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Técnica de  
Cotopaxi

**COTOPAXI TECHNICAL UNIVERSITY**  
**HUMAN SCIENCES AND EDUCATION SCHOOL**  
**ENGLISH MAJOR**  
**RESEARCH PROJECT**

**“METHODODOLOGICAL STRATEGIES FOR IMPROVING LISTENING  
SKILL”**

Research project submitted previous obtaining the Science of Education degree with major in the English language.

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Latacunga – Ecuador

October 2017

## **AUTHORSHIP**

We, Romero Murillo Laura Antonieta and Veintimilla Veintimilla Fátima Jahaira; declare to be authors of the present research project: “METHODOLOGICAL STRATEGIES FOR IMPROVING LISTENING SKILL”, being MSc. Patricia Mena tutor of the present work; we expressly exempt to the Technical University of Cotopaxi and their legal representative of any claims or legal action.

Moreover, we certificate that the ideas, concepts, procedures and findings in the present research are of our sole responsibility.

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## **TUTOR'S ENDORSEMENT**

As, a tutor of the research work titled “METHODODOLOGICAL STRATEGIES FOR IMPROVING LISTENING SKILL”, presented by Laura Antonieta Romero Murillo and Fátima Jahaira Veintimilla Veintimilla, of English major, I certify this research report meets the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation committee the Honorable Academic Board of the Academic Unit of Administrative and Humanistic Science of Cotopaxi Technical University assign for its study and evaluation.

Latacunga, October 2017

Sincerely,

.....

MSc. Mena Vargas Nelly Patricia

**Research Project Tutor**

## COMMITTEE APPROVAL

As members of committee, we approve this research work in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; since the researchers: Laura Antonieta Romero Murillo and Fátima Jahaira Veintimilla Veintimilla, with the research project titled: “**METHODOLOGICAL STRATEGIES FOR IMPROVING LISTENING SKILL**” have considered the recommendations presented and the work has all the requirements to be deserted

Therefore, it is authorized to present the project, according to the institutional regulations.

Latacunga, October 2017

Yours faithfully,

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## **THANKFULNESS**

We thank God who guided each step in our life and provided us with wisdom and strength during our education at the Technical University of Cotopaxi. To our dear teachers for each teaching given day after day and their understanding and support with nearly all learning facilities to achieve our goals during those years. Finally, we thank our family who have supported us each day.

***Laura and Fátima.***

## **GRATITUDE**

We want to dedicate this project to our family because of the support given during all our educational life. And for demonstrating us all their love, standing along with encouragement in order to fulfill our dreams and meet every challenge so we can become better people in our professional life.

*Laura and Fátima.*

# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **HUMAN SCIENCES AND EDUCATION SCHOOL ENGLISH MAJOR**

**TITLE:** “METHODOLOGICAL STRATEGIES FOR IMPROVING LISTENING SKILL”

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### **ABSTRACT**

The listening skill is important because it is a mental process that involves a focus of attention to what is heard. The objective of this research work is to diagnose the methodological strategies for improving listening skill. Nowadays, there are students who cannot cope with audio content found on listening activities as well as general understanding of ideas and messages that are part of extracts in textbooks. In such terms, this research work embraces the diagnosis of methodological strategies when practicing listening to determine if students from 5th, 6th, and 7th grade EBG at International Cotopaxi School use them to improve this ability. This research was conducted through a descriptive methodology in which the outcome shows an analysis about listening strategies and aspects in which students have more difficulties with. Subsequently, a survey was applied in order to gather information. It was applied to students and there was a sample of 28 students coming from “International Cotopaxi” School. Bearing in mind students’ criteria, findings reveal that teachers are only using audio from books and do not add new methodological strategies which promote the development of listening. In addition, there is evidence showing that listening is the less practiced skill in language classrooms. Then, according to the data, it can be asserted that songs, videos, are activities to be implemented as a must do at English lessons since they were strong options of choice for students. To conclude, the impact of this study is centered on future researchers who can make use of this research work to come up with proposals regarding adequate methodological strategies to develop listening on students from primary school.

**Key words:** Strategies, listening, learning, English language.

**UNIVERSIDAD TECNICA DE COTOPAXI**  
**FACULTAD DE CIENCIAS HUMANAS Y EDUCACIÓN**  
**CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS**

**TITULO:** “ESTRATEGIAS METODOLOGICAS PARA MEJORAR LA HABILIDAD DE ESCUCHAR”.

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Romero Murillo Laura Antonieta.

**RESUMEN**

La habilidad de escuchar es importante porque es un proceso mental que implica un enfoque de atención a lo que se escucha. El objetivo de este proyecto investigativo es diagnosticar estrategias metodológicas para mejorar la habilidad de escuchar. Hoy en día, hay muchos estudiantes que no pueden captar los contenidos de audio encontrados en actividades de escucha y la noción general de ideas que son parte de libros de texto. En tal punto, este trabajo investigativo abarca el diagnóstico de adecuadas estrategias metodológicas para la habilidad de escuchar a fin de determinar que los estudiantes de la escuela internacional Cotopaxi las usan en el aprendizaje de escuchar. Este proyecto fue ejecutado a través de la investigación descriptiva en la cual el resultado muestra un análisis sobre las estrategias y aspectos de escucha en los que los estudiantes tienen dificultad. Subsecuentemente, se utilizó una hoja de encuesta como instrumento a fin de reunir información de una muestra de 28 estudiantes de 5to, 6to, y 7mo grado de EBG de la Escuela Internacional Cotopaxi. Tomando en cuenta el criterio de los estudiantes, los hallazgos revelan que los profesores solamente se limitan a utilizar los audios de texto y no incorporan nuevas estrategias metodológicas que promuevan el desarrollo de la habilidad de escucha en los estudiantes. En adición, se evidencio que la habilidad de escucha es la menos practicada en clase. De acuerdo a los datos obtenidos se determinó que, las estrategias adecuadas para incorporar como refuerzo en las clases de inglés son las canciones y videos ya que fueron las opciones con mayor aceptabilidad para los estudiantes. Para concluir, el impacto de este estudio es que futuros investigadores pueden usar este trabajo de investigación para profundizar en posibles propuestas relacionadas a estrategias metodológicas adecuadas para desarrollar la habilidad de escucha en estudiantes de escuela primaria.

**Palabras clave:** Estrategias, habilidad de escucha, aprendizaje, idioma Inglés.

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## **1. GENERAL DATA**

### **Research topic**

Adequate methodological strategies for improving listening skill.

### **Starting date**

May 20<sup>th</sup>, 2017

### **Completion date**

October 2<sup>nd</sup>, 2017

### **Place**

International Cotopaxi School

### **School sponsor**

Human Sciences and Education School

### **Major sponsor**

English major

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## **Knowledge area**

This research project is designed to the educative field for developing listening skill

## **Research line**

Education and communication as human and social source development

## **Research sub-line**

Methodologies to teach General English

## **2. PROJECT DESCRIPTION**

Education is a very important process around the world that includes a set of subjects bearing in mind people needs and interests. As a result of this focus, most of them are different in certain aspects such as: place, origins, age etc. The factors previously mentioned are some of the indicators considered in Ecuador to determine the subjects to be studied by learners at different levels. Then, the Ministry of Education consequently established that the English Language curriculum is designed for students in General and Basic Education (2nd to 10th) and General Unified Bachillerato (1st to 3rd), whose mother tongue is not English, so it becomes imperative to work along with a group of people who are certainly involved in the scope of Teaching and Learning where both teachers and students are key individuals of this matter. This process is in pursuit of achieving a specific goal in which learners are participants who get mastery on the four English language skills that are listening, reading, writing and speaking.

This research is mainly focused on listening and the methodological strategies that should be applied when this ability is taught and studied. In truth, there is some room to explain that certain difficulties have risen during the Teaching Learning Process of listening since students are usually prone to finding lots of new words whose pronunciation is something that is tricky to deal with. And as if it was not enough, new grammar structures, unfamiliar topics, and fast

speaking by native English speakers are also an issue when studying listening. This all makes listening a challenging skill to be embraced to the extent that teachers have problems at the time of managing a class and students, in turn, show a lack of understanding on spoken records. After finding out a little bit about these implications, it is important to work out what is really happening with what it is considered good listening and figure out the way in which better listening can be achieved in a language classroom.

All the problems and setbacks before mentioned allow to determine a purpose, so as to make a diagnosis of the methodologies and the strategies for improving listening. In addition to this, this research work looks for an analysis on how teachers apply these methodologies and which strategies they use to make an English class more effective and efficient. By contrast, it is clear and fair to point out that it is not only necessary to have the best materials to teach, but also it is substantial to use the right methodological strategies for teaching. To sum up, to have a meaningful view of this, it must be said that this project will be based on a quantitative methodology because it lets researchers have an accurate interpretation of data through charts and graphs.

Finally, this project has a significant importance because it is helpful for those who are part of the English teaching learning process and that is to say not only authorities, and teachers, but also students. This is a research about the listening skill and how it should be taught at educational level, therefore the impact of this will be reflected on learners since it is assumed that they should develop this skill through their academic performance.

### **3. JUSTIFICATION OF THE PROJECT**

This research project is targeted at students who are not able enough to cope with audio content found on listening activities and the general understanding of ideas and messages that are part of extracts in course books and textbooks. Under this predicament, there is also a thought pointing out to say that due to this lack of understanding completion of listening exercises is literally difficult. Moreover, giving opinions and having a real conversation by asking and answering are subject to this situation and this is partly because it is impossible to give an answer, if there is not understanding of what is being asked. So, the importance of this falls on the need to improve listening in order to get an overall idea of recorded stuff.

The research project is going to be put forward at the International Cotopaxi School which got started since the very beginning as a private one. This is an institution for young learners which means that its levels of study start from pre-school to tenth year of primary school. The curriculum for young learners includes English; therefore, the community teachers and learners who are studying there at the moment are going to be the main beneficiaries because this project is a representation of something useful that shows an overview of the methodological strategies for the Teaching Learning Process.

Considering the above, there will be quite an important impact because they are going to improve and shape the way they teach their classes, which means that the results of teaching English will be a lot better, too. To conclude, it is advisable to continue doing research about methodological strategies to improve listening. Consequently, this research can be used as a reference to develop new foundation on learning English.

### **4. BENEFICIARIES OF THE PROJECT**

This project is going to benefit to the educational community, including students and teachers. The beneficiaries of the project are: direct beneficiaries who are 28 students from International Cotopaxi School and indirect beneficiaries who are authorities, parents and the community (society)

## 5. RESEARCH PROBLEM

The English language is divided up into four general skills from which two are receptive and two are productive. The receptive ones are listening and reading and the productive ones are speaking and writing. As a matter of fact, it is often asserted that nearly every learner should improve every skill at a time and none of those must not be left behind or fall on disuse, but it sometimes does not happen. While English learners are focused on speaking or mastering a set of grammar basis, some forget the importance of having a good listening comprehension. Sharma (2011) argues that:

Listening skills are essential for learning since they enable students to acquire insight and information about the context that is around, and to achieve success in communicating with others. Apart from that, listening promotes the development of a better understanding of what other people say. Anyone can hear but not everyone can listen. It all has to do with how listeners catch ideas from other speakers. It is a mental process that involves careful attention to what it is heard. (p.26)

Thus, teaching English to non-native speakers has become a challenge for teachers. There are lots of sounds around us and listening allows us to perceive these wide variety noises. These days, listening has been considered the mainstay in learning a language since without this fundamental skill is not possible to get involved in communication with other people. The theory is that every learner has to develop this device of catching information as much as they can to be effective in the act of communication. But, listening is not that easy as it looks like, learners have expressed to have difficulties in understanding what other speakers say. This difficulty has two do with intonation and fluent pronunciation of words when speaking. In any case, the importance of listening is notable and it should be said language learners should study this skill with patience and dedication. Richards & Renandya (2008) the listening comprehension skill might be defined as follows:

Listening is a mental process that is acquired through exposure but not really taught. This position has been replaced by inactive interest in the role of listening comprehension in second language acquisition, by the development of powerful theories of the nature of language comprehension, and by the inclusion of carefully developed listening courses in many programs. (p. 48)

Therefore, listening relies on pure exposure and the development of this skill depends on how much time it is practiced. It is typically asserted that, listening is not likely to be practiced at language classrooms at all because several teachers throughout the country are really keen on teaching some other skills whose objective is that of enhancing grammar, writing and reading. There is a lack of interest in the study of listening and the focus of study remains on just specialized language courses where the outcome shows good learners mastering the foundation of lexicon and grammar.

This research project is relevant because it gathers the theoretical foundations which could be a bunch of principles that can become part of a basis to improve listening. What is more importantly, through this investigation it is possible to analyze what previous investigations were in the past so as to have a reference to reinforce this research.

## **6. OBJETIVES**

### **6.1 General objective**

- To diagnose methodological strategies for improving listening.

### **6.2 Specific objectives**

- To gather scientific information to design a theoretical foundation.
- To evidence the real situation about listening at the International Cotopaxi School.
- To determine conclusions and recommendations regarding the case of study.

## 7. SYSTEM TASK IN RELATION WITH THE OBJECTIVES ESTABLISHED

Specific objectives	Activity	Results	Verification media
To gather scientific information to design the theoretical foundation.	Search the scientific foundations	Theoretical framework	Bibliography Books Scientific papers
To evidence the real situation about listening at the International Cotopaxi School	Collect data by using a survey	Data extracted from surveys	Charts Graphs Analysis Discussion
To determine conclusions and recommendations regarding objectives.	Establish conclusions and recommendation	Conclusions and recommendations	Conclusions and recommendations

## 8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

### 8.1 English Language

English is the most important living language around the world and one of the most used in the 21<sup>st</sup> century. English has its origins in the British Empire about the 5<sup>th</sup> century. It suffered some changes in its linguistics terms and grammatical structure during three periods know as; Old English, Middle English, and Modern English, those changes made langue to go from a spoken language to a written and spoken language. Nowadays, it represents a system of words which are orally or writing to be used by people to transmit their information.

English probably is not the largest language around the world, since Chinese has more speakers that English but what makes different English to the rest of the languages is that it is found in all countries. Ammon (2001) says that:

The spreading of English as lingua franca of science and technology on the one hand, and of business and finance on the other hand, is increasingly documented. For this reason, the need of people to communicate has allowed to establish English as Global or Universal

because some international organizations such as; United Nations, European Union and others has adopted English as their official language. (p.56)

Therefore, English is considered to be a language for international communication and that is why it is has been introduced in education, then it has to be said it is the most taught language around the world.

In addition to this, English is the official language of the most powerful countries such as, United States, England and the rest of the United Kingdom. This has helped English to reach its importance since these countries widely influence on the international politics, business, sports and others fields where it is necessary a language, so that English is constantly being defused into the world population.

### **8.1.1 Importance of English**

English language as a universal language is considered the most important ones so that reason all documents and information have been translated into this language. Algeo (2010) states that: English has become the most widespread language in the world, used by more people for more purposes than any other language on Earth. This means that English has been defused around the world” (p.14).

Talking about universality, it means to achieve an important role around the world which is recognized everywhere and by everyone. Probably, English is not the largest language but it is the best known and used in activities that human beings perform every day, such as education, technology, business, sports, entertainment, communication and others less frequent but carried out by people.

It is obvious that English provides many opportunities to people because when they enroll in this globalized English world new advantages appear for them. Nowadays, people constantly travel to English speaking countries and they need to have a real communication with native speakers which drive them to build a good relationship. Also, English in education terms is a requirement if a learner wants to travel another country so is necessary to know it.

## **8.2 English Skills**

A person who uses language fairly well has a number of different abilities. For example, listen to radio, speak to others, read any information and write letters. Morris (2007) claims that:

Divides the basic language skills into four categories, viz.; listening, speaking, reading and writing. Speaking and writing are skills that involve production on the part of the language learner. Listening and reading are receptive skills because the learner receives information from the written or spoken form of the language. (p.117)

According to this, language learners get involved in a combination of skills that enables them to communicate and share experiences with other people. During interaction and conversations, English language learners do not only listen but, also take part actively in real situations of everyday life. Davies (2000) mentions that: “In language teaching communication is usually divided into four main skills: listening, speaking, reading and writing” (pag.23).

The definition suggested above establishes that, it is necessary to manage language according to its meaning and use. This means that when it is whether spoken or oral, it is related to speaking and listening while reading and written are transmitted by a system of symbols. Webb (1996) says that: “Having established the need to be able to separate language concepts encoded in language, a second key distinction is between receptive and productive skills” (p.72).

This distinction of receptive and productive was suggested because learning a new language consists of acquiring and producing, therefore reading and listening are how learners acquire the language, and speaking and writing are how it is produced. It is also important to bear in mind that is almost impossible to teach just a single skill and exclude the others because listening helps while speaking. Speaking helps while reading and reading helps while writing. There must be something that integrates various skills as much as it is possible.

### **8.2.1 English receptive skills**

The English receptive skills are reading and listening. They help to understand, interpret, and evaluate spoken and written language in different situations. Moreover, through these skills learners are able to catch and retain new information either oral send by speakers or written transmitted by writers. Baruah (2006) says that: “These skills are called receptive skills because when listening and reading the person is at the receiving end of the communication channel.

These skills are sometimes known as passive skills because students receive and process information in a passive way and they can contrast it all with the productive or active skills such as speaking and writing. Listening usually occurs when a speaker draws his careful attention to other speakers who convey a message to inform something. While this process happens, hearing

becomes passive in terms of message reception. Listening only works as a biological engine that store sounds which in turn become complex ideas that gradually show a meaning in the human brain.

### **8.2.2 Reading skill**

Reading is an activity that often takes place in order to understand the context of a written text which includes a meaningful message to catch the attention of readers of any kind. Besides that, reading is a process that requires a good level of concentration and a wide range of knowledge on lexicon to interpret the message. When all these features are met altogether, then it occurs something called reading comprehension. Reading is closely related to English learning and the reason to state this is that learners are in contact with English written texts through reading. They learn new vocabulary and improve their knowledge. Also this helps them to interpret how the language works and analyze its characteristics. Ariffin (1992) says that: "Reading as a highly personal activity that is mainly done silently, alone. There is a clear understanding that reading is something linked to the activity of acquiring information and it is done either silently or aloud" (pag.38).

The development of reading is the intrinsic work of the human's minds for understanding and decoding the message of written texts. In such case, it is necessary to use analysis, imagination, evaluation, and perspectives to get new understanding that is met by readers who are prone to analyzing a text to understand its full meaning.

### **8.2.3 Listening skill**

Listening is a process to give attention to spoken language in order to hear what someone has said. This process permits to the listener receive, understand, evaluate, remember and finally respond which allows to interact in spoken communication. Saricoban (2003) states that: "Listening is the ability to identify and understand" (p.23).

Moreover, listening is one of the most practiced skill because the language is rather oral. For this reason, when people are taking English language classes they focus on its practice and improvement to have a good understanding. Huseman (2013) says that: "Listening is a communication channel that is most frequently used" (p.21)

Listening is the first of the four language skills, so we need to develop it in an effective way because through it you can speak, if you understand what people tell you, communication is

possible. It also helps you speak clearly to other people. It helps you learn how to pronounce words in a right way. It also helps use a better intonation, and where to add stress in words and sentences. This makes your speech easier for other people to understand.

#### **8.2.4 English productive skills**

In the scope of language, the productive skills are: Speaking and writing known as active skills through speaking people can communicate all things they feel. Doff (2013), says that: “Within the productive skills (speaking and writing) It can be said that students need to learn words and phrases to express meanings in English” (p.12)

The two productive skills are those which help people to transmit information either spoken or written. These skills are considered to be the most difficult to master because they require a good focus and effort.

#### **8.2.5 Speaking skill**

This is an interactive skill since English language learners have to structure meaning which means that it is necessary to have a previous background about vocabulary, pronunciation, intonation, and understanding of the subject. Also, it is necessary to develop fluency to start a more interactive conversation without interruptions and coherent at the same time following the correct sequence of content and patterns. (Burs & Joyce (2011) affirm that: “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (p.58).

Furthermore, English learners interact each other through speaking because this skill is a direct way to transmit their ideas by means of spoken language. This skill is mainly characterized because it is spontaneous and it does not permit to speakers prepare the speech or make notes what makes it more difficult than the rest of the skills. Wallace (1978) states that:

Oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. (pag.98)

### **8.2.6 Writing skill**

Writing is a way of communication through the use of a system of symbols arranged in words which become phrases, sentence, paragraphs, or texts. This skill also requires knowledge about grammar rules, punctuation and sentence structure in order to write correctly with a logical sequence. Writing is the key step to successful conveyance of meaning.

This skill is just important because through this people can keep information about many fields alive such as: history, science, technology, education and so forth. Therefore, writing is also a media or source to transmit information in the society.

### **8.2.7 Listening Skill**

Listening is part of the four English language skills and it combines with hearing in order to receive a message transmitted by a person. Sharma (2011) points out that: “Listening is a communication method that requires the listener to understand, interpret, and assess what they hear” (p.43).

In fact, the process of listening is carried out to communicate, for this reason it is necessary to understand the got message to do an interpretation and finally could assess what it seeks to transmit. Furthermore, Worthington & Fitch-Hauser (2016) say that:

Listening is also key to learning language. In fact, “learning to speak a language is very largely a task of learning to hear it. Learning a language is an interactive process where learners have to arrange all the skills to have a good language domain. (p.28)

Talking about listening, this skill permits students to perform a spoken communication since they improve their vocabulary, pronunciation, fluency, coherence, and also they are able to interact with other English language learners because they can give responses and personal opinions.

### **8.2.8 Process of listening**

Listening should follow a step by step process because this each one influences on the understanding of the ideas received. Tyagi (2013) argues that: “The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding” (pag.4). Every stage is going to be detailed below.

**Hearing:** This is the first stage of listening and it occurs when the sound waves are sent and they are received by the ears. Also, this is a verbal act that involves a speaker and a listener. During this stage it is necessary to pay attention because the following stages depend on how it was received.

**Understanding:** Having received the message it is necessary to analyze what it seeks to transmit. This stage does not give much time to think because it is simultaneous and the listener has to be able to process the information to understand its meaning.

**Remembering:** This stage is necessary because everyone should remember what was said. Remembering means to keep the information in mind but it is not necessary to memorize every single word because there could be unnecessary things, the ideal is to identify the key aspects and the main ideas which are helpful to have a good understanding.

**Evaluating:** During this stage it is necessary to determine what the speaker wants to transmit. The evaluation should focus on any particular part of the message; this is to say if the information was enough to be interpreted or it was uncompleted or if it is necessary to add something.

**Responding:** Finally, it is important to give a response or personal opinion according to the situation. During the last stage the listener becomes a speaker but it is still part of listening skill because this is how the process of communication works. The responses given depend on how well the four last stages were carried out.

After having analyzed every stage, it is easy to recognize how the listening process works. In fact, listening always is carried out following these stages and all of them allow determining the strengths and the weaknesses of English language learners.

### **8.3 Methodology**

It is a set of procedures and practices carried out by teachers in the English Teaching Learning Process to make easier the English understanding and its acquisition. For this reason, there were designed methods to teach every skill. Mouton (1996) says that: “It is really important to apply the correct methodologies in order to get a good process with our students and they are able to develop them to get a good communication especially with listening activity” (p.59).

### 8.3.1 Methodologies applied to develop listening

**The Grammar approach:** This method is based on tasks to understand the grammatical components of the language. The listeners have to look written records while they are listening, therefore they have to identify words, phrases, at the same time. This method is one of the most common one in English classes but it sometimes does not permit students to recognize words without a written text.

**The audio lingual approach:** This method emphasizes on pronunciation and imitating. During this method learner have to repeat what the teacher says in order to recognize words pronunciation and also grammatical utterances.

**The discreet item approach:** During this method learner have to recognize different sound of vowels and words. Therefore, they have to listen different sound but without reading which permits them to more efficient on listening.

**The communicative approach:** This method is based on the real life because the listeners. This means that they are asked to have real conversation and through this it is possible to determine what they do with the language and how they respond to what they hear.

**The task based approach:** The main objective of this method is to make learner active, which means that they have to be able to understand what they listen. During this method learner have to demonstrate what they could understand through making diagrams and taking notes. Also, they have to describe a real situation making a connection with the listening message

### 8.3.2 Strategies for improving listening skill

Richards J (2008) says that: “Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening” (pag.67). These activities seek to involve listeners actively in the process of listening. According to the quote above, the teaching of listening skill should include strategies which can be defined as activates to help students to understand spoken language.

Sharma (2011) argues that: “Listening strategies are techniques or actions that provide directly to the comprehension and recall of listening input. Listening strategies can be classified by how

the listener processes the input” (p.118). According the author, it is possible to say that every strategy should have a connection with the message got from the listening record and with every stage of listening process. Therefore, it is possible classify the strategies as in the description below.

### 8.3.3 Listener based

**Listening for minor idea:** this technique helps to the listener to find the main ideas and decode the message by looking specific details. Moreover,

**Predicting:** This means that the listener should guess what the message is about. Also, predicting refers to making anticipated assumptions and then the listener can verify if those predictions were right.

**Drawing assumptions:** This strategy is related to the last one but here the listener also has to make judgments and identify what him /she could understand from the reading and also the useful thing to be learnt.

**Cutting:** The last strategy which refers to discarding the unnecessary words the speaker sends just to fill the message.

### 8.3.4 Text based

**Listening for specific information:** this strategy is closely related to finding the main idea of a passage. This occurs when listeners have to complete questions through listening specific information.

**Recognizing cognates:** This is when the listeners have to recognize derivations from one word to another which means finding the roots. This strategy helps to the listeners to recognize the origins of the words and the synonyms and the antonyms.

**Recognizing words order patterns:** The listeners should know grammar to apply this technique since it is about how words are arranged give them a meaning according to each grammatical tense.

## **9. SCIENTIFIC QUESTIONS**

- Which methodological strategies could be used for improving listening skill?
- In what way are listening strategies beneficial in the improvement of listening?
- Will adequate methodological strategies help to improve the listening skill?

## **10. METHODOLOGY**

The following research project has been directed at the educational field so as to improve the listening skill. In such a case, this research work is made under the principles of a descriptive research which brings all its features in a considerable description of both phenomenon and amount of population. To make this possible, there was a sample of 28 students from 5th, 6th, 7th grade at Cotopaxi International School. Last but not least, with a quick start on an overall thought and a set of observations, there was also a need to make use of the deductive-inductive method that was specifically meant to enhance a discussion and make a steady analysis on some scientific questions which are a mainstay on this research. This all redirected everything to use a technique mainly known as a survey containing ten questions.

## 11. ANALYSIS AND DISCUSSION

### ANALYSIS AND DISCUSSION OF THE RESULTS OBTAINED FROM THE SURVEY ADDRESSED TO STUDENTS AT “INTERNATIONAL COTOPAXI SCHOOL”

#### 1. Is it important for you to practice listening in class?

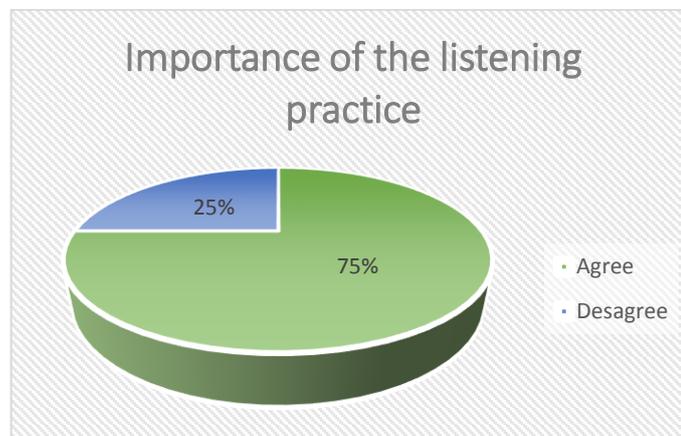
**Chart 1:** Importance of the listening practice

OPTIONS	FREQUENCY	PERCENT
<b>Agree</b>	21	75%
<b>Disagree</b>	7	25%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

**Graph 1:** Importance of the listening practice



**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

In accordance with the data obtained, the 75% of students agree that it is important to practice listening in class while the 25% responders disagree that it is not important.

According to the results it is quite clear that students recognize the importance listening skill practice in class because this permits them to have a good communication. Hamouda (2013) argues that: “Listening plays an important role in communication as it is said that, of the total time spent on communicating” (p.114).

## 2. Which skill do you practice most at school?

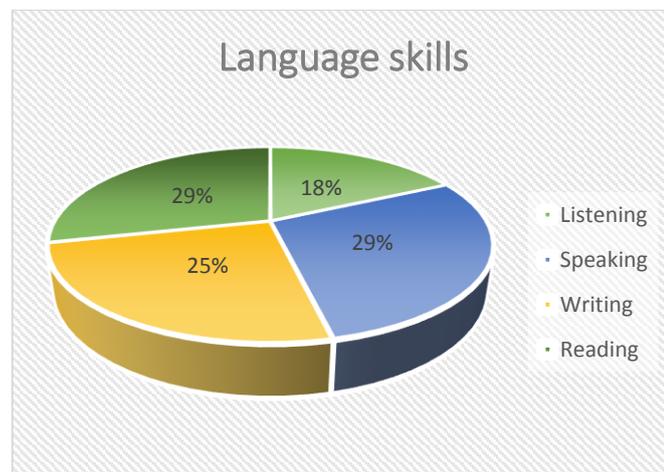
**Chart 2:** Language skills

OPTIONS	FREQUENCY	PERCENT
<b>Listening</b>	5	18%
<b>Speaking</b>	8	29%
<b>Writing</b>	7	25%
<b>Reading</b>	8	29%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

**Graph 2:** Language skills



**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

The data show that a 29% of students who practice speaking in class, then a 29 % of students practicing reading while a 25% of them say that they practice writing. Finally, only an 18% assert that they practice listening the most at school.

In accordance with the date, students do not practice the four skills altogether. In fact, the results show that students are more focused on reading and speaking because most of the time teachers teach them grammar rules and apply exercises to make students speak. Christison & Murray (2014) says that; “The English language-teaching center in the vignette conceived of its curriculum in relation of the four skills with course in listening, speaking, reading, and writing” (pag75). According to the author criteria, it is important to teach students the four skills.

### 3. How often do you practice listening when you are at your English classes?

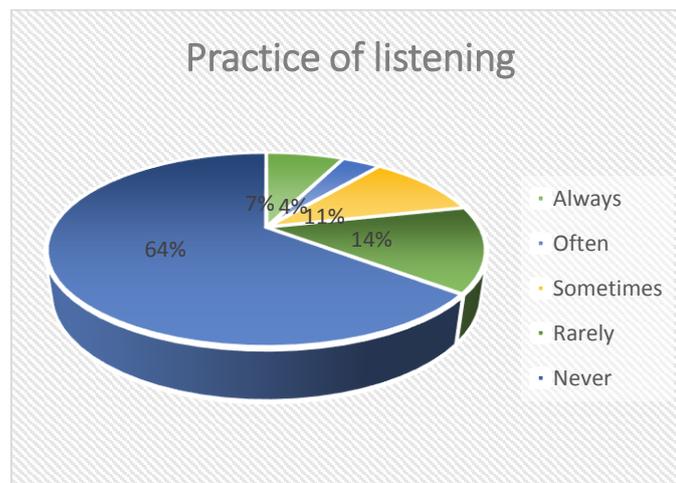
**Chart 3:** Practice of listening

OPTIONS	FREQUENCY	PERCENT
<b>Always</b>	2	7%
<b>Often</b>	1	4%
<b>Sometimes</b>	3	11%
<b>Rarely</b>	4	14%
<b>Never</b>	18	64%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

**Graph 3:** Practice of listening



**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

According to the data collected, 64% of students never practice listening skill in class, the 14% mentions that they rarely practice it, the 11% said that they sometimes work on this skill while the 7% often do listening activities. Finally, a 4% points out that they always practice listening in class.

The results obtained show that students do not practice listening skill in class. That is to say, students do not develop the listening skill and they will after have problems to understand what speakers are saying. Bandara (2014) establishes that: "Listening is a skill which needs to be developed gradually by managers at all levels in order to become successful" (p.5).

#### 4. Do you consider that is important to improve listening skill?

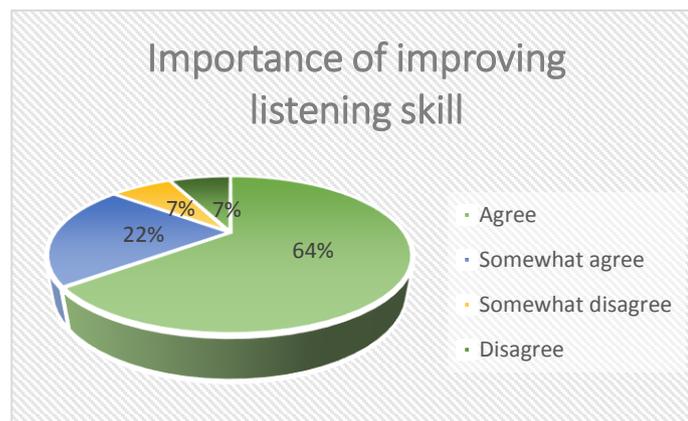
**Chart 4:** Importance of improving listening skill

OPTIONS	FREQUENCY	PERCENT
<b>Agree</b>	18	64%
<b>Somewhat agree</b>	6	21%
<b>Somewhat disagree</b>	2	7%
<b>Disagree</b>	2	7%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers.

**Graph 4:** Importance of improving listening skill.



**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

As displayed in the results, a 64% of students agree on the importance of practicing listening, while the 22% of students somewhat agree with the importance of practicing it. However, the 2% of students disagree with the importance of listening and a similar percentage that is 2% students disagree on the idea that practicing listening is important.

According to the data, students agree that listening skill is important because this allows to understand different domains. (Kurita (2012) argues that:

Listening comprehension is at the heart of language learning. Learners want to understand second language (L2) speakers and want to comprehend a variety of L2 multimedia such as DVD's and the Internet. At the same time, listening is an important language skill to develop in terms of second language acquisition. (p. 30)

## 5. What kind of activities does your teacher use to teach listening?

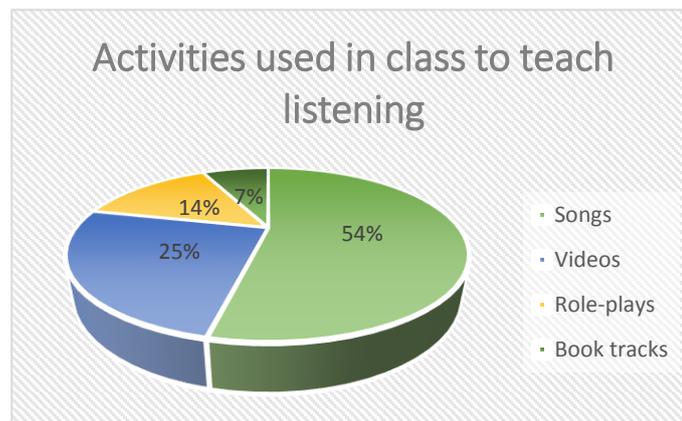
**Chart 5:** Activities used in class to teach listening

OPTIONS	FREQUENCY	PERCENT
<b>Songs</b>	2	7%
<b>Videos</b>	4	14%
<b>Role-plays</b>	7	25%
<b>Book tracks</b>	15	54%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

**Graph 5:** Activities used in class to teach listening.



**Source:** Students from International Cotopaxi School.

**Elaborated by:** The researchers.

According to the data, a 54% of students claimed that their teacher uses tracks from textbooks to teach them listening, while the 24 % claimed that teachers incorporate role-plays in class, the 14% assure that the teachers ask them to watch videos. Finally, a 7% indicates learners listen to songs to practice listening.

In accordance with the data, it is possible to identify the need of methodological strategies to work on listening activities since students assured they use tracks from textbooks. Campbell (2011) argues that: “Teachers typically use an auditory method of teaching because they assume that students know how to listen” (p. 66). In fact, most of the time teachers do not include activities to teach their students listening skill.

## 6. How difficult is it for you to understand English audio files provided to you for practicing listening?

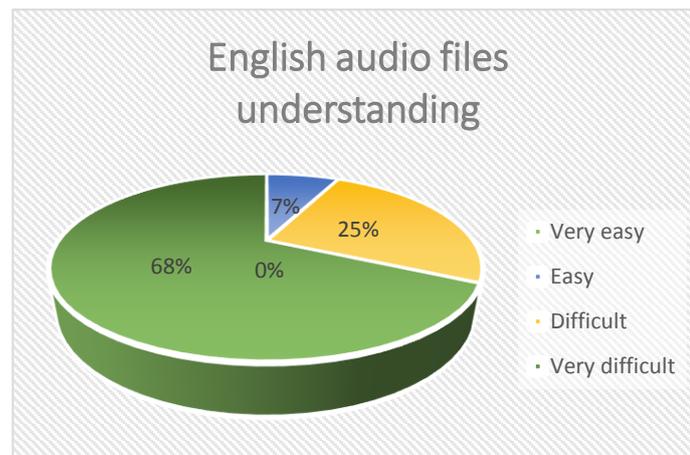
**Chart 6:** English audio files understanding

OPTIONS	FREQUENCY	PERCENT
<b>Very easy</b>	0	0%
<b>Easy</b>	2	7%
<b>Difficult</b>	7	25%
<b>Very difficult</b>	19	68%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

**Graph 6:** English audio files understanding



**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

The data show that, a 68% of students find English audio files very difficult, while the 25% mentioned that it is difficult to understand the audio files. In the end, the 7% said that it is easy to understand audios for them.

Listening is one of the most difficult skills to perform by students because they have to recognize vocabulary with a new pronunciation and a different grammatical pattern. Bozorgian (2012) points out: “Listening comprehension lies at the heart of language learning, but it is the least understood and least researched skill in language learning, and the listening process is often disregarded by foreign and second language instructors” (p.2).

## 7. Can you infer unfamiliar words that are found on audio material?

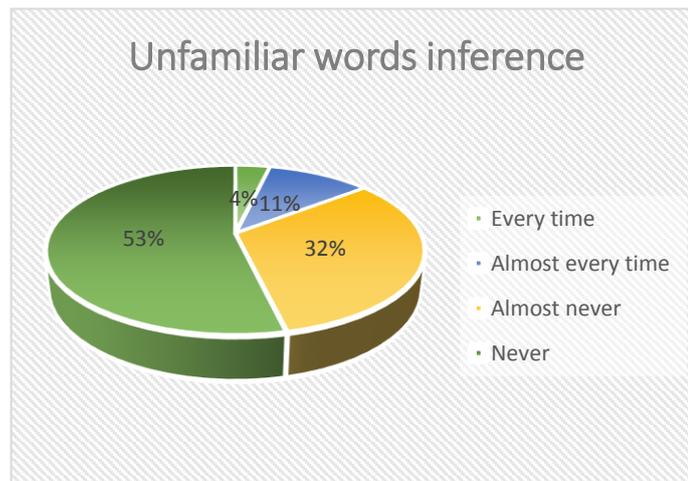
**Chart 7:** Unfamiliar words inference

OPTIONS	FREQUENCY	PERCENT
<b>Every time</b>	1	4%
<b>Almost every time</b>	3	11%
<b>Almost never</b>	9	32%
<b>Never</b>	15	53%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

**Graph 7:** Unfamiliar words inference



**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

As stated on the results, the 53% of students claimed that they never infer unfamiliar words, the 32% of students almost never infer new words, while the 11% of students almost every time recognize unfamiliar words. Then, just the 4% can infer unfamiliar words.

According to the data, most of the students cannot infer the meaning of unknown words, this is because they are children and they are beginning their English training. Pourhossein & Reza (2011) argues that: "Listeners sometimes encounter an unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech" (p.981).

## 8. Are you able to complete tasks provided by your teacher when practicing listening?

**Chart 8:** Ability to complete tasks

OPTIONS	FREQUENCY	PERCENT
<b>Always</b>	2	7%
<b>Sometimes</b>	23	82%
<b>Never</b>	3	11%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

**Graph 8:** Ability to complete tasks



**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

The results obtained show that, 82% of students sometimes can complete the tasks provided by the teacher, the 11% never complete the task and the 7% of students always are able to complete the tasks.

According to the students' criteria they are not able to complete tasks provided by teachers. In fact, listening exercises are difficult for young learners. Pourhossein & Reza (2011) say that: "Cultivating students listening skills is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with lots of practice. The demands of the task are often frustrating for students because there are no precise rules, as in grammar teaching" (p.983)

## 9. Does your teacher monitor and evaluate your performance when practicing listening?

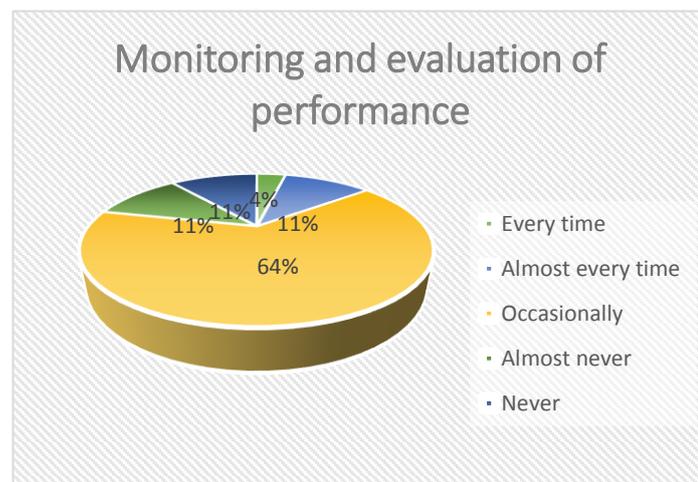
**Chart 9:** Monitoring and evaluation of performance

OPTIONS	FREQUENCY	PERCENT
<b>Every time</b>	1	4%
<b>Almost every time</b>	3	11%
<b>Occasionally</b>	18	64%
<b>Almost never</b>	3	11%
<b>Never</b>	3	11%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

**Graph 9:** Monitoring and evaluation of performance



**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

In accordance with the results, a 64% of students assert that the teacher occasionally monitor and evaluate the, the 11% say their teacher almost every time check the students' performance, the 11% mentioned that the teacher almost never monitor the class, the 11% argue that the teacher, finally the 4% point out that the teacher always monitor and evaluate the class.

According to the data, students state that their teacher occasionally monitor and evaluate their performance. However, it is important to remember that teachers always monitor the class and evaluate students according to the strategy applied. Richards (2010) argues that: "Listening hence emphasize the role of the listener who is seen an active participant in listening, employing strategies to facilitate, monitor, and evaluate his or her listening" (p.1)

## 10. What kind of activities would you like to be learnt in your English classes with?

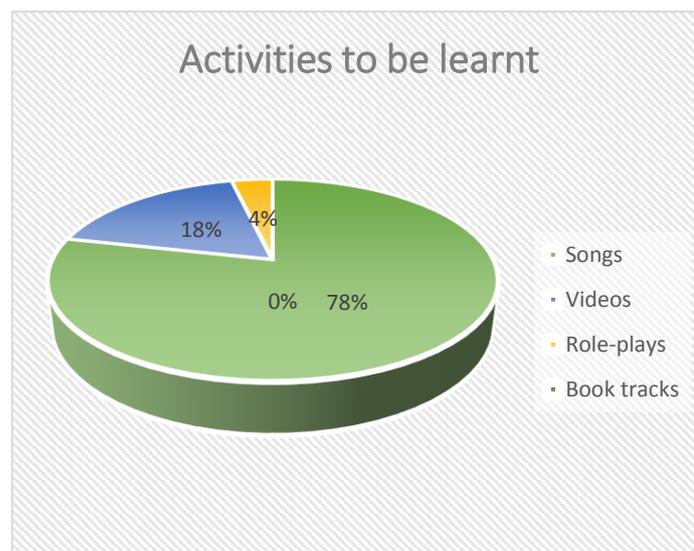
**Chart 10:** Activities to be learnt

OPTIONS	FREQUENCY	PERCENT
<b>Songs</b>	22	78%
<b>Videos</b>	5	18%
<b>Role-plays</b>	1	4%
<b>Book tracks</b>	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>

**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

**Graph 10:** Activities to be learnt



**Source:** Students from International Cotopaxi School

**Elaborated by:** The researchers

According to the results, a 78% of students prefer being learnt through songs, the 18% would like to use videos to practice listening and the 4% clarified that they are interested in role-plays.

As shown on the results, the majority of students would like to use songs to practice listening because they like listening to music and this is a way of better learning. For this reason, songs could be considered the best methodological strategy when students have to do listening activities.

## **12. IMPACTS**

Due to the descriptive nature of this research, it does not generate any impact at all. Yet, this theoretical study can certainly be a foundation of contents towards a bunch of future complementary research through which the development of the listening skill comes along bit by bit so as to have a great impact on its study. Ultimately, this research opens a gate of new possibilities regarding the study of learning strategies for future researchers.

## **13. CONCLUSIONS AND RECOMMENDATIONS**

### **13.1 CONCLUSIONS**

- There is a considerable number of students from International Cotopaxi who acknowledge the importance of the listening skill and the need to improve it through the use of learning activities such as songs and videos which have a positive impact on the way they practice.
- Listening is not just one more skill of the English language, but according to the outcomes, a difficult one making students majoring English to think that the predominantly difficulty of it is a big difference as compared to skills such as speaking, reading or writing.
- However, some evidence shows that a major problem of studying listening is that language teachers do not apply strategies for learning listening other than just a book and some audio tracks that are part of an audio CD. The students' necessity mentioned above indicates that the students are not satisfied with the way the listening skill is being reinforced.

## 13.2 RECOMMENDATIONS

- Strategies are activities given to students and can facilitate the path towards a meaningful process in the development of listening skills that can make them feel safe and independent to choose and adapt them according to their personal, group and physical reality.
- Methodological strategies through many activities and all with regard to it should be adopted as an option that involves the development of listening skill. Additionally, it must be taken into consideration the fact that the influence of using methodological strategies in the educational field indicates somewhat that there are alternative ways of learning any kind of language.
- The teacher must incorporate some motivating listening activities to help learners to get familiar with the different sounds, intonations, tones of voice, and everyday speech. If the teachers provide these kinds of activities, they will get better results because the students will acquire confidence and they will show eagerness to learn.

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## 15. ANNEXES



**COTOPAXI TECHNICAL UNIVERSITY**

**ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE**

**ENGLISH CAREER**

**QUESTIONNAIRE**

**ANNEX 7**

**OBJECTIVE:** To diagnose the methodological strategies for improving English.

The listening skill at International Cotopaxi School.

**INSTRUCTION:** Read every question and tick in the box of choice.

**1.- Is it important for you to practice listening in class?**

Agree  Disagree

**2. - What skill do you practice most at school?**

Listening

Speaking

Writing

Reading

**3. - How often do you practice listening when you are at your English classes?**

Always

Often

Sometimes

Rarely

Never

**4. Do you consider that is important to improve listening skill?**

Agree

Somewhat agree

Somewhat disagree

Rarely

Never

**5. What kind of activities does your teacher use to teach listening?**

Songs

Videos

Role-plays

Book tracks

**6. How difficult is it for you to understand English audio files provided to you for practicing listening?**

Very Easy

Easy

Difficult

Very difficult

**7. Can you infer unfamiliar words that are found on audio material?**

Every time

Almost every time

Almost never

Never

**8. Are you able to complete tasks provided by your teacher when practicing listening?**

Always

Sometimes

Never

**9. Does your teacher monitor and evaluate your performance when practicing listening?**

- Every time
- Almost every time
- Occasionally
- Almost never
- Never

**10. What kind of activities would you like to be learnt at your English classes with?**

- Songs
- Videos
- Role-plays
- Book tracks

**Thanks for your help!**



## UNIVERSIDAD TÉCNICA DE COTOPAXI

### **DATOS INFORMATIVOS PERSONAL DOCENTE**

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**# DE CARNET CONADIS:**



#### **ESTUDIOS REALIZADOS Y TÍTULOS OBTENIDOS**

<b>NIVEL</b>	<b>TITULO OBTENIDO</b>	<b>FECHA DE REGISTRO</b>	<b>CÓDIGO DEL REGISTRO CONESUP O SENESCYT</b>
<b>TERCER</b>	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, PROFESORA DE ENSEÑANZA MEDIA ESPECIALIZACION DE IDIOMAS: INGLES Y FRANCÉS.	25 DE MAYO 2005	1005-05-576906
<b>CUARTO</b>	MAGISTER EN DOCENCIA UNIVERSITARIA Y ADMINISTRACIÓN EDUCATIVA	20 DE FEBRERO DE 2008	1045-08-671303

#### **HISTORIAL PROFESIONAL**

**UNIDAD ADMINISTRATIVA O ACADÉMICA EN LA QUE LABORA:** CARRERA DE CIENCIAS ADMINISTRATIVAS HUMANÍSTICAS Y DEL HOMBRE.

**ÁREA DEL CONOCIMIENTO EN LA CUAL SE DESEMPEÑA:** INGLÉS

**FECHA DE INGRESO A LA UTC:** MARZO-SEPTIEMBRE 2004

## CURRICULUM VITAE



### PERSONAL INFORMATION

**Given/surname:** Fátima Jahaira Veintimilla Veintimilla  
**I.D:** 0502790116  
**Date of birth:** 31 de Julio de 1982  
**Nacionality:** Ecuatorian  
**Civil Status:** Single  
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### ACADEMIC STUDIES

#### Primary Studies:

Escuela Fiscal “Archipiélago de Colón” (Cristo Rey)

#### Secondary Studies:

Colegio Nacional Experimental “Provincia de Cotopaxi” (Pujilí)

#### High level studies:

Universidad Técnica de Cotopaxi (Latacunga)

### DEGREES OBTAINED

- Bachiller en Ciencias Sociales
- Docente en Ciencias de la Educación Mención Inglés

### LABORAL EXPERIENCE:

- Patronato Niño de Isinche Pujilí. (2 años)-
- Escuela Internacional Cotopaxi (5 años).
- Escuela Fiscal Archipiélago de Colón (1 año).

## CURRICULUM VITAE



### PERSONAL INFORMATION

**Given/surname:** Laura Antonieta Romero Murillo  
**I.D.:** 050332310-7  
**Date of birth:** 14 de Noviembre de 1986  
**Nacionality:** Ecuadorian  
**Civil Status:** Single  
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### ACADEMIC STUDIES

#### Primary Studies:

Escuela Fiscal Mixta “Ana Páez”.

Colegio Nacional “Primero de Abril”.

#### High level studies:

Universidad Técnica de Cotopaxi (Latacunga).

### DEGREES OBTAINED

- Bachiller en Ciencias Fisico Matemático.
- Licenciada en Ciencias de la Educación Mención Inglés.

### COURSES/SEMINARIES

- “Coping with new trends in ELT”
- “Planificación Curricular”
- “New strategies and Teaching tips”

### LABORAL EXPERIENCE

- Unidad Educativa “Oxford” (2 años).
- Unidad Educativa “Jean Piaget ” (1 año).

- Unidad Educativa “Trajano Naranjo” (1 año).