because although listening is an important skill in learning the foreign language that is not the only skill needed to be able to learn the language. You must master the four most important abilities of English because otherwise listening only would be understanding but not assimilating. In other words, it would ignore grammatical elements and other situations that are important in a language.

As mentioned above, a balance must be created between all skills and not focusing on the development of a single skill.

2.3 RESULTS OF THE INTERVIEW APPLIED TO STUDENTS OF EIGHTH BASIC YEAR AT "TRES DE JULIO" HIGH SCHOOL.

In the interview that was performed to the students of 8th year of the "Tres de Julio" high school, the following results could be obtained:

1. Related to listening skill in English, it was observed that students can hardly understand a basic dialogue in English, because they do not have the basic notions to read or write in English, therefore it would almost be impossible to understand what is being spoken without having these requirements. A 5% of 100% could partially understand what they were listening in English. That 5% justified in recognizing these words by listening to programs or music in English.

   In order to be able to correctly understand and assimilate a foreign language, in this case English, it is necessary to be able to understand the phonemes that are presented and the combinations of sounds that it possesses, therefore the listening skill must be developed appropriately in students of eighth basic year, and this can be achieved accurately with the application of audiovisual media in the classroom.

2. Related to the importance of this ability to learn English, it was possible to perceive that the students were motivated when they were proposed the idea of beginning with learning of English through the listening skill, at the beginning it was difficult, but little by little they were associating the phonemes and assimilating their meaning. The most prominent part is

that 80% managed to optimize their listening level and 30% could use the heard elements in a correct grammatical context.

The technological resources in the English classroom are extremely necessary today, this allows an entertaining, constructivist and especially dynamic class, which will conclude with excellent results.

3. Concerning the importance of videos and music in the classroom, while teaching an English class, it was noticed that interest and motivation increased on a large scale, moreover the students said that they do not like English subject due to they do not have the necessary knowledge to understand it, but they were interested with the application of short videos and music in English, not only in understanding what was said in the video but also singing the songs in English.

In the observation it was revealed that 80% of students did not have knowledge about English phonemes and the different intonations that this language possesses. The 20%, despite not understanding all the elements of the dialogues of videos or songs, understood partially taking into consideration the context or situations they observed in the video.

(Anderson and Lynch, 2002) "What is in fact a continuous, from the social aspects to the informative aspects of the listening comprehension" therefore the listening comprehension is convenient to learn something from any field and especially for the learning of the English language.

4. Related to the application of audio-visual media, the result was that the students had an improvement in the reception of knowledge in English, and that 90% was greatly benefited, in addition to being interested in learning elements of English subject improved their receptive ability in English. On the other hand 10% of the students did not assimilate in any way perhaps because of problems of discipline or other aspects non-application of audiovisual media.

5. Finally, through the observation, it was possible to notice that all the abilities influence in an important way in the learning of the English language, but undoubtedly and based on the obtained data could be

discovered that the students learn more effectively through the teaching of listening.

CHAPTER III

3. Proposal design

3.1 Proposal heading

Didactic guide for learning and optimization of elementary English listening through audiovisual aids for students of eighth level parallel "C" in "Tres de Julio" high school 2016-2017.

3.2 Informative data

HIGH SCHOOL'S NAME:

 "TRES DE JULIO" High School

PROVINCE: Manabí

TOWN: El Carmen

LOCATION: Los Naranjales neighborhood, "calle 8 de junio y avenida 3 de Julio"

STUDENTS QUANTITY: 1.536 students

TEACHERS QUANTITY: 59 teachers.

PRINCIPAL'S NAME: Mgs. Roddy Mendoza

3.3 Diagnostic

At "Tres de Julio" High School, students in the eighth level of basic general education, it could be concluded that, based on a diagnosis, students do not have an optimal level of English, in fact they do not have basic knowledge of

this language, therefore, it could be discovered that a big quantity of students have English language problems.

It is produced due Ecuadorian government laws. The government established, through a reform, to remove (from the curricular planning) English subject to the students of the primary school. This is the main reason why the students show deficiency in the listening skill, and this is the justification that can be established from the diagnosis.

Based on the diagnosis, it is necessary the insertion of audiovisual media with students of the 8th year of "Tres de Julio" high school. This will not only serve as an effective tool to strengthen the teaching and learning process, but will also serve as a motivating entity for students to appreciate English more consistently, as there is currently a lack of interest on the part of students towards English.

Finally, it was possible to observe that the students of "Tres de Julio" High School present lack of listening ability and they have shortcomings in other abilities, mainly in vocabulary and the morphological and grammatical aspect which are necessaries to understand the dialogues in English.

3.4 Justification

The current investigation will be made to identify each of the shortcomings that have arisen with the development of the ability to listen to English language (listening), in the eighth grade students of general basic education of the "TRES DE JULIO" high school.

The proposal is necessary due to it presents a guide that is very beneficial to improve the development of English listening ability, to students, because, English is known like the world language and it is no longer something optional but rather as something necessary to achieve better communication at an international level, related to any field.

Acquiring the necessary experience and knowledge in learning a new language is not easy, and it is more difficult when the appropriate strategies and methodologies are not applied, it becomes somewhat complex, therefore it is necessary to use a manual that contains the necessary instructions for the optimization of English listening skill. Moreover, this handbook contains explanations on how to use audiovisual media, due to, currently; audiovisual media is one of the most effective tool for the teaching-learning process.

Students and teachers will be benefited from this investigation; due to they will be immersed in it. In addition, the best strategies and materials will be applied to achieve a better development of listening with the support of the educational community.

Moreover, it is important to apply this investigation because there is little importance in developing the listening skill because English language is not considered important in student learning.

Finally, the development of the English listening skill is very significant, due to if students do not develop that ability, it will be impossible to understand audios, songs, conversations, among other things that are in that language, or even to establish a conversation with people who speak English.

3.5 Objective

3.5.1 General objective

To develop a didactic guide that can serve as a specific manual for the application of audiovisual media and the optimization of English listening skill.

3.5.2 Specific objectives

- To optimize elementary level of listening comprehension in English to students of "Tres de Julio" high school.
- To promote in students the correct learning of listening skill
- To show strategies for the development of listening comprehension and other English skills.

- ▪ To motivate teachers in all areas to use audiovisual media to develop a more dynamic class.

3.6 Proposal description

The purpose of this project is to present a manual that includes several instructions and guides (in which audiovisual media are used) whose general objective is to develop listening comprehension in English.

Applying different methods through audiovisual media will generate a dynamic environment in the classroom, which will immeasurably enhance the teaching of one of the most complicated English language skills, listening. However, in spite of being the most difficult it also takes great importance in the language, therefore it is necessary to develop the listening comprehension of elementary English in the students of "Tres de Julio" high school.

One of the functions necessary to adopt the vocation of teacher is the fact of preparing itself permanently, to investigate and to obtain new knowledge focused on its work. Therefore, the use of audiovisual media requires preparation in advance to be able to assimilate the instructions presented in the manual. The inclusion of audiovisual media is perfect for the benefit of the teacher and the student.

The guide presented below has instructions that are responsible for developing this difficult skill. The instructions, guides and texts are distributed and organized in an ordered way to avoid making mistakes and confusing the contents. In addition, this booklet will include the "Audio Scripts" which contains texts.

3.7 DIDACTIC GUIDE FOR LEARNING AND OPTIMIZATION OF ELEMENTARY LISTENING SKILL THROUGH AUDIOVISUAL AIDS FOR STUDENTS OF EIGHTH GRADE "C" IN "TRES DE JULIO" HIGH SCHOOL 2016-2017
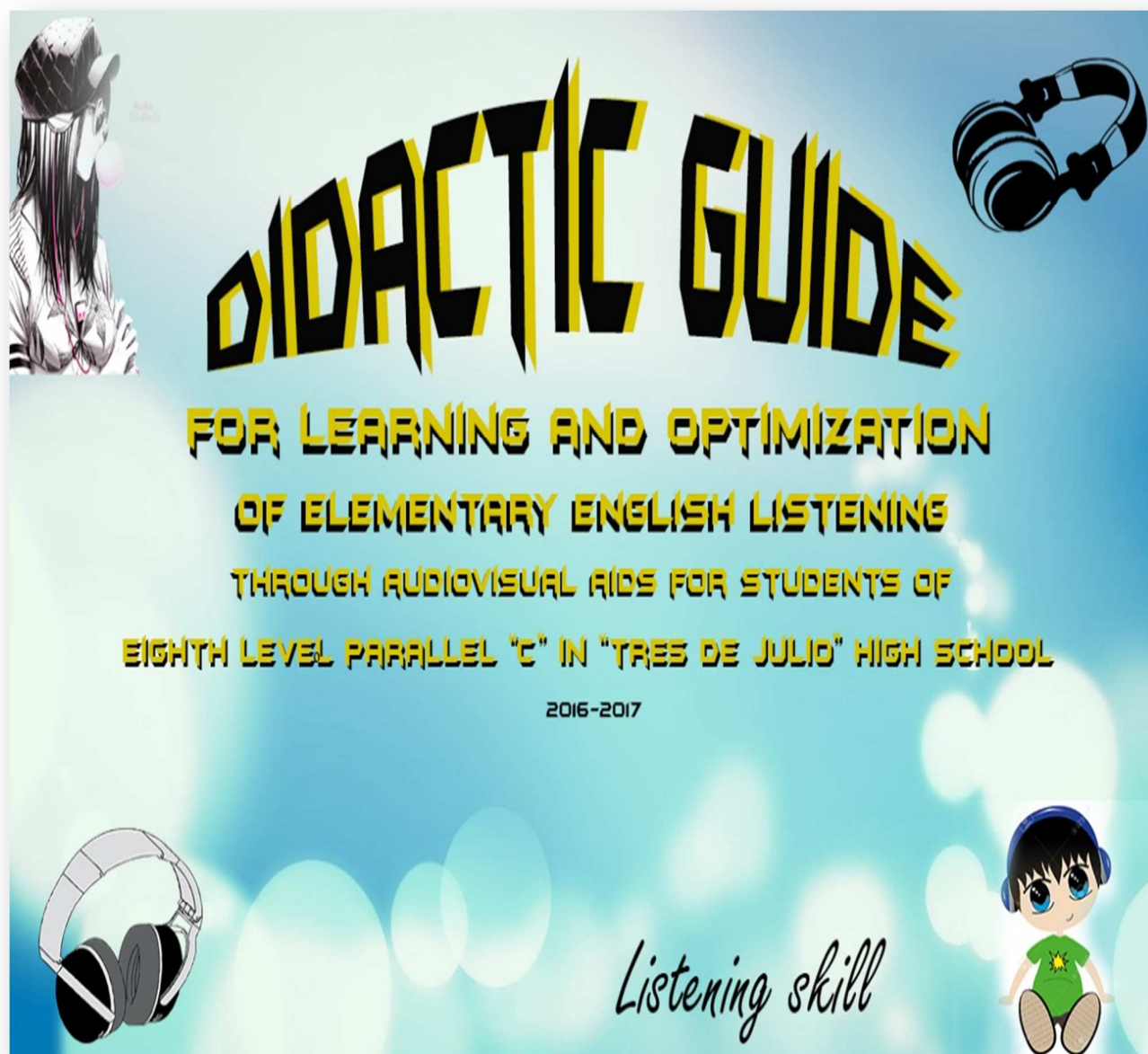
Introduction

The following proposal is based on techniques for the development of listening comprehension, including instructions specifically distributed to learn the essential elements of English speaking ability in an orderly and systematized manner.

The methods presented below have as main objective to strengthen listening comprehension in students of 8th grade year "C", this is the ideal age to optimize this ability in English language which is one of the most complicated to master. This is intended to be achieved through the use of audiovisual media; which is going to work as effective tools for the evolution of the English listening skill.

The following proposal presents strategies that are perfect for the classroom, all this in order to motivate students to learn the foreign language, English, which is a universal language that is being developed in most countries.

The skill of listening comprehension contains difficulties as contrasting English with Spanish often find many phonetic differences. In Spanish language, it is common to observe that the phonetic sound of the vowels is specific; nevertheless in English the vowels and the consonants possess many sounds that when people who speak Spanish listen to can cause difficult, especially when people try to differentiate. But for native people I can be simple and they will not have any problem.

Didactic guide for learning and optimization of elementary listening skill through audiovisual aids for students of eighth grade "c" in "Tres de Julio" high school 2016-2017.
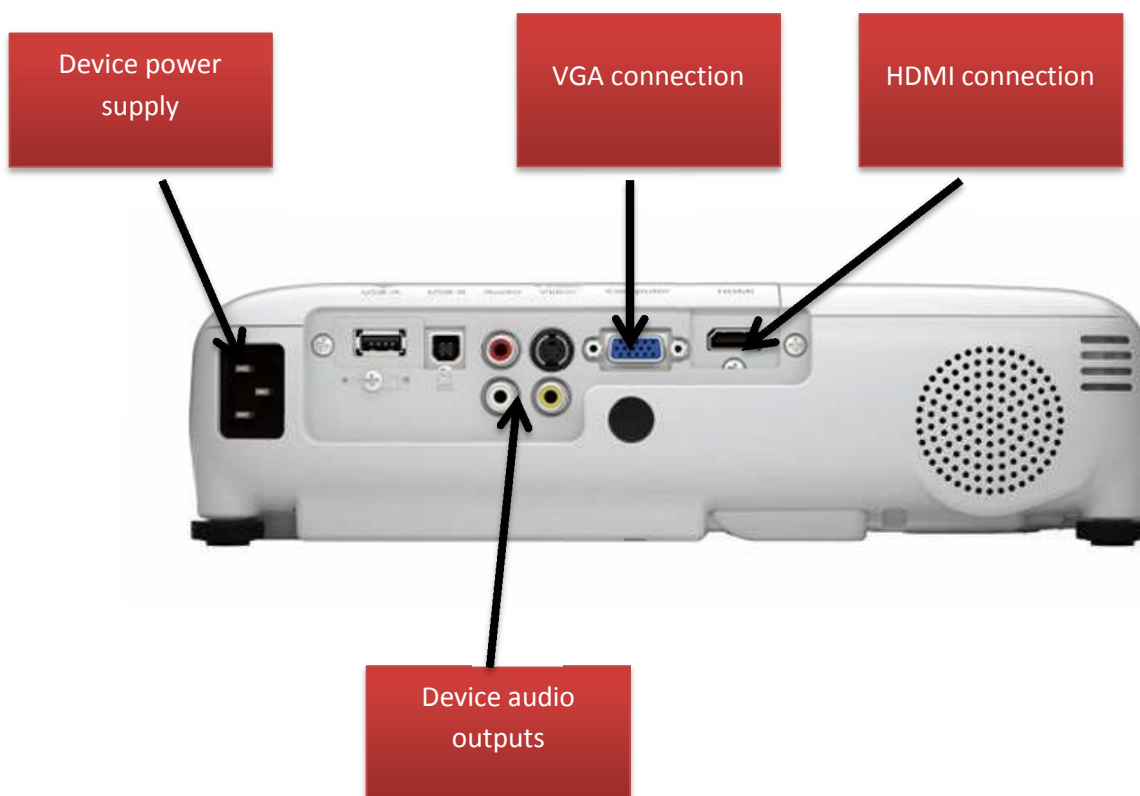
Amplified speaker

The amplified speaker is an audiovisual medium that allows the user to play audios, songs, dialogues with a considerable volume. This type of media is perfect for the development of listening comprehension in English, as this medium will allow the student to appreciate each of the phonetic sounds with greater clarity and accuracy.

You can connect the device that will broadcast the audios in English as a pen drive, laptop, cell phone, etc.

PROJECTOR

The projector is a device that allows users reproduction of videos, images, photos, etc. This results in a dynamic class and the device benefits the listening comprehension since the students besides listening to audios, they will be able to observe images pertinent to the same and this will facilitate their understanding.

This lamp reproduces videos and pictures in high quality.

Device power supply

VGA connection

HDMI connection

Device audio outputs

ADOBE AUDITION

Adobe audition is software that allows you to play an audio from a specific point, without repeating the whole audio. In addition, allows reducing or increasing the speed of audios, which will be favorable to decrease or increase the speed when it is required in the English class.

Software Adobe Audition
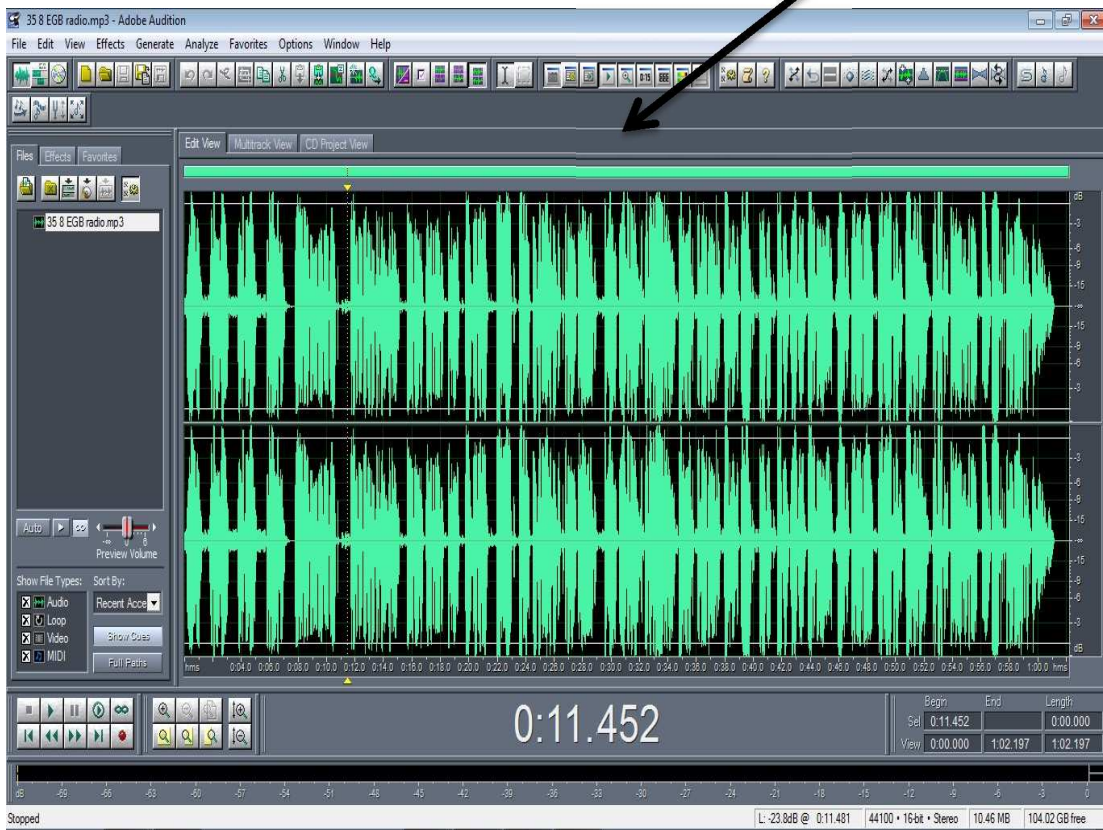
This bar allows you to locate the audio at a specific point to repeat that part as many times as you desire
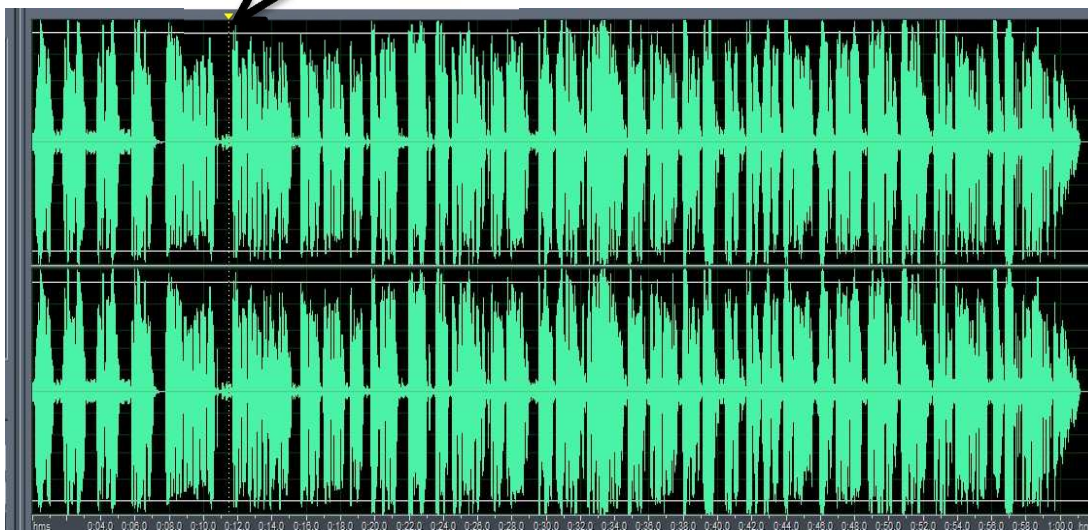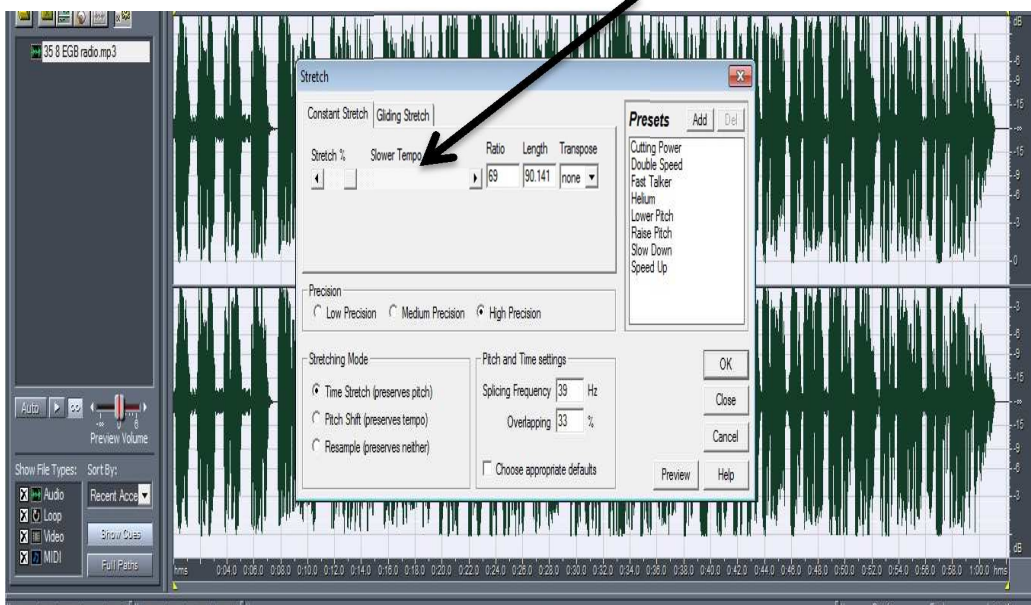
Button to record audio

Audio Length Marker

0:11.452

Button to manipulate audio time

Bar to manipulate time

LESSON #1

OBJECTIVE: To listen to and repeat the correct pronunciation of the basic greetings in English. These allow generating a simple communication between two people who speak English.

TIEME: About 10 minutes.

DEVELOPMENT: In this lesson students should listen and observe four people saying the most basic greetings in English. After this the student must memorize the accent, the intonation and the pronunciation of the greetings in which the name of the person is mentioned. The student must imitate the same, but obviously with his name.

AUDIO-SCRIPTS

Person 1: Hi, I'm Molly
Person 2: Hi, I'm Harry
Person 3: Hello, I'm Ann Potter
Person 4: Hello, I'm Rob Jones

LESSON #2

OBJECTIVE: To listen to and repeat the correct pronunciation in a common dialogue between a guest and a receptionist.

TIME: About 20 minutes

DEVELOPMENT: In this lesson students will listen to a conversation between a receptionist and a young man named Tom. After that, they will listen to a conversation between Tom and a teacher. Students will repeat and memorize the pronunciation and then they will do it among their classmates. One student will simulate the dialogue of Tom and the other the dialogue of the receptionist. Then they will simulate the dialogue between the teacher and Tom.

AUDIO-SCRIPTS

Receptionist: Hello. What's your name?

Tom: Tom

-Receptionist: Are you Tom Banks?

Tom: No, I'm not. I'm Tom King.

Receptionist: You're in room 2

Tom: Sorry?

Receptionist: You're in room 2

Tom: Ok. Thank you.

Tom: Excuse me

Receptionist: Hello. Are you Tom?

Tom: Yes, nice to meet you.

Receptionist: Nice to meet you

Tom: Am I late?

**Receptionist:** Yes, you are

Tom: Sorry!

LESSON #3

OBJECTIVE: To listen to and the numbers in English from 1 to 10, using the correct pronunciation.

TIME: About 10 minutes

DEVELOPMENT: In this lesson, students will listen to the numbers from 1-10 in English. Once they had memorized all numbers they will listen to numbers faster and students will have to answer the meaning in Spanish.

AUDIO-SCRIPTS

1 **ONE**
2 **TWO**
3 **THREE**
4 **FOUR**
5 **FIVE**
6 **SIX**
7 **SEVEN**
8 **EIGHT**
9 **NINE**
10 **TEN**
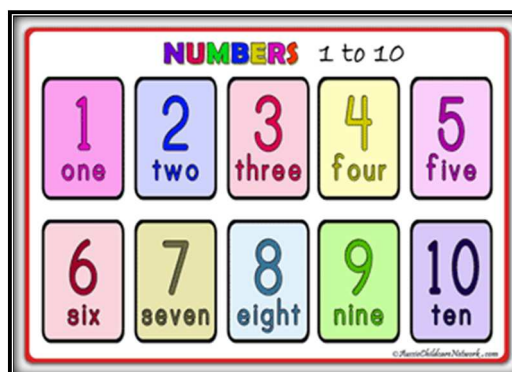
LESSON #4

OBJECTIVE: To listen to, repeat and memorize the most common countries in English.

TIME: About 10 minutes

DEVELOPMENT: In this lesson students will listen to and memorize the most common English speaking countries. After that, each student will try to say the highest number of countries with the correct pronunciation. As an additional activity the student will be able to say a sentence using the English speaking countries.

AUDIO-SCRIPTS

Brazil
China
England
Hungary
Italy
Japan
Mexico
Poland
Russia
Spain
Turkey
The United States

LESSON #5

OBJECTIVE: To listen to, repeat and memorize the letters of the alphabet with their correct pronunciation in English.

TIME: About 20 minutes

DEVELOPMENT: In this lesson students will listen to and memorize the English alphabet letters. After that, the teacher will designate one letter per student for them to repeat. Additionally, students should say his name and then spell it correctly using English letters.

AUDIO-SCRIPTS

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

LESSON #6

OBJECTIVE: To listen to, repeat and memorize things that can be found in a house or in a classroom.

TIEME: About 20 minutes

DEVELOPMENT: In this lesson students will listen and memorize vocabulary that is commonly used in a classroom setting, including several essential elements in the room such as blackboard, computers, books, etc.

AUDIO-SCRIPTS
The board
The door
A window
A table
A chair
A coat
A laptop
A book
A dictionary
A piece of paper

LESSON #7

OBJECTIVE: To listen to, repeat and memorize a song in English that will strengthen certain aspects to learn English.

TIME: About 20 minutes

DEVELOPMENT: In this lesson students will listen to and sing an English song, which contains certain aspects to improve the ability to listen in students and also the pronunciation.

AUDIO-SCRIPTS

D.I.S.C.O (4x)

She is disco

She is D, delirious. She is I, incredible

She is S, superficial. She is C, complicated

She is O, oh, oh, oh

She is D, desirable. She is I, irresistible

She is S, super sexy. She is C, such a cutie

She is O, oh, oh, oh

D.I.S.C.O. (x4)

She is disco

She is D, disastrous. She is I, impossible

She is S, super special. She is C, crazy, crazy

She is O, oh, oh, oh

She is D, delightful .She is I, incredible

She is S, sensational. She is C, sweetest candy

She is O, oh, oh, oh

D.I.S.C.O

She is disco

She is D, delirious. She is I, incredible

She is S, superficial. She is C, complicated
She is O, oh, oh, oh

She is D, desirable. She is I, irresistible
She is S, super sexy. She is C, such a cutie
She is O, oh, oh, oh
D.I.S.C.O...

LESSON #8

OBJECTIVE: To listen to and understand a series of sentences applying the possessive adjectives.

TIME: About 20 minutes

DEVELOPMENT: In this lesson students will listen to several sentences where the possessive adjectives are applied. They will understand when to use each of possessive adjectives and under what circumstances. After that, students will have to say their own examples applying these same grammatical elements.

AUDIO-SCRIPTS

My name is Ana

Your name is Ben

His name is Marco

Her name is Maki

Its name is Polly

Our names are Selma and Luis

Your names are Marek and Ania

Their names are Pedro and Maria

LESSON #9

OBJECTIVE: To listen to, say and memorize members of the family properly.

TIME: About 20 minutes

DEVELOPMENT: In this lesson students will have to memorize and repeat the most common members of the family. After that, teacher will ask the name of each member of their family to one student. Students will have to know basic members of the family to be able to answer properly.
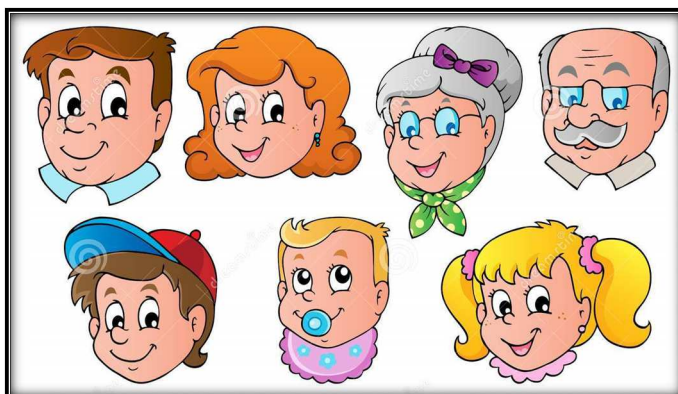
AUDIO-SCRIPTS

Husband
Wife
Mother
Father
Son
Daughter
Sister
Brother
Boyfriend
Girlfriend

LESSON #10

OBJECTIVE: To listen to repeat and memorize adjectives

TIME: About 20 minutes

DEVELOPMENT: In this lesson students should listen to and repeat a list of common adjectives in English and then use them in sentences and describe to their classmates certain elements in which these adjectives can be used.

AUDIO-SCRIPTS

Big

Small

Old

New
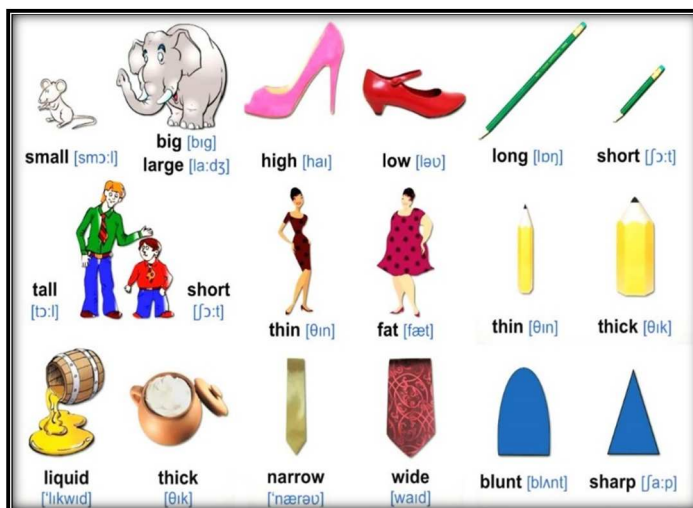
Fast

Slow

Good

Bad

Cheap

Expensive

Long

Short

Tall

Short

LESSON #11

OBJECTIVE: To listen to and memorize numbers from 21 to 100

TIME: About 20 minutes

DEVELOPMENT: In this lesson students will listen to the numbers from 21 to 100 in English. Once they have memorized all the numbers they will hear numbers faster and the students will have to answer the meaning in Spanish, for this activity everyone should stand, the one who fails to say the right meaning of the number, he/she will sit, until there is only one student who will be the winner of the activity.

AUDIO-SCRIPTS

Twenty-one
Twenty-two
Thirty
Thirty-three
Forty
Forty-four
Fifty
Fifty-five
Sixty
Sixty-six
Seventy
Seventy-seven
Eighty
Eighty-eight
Ninety
Ninety-nine
A hundred

LESSON #12

OBJECTIVE: To listen to and memorize most common verbs.

TIME: About 20 minutes

DEVELOPMENT: In this lesson students will learn the most common verbs in English. After that they will try to repeat and memorize them, including their meaning and correct pronunciation. Additionally, they should use it in simple and basic sentences. Finally, teacher will play the audio of a verb and students will have to do that action instead translating to Spanish.

AUDIO-SCRIPTS

Live in a flat

Have children

Watch TV

Listen to the radio

Read magazines

Eat fast food

Drink coffee

Speak English

Want a new car

Like dogs

Work in a bank

Study Spanish

LESSON #13

OBJECTIVE: To listen to and memorize the correct pronunciation of the vocabulary related to the types of food in English.

TIME: About 20 minutes

DEVELOPMENT: In this lesson students will learn vocabulary about food. After that they must repeat and practice with various activities. To achieve this it is necessary to listen to several times this vocabulary and the appropriate pronunciation to try to emulate the accent.

AUDIO-SCRIPTS

Fish

Meat

Pasta

Rice

Eggs

Salad

Vegetables

Potatoes

Fruit

Bread

A Sandwich

Butter

Cheese

Cereal

Sugar

Chocolate

Coffee

Tea

Milk

Water

Beer

LESSON #14

OBJECTIVE: To listen to and memorize the correct pronunciation of the vocabulary on the elementary professions in English.

TIME: About 20 minutes

DEVELOPMENT: In this lesson students will learn vocabulary about the most common professions in English. They will repeat as many times as necessary until they emulate the correct pronunciation and accent in English.

AUDIO-SCRIPTS

A teacher
A doctor
A nurse
A shop assistant
A waiter
A waitress
An administrator
A lawyer
A policeman
A policewoman
A factory worker
A student

LESSON #15

OBJECTIVE: To listen to and learn how to tell the time in English.

TIME: About 20 minutes.

DEVELOPMENT: In this lesson the students will listen to some schedules in English. They must understand the procedure that is followed to establish the time and then they will be able to say own exercises to the class.

AUDIO-SCRIPTS

It's one o'clock

It's five past one

It's ten past one

It's a quarter past one

It's twenty past one

It's twenty-five past one

It's half past one

It's twenty-five to two

It's twenty to two

It's a quarter to two

It's ten to two

It's five to two

3.8 RESOURCES

The resources to be used for the implementation of the proposal are detailed below:

Materials: Notebooks, papers, markers, cardboards.

Technological resources: laptop, projector, interactive board, speakers.

3.9 APPOINTEES

The appointee that executes the research.

Human talent: Students, authorities, professors, parents.

Conclusion

Through the didactic manual presented it was possible to deduce that the application of audio-visual resources, is really fruitful to develop the ability to listen to in English language, in the students of the eighth level, parallel "C", in "Tres de Julio" high school. Due to through these devices the students not only assimilated the audios in English better but also they felt motivated to learn this skill that often is very complicated.

Often poor performance occurs when performing activities related to listening skill in English. People and teachers often associate this problem to the fact that English as a foreign language presents difficulties in their understanding. But most of the time this is usually because teachers do not apply adequate strategies for teaching this skill.

The listening skill was substantially improved, as in the course of this didactic manual students were able to master the audios perfectly and to establish their own sentences based on the context presented. Moreover, they also developed their vocabulary in a big way. At first they were complicated, but gradually they were integrated in the words (vocabulary) that contained the audio scripts, thus they managed to memorize and to understand the words in English.

Finally, as an additional data it could be understood that interactive resources favor the teaching and learning process immeasurably and it is feasible to apply them daily for the development of the English listening skill, as it will not only improve the development of this skill but which will also allow students to optimize their vocabulary level in English.

Recommendations

Teachers who work at "Tres de Julio" high school are encouraged to use audiovisual media in their classes on a permanent basis. The use of these implements not only favors the teaching of a foreign language but also benefits any area. Today it is necessary to apply these technological strategies to capture the student's attention.

It is suggested that parents support the work of the teacher by encouraging the student to use interactive media as a means of learning and not as a method to encourage leisure in students.

It is proposed to involve the whole educational community in permanent seminars on the importance of using audiovisual resources and the use of these tools in the classroom.

It is recommended that authorities, teachers, parents and students speak the same language. Use all technological resources in the classroom to propose strategies that favor the educational community.

Bibliography

Chaume, F., & Agost, R. (2001). *La traducción en los medios audiovisuales.* Universitat Jaume I.

Córdoba, P., Coto, R., & Ramirez, M. (2010). *Revista.* Recuperado el 15 de Septiembre de 2016, de http://revistas.ucr.ac.cr/index.php/aie/article/view/9123/17505

Cuadernos Cervantes. (2012). Recuperado el 15 de Julio de 2016, de http://www.cuadernoscervantes.com/lc_ingles.html

Cubillo, P., Coto, R., & Ramirez, M. (2005). *REDALYC.* Recuperado el 15 de Octubre de 2016, de http://www.redalyc.org/articulo.oa?id=44750107

Estrada, P. (03 de 05 de 2012). *Priscila Estrada*. Recuperado el 15 de Septiembre de 2016, de http://priscilaestrada.blogspot.com/2012/05/ventajas-y-desventajas-de-los-medios.html

Francés, M., & Josep, G. (2010). *La calidad de los contenidos audiovisuales en la multidifusión digital.* Barcelona: El Ciervo 96.

García García , F., & Tripero, T. (s.f.). *La representación del niño en los medios de comunicación.*

González, L. D. (2013). *Gramática de la gratitud.* Madrid: ISBN.

Guiñazú, L. (2003). *Tecnología Educativa.* Rio Cuarto - Argentina: Coordinación de Comunicación Institucional.

Leralta, S. M. (2009). *Competencia estratégica para la comprensión auditiva.* ASELE.

Morató, Y. (2015). *Comunicación en lenguas extranjeras.* España: Ideas propias.

Muriel, J. B. (2005). *Corporación Extremeña de Medios Audiovisuales.* España: MAD, S.L.

Ospina, A. M. (2011). *Scribd.* Recuperado el 1 de Agosto de 2016, de https://es.scribd.com/doc/120236554/CLASIFICACION-DE-SOFTWARE-pdf

Rubio, J. C. (2010). *Música y Medios Audiovisuales.* Salamanca: Trafotex.

Seix, T. R. (2010). *Libro de texto y enseñanza de la gramática.* España: ISBN.

Squires, D., & Mcdougall, A. (2001). *Como elegir y utilizar el software educativo.* Madrid: Morata.

Suarez, C. H. (16 de Enero de 2013). *Prezi*. Recuperado el 05 de Octubre de 2016, de
https://prezi.com/brywfuzza1d2/importancia-de-los-medios-audiovisuales-en-la-
educacion/

Tamayo, M. T. (2003). *El proceso de la investigación científica.* México: LIMUSA, S. A. de C.V.

Valero Garcés, C. (2012). *Cuadernos Cervantes*. Recuperado el 15 de Julio de 2016, de
http://www.cuadernoscervantes.com/lc_ingles.html

Yubero, J. M. (2010). *UDG.* Recuperado el 06 de Octubre de 2016, de
http://www.udg.edu/portals/3/didactiques2010/guiacdii/ACABADES%20FINALS/272.p
df

ENCUESTA APLICADA A LOS ESTUDIANTES DE OCTAVO AÑO PARALELO "C", DE LA UNIDAD EDUCATIVA "TRES DE JULIO" PERÍODO 2016-2017

Entrevistador/a: Diana Paola Zambrano Álava
Fecha: 13/06/2016
Objetivo: Descubrir la importancia que tiene la aplicación de medios audiovisuales para el aprendizaje de una lengua extranjera (inglés), en los estudiantes.
Recomendación: Por favor marque su respuesta con una "X"

1. **¿Considera la habilidad de escuchar en inglés interesante?**

SI	NO

2. **¿Le gustaría aprender inglés a través de los medios audiovisuales?**

SI	NO

3. **¿Con cuál de las siguientes alternativas se sentiría más motivado para aprender inglés?**

Canciones en inglés	Ejercicios gramaticales en inglés	Lecturas comprensivas en inglés	Diálogos en inglés

4. **¿Aplican la tecnología los docentes para la enseñanza del inglés en el salón de clase?**

SI	NO	Muy pocas veces

5. **¿Cree usted que sería capaz de desarrollar la destreza de escuchar en inglés a través de la aplicación de una guía interactiva?**

SI	NO

6. **¿Qué nivel de importancia tiene para usted la utilización de medios audiovisuales para el desarrollo de la habilidad auditiva en inglés?**

Muy importante	Importante	Poco importante

7. **¿Le gustaría ver películas en inglés con subtítulos en español para desarrollar la comprensión auditiva en este idioma?**

SI	NO

8. **¿Cuál de las siguientes habilidades del inglés piensa usted que se desarrollará en mayor proporción con el implemento de los medios audiovisuales?**

HABLAR	ESCRIBIR	ESCUCHAR Y COMPRENDER	LEER