



UNIVERSIDAD NACIONAL DE LOJA  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**TITLE**

**THE USE OF DIDACTIC RESOURCES AND THE IMPROVEMENT OF  
THE ENGLISH LISTENING COMPREHENSION WITH THE STUDENTS  
OF 8TH YEARS OF GENERAL BASIC EDUCATION AT "UNIDAD  
EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA".  
ACADEMIC PERIOD 2012-2013.**

Thesis previous to obtain the Bachelor's Degree  
in Sciences of Education, English Language  
Specialization.

**AUTHOR:**

*Dennis Alejandro  
Bermeo Bustamante*

**THESIS DIRECTOR:**

*Dra. Mgs. Carmen  
Dávila Vega*

*Loja - Ecuador  
2014*

## CERTIFICATION

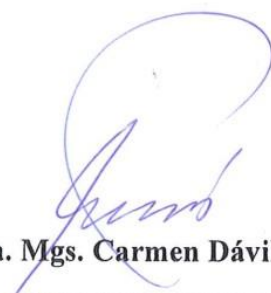
**Dra. Mgs. Carmen Enith Dávila Vega**

**PROFESSOR OF THE UNIVERSIDAD NACIONAL DE LOJA**

**CERTIFIES:**

That the present work entitled: **THE USE OF DIDACTIC RESOURCES AND THE IMPROVEMENT OF THE ENGLISH LISTENING COMPREHENSION WITH THE STUDENTS OF 8<sup>th</sup> YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012-2013**, under the responsibility of the undergraduate student **Dennis Alejandro Bermeo Bustamante**, has been thoroughly revised and fully analyzed. Therefore, I authorize its presentation for the corresponding legal requirements.

Loja, April 3<sup>rd</sup> 2014.



**Dra. Mgs. Carmen Dávila Vega**

**THESIS DIRECTOR**

## AUTORÍA

Yo, Dennis Alejandro Bermeo Bustamante declaro ser el autor del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

Adicionalmente acepto y autorizo a la Universidad Nacional de Loja, la publicación de mi tesis en el Repositorio Institucional- Biblioteca Virtual.

**Autor:** Dennis Alejandro Bermeo Bustamante.

**Firma:** \_\_\_\_\_ 

**Cédula:** 1105159253

**Fecha:** 2 de Junio del 2014.

## **CARTA DE AUTORIZACIÓN PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DE LA INVESTIGACIÓN**

Yo, Dennis Alejandro Bermeo Bustamante declaro ser autor de la tesis titulada: **THE USE OF DIDACTIC RESOURCES AND THE IMPROVEMENT OF THE ENGLISH LISTENING COMPREHENSION WITH THE STUDENTS OF 8<sup>th</sup> YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012-2013**, como requisito para optar al grado de Licenciado en Ciencias de la Educación, mención Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el Repositorio Digital Institucional, en las redes de información del país y del exterior, con las cuales tengan convenio con la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los dos días del mes de junio del dos mil catorce, firma el autor.

Como evidencia de esta autorización,

**Firma:** \_\_\_\_\_ 

**Autor:** Dennis Alejandro Bermeo Bustamante

**Cédula:** 1105159253

**Dirección:** Cdla. “Los Faiquez”. **Calles:** Río Marañon y Río Jubones.

**Correo Electrónico:** alejandro\_bermeo@live.com

**Celular:** 0989490560

### **INFORMACIÓN SUPLEMENTARIA**

**Directora de Tesis:** Dra. Mgs. Carmen Dávila Vega.

**Tribunal de Grado:** Lcda. M. Sc. María Augusta Reyes Vélez  
Dra. M. Sc. Eva Margarita Samaniego Idrovo  
Lcda. M. Sc. Miriam Eucevia Troya Sánchez

## **ACKNOWLEDGMENTS**

I express my gratitude to the Universidad Nacional de Loja, for offering me the opportunity of being a new professional of the English Language teaching.

In the same way, I thank the English Language Career, its coordination and teachers, who contributed in my professional formation.

Similarly, to Dra. Mgs. Carmen Dávila Vega, my thesis director, who with her patience, motivation, enthusiasm, and immense knowledge, guided me correctly to do this research work until it will be finished successfully.

## **THE AUTHOR**

## **DEDICATION**

I dedicate this work to God, to my friends, sister and brother. A special feeling of gratitude to my parents, Mayra and Franco who have been an indispensable support through all my student's life.

*Dennis Alejandro Bermeo Bustamante*

**ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN**

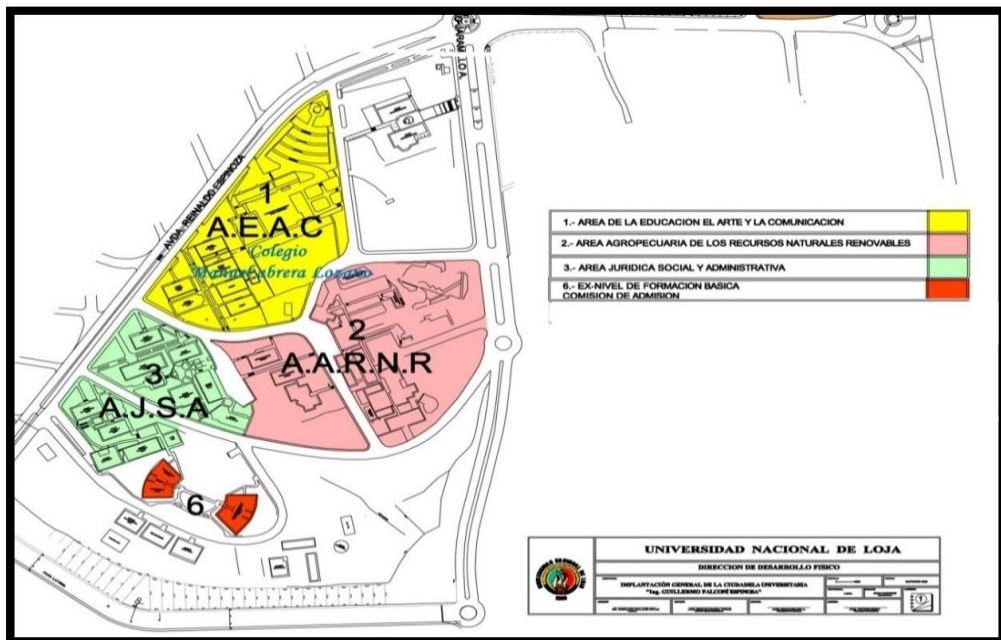
**BIBLIOTECA: ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

TIPO DE DOCUMENTO	AUTOR/NOMBRE DEL DOCUMENTO	FUENTE	FECHA/AÑO	ÁMBITO GEOGRÁFICO						OTRAS DEGRADACIONES	OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIO		
TESIS	DENNIS ALEJANDRO BERMEO BUSTAMANTE  THE USE OF DIDACTIC RESOURCES AND THE IMPROVEMENT OF THE ENGLISH LISTENING COMPREHENSION WITH THE STUDENTS OF 8 <sup>TH</sup> YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012-2013.	U N L	2014	ECUADOR	ZONA 7	LOJA	LOJA	San Sebastián	Ciudad Universitaria “Guillermo Falconí Espinosa”	CD	Licenciado en Ciencias de la Educación. Mención: Idioma Inglés

## UBICACIÓN GEOGRÁFICA DE LA INVESTIGACIÓN



## UBICACIÓN DEL SITIO DE INVESTIGACIÓN





## THESIS SCHEME

- i.** Cover page
  - ii.** Certification
  - iii.** Autoría
  - iv.** Carta de Autorización
  - v.** Acknowledgments
  - vi.** Dedication
  - vii.** Área Geográfica de la Investigación
  - viii.** Ubicación del Sitio de la Investigación
  - ix.** Thesis Scheme
    - a.** Title
    - b.** Abstract
    - c.** Introduction
    - d.** Review of Literature
    - e.** Materials and Methods
    - f.** Results
    - g.** Discussion
    - h.** Conclusions
    - i.** Recommendations
    - j.** Bibliography
    - k.** Annexes
- \*Index

**a. TITLE**

THE USE OF DIDACTIC RESOURCES AND THE IMPROVEMENT OF THE ENGLISH LISTENING COMPREHENSION WITH THE STUDENTS OF 8<sup>TH</sup> YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012-2013.

## **b. RESUMEN**

El presente trabajo de investigación titulado: **EL USO DE RECURSOS DIDÁCTICOS Y EL MEJORAMIENTO DE LA COMPRESIÓN AUDITIVA DEL INGLÉS CON LOS ESTUDIANTES DE 8VO AÑOS DE EDUCACIÓN GENERAL BÁSICA EN LA "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". PERÍODO ACADÉMICO 2012-2013**, fue desarrollado con el propósito de determinar la influencia que el uso de recursos didácticos tiene en el mejoramiento de la comprensión auditiva del Inglés.

Los métodos usados fueron el científico, analítico-sintético, descriptivo y explicativo, los cuales contribuyeron en cada parte del proceso del trabajo de investigación. Para recolectar los datos, las encuestas fueron aplicadas a 5 profesores de Inglés y 236 estudiantes.

Los principales resultados de la investigación muestran que los profesores están utilizando adecuadamente los recursos didácticos ya sean estos tecnológicos o audiovisuales para mejorar la comprensión auditiva del Inglés. Aunque, su uso no es frecuente.

## **ABSTRACT**

The present research work entitled: **THE USE OF DIDACTIC RESOURCES AND THE IMPROVEMENT OF THE ENGLISH LISTENING COMPREHENSION WITH THE STUDENTS OF 8<sup>TH</sup> YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012-2013**, was developed with the purpose of determining the influence that the use of didactic resources has on the improvement of the English listening comprehension.

The methods used were the scientific, analytic-synthetic, descriptive and explicative, which contributed in each part of the process of the research work. To gather the data, surveys were applied to 5 English teachers and 236 students.

The main results of the research show that teachers are using adequately didactic resources either these be technological or audiovisual to improve the English listening comprehension. Although, their use is not frequent.

### **c. INTRODUCTION**

Didactic resources are a kind of material used by teachers to achieve goals, that is, auxiliary material with which students develop the learning of the English Language. These motivate students' interest for subjects, develop the activity in groups making knowledge more meaningful, increase the lexicon, and facilitate the development of thinking and creativity. (García, 1996)

The use of didactic resources make students gain confidence, practice and get opportunities to grow as good listeners. That is why, this research is focused on the need of identifying and analyzing the didactic resources used for improving English listening comprehension, a skill that requires to be developed most of the time.

Developing English listening comprehension is one of the most important teachers' task that requires the use of authentic material. This kind of material helps students foster a positive attitude towards listening, makes the class more interactive and gets positive outcomes from students.

For all the reasons mentioned before, the problem that motivated the researcher to develop this research work was to know: how do the didactic resources improve the English listening comprehension with students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013?

The sub-problems that were associated with the main problem were: what are the didactic resources that improve the English listening comprehension and which

are the didactic resources that teachers use to improve the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013?

Furthermore, the specific objectives related with the present research work were: to identify the didactic resources that improve the English listening comprehension; and, to analyze the didactic resources that teachers use to improve the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

According to the main problem, the general hypothesis established was that the use of didactic resources influences the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

During the research work different methods were used: the first one, was the scientific method, which helped to search scientific fundamentals to verify the information established about the research object. Secondly, the descriptive method used to gather information, to make the description of the phenomena and facts; to make a rational interpretation as well as the data analysis about the research study in order to achieve the objectives of the research; then, the analytic-synthetic method which allowed to analyze, to criticize and to describe the theoretical framework and to synthesize the obtained data, and finally, the explicative method to explain the logical implications of the variables to each hypothesis in order to verify them.

The survey was the technique used during the development of the research work to obtain information about the use of didactic resources and the improvement of the English listening comprehension. It was applied to teachers and students. The survey consisted of closed ended, multiple choice and questions of opinion. The present research work involves the following parts:

First, the **abstract** presents a brief description about the pertinence of the research work and also summarizes the conclusions and outcomes gotten through the development of this research work.

Then, the **introduction**, which starts with the contextualization of the main problem. In addition, it mentions the general problem and sub-problems, specific objectives, general hypothesis and a brief description of the methodology applied and the presentation of the thesis content work. Next, it presents the **review of literature**, which includes a summary of the main points of the theoretical frame.

Also, it contains the **materials and methods** used during the research process. Here, the researcher described the methods, techniques, instruments and procedures, besides; this part shows a reference about the investigated population.

The description of the obtained results from the applied instruments are presented in tables and graphs in order to facilitate the interpretation and the analysis of the data according to the theory and the hypotheses.

After that, it describes the **discussion of the results**, taking into account the most representative ones. Moreover, it presents the verification of the hypotheses through a descriptive analysis.

Furthermore, it has the **conclusions** which have been drawn after contrasting the information from the applied instruments, establishing the logical relation between them with the objectives defined in the research project.

Finally, it concludes with the **recommendations**, which contain the main suggestions based on a critical analysis for each conclusion.



## **d. REVIEW OF LITERATURE**

### **DIDACTIC RESOURCES**

#### **Definition**

Didactic resources are a kind of material used by teachers to achieve goals, that is, auxiliary material with which students develop the learning of the English Language. These motivate students' interest for subjects, develop the activity in groups making knowledge more meaningful, increase the lexicon, and facilitate the development of thinking and creativity. (García, 1996)

#### **Importance**

Didactic resources are important because of the following reasons:

- They provide a better understanding in the formation of the student, because these have more organization that allows to transmit what we want to teach inside the class.
- They motivate students, and create an interest about the topic they are going to develop.
- They enrich the vocabulary.
- They help and develop the learning skills of students.
- These help to evaluate the level of learning that student has, because each resource has a specific purpose.
- They provide a better interaction between teacher and students. (Cortez, 2011)

## **Use of Didactic Resources**

Didactic resources are always used. Nowadays, a teacher has the opportunity to get a wide variety of resources to develop the English listening comprehension. These have to be used whenever possible because students love new things and activities that catch their attention. Some of these resources have not to be used technically perfect, the most important thing is to know which materials are pedagogically adequate, meaningful and useful for each group of students.

## **Authentic material for listening comprehension**

Helping students to develop listening skills is one of the most challenging missions that modern educators are tasked with. The difficulty arises from the fact that as an assignment, it requires active participation by, and the full attention of, both the instructor and student. Additionally, the mastery of the skill itself is absolutely critical for the development of successful communication skills, which generates further pressure and stress. The incorporation of authentic materials into a lesson can enliven the classroom environment and help foster a positive attitude towards listening. (Parris, 2012)

## **✂ Technological Resources**

Every day technology is increasing and expanding and this is changing how students learn. Technological resources are more accessible today than it ever has it been, and students are adapting to them. The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can

lead to advanced learning results. (Sharma, 2009). Therefore, the use of technological resources can improve listening skills, aiding learners to comprehend better the information when they are listening to the audio.

**Purposes:**

- Technological resources make the learning process of listening more entertaining.
- The use of technological resources outside the classroom can make learners more autonomous.
- Class interaction and participation increases.
- Classroom stress is lowered and fewer behaviour problems.
- Technology integration has the potential to increase students' motivation.

(Anderson, 2000)

One of the best ways to introduce students to listening is to incorporate technological resources in class such as the radio, song, computer, podcast, Internet and television.

**Radio**

Listening to the radio is one of the most accessible ways a learner has of developing listening skills. Radios are low-tech, and radio broadcasts are continuous. Listening to the radio, however, is not an activity that is often used in class time. Perhaps, this is because radio listening can be done only in real time and scheduling of language classes to catch particular radio programs is difficult.

(Miller, 2013)

## **Songs**

Songs are piece of music with words that is sung. Songs are also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. (Hornby, 1990)

The example of authentic listening materials is listening to a song to learn more about well-known bands that sing in English. Also, through them pupils acquire vocabulary and grammar, improve spelling and develop the four linguistic skills of reading, writing, speaking and of course listening. As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on. So, we can directly listen to the song and also interest to learn the value of language in it. When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitability of the listening material such as the use of song as authentic material. (Ross J. , 2006)

## **Computer**

Computers are becoming increasingly popular for teaching English as a second language for its exclusive advantages: they allow a kind of interaction and the process of learning is individualized according to the abilities of the student. As it implies an active working, it improves the assimilation of contents and create an autonomous learning; the students learn to learn by themselves; also, the combination of the visual, sound and movement provides a very attractive presentation. Working with a computer may be similar to the textbook, but we can

present the activity with a particular task, and test at the beginning and end, to check previous knowledge and learning.

The computer is a great help in teaching listening skills, apart from enjoyment and excitement, do something that is almost impossible to accomplish in whole-class instruction that is to verify comprehension on an individual basis and to interact with each student based on his or her listening skills. (Frommer, 1989)

When a computer is combined with a CD-ROM or videodisk, it can provide extra-linguistic supports, such as clear sounds, pictures, real-life video images, animations, etc. These extra-linguistic supports provide help for foreign language students' comprehension.

### **Podcast**

Podcasts offer teachers and students a wide range of possibilities to have more listening input both inside and outside the classroom. Supplementing the (often) scripted and stilted textbook listening with the real life authentic conversations you can find on many podcasts is an attractive option for language teachers.

If chosen carefully, extracts from podcasts can provoke stimulating discussion, and bring different variations of voices and varieties of English into the classroom and through them students are able to distinguish pronunciation. (Stanley, 2006).

Finally, podcast content is free; teachers now have a way to build up a big listening library for their students on contemporary and relevant topics.

## **Internet**

A factor to consider is the amount of classroom time spent on listening. As classroom time is limited, students should be encouraged to practice listening outside the class as often as possible. Fortunately, the internet is a rich source of free listening materials for self-learning. Many of the better websites allow the students to choose their own level and topic. Students are able to listen to the materials as many times as they wish and never need to feel embarrassed or reluctant to ask the teacher to play the CD again, websites such as **Randall's ESL Cyber Listening Lab** and **English-Trailers** are highly recommended. (Morley, 1991)

## **Television**

Using television in the class allows learners to access to more information when listening. That is, students can listen and see what is happening at the same time. Non-verbal behaviour or paralinguistic features of the spoken text are now available to the learners (compared with radio), so learners can develop their listening skills in a richer language context.

## **✂ Audiovisual Resources**

The real importance of audiovisual resources is that they create a rich and varied environment, from which students can improve their listening skills. The use of audiovisual resources in class as movies makes language teaching more vivid and stereoscopic. They are excellent language learning materials. Most of the relevant studies pointed out that audiovisual resources could make language input more

comprehensible, and could thus facilitate foreign language study, especially the activity of listening comprehension. (Canning, 2000)

### **Purposes:**

- **Best motivator:** They are the best motivator. The student works with interest.
- **Variety:** The audiovisual resources provide a variety of tools which help the teacher.
- **Helpful in attracting the attention:** Attention is the true factor in any process of learning and teaching listening. Audiovisual resources help the teacher in providing a proper environment for capturing as well as sustaining the attention and interest of the students in classroom.
- **Positive environment for creative discipline:** A balanced, rational, scientific use of audiovisual resources develop, motivate, experience, attract the attention of the students and provide a variety of creative outlets for the use of their tremendous energy and keeps them busy in classroom work. (Vinayak, 2010)

### **Movies**

One of the most popular resources is the movie, since it is a good motivating force because it provides a closer approach to reality through the ear and eye and keeps students active because it allows them to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language.

Movies can bring advantages to work with. It can allow the non-native teacher to bring samples of genuine interaction to the classroom and enable the students to

overhear that communication, studying in repeatedly, and absorbing aspects of communication that are difficult to access in any other way. In fact, movies can fulfill different functions for learners at different levels of proficiency. For beginning learners it can provide examples of authentic language use in limited contexts of use. In this way, it can validate the language they are learning and demonstrate its use in the world beyond the classroom. With higher level students, they can provide variety, interest, and stimulation and thereby helps to maintain motivation. It can also be used for extensive listening and listening for gist. With advanced students, movies can fulfill the same functions as for native speakers, to provide information and entertainment. At this level, it can be used as a stimulus for discussion and debate.

Watching movies can improve the listening skills of students, whether they are learning English as a foreign language or whether they just want to improve their ability to listen, concentrate and comprehend. The use of them enables students to improve their listening skills because they become engaged in the storyline of the movie, which offers both a visual and audio depiction of dialogue and story in a potential real-life situations, using real emotions, diction, tone and slang, which can sometimes be lost in a classroom environment. (Martin, 2010)

Movies give long and detailed summaries of all of the slang and idioms; it is a wonderful resource for ESL students. They are enjoyable if they are based on good stories or interesting topics. (Ur P. , 1992)



Students really enjoy watching movies for several reasons. First, they get exposure to natural language in a non-threatening setting. Second, movies provide common ground to students of any international background.

## **ENGLISH LISTENING COMPREHENSION**

Listening is the language skill which learners usually find most difficult. This is often because they feel under unnecessary pressure every word. Listening is the ability that involves understanding a speaker's accent or pronunciation, grammar and vocabulary. Listening is not crucial for the learner to understand how to learn the language, but also because it is a core life skill. Students with good listening skills are able to participate effectively in the classroom. (Brown, 2001)

### **Importance of listening comprehension**

The importance of listening in language learning has changed over the past years. Listening used to be overlooked and educators supposed that listening skills would be acquired during the grammar, vocabulary and pronunciation practice. (Hedge, 2000)

Learning a language depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening comprehension is the receptive skill in the oral mode.

Listening comprehension is a key initial step in communication. The better a student can understand what is being said, the better will be their ability to communicate. In addition, they will be better able to notice the characteristics of

the target language which will help improve their language development in all four skill areas.

Students may feel a great deal of pride when they are able to comprehend something in the target language. This can be a great motivating factor in continuing to learn the language, and teacher should do whatever possible to promote this sense of accomplishment. Consequently, teachers need to use didactic resources which will enhance learners' oral comprehension and motivate them, as well.

Students do not have an innate understanding of what effective listeners do; therefore, it is the responsibility of teachers to share that knowledge with them. Perhaps the most valuable way to teach listening skills is for teachers to model them themselves, creating an environment, which encourages listening. Teachers can create such an environment by positive interaction, actively listening to all students and responding in an open and appropriate manner. Teachers should avoid responding either condescendingly or sarcastically. As much as possible, they should minimize distractions and interruptions.

It is important for the teacher to provide numerous opportunities for students to practice listening skills and to become actively engaged in the listening process. The three stages of the listening comprehension are: pre-listening, while-listening, and after-listening.

## **Listening Stages**

### **✂ Pre-listening**

The pre-listening stage helps learners to find out the aim of listening and provides the necessary background information. Here, it is necessary to introduce some preliminary discussion, in which students can talk together about their expectations and make predictions about what they are going to hear. (Jones & Kimborough, 1987).

#### **Pre-listening stage can consist of a whole range of activities, including:**

- Teacher gives background information.
- Students read something relevant.
- Students look at pictures.
- Discussion and answer session.
- Written exercises.

### **✂ While-listening**

The aim of the while-listening stage for students is to understand the message of the text not catching every word, they need to understand enough to collect the necessary information. While-listening exercises should be interesting and challenging. They should guide the students to handle the information and messages from the listening. (Rixon, 1986)

While-listening activities can be shortly defined as all tasks that students are asked to do during the time of listening. The nature of these activities is to help learners to listen for meaning that is to elicit a message from spoken language.

This stage gives students a real reason to listen to. The teacher can set different types of tasks in order to help students to listen for general ideas or specific information. (Baker, 2006)

**While-listening stage can consist of a whole range of activities, including:**

- Compare the listening passage with the pre-listening phase.
- Obeying instructions; where students are given certain instructions and show their understanding by a physical response (they draw, write, tick, underline etc.)
- Filling in gaps; while listening to a dialogue students hear only the utterances of one of the speakers and are asked to write down those of the others.
- Detecting differences or mistakes from a listening passage; students respond only when they encounter something different or contrary to what they already knew about the topic or the speakers.
- Ticking off items (bingo); where students listen a list of words and categorize (tick off) them as they hear.
- Information transfer; where students have to fill grids, forms, lists, maps, plans, etc.
- Sequencing; where students are asked to give the right order of a series of pictures.

- Information search; that is listening for specific items, e.g. answer a particular question from the pre-listening stage.
- Filling in blanks of a transcript of a passage with the words missing (e.g. lyrics of a song)
- Matching the items, which have the same or opposite meaning as those the students hear, or matching the pictures with the descriptions heard.

### ✂ **Post-listening**

The post-listening stage comprises all the exercises which are done after listening. Some of these activities may be the extensions of those carried out at pre and while-listening work, but some may not be related to them at all and present a totally independent part of the listening session. Post-listening activities allow the learners to ‘reflect’ on the language from the passage; on sound, grammar and vocabulary as they last longer than while-listening activities so the students have time to think, discuss or write.

In this phase, it is usual to do activities which require students to react to what they have read or listened to by using information they have found out. It gives a chance to check learner’s understanding and to feedback and consolidate what they have learnt. (Lindsay & Paul, 2006)

### **Post-listening stage can consist of a whole range of activities, including:**

- Discussing students’ reactions to the content of the listening selection.
- Asking students thought-provoking questions to encourage discussion.
- Setting students to work in pairs to create dialogues based on the listening.

- Assigning reading and writing activities based on what students listened to.
- Answering multiple-choice or true/false questions to show comprehension of messages.
- Problem solving activities during which students hear all the information relevant to a particular problem and then try to solve it by themselves.
- Summarising, students are given several possible summary sentences and are asked to say which of them fit a recording.
- Writing letters, telegrams, postcards, messages, etc. as a follow-up to listening activities.

**Using authentic material on each listening stage: Pre, While and Post.**

### ✧ **Radio**

Using real-time radio in class is one of the more easily accessible forms of authentic listening practice we can give our learners. The airwaves are filled with programs twenty-four hours per day, and the low cost of radios means that most language teachers can obtain a radio and take it to class. Radio stations such as: **BBC World Service** and **Voice of America** are constantly on-air.

Meanwhile, many non-English speaking countries also broadcast some programs, or even have dedicated stations, in English. Although radios are easy to access, they are perhaps the most difficult of aural text for language learners to listen to. The reason for this is that all non-verbal information is missing, information which can aid in helping understand the message, and the learner has to focus on the skill which is most difficult for him or her listening.

In order to use radio programs with learners, teachers need to select a program at a suitable time for their class and decide on some global listening tasks for the learners. For instance, with an intermediate group of learners about to listen to a radio program on travel we might adopt the following procedure:

**Pre-listening:** Today we are going to listen to a travel program on the radio for ten minutes. Before we listen, who has made a trip recently? Where did you go? What did you see?

The radio guide tells us in that this program is about Egypt. What do you know about Egypt? What would you like to know about Egypt? What kind of information do you think the presenter will give us?

**While-listening:** While you listen to the program, try to listen for the main things the presenter recommends doing while in Egypt. Don't try to write anything down, only listen to the program and see how much you can understand.

**Post-listening:** In groups of three have a short discussion about what you heard from the program. Would you like to go to Egypt based on what you just heard? Why or why not?

### ✂ **Television**

Using television in the classroom allows the learners access to more information when listening. That is, the learners can now see what is happening as well as listen. Non-verbal behaviour or paralinguistic features of the spoken text are now available to the learners (compared with radio, that is), so learners can develop their listening skills in a richer language context.

Many language learners watch television outside class time, but few of them consider this as an opportunity to develop their listening comprehension (perhaps because they become used to reading the sub-titles of English movies). We can, however, in the language classroom, sensitize our learners to how they can make use of television to help them develop their second language listening skills. With an elementary-level class of learners we might consider the following out-of-class activity:

**Pre-listening:** This weekend there is an English movie on TV. Does anyone know what it is? What time is it on? Which channel is it on? Please write the name, time and channel down as this is your homework task.

**While-listening:** I would like you to watch the movie this weekend, or try to watch as much as you can. Focus on listening to the movie instead of reading the subtitles. Try to collect the following information: kind of movie (comedy, romance, action, horror), names of the main characters (male, female, animal), where does the movie take place (inside, outside, on land, at sea, country), what is the main idea in the movie?

**Post-listening:** Who watched the movie last weekend? What can you tell us about it? This generic format can be repeated as many times as you like, and once learners have developed the habit of watching and listening to English language movies with some kind of focus, they will get used to this type of exposure to listening for pleasure, and you may then move on to more critical post-viewing tasks.



## ✧ Internet

There has been a fast increase in the development of Internet facilities. This has been prompted, partly, by the more powerful computers we have these days and has been partly driven by the users' demands for more interesting and innovative applications of the technology. We are able to direct our learners to sites on the Internet where they can practice their listening as long as they have access to the appropriate computer hardware.

There are several benefits computer software has over radio or television. For instance, many CD-ROMs now have glossaries and online scripts, so that when problems are encountered, the learners can get online help. In addition to this, many younger learners wish to learn or use their computer skills nowadays, so the prospect of developing computer skills along with developing their language skills may seem attractive to these learners. With an advanced group of learners we might consider having extended critical and creative discussion about the news:

**Pre-listening:** Tomorrow in class we will have some discussion about what's in the news. In order to do this I would like you do access at least two of the following websites: BBC, AVOA or NPR and listen to different versions of the main stories.

Once you are in the website you can choose audio or video presentations. You can also look for related items. Just surf around until you feel you have collected enough information for our discussion in class.

**While-listening:** Students may either work at home or in a computer lab at school to collect the information they require.

**Post-listening:** First, I would like you to sit in groups according to one of the websites you visited. So let's have a group of BBC listeners/viewers, one of VOA, and one of NPR to begin with. In your groups discuss what the main news stories were. Only exchange information at this stage. Now change groups and have a person for each website in groups of three. Explain to the other members in your group the main stories in the order they were presented on the Web. Then discuss your reaction to these stories. (Miller, 2013)

## **e. MATERIALS AND METHODS**

### **DESIGN OF THE RESEARCH**

It is important to mention that this research is descriptive since the researcher did not manipulate the variables, but there was the opportunity to make a direct observation to see how it is the phenomenon in the reality. For the development of it, some methods and techniques were applied, in order to get the required data and the exposed results in this research.

### **METHODS**

To carry out the present research and in order to achieve the stated objectives, the researcher applied some methods and techniques that allowed carrying out and concludes the research work successfully; similarly, it helped to check and verify the outlined hypothesis.

**Scientific method:** Through its analysis and synthesis processes the researcher discovered the causes and effects among facts, variables and components of the research study. It also has supported the researcher during all the process; from the observation, questioning of the phenomena and the verification of hypotheses relating to the variables through empiric data and the theoretical referents.

**Analytic-synthetic method:** This method was used to analyze the main results obtained by mean of the instruments applied in the field work, due to these results showed whether the drawn hypotheses be confirmed or rejected basing on the outcomes of major tendency.

**Descriptive Method:** It was used to gather information of the research study, to make the description of the phenomena and facts; to make a rational interpretation as well as the data analysis about the research study in order to achieve the objectives of the research.

**Explicative Method.** Through this method was done the explanation of the reasons of each elaborated question, to get consistent information that was contrasted with the theoretical referent about the theme. Furthermore, it was used to explain the logical implications of the variables of each hypothesis in order to verify them. It also helped to summarize and interpret the collected data through tables and graphs.

## **TECHNIQUES AND INSTRUMENTS**

The survey was the technique used during the development of the research work to obtain information about the use of didactic resources and the improvement of the English listening comprehension. It was applied directly to teachers and students. The survey consisted of closed ended, multiple choice and questions of opinion.

## **PROCEDURES**

The procedures applied during this research work were: the application of the surveys, the tabulation of the results and the representation of them through statistics charts and graphic bars. Then, was contrasted the results with the theoretical references, followed by the verification of each hypothesis, conclusions and finally the recommendations.

## POPULATION

The survey was applied to 236 students and 5 English teachers.

<b>POPULATION CHART</b>	
<b>STUDENTS</b>	<b>TEACHERS</b>
236 students of 8 <sup>th</sup> Years of General Basic Education	5 English Teachers

## f. RESULTS

### TEACHERS AND STUDENTS' SURVEY

#### HYPOTHESIS ONE

The type of didactic resources that teachers use contributes to the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

#### 1. Which of the following didactic resources are used to improve the English listening comprehension?

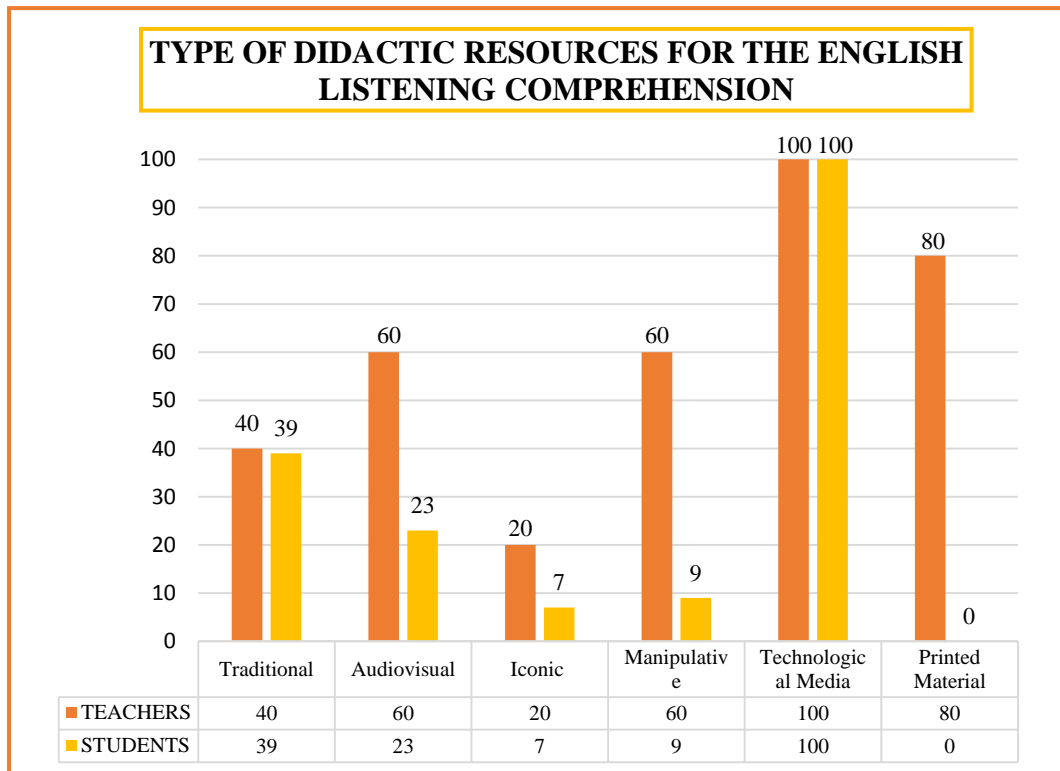
##### a. Chart 1

TYPE OF DIDACTIC RESOURCES FOR THE ENGLISH LISTENING COMPREHENSION	TEACHERS		STUDENTS	
	f.	%	f.	%
<b>Traditional:</b> realia and blackboard	2	40	90	39
<b>Audiovisual:</b> movies	3	60	53	23
<b>Iconic:</b> projector and slides	1	20	17	7
<b>Manipulative:</b> cutouts	3	60	21	9
<b>Technological:</b> radio, television and Internet	5	100	236	100
<b>Printed Material:</b> newspapers, pictures and magazines	4	80	0	0

Source: Teachers and Students at Unidad Educativa anexa a la Universidad Nacional de Loja.

Author: Dennis Alejandro Bermeo Bustamante.

**b. Graph 1**



**c. Logical Analysis**

The acquired results confirm that all teachers and students agree that technological resources as: radio, television and Internet are used to improve the English listening comprehension, and some of them responded that audiovisual resources as movies, too. The use of technological and audiovisual resources stimulate the classroom environment, and help foster a positive attitude towards listening.

**2. Which of these didactic resources are used in class to develop the English listening comprehension?**

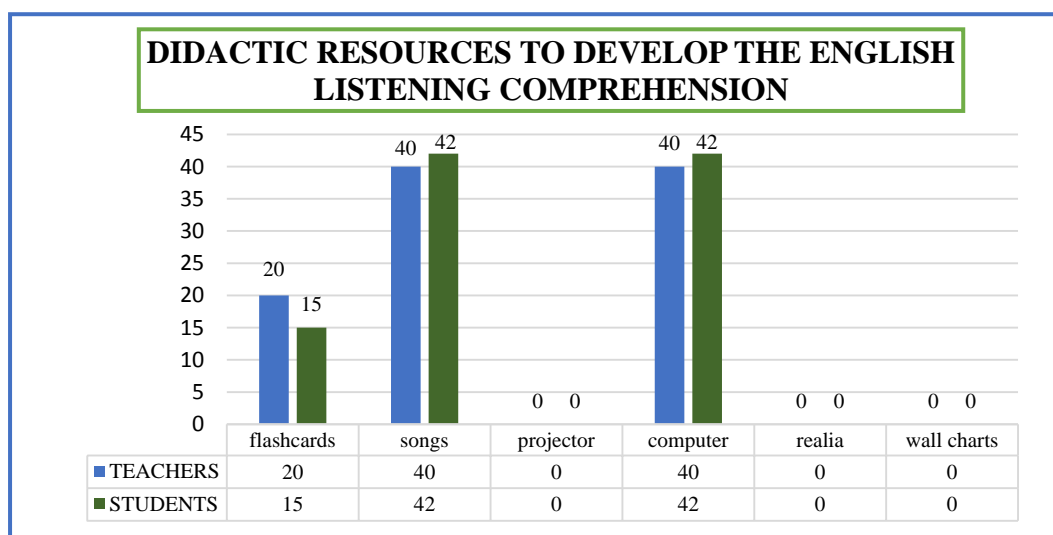
**a. Chart 2**

DIDACTIC RESOURCES TO DEVELOP THE ENGLISH LISTENING COMPREHENSION	TEACHERS		STUDENTS	
	f.	%	f.	%
Flashcards	1	20	36	15
Songs	2	40	100	42
Projector	0	0	0	0
Computer	2	40	100	42
Realia	0	0	0	0
Wall Charts	0	0	0	0

Source: Teachers and Students at Unidad Educativa anexa a la Universidad Nacional de Loja.

Author: Dennis Alejandro Bermeo Bustamante.

**b. Graph 2**



**c. Logical Analysis**

According to the results, several teachers and students express that the use of songs and computer develop the English listening comprehension. The resources that they select are effective, like the computer that allows teachers to interact



with each student based on his or her listening skills. Also, songs provide students opportunities to practice listening because they can listen to them anytime and anywhere. Consequently, the usage of appropriate resources as computer and songs help improve the English listening comprehension.

### 3. Which technological resources are used in class to improve the English listening comprehension?

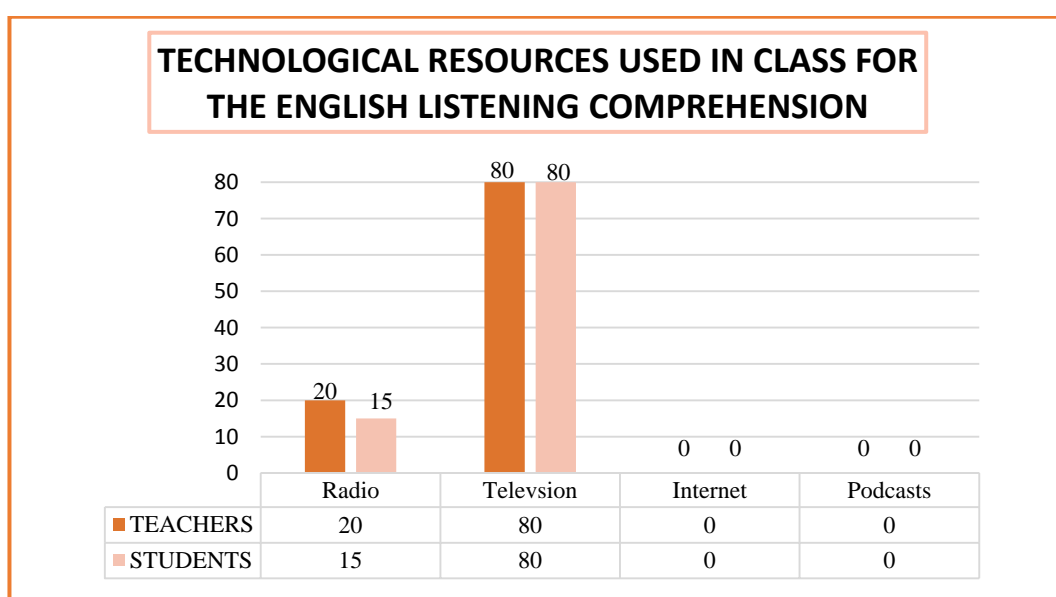
#### a. Chart 3

TECHNOLOGICAL RESOURCES USED IN CLASS FOR THE ENGLISH LISTENING COMPREHENSION	TEACHERS		STUDENTS	
	f.	%	f.	%
Radio	1	20	47	15
Television	4	80	189	80
Internet	0	0	0	0
Podcasts	0	0	0	0

Source: Teachers and Students at Unidad Educativa anexa a la Universidad Nacional de Loja.

Author: Dennis Alejandro Bermeo Bustamante.

#### b. Graph 3



### c. Logical Analysis

Concerning results, most teachers and students express that television is the resource most commonly used to improve the English listening comprehension and the radio is used in a low percentage. Both, television and radio provide students chances for training in listening with diverse activities, and help them overcome their fear and anxiety regarding listening in English. Despite there were not results for Internet and podcasts, they are important resources for the English listening comprehension because they offer an unlimited source of information and English activities.

## 4. How is graded the use of didactic resources employed by teachers to improve the English listening comprehension?

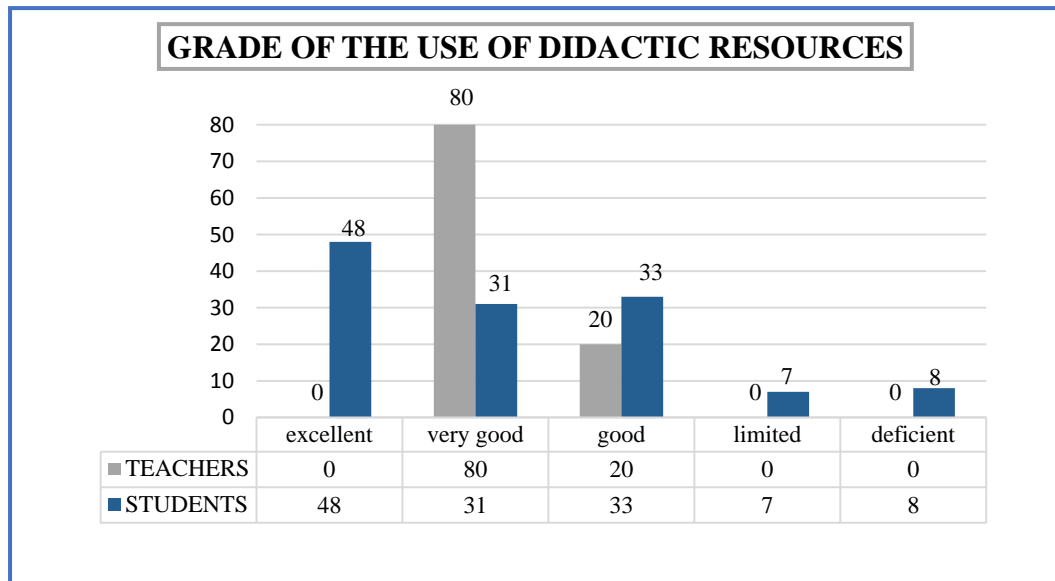
### a. Chart 4

GRADE OF THE USE OF DIDACTIC RESOURCES	TEACHERS		STUDENTS	
	f.	%	f.	%
Excellent	0	0	114	48
Very Good	4	80	74	31
Good	1	20	78	33
Limited	0	0	16	7
Deficient	0	0	19	8

Source: Teachers and Students at Unidad Educativa anexa a la Universidad Nacional de Loja.

Author: Dennis Alejandro Bermeo Bustamante.

**b. Graph 4**



**c. Logical Analysis**

Dealing with the results, most teachers grade the use of didactic resources as very good. And, several students respond that didactic resources are excellent. Even though there is a disagreement between teachers and students, the results are good. Didactic resources are all kind of material used by teachers in class to develop the four language basic skills. The most important thing is knowing which materials are pedagogically adequate, meaningful and useful for each group of students and to develop listening skills.

5. Do you consider that the didactic resources used by teachers in class motivate students to improve their English listening comprehension?

Yes ( )      No ( )

Why? What about it?

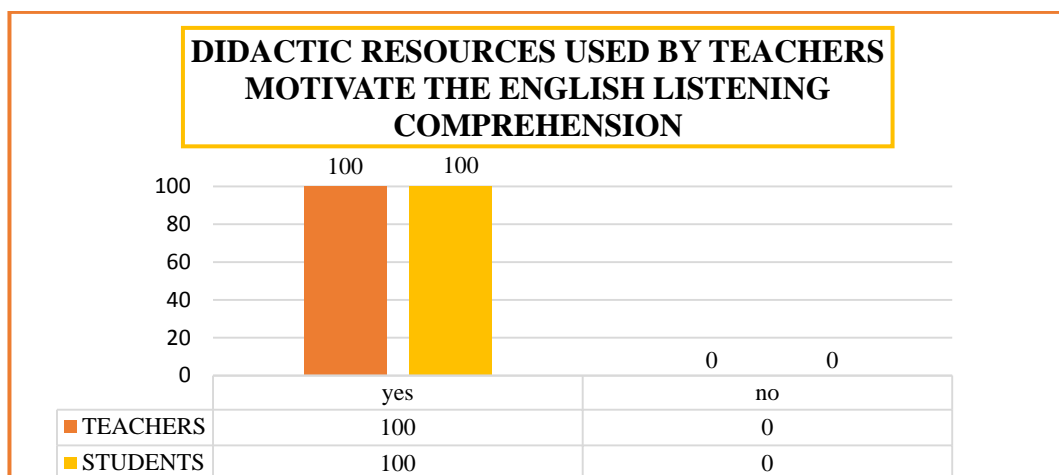
a. Chart 5

DIDACTIC RESOURCES USED BY TEACHERS MOTIVATE THE ENGLISH LISTENING COMPREHENSION	TEACHERS		STUDENTS	
	f.	%	f.	%
Yes	5	100	236	100
No	0	0	0	0
Total	5	100	236	100

Source: Teachers and Students at Unidad Educativa anexa a la Universidad Nacional de Loja.

Author: Dennis Alejandro Bermeo Bustamante.

b. Graph 5



c. Logical Analysis

The results indicate that all teachers and students consider that didactic resources used in class motivate to improve the English listening comprehension. The use of

didactic resources promote the development of listening comprehension and change the class routine. Also, didactic resources encourage students' participation because they love new things and activities that catch their attention. Didactic resources are a good motivating force because they provide students a closer approach to the reality through the ear and eye and keeps the students active because it allows the learners to see facial expressions and the body language at the same time as they hear the stress, intonation, and rhythm of the language. The adequate use of didactic resources by teachers increases the level of students' listening comprehension.

## **HYPOTHESIS TWO**

The inadequate use of didactic resources by teachers limits the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

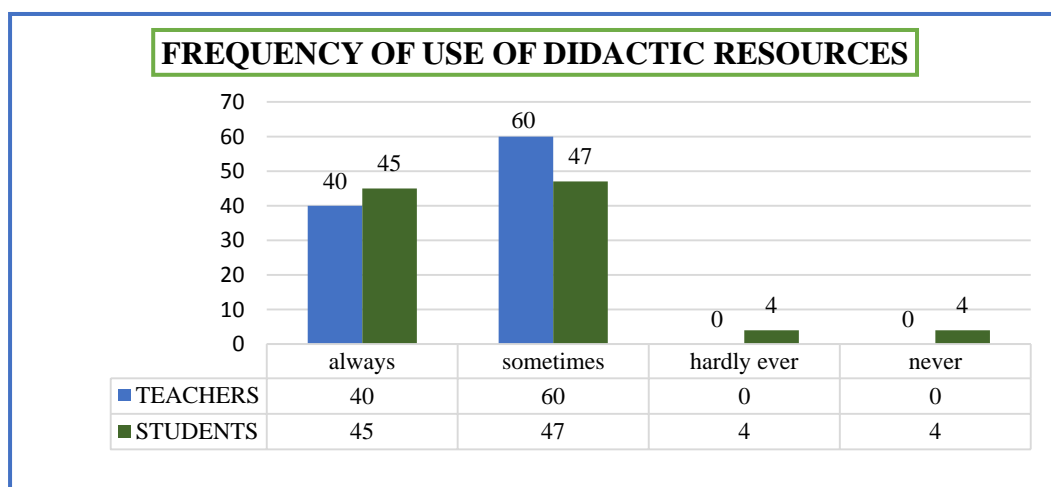
### **6. How often do teachers use didactic resources to improve the English listening comprehension?**

#### **a. Chart 6**

<b>FREQUENCY OF USE OF DIDACTIC RESOURCES</b>	<b>TEACHERS</b>		<b>STUDENTS</b>	
	<b>f.</b>	<b>%</b>	<b>f.</b>	<b>%</b>
Always	2	40	106	45
Sometimes	3	60	111	47
Hardly Ever	0	0	10	4
Never	0	0	9	4

**Source:** Teachers and Students at Unidad Educativa anexa a la Universidad Nacional de Loja.  
**Author:** Dennis Alejandro Bermeo Bustamante.

**b. Graph 6**



**c. Logical Analysis**

The results show that more than half of teachers and several students sometimes use didactic resources to improve the English listening comprehension, giving little importance to their usage. The frequent use of didactic resources allows students grow as good listeners and reach the high listening level required to be competitive in English communication.

**7. Teachers use technological resources with the purpose to:**

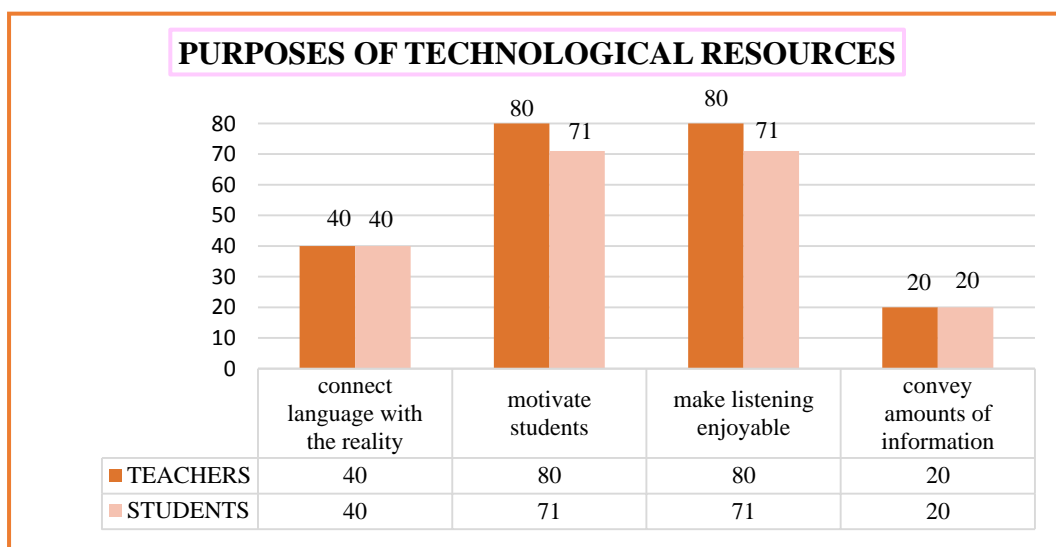
**a. Chart 7**

PURPOSES OF TECHNOLOGICAL RESOURCES	TEACHERS		STUDENTS	
	f.	%	f.	%
Connect the language with the reality	2	40	2	40
Motivate students	4	80	168	71
Make the listening enjoyable	4	80	168	71
Convey amounts of information	1	20	1	20

Source: Teachers and Students at Unidad Educativa anexa a la Universidad Nacional de Loja.

Author: Dennis Alejandro Bermeo Bustamante.

**b. Graph 7**



**c. Logical Analysis**

The findings show that many teachers and students think that the purposes of technological resources are to motivate students and make the listening enjoyable. This indicates that teachers and students are aware that these resources are useful to improve the English listening comprehension. According to Anderson (2000) "The purposes of using technological resources are to make the listening learning process more entertaining and keep students active and motivated".

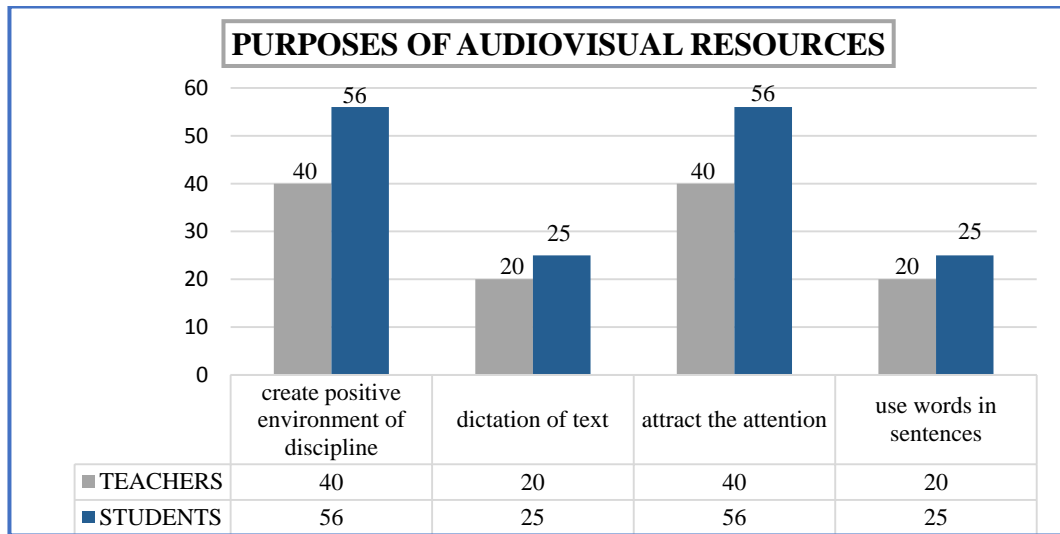
**8. Teachers use audiovisual resources with the purpose to:**

**a. Chart 8**

PURPOSES OF AUDIOVISUAL RESOURCES:	TEACHERS		STUDENTS	
	f.	%	f.	%
Create a positive environment of discipline	2	40	131	56
Dictation of text	1	20	60	25
Attract the attention	2	40	131	56
Use words in sentences	1	20	60	25

**Source:** Teachers and Students at Unidad Educativa anexa a la Universidad Nacional de Loja.  
**Author:** Dennis Alejandro Bermeo Bustamante.

**b. Graph 8**



**c. Logical Analysis**

Regarding results, several teachers and more than the half of students say that the purposes of using audiovisual resources are to create a positive environment of discipline and attract the attention. According to Vinayak (2010) *“The purposes of using technological resources are to keep students busy in class and help teachers provide a real environment for capturing the students’ attention and interest in developing the listening comprehension”*. Consequently, teachers recognize the appropriate purposes of using audiovisual resources that help improve the English listening comprehension.



**9. Which of the following didactic resources are used in class before listening?**

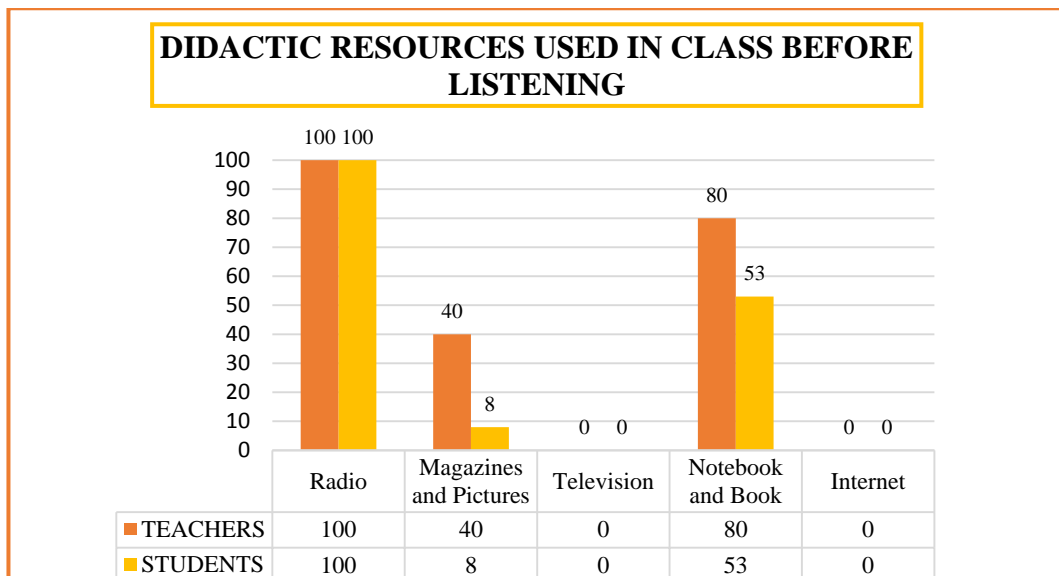
**a. Chart 9**

DIDACTIC RESOURCES USED IN CLASS BEFORE LISTENING	TEACHERS		STUDENTS	
	f.	%	f.	%
Radio	5	100	236	100
Magazines and Pictures	2	40	20	8
Television	0	0	0	0
Notebook and Book	4	80	125	53
Internet	0	0	0	0

**Source:** Teachers and Students at Unidad Educativa anexa a la Universidad Nacional de Loja.

**Author:** Dennis Alejandro Bermeo Bustamante.

**b. Graph 9**



**c. Logical Analysis**

All teachers and students indicate that the radio is the resource used in the pre-listening stage. Radio is one of the most accessible ways of authentic listening practice for learners. Through it, students listen to programs that show the use of

English in real-life contexts. Although, the radio is a suited resource for this stage, television and Internet are other useful resources that support students' listening comprehension. In this stage, teachers introduce students to the topic of a listening activity through preliminary discussions and pictures, with which students can make predictions about what they are going to listen later in class. This stage is used to familiarize students with listening tasks.

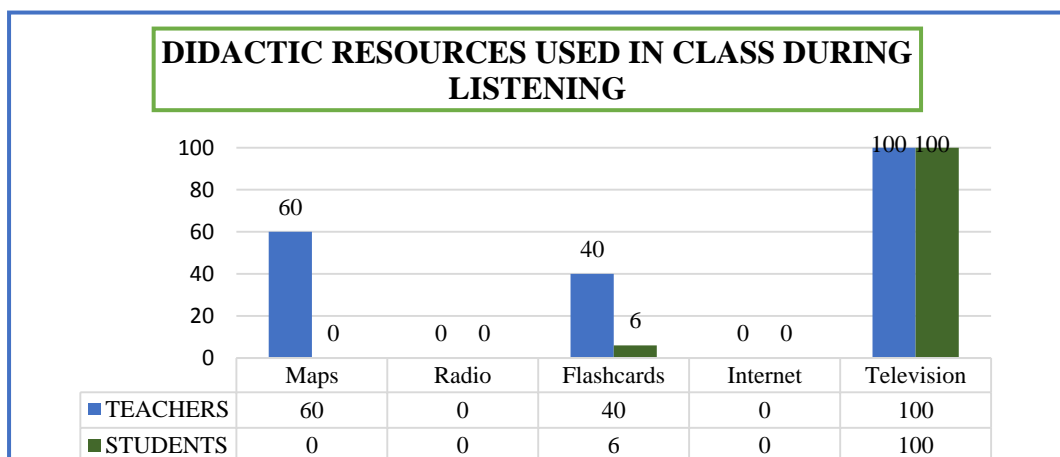
**10. Which of the following didactic resources are used in class during listening?**

**a. Chart 10**

DIDACTIC RESOURCES USED IN CLASS DURING LISTENING	TEACHERS		STUDENTS	
	f.	%	f.	%
Maps	3	60	0	0
Radio	0	0	0	0
Flashcards	2	40	14	6
Internet	0	0	0	0
Television	5	100	236	100

**Source:** Teachers and Students at Unidad Educativa anexa a la Universidad Nacional de Loja.  
**Author:** Dennis Alejandro Bermeo Bustamante.

**b. Graph 10**



### c. Logical Analysis

The results point out that all teachers and students see television as a resource employed in the while-listening stage. Television in classroom allows the learners access to more information when listening. Even though, television is appropriate at this stage, not less important are the didactic resources such Internet, radio, flashcards and maps which are not being used by teachers. These kind of didactic resources aid the students' learning process during the class providing them vocabulary and activities related to the listening skill. According to Rixon (1986) *“The aim of the while-listening stage for students is to understand the message of the listening, not catching every word, they need to understand enough to collect the necessary information”*.

### 11. Which of the following didactic resources are used in class after listening?

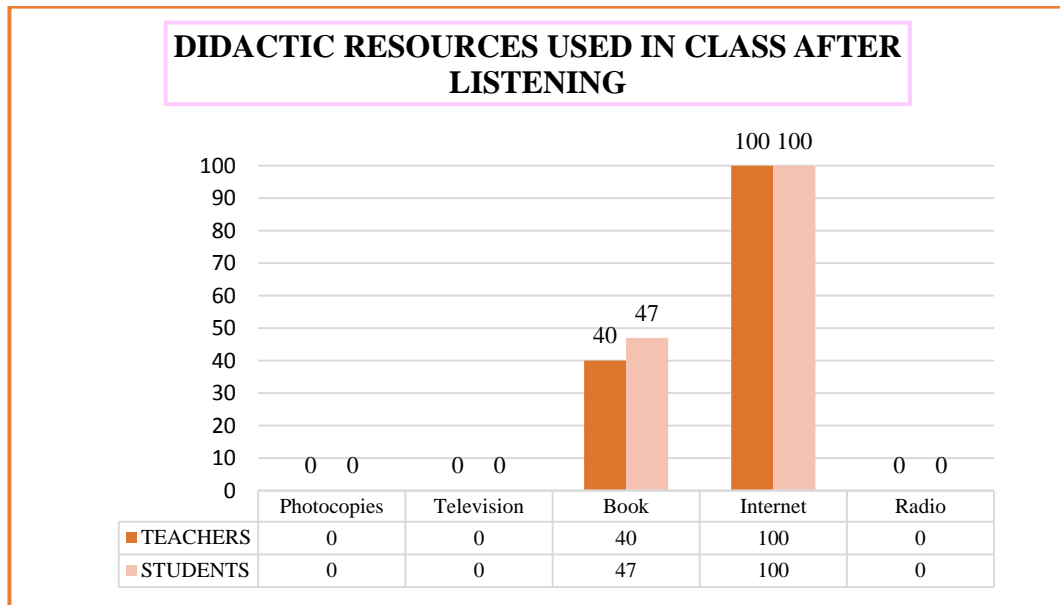
#### a. Chart 11

DIDACTIC RESOURCES USED IN CLASS AFTER LISTENING	TEACHERS		STUDENTS	
	f.	%	f.	%
Photocopies	0	0	0	0
Television	0	0	0	0
Book	2	40	110	47
Internet	5	100	236	100
Radio	0	0	0	0

**Source:** Teachers and Students at Unidad Educativa anexa a la Universidad Nacional de Loja.

**Author:** Dennis Alejandro Bermeo Bustamante.

**b. Graph 11**



**c. Logical Analysis**

The respective findings show that all teachers and students use Internet in the post-listening stage. These results indicate that teachers are using adequately resources to develop the English listening comprehension. Internet allows learners to visit several web sites where they can practice listening as many times as they want after class. Although, Internet is a resource to be used in this stage, radio and television are other accessible forms of authentic listening practice teachers can give learners. The aim of the post-listening stage is to reinforce grammar, vocabulary and pronunciation. Listening activities practiced outside class strength students' listening comprehension.

## **g. DISCUSSION**

### **HYPOTHESIS ONE**

#### **a) Statement**

The type of didactic resources that teachers use contributes to the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

#### **b) Demonstration**

The first hypothesis has two variables. The first one is the type of didactic resources that teachers use and the second one is the improvement of the English listening comprehension.

In question number **ONE**, 100% of teachers and students recognize the technological resources as didactic resource employed in class. Analyzing this, it is easy to see that they know which type of material is appropriate to improve the English listening comprehension.

In question number **TWO**, about the didactic resources used to support the English listening comprehension, 40% of teachers and 42% of students say they use songs and the computer. Although, the percentage is not the majority, the results indicate that the didactic resources that teachers are using in class are adequate to develop the English listening comprehension.

In question number **THREE**, concerning to the technological resources, 80% of teachers and students see television as a resource used to improve the English listening comprehension. This means that even they do not use other resources, it seems they know which type of materials are suitable for improving the English listening comprehension.

In question number **FOUR**, related to the grade of use of didactic resources, 80% of teachers grade this as very good, and 48% of students grade this as excellent. The results show that teachers employ adequately didactic resources for the development of the English listening comprehension

In question number **FIVE**, 100% of teachers and students agree that the application of didactic resources motivate the English listening comprehension among students. These results indicate that the material used by teachers in class is appropriate and keep students motivated to improve the English listening comprehension.

### **c) Decision**

Based on the analyzed results, the researcher **accepts the first hypothesis** of this research which is: the type of didactic resources that teachers use contributes to the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013, because of the following reasons: First, teachers and students identify technological resources as a type of material for listening comprehension. Second, they use resources as radio, television, computer, Internet, songs and movies to provide students more listening practice.

Third, both teachers and students grade the use of didactic resources as very good for the development of listening and finally teachers consider that didactic resources motivate students to improve the English listening comprehension.

## **HYPOTHESIS TWO**

### **a) Statement**

The inadequate use of didactic resources by teachers limits the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

### **b) Demonstration**

The second hypothesis has two variables. The first one is the inadequate use of didactic resources by teachers and the second one is the improvement of the English listening comprehension.

In question number **SIX**, about the frequency of the use of didactic resources, 60% of teachers and 47% of students indicate that the resources are sometimes used. This result shows that there is a little use of didactic resources. Therefore, the English listening comprehension is not being developed in an appropriate way.

In question number **SEVEN**, 80% of teachers and 71% of students identify that the purposes of using technological resources are to motivate students and make listening enjoyable. These results demonstrate that they know the objective of using them for the improvement of the English listening comprehension.

In question number **EIGHT**, regarding the purposes of audiovisual resources, 40% of teachers and 56% of students use audiovisual resources to create a positive environment and attract the attention. This indicates that teachers are employing correctly audiovisual resources to develop the English listening comprehension.

In question number **NINE**, regarding the didactic resources employed in the pre-listening stage, 100% of teachers and students say they use the radio. The radio is a good material for developing listening comprehension and suited for the pre-listening stage.

In question number **TEN**, about the resources used in the while-listening stage, 100% of teachers and students express that television is useful to provide students with more information and practice in listening comprehension. The use of it makes the listening enjoyable and interesting.

In question number **ELEVEN**, dealing with the resources employed in the post-listening stage, 100% of teachers and students respond that the Internet is more used in the post-listening stage. This resource encourages students to practice listening outside the classroom and support grammar, vocabulary and pronunciation.

### **c) Decision**

Based on the analyzed results, the researcher **rejects the second hypothesis** of this research which is: the inadequate use of didactic resources by teachers limits the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013, because of the following reasons:



First, teachers know the real purposes of using technological and audiovisual resources to develop listening comprehension and second teachers use television and Internet in the listening stages to provide students more information and more listening practice in order to improve the English listening comprehension.

## **h. CONCLUSIONS**

- The type of didactic resources that teachers use to improve the English listening comprehension are the technological and audiovisual such as the radio, television, Internet, songs, computer and movies. The use of these materials provides students with plenty of opportunities to practice listening activities in authentic real-life situations and catch the students' attention.
- With regard to the researched results, teachers are using adequately technological and audiovisual resources to support the English listening comprehension. Given that, the material used by teachers is graded very good and excellent, it is suitable and motivate students to improve their listening comprehension. Also, teachers know this kind of material motivates students, creates a positive environment, attracts students' attention and makes listening enjoyable.
- The didactic resources that teachers use in the listening stages as radio, Internet and television are suitable to develop the English listening comprehension. Although, teachers do not make use of all of them in each stage.

## **i. RECOMMENDATIONS**

- Teachers should continue using technological and audiovisual resources in the class, but it is important that teachers take advantage of other resources as podcasts and CD's. Podcasts provide students examples of real speech encouraging them to improve their listening comprehension and pronunciation. CD's contain large amounts of sound files, they provide a wide range of accents and listening situations that students are likely to find in a real world context.
- Teachers should continue using the technological and audiovisual resources, especially, the technological ones. Nowadays, technology is increasing and teachers have the opportunity to get a wide variety of resources. Teachers should include interactive computer programs in the development of the teaching learning process, which encourage students to learn in an enjoyable way. These resources offer students listening activities, extra linguistic support as clear sounds, pictures, videos, animations, etc., students work actively and assimilate content more easily. This extra linguistic support helps students to achieve a higher level of listening comprehension. Furthermore, the use of interactive computer programs wakes up students' interest by learning autonomously. Also, teachers can verify comprehension on an individual basis and interact with each student.
- Teachers should be more trained in the usage of didactic resources, especially for the listening stages that are part of the process of developing listening comprehension. All the didactic materials as radio, television and Internet are

suited to be used in each stage. With these didactic resources, teachers provide a real environment where students can feel motivated to develop the listening comprehension, students can work inside and outside the classroom in order to reinforce their listening skills. The use of didactic resources makes students gain confidence, practice and have opportunities to grow as good listeners.

## j. BIBLIOGRAPHY

- Anderson, M. (2000). *Library Talk*.
- Baker, J. (2006). *The English Language Teacher's Handbook*.
- Brown, H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Canning, W. (2000). *Practical Aspects of Using Video in the Foreign Language Classroom*. The Internet TESL Journal.
- Cortez, E. (2011). *Sitio Web Mi Portal*. Obtenido de Sitio Web Mi Portal. La importancia de los Recursos Didácticos: <http://www.miportal.edu.sv/blogs/blog/ErvinC/didactica-general/2011/12/09/la-importancia>
- Frommer, J. (1989). *Listening, looking and learning with MacLang*. CALICO Journal.
- García, O. (1996). *Didactic Resources for the Teaching Learning Process of English*. Obtenido de Sitio Web Ladynat: <http://ladynat-didacticcourse.blogspot.com/2010/10/didactic-resources-for-teaching.html>
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Hornby, A. (1990). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Jones, L., & Kimborough, K. (1987). *Great Ideas. Teacher's Manual; listening and speaking activities for students of American English*. Cambridge: Cambridge University Press.
- Lindsay, C., & Paul, K. (2006). *Learning and Teaching English*. Oxford: Oxford University Press.
- Martin, K. (2010). *How to use movies to develop Listening Skills*. Obtenido de Sitio Web eHow: [http://www.ehow.com/how\\_7855138\\_use-movies-develop-listening-skills.html](http://www.ehow.com/how_7855138_use-movies-develop-listening-skills.html)
- Miller, L. (2013). *Developing Listening Skills with Authentic Materials*. ESL magazine.
- Morley, J. (1991). *Listening Comprehension in Second/Foreign Language Instruction*. Murcia.

- Parris, L. (2012). *Developing listening skills with authentic materials*. eHow. Obtenido de Sitio Web eHow: [http://www.ehow.com/how\\_5050200\\_develop-listening-skills-authentic-materials.html](http://www.ehow.com/how_5050200_develop-listening-skills-authentic-materials.html)
- Rixon, S. (1986). *Developing listening skills*. Londres: Macmillan Publishers Ltd.
- Ross, J. (2006). *ESL Listening Comprehension: Practical Guidelines for Teachers*. The Internet TESL Journal.
- Sharma, P. (2009). *Controversies in using technology in language teaching*.
- Stanley, G. (2006). *Podcasting: Audio on the Internet comes of age*.
- Ur, P. (1992). *Teaching Listening Comprehension*. Cambridge : Cambridge University Press.
- Vinayak, G. (15 de Noviembre de 2010). *Importance of Audio-Visual in teaching Methodology*. Obtenido de Sitio Web Articlesbase: <http://www.articlesbase.com/tutoring-articles/importance-of-audio-visual-in-teaching-methodology-3667855.html>

k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
ENGLISH LANGUAGE CAREER

PROJECT

**THE USE OF DIDACTIC RESOURCES AND THE IMPROVEMENT OF  
THE ENGLISH LISTENING COMPREHENSION WITH THE STUDENTS  
OF 8TH YEARS OF GENERAL BASIC EDUCATION AT "UNIDAD  
EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA".  
ACADEMIC PERIOD 2012-2013.**

This project previous to obtain the Bachelor's  
Degree in Sciences of Education, English  
Language Specialization.

**AUTHOR:**

*Dennis Alejandro  
Bermeo Bustamante*

*Loja - Ecuador  
2013*

**a. THEME**

THE USE OF DIDACTIC RESOURCES AND THE IMPROVEMENT OF THE ENGLISH LISTENING COMPREHENSION WITH THE STUDENTS OF 8<sup>TH</sup> YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012-2013.



## **b. PROBLEM STATEMENT**

### **BACKGROUND**

The current thesis project is intended to set up innovative didactic resources to improve the listening comprehension in students of 8<sup>th</sup> Years of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja, so firstly, it is necessary to give an overview about the mentioned academic institution.

Unidad Educativa Anexa a la Universidad Nacional de Loja was created on September 28<sup>th</sup> 1970 as a centre of teaching practice. Therefore, this academic institution helps the community with an extension which is called “Motupe”. The institution is forming trained students with scientific and technical knowledge in the usage of the English Language at different levels of education such as: Beginning, Basic and Bachillerato.

This institution is working hard to accomplish the expectations of the society. Unidad Educativa Anexa a la Universidad Nacional de Loja is trying to get enough Didactic Resources to improve the learning of English Language. On the other hand, the institution develops academic activities according to the programmes of the country in order to improve the teaching-learning process.

Nowadays this Institution has a main authority which is the Dr. Rolando Elizalde Córdova; but the teachers' staff is not enough. They are 5 teachers in total. Also, it has a students' population of 1182. Finally, it is really important to point out that

this institution offers five specializations: Natural Sciences, Social Studies, Practical Activities, Arts and Sports.

### **MISSION**

The mission is to train competent students of General Basic Education and Bachillerato, with a high grade of competitiveness and humanity; and, knowledge and learning to contribute as a centre of teaching practice.

### **VISION**

The vision is the learning of values, social justice, conservation and development of the environment; also, dignity, freedom, responsibility, and so forth. For this, the institution has teachers of high quality and with a good infrastructure in order for the development of the human being

The name of “Manuel Cabrera Lozano” high school was changed by Unidad Educativa Experimental Anexa a la Universidad Nacional de Loja. Dr. Miriam González Serrano, Zonal Coordinator of Education, Zone 7, by the agreement No. 002-20-07-11 authorized the conformation and operation of this “Unidad Educativa” in the city and province of Loja, in its three educational levels: Beginner, Elementary and Secondary Education, from the year 2011 – 2012.

### **CURRENT SITUATION OF THE RESEARCH**

Nowadays, the world is globalized. The importance of the English language cannot be denied and ignored since English is the most common language spoken everywhere. It is considered as universal language. Most of the universities worldwide include English as one of their major subject.

Didactic Resources are essential tools to the improvement and enrichment of the teaching-learning process of the English Language on the students. These resources can be selected taking into account the level, the experience, the contents and the purpose of each one of them. Also, it is really important to mention that students through them acquire abilities and skills, and of course values and attitudes.

Listening plays an important role in the learning of a language. It is important to notice that for second language learners, listening comprehension is extremely important because it provides better participation in communicative situations. The use of didactic resources and listening comprehension is linked.

The lack of practice of the listening skill makes the students do not understand the topics exposed into classes. Therefore, students do not have a good understanding of the English Language. In addition, the lack of the use of didactic resources causes demotivation to develop students' listening skill.

It is essential to use the tools that are necessary and important to get better understanding at listening. Another concerning issue is that students do not realize that in English is different the writing and speaking.

Listening comprehension is important in the communication for everyone. For second language learners, developing the skill of listening comprehension is extremely important. Didactic Resources are positive when they help students to improve their listening comprehension.

## **RESEARCH PROBLEM**

Through years and experiences, English learning has become of vital importance, because it allows for better opportunities in the future. That is why the government must provide a project which allows a good management of skills in both, teachers and students who have to be constantly researching to contribute to the development of the country.

It is notorious, the lack of use of Didactic Resources to improve skills that are really necessary in the learning of the English Language. One of those is listening skill which is extremely important because through it can be developed the following subsequent skills. So, if students want to achieve a basic level in English it will not be possible if teachers have poor Didactic Resources to motivate students in the English language.

That is why, it is necessary to research the theme entitled: **“THE USE OF DIDACTIC RESOURCES AND THE IMPROVEMENT OF ENGLISH LISTENING COMPREHENSION WITH THE STUDENTS OF 8<sup>TH</sup> YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012-2013.**

## **DELIMITATION OF THE RESEARCH**

### **Temporal**

This research work will be carried out during the academic period 2012- 2013.

## **Spatial**

The place where the research work will be carried out is at Unidad Educativa anexa a la Universidad Nacional de Loja located in the south of Loja city, at National University of Loja.

## **Observation Units**

It is necessary to include in the present project the following people:

- English Teachers.
- Students of 8<sup>th</sup> year of General Basic Education.

## **Subproblems**

Furthermore, to provide a clear explanation of the main trouble the researcher will point out the following sub-problems which have been take into account according to the actual issue into the Teaching-Learning process:

- What are the didactic resources that improve the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013?
- Which are the didactic resources that teachers use to improve the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja”. Academic Period 2012-2013?

### **c. JUSTIFICATION**

The learning of the English Language will be carried out in a good way if teachers use didactic resources in order to motivate students. This research work is important because the theme: “The use of didactic resources and the improvement of English listening comprehension ”, is a topic that is not considered in the right way, because it is not about the quantity of didactic material rather the quality and the correspondent use, in this way, students’ outcomes will be better.

The theme, “didactic resources and the improvement of English listening comprehension”, allow the researcher to recognize the lack of didactic resources to teach students in order to improve listening skill through classical and technological means such as: TV/Videos, Internet/CD-ROM, computer, songs, etc.

As future educator, conscious of the commitment with the development in general and paying special attention to the different solutions to the Teaching of English Language. Considers the present project as an opportunity to contribute and enrich the knowledge.

The researcher is convinced that this research will produce significant knowledge related to the role of didactic resources into the learning of English Language. Moreover, English nowadays has gained a huge space in the communication all over the world.

The present research will benefit the students and teachers at Unidad Educativa anexa a la Universidad Nacional de Loja because it gives useful ideas to improve

the use of didactic resources. It is also important to point out that the researcher can collect necessary information in several libraries, personal textbooks and websites to support theoretically this study.

This research work is extremely necessary because with the right use of didactic resources teachers can develop the performance of students at listening skill. Finally, this research work will be carried out as a previous requirement to obtain the Bachelor's degree in Sciences of Education, English Language Specialization.

#### **d. OBJECTIVES**

##### **GENERAL:**

- To determine the influence that the use of didactic resources has on the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

##### **SPECIFICS:**

- To identify the didactic resources that improve the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.
- To analyze the didactic resources that teachers use to improve the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.



## **e. THEORETICAL FRAME**

### **DIDACTIC RESOURCES**

#### **Introduction**

Every teacher at the moment to give the class must to select didactic resources or materials. It is essential to choose in a right way didactic resources because these are essential tools to the improvement and enrichment of the teaching-learning process of the English Language on the students.

Didactic Resources are tools that facilitate the learning of the English Language. Also, students through them, they acquire abilities and skills, and of course values and attitudes. Some of these resources have not to be used technically perfect, the most important thing is to know which materials are pedagogically adequate, meaningful and useful for each group of students. For this, it is really important to use any resource available to us.

Nowadays there are lots of didactic resources that can help the teacher to give their classes, improve them or can support them in their work. These materials can be selected taking into account the level, the experience, the contents and the purpose of each one of them.

#### **Definition**

Didactic resources are a kind of material used by teachers to achieve goals, that is, auxiliar material with which students develop the learning of the English Language. These motivate students' interest for subjects, develop the activity in

groups making knowledge more meaningful, increase the lexicon, and facilitate the development of thinking and creativity.<sup>1</sup>

## Concepts

- Nowadays, the education requires that teachers need to be updated about the use of didactic resources to support their classes. Both, conventional didactic resources such as: still image, graphics, and printed material, as the actual technological media resources of audio and video are based on psychological and communication principles that contribute to the improvement of the student on the learning of English Language. These motivate the interest for subjects, they develop the activity in groups making more meaningful knowledge, they help to expand the lexicon, and they facilitate the development of thinking and encourage the creativity.<sup>2</sup>
- Didactic Resources are all of those means used by teachers to support, complement, accompany or evaluate the educative process that lead. These didactic resources cover a wide variety of techniques, strategies, instruments and materials, ranging from the whiteboard and marker until the use of videos and Internet. Is a set of components that facilitate the learning of English at students, which contributes a determined knowledge, because students get sensory and representative experiences. Then, we consider that: didactic resources encourage the communication and the interaction between teacher and students will be more effective. What we understand that such

---

<sup>1</sup> García, O. (1996). *Didactic Resources for the Teaching Learning Process of English*. <http://ladynat-didacticcourse.blogspot.com/2010/10/didactic-resources-for-teaching.html>

<sup>2</sup> Careaga, I., & Nissim, E. (2000). *Los materiales didácticos: medios y recursos de apoyo a la docencia*. Las Trillas.

communication be more effective? That this be more able to change the attitude in students, that is, to make them learn.<sup>3</sup>

## **Importance**

Didactic resources are important due to the following reasons:

- They provide a better understanding in the formation of the student, because these have more organization that allows to transmit what we want to teach inside the classroom.
- They motivate students, and create an interest about the topic they are going to develop.
- They enrich the vocabulary.
- They help and develop the learning skills of students.
- These help to evaluate the level of learning that student has, because each resource has a different purpose.
- They provide a better interaction between teacher and students.<sup>4</sup>

## **Use of Didactic Resources**

Didactic resources are always used. Nowadays, a teacher has the opportunity to get a wide variety of resources to develop the English listening comprehension. These have to be used whenever possible because students love new things and activities that catch their attention. Some of these resources have not to be used

---

<sup>3</sup> Grisolia, M. (2001). *Sitio Web del Profesor*. Obtenido de Sitio Web del Profesor. Facultad de Humanidades y Educación. Universidad de los Andes, Venezuela: <http://webdelprofesor.ula.ve/humanidades/marygri/recursos.php>

<sup>4</sup> Cortez, E. (2011). *Sitio Web Mi Portal*. Obtenido de Sitio Web Mi Portal. La importancia de los Recursos Didácticos: <http://www.miportal.edu.sv/blogs/blog/ErvinC/didactica-general/2011/12/09/la-importancia>

technically perfect, the most important thing is to know which materials are pedagogically adequate, meaningful and useful for each group of students.

### **Functionality**

#### **To present information and guide attention to the learning:**

- Providing educational objectives.
- Several communicative codes: Verbal ( Conventional, they require an effort of abstraction) ; and Iconic (Intuitive Representations to close to the reality)
- Appropriate integration of multimedia, they must provide relevant information.

#### **To organize information:**

- Summaries, Synthesis.
- Conceptual Map.
- Graphic Organizers, Diagrams, Summary Tables, Flowcharts, etc.

#### **To relate information, creating knowledge and improving skills:**

- Previous organizers to introduce the topic.
- Examples and Analogies.
- Questions and Exercises to guide the relationship of new knowledge with prior knowledge of students and their application.
- Environments for expression and creation.

## **Selection of Didactic Resources**

**Objectives:** That we intended to achieve. We consider how material can help us to do this.

**Contents:** The content needs to be in relationship with the objectives.

**Student characteristics:** Skills, cognitive skills, interests, prior knowledge, and experience required for the use of materials.

**Context characteristics:** In which we develop our teaching and where we use the materials that we select.

### **Advantages**

- Each didactic resource offers certain benefits and potential use in the improvement of learning activities, depending on the context, which can offer meaningful advantages over the use of alternative resources.
- In order to determine advantages of one resource over another. We must always consider the application of the context.
- These differences between several resources are determined by its structural elements.

### **Type of didactic resources to teach English**

The simplest didactic resources for teaching English as a Foreign Language are real objects, which can be used in several ways. To use them as a source for vocabulary, improving pronunciation and spelling. These resources bring this

reality closer, and are also an aid to solve the problems of lack of discipline and attention in class.

### ✂ **Traditional**

The blackboard, visual aids, the textbook, and hand-made materials are among those items every teacher has once or another used and, quite frequently, are still present in every language classroom. In many occasions, some of these elements exceed the limits of its own function and become a structuring force of the language teaching process, as it is the case with the textbook.

#### **The blackboard**

Each classroom is different. One may have posters, another may have fixed rows of seats; in another there is a good classroom library whereas a fourth one does not have a single book. However, if there is a piece of furniture every classroom has, that is a blackboard. Given the ordinary arrangement of space in the classroom, the blackboard has normally been related to the “teacher-centred” tradition: the teacher, in front of the blackboard, standing opposite the students, who are facing the blackboard as a reference. However, nowadays the position at the metaphorical centre of the classroom has been occupied by the learner in what has been termed as the “learner-centred approach”. Learner-centred instruction is characterised by:

- Techniques that focus on or account for learners’ needs, styles and goals.
- Techniques that give some control to the student (group work or strategy training, for example).

- Curricula that include the consultation and input of students and do not presuppose objectives in advance.
- Techniques that allow for student creativity and innovation.
- Techniques that enhance a student's sense of competence and self-worth.

Furthermore, it is important for a teacher to be able to work with “minimal resources” and that the blackboard is, perhaps, the minimum resource available for all kinds of language teachers, it is important to learn how to use it and, even in that constrained situation, be creative. Control of the resources and materials available is a mark of professional quality.

**The following Dos and Don'ts try to summarise a number of suggestions for a rational and creative use of the blackboard:**

- Divide the blackboard into sections.
- Use fixed sections of the blackboard for some relevant information: date, lesson title, daily
- Agenda, homework and reminders.
- Be relevant.
- Be orderly. Be legible; use BLOCK LETTERS, if necessary. Be aware it must be readable from every
- Be accurate (particularly about the spelling) and mind your handwriting.
- Highlight the relevant information: use boxes, labels, etc.
- The board is not only to write on: stick things, project things, and draw on it.
- Read aloud what you are writing on the blackboard as you write it.
- Erase vertically (it is cleaner).

- Complement, if possible, your blackboard writing with printed hand-outs or computer presentations.

There are many activities which can be done using the blackboard. as: Anagrams, Categories, Class story, Cross words, Doodles, Draw and Describe, Fathers and Daughters, Hangman, Letters, Picture it, Ratings, Self-Questioning, Sentence Anagrams, Sentence Games, Silent Story or Word Change

### **Visual aids: realia, flashcards, wall charts and posters**

The link among the visual, the aural and the conceptual has to be worked out in the classroom. With that idea in mind, the teacher should use a variety of visual resources to complement their writing and their speaking. Two general types of visual aids can be used: **realia** and **ready-made materials**. The first ones are real items belonging to the community of users of the foreign language brought to the classroom (real tickets, brochures, sweets, etc.); the second ones can be any of the wide collection of printed materials available to the teacher.

(Brown, 2001) states that “realia are probably the oldest form of classroom aid, but their effectiveness in helping students connect language to reality cannot be underestimated.” (Salaberri, 1996) highlights the value of realia to teach vocabulary or as prompts in oral or written interactions and she suggests some activities to do with realia: follow instructions, guess the objects, classify objects, “odd one out” or “find someone who”.<sup>5</sup>

---

<sup>5</sup> Salaberri, R. (1996). *Audio-visual and technical resources*.



**Flashcards** can be prepared by the teacher and the learners or they can be acquired as printed material. The latter are provided by a good number of educational publishers in relation to lexical, functional or grammatical items; the first can be done by the class or the teacher as part of a language learning task by cutting pictures from a magazine or by copying, pasting and cutting images from the Internet. She suggests activities such as the following: show the flashcards, substitution dialogues, chains, classify the pictures/words, picture dictionary, domino and other matching games.

Finally, **wall charts** and **posters** offer the learners more complex visual stimuli. Wall Charts comprise a sequence of events related in time and/or space, which make them suitable for narratives or science-related presentations, among many other possible uses. Posters lack the sequential structure of wall charts; it is quite easy to find maps, posters with numbers and letters, etc., but they can also be easily made as part of a learning task. She suggests the following activities to do with wall charts and posters: predicting and anticipating, descriptions, mind maps, reorder the stage, mime and point, label the pictures, try to remember, say as many words as possible, “hide and seek” game.

### **The textbook**

(Ur, 1996) gives some reasons for and against the use of a textbook. In favour of using a textbook, she mentions the sense of structure and progress, its use as a syllabus, its being ready-made, its price (which sometimes is not so reasonable or affordable), its convenience as a package, it is guidance help for teachers and that it gives the learner some degree of autonomy. Against using a textbook, she

mentions its homogeneity and inadequacy for individual needs and objectives, its irrelevance and lack of interest in many occasions, its limitation of initiative and creativity, its homogeneity and its over-easiness.

However, most teachers would agree that the textbook is the most important (and frequent) single resource they can use. In fact, a textbook does not only provide the teacher with a topic, some texts and a good number of activities; it also caters for some important details which are quite difficult to implement without the aid of a textbook: variety of texts and activities, rich visual design, procedures for continuous and final assessment, a clear statement of objectives and its relationship to texts and activities, etc. For that very same reason, it is extremely important to choose the most appropriate textbook and, then, to use it wisely. In order to achieve both objectives, some usage procedures and a checklist to choose a textbook will be shown below.

**Usage procedures:**

- Cut, copy and paste. Feel free to modify/expand/reduce the textbook.
- Adapt it to your needs.
- Do not use it straightforward, move up and down, forward and backward.
- There is life out of the textbook: Add materials/information/resources to your textbook.
- There is no best textbook, only a better way to use it.
- Evaluate your textbook and ask your students about it.
- Check the teacher's book for ideas, suggestions or further activities.

## **Hand-made materials**

Teaching is not a repetitive profession. Creativity, as one of the basic competences to be promoted through education, must be a permanent feature of a teacher. Consequently, making new materials is just a proof of that human and professional quality.

However, this does not mean to be designing new materials every day. There is no sense in busying oneself when the availability of materials is such that almost everything a teacher may think of has already been previously designed. A balance should be found between creation and reproduction. Anyway, a number of ideas are listed below to help you think about your own materials.

- Before inventing, search (especially the Internet).
- Before inventing, ask other colleagues or your nearest teacher resource centre.
- Once inventing, appearance is important.
- Students can also design and create teaching materials.
- Be accurate and be neat.
- Colourful better than black & white.
- Variety is a guarantee of success.

## **Authentic material for listening comprehension**

Helping students to develop listening skills is one of the most challenging missions that modern educators are tasked with. The difficulty arises from the fact that as an assignment, it requires active participation by, and the full attention of, both the instructor and student. Additionally, the mastery of the skill itself is

absolutely critical for the development of successful communication skills, which generates further pressure and stress. The incorporation of authentic materials into a lesson can enliven the classroom environment and help foster a positive attitude towards listening.<sup>6</sup>

### ✧ **Technological Resources**

Every day technology is increasing and expanding and this is changing how students learn. Technological resources are more accessible today than it ever has been, and students are adapting to them. The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results.<sup>7</sup>. Therefore, the use of technological resources can improve listening skills, aiding learners to comprehend better the information when they are listening to the audio.

#### **Purposes:**

- Technological resources make the learning process of listening more entertaining.
- The use of technological resources outside the classroom can make learners more autonomous.
- Class interaction and participation increases.
- Classroom stress is lowered and fewer behaviour problems.

---

<sup>6</sup> Parris, L.. (2012). *Developing listening skills with authentic materials*. [http://www.ehow.com/how\\_5050200\\_develop-listening-skills-authentic-materials.html](http://www.ehow.com/how_5050200_develop-listening-skills-authentic-materials.html)

<sup>7</sup> Sharma, P. (2009). *Controversies in using technology in language teaching*.

- Technology integration has the potential to increase students' motivation.<sup>8</sup>

One of the best ways to introduce students to listening is to incorporate technological resources in class such as the radio, song, computer, podcast, Internet and television.

## **Radio**

Listening to the radio is one of the most accessible ways a learner has of developing listening skills. Radios are low-tech, and radio broadcasts are continuous. Listening to the radio, however, is not an activity that is often used in class time. Perhaps, this is because radio, listening can be done only in real time and scheduling of language classes to catch particular radio programs is difficult.<sup>9</sup>

## **Songs**

Songs are piece of music with words that is sung. Songs are also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson.<sup>10</sup>

The example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. Also, through them pupils acquire vocabulary and grammar, improve spelling and develop the four linguistic skills of reading, writing, speaking and of course listening. As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on. So, we

---

<sup>8</sup> Anderson, M. (2000). *Library Talk*

<sup>9</sup> Miller, L. (2013). Developing Listening Skills with Authentic Materials. ESL magazine.

<sup>10</sup> Hornby, A. (1990). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.

can directly listen to the song and also interest to learn the value of language in it. When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitability of the listening material such as the use of song as authentic material.<sup>11</sup>

➤ **Using popular songs to improve English listening comprehension**

Are your students bored in spite of your best efforts? Are you looking for some new and different techniques? Could you use a learning activity that would really wake them up? Would you like to get and keep the students' interest? Even have them helping you? Then try this classroom-tested technique by using student-selected songs to teach listening comprehension.

Almost everyone loves music. It is part of our language and life from before birth onwards. As babies, we hear lullabies. As young children we play, sing and dance to a myriad of nursery rhymes. As adolescents, we are consumed by the beat of popular music artists worldwide. As adults, every form of advertising we hear, every special event we experience, is in part, music. Music pervades television, movies, theater, and even the nightly news.

When we exercise, when we work, when we play, when we worship and even when we die, music is there to reinforce or alter or every mood and emotion. A catchy tune is played, hummed or sung, at times in our head, as we go about our everyday lives. So, why not include music and songs in language learning as well?

---

<sup>11</sup> Ross, J. (2006). *ESL Listening Comprehension: Practical Guidelines for teachers*. The Internet TESL Journal.

### **Factors contributing to listening comprehension of the song**

- Use of new vocabulary, idioms, and expressions. You'll need to address the new material offered in each song. This includes grammar, vocabulary and usage.
- Pronunciation and accent of the singer. Every native speaker doesn't pronounce or sing with the same accent. Students may be exposed to an accent which is outside the realm of what they might normally hear in the context.
- Use of new grammar and structure Song writers and singers are notoriously "loose" when it comes to use of grammar, structure, pronunciation, stress and other language factors applied to songs. The teacher must prepare for this.

### **Three principal song selection criteria**

- Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.
- Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
- Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available. Use this.

## Computer

Computers are becoming increasingly popular for teaching English as a second language for its exclusive advantages: they allow a kind of interaction and the process of learning is individualized, according to the abilities of the student. As it implies an active working, it improves the assimilation of contents and create an autonomous learning; the students learn to learn by themselves; also, the combination of the visual, sound and movement provides a very attractive presentation. Working with a computer may be similar to the textbook, but we can present the activity with a particular task, and test at the beginning and end, to check previous knowledge and learning.

The computer is a great help in teaching listening skills, apart from enjoyment and excitement, do something that is almost impossible to accomplish in whole-class instruction that is to verify comprehension on an individual basis and to interact with each student based on his or her listening skills.<sup>12</sup>

When a computer is combined with a CD-ROM or videodisk, it can provide extra-linguistic supports, such as clear sounds, pictures, real-life video images, animations, etc. These extra-linguistic supports provide help for second language students' comprehension.

---

<sup>12</sup> Frommer, J. (1989). *Listening, looking and learning with MacLang*. CALICO Journal.



## **Podcast**

An innovative approach to teaching listening skills has emerged due to the hi-tech development. One of them is called “podcast”, which has recently become very popular. The term “podcasting” was first coined in 2004, and it means the publishing of audio materials via the Internet. Audio recordings are designed to be downloaded and listened to on a portable MP3 player of any type, or on a personal computer.

Podcasts offer language teachers and students a wide range of possibilities to have more listening input both inside and outside of the classroom. Supplementing the (often) scripted and stilted textbook listening with the real life authentic conversations you can find on many podcasts is an attractive option for language teachers.

If chosen carefully, extracts from podcasts can provoke stimulating discussion, and bring different variations of voices and varieties of English into the classroom and through them students are able to distinguish pronunciation.<sup>13</sup> Finally, podcast’ content is free; teachers now have a way to build up a big listening library for their students on contemporary and relevant topics.

## **Internet**

A factor to consider is the amount of classroom time spent on listening. As classroom time is limited, students should be encouraged to practice listening outside the class as often as possible. Fortunately, the internet is a rich source of

---

<sup>13</sup> Stanley, G. (2006). *Podcasting: Audio on the Internet comes of age.*

free listening materials for self-learning. Many of the better websites allow the students to choose their own level and topic. Students are able to listen to the materials as many times as they wish and never need to feel embarrassed or reluctant to ask the teacher to play the CD again, websites such as **Randall's ESL Cyber Listening Lab** and **English-Trailers** are highly recommended. (Morley, 1991).<sup>14</sup>

➤ **Useful websites for listening comprehension**

Think of how you learned your native language. You listened for a long time before you ever began to speak. Reading and writing came much later. Of all the skills, listening is the skill that helps you develop fluency; the ability to speak naturally. But just as you learned your native language, you need to listen a lot more than you speak. The sooner you get into the habit of listening to English, the faster you will develop your skills.

There are thousands of websites that will help you build your English Listening Comprehension. But how do you know which sites are good? And do you know how to use them? The websites below are excellent quality and will help you improve. We've included some notes to help you use these sites effectively.

• **News and Stories:**

**Voice of America (VOA) Learning English:** This website has high quality reading and listening materials for non-native English speakers. Each story on the

---

<sup>14</sup> Morley, J. (1991). *Listening Comprehension in Second/Foreign Language Instruction*. Murcia.

site contains a transcript and MP3 with slower English, in case the original is too fast for you.

**Level:** Elementary to Intermediate.

**BBC Learning English:** is similar to the VOA site, with high quality listening, reading, and exercise. BBC also has the BEST website for practicing pronunciation, with videos that help you model yourself after a native speaker.

**Level:** All levels.

**How to use these sites:**

- Select a story that interest you. Listen to it once without reading the transcript.
- Read the transcript. Try to guess the meaning of any words and expressions you don't understand. Use a dictionary only if you can't figure out the meaning.
- Listen again while reading the transcript.
- Listen once more without the transcript.

**Conversation and Short Talks**

**Randall's ESL Cyber Listening Lab:** has conversations, short talks, vocabulary, exercises, and numerous other activities for learners. All are excellent quality.

**Level:** All levels.

**How to use this site:**

- Select a story or conversation, and do the pre-listening exercises.
- Listen to it without reading the transcript, and then do the listening exercises.

- Listen again while reading the quiz script.
- Do the vocabulary exercises only if you wish.
- Listen once more without the transcript.

**Randall's ESL Cyber Listening Lab:** is similar to Randall's ESL Lab above; this site also includes songs, games, and some short new stories.

**Level:** All levels.

**How to use this site:**

- Same as above: select a story, and listen to it without reading the transcript.
- Read the transcript and learn new vocabulary.
- Listen once more without the transcript.<sup>15</sup>

**Television**

Using television in the classroom allows the learners to access to more information when listening. That is, the learners can listen and see what is happening at the same time. Non-verbal behaviour or paralinguistic features of the spoken text are now available to the learners (compared with radio), so learners can develop their listening skills in a richer language context.

Many language learners watch television outside of class time, but few of them consider this as an opportunity to develop their listening skills (perhaps because they become used to reading the sub-titles of English movies) Hence, watching television is an opportunity for students to increase their knowledge of the English

---

<sup>15</sup> MEDRANO, Hal. 2012. Best Web Sites for Improving Listening. Language Link. New York-USA. <http://lv.edu.vn/blog/author/hal>

language outside the classroom. But facilitators should advise students to be aware of the listening practice instead of reading of subtitles.

Similarly, Harmer (2001) points out that one major advantage of television is that learners not only can listen the language but also they can see it, in order to support comprehension, television contains visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret it in a deeper way. Because of learners can see the language in use from natural contexts; they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

### ✧ **Audiovisual Resources**

The real importance of audiovisual resources is that they create a rich and varied environment, from which students can improve their listening skills. The use of audiovisual resources in class as movies makes language teaching more vivid and stereoscopic. They are excellent language learning materials. Most of the relevant studies pointed out that audiovisual resources could make language input more comprehensible, and could thus facilitate foreign language study, especially the activity of listening comprehension.<sup>16</sup>

#### **Purposes:**

- **Best motivator:** They are the best motivator. The student works with interest.
- **Variety:** The audiovisual resources provide a variety of tools which help the teacher.

---

<sup>16</sup> Canning, W. (2000). *Practical Aspects of Using Video in the Foreign Language Classroom*. The Internet TESL Journal.

- **Helpful in attracting the attention:** Attention is the true factor in any process of learning and teaching listening. Audiovisual resources help the teacher in providing a proper environment for capturing as well as sustaining the attention and interest of the students in classroom.
- **Positive environment for creative discipline:** A balanced, rational, scientific use of audiovisual resources develop, motivate, experience, attract the attention of the students and provide a variety of creative outlets for the use of their tremendous energy and keeps them busy in classroom work.<sup>17</sup>

## **Movies**

One of the most popular resources is the movie, since it is a good motivating force because it provides a closer approach to reality through the ear and eye and keeps students active because it allows them to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language.

Movies can bring advantages to work with. It can allow the non-native teacher to bring samples of genuine interaction to the classroom and enable the students to listen that communication, studying in repeatedly, and absorbing aspects of communication that are difficult to access in any other way. In fact, movies can fulfil different functions for learners at different levels of proficiency. For beginning learners it can provide examples of authentic language use in limited contexts of use. In this way, it can validate the language they are learning and demonstrate its use in the world beyond the classroom. With higher level

---

<sup>17</sup> Vinayak, G. 2010. *Importance of Audio-Visual in teaching Methodology*. <http://www.articlesbase.com/tutoring-articles/importance-of-audio-visual-in-teaching-methodology-3667855.html>

students, it can provide variety, interest, and stimulation and thereby help to maintain motivation. It can also be used for extensive listening and listening for gist. With advanced students, movies can fulfil the same functions as for native speakers, to provide information and entertainment. At this level, it can be used as a stimulus for discussion and debate.

Watching movies can improve the listening skills of students, whether they are learning English as a foreign language or whether they just want to improve their ability to listen, concentrate and comprehend. The use of them enables students to improve their listening skills because they become engaged in the storyline of the movie, which offers both a visual and audio depiction of dialogue and story in a potential real-life situations, using real emotions, diction, tone and slang, which can sometimes be lost in a classroom environment.<sup>18</sup>

Movies give long and detailed summaries of all of the slang and idioms; it is a wonderful resource for ESL students. They are enjoyable if they are based on good stories or interesting topics.<sup>19</sup>

Students really enjoy watching movies for several reasons. First, they get exposure to natural language in a non-threatening setting. Second, movies provide common ground to students of any international background.

---

<sup>18</sup> Martin, K. (2010). *How to use movies to develop Listening Skills*. [http://www.ehow.com/how\\_7855138\\_use-movies-develop-listening-skills.html](http://www.ehow.com/how_7855138_use-movies-develop-listening-skills.html)

<sup>19</sup> Ur, P. (1992). *Teaching Listening Comprehension*. Cambridge : Cambridge University Press.

## **ENGLISH LISTENING COMPREHENSION**

Listening is the language skill which learners usually find most difficult. This is often because they feel under unnecessary pressure every word. Listening is the ability that involves understanding a speaker's accent or pronunciation, grammar and vocabulary. Listening is not crucial for the learner to understand how to learn the language, but also because it is a core life skill. Students with good listening skills are able to participate effectively in the classroom.<sup>20</sup>

### **Hearing vs listening**

Is there any difference between hearing and listening? The answer is right, there is! **Hearing** is simply the act of perceiving sound by the ear. If you are not hearing-impaired, hearing simply happens. **Listening**, however, is something you consciously choose to do. Listening requires concentration so that your brain processes meaning from words and sentences. Listening leads to learning.

### **Characteristics of Good and Effective Listener**

Good and effective listeners tries to give maximum amount of thought to the speaker's ideas being communicated, leaving a minimum amount of time for mental exercise to go off track. A good listener:

- **Is attentive:** Good listener must pay attention to the key points. He/She should be aware. He should avoid any kind of distraction.

---

<sup>20</sup> Brown, H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.



- **Do not assume:** Good listener does not ignore the information he/she considers is unnecessary. He/She should always summarize the speaker's ideas so that there is no misunderstanding of thoughts of speakers. He/She avoids judgements about the speaker's message.
- **Listen for feelings and facts:** Good listener listens for the feelings of the speaker. He/She concentrates totally on the facts. He/She evaluates the facts objectively. His/Her listening is concerned and active. He/She observes the gestures, facial expressions and body language of the speaker. In short, a good listener should be aware (i.e. one who tries to understand the views of the speaker) and active (i.e. one who concentrates not only on the surface meaning of the message but tries to probe the feelings and emotions of the speaker).
- **Concentrate on the other speakers kindly and generously:** A good listener makes efforts to give a chance to other speakers also to express their thoughts and views. He/She tries to learn from every speaker. He/She evaluates the speaker's ideas. He/She focuses on the content of the speaker's message and not on the speaker's personality and appearance.
- **Opportunizes:** A good listener tries to take benefit from the opportunities. He/She asks "What's in it for me?"<sup>21</sup>

---

<sup>21</sup> WITHERS, James. Characteristics of Good Listening Skills. eHow.. [http://www.ehow.com/about\\_5096048\\_characteristics-good-listening-skills.html](http://www.ehow.com/about_5096048_characteristics-good-listening-skills.html)

## **Importance of Listening Comprehension**

The importance of listening in language learning has changed over the past years. Listening used to be overlooked and educators supposed that listening skills would be acquired during the grammar, vocabulary and pronunciation practice.<sup>22</sup>

Learning a language depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening comprehension is the receptive skill in the oral mode.

Listening comprehension is a key initial step in communication. The better a student can understand what is being said, the better will be their ability to communicate. In addition, they will be better able to notice the characteristics of the target language which will help improve their language development in all four skill areas.

Students may feel a great deal of pride when they are able to comprehend something in the target language. This can be a great motivating factor in continuing to learn the language, and teacher should do whatever possible to promote this sense of accomplishment. Consequently, teachers need to use didactic resources which will enhance learners' oral comprehension and motivate them, as well.

Students do not have an innate understanding of what effective listeners do; therefore, it is the responsibility of teachers to share that knowledge with them.

---

<sup>22</sup> Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Perhaps the most valuable way to teach listening skills is for teachers to model them themselves, creating an environment, which encourages listening. Teachers can create such an environment by positive interaction, actively listening to all students and responding in an open and appropriate manner. Teachers should avoid responding either condescendingly or sarcastically. As much as possible, they should minimize distractions and interruptions.

It is important for the teacher to provide numerous opportunities for students to practice listening skills and to become actively engaged in the listening process. The three stages of the listening comprehension are: pre- listening, while-listening, and after-listening.

### **Listening Stages**

**Pre-listening:** The pre-listening stage helps learners to find out the aim of listening and provides the necessary background information. Here it is necessary to introduce some preliminary discussion, in which students can talk together about their expectations and make predictions about what they are going to hear.<sup>23</sup> The abilities of predicting what others are going to talk about and using one's own knowledge of the subject to help one understand are also stressed by (Doff, 1988).

These enabling skills contribute to building feedback for the whole exercise. When doing exercises in the classroom, he also advises asking students to guess

---

<sup>23</sup> Jones, L., & Kimborough, K. (1987). *Great Ideas. Teacher's Manual; listening and speaking activities for students of American English*. Cambridge. Cambridge University Press.

what they are going to hear next, which will improve their abilities and will keep the class actively involved.

**Pre-listening stage can consist of a whole range of activities, including:**

- Teacher gives background information.
- Students read something relevant.
- Students look at pictures.
- Discussion and answer session.
- Written exercises.

**While-listening**

The aim of this stage for students is to understand the message of the text not catching every word, they need to understand enough to collect the necessary information. While-listening exercises should be interesting and challenging, they should guide the students to handle the information and messages from the listening.<sup>24</sup>

While-listening activities can be shortly defined as all tasks that students are asked to do during the time of listening. The nature of these activities is to help learners to listen for meaning that is to elicit a message from spoken language. This stage gives students a real reason to listen to. The teacher can set different types of tasks in order to help students to listen for general idea or specific information.<sup>25</sup>

---

<sup>24</sup> Rixon, S. (1986). *Developing listening skills*. Londres: Macmillan Publishers Ltd.

<sup>25</sup> Baker, J. (2006). *The English Language Teacher's Handbook*.

**While-listening stage can consist of a whole range of activities, including:**

- Compare the listening passage with the pre-listening phase.
- Obeying instructions; where students are given certain instructions and show their understanding by a physical response (they draw, write, tick, underline etc.
- Filling in gaps; while listening to a dialogue students hear only the utterances of one of the speakers and are asked to write down those of the others.
- Detecting differences or mistakes from a listening passage; students respond only when they encounter something different or contrary to what they already knew about the topic or the speakers.
- Ticking off items (bingo); where students listen a list of words and categorize (tick off) them as they hear.
- Information transfer; where students have to fill grids, forms, lists, maps, plans etc.
- Sequencing; where students are asked to give the right order of a series of pictures.
- Information search; that is listening for specific items, e.g. answer a particular question from the pre-listening stage.
- Filling in blanks of a transcript of a passage with the words missing (e.g. lyrics of a song)
- Matching the items, which have the same or opposite meaning as those the students hear, or matching the pictures with the descriptions heard.

## **Post-listening**

The post-listening stage comprises all the exercises which are done after listening. Some of these activities may be the extensions of those carried out at pre and while-listening work but some may not be related to them at all and present a totally independent part of the listening session. Post-listening activities allow the learners to 'reflect' on the language from the passage; on sound, grammar and vocabulary as they last longer than while-listening activities so the students have time to think, discuss or write.

In this phase, it is usual to do activities which require students to react to what they have read or listened to by using information they have found out. It gives a chance to check learner's understanding and to feedback and consolidate what they have learnt.<sup>26</sup>

### **Post-listening stage can consist of a whole range of activities, including:**

- Discussing students' reactions to the content of the listening selection.
- Asking students thought-provoking questions to encourage discussion.
- Setting students to work in pairs to create dialogues based on the listening.
- Assigning reading and writing activities based on what students listened to.
- Answering multiple-choice or true/false questions to show comprehension of messages.
- Problem solving activities during which students hear all the information relevant to a particular problem and then try to solve it by themselves.

---

<sup>26</sup> Lindsay, C., & Paul, K. (2006). *Learning and Teaching English*. Oxford: Oxford University Press.

- Summarising, students are given several possible summary sentences and are asked to say which of them fit a recording.
- Writing letters, telegrams, postcards, messages etc. as a follow-up to listening activities.

### **Using authentic material on each listening stage: Pre, While and Post**

For too long listening has been relegated to a secondary position in the English language teaching classroom. This stems, in part, from the fact that whereas a considerable amount of research has been conducted into reading, writing and speaking.

Some of the reasons for this lack of research interest come from the fact that speaking was always considered a more "valuable" skill to focus on in the classroom; that researchers and teachers have often considered that listening was something which could just be "picked up"; and as researchers and teachers had not been taught listening themselves, they saw little need for developing a specific research agenda or approaches to teaching listening.

It is indeed interesting that listening has not received wider attention in the past given that it is the language skill most often used in everyday life. More than forty percent of our daily communication time is spent on listening, thirty-five percent on speaking, sixteen percent on reading, and only nine percent on writing.

Although listening has been a relatively neglected skill in terms of research and how it is introduced to language learners, it is now beginning to receive more attention. The question of how to help learners develop effective listening

comprehension brings attention to the methods we use and the type of materials we introduce our learners to. The aim of all listening lessons should be to allow learners a greater degree of independence when confronted with listening to the foreign language in a real world context, and that means using authentic material. Therefore, it is necessary to consider the following procedure of applying these resources in each listening stage: Pre, While and Post.

### ✧ **Radio**

Using real-time radio in class is one of the more easily accessible forms of authentic listening practice we can give our learners. The airwaves are filled with programs twenty-four hours per day, and the low cost of radios means that most language teachers can obtain a radio and take it to class. Radio stations such as: **BBC World Service** and **Voice of America** are constantly on-air.

Meanwhile, many non-English speaking countries also broadcast some programs, or even have dedicated stations, in English. Although radios are easy to access, they are perhaps the most difficult of aural text for language learners to listen to. The reason for this is that all non-verbal information is missing, information which can aid in helping understand the message, and the learner has to focus on the skill which is most difficult for him or her listening.

In order to use radio programs with learners, teachers need to select a program at a suitable time for their class and decide on some global listening tasks for the learners. For instance, with an intermediate group of learners about to listen to a radio program on travel we might adopt the following procedure:



**Pre-listening:** Today we are going to listen to a travel program on the radio for ten minutes. Before we listen, who has made a trip recently? Where did you go? What did you see?

The radio guide tells us in that this program is about Egypt. What do you know about Egypt? What would you like to know about Egypt? What kind of information do you think the presenter will give us?

**While-listening:** While you listen to the program, try to listen for the main things the presenter recommends doing while in Egypt. Don't try to write anything down, only listen to the program and see how much you can understand.

**Post-listening:** In groups of three have a short discussion about what you heard from the program. Would you like to go to Egypt based on what you just heard? Why or why not?

## ✧ **Television**

Using television in the classroom allows the learners access to more information when listening. That is, the learners can now see what is happening as well as listen to the text. Non-verbal behaviour or paralinguistic features of the spoken text are now available to the learners (compared with radio, that is), so learners can develop their listening skills in a richer language context.

Many language learners watch television outside of class time, but few of them consider this as an opportunity to develop their listening comprehension (perhaps because they become used to reading the sub-titles of English movies). We can,

however, in the language classroom, sensitize our learners to how they can make use of television to help them develop their second language listening skills. With an elementary-level class of learners we might consider the following out-of-class activity:

**Pre-listening:** This weekend there is an English movie on TV. Does anyone know what it is? What time is it on? Which channel is it on? Please write the name, time and channel down as this is your homework task.

**While-listening:** I would like you to watch the movie this weekend, or try to watch as much as you can. Focus on listening to the movie instead of reading the subtitles. Try to collect the following information: kind of movie (comedy, romance, action, horror), names of the main characters (male, female, animal), where does the movie take place (inside, outside, on land, at sea, country), what is the main idea in the movie?

**Post-listening:** Who watched the movie last weekend? What can you tell us about it? This generic format can be repeated as many times as you like, and once learners have developed the habit of watching and listening to English language movies with some kind of focus, they will get used to this type of exposure to listening for pleasure, and you may then move on to more critical post-viewing tasks.

### ✧ Internet

There has been a fast increase in the development of Internet facilities. This has been prompted, partly, by the more powerful computers we have these days and

has been partly driven by the users' demands for more interesting and innovative applications of the technology. We are able to direct our learners to sites on the Internet where they can practice their listening as long as they have access to the appropriate computer hardware.

There are several benefits computer software has over radio or television. For instance, many CD-ROMs now have glossaries and online scripts, so that when problems are encountered, the learners can get online help. In addition to this, many younger learners wish to learn or use their computer skills nowadays, so the prospect of developing computer skills along with developing their language skills may seem attractive to these learners. With an advanced group of learners we might consider having extended critical and creative discussion about the news:

**Pre-listening:** Tomorrow in class we will have some discussion about what's in the news. In order to do this I would like you do access at least two of the following website: BBC, AVOA or NPR and listen to different versions of the main stories.

Once you are in the website you can choose audio or video presentations. You can also look for related items. Just surf around until you feel you have collected enough information for our discussion in class.

**While-listening:** Students may either work at home or in a computer lab at school to collect the information they require.

**Post-listening:** First, I would like you to sit in groups according the one of the websites you visited. So let's have a group of BBC listeners/viewers, one of VOA,

and one of NPR to begin with. In your groups discuss what the main news stories were. Only exchange information at this stage. Now change groups and have person for each website in groups of three. Explain to the other members in your group the main stories in the order they were presented on the Web. Then discuss your reaction to these stories. Consider how important you think the item is, what angle the broadcast company took when presenting the stories, and what this story means to you personally.

This use of the Internet and computer technology integrates several authentic activities for the learners and widens the scope of developing listening skills. In addition to this, learners are now given more autonomy over their language learning and the links between classroom and real-world learning becomes more obvious to them.<sup>27</sup>

---

<sup>27</sup> Miller, L. (2013). *Developing Listening Skills with Authentic Materials*. ESL magazine.

## **HYPOTHESES**

### **GENERAL:**

- The use of didactic resources influences the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

### **SPECIFICS:**

- The type of didactic resources that teachers use contributes to the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.
- The inadequate use of didactic resources by teachers limits the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

## **f. METHODOLOGY**

### **DESIGN OF THE RESEARCH**

It is important to mention that this research will be descriptive since the researcher will not manipulate the variables, but there will be the opportunity to make a direct observation to see how it is the phenomenon in the reality. For the development of it, some methods and techniques will be applied, in order to get the required data and the results in this research.

### **METHODS, TECHNIQUES AND INSTRUMENTS**

#### **METHODS:**

**Scientific method:** Through its analysis and synthesis processes the researcher will discover the causes and effects among facts, variables and components of the research study. It will also support the researcher during all the process; from the observation, questioning of the phenomena and the verification of hypotheses relating to the variables through empiric data and the theoretical referents.

**Analytical-synthetic method:** This method will be used to analyze the results obtained in the field work and to show if the results show whether the drawn hypotheses be confirmed or rejected basing on the outcomes of major tendency.

**Descriptive method:** It will be used to gather information of the research study, to make the description of the phenomena and facts; to make a rational interpretation as well as the data analysis about the research study in order to achieve the objectives of the research.

**Explicative Method.** Through this method will be done the explanation of the reasons of each elaborated question, to get consistent information that was contrasted with the theoretical referent about the theme. Furthermore, it will be used to explain the logical implications of the variables of each hypothesis in order to verify them. It also will help to summarize and interpret the collected data through tables and graphs.

## **TECHNIQUES AND INSTRUMENTS**

The survey will be the technique used during the development of the research work to obtain information about the use of didactic resources and the improvement of the English listening comprehension. It will be apply directly to teachers and students. The survey consisted of closed ended, multiple choice and questions of opinion.

## **PROCEDURES**

The procedures that will be apply during this research work are: the application of the surveys, the tabulation of the results and the representation of them through statistics charts and graphic bars.

Then, it will be contrasted the results with the theoretical references, followed by the verification of the hypothesis, conclusions and finally the recommendations.

## **POPULATION**

The survey will be apply to 236 students and 5 English teachers.

<b>POPULATION CHART</b>	
<b>STUDENTS</b>	<b>TEACHERS</b>
236 students of 8 <sup>th</sup> Years of General Basic Education	5 English Teachers





## **h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

The development of this research work will be possible through the following materials:

### **HUMAN RESOURCES:**

- **Student in charge of investigation:** Dennis Alejandro Bermeo Bustamante.
- **Assessor:** Dra. Mgs. Carmen Ojeda.
- Students of 8th year of General Basic Education at “Unidad Educativa anexa a la Universidad Nacional de Loja.
- English Teachers.

### **MATERIALS:**

- Bibliography according to the research theme.
- Internet.
- Office material.
- Computer.
- Survey.

**BUDGET:**

<b>EXPENSES</b>	<b>COST (U.S.D)</b>
<ul style="list-style-type: none"><li>• Acquisition of Bibliography</li></ul>	230.00
<ul style="list-style-type: none"><li>• Office material</li></ul>	150.00
<ul style="list-style-type: none"><li>• Publication of material for the survey</li></ul>	60.00
<ul style="list-style-type: none"><li>• Edition of the text</li></ul>	100.00
<ul style="list-style-type: none"><li>• Photocopies of the thesis</li></ul>	200.00
<ul style="list-style-type: none"><li>• Transportation</li></ul>	400.00
<ul style="list-style-type: none"><li>• Unforeseen expenses</li></ul>	200.00
<b>APROXIMATED COST OF THE PROJECT</b>	<b>1340.00</b>

**FINANCING:**

The expenses required in the present research work will be solve by the researcher and there is not financing through any public or private institution.

## i. BIBLIOGRAPHY

- Anderson, M. (2000). *Library Talk*.
- Baker, J. (2006). *The English Language Teacher's Handbook*.
- Brown, H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Canning, W. (2000). *Practical Aspects of Using Video in the Foreign Language Classroom*. The Internet TESL Journal.
- Careaga, I., & Nissim, E. (2000). *Los materiales didácticos: medios y recursos de apoyo a la docencia*. Las Trillas.
- Cortez, E. (2011). *Sitio Web Mi Portal*. Obtenido de Sitio Web Mi Portal. La importancia de los Recursos Didácticos:  
<http://www.miportal.edu.sv/blogs/blog/ErvinC/didactica-general/2011/12/09/la-importancia>
- Frommer, J. (1989). *Listening, looking and learning with MacLang*. CALICO Journal.
- García, O. (1996). *Didactic Resources for the Teaching Learning Process of English*. Obtenido de Sitio Web Ladynat: <http://ladynat-didacticcourse.blogspot.com/2010/10/didactic-resources-for-teaching.html>
- Grisolia, M. (2001). *Sitio Web del Profesor*. Obtenido de Sitio Web del Profesor. Facultad de Humanidades y Educación. Universidad de los Andes, Venezuela: <http://webdelprofesor.ula.ve/humanidades/marygri/recursos.php>
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Hornby, A. (1990). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Jones, L., & Kimborough, K. (1987). *Great Ideas. Teacher's Manual; listening and speaking activities for students of American English*. Cambridge: Cambridge University Press.
- Lindsay, C., & Paul, K. (2006). *Learning and Teaching English*. Oxford: Oxford University Press.

- Martin, K. (2010). *How to use movies to develop Listening Skills*. Obtenido de Sitio Web eHow: [http://www.ehow.com/how\\_7855138\\_use-movies-develop-listening-skills.html](http://www.ehow.com/how_7855138_use-movies-develop-listening-skills.html)
- Medrano, Hal. 2012. *Best Web Sites for Improving Listening*. Language Link. New York-USA. <http://llv.edu.vn/blog/author/hal>
- Miller, L. (2013). *Developing Listening Skills with Authentic Materials*. ESL magazine.
- Morley, J. (1991). *Listening Comprehension in Second/Foreign Language Instruction*. Murcia.
- Parris, L. (2012). *Develop listening skills with authentic materials*. Obtenido de Sitio Web eHow: [http://www.ehow.com/how\\_5050200\\_develop-listening-skills-authentic-materials.html](http://www.ehow.com/how_5050200_develop-listening-skills-authentic-materials.html)
- Rixon, S. (1986). *Developing listening skills*. Londres: Macmillan Publishers Ltd.
- Ross, J. (2006). *ESL Listening Comprehension: Practical Guidelines for Teachers*. The Internet TESL Journal.
- Salaberri, R. (1996). *Audio-visual and technical resources*.
- Sharma, P. (2009). *Controversies in using technology in language teaching*.
- Stanley, G. (2006). *Podcasting: Audio on the Internet comes of age*.
- Ur, P. (1992). *Teaching Listening Comprehension*. Cambridge : Cambridge University Press.
- Vinayak, G. (15 de Noviembre de 2010). *Importance of Audio-Visual in teaching Methodology*. Obtenido de Sitio Web Articlesbase: <http://www.articlesbase.com/tutoring-articles/importance-of-audio-visual-in-teaching-methodology-3667855.html>
- Withers, J. (27 de Febrero de 2009). *Characteristics of Good Listening Skills, eHOW*. Obtenido de eHOW Sitio Web: [http://www.ehow.com/about\\_5096048\\_characteristics-good-listening-skills.html](http://www.ehow.com/about_5096048_characteristics-good-listening-skills.html)

## ANNEXES

### ANNEX 1



**UNIVERSIDAD NACIONAL DE LOJA  
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER**

#### TEACHERS' SURVEY

**Dear teacher:**

As an undergraduate student of the English Language Career has the purpose to carry out the research about: **THE USE OF DIDACTIC RESOURCES AND THE IMPROVEMENT OF THE ENGLISH LISTENING COMPREHENSION WITH THE STUDENTS OF 8<sup>th</sup> YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012-2013.** Therefore, I require your contribution to answer the following questions.

**HYPOTHESIS ONE:**

The type of didactic resources that teachers use contributes to the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

**Questions:**

- 1. Mark with (x) the type of didactic resources that you use to improve the English listening comprehension:**

Traditional ( )

Manipulative ( )

Audiovisual ( )

Technological ( )

Iconic ( )

Printed Material ( )

**2. Which of these didactic resources are used to support the English listening comprehension?**

Flashcards ( )

Computer ( )

Songs ( )

Realia ( )

Projector ( )

Wall Charts ( )

**3. Which of these technological resources do you use to improve the English listening comprehension?**

Radio ( )

Internet ( )

Television ( )

Podcast ( )

**4. How do you grade the use of didactic resources that you employed to improve the English listening comprehension?**

a. Excellent ( )

b. Very Good ( )

c. Good ( )

d. Limited ( )

e. Deficient ( )

**5. In your experience as an English Teacher, do you consider that the didactic resources you use in class motivate your students to improve the English listening comprehension?**

Yes ( )      No ( )

**Why? What about it?**

---

---

---

## **HYPOTHESIS TWO:**

The inadequate use of didactic resources by teachers limits the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

### **Questions:**

#### **6. How often do you use didactic resources to improve the English listening comprehension?**

Always ( )

Sometimes ( )

Hardly Ever ( )

Never ( )

#### **7. You use technological resources with the purpose to:**

- Connect the language with the reality ( )
- Fulfil students' need : motivation, self-esteem, and autonomy ( )
- Make the learning process of listening more entertaining ( )
- Handle very large amount of information ( )

#### **8. You use audiovisual resources with the purpose to:**

- Create a positive environment of discipline ( )
- Dictation of text ( )
- Attract the attention ( )
- Use words in sentences ( )



**9. Which of the following didactic resources do you use in the pre-listening stage?**

**RESOURCES**

Radio ( )

Magazines and Pictures ( )

Television ( )

Notebook and Book ( )

Internet ( )

**10. Which of the following didactic resources do you use in the while-listening stage?**

**RESOURCES**

Maps ( )

Radio ( )

Flashcards ( )

Internet ( )

Television ( )

**11. Which of the following didactic resources do you use in the post-listening stage?**

**RESOURCES**

Photocopies ( )

Television ( )

Book ( )

Internet ( )

Radio ( )

**THANKS FOR YOUR COLLABORATION!!**

## ANNEX 2



### UNIVERSIDAD NACIONAL DE LOJA ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE CAREER

#### STUDENTS' SURVEY

**Dear student:**

As an undergraduate student of the English Language Career has the purpose to carry out the research about **THE USE OF DIDACTIC RESOURCES AND THE IMPROVEMENT OF THE ENGLISH LISTENING COMPREHENSION WITH THE STUDENTS OF 8<sup>th</sup> YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012-2013**. Therefore, I require your contribution to answer the following questions.

#### **HYPOTHESIS ONE:**

The type of didactic resources that teachers use contributes to the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

#### **Questions:**

#### **1. Which of the following didactic resources are used to improve the English listening comprehension?**

Television ( )	Blackboard ( )	Newspapers ( )
Magazines ( )	Internet ( )	Projector ( )
Radio ( )	Cutouts ( )	Slides ( )
Movies ( )	Realia ( )	Pictures ( )

**2. Which of these didactic resources are used in class to develop the English listening comprehension?**

Flashcards ( )

Computer ( )

Songs ( )

Realia ( )

Projector ( )

Wall Charts ( )

**3. Which technological resources are used in class to improve the English listening comprehension?**

Radio ( )

Internet ( )

Television ( )

Podcast ( )

**4. How is graded the use of didactic resources by teachers to improve the English listening comprehension?**

a. Excellent ( )

b. Very Good ( )

c. Good ( )

d. Limited ( )

e. Deficient ( )

**5. Do you consider that the didactic resources used by teachers in class motivate students to improve their English listening comprehension?**

Yes ( )      No ( )

**Why? What about it?**

---

---

---

## **HYPOTHESIS TWO:**

The inadequate use of didactic resources by teachers limits the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.

### **Questions:**

#### **6. How often do teachers use didactic resources to improve the English listening comprehension?**

Always ( )

Sometimes ( )

Hardly Ever ( )

Never ( )

#### **7. Teachers use technological resources with the purpose to:**

- Connect the language with the reality ( )
- Motivate students ( )
- Make the listening enjoyable ( )
- Convey amounts of information ( )

#### **8. Teachers use audiovisual resources with the purpose to:**

- Create a positive environment of discipline ( )
- Dictation of text ( )
- Attract the attention ( )
- Use words in sentences ( )

**9. Which of the following didactic resources are used in class before listening?**

**RESOURCES**

Radio ( )

Magazines and Pictures ( )

Television ( )

Notebook and Book ( )

Internet ( )

**10. Which of the following didactic resources are used in class during listening?**

**RESOURCES**

Maps ( )

Radio ( )

Flashcards ( )

Internet ( )

Television ( )

**11. Which of the following didactic resources are used in class after listening?**

**RESOURCES**

Photocopies ( )

Television ( )

Book ( )

Internet ( )

Radio ( )

**THANKS FOR YOUR COLLABORATION!**

**ANNEX 3**

**CONSISTENCY MATRIX**

<b>TITLE: THE USE OF DIDACTIC RESOURCES AND THE IMPROVEMENT OF THE ENGLISH LISTENING COMPREHENSION WITH THE STUDENTS OF 8<sup>TH</sup> YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012-2013.</b>				
<b>PROBLEM</b>	<b>OBJECTIVES</b>	<b>HYPOTHESES</b>	<b>VARIABLES</b>	<b>INDICATORS</b>
<b>Main Problem</b>	<b>General</b>	<b>General</b>		
How do the didactic resources improve the English listening comprehension with the students of 8 <sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013?	To determine the influence that the use of didactic resources has on the improvement of the English listening comprehension with the students of 8 <sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.	The use of didactic resources influences the improvement of the English listening comprehension with the students of 8 <sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.		
<b>Sub Problems</b>	<b>Specific Objectives</b>	<b>Specific Hypotheses</b>		
<ul style="list-style-type: none"> <li>• What are the didactic resources that improve the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013?</li> <li>• Which are the didactic resources that teachers use to improve the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013?</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the didactic resources that improve the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.</li> <li>• To analyze the didactic resources that teachers use to improve the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.</li> </ul>	<ul style="list-style-type: none"> <li>• The type of didactic resources that teachers use contributes to the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.</li> <li>• The inadequate use of didactic resources by teachers limits the improvement of the English listening comprehension with the students of 8<sup>th</sup> year of General Basic Education at Unidad Educativa anexa a la Universidad Nacional de Loja. Academic Period 2012-2013.</li> </ul>	<ul style="list-style-type: none"> <li>• Didactic Resources</li> <li>• English listening comprehension</li> <li>• Didactic Resources</li> <li>• English listening comprehension</li> </ul>	<ul style="list-style-type: none"> <li>-Definition</li> <li>-Importance</li> <li>-Use of Didactic Resources</li> <li>-Authentic material for listening comprehension                             <ul style="list-style-type: none"> <li>• Technological Resources</li> <li>• Audiovisual Resources</li> </ul> </li> <li>-Importance of listening comprehension</li> <li>-Listening stages                             <ul style="list-style-type: none"> <li>• Pre-listening</li> <li>• While-listening</li> <li>• Post-listening</li> </ul> </li> <li>-Using authentic material on each listening stage: Pre, While and Post                             <ul style="list-style-type: none"> <li>• Radio</li> <li>• Television</li> <li>• Internet</li> </ul> </li> </ul>

## INDEX

<b>CONTENTS</b>	<b>PAGES</b>
COVER PAGE.....	<b>i</b>
CERTIFICATION.....	<b>ii</b>
AUTORÍA.....	<b>iii</b>
CARTA DE AUTORIZACIÓN.....	<b>iv</b>
ACKNOWLEDGEMENTS.....	<b>v</b>
DEDICATION.....	<b>vi</b>
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN.....	<b>vii</b>
UBICACIÓN GEOGRÁFICA DE LA INVESTIGACIÓN.....	<b>viii</b>
THESIS SCHEME.....	<b>ix</b>
<b>a.</b> TITLE.....	<b>1</b>
<b>b.</b> ABSTRACT.....	<b>2</b>
<b>c.</b> INTRODUCTION.....	<b>4</b>
<b>d.</b> REVIEW OF LITERATURE.....	<b>8</b>
<b>e.</b> MATERIALS AND METHODS.....	<b>26</b>
<b>f.</b> RESULTS.....	<b>29</b>
<b>g.</b> DISCUSSION.....	<b>44</b>
<b>h.</b> CONCLUSIONS.....	<b>49</b>
<b>i.</b> RECOMMENDATIONS.....	<b>50</b>
<b>j.</b> BIBLIOGRAPHY.....	<b>52</b>
<b>k.</b> ANNEXES.....	<b>54</b>